

2023 Annual Report

Binda Public School



1231

Introduction

The Annual Report for 2023 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

<https://binda-p.schools.nsw.gov.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 12 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 SLSO positions filled on a part-time basis, providing extra support in the classroom.

Binda Public School works in collaboration with various schools within our small schools community and we have shared learning days three times a term for students and staff to be able to collaborate.

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>

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

Low level adjustment for disability
AP Curriculum & Instruction

Summary of progress

Evidence of Activity:

In the assessment process, we utilised a comprehensive range of internal and external tools, including Best Start, Phonological Awareness, Check-in Assessment, Literacy and Numeracy Progressions and the InitialLit Program. The results indicated an improvement in the percentage of students meeting the expected growth in reading, as evident from school assessment data.

- By analysing literacy and numeracy data we were able to develop explicit teaching and learning programs targeted at students' point in time leaning. We also used this data to develop individual learning plans to lead to maximum student impact. All students are demonstrating growth in reading and numeracy, but there is a lot of room for improvement, particularly for students with additional learning needs.
- The impact of this activity is that it showed us how effective our teaching was using the initialLit program with our K/1 /2 students. The initiative shed light on the effectiveness of our teaching practices, particularly the explicit teaching of the InitialLit program K-2., showing that our students had a strong understanding of phonological awareness and decoding skills. We did note that despite this fluency was still an issue. that needs to be addressed in 2024.

What are the next steps?

- Next year in this strategic direction we will Continue to collect data on all students and make adjustments to teaching and learning programs The APC&I will collaboratively plan with all teachers to embed the new English and Mathematics Syllabus and programming units from the Universal Resource Hub.

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 expected growth in reading as evidenced by school-based assessment data.	<p>Through the use of NSW Department of Education Check in assessments 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 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..</p> <p>The activity contributed to the progress measure of students showing growth in literacy within our school and to develop systems to track</p>

<p>Improvement in the percentage of students achieving expected growth in reading as evidenced by school-based assessment data.</p>	<p>progress in these areas.</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. Consistent and valid teacher judgement about data is evidenced across the school.</p>
<p>Improvement in the percentage of students achieving expected growth in numeracy as evidenced by school-based assessment data.</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. 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 and school internal assessment have supported teachers to extend students to reach the lower bound network target in numeracy. Assessment data is collected in 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>

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

Summary of progress

In 2023 staff and students at Binda Public School were supported socially and emotionally and the school engaged authentically with the whole school community. We did this by:

- Conducting staff, student and family surveys.
- Encouraging community members to become involved within the school for activities such as reading groups, P&C meetings.
- Researched and implemented evidence based meditation program developed by psychologists and educators to help bring mindfulness into the lives of our school community.
- Implemented Life Skills Go to check in with our students each day. This allowed us to track data on how our students are feeling.
- Subsidised the cost of extra-curricular activities and excursions to ensure whole school engagement.
- Started a Sensory Garden Project to be worked on by students, staff and community members.
- Provided physical activity programs focusing on movement, wellbeing, social skills and self defense.

As a result of these activities our students have identified a sense of positive wellbeing at school, our staff feel valued and the school has been able to engage with the whole school community through school and P&C activities.

Our focus in 2024 will be to:

- Maintain a high level of student positive wellbeing.
- Increase student attendance to the system negotiated target.
- Continue to strengthen family and community engagement.

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 70%.	Students were surveyed in term 2 and 4 to determine their sense of feeling safe at school, teacher expectation that they will do their best and having someone to go to at school if they needed help. By the end of the year 100% of students demonstrated positive wellbeing in the identified areas.
Improvement in percentage of students attending 95% of time to the lower bound of the system negotiated target (75%).	For 2023 the attendance rate of
The school will move from developing descriptors to building descriptors in	The school demonstrates effective two-way communication between families and school using a range of strategies to regularly seek and share

all dimensions of the Strengthening Family and Community Engagement Matrix.	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.
---	---

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

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.

Our school team, in conjunction with the Small Schools Professional Learning Community, consistently cross-references the High Impact Professional Learning Continuum and the Key Practices for Instructional Collaboration Matrix. This ensures that our staff is engaged in reflection and actively working towards leadership growth in alignment with the specified descriptors of practice.

Teachers within the PLC persist in utilising specific assessment data to diagnose student needs, implement suitable interventions and evaluate their impact through progress data. Throughout the year, staff members have participated in uniform teacher judgement processes across schools, engaging in discussions about what a year's growth looks like within each school context. Data analysis has been a central focus, informing adjustments in teaching practices. The Assistance Principal Curriculum and Instruction (APC&I) has played a pivotal role in providing demonstration classes for staff, significantly aiding the implementation of the new English and Mathematics Syllabus.

Where to next:

Ensure that future professional learning related to student learning is not only applicable in classroom practice but also rooted in identified student needs. The PLC remains dedicated to refining systems and processes for sharing resources and best practices among schools. Additionally, efforts are underway to improve the collection of evidence of student learning, fostering a clear connection between targeted professional learning and ongoing student improvement.

Future professional learning for the PLCs will centre around leading and preparing for the 3-6 English and Mathematics Syllabuses and Curriculum Reform. Staff members are also set to participate in Middle leadership training, further enriching their skills and contributions to the school community.

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 move from developing practice in the key Practices for Instructional Collaboration Matrix.	Teachers are actively working together to enhance their collective efficacy. The Professional Learning Community (PLC) is dedicatedly collecting data to monitor student progress. Our involvement in the Leading Secondary Numeracy professional learning has provided us with a focus on multiplicative strategies to support students. We have successfully participated in professional learning sessions on using PLAN2 to plot students for the allocation of COVID Individual Learning Support Plans

<p>The PLC will move from developing practice in the key Practices for Instructional Collaboration Matrix.</p>	<p>(ILSP). Additionally, we have effectively aligned school plans within our PLC.</p>
<p>The school (as a member of the PLC) will demonstrate emerging descriptors in High Impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.</p>	<p>Teachers actively collect and utilise assessment data to track achievement and pinpoint learning gaps, guiding targeted planning for specific student groups and individuals. Shared responsibility exists for continuous professional learning and the enhancement of teaching practices. The school consistently gathers and analyzes student progress and achievement data to identify areas for further development.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$28,826.29</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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Additional release time for professional learning to support identified students with learning and support needs. - Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan.</p> <p>After evaluation, the next steps to support our students will be: To provide teacher professional learning on the effective analysis and use of student achievement data. To employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.</p>
<p>Aboriginal background</p> <p>\$15,085.88</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> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • release time 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 following impact: An increase of Aboriginal families engaging in the Personalised Learning Pathways (PLP) process. The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture.</p> <p>After evaluation, the next steps to support our students will be: Enhanced partnerships between the school and families, with events for the families and students, building relationships across the community and sharing culture and school successes.</p>
<p>Low level adjustment for disability</p> <p>\$19,107.85</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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$19,107.85</p>	<p>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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions. Student centred, explicit and personalised learning is visible across the whole school.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the Learning and Support Teacher, the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Location</p> <p>\$9,928.95</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> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$4,898.09</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 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> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • unpacking evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent reading, writing and numeracy <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, writing and numeracy resulting in improved internal student results. - Increased opportunities for staff to engage in professional discussions, observations and professional dialogue.</p> <p>After evaluation, the next steps to support our students will be: Additional professional learning to support staff with the implementation and teaching of new syllabuses.</p>
<p>QTSS release</p> <p>\$1,538.78</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>

<p>QTSS release</p> <p>\$1,538.78</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release time to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students will be: Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.</p>
<p>Integration funding support</p> <p>\$25,996.00</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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour interventions and curriculum adjustments <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: The use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLSPs) reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: 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 will be: Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	5	6	8	11
Girls	5	2	4	6

Student attendance profile

School				
Year	2020	2021	2022	2023
K	99.2	95.4	78.6	90.7
1		85.5	93.6	84.2
2			89.1	91.6
3	92.6	95.7	94.7	92.4
4		86.0		96.6
5	85.1		82.6	83.6
6	90.9	88.2	78.1	85.0
All Years	91.5	90.5	87.3	90.5
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1		92.7	87.4	90.5
2			87.8	90.8
3	92.1	92.7	87.6	90.9
4		92.5		90.6
5	92.0		87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.1	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.98

*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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	36,169.92
Revenue	533,146.06
Appropriation	527,174.71
Grants and contributions	4,653.81
Investment income	1,317.54
Expenses	-495,835.25
Employee related	-459,274.43
Operating expenses	-36,560.82
Surplus / deficit for the year	37,310.81
Closing Balance	73,480.73

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	63,020
Equity - Aboriginal	15,086
Equity - Socio-economic	28,826
Equity - Language	0
Equity - Disability	19,108
Base Total	338,005
Base - Per Capita	3,123
Base - Location	9,929
Base - Other	324,953
Other Total	55,649
Grand Total	456,675

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

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 2023 despite difficulties surrounding the health of the principal, was still a productive year. Given the changing of staff for 2024 it was agreed that our future focus should not only be to maintain our high level of support for our students, but to actively engage with our community to give them the opportunity to get to know the team 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.