Binda Public School
Annual School Report 2014
School context statement

Binda Public School is a small one teacher school serving its rural community in the Crookwell District. The children attending the school live in the village of Binda and surrounding farmlands. The school is set in spacious, well-kept grounds with facilities including an adventure playground, assembly hall, greenhouse and an outdoor learning area. The children are taught in two bright, technology rich classrooms where each child has access to a range of technology which includes a whiteboard with video conferencing facilities, a second interactive whiteboard in the hall, as well as personal computers and i-pads.

The school provides well-resourced learning activities in all key learning areas, supported by a program of carefully chosen and structured excursions. A sense of ‘family’, of belonging and commitment, is important for the safe and happy school environment, where the all-round development of the children sits beside the achievement of the highest possible learning outcomes for each child, as our shared goal.

Principal’s Message

I know that I can speak for all members of the staff when I say that Binda’s student group in 2014 was an absolute delight to work with. Sometimes we think that we wear rose coloured glasses where these children are concerned, but everyone who visits the school comments on what an extraordinary group they are to work with. They engage with their learning in whatever activity is at hand, giving it their best and having a lot of fun at the same time. Compliments about their behavior abound when they are out in public, and guest educators praise both their behaviour and eager contributions to the lesson at hand. Repeat visitors such as those from the Responsible Pet Education Program and the local RFS are always amazed at how much learning they have retained from previous lessons. This is largely due to you - our parents and community, who support the children so well.

None of this would happen without the dedicated staff that we have: Mrs Napper-Miller, our cleaner, Mr Selwyn, our general assistant, Mrs Webber who gives so much to our Kindies and Kindy starters, Mrs Treacy our School Administration Manager, Mrs Picker and Mrs Watson our two part-time teachers, all give far more than is required from them to make our school the healthy learning environment that it is.

2014 was a productive and satisfying year for us all.

Jeanette Parker, Principal

P&C Association

Binda Public School P&C had another very successful year in 2014.

We started with our first fundraiser in January, providing luncheon for the AP&H Flock Ewe Competition which raised $518.00. This was followed by our street stall in June when we raised $1009.85.

This fundraising allows the P&C to pay for swimming lessons, Scripture books, excursions to Canberra and Bigga, and transport for these. I would like to thank everyone for their support and contributions through the donation of time, cakes, slices, homemade goods, firewood and both the buying and selling of raffle tickets.

The support given to the P&C, not only by the parents, but by the whole Binda community is very much appreciated.

We look forward to another great year in 2016.

Elizabeth Cramp, Treasurer.
Message from our Student Leaders

We enjoyed leading the school in 2014 and are looking forward to leading again in 2015.

To help us develop leadership skills we attended two SRC training days at CHS; the first one helped us to understand trust and teamwork and the second day was about leading fun activities, making friends and helping others to make friends.

We helped organise a number of activities during the year but the biggest thing for us was our day to raise money for lung cancer research.

We were proud of what we did and of how many people showed up. They all walked and donated, but the thing we are most proud of is that we raised $370.70 for lung cancer research.

It was lots of fun and we think everyone had a wonderful day.

We were very proud that Craig Morris from the Cancer Council made a special trip to Binda to present us with our certificate.

Thank you everyone for helping us.

Shakira George and Dominic Haley
Student leaders 2014

Well done Binda!

Student enrolment profile

<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>
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<tbody>
<tr>
<td>Male</td>
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<td>#N/A</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
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<td>#N/A</td>
<td>#N/A</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>6</td>
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School Attendance

Regular school attendance is improving in conjunction with the absence notification system for full and partial absences initiated by Mrs Treacy and Mrs Ann Willis (HSLO). This is now used efficiently by parents. An understanding of when leave and exemptions can be granted is also growing.

Parents are frequently reporting that children do not want to miss school under any circumstance which is good to hear.
Workforce composition

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>4 days</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2.12</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce: One casual SASS staff member identifies as Aboriginal.

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>0</td>
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</table>

Professional learning and teacher accreditation

A total of $2882.88 was spent on professional learning in 2014. When averaged out to include non-teaching staff, the average expenditure was $576.57.

All staff members completed first aid training and completed remaining modules of No Gaps No Excuses.

All teaching and administrative staff completed Child Protection update, Disability Standards and Code of Conduct update.

In order to be informed of changes in financial management, our SAM, Mrs Treacy attended courses in Core Financial Literacy and Strategic Financial management with the classroom teacher and principal.

The principal attended regular SEG meetings and the Combined Principals Conference.

Two classroom teachers and the Principal attended Innovative Teaching Practices held at Yass Public School for a SDD at the end of the year with the intention of actively participating in this small schools network.

Beginning Teachers

No beginning teachers were employed at Binda Public School in 2014.

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>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>63222.03</td>
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<tr>
<td>Global funds</td>
<td>40506.63</td>
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<tr>
<td>Tied funds</td>
<td>15709.18</td>
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<tr>
<td>School &amp; community sources</td>
<td>2433.84</td>
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<tr>
<td>Interest</td>
<td>1863.45</td>
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<tr>
<td>Trust receipts</td>
<td>447.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>124182.93</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>6620.25</td>
</tr>
<tr>
<td>Excursions</td>
<td>1175.55</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>907.59</td>
</tr>
<tr>
<td>Library</td>
<td>322.44</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>14695.49</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1349.18</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21457.65</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>5139.87</td>
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<tr>
<td>Maintenance</td>
<td>3017.69</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>447.80</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>55133.51</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>69049.42</td>
</tr>
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</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

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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 and enter the school name in the Find a school and select GO to access the school data.

In 2014 Binda Public School had 3 students in Year 3 and 2 students in Year 5 who sat the NAPLAN tests. Because of the small candidature, no NAPLAN data is available for analysis on the above website.

The student results in literacy (which includes reading, writing, spelling and grammar and punctuation) and numeracy were sent to parents individually. Parents were also told that the school receives more detailed information which is available to them on request.

Other achievements

The children at Binda enjoy a strong and varied Arts program which is organized around both creative activities and an appreciation of professional performances and exhibitions.

Art

In 2014 Mrs Picker again conducted a strong art program with regular stunning displays in the classroom. Exposure to professional art included appreciation lessons in the National Art gallery and exploration of the NAG Sculpture Garden.

The children again entered artworks in the Crookwell Show Art Competition with outstanding success.

Prizewinners from the 2014 Crookwell Show
Photography
Mrs Muddiman again assisted the children with photography skills. Each child entered at least two photographs in the Kiamma Creek Landcare Photography Competition. In the under 18 section, Dominic was the winner with his photograph called ‘Hidden Snake’, while Shakira’s ‘Toby’ and Reegan’s ‘Grevillea’ took out the other two awards.

Dance
Zaya was provided with the privilege of attending the Arts Unit’s 2 day Hip Hop School in Sydney to further his skills in music and dance.

Public Speaking
Dominic and Liberty excelled in the NAIDOC Week Public Speaking held on the South Coast.

This is reported on in Aboriginal Education.

Poetry
The children entered the 2014 Dorothea Mackellar Poetry Competition, ‘What Shall I Tell You?’ Rosa’s poem about swimming for the first time was Highly Commended and published in their annual publication.

Music
The children were all involved in a production for the 2014 Dame Mary Gilmore Weekend CD. Being part of a professional recording session was very exciting for them.

Drama Performances
Professional drama productions are experienced whenever possible.

This year the children attended the Fractured Fairy Tales Puppet Show at Bigga and Mr McGee and the Biting Flea production at Canberra Playhouse Theatre.

What can Zayn pull out of the hat?
Sport

Swimming

10 days of regular instruction by Dept. of Recreation School Swimming instructors, saw measurable improvement from every child. Dominic, Shakira and Shadeegan qualified for the District Carnival, with Shadeegan missing out by a whisker on progressing to the Regional Carnival.

Athletics

Following our Small Schools carnival, all the children participated well at the District Carnival in Goulburn. Liberty, 9 years girls 100m, along with our PP6 relay team, progressed to the South Coast Regional Athletics Carnival in Canberra.

Cross Country

A strong team performance at the Small Schools Cross Country, saw six runners qualify for the Goulburn District Cross Country, with Liberty advancing to the Regional Cross country in Nowra.

T20 Thunder Cricket Blast

A full day of cricket coaching was provided by Cricket Australia and enjoyed by all as part of the Small Schools Program.
Tennis
Weekly lessons with tennis coach Dave Ridland in Term 3 saw much interest generated in tennis. The program will be repeated in 2015 because of its popularity and high standard.

Tennis action on COLA

Taralga Small Schools Sports
This again proved a very popular sports day for the children, with each of them, including our preschoolers, participating with great enthusiasm all day.

Significant programs and initiatives –
Kindystart

Kindergarten students work with our teacher’s aide, Mrs Elizabeth Webber on Wednesdays, to provide them with appropriate learning through play activities which would be less successful in a K-6 classroom, speech activities, Brain Gym and more stories and sound games. They are joined by children who will be starting school the following year to introduce them to learning and playing in a multi-grade environment.

Crookwell Small Schools
Crookwell Small Schools, Bigga, Binda, Laggan and Taralga, combine for sporting and cultural activities. In 2014 the four schools combined for swimming, athletics and cross country, prior to the district carnivals.

Shared craft following Fractured Fairy Tales held at Bigga Public School

Binda, Bigga and Laggan also combined for:

- Fractured Fairy Tales and craft activities at Bigga
- An excursion to Canberra which included appreciation lessons at the National Art Gallery
- A full day NRMA Science and Road Safety Day at Binda
- Staged Life Education lessons at Laggan, supported by first aid and archery sessions.

Students from Laggan and Binda solving a science problem together
Policy and equity funding

Aboriginal education

With more than 50% of the students at Binda identifying as Aboriginal, Aboriginal Education has a high priority. As part of our Anzac Commemoration in 2014, primary students investigated the contribution of Aboriginal and Torres Straight islanders in wartime. Dominic and Liberty then represented the school in the Tablelands NAIDOC Public Speaking Competition where one Aboriginal and one non-Aboriginal student had to present a five minute speech together on this subject. They were announced winners in this section and then represented the Southern Tablelands at the South Coast regional final where they placed third.

In 2014 the children began planning a bush tucker garden in the bush area of their playground.

The first planning day was attended by representatives from the Pejar Land Council, Upper Lachlan Landcare, our three Aboriginal families, our seven Aboriginal students, a former Binda teacher who now works in Aboriginal education and the head of the Aboriginal section of the Canberra Botanical Gardens.

In this way the Aboriginal members of our community were involved in the planning, and all children have been involved in the first steps of marking out a walking track.

Multicultural education and anti-racism

The children become very involved in their International study, and found the 2014 country of study, Botswana, both fascinating and challenging.

Literature such as ‘Lat’, a Malayan autobiography of childhood, was also used extensively to develop knowledge of a diverse world.

Mrs Watson’s strong French program contributes enormously to the children’s understanding of another culture.
Greenhouse gardening

Mr Selwyn’s love of gardening is being shared by the children who are developing a broad range of practical skills with his help and enjoying their vegies more.

Learning and Support

Resource Allocation Model (RAM) funding provided valuable additional support teaching time, assisted with excursions and allowed for our support teacher to attend a DEC course, ‘Disability standards for Education’.

Aboriginal background

RAM funds were combined with funds for socio-economic background to support literacy learning through additional teacher time for our Aboriginal students.

Socio-economic background

All RAM funding received for socio-economic background in 2014 was used to support literacy learning through the use of additional teaching time. This additional teaching time was used for support with specific programs: Multi Lit, Lessons In Phonics Instructions (LIPA) and Lessons In Phonemic Awareness (LIPA) programs.

Binda Public School participated in Nationally Consistent Collection of Data. This was supported by Individual Learning Plans and the monitoring of progression in learning through standardized tests.

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:

- Internal and external assessment in Literacy and Numeracy to monitor student growth
- Adjustment of individual programs after assessment
- Anecdotal records and feedback from students, staff and community.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

- Increased level of literacy and numeracy achievement for all students.
- Strengthened teacher capacity to improve students learning outcomes.
- Improved diagnostic assessment of student learning following whole school tracking in literacy and numeracy.

Evidence of achievement of outcomes in 2014:

- Staff stating confidence gained from implementing strategies developed in Focus on Reading course (2013), especially with those students needing support in comprehension.
- Anecdotal evidence from casual teachers and parents of noticed improvement in standard of work, commitment and confidence.
- Improvement in standardised testing including NAPLAN – increased ‘ownership’ by students of improvement clearly articulated.
Strategies to achieve these outcomes in 2014:

- Relevant professional reading and development by teaching staff, both independently, and in conjunction with other schools.
- Content rich writing tasks included in all science and HSIE units.
- Purchase of relevant resources and technology including 8 i-pads.
- Regular testing program – variety of standardized and school based assessments including weekly spelling tests.

School priority 2
Curriculum and Assessment

Outcomes from 2012–2014:

- Staff are familiar with the new Australian curriculum documents.
- Smooth transition from NSW curriculum documents to new syllabuses for the Australian curriculum for New South Wales schools.
- Quality teaching framework evident in all programs and lessons, including assessment.

Evidence of progress towards outcomes in 2014:

- Australian Curriculum for mathematics, English and Science introduced and in place.
- All children placed on English and mathematics continuums.
- Staff growing in confidence with language and content of new syllabuses.

Strategies to achieve these outcomes in 2014:

- Regular testing program – variety of standardized and school based assessments including weekly spelling tests and re-planning based on results.
- The thinking Mathematically’ strand strengthened through discussion with other small schools and planning for regular lesson time for problem solving in 2015.

School priority 3
Engagement and Attainment

Outcomes from 2012–2014:

Evidence of progress towards outcomes in 2014:

- Increased participation in school events by parents and extended community – eg parent and community members attended NRMA road safety for adults session.
- Positive reception of children’s engagement by all external educators who work with them, especially their retention of previous year’s visits/learning.
- Continued and increased enthusiasm of students for the visits, learning activities which follow and the inclusion of community in their learning. Absolutely no one-off activities – all special activities become part of structured learning.
Strategies to achieve these outcomes in 2014

- Lessons with community educators (eg. State Library, NRMA Road safety and Science, Rural Fire Service, NSW Police, SES, Frogwatch, Landcare etc) work with children wherever possible.
- Complete units in health, science and HSIE built around their resources
- Invitations to parents and community to join the children in these activities.

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:

In response to what is good about the school, parents all commented on:

- Individual help for students who need it
- Shared days (not just sports days) such as Book Week where activities engaged all family members
- Community groups and individuals working positively with the children
- Shared days with other small schools

Staff commented on:

- the amount of support the children received from parents and community

Students commented on:

- People coming into the school to work with them – how much fun it was and how good the learning was
- Going to other schools for shared activities
- Tennis and French as activities which progressed from year to year
What could be improved?
Parents offered no suggestions but students wanted more sport – a block of tennis coaching again, an extended cricket program (both these being sports played in the Binda community), a block of netball coaching and professional coaching in at least one sport each term. The students also wanted new technology introduced. Film making will be given a priority.

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.

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.

Jeanette Parker, Teaching Principal
Susan Picker, Classroom Teacher
Robyn Watson, Classroom Teacher
Sharon Treacy-Pitt, School Administration Manager
Elizabeth Webber, School Learning Support Officer

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School Code: 1231

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: