

# 2021 Annual Report

## Binalong Public School



1230

# Introduction

The Annual Report for 2021 is provided to the community of Binalong 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 Strategic Improvement 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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Binalong Public School

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## School vision

Our vision is to inspire our students to become active participants in learning and life through the provision of equitable opportunities to supportive, inclusive and individualised learning. Connection to country, self and others inspires students to develop empathy, resilience and social awareness supporting human and global connections and relationships. High aspirations are fostered by the whole school community through personal and global awareness and the analysis of the world around them.

## School context

Binalong Public School is situated on Ngunnawal country an hour north-west of Canberra. The school's motto "Towards a Higher Place", is the meaning of the word Binalong in the Ngunnawal language. The school was established in 1861 and has a long and proud history of delivering quality education with the school's most famous student being AB 'Banjo' Paterson.

The school is a small TP2 school set on approximately 2.5 hectares, surrounded by native trees and shrubs in an attractive setting that is set back from the main road. Students have access to green areas with large grassy playing fields, playground equipment and outdoor learning spaces all connected with WiFi technology.

The school provides education for students predominantly from the Binalong town and surrounds, which historically has been an agricultural community. There is a strong community focus and connection for our school and students. In recent years there has been a growth in student enrollments with this projected to continue into the future with young families moving to the area.

The school and community are proud of the inclusive and harmonious relationships experienced by students, staff and community and the opportunity for small multi-stage classes with individualised learning for all students. Students from Binalong Public School make life-long friendships and share in a variety of educational and extra-curricular opportunities across all key learning areas.

Students at Binalong Public School are provided with a rich and diverse educational experiences with enriching literacy and numeracy learning experiences. The school has established a Professional Learning Community with Bowning Public School and Wee Jasper Public School supporting educational experiences for both students and staff.

The high level areas for improvement identified through a consultative situational analysis are: student growth and attainment, whole school wellbeing and educational leadership. There is a rigorous focus on reading and comprehension and the explicit and systematic teaching of evidence-informed spelling and the inter-connectedness between reading, writing and spelling success. In numeracy the focus will be on strong foundations in consolidation of place value concepts and additive and multiplicative thinking and mathematical reasoning. Student wellbeing remains at the centre of our core values with a focus on individualised needs in literacy, numeracy and personal/social emotional learning.

The school is well equipped both in human and physical resources. The school receives equity funding in socio-economic background, low-level adjustment for disability and is currently receiving an allocation of Aboriginal background and English as an additional dialect funding. The school currently has the support of an Instructional Leader through Early Action for Success for the remainder of 2021.

The school hosts an Out of School Hours Care program which offers before and after school care and vacation care for primary aged children within the community. There is an established playgroup that operates from the school for children 5 years and under supporting successful transitions to school for local students. There are strong partnerships with the local pre-school and feeder high schools as well as partnering universities, supporting the successful transitions across all areas of education.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Student outcomes in reading and numeracy will be improved through a planned approach and shared understanding of consistent use of data, to drive evidence-informed teaching practices across the whole school to meet the needs of every student.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Data Capability

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$22,424.00

**Integration funding support:** \$21,162.50

**English language proficiency:** \$2,400.00

**Location:** \$4,779.00

**Literacy and numeracy:** \$3,665.00

**QTSS release:** \$6,279.00

### Summary of progress

Our focus area in 2021 was on ensuring that teachers were accessing and embedding the most current evidence-informed literacy and numeracy practices in their teaching and learning programs to improve student learning and achievement with a focus on literacy and numeracy. To do this, we had a focus on selecting High Impact Professional Learning that was focused on areas of student need. There was a focus on teachers knowing how and where to access quality teaching and learning resources and assessments and supporting them to select what to use and when, as well as how to effectively analyse student learning data and use this to inform the next steps. There was a focus on increasing teacher collaboration and practice through regular lesson demonstrations and observations and regular planning sessions. This process increased teacher professional dialogue and created a safe environment for self-reflection and improved practice.

Next year, teachers will continue to embed professional learning undertaken in 2021 in the Effective Reading Guides and build upon this in 2022 with a focus on Numeracy Guides with additive and multiplicative strategies.

Implications for the next phase of this project

Professional Learning on Effective Reading Guide

Professional Learning on Numeracy Guide

What Works Best professional learning

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the <b>top two bands</b> in NAPLAN to at least 30% for reading.	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Our progress in relation to Top 2 Bands in reading and numeracy has been supported by the tracking, monitoring and analysis of internal and external data measures including Check-In assessments, Best Start, PLAN 2, Year 1 Phonics Screen Check,
Increase the percentage of students achieving in the <b>top two bands</b> in	

<p>NAPLAN to at least 25% in numeracy.</p>	<p>and Interview for Student Reasoning (IfSR) in numeracy.</p>
<p>Increase the percentage of students achieving expected growth achieving <b>expected growth</b> in reading in NAPLAN to 33%.</p> <p>Increase the percentage of students achieving expected growth achieving <b>expected growth</b> in numeracy in NAPLAN to 33%.</p>	<p>The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Our progress in relation to school growth in reading and numeracy has been supported by internal and external data measures including Check-In assessments, Best Start, PLAN 2, Year 1 Phonics Screen Check, and Interview for Student Reasoning (IfSR) in numeracy. We are confident that we are progressing towards reaching our expected achievement targets in 2022.</p>

## Strategic Direction 2: Whole-School Wellbeing

### Purpose

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students, staff and community so they can connect, succeed, thrive and learn.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Individual learning needs
- Connect, Succeed, Thrive

### Resources allocated to this strategic direction

**Socio-economic background:** \$8,142.35

**Aboriginal background:** \$1,288.00

**Low level adjustment for disability:** \$6,749.00

**Integration funding support:** \$21,162.50

### Summary of progress

There was a whole school focus on individual student learning with a goal on developing student agency and voice. This saw a renewed focus on individual learning needs with staff trained in SMART goals and student goal setting. Teachers and School Learning Support Officers (SLSO's) worked regularly with the Assistant Principal Learning and Support (APLS) to up-skill in understanding of autism, emotional regulation and social and emotional learning and participated in professional learning on the Zones of Regulation and sensory needs and awareness.

Individual learning needs: Ongoing support of APLS to work with all staff in upskilling around emotional regulation, individual case management, staff training in autism, sensory needs.

Connect, Succeed, Thrive - UC Aspire, local pre-school transition, Smiling Mind

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improve attendance to 75% of students attending 90% of the time.	The school's overall attendance rate of 93.2% was well above the state average of 90.9% and exceeded the average network attendance rate. Overall, there was 71.8% of students attending 90% of the time during Semester 2, an increase from 56.1% in Semester 1.
75% of students have individual learning plans that are regularly reflected upon.	100% of students have individual learning plans with personalised learning literacy, numeracy and social goals. These plans are reflected on with families, students and teachers.
Increase the number of students who feel supported, known and cared for to 95%.	Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures with 100% of students identifying a known adult at school that they can go to for support and 100% of students identifying that school staff care for them.

## Strategic Direction 3: Educational Leadership

### Purpose

The PLC models instructional leadership and supports a culture of high expectations and community engagement which is focused on continuous improvement of teaching and learning, resulting in sustained and measurable whole school improvement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning Communities

### Resources allocated to this strategic direction

**Rural and Remote Initiative:** \$20,000.00

**School support allocation (principal support):** \$13,605.00

**Professional learning:** \$7,484.00

### Summary of progress

Our focus in 2021 was to work together as a network of schools, with the support of our Instructional Leader, to build staff capacity as well as provide collegial support to teaching principals. Our Professional Learning Community was a vital part of our professional learning throughout the year and led to staff being supported in developing quality learning programs as well as assessments. The leadership of the Instructional Leader in our PLC was supportive and provided ongoing training and feedback to all staff, including teaching principals. COVID regulations meant we were unable to continue for the end of 2021. Moving forward we are looking at ways to continue to build upon our PLC, especially in the digital space.

Next steps:

Upskilling of APCI to support the focus areas of the school and PLC

Reestablish connections across the PLC and beyond to support teaching principals

Shared resources and assessments used to support all staff

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The PLC will demonstrate commencing practice in the key practices for instructional collaboration.	The PLC is exploring research, evidence informed strategies, innovative thinking and evaluative strategies to implement the SIP and impact on student progress and achievement <ul style="list-style-type: none"><li>• collaboration around each schools' SIP</li><li>• shared professional development and support led to 100% of teachers saying they felt supported and more confident in implementing quality teaching strategies</li><li>• Improvement in student tracking in class, whole school and in our PLC.</li></ul>
<a href="https://education.nsw.gov.au/teaching-and-learning/professional-learning/high-impact-professional-learning/what-is-hipl">https://education.nsw.gov.au/teaching-and-learning/professional-learning/high-impact-professional-learning/what-is-hipl</a> <a href="https://education.nsw.gov">https://education.nsw.gov</a> .	High impact professional learning is demonstrating the elementary descriptors and is working towards delivering embedded, ongoing school improvement in teaching practice and student results aligned to the SIP <ul style="list-style-type: none"><li>•</li></ul>

au/teaching-and-learning/professional-learning/high-impact-professional-learning/self-assessment-tool

High impact professional learning is demonstrating the elementary descriptors and is working towards delivering embedded, ongoing school improvement in teaching practice and student results aligned to the SIP.

all staff involved in high quality teacher learning that was reflected in teaching programs and led to improved student results

- Staff reflection on high impact learning and where to next

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$42,325.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Binalong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Connect, Succeed, Thrive</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of staff to provide additional support for students who have high-level learning needs to increase participation and provide social, academic and emotional support.</li> <li>• Release for classroom teachers to liaise with carers, allied health partners, DOE personnel and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Increased student engagement in learning and a demonstration of all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>Collaborative partnerships between all stakeholders with a relentless focus on student learning and wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$8,142.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Binalong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connect, Succeed, Thrive</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement Seasons for Growth program to support students through periods of transition.</li> <li>• Supplementation of extra-curricular activities including incursions and virtual visits.</li> <li>• Additional staffing to maintain a focus on literacy and numeracy initiatives.</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• Additional staffing to implement playground playtime initiatives to support identified students with additional needs and all students in developing and maintaining positive and supportive relationships with peers and staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>100% of students having personalised learning goals around literacy and numeracy which are reflected upon regularly.</p> <p>Staff training in emotional regulation and social and emotional learning skills with staff employing explicit teaching of these skills.</p>

<p>Socio-economic background</p> <p>\$8,142.35</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Continuing to engage SLSO staff to support individual students with a relentless focus on literacy and numeracy priorities.</li> <li>- Continuing to engage SLSO staff to deliver targeted wellbeing and playground initiatives</li> </ul>
<p>Aboriginal background</p> <p>\$1,288.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Binalong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Connect, Succeed, Thrive</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to deliver personalised support for Aboriginal students.</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of this funding has resulted in: 100% of Aboriginal students with a PLP and Aboriginal families engaging in the PLP process. Aboriginal students identifying that they feel safe, supported and cared for at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Continuing to ensure that all Aboriginal and Torres Strait Islander students have authentic high aspirations embedded within individual PLP's that are developed in consultation with all stakeholders.</li> <li>- Continuing to engage the wider Aboriginal community in our schools' learning and cultural awareness through our network of schools.</li> </ul>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Binalong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Student progress showing high growth on the EAL/D learning progressions and EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$29,173.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Binalong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$29,173.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Connect, Succeed, Thrive</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSO's and the implementation of a case management approach to learning and support .</p>
<p>Location</p> <p>\$4,779.00</p>	<p>The location funding allocation is provided to Binalong Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• technology resources to increase student engagement</li> <li>• additional staffing for teaching principal release.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased subject opportunities and choices for students as well as the opportunity for further transition experiences across schools.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to develop our PLC network and provide students with opportunities for shared learning, and staff opportunities for professional learning across a network of schools to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$7,484.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Binalong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing, reading and spelling and explore modelled, interactive,</li> </ul>

Professional learning  \$7,484.00	guided and independent writing, reading and spelling.  <b>The allocation of this funding has resulted in:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, reading and spelling resulting in improved internal and external student results.  <b>After evaluation, the next steps to support our students with this funding will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching through the Quality Teaching Rounds model with a focus on literacy and numeracy priorities.
School support allocation (principal support)  \$13,605.00	School support allocation funding is provided to support the principal at Binalong Public School with administrative duties and reduce the administrative workload.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> </ul> <b>Overview of activities partially or fully funded with this initiative funding include:</b> <ul style="list-style-type: none"> <li>• Increase in School Administration Manager hours to increase from 0.696fte to 0.8fte to support school administration and management</li> <li>• Employment of School Learning Support Officer to provide additional assistance and support.</li> </ul> <b>The allocation of this funding has resulted in:</b> an increase in administrative time to support the effective running and management of school practices.  <b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to increase administrative and SLSO time to support student learning and school management. to release the teaching principal to manage administrative and school priorities.
Literacy and numeracy  \$3,665.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Binalong Public School from Kindergarten to Year 6.  <b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <b>Overview of activities partially or fully funded with this initiative funding include:</b> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction.</li> </ul> <b>The allocation of this funding has resulted in:</b> an increase in teacher confidence to select picture books with sophisticated vocabulary (tier 2) to enhance literacy instruction.  <b>After evaluation, the next steps to support our students with this funding will be:</b> No funding in 2022.
QTSS release  \$6,279.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Binalong Public School.

<p>QTSS release</p> <p>\$6,279.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice. Teacher use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> providing coaching and mentoring to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$15,734.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals. The majority of all students showing growth in targeted literacy and numeracy areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Rural and Remote Initiative</p> <p>\$20,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Binalong Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul>

<p>Rural and Remote Initiative</p> <p>\$20,000.00</p>	<ul style="list-style-type: none"> <li>• purchase of quality literature and rich texts for all schools</li> <li>• purchase of literacy and numeracy materials and teaching resources to create a shared bank of resources across the PLC</li> <li>• staff professional learning across the PLC with a focus on instructional leadership, spelling, vocabulary and quality numeracy practices.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the strengthening of the PLC across a network of 3 rural schools isolated geographically from each other.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> There is no funding in 2022 for this project, however each school within the PLC are committed to continuing working and learning together into the future.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	16	17	17	23
Girls	16	19	17	13

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.6	93.1	90.5	87
1	90.3	81.7	95.4	93.4
2	91.5	94.9	95.1	92.2
3	93.6	94	94.4	85.9
4	96.6	96.4	93	91.7
5	94.4	96.6	95.2	93.8
6	89.9	95.8	95.7	87.4
All Years	91.4	92.7	93.9	90.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)	1.31
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	145,693
<b>Revenue</b>	732,591
Appropriation	689,391
Sale of Goods and Services	1,072
Grants and contributions	41,236
Investment income	92
Other revenue	800
<b>Expenses</b>	-724,571
Employee related	-624,331
Operating expenses	-100,241
<b>Surplus / deficit for the year</b>	8,020
<b>Closing Balance</b>	153,713

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	69,041
<b>Equity Total</b>	41,002
Equity - Aboriginal	1,288
Equity - Socio-economic	8,142
Equity - Language	2,400
Equity - Disability	29,173
<b>Base Total</b>	502,327
Base - Per Capita	8,382
Base - Location	4,779
Base - Other	489,167
<b>Other Total</b>	20,786
<b>Grand Total</b>	633,156

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Students across K-6 indicate a positive attitude to school and school life as observed through regular student surveys and the TTFM survey. TTFM student feedback indicates that 93% of students value schooling, try hard to succeed in their learning and feel a sense of pride for their school. 87% of students experience a positive sense of belonging; experience positive behaviour at school; are interested and motivated in their learning; and experience positive relationships with peers and staff. Students indicated that they have friends to play with and 100% of students surveyed indicated that they felt cared for by all school staff all or most of the time and were able to identify school staff that they could go to for help or support.

Parents and families were invited several times throughout the year to provide feedback about the school through school-developed surveys and the TTFM parent survey. Overall, the majority of parents surveyed indicated that they felt welcome when they visit the school, felt well-informed about school activities, could speak easily with teachers, principal and school administrative staff. Overall, parents surveyed indicated that they felt that they were informed about their child's learning through various forms of communication including: telephone, email, SkoolBag, school newsletters, school website and through the P&C, student reports and teacher feedback and they indicated that they had had several opportunities throughout the year to talk with their child's teacher. Areas for further investigation include supporting partnerships for learning between home and school and opportunities for a range of events/activities that parents can access at different times.

Throughout the year, staff were given opportunities to provide feedback around all areas of school management, teaching and learning and student and wellbeing. Staff reported that they enjoy the professional collaborative opportunities shared across a network of schools and they benefitted from participating in lesson demonstrations and observations. Staff indicated that further collaborative opportunities for valid teacher judgement and analysis of student data was an area for further development. Staff felt that the professional learning they participated in was aligned with the SIP, PDP's and targeted to their individual professional needs and student learning needs.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.