

# Binda Public School

## Annual Report



2017



1231

## Introduction

The Annual Report for **2017** 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

### School contact details

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### Message from the Principal

I would like to acknowledge and thank my staff for their dedication and commitment to providing an inclusive learning environment, where students are encouraged to achieve their personal best. At all times the staff of Binda Public School have worked to meet the educational and well being needs of the students first and secondly, run our little offshoot of a major organisation.

2017 has been another hectic year full of change, mandatory training and opportunities to strengthen our small school. We have achieved a lot and have moved forward in step with the changes as mandated by the Department of Education. Our first big hurdle was the training for and the implementation of the new LMBR administrative system. This has redefined the way in which we conduct the daily running of our school and I thank Mrs Treacy for the patience and determination that she has shown in leading this mandatory implementation. While there will be more changes to occur in 2018, the hard work has been completed and we are now looking to refining our practices at a school level to ensure the most effective administrative routines for Binda Public School.

2017 also saw Binda Public School join the Literacy and Numeracy initiative of the NSW Department of Education in the form of "Early action for Success" (phase 2). We are currently, the only local school to be involved in this focused three year program, ensuring our students are reaching their full potential in the early stages of their learning. While the expectations and the initial set up took some negotiation, we are now engaging within a network of rural schools and working with an instructional leader to implement and maintain strong and effective learning programs for our students from Kindergarten to Year 6.

I would like to thank the Binda School Community for your support and commitment to our school over the last year. As we conclude another year of learning milestones and achievements for students, we are proud of all that our learning community has achieved and are looking forward to another busy and rewarding year in 2018.

## 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, 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 15 students, with 6 students identifying as Aboriginal. Our staff comprises a Teaching Principal and a part-time teacher/Learning and Support Teacher. A part-time School Administration Manager works for three days per week, with the classroom supported by a School Support Officer five days per week.

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

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Within the domain of Learning, there is demonstrated commitment within the Binda Public School community that all students make the expected learning progress for their stage. Clear aims and planning for learning are supported through a strong focus on individualised and differentiated learning. Teaching and learning programs describe the expected student progression in knowledge, understanding and skills and the assessments that measure them. Assessment data is collected and used to monitor achievements and identify gaps in learning to inform planning for particular student groups and individual students.

Looking at the domain of Teaching, our teaching staff at Binda Public School are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. A school-wide approach to effective and positive classroom management is evident. In 2017, as part of the Early Action for Success initiative (phase 2), teachers engaged in professional learning that built skills in the analysis, interpretation and use of student progress and achievement data. Teachers are proficient in their teaching of literacy and numeracy, continually working to meet the needs of students in their subject/stage.

The staff of Binda Public School ensures the implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. Parents

and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

All staff use technology available to streamline the administrative practices of the school. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is continually used more effectively to enhance learning and service delivery.

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

2017 was the first year of the three year initiative Early Action for Success (phase 2) at Binda Public School. Teacher training and familiarisation with the program expectations and the setting up of working relationships with the Instructional Leader for our group was undertaken. Student assessment data was base lined in accordance with expectations.

This was achieved, especially as the implementation and classroom use of literacy and numeracy continuums in the form of PLAN was built upon from the previous year for all students Kindergarten to Year 6. The collated data shows that most students are continuing to make the expected progress, with specific support given to those who are showing less than their expected growth. Staff provide relevant and appropriately differentiated learning activities to meet the individual needs of students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student achievement is equal to or greater than the expected cluster indicators in the Literacy and Numeracy Continuum.	Teacher release to work with Instructional Leader as needed 8 days  SLSO support ( additional ) to support literacy and numeracy needs of students  Socio-economic background (\$17251)  Literacy & Numeracy funding ( \$336 )	Teaching staff are confident and prepared for using student data tracking in preparation for the introduction of the new learning progressions as Plan 2.  All students are plotted on PLAN and this is used for driving programming K-6  School based continuum assessments and plotting of student progress indicates that most students are achieving the proficiency levels for their stage, with all students making positive progress. This includes Aboriginal students and students with additional learning needs.
NAPLAN data indicates at or above average growth averaged over three years.	2 casual days – reporting / parent interviews collaboration and forward planning to support students who have shown areas of need.  QTSS ( \$940 )	Targeted programming to support differentiated learning and growth evident in the clusters of the Literacy and Numeracy Continuum.

## Next Steps

Resources used for the Key Learning Areas of English and Mathematics have been evaluated for their effectiveness and relevance to the new curriculum, with the plan for replacement and consolidation of resources to be undertaken from 2018. Programming strategies reviewed by teaching staff, with an overhaul of teaching and learning programs across the curriculum from Kindergarten to Year 6.

As the second year of the Early Action for Success commences, teacher training in the implementation and use of the new Learning Progressions will be undertaken to keep pace with the current expectations and ensure a smooth transition for Binda Public School.

## 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

Our P&C, families and community members have shown their support of our school through their attendance at functions, initiating conversations with teaching staff regarding student progress and learning and supporting student activities. Many community members have been engaging in conversations, sharing their ideas for the direction of our small rural school as part of our consultation process for the development of the School Plan for 2018–2020. While our Community Playgroup is still maintaining numbers and will continue into the future, the Jump Start program for Kindergarten did not run in 2017.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Through student forums, the extent that students indicate that they value learning and feel safe at school. Attendance rates indicate increased engagement at school.		<p>After consultation with the Home School Liaison Officer, a new attendance policy for Binda Public School has been developed, focusing on positive initiatives and engagement strategies to encourage school attendance.</p> <p>Individual areas of concern addressed and monitored to ensure that all students know that they are supported in their learning and wellbeing.</p> <p>The school anti-bullying policy and procedures were updated to better address the needs of the school community.</p>
Parent, staff and student surveys indicate an increased positive school culture of inclusion and respect.		<p>Three of our seven families were actively involved in discussions and questioning, attending a planning meeting or completing the parent survey sent home to each family, asking for their views on the future direction for Binda Public School.</p> <p>Staff are looking forward to our participation in the initiative for digital technologies, which will see our school working closely with a representative from ACARA and believe that our future learning pathways will greatly benefit from this partnership.</p>

### Next Steps

Following on from discussion with students, the senior students are to be given more responsibility and opportunities to raise funds for an end of year event/ treat to celebrate attendance in 2018. Successful attendance rates will be shared and discussed with students more openly so that they are aware of the value of their attendance and efforts to be at school regularly.

Binda Public School will finalise the ideas and thoughts of the School community with a final consultation and planning meeting in Term 1 2018, to discuss the future direction to be indicated in the new school plan. This is an opportunity for all stake holders to have an input into the future of Binda Public School.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$18259	<p>This funding has been to: contribute towards an additional half day per week to provide extra STLA support for students, creating one day per week for STLA support across K–6.</p> <p>cover the transport and pay for educational experiences such as the Term 4 focus day at Laggan Public School to celebrate Aboriginal culture in our area and engage students in a local tribal dialect.</p>
<b>Low level adjustment for disability</b>	\$10,922 – School Learning and Support Teacher	This 0.100 FTE position (half a day per week) was boosted with extra funding from Socio-economic background funding to increase learning support to 1 day per week.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$940	Professional release to work with EAfS instructional leader and be involved in Adobe connect sessions.
<b>Socio-economic background</b>	\$17251	<p>Funding was used to boost the weekly hours for the SLST.</p> <p>Students were provided with learning experiences to support their learning and wellbeing, such as swimming lessons, education excursions and transport costs.</p> <p>The purchase and ongoing costs of online learning programs and experiences including Reading Eggs, Mathletics and the PM eCollection of readers.</p> <p>Various resources to support student learning in the classroom.</p>
<b>Technology For Learning</b>	eT4L funding \$2500	<p>eT4L funding was directed to 4 new touch screen laptops for student use in the learning environment. The existing hardware was updated with extra memory as was needed.</p> <p>An interactive iPad table was purchased for use with all students.</p> <p>All students were issued with a USB to support their use of computer technology.</p>
<b>School Planning for 2018–2020</b>	\$1000  • Socio-economic background (\$1 000.00)	<p>Casual release to allow staff to meet to collaboratively plan the school plan and participate with community forums.</p> <p>Student voice through in class discussion and surveys.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	5	3	2	5
Girls	6	8	9	10

The student enrolment numbers fluctuated through 2017, ending with 15 students at the end of the year. Of these, one student will commence high school and 4 students will be moving out of the Public Education system in 2018. Currently, with no Kindergarten enrolments anticipated, our student enrolments will begin at 10 students for the new school year of 2018.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.8	95.1		87.1
1	97.8	90.8	94.6	
2	96.7		89.2	90.3
3	93.5	97.8	96.8	87.1
4	95.1	76.1	94.3	96.8
5	94.6	73.9	91.4	89.2
6		96.2	85.5	97.8
All Years	94.7	89.6	91.6	89.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4		94.4
1	94.7	93.8	93.9	
2	94.9		94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6		93.5	93.4	93.3
All Years	94.9	94	93.9	93.9

### Management of non-attendance

School attendance in 2017 was greatly affected by a series of sickness that hit our school during the end of Term 2 and Term 3. A student also experienced a long absence due to the need for surgery. Our school keeps parents informed of their responsibilities to ensure their children attend school on a regular basis through

newsletter articles and when needed, phone calls to ensure that they are reminded of the importance of their children being in attendance. This has been increasingly supported with the use of medical certificates, indicating that students are receiving medical attention when needed.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
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	0

### Professional learning and teacher accreditation

All staff working at Binda Public School completed the mandatory training as required by the Department of Education, including the child protection units "Keep Them Safe", first aid, CPR updates. Various Health and Safety units were completed where applicable for individual staff members. This included a chemical handling and safety course for our General Assistant. In 2017 the majority of Professional Learning occurred in the implementation of the new LMBR administrative system into the school.

All staff attended a combined Staff Development Day in Term 2, which looked at a range of topics across the learning spectrum. This was a very successful training day for all involved, increasing collaboration and discussion regarding teaching and learning practises across the school.

Teaching staff commenced their understanding and preparation for the implementation of the learning progressions under the Early Action for Success Initiative with the support of our Instructional Leader. This will continue throughout 2018 as training and professional learning becomes available.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>69,924</b>
Global funds	33,117
Tied funds	36,646
School & community sources	1,265
Interest	539
Trust receipts	20
Canteen	0
<b>Total Receipts</b>	<b>71,586</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	3,753
Excursions	0
Extracurricular dissections	1,257
Library	362
Training & Development	463
Tied Funds Payments	17,226
Short Term Relief	1,371
Administration & Office	16,588
Canteen Payments	0
Utilities	1,402
Maintenance	4,415
Trust Payments	55
Capital Programs	0
<b>Total Payments</b>	<b>46,892</b>
<b>Balance carried forward</b>	<b>94,618</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	157,846
Appropriation	156,197
Sale of Goods and Services	0
Grants and Contributions	1,315
Gain and Loss	0
Other Revenue	0
Investment Income	333
<b>Expenses</b>	-85,747
Recurrent Expenses	-85,747
Employee Related	-56,017
Operating Expenses	-29,730
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	72,098
<b>Balance Carried Forward</b>	72,098

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

This amount was reduced by \$16000 after the final CEPS statement for 2017 was completed. Funds were budgeted for the beginning of 2018 to support a SLSO until integration funding was finalised during Term 1 2018. This was no longer needed as the student in need of support left the school.

The intended use of funds available from the 2017 budget is to upgrade the school grounds and infrastructure, possibly upgrading the administrative area to include a private office and continue the part-time employment of a SASS to support staff both in the classroom and administration area of Binda Public School.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	254,290
Base Per Capita	1,681
Base Location	8,618
Other Base	243,991
<b>Equity Total</b>	46,432
Equity Aboriginal	18,259
Equity Socio economic	17,251
Equity Language	0
Equity Disability	10,922
<b>Targeted Total</b>	29,440
<b>Other Total</b>	13,705
<b>Grand Total</b>	343,868

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

All students from Kindergarten to Year Six were plotted on the Learning continuums for Literacy and Numeracy. As a participating school in the Early Action for Success Initiative ( Phase 2 ), our school data was collected by our Instructional Leader through PLAN, every five weeks for Kindergarten and at the end of each term for Years one to six. Student growth met expectations across Kindergarten to Year Six in both areas of Literacy and Numeracy.

## 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.

Three students from Year Three and one student from Year Five sat the NAPLAN testing in 2017. Because of the small number of students, we are unable to display data graphs indicating overall results in each area due to reporting and privacy requirements.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes*

The small number of students sitting the NAPLAN testing within this mandatory reporting section would allow for individual students to be identified. Those students who have not achieved the expected growth have been given targeted intervention to support their learning.

## Parent/caregiver, student, teacher satisfaction

Parental and Staff consultation and surveys for this report have been focused on the future direction and learning pathway for Binda Public School in line with the preparation of the new school plan for 2018 –2020. 43% of families responded with their ideas and comments. A common theme for all was the need to keep the learning curriculum and environment up to date with current educational trends and expectations. Both staff and parents expressed a desire to see a wider range of technology implemented into the classroom environment, along with more opportunities for students to be engaged in activities across the small school network and the larger educational community.

## Policy requirements

### Aboriginal education

Binda Public School received Aboriginal Background funding in 2017. This funding was used to support students in their learning and to provide experiences for students to be involved in activities to promote a positive understanding and acknowledging of Aboriginal Culture.

Staff and students combined with other local small schools to attend a cultural performance at Crookwell High School, then gathered for a focus day held at Laggan Public School. This focus day involved students watching a play performed in a local dialect and supporting activities explaining the language and meaning of the play. This was a very successful day, with many students showing an interest in local dialects.

### Multicultural and anti-racism education

Training for the role of the Anti–Racism Contact Officer was completed in 2017 by the Principal. The anti–racism policy for Binda Public School was reviewed in line with Departmental policy with changes implemented to reflect the expectations and values of the Department of Education and Binda Public School community.

Focus days, such as the National Day against Bullying and Harmony Day were celebrated, with students exploring and articulating ways in which we can support each other as citizens of a diverse and rich cultural background.