

# Binda Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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## School background

### School vision statement

Binda Public School is a rural village school with a dedicated focus on education. We are committed to providing an inclusive education in a collaborative and engaging environment, preparing students to succeed in a dynamic and complex society.

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 are committed to implementing learning programs which strengthen student engagement and provide a solid foundation for their future learning. High student expectations and opportunities encourage maximum personal and academic growth, providing learning opportunities which aim to take students beyond their immediate experience.

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 10 students, with 5 students identifying as Aboriginal. Our teaching staff comprises a Teaching Principal and a part-time teacher/Learning and Support Teacher. The School Administration Manager works three days per week with an SLSO position filled on a part-time basis, providing extra support in the classroom learning program.

Binda Public School works in collaboration with various schools within our learning network, is a participating school in the Digital Technologies Project, and works within the Early Action for Success Program (Phase 2).

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## Strategic Direction 1

### Engaged Learning and Teaching

#### Purpose

To continue to build upon quality teaching practices and student learning through the development of relevant, engaging and differentiated programs, working continually to improve individual student growth in an innovative and digitally supported learning environment.

#### Improvement Measures

Student achievement is equal to or greater than the expected student growth as indicated through the learning progressions. – Students achieve one year's growth for one year's learning.

A dynamic learning programming cycle using evidence based data, supporting higher expectations and feedback on learning strategies and teacher practice.

Improved levels of student attendance and wellbeing.

#### Progress towards achieving improvement measures

**Process 1:** *Staff collaboratively deepen their knowledge and understanding of the curriculum and how to most effectively deliver a differentiated learning program for all students at Binda Public School in relation to the Professional Teaching Standards.*

Evaluation	Funds Expended (Resources)
<p>How will the changing needs of students be met in an explicit and quality learning program?</p> <p>One Schools initiative implemented in 2019 with a focus on History and geography were integrated through an English unit.</p> <p>The school has investigated consistent teacher judgement in the use of rubrics' for collection of assessment. data.</p> <p>Where to next?</p> <p>The school will be embedding evidence based programs to drive student improvement. This includes iMaths, a program that fosters inquiry by immersing students in relevant real life maths investigations and Sound Waves a synthetic phonics and word study program (The Uplands Learning Community of small schools are all trialling this program in 2020.).</p>	<p>casual day to release second teacher</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• school Support (\$500.00)</li></ul>

**Process 2:** *Professional development for staff to support the ongoing implementation of the Early Action for Success program and the digital technology initiative.*

Evaluation	Funds Expended (Resources)
<p>How has the schools involvement in EaFS and the STEM project improved staff understanding and student outcomes?</p> <p>STEM has been embedded into the school via input from external supports, such as ACARA, CSIRO and GOTERRA. The school was supported through an in service both for staff and students by GOTERRA (work farming project). Students have shown improvement in their understanding of scientific processes due to the input of these programs. . Students have also been mentored by high school students and ACARA.</p> <p>EaFS– Students were supported by providing individualised learning programs to target student needs. Staff were provided with professional learning by having the opportunity to visit partnering schools to observe best</p>	

## Progress towards achieving improvement measures

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Where to next?

EaFS– 5 weekly data analysis with the support of the EaFS instructional leader focussing primarily on literacy and upskilling teaching staff in their ability to identify students not achieving expected growth and how to individualise the learning program for these students. Ongoing STEM partnerships.

**Process 3:** *Continue to develop and monitor a whole school approach to student wellbeing to ensure that all students are able to connect, succeed and thrive at Binda Public School.*

Evaluation	Funds Expended (Resources)
<p>Was the whole school approach to student wellbeing effective and meeting the needs of every student?</p> <p>The school's Wellbeing approach has been adjusted to meet the needs of all, some and / or few students. Connections have been made between the school's Wellbeing approach and the School Excellence Framework. Students have been supported by weekly lessons on wellbeing, using a student wellbeing journal. Students have been given skills to support resilience. Student behaviour has been supported through the use of explicit teaching of behaviour expectations.</p> <p>Where to now?</p> <p>Updates will be made to the Anti bullying plan, Student Wellbeing plan and data will be collected from the wellbeing framework self assessment. Resilience programs such as Bounce Back or Rock and Water to be investigated.</p>	

## Strategic Direction 2

### Effective Partnerships and Collaboration

#### Purpose

To establish a greater level of engagement and collaboration within our learning community, resulting in a stronger educational environment for all stake holders at Binda Public School, while strengthening our working partnerships within the educational network and community.

#### Improvement Measures

Increased collaboration and shared development of Educational programs and opportunities within the local rural school network to expand student opportunity and teacher practice.

Greater participation in culturally inclusive programs, experiences and positive learning environments which foster engagement, effective relationships and connections within our community.

#### Progress towards achieving improvement measures

**Process 1:** *Create a learning culture of sharing and collaboration that supports students and staff across the Crookwell Small Schools network.*

Evaluation	Funds Expended (Resources)
<p>Has the Crookwell small schools community worked together to share and collaborate?</p> <p>Students and staff have been supported through collaboration with the Small Schools network.</p> <p>This has included External Validation Introduction,. combined session with Bigga PS led by Brian Hudson. This has given staff a greater understanding of the expectations for EV and to support staff on this journey.</p> <p>Shared Learning Day with Small Schools Network. Focus on Learning Progressions (Creating Texts). – Author workshop for students with Belinda Murrell (Bigga PS), athletics carnival, debating workshop, musica viva program, shared minibeasts excursion to Canberra. Creating a culture of sharing and collaboration.</p> <p>Access the One Schools program to support collaboration in planning teaching and learning across the Small Schools Network, giving professional support for programming in the small schools context.</p> <p>Where to next?</p> <p>Combining with Bigga with EV data collection and authentic self assessment.</p> <p>EaFS– Support for reading and writing through instructional leader Jenny Copeland.</p>	

**Process 2:** *Establish professional learning and support opportunities to build upon quality teaching practices, resulting in improved teaching and learning outcomes across the network.*

Evaluation	Funds Expended (Resources)
See strategic direction process 1.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Total \$12000 wages for SLSO to work directly with identified students in the classroom focusing on educational and wellbeing needs.	<p>How has the SLSO supported the classroom environment and student learning outcomes?</p> <p>Impact on students attendance, engagement and successful interaction in the learning program</p> <p>Were all aboriginal students enrolled at Binda PS supported to achieve their personal best and set learning goals?</p> <p>In 2019 our school received \$11 469 in aboriginal equity loading. School learning support officers have been employed with the use of these funds to support our students academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Our school ran a very well received cultural awareness day where the students engaged in a smoking ceremony, dreaming stories, aboriginal art and dance. This day was a shared learning day with the Uplands Small schools learning community.</p> <p>NAPLAN 2019 data shows that our year 5 aboriginal students net below the benchmark of statistically similar schools. Additionally our year 5 NAPLAN writing results indicated our students working well above statistically similar schools and only slightly below the NSW DOE state average.</p>
<b>Low level adjustment for disability</b>		<p>Where all students requiring learning adjustments catered for to achieve their learning goals?</p> <p>Our school received an allocation of 0.1 FTE (1/2 day a week). Additionally we received \$1515 in flexible low level adjustment funding. This allocation and funding was used to support student learning in the classroom with the employment of a specialist learning support teacher and a school learning support officer. A particular focus has been the implementation of the Multilit program for identified students. This program is a practical, systematic, explicit and effective model for teaching basic reading skills.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		<p>In 2019 our school received \$1814 in QTSS allocation.</p> <p>Our QTSS allocation was used by the teaching principal to be able to successfully lead and manage Binda Public School. This allocation was grouped with the principal relief funds to ensure the principal had the opportunity to work with classroom teachers in Best Practise.</p>
<b>Socio-economic background</b>		Our school received \$10 631 in socio



<b>Socio-economic background</b>		<p>economic equity funding. School learning support officers were employed to support student academic learning in the classroom and social skills development in the playground. Through this funding our school assisted many families with the ongoing costs of schooling. We supported families in the purchasing of school uniforms, attending excursions and camps and extra curricular opportunities such as GCOPS.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	2	5	5	5
Girls	9	10	5	3

### Student attendance profile

School				
Year	2016	2017	2018	2019
K		87.1		
1	94.6		96.3	
2	89.2	90.3		95.3
3	96.8	87.1	91.6	
4	94.3	96.8	88.6	80.2
5	91.4	89.2		89.7
6	85.5	97.8	86.2	
All Years	91.6	89.9	90	89.9
State DoE				
Year	2016	2017	2018	2019
K		94.4		
1	93.9		93.4	
2	94.1	94		93
3	94.2	94.1	93.6	
4	93.9	93.9	93.4	92.9
5	93.9	93.8		92.8
6	93.4	93.3	92.5	
All Years	93.9	93.9	93.2	92.9

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.88

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	94,701
<b>Revenue</b>	379,905
Appropriation	367,146
Grants and contributions	11,939
Investment income	820
<b>Expenses</b>	-340,503
Employee related	-294,999
Operating expenses	-45,504
<b>Surplus / deficit for the year</b>	39,402

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	35,460
Equity - Aboriginal	11,469
Equity - Socio-economic	10,631
Equity - Language	0
Equity - Disability	13,360
<b>Base Total</b>	294,839
Base - Per Capita	2,346
Base - Location	9,058
Base - Other	283,435
<b>Other Total</b>	34,603
<b>Grand Total</b>	364,902

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.

## 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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## Parent/caregiver, student, teacher satisfaction

The parent community continued to show high levels of participation in school activities throughout 2019. .Parents were involved in parent–teacher interviews and the development of individual student learning plans.

Students were surveyed in the areas of feeling safe and cared for at school and high teacher expectations that students will do their best. 100% of students rated themselves as high in both areas. Students were highly satisfied with their school experience.

Staff were surveyed in the areas of their efforts being valued and their contribution leading to student success. All staff responded high in both areas.

The parent body were surveyed in the areas of contributions being value, child safety care and support, valuing staff and sharing the school values of Respect, responsibility fairness and safety. All respondents rated the school towards the high area of the continuum, but gave an area of improvement in the value of staff and sharing school values.

Binda Public School will continue to seek feedback from all stakeholders in order to show continuous improvement.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.