

Binda Public School

Annual Report



2016



1231

Introduction

The Annual Report for **2016** is provided to the community of Binda Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lisa Harrison

Principal

Binda Public School

School contact details

Binda Public School

Queen St

Binda, 2583

www.binda-p.schools.nsw.edu.au

binda-p.School@det.nsw.edu.au

4835 6052

Message from the Principal

2016 has been a very hectic and successful year with our students achieving in many areas and becoming engaged in a variety of new learning experiences across the curriculum. I would like to thank my staff for all that they have achieved and the support given to our students throughout 2016. The running of this school really is a team effort. We are a community committed to learning and providing new experiences to expand the opportunities for our students.

This year, students have been involved in the **"Project Spotted Quoll"**, where they collaborated with other small schools in our area, along with Crookwell High School to investigate and promote awareness for the plight of the Spotted Quoll in our region. This project was led by the Team from Taronga Zoo. The highlight of this was a fantastic overnight excursion to Taronga Zoo in Sydney and having 2 of the spotted quolls in the new Quoll enclosure being named by our students. Rather fittingly, Binda and Warriwul Quoll were also the main characters in our musical "Quoll Magic...The True Story".

Our senior students took part in the choir and dance group for the GCOPS concert held in Education week. This was an amazing experience for us all and we were very proud of our students. More recently, our P6 relay team competed at the state PSSA Athletics carnival held in Homebush. This was a major achievement in the sporting arena for our students.

2016 saw Mrs Jeanette Parker lose her battle with brain cancer and we were all saddened and greatly affected by her loss. Mrs Parker has maintained a strong contribution to the schooling community over many years, supporting and engaging many families throughout the community. Her belief that *...every student should work to be the best that they can be...* is reflected in our school motto of *Learn Achieve Succeed at Binda Public School*.

Thank you all for your support over the year and I look forward to the many new opportunities waiting for Binda Public School in the future. We truly are a small school with a big focus on education.

School background

School vision statement

Binda Public School is a small community school with a big focus on education. We are committed to providing an inclusive education in an engaging and nurturing environment that values the diversity of our community.

We encourage our students to achieve their personal best as confident, creative and successful learners, enabling them to become resilient, courteous and considerate global citizens who possess perseverance, self-confidence and self-discipline.

School context

Binda Public School is a progressive, well-resourced small village school. It is located on the Southern Tablelands, 20km west of Crookwell and on the traditional land of the Wiradjuri people.

The staff is committed to providing learning programs which encourage engagement, thus bringing maximum personal and academic growth, as well as providing learning opportunities which take the students beyond their immediate vicinity.

Through our welfare and values programs we provide opportunities for students to develop their social skills, self-confidence and independence, including programs that involve them in decision making and responsibility for various aspects of the school.

The school has an active P&C with parents and community members interacting positively for the benefit of our students across a range of activities.

The current school enrolment sits at 12 students, with 6 students identifying as Aboriginal. Our staff comprises a Teaching Principal and a part-time teacher/Learning and Support Teacher.

Binda Public School is part of the Small Schools Southern Tablelands Curriculum Innovation Project and works in collaboration with Laggan and Bigga Public Schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

As part of the school planning, self-assessment and reporting cycle of School Excellence, all schools self-assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions.

The Learning Culture at Binda Public School is built upon the development of positive, respectful relationships which are evident among students and staff, with a strong emphasis on promoting student wellbeing and ensuring optimum conditions for student learning. Our programs address the identified needs of students to provide equitable academic opportunities for all while delivering a differentiated curriculum.

Quality teaching and professional practice are evident in the learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Student performance data and other student feedback is used to evaluate the effectiveness of teaching practices, with a particular focus on improved teaching methods in literacy and numeracy.

Binda Public School is continuing to develop the physical learning spaces so that they can be used flexibly, with technology being updated and made more accessible for staff and students. 2016 saw the main classroom move to the BER space, creating a modern and inviting learning space for learners.

Strategic Direction 1

Quality teaching, learning and engagement

Purpose

Every student at Binda Public School becomes successful, 21st Century learners who build their learning capacity through innovative, differentiated and reflective pedagogy.

Teachers will continue to develop their knowledge and skills through shared professional learning, reflecting on their teaching to strengthen their classroom practice and improve student outcomes.

Overall summary of progress

Teacher training was undertaken in the form of the Focus on Reading Facilitator's Course throughout 2016 with the plan of presenting this training to staff in the future. Staff also undertook training in the set up and delivery of the Multi Lit Intervention Program, as well as planning for and teaching students with additional needs.

The tracking of student data was consolidated through the combined use of PLAN and the school tracking system. This follows each student from Kindergarten to Year 6 to present an informed record of student achievement and areas of need, supported by evidence such as work samples, learning continuums and intervention supports.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student achievement is equal to or greater than the expected cluster indicators in the Literacy and Numeracy Continuum.	All students have been tracked to show growth patterns, areas of weaknesses and strengths in their learning. This data is recorded in PLAN and in individual learning records identifying where students sit compared to expectations as set by the Literacy and Numeracy continuums. This data is used to identify and plan for student needs—Internal assessment, Best Start & PLAN Data indicating areas of need, directing student learning from Kindergarten to Year 6.	Resources to support literacy needs were purchased in the form of PM readers and PM eCollection of readers to the value of \$3,784.82
NAPLAN data indicates at or above average growth averaged over three years.	Student progress and growth has been assessed to determine strategies to support individual growth and areas of improvement as students move from Year Three through to Year Five Naplan testing.	Funding has been used to boost the role of the Learning Support Teacher from half a day per week to one day per week.

Next Steps

Binda Public School will join the Early Action for Success (Phase 2) in 2017. This program works to strengthen quality teaching practises and student achievement in the areas of Literacy and Numeracy. A major proportion of funding, professional development and resource planning will be directed at the implementation of this program.

The monitoring and strengthening of the learning program will continue to meet the identified needs of students from Years three to six, including strategies taken from the Focus on Reading Program targeting the ongoing development of effective comprehension strategies.

Strategic Direction 2

Quality relationships and partnerships to develop a positive school culture

Purpose

Enhance entire school community relationships through shared values, collaboration, communication, strategic support and belief systems that underpin student social and emotional wellbeing.

To strengthen the partnership between home and school, promoting community collaboration and engagement to support the achievement of student learning outcomes.

Overall summary of progress

Staff, students and community have continued to work together to build and strengthen positive relationships that are supportive and inclusive of all at Binda Public School. Programs such as 'Kinderstart' and our weekly playgroup, which is run in conjunction with the Crookwell Neighbourhood Centre, have provided opportunities for families and potential students to gain a greater understanding of the values and directions that are present in our school. We have endeavoured to make families feel welcome and supported, initiating the involvement of other agencies, such as the Neighbourhood Centre, The Family referral service and a Speech Therapist to provide additional avenues of support when needed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Through student forums, the extent that students indicate that they value learning and feel safe at school. Attendance rates indicate increased engagement at school.	Establishing proactive learning alliances with our local community of schools through learning projects, shared excursions and sporting opportunities has allowed for a wider network for social and educational opportunities for students and staff. The ongoing development of a revised school strategy in collaboration with the local Home School Liaison Officer in an effort to increase parental awareness of the significance of regular attendance at school.	
Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.	The revising of opportunities to invite the community and families into the school, providing students with opportunities to lead events and participate more positively in occasions such as Remembrance Day and Presentation Day. Increased Parent involvement in the P&C with an improved attendance rate at meetings and functions. Student surveys focusing on student wellbeing at school.	\$1500 towards resources such as microphones, staging and developing the Community Room.

Next Steps

The development and implementation of a revised set of procedures to support student attendance and transition to High School will be finalised in 2017. As always, opportunities will be developed to welcome and include families in our school and to showcase what our students are achieving in their learning.

The Community room will be completed in 2017, providing a warm and engaging learning space for playgroup or visiting therapists, as well as an inviting space for families to come together for special occasions, P&C meetings, or an additional learning area for our students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The role of the LST increased from one day per fortnight to one day per week. PLP's developed to support student learning and monitored to ensure optimum quality learning experiences.	Funding totalled \$ 12678 • Aboriginal background loading (\$12 201.00)
Low level adjustment for disability	LST half day per week to support students with additional learning needs.	\$10 967 was spent on the teaching position for Learning Support.
Quality Teaching, Successful Students (QTSS)	The facilitator's training course for Focus on Reading was undertaken by the Teaching Principal to support staff through the delivery of professional development and student learning through the implementation of effective strategies and practises to support reading and the development of comprehension strategies.	\$4411.15 was spent towards the costs of training and Professional Development opportunities.
Socio-economic background	Students were supported to ensure that they were exposed to a wide range of learning experiences. Excursions to the theatre, participation in the Taronga Zoo " Project Spotted Quoll", including the Zoo Snooze and bus travel were subsidised by the school. Funds were also used to support the primary students who participated in the Goulburn Community of Schools Concert in Education Week.	This funding was a total of \$12201. It was used to provided extra teaching hours, resources, and transport for students.
Technology For Learning	A major upgrade of technology was undertaken in 2016. The IWB resources were replaced with a new commbox purchased for the library and the new classroom. Additional resources, such as keyboards, monitors and installation costs were covered through a combination of saved resources from previous years and funding for Rural and Remote.	A total of \$20000 was targeted for the upgrade. Additional resources and costs are being met as they arise.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	7	5	3	2
Girls	6	6	8	9

The enrolment for Binda Public School remained constant at eleven students throughout 2016. Our students ranged from Year 1 to Year 6, with no Kindergarten student enrolments. Our Jump Start for School Program was successful with two students enrolling to commence Kindergarten in 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	100	93.8	95.1	
1	93.8	97.8	90.8	94.6
2	89.9	96.7		89.2
3	79.2	93.5	97.8	96.8
4	93.3	95.1	76.1	94.3
5		94.6	73.9	91.4
6	93.6		96.2	85.5
All Years	91	94.7	89.6	91.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	
1	94.5	94.7	93.8	93.9
2	94.7	94.9		94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5		94.8	94	93.9
6	94.1		93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance became an area of strategic focus during 2016, in an attempt to improve the attendance rates of our students. The way in which parents informed the school of intended, partial and unexpected absences was reviewed with many changes being implemented to streamline the process of recording these absences. A series of information snippets

regarding absence rates and the school expectations for non-attendance have been included in the school newsletter. The school has become proactive when contacting parents to ensure student wellbeing when an absence of two or more consecutive days occurs without contact being made to the school by the caregiver.

Binda Public School will continue to work in this area during 2017 with the review and development of a new attendance procedure inline with the Departmental Attendance Policy. A new award has also been created for Presentation Day for the student with the highest attendance rate for the year. Small celebrations will also be introduced for students displaying positive attendance rates.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.88
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

All staff are up to date with the mandatory compliance training in the areas of emergency eCare, Anaphylaxis, Code of Conduct and the Child Protection modules. This training is carried out on the first Staff Development Day of the year to ensure that every staff member has access to this training in a supportive and collaborative environment.

Professional Development was carried out to improve the learning outcomes for our students in a caring and

supportive learning environment. Three members of staff attended a Mental Health First Aide Training Day focusing on supporting student wellbeing. Two staff members attended training with Anne Squires focusing on the development and implementation of learning programs for students with specific learning needs.

The development of strong comprehension skills is a targeted area of learning for students. To support this, training in the Focus on Reading Facilitator's Course was also undertaken by the Principal with the intent of passing this training onto other staff members in 2017.

A total of \$3235.58 was spent on this Professional Learning and training for staff members.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	82 864.24
Global funds	40 758.28
Tied funds	70 655.10
School & community sources	1 744.01
Interest	1 527.76
Trust receipts	1 802.50
Canteen	0.00
Total income	199 351.89
Expenditure	
Teaching & learning	
Key learning areas	8 696.29
Excursions	773.31
Extracurricular dissections	211.96
Library	1 672.19
Training & development	3 135.58
Tied funds	69 678.04
Short term relief	1 361.19
Administration & office	32 327.56
School-operated canteen	0.00
Utilities	4 305.98
Maintenance	5 518.41
Trust accounts	1 747.50
Capital programs	0.00
Total expenditure	129 428.01
Balance carried forward	69 923.88

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

Due to reporting requirements we are unable to display graphs as there were less than 10 students who completed NAPLAN testing at Binda Public School in 2016.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

The students at Binda Public School were surveyed through discussion, observation and paper quizzes to assess the level of satisfaction and engagement experienced throughout the year. Overall, students indicated that they were confident to ask for help and felt that the staff were there to help them. They enjoyed learning and are becoming more confident when attempting new learning experiences. Overall, most students viewed themselves as successful learners who were developing knowledge and skills that would benefit them in the future.

Policy requirements

Aboriginal education

In 2016, 6 students identified with having an indigenous heritage at Binda Public School. Learning experiences were continually assessed to ensure suitability and engagement levels for students to obtain the optimum

learning outcomes for students. During the past academic year, our students have participated in activities associated with NAIDOC week, celebrating the culture and traditions of Aboriginal and Torres Strait Islander people.

The "Spotted Quoll Project", run in conjunction with local schools, Taronga Zoo Sydney and other agencies such as Land Care, also allowed for our students to interact with experts and people with knowledge in the Aboriginal culture and methods used to sustain the natural environment. This was highlighted by a visit to a local National Park where students were engaged in a series of learning experiences focused on the preservation of the vulnerable Spotted Quoll and habitat.



Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) has been vacated and in need of filling. A staff member has begun training during Term 4 2016. This will be completed in early 2017.

Opportunities, through the sharing of quality literature, meeting people from diverse cultural backgrounds and celebrating days such as Harmony Day, are used to share the message that "Everyone Belongs" in our school community.