

2021 Annual Report

Binda Public School



1231

Introduction

The Annual Report for 2021 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 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

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

At Binda Public School we seek to put our students on a path of lifelong learning academically, socially and emotionally. Our vision is to work in a partnership with families, teachers and the students to empower them to become confident, resilient, motivated and successful learners. We strive to promote an environment where every student is known, valued and cared for.

School context

Binda Public School is a rural school located in the Southern Tablelands, 20km west of Crookwell. We have a student population of 9 students. In our school community there is a shared sense of belonging, purpose and a desire for the vision of the school to be fulfilled. No-one is working for themselves, no-one is left out. We understand that there is always capacity and room for improvement and we strive to achieve this for our staff and students. A growth mind-set is adopted by all and as such, mistakes are not seen as failure but as a source of learning and growth. Achievements whether big or small are appreciated and celebrated. Our school is like a family where everyone is able to be themselves.

Our school offers extra curricular activities in the area of science, the arts, sport with other small schools in our learning community, excursions, camps, partnerships with STEM specialists in schools and various other activities. As a small school there are many opportunities that are offered to students that are not possible in a larger environment. We are able to provide individualised learning programs that cater for students personal interests and their specific learning needs. Because of this our students display a high level of engagement in learning.

At Binda we have a significant school improvement focus on numeracy and literacy and all staff are trained in the most current evidence based programs that run daily to support student growth. We are also intent on making connections into our local community so that our school may become a place where people feel welcome to visit.

The school has excellent resources available for our students. These include modern furniture and equipment, digital technology, a large range of curriculum materials and any other resources needed to support teaching and learning.

We have a highly experienced teaching staff with specialties in the areas of special needs and technology. 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.

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.

The high level areas for improvement for our school, as identified through a consultative situational analysis are student growth and attainment, social and emotional learning and educational leadership. These priorities will be supported through a range of equity funding sources including socio- economic background, aboriginal background, low level adjustment for disability, professional learning, literacy and numeracy and Quality Teaching Successful Students.

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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Every student, every teacher, every leader and the school improves every year.

Every student is engaged and challenged to continue to learn.

Every student has a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to 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.

- Effective Classroom Practice

Resources allocated to this strategic direction

Professional learning: \$4,358.55

Literacy and numeracy: \$1,365.30

School support allocation (principal support): \$13,604.80

Summary of progress

In term 3-4 100% of students have shown growth in literacy skills (3-6), All infants students have shown growth in phonological awareness, sight words, early writing and reading skills. Additional support has been given to our K-1 students through the Eafs program allowing individual support for each student two days a week. Through the collection of PLAN data on a 5 weekly basis it is clear our students are making expected progress.

In the check in assessment our year 6 cohort were 11% above state average for literacy. Our year 4 cohort were 9.1% above state average.

In term 3-4 100% of our students showed growth in numeracy based on internal and external data. We have 4 students working a stage above their school year in mathematics. In the check in assessment for term 4 our year 6 cohort scored 16% below state average but only 3% below statistically similar schools. Our year 4 cohort were 3% below state average.

The students have made exceptional progress in numeracy and literacy this year as is evidenced in internal and external data collected. Teachers have made consistent judgements about their students and have been able to develop teaching and learning programs specifically for each student. This has made a clear path for students to grow. We will continue to strategically resource our school in 2022 to ensure further student growth and attainment of student outcomes.

NEXT Steps - Our focus for 2022 will be to consolidate our effective classroom practices and continue to support our students to reach their goals in literacy and numeracy.

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
Improvement in the percentage of students achieving in the top two bands to be above the networks lower bound target in reading 44% and in numeracy 34%.	<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. Consistent and valid teacher judgement about data is evidenced across the school.</p> <p>Through the use of NSW Department of Education Check in assessments - Years 3-6 Essential Assessment and school internal assessment have supported teachers to extend students to reach the lower bound network target in reading and numeracy. Assessment data is collected in literacy and numeracy on a regular and planned basis. Teachers analyse, interpret</p>

Improvement in the percentage of students achieving in the top two bands to be above the networks lower bound target in reading 44% and in numeracy 34%.	and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.. Consistent and valid teacher judgements about data is evidenced across the school.
Improvement in the percentage of students achieving expected growth in reading to 55% and numeracy of 55%.	<p>Assessment data is collected in literacy and numeracy on a regular and planned basis. Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice. Consistent and valid teacher judgements about data is evidenced across the school.</p> <p>Our progress towards increasing the percentage of students achievement expected growth in reading and numeracy is tracking towards meeting the reading and numeracy target. We are confident that our 2022 activities along with regular Professional Learning Community learning days will allow us to strengthen our processes and practices to capture learning growth in reading and numeracy.</p>

Strategic Direction 2: Social and Emotional Learning

Purpose

Every student is known, valued and cared for at Binda Public School.

The school culture is strongly focussed on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. There is a strategic and planned approach to whole school wellbeing processes to support the wellbeing of all students so that 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.

- Connect, Succeed and Thrive

Resources allocated to this strategic direction

Low level adjustment for disability: \$15,593.97

Aboriginal background: \$12,049.77

Location: \$8,791.09

Summary of progress

Our term 4 survey indicated that 100% of staff and students felt they were connected to school and valued. We had a strong start back to playgroup with 5 families attending. When we went to lock down we were not able to continue with playgroup and unfortunately we have not been able to recommence. We have one family wishing to enroll their child for 2022. We have updated our website and have had positive feedback. We have changed the format of our newsletter to using a sway and sending the link to families plus putting it on the Binda community page. In this way we are able to monitor who reads the newsletter in its entirety. This has also brought a lot of positive feedback.

Our attendance data indicates that our students are engaged in coming to school. Following COVID-19 students have not been able to return to school while still displaying flu like symptoms. This has been the issue with our attendance- not lack of engagement. Our differentiation and adjustment strategies have shown that we are able to teach students at their point of need. A more detailed analysis of our teaching and learning is included in strategic direction 1. We noted that most families were able to continue their learning at home during COVID 19 home learning although lack of technology and internet access were an issue.

Staff identified that there was a need for well-being support. At our shared learning day Well being PL was delivered by our Director Educational Leadership for staff in our Professional Learning Community. It met with a positive response from staff.

Student well-being lessons started for students as a response to the data provided in the survey. This is having a positive impact with students having higher self awareness. We are using a program called The Good Society, it is an engaging, flexible, online program that helps students in all year levels develop safe, healthy and respectful relationships, with all content linking directly to the Australian Curriculum.

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 % of students demonstrating positive wellbeing (sense of belonging, expectations for success, advocacy at school) to a minimum of 60%.	Families and the school share responsibility for student well-being and learning. The whole school community has high expectations for our students learning. We work together to create a positive attitude towards learning and the school has a culture of empathy and understanding of the needs of others. Our students responded to the high expectations set for learning from home through COVID-19. This was well supported by our school and wider community, demonstrating strong partnerships between home and school and support for learning.

<p>Increase the % of students demonstrating positive wellbeing (sense of belonging, expectations for success, advocacy at school) to a minimum of 60%.</p>	<p>100% of students indicate a positive sense of well-being (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating achievement of this school-based progress measure.</p>
<p>Improvement in percentage of students attending 85% of time to the lower bound of the system negotiated target (65%).</p>	<p>Observation shows that our students are engaged and happy at school. Through engagement for students at school we have noted that our attendance has remained at a constant high through times that we were learning at school. During home learning most of our students were engaged and actively participated.</p>
<p>The school will move towards developing descriptors to sustaining descriptors in all dimensions of the Strengthening Family and Community Engagement Matrix.</p>	<p>The school demonstrates effective two-way communication between families and school using a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices and community initiatives. The school is moving towards sustaining descriptors in all dimensions of the Strengthening Family and Community Engagement Matrix.</p>

Strategic Direction 3: Educational Leadership

Purpose

The team of Binda PS model instructional leadership and supports a culture of high expectations 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 Standards and practices

Resources allocated to this strategic direction

QTSS release: \$1,906.01

Socio-economic background: \$16,461.97

Summary of progress

As a Professional Learning Community there is a focus on distributed instructional leadership collective efficacy, consistent teacher judgement to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning. The Quality Teacher Framework is incorporated in all teaching and learning programs to ensure that quality education is being provided throughout the school and as a means of providing staff with a platform for critical reflection and analysis of current teaching practice and used to guide planning of classroom and assessment. Research by CESE has shown the direct connection between school leadership, teacher professional learning and improved student outcomes..

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 Maxtrix.	Teachers are working collaboratively at building their collective efficacy. The PLC are collecting data that identifies student progress. We have been working with our Literacy and Numeracy Strategy Advisor. Completed PL in the use of plotting students in PLAN2 for the allocation of COVID ILSP. We have aligned school plans. Across the network and within our PLC there has been a combined focus on developing teachers classroom strategies in vocabulary towards meeting the network target in reading.
The school (as a member of the PLC) will demonstrate elementary descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.	Teachers collect and use assessment data that monitors achievement and identifies gaps in learning to inform planning for particular student groups and individual students. There is shared responsibility for ongoing professional learning and growth in teaching practice. The school collects and analyses student progress and achievement data to identify areas for further development.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$16,461.97</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Binda Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Standards and practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs and to implement the InitialLit, MiniLit and MultLit Program. • professional development of staff to support student learning <p>The allocation of this funding has resulted in: professional development of staff through the InitialLit Program to support student learning. The allocation of this funding has allowed us to employ staff to ensure that we are able to develop programs both in school and in our professional learning community. It has also led to employment of additional staff to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level.. The allocation of this funding has resulted in equity in the programs we have been able to offer in a small school setting that have previously not been possible due to the size of the school. This has led to significant increase in our students academic results in numeracy and literacy. Check in assessment results show that our school is above statistically similar schools and above or close to state average.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: continue to engage the SLSO staff to ensure that we are able to run the identified programs in the school.</p>
<p>Aboriginal background</p> <p>\$12,049.77</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Binda 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed and Thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students. • Employment of of school staff to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic,. Our funding has led to a positive impact on students attendance upon returning from COVID-19 home learning, engagement and successful interaction in the learning program. 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</p>

<p>Aboriginal background</p> <p>\$12,049.77</p>	<p>of home learning packs and were involved in supporting students via phone to engage with their learning.</p> <p>In the classroom our SLSOs have been trained in delivering the InitialLit and MiniLit programs. This has led to significant increase in skills of our indigenous students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. We will seek to find external providers who will be able to deliver PL on culture and language in order to increase our students cultural understanding.</p>
<p>Low level adjustment for disability</p> <p>\$15,593.97</p>	<p>Low level adjustment for disability equity loading provides support for students at Binda Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed and Thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in:</p> <p>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>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. While there has been a positive impact on the students learning in 2021 it is important to note that there students will need long term support which we will continue to provide in 2022.</p>
<p>Location</p> <p>\$8,791.09</p>	<p>The location funding allocation is provided to Binda Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed and Thrive <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement • student assistance to support excursions <p>The allocation of this funding has resulted in:</p> <p>The allocation of this funding has resulted in increased opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>

<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Binda Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • updating Literacy resources to meet the needs of students • teacher release to engage staff in the InitialLit program • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Growth in staff knowledge in the delivery of the InitialLit program to our K-1 students. leading to students increased confidence and knowledge in phonics, reading and writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students have shown growth over the year and we are convinced that the program delivers a whole literacy program with all the components for success in literacy. We will continue this program in 2022 and train our staff who were not trained in the delivery of the program in 2021.</p>
<p>QTSS release</p> <p>\$1,906.01</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Binda Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional Standards and practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the SIP and develop the capacity of staff. <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers 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. Teachers reported lessons differentiated according to students' needs</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy (AP position 2022).</p>
<p>Integration funding support</p> <p>\$38,098.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Binda Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>Integration funding support</p> <p>\$38,098.00</p>	<ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • release for classroom teachers and teaching principal to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: 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>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: 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>Early Action for Success (EAfS)</p> <p>\$29,379.69</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Binda Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery, differentiation. <p>The allocation of this funding has resulted in: Improvement in teaching practice and the use of high-impact, evidence based literacy and numeracy strategies. Collection and analysis of data and differentiation.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAfS funding has now finished and will be replaced with a .2 Assistant Principal position with a focus on literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$11,212.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy. • employment of teachers/educators to deliver small group tuition

<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: 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>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	5	5	5	6
Girls	5	3	5	2

Student attendance profile

School				
Year	2018	2019	2020	2021
K			99.2	95.4
1	96.3			85.5
2		95.3		
3	91.6		92.6	95.7
4	88.6	80.2		86
5		89.7	85.1	
6	86.2		90.9	88.2
All Years	90	89.9	91.5	90.5
State DoE				
Year	2018	2019	2020	2021
K			92.4	92.8
1	93.4			92.7
2		93		
3	93.6		92.1	92.7
4	93.4	92.9		92.5
5		92.8	92	
6	92.5		91.8	91.5
All Years	93.2	92.9	92.1	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

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

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	82,630
Revenue	479,788
Appropriation	476,584
Grants and contributions	3,094
Investment income	110
Expenses	-456,582
Employee related	-403,452
Operating expenses	-53,129
Surplus / deficit for the year	23,206
Closing Balance	105,836

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.

	2021 SBAR Adjustments (\$)
Targeted Total	38,098
Equity Total	44,106
Equity - Aboriginal	12,050
Equity - Socio-economic	16,462
Equity - Language	0
Equity - Disability	15,594
Base Total	311,310
Base - Per Capita	2,465
Base - Location	8,791
Base - Other	300,054
Other Total	53,162
Grand Total	446,676

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.

Parent/caregiver, student, teacher satisfaction

The parent community showed a high levels of support for the school in 2021, regardless of the difficulties surrounding parents being on the school site due to COVID restrictions. Parents were consulted via telephone and our Facebook page and many positive conversations surrounding student learning and wellbeing have been conducted. Towards the end of the year as COVID restrictions were eased the school P&C were able to conduct several successful fundraising events.

A parent survey was conducted surrounding the areas of curriculum, wellbeing, communication, and safety with 100% satisfaction rate. Many positive comments about the school were received in response to the survey. All students were surveyed using a correlation chart and identified they feel safe and cared for and expected to do their best..

Following observation, discussion and feedback, the staff of Binda Public School were pleased with what had been achieved in the delivery of a well balanced, targeted and engaging learning program for our students. It was felt that 2021 had been a productive year and that we believed a strong focus on wellbeing for our students and staff would benefit the school in the future.

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 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

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.