

2020 Annual Report

Binda Public School



1231

Introduction

The Annual Report for 2020 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

Binda Public School

Queen St

Binda, 2583

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

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

4835 6052

School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--|----------------------------|
| LEARNING: Learning Culture | Delivering |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Working towards Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Working towards Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

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>Question:</p> <p>To what extent have we achieved our purpose of staff working collaboratively and demonstrate deep curriculum knowledge?</p> <p>Have we impacted student learning and outcomes in literacy and numeracy?</p> <p>How will the changing needs of students be met in an explicit and quality learning program?</p> <p>Data:</p> <p>To determine our effectiveness we have regularly collected the following data:</p> <ul style="list-style-type: none">• Literacy and numeracy PLAN 2 data• Internal student data including, phonics screen, MultiLit assessment, PAT assessment and reports• What Works Best guide• Lesson plans, teaching programs, classroom observations and teacher reflections• Student work samples and assessment tasks• Personalised Learning data. <p>Analysis:</p> <p>Staff have analysed data, which indicated that all students showed growth in numeracy in 2020 due to the implementation of explicit programs. Our intensive literacy programs for students with additional learning needs were successful, with targeted students showing remarkable growth in reading and writing.</p> <p>Implication: What are the implication for our work, future directions and next steps?</p> <p>Staff felt that we needed improve our literacy program ensure the explicit teaching of phonics and reading in the early years to ensure our students had a strong start to their literacy experience. It was decided that we would</p> | |

Progress towards achieving improvement measures

implement the InitialLit program for K-2 and Spelling Mastery for 3-6.

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>Question</p> <p>How has the schools involvement in EaFS and the STEM project improved staff understanding and student outcomes?</p> <p>STEM project has been fairly low key this year due to COVID-19 and the fact that Kim Vernon left during the year. It was difficult to come in on the third year when the project was minimal during the second year due to Lisa Harrison leaving part way through the year. Meeting held with ACARA to support the delivery of STEM was helpful to staff and informed our future directions with STEM.</p> <p>EaFS involvement this year has been limited due to COVID-19.</p> <p>Where to next?</p> <p>Build staff and student skills in technology by teaching touch typing, coding, Minecraft (problem solving, creating, building), 3D printing. The STEM project end date for the final report has been extended into 2021. The Bee Keeping Project will be launched in 2021.</p> <p>In the future EaFS will need to be implemented in a more structured way, as the sporadic support of staff and students is not useful.</p> | |

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>Question</p> <p>Was the whole school approach to student wellbeing effective and meeting the needs of every student?</p> <ul style="list-style-type: none">• Year 6 students who were transitioning to High School were surveyed about how they felt about going to high school at the beginning of term 4 and then at the end of the year after the transition program had taken place. It was noted that all students were experiencing less anxiety towards going to high school and felt that they had the skills and information needed to be successful at high school.• Targeted students for the intensive reading program both bench marked five levels above where they started in the program. They felt excited, positive and more confident about reading.• It was noted that we have less playground incidents recorded in SENTRAL to do with disputes in games in the playground. <p>Where to next?</p> <p>We need to implement a simpler reward system for our infants students. We will survey staff, students and families to gather benchmark data surrounding wellbeing.</p> | |

Next Steps

- In 2021 the school will survey all students, staff and parents surrounding their wellbeing to gain a benchmark so that we know what areas we need to focus on for the future.
- In the area of Curriculum there will be a focus on evaluation of teaching and learning programs in all key learning areas to ensure we meet all NESA obligations.
- The school assessment schedule will also be reviewed (both summative and formative assessment practices). Templates for ILPs and PLPs will be reviewed and adjusted.
- Three way interviews will be implemented in 2021.
- Implementation of MiniLit (for students with additional learning needs), InitialLit (K-2) and Spelling Mastery (3-6) to ensure that our Literacy programs are evidence based and explicit.

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>Question</p> <p>Has the Crookwell small schools community worked together to share and collaborate?</p> <p>For most of the year it has been difficult to join together due to COVID it was positive to be able to recommence our meetings in term 4 for staff.</p> <p>The One Schools program has been implemented across the network and has supported collaboration in planning teaching and learning across the Small Schools Network. There are concerns for the future for One Schools due to lack of support. While we liked the concept of using the same units of work across our small schools network, we were unhappy with the quality of the units of work and its appropriateness for all stages.</p> <p>Where to next?</p> <p>Our network decided to look for a more suitable program than One Schools to be implemented in term 1, 2021. We will recommence our shared learning days in 2021 with students and we will meet in term 1 to plot students on our virtual data wall.</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) |
|--|----------------------------|
| <p>Question</p> <p>Has professional learning taken place to enhance school leadership through a mentoring relationship with the PSL?</p> <p>Has the school shown progress and improvement due to the EV process?</p> <p>Our EV interview took place on 22nd October. It was a very positive experience and the school was externally validated as per the SEFsas. A future focus discussion took place highlighting the areas for improvement. These will be written into the next school plan.</p> | |

Progress towards achieving improvement measures

Where to next?

A future focus discussion took place highlighting the areas for improvement. These will be written into the next school plan.

Next Steps

- Further collaboration between peer teaching principals and staff in the Uplands Learning Community for a joint learning support network will be a future focus for 2021+.
- The development of a more suitable observation document for teacher observations.
- To engage with the broader school community in the development of the vision, values and priorities of the school.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | <p>Wages for SLSO to work directly with identified students in the classroom focusing on educational and wellbeing needs.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$9 405.00) | <p>How has the SLSO supported the classroom environment and student learning outcomes?</p> <p>Positive impact on students attendance upon returning from COVID-19 home learning, engagement and successful interaction in the learning program.</p> <p>Were all aboriginal students enrolled at Binda PS supported to achieve their personal best?</p> <p>In 2020 our school received \$9405 in aboriginal equity loading. School learning support officers have been employed with the use of these funds to support our students academic learning. During the COVID period where students were learning at home our SLSOs assisted in the production of home learning packs and were involved in supporting students via phone to engage with their learning.</p> |
| Low level adjustment for disability | <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$10 938.00) | <p>Were 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). This allocation and funding was used to support student learning in the classroom with the employment of a specialist learning support teacher.. 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> |
| Quality Teaching, Successful Students (QTSS) | <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$1 422.00) | <p>This money was spent on employing a casual teacher for 3 days for staff development.</p> |
| Socio-economic background | <p>SLSO wages \$9242.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$9 242.00) | <p>Our school received \$9242 in socio economic equity funding. School learning support officers where 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 and attending excursions. The school also provided additional support for a student requiring extra assistance with an ongoing medical issue.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2017 | 2018 | 2019 | 2020 |
| Boys | 5 | 5 | 5 | 5 |
| Girls | 10 | 5 | 3 | 5 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 87.1 | | | 99.2 |
| 1 | | 96.3 | | |
| 2 | 90.3 | | 95.3 | |
| 3 | 87.1 | 91.6 | | 92.6 |
| 4 | 96.8 | 88.6 | 80.2 | |
| 5 | 89.2 | | 89.7 | 85.1 |
| 6 | 97.8 | 86.2 | | 90.9 |
| All Years | 89.9 | 90 | 89.9 | 91.5 |
| State DoE | | | | |
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 94.4 | | | 92.4 |
| 1 | | 93.4 | | |
| 2 | 94 | | 93 | |
| 3 | 94.1 | 93.6 | | 92.1 |
| 4 | 93.9 | 93.4 | 92.9 | |
| 5 | 93.8 | | 92.8 | 92 |
| 6 | 93.3 | 92.5 | | 91.8 |
| All Years | 93.9 | 93.2 | 92.9 | 92.1 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 134,104 |
| Revenue | 365,739 |
| Appropriation | 363,556 |
| Grants and contributions | 1,920 |
| Investment income | 263 |
| Expenses | -417,212 |
| Employee related | -324,523 |
| Operating expenses | -92,690 |
| Surplus / deficit for the year | -51,474 |
| Closing Balance | 82,630 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 0 |
| Equity Total | 33,967 |
| Equity - Aboriginal | 9,405 |
| Equity - Socio-economic | 9,242 |
| Equity - Language | 0 |
| Equity - Disability | 15,321 |
| Base Total | 304,140 |
| Base - Per Capita | 1,924 |
| Base - Location | 8,152 |
| Base - Other | 294,064 |
| Other Total | 22,760 |
| Grand Total | 360,867 |

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Students at Binda Public School were surveyed through discussion, observation and through a short 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.

The majority of parents were satisfied with the level of support given to them during the COVID-19 lockdown. All parents surveyed have a high value for staff at the school and support the school values. 60% of staff felt highly valued and realised that what they do contributes to the success of the school students.

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.