2008 Annual School Report

Binda Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

At the beginning of 2008 the student population consisted of 8 students, 6 boys and 2 girls. At the start of Term 2 Binda PS had 9 students. Term 3 we had 8 students due to one student's family relocation because of the drought. Term 4 had the student population of 6 being an enrolment of 3 boys and 3 girls.

Students wearing polar-fleece jackets bought with Drought Assistance funds.

Staff

Binda PS has a team of experienced and dedicated staff who are committed to developing the individual success of every student.

In 2008 staff comprised of a Teaching Principal, a part-time Teacher/Relief from Face to Face (RFF) and a part-time School Learning Support Officer.

There is also a part-time School Administration Manager (5 days per fortnight) and a General Assistant (1 day per week).

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

Significant programs and initiatives

Binda PS has conducted a highly successful Reading Tutor Program throughout 2008. Students are involved in this program on a daily basis with the help of staff and community members.

Jolly Phonics continued to be a major literacy program for our Kindergarten and Year 1 students.

Student achievement in 2008

Literacy – NAPLAN Year 3

One Year 3 student sat for NAPLAN. The limited number of students who attempted this test restricts the ability to analyse this data without identifying individual students.

Numeracy – NAPLAN Year 3

One Year 3 student sat for NAPLAN. The limited number of students who attempted this test restricts the ability to analyse this data without identifying individual students.

Literacy – NAPLAN Year 5

Three Year 5 students sat for NAPLAN. The limited number of students who attempted this test restricts the ability to analyse this data without identifying individual students.

Numeracy – NAPLAN Year 5

Three Year 5 students sat for NAPLAN. The limited number of students who attempted this test restricts the ability to analyse this data without identifying individual students.

Duncan Shepherd and Clayton Collins preparing their speeches for a debate against Bigga PS.
Principal's message

Binda Public School is a well resourced rural school committed to providing quality education for each of its students through practical, flexible learning programs that cater for individual needs.

The small size of the school enables the provision of an educational environment that is very supportive and responsive to the needs of individual students and their families. The school is a welcoming happy place where parents are encouraged to become actively involved in the education of their children.

The school's dedicated and caring staff enjoys an excellent working relationship with the whole school community who actively support and are involved in the student's learning. This relationship ensures that the school and its environment continue to be a well-respected community institution.

With the school's motto: 'Through Discipline Comes Freedom', the children are encouraged to reach their full potential in the academic strands of the curriculum, in sport, the arts and cultural programs. The school further provides opportunities to develop social skills and self-confidence, including programs that involve the students in decision making and responsibility for various aspects of the school and by joining other small schools for activities.

This year has seen numerous changes and improvements to the school grounds with the installation of a changeable sign at the front of the school to promote the activities of Binda PS. A new sports shed was constructed to store the equipment that had previously been in the GA shed. An Aboriginal mural was designed and painted by students on the cola as part of our Aboriginal studies. A sand pit was added to the playground to benefit the children's learning and play, with a portable gazebo for shade. We also purchased a picnic table for seating and learning activities outdoors.

This report presents the highlights and achievements of our students and school during 2008.

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.

Elizabeth Duncan.
Relieving Principal.

P&C message

The P&C has had a busy year. As a small school with strong community links we rely heavily on local support for our fundraising activities. This year we held a Street Stall and a Hot Dog Stall on the Crookwell Country Weekend. These were the two most significant fundraisers for the year and they were quite successful with many local volunteers assisting on the day.

With funds raised the P&C was able to contribute to the school through the purchase of a digital camera, donations of book prizes for Presentation Evening and partially subsidising the student's excursion to Dubbo.

The P&C continued to support the Healthy Eating/Lifestyle Program during Term 4 by supplying milk and fruit to benefit the student’s wellbeing.

The Binda P&C look forward to contributing further to the educational needs of the students in 2009.


Student representative's message

During the year 2008 we had a hectic and full schedule. We went in the Crookwell Grand parade our theme was Re-use, Recycle, Renew! The school leaders hosted the formal assemblies and co-hosted the presentation night.

As part of our school curriculum we performed for the elderly for senior citizens week at Crookwell Services Club. The school leaders attended wreath laying on Anzac day.

All of the Binda students competed in many interschool sporting activities during the year such as cross country, regional athletics, swimming carnival and many others.

We supported Jeans for Genes Day. We raised $385 from a raffle for a sandpit at school with one tonne of wood donation from Mr Ray Pethers.

We wrote letters to companies and businesses and raised $520 from a raffle so we could go to Dubbo for an excursion.

Duncan Shepherd, Kodie George, Clayton Collins and Ebony Kearney.
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.

Structure of classes

The school consists of one multi-age class with additional support given by the part-time teacher and the School Learning Support Officer to students according to their individual needs.

Staff information

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

Staff establishment

Binda Public School has a team of experienced and dedicated staff who are committed to developing the individual success of every student.

In 2008 staff comprised of a Teaching Principal, a part-time Teacher/Librarian and a part-time School Learning Support Officer.

There is a part-time School Administration Manager (2 days per week) and a part-time General Assistant (1 day per week).

Class sizes

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

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<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/6</td>
<td>K</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>K/6</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>K/6</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>K/6</td>
<td>4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>K/6</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

Staff retention

Binda Public School had a Relieving Principal during 2008 due to enrolment numbers.

Staff attendance

Staff have access to leave entitlements such as sick leave.

For privacy reasons P6 schools are not required to report percentage figures for attendance.

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>
</tbody>
</table>
Financial summary

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

Date of financial summary: 30/11/2008

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>38,968.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>40,645.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>6,197.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>3,311.07</td>
</tr>
<tr>
<td>Interest</td>
<td>2,338.91</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>297.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>91,759.23</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>17,536.80</td>
</tr>
<tr>
<td>Excursions</td>
<td>2,669.04</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1,001.06</td>
</tr>
<tr>
<td>Library</td>
<td>316.90</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>957.93</td>
</tr>
<tr>
<td>Tied funds</td>
<td>3,783.23</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>692.62</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>17,573.97</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,195.23</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6,049.50</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>411.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>4,877.27</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>60,064.55</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>31,694.68</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 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 2008

Achievements

Arts

Binda Public School students have continued to develop their skills in creative arts and in 2008 had the opportunity to showcase their talents to a wide and varied audience. They were also given opportunities to experience the arts through excursions. Highlights included:

- Students from Binda and Bigga meet with a visiting artist through Goulburn Regional Art Gallery to design and create “Bird Mania” Mural. The mural was on display at various locations throughout the region.
- All students were tutored in guitar lessons during Term 1 and Term 2 by our Semester 1 School Learning Support Officer, Zeb Dickson.
- Students travelled to Laggan Public School for two ‘Musica Viva’ concerts during the year.
- All students participated in a mural for the Crookwell Show.
- Students performed poetry recitations, dance, musical and dramatic items for the community at special assemblies, Education Week and for the end of year Presentation Evening.
- Students went to Crookwell to perform for Senior Citizens Week.
- Designing and painting an Aboriginal Mural on COLA with assistance from General Assistant-David Shepherd.

Sport

All Students participated enthusiastically in fitness and sport with an emphasis on participation, skills development and sportsmanship.

- Bigga PS hosted Binda PS at Quality Sports Day in Athletics, archery and gym.
- All primary students competed in the District Cross Country and District Athletics. Kodie George, Clayton Collins, Duncan Shepherd and Billy Cramp represented the school in the Small Schools Relay at Regional level in Canberra. Kodie was one of the District Champions in discus.
- A daily fitness program was carried out throughout 2008. This included such activities as ball skills, athletics, cross country and aerobics.

Kodie George at Quality Sports Day Bigga.
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 the 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
With one student in Year 3 the data cannot be analysed without identifying the student.

Numeracy – NAPLAN Year 3
With one student in Year 3 the data cannot be analysed without identifying the student.

Ebony Kearney in the library.
Literacy – NAPLAN Year 5

With three students in Year 5 the data cannot be analysed without identifying the students.

Numeracy – NAPLAN Year 5

With three students in Year 5 the data cannot be analysed without identifying the students.

Duncan Shepherd receiving an award from P&C President Mrs Kitty Carter at Presentation Evening.
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.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th>33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>33</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>33</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Our NAPLAN results show that we have improved in Writing.

Our NAPLAN results show that we are above State average in Numeracy.

There is no school matched data available for progress between Year 3 and Year 5 2005-2007.

Students performing at Presentation Evening.
Significant programs and initiatives

- The Reading Tutor Program continues to allow all students to read on a daily basis with parent, staff and community support.
- Jolly Phonics Program assists Kindergarten students with their literacy skills.
- The welfare of students at Binda Public School is a high priority. Achievements by all are recognised through class celebrations, awards, assemblies, the school newsletter and the local paper.

Aboriginal education

The school's program aims to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Aboriginal perspectives are taught across all grades K-6, predominantly through the Human Society and Its Environment syllabus and are included in relevant assessment tasks.

The students completed an Aboriginal Mural on the COLA as well as other artworks throughout the year. The School Education Director, Mr Paul Greer, took some of the Aboriginal art to display at District Office. We decorated boomerangs in an Aboriginal design for Father's Day presents and with Bigga PS as part of a small schools interactive day. We watched DVDs about the Dreaming.

Kodie George and Ebony Kearney proudly displaying their efforts toward the Aboriginal mural.

Multicultural education

Multi-cultural perspectives are incorporated into the school's educational programs developing the knowledge, skills and attitudes required for a culturally diverse society.

Country Women's Association (CWA) country of study project was Mexico. Students researched and presented projects, hosted a Mexican luncheon where the students prepared and cooked the meal for CWA and community members and families.

Respect and responsibility

There is an expectation that all students display respect and behave responsibly with students given roles as leaders, monitors and peer tutors, while in the wider community these values are promoted through student participation in community service.

The students demonstrated this through participation in the ANZAC Day service, Clean-Up Australia Day, the Crookwell Country Festival, performances for the Crookwell Senior Citizens Association and the Binda community at the annual Christmas Concert. Students were presented with a fundraising cheque from Kate Morgan, Weight Loss Centre in Goulburn for their Healthy Eating/Lifestyle Program.

Miss Kemp and students discovered the Gandangara peoples meaning of Binda.

Students flying their kites for the Binda Flower Festival.
Other programs

Community Involvement

Parents and community members continue to give strong support to all school programs and activities. The students and school are very grateful to these people who are always there when help is sought.

This participation is evident by:

- An active P&C who regularly attend meetings, support the school through fundraising and organise catering for special occasions;
- Continued parental assistance with transport;
- Strong support from the wider community who, along with families and carers, enthusiastically attend school functions and assist in providing resources for special occasions;
- Family and community members volunteering as reading tutors;
- Assistance with school programs from families and community. Special thanks to:
  - Susan and David Shepherd for coaching in soccer and touch football;
  - Blair Flanagan, local chef, for cooking with the students;
  - Mrs Dickson for sewing soft toys with the students;
  - The local clergy, Rev John Campbell and community member, Mrs Cramp for providing a weekly scripture program;
- Support from Binda CWA with their country of the year study and sharing a luncheon with the students and guests at this presentation day;
- Donations of goods and resources as well as prizes for our Presentation Evening;
- Delivery of milk sourced through school and P&C to promote healthy eating habits by Kathy Robertson, Binda Store Manager; and
- Changeable sign erection with thanks to Phillip Cramp and Ian Fahey.

Students in their Mexican outfits for the CWA ‘country of the year’ presentation luncheon.

Excursions

Excursions provide students with the opportunity to broaden their knowledge of the wider world by actively participating in learning activities outside the school setting. Students were involved throughout the year in a number of minor excursions to the neighbouring small schools of Bigga, Laggan and Taralga for both sporting and academic pursuits.

One of the highlights of the year was the major excursion to Dubbo. This consisted of two nights away at Wellington Caves and Dubbo. Undertaking the excursion with Bigga Public School gave our students an opportunity to mix with a larger group of children and to enhance their social skills and self-esteem.

- The cost of the excursion was primarily subsidised through the generous support of the P&C and school fundraising.
- The excursion was a great success, linking many aspects of the curriculum and included a visit to Wellington Caves, Dubbo Gaol and the Western Plains Zoo.

Duncan Shepherd and Clayton Collins on Dubbo excursion.

Special Celebrations

The school has involved the children in a variety of celebrations throughout the year which gave them valuable learning experiences.

- All students were involved in the Grand Parade at the Crookwell Country Festival.
- Formal assemblies were held for Education Week, CWA ‘country of the year’ day and our Presentation Evening with special guests giving talks and presentations, along with our students performing and making presentations to the audiences.
- The children contributed to the Binda Flower Festival with their creative designs of kites and posters, which were used to help decorate the village for the weekend.
Progress on 2008 targets

Target 1
To improve/extend literacy levels in spelling, reading and writing.
Our achievements include:
- Continuing to target diverse types of writing through integrated units of work and benchmark using Board of Studies work samples and like school data;
- Reading assessment each term via Benchmarking across small schools group for comparative data;
- Daily Reading Tutor Program; and
- Students demonstrating appropriate stage outcomes in all literacy areas.

Target 2
To improve school numeracy levels.
Our achievements include:
- Analysing current students’ achievements using in-school and external assessment data;
- Students using appropriate mathematical terminology and applying this to learning;
- Individual and comparative assessment documented and individual programs developed and implemented; and
- Matched Year 5 students have shown growth in Numeracy.

Target 3
To improve students self-esteem and self-discipline through values focus
Our achievements include:
- Through explicit instruction and discussion students are aware of, and reflect on, personal achievement and its relationship to values in learning and life;
- All students given the opportunity to chair special functions;
- Conduct of seniors reflecting values of the school community and acting as positive role models for peers.; and
- Students relating values to the world, for example, participation in Clean-Up Australia Day.

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 2008 our school carried out evaluations of planning and Literacy.

Educational and management practice
Planning

Background
A Relieving Principal was appointed to the school at the beginning of 2008 so planning was chosen for this evaluation due to the possibility of changes to staff.
Surveys and discussions were carried out with staff, students and the P&C Association.

Findings and conclusions
The sample was too small for a reliable statistical analysis however there was a 100% response to staff, student and parent surveys.
Parent surveys indicated:
- Most agreed that the school has involved staff, students and parents in the statement of school purpose;
- All agreed that the school purpose and targets reflect the needs of the students;
- All agreed that the school planning documents are developed with the support of staff, students and parents; and
- All responses fell in the almost always and usually categories.

Surveys from the students were not as consistent in responses. Areas of concern were:
- Clarifying the school statement of purpose to students; and
- Helping students to realise the school targets are to improve student learning outcomes.

Future directions
There were quite obvious areas of overlap in all three surveys.
Implications for the school included involving the students in understanding and developing school plans.
Curriculum

English

Background

English was the Key Learning Area (KLA) evaluated for this annual report. Following NAPLAN results in 2008 as well as internal assessment it was decided that literacy would be reviewed in 2008. Reading has been a priority in the school for the past 8 years.

Findings and conclusions

Student surveys had an extremely positive response to literacy with 100% rating it as important to learn. 75% enjoyed reading, writing and communicating. The majority of students considered they were improving in all literacy aspects. The teachers responded that they could identify growth in all students of K-6. Most students believe their main source of help was their literacy teacher in conjunction with volunteer parent helpers and staff in the Reading Tutor Program.

The majority of parents agreed they had been kept well informed about literacy and had been given adequate reports about their child’s progress. Teachers believed they held an open door policy for parents to express concerns.

In summary students, parents and teachers considered literacy as an important area of learning and felt satisfied with the teaching and learning processes in the school.

Future directions

Teachers could investigate additional strategies that would involve students in their work assessments.

Writing continues to be an identified area for further development.

See Target 1 2009.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

These opinions were gathered in a variety of forms including parent-teacher interviews, discussions and informally during P&C meetings. Opinions were sought on topics such as inclusion, fairness, student reporting and leadership. Students were also given opportunities to comment on relevant aspects of the school and be involved in decision making.

Results have been supportive of the programs being implemented in the school.

Professional learning

Professional learning opportunities were undertaken by staff during 2008 to enhance existing practices and to gain new skills and knowledge that directly impact on teaching and learning outcomes for students in the classroom, as well as the management of the school.

The principal attended the Small Schools’ Conference at Wombeyan Caves; Electronic Registration Number Training; Jolly Phonics Training; Best Practice; Quality Teaching Reports; Count Me In Too Training; School Based Student Reporting Training; Linking Conferences and Best Start Program Training. Many new and exciting ideas were shared among staff and neighbouring schools on return and implemented into programs.

Staff attended First-Aid Training to maintain currency and were trained for Child Protection. Auxiliary staff attended training on finances and library.

The Principal attended mandatory School Education Group meetings as well as network meetings with other small schools principals to discuss administration matters, design district initiatives, develop assessment tasks and arrange combined excursions. School development days were used as professional learning opportunities.

Clayton, Kodie and Ebony with Kinder Orientation student Shakira George inside Wellington Caves.
School development 2009 – 2011

Binda PS Priority Areas are Literacy, Numeracy, Aboriginal Education and Connected Learning.

Targets for 2009

To improve literacy and numeracy levels so majority of students achieve stage outcomes and the gap is diminished between Aboriginal and non-Aboriginal students.

Target 1

90% of students achieve Stage outcomes in Literacy.

Strategies to achieve this target include:

- Analysis of individual student’s needs and provision of appropriate support
- Continue Reading Tutor Program, Home Reading Program
- Participation in Best Start Program
- Use of SMART data to develop Individual Learning Plans
- Review current practice and assessment data.
- Alignment of literacy strategies to improve results of Aboriginal students
- Purchase culturally appropriate reading resources

Our success will be measured by:

- Students achieve at or above Bands 4-8 in NAPLAN.
- Diminished gap between Aboriginal and non-Aboriginal students.
- Benchmarking showing continued growth with 80% Kindergarten students at Reading Recovery level 8 (RR8) or above, 80% Year2 at RR26 or above by the end of the year.
- Students participation in the UNSW English.
- Students demonstrating appropriate stage outcomes in all literacy areas.

Target 2

90% of students achieve Stage outcomes in Numeracy.

Strategies to achieve this target include:

- Analysis of individual students needs and provision of appropriate support
- Participation in Best Start Program
- Use of SMART data to develop Individual Learning Plans
- Alignment of numeracy strategies to improve results for Aboriginal students
- Review current practice and assessment data.

Our success will be measured by:

- Students achieve at or above Bands 4-8 in NAPLAN.
- Diminished gap between Aboriginal and non-Aboriginal students.
- Students using appropriate mathematical terminology and applying this to learning.
- Individual and comparative assessment documented and individual programs developed and implemented.
- Students participation in the UNSW Mathematics assessment.
- Students demonstrating appropriate stage outcomes in all Numeracy areas.

Target 3

100% students achieve appropriate technology skills.

Strategies to achieve this target include:

- Integration of technology and Connected Classroom strategies into writing and numeracy initiatives.
- Extensive technology upgrade throughout the school.
- Provide explicit tutoring and programs for students.
- Staff and student training in the use of Interactive Whiteboards.
- Purchase of additional software and technology hardware.

Our success will be measured by:

- Increased competency levels will be demonstrated by staff and students in usage of technology.
- Establishment of interactive classroom.
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.

Elizabeth Duncan, Relieving Principal
Kitty Carter, P&C President and School Learning Support Officer
Jo-Anne Dickson, School Administration Manager
Anna Kemp, Part-Time Teacher
Susan Shepherd, School Learning Support Officer

School contact information

Binda Public School
Queen Street, Binda 2583
Ph: 02 48356052
Fax: 02 48356092
Email: binda-p.school@det.nsw.edu.au
School Code: 1231

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: