Binya Public School
Annual School Report

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Messages

Principal’s message

As well as being a very busy and productive year with excellent outcomes in teaching and learning, 2011 has been a year of change for Binya Public School.

The Federal Government’s Building the Education Revolution project, which became an Assets Management Unit state funded project thanks to the efforts of our P&C and school community, was completed in Term 3. The school now has a fully operational kitchen for school functions and cooking lessons, a new library building, an administration refurbishment and refurbished toilets. I know the staff, parents and students of our school are very excited about the changes and are enjoying the more spacious and modern facilities.

This year we have also had a second Smartboard installed in the new library, using a generous donation made by a community member and ex-student of Binya PS. This has been a very exciting addition to our resources and has supported learning in our classrooms even further.

Unfortunately, not all of our changes have been positive. In May of this year, we were devastated to lose Diane Conlan, a loved and highly respected member of our school staff and local community. We have missed Di dearly and she is never far from our thoughts and conversations.

Binya PS continues to provide an outstanding mix of extra curricula activities, sport and personal development opportunities for its students. This year these have included debating, public speaking, drama workshops, tennis lessons, the Premier’s Sporting & Reading Challenges, circus skill workshops, sporting carnivals and teams, swimming lessons, performances at the Regional Theatre and cooking lessons. We also hosted our Harvest Dinner as part of our Kids Grow, Kids Cook program which was definitely one of the highlights of this year, along with our excursion to the Selwyn Snowfields.

We are very fortunate at Binya to have a highly skilled, enthusiastic and dedicated staff that is committed to providing a quality education for all the students of our school. I would like to thank them for their dedication and professionalism.

I would also like to thank the P&C for their commitment and support during 2011. This has been another successful year that has benefited from the tireless support of our parent community.

This Annual School Report gives our school community a great opportunity to reflect on the work and achievements of the past year and to be informed about, and involved in, future planning for Binya Public School.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Thank you for a great year.

Kate Brace

P & C and/or School Council message

There is a strong partnership between the school and families at Binya Public School.

For example:

- The school is utilised by a range of community groups, the P&C, church
groups, the Binya Cricket Club & social tennis.

- Parents/Carers support the school with extracurricular activities providing assistance whenever needed.
- Parents/Carers actively fundraise throughout the year.

The P&C has committed to annually assisting the following projects with financial subsidies:

- Tennis coaching
- Hire of a bus for swimming lessons
- Purchase of end of year books for all students

The P&C is strongly supported by Binya’s close knit community therefore fundraising is a success.

I have enjoyed working with such a committed parent/carer group this year and I would like to thank everyone for their effort and support.

Sharelle Boyd

Student representative’s message

2011 has been a busy and exciting year at Binya Public School.

I have really enjoyed many of the activities we have participated in this year especially the school excursion to the Selwyn Snowfields where we learnt to ski and experienced a new environment. Most of us had never seen snow before. We also really enjoyed the Harvest Dinner and all the cooking and gardening lessons we had this year.

As school leaders we also were lucky enough to travel to Wagga Wagga and participate in the Impact Leadership Conference. This gave us important tips on leadership skills and more confidence to be leaders in our own school.

We also participated in various sporting carnivals, a Circus Challenge at Rankin’s Springs and a Monkey Baa Drama Day with students from other small schools in our area. We travelled to Beckom for our Multicultural Public Speaking Day and into Griffith for various performances at the Regional Theatre.

We have enjoyed our time at Binya Public School and appreciate all the unique opportunities we had available to us. We are now looking forward to high school and the next part of our education.

Hannah Boyd and Joedee Earl

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Female</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

Parents and community members enjoy the students’ hospitality at the BPS Harvest Dinner.
Student attendance profile

Management of non-attendance

Student absences are regularly monitored and sound communication links exist between the school and parents concerning student attendance.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
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</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

By the end of 2011 there were 14 enrolments. In 2012 there are 18.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Ms Kate Brace was Teaching Principal and Mrs Helen Foy was employed as a part-time teacher two days per week. Her teaching responsibilities included Accelerated Literacy, numeracy, science, PDHPE and library.

Mrs Diane Conlan was employed four days per week as a School Administrative Manager during Terms 1 and 2 and Mrs Melissa vanBuuren relieved in this role for the remainder of 2012.

Mr Kevin Amery was employed one day per week in the role of general assistant.

There are currently no Indigenous teachers at Binya Public School.

Staff retention

All teaching staff were retained from 2010.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>34978.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>45577.84</td>
</tr>
<tr>
<td>Tied funds</td>
<td>18215.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15664.76</td>
</tr>
<tr>
<td>Interest</td>
<td>1968.05</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>116404.87</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>Key learning areas</th>
<th>13446.69</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excursions</td>
<td>6592.47</td>
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<tr>
<td></td>
<td>Extracurricular dissections</td>
<td>8922.44</td>
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<tr>
<td>Library</td>
<td>467.13</td>
<td></td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6145.12</td>
<td></td>
</tr>
<tr>
<td>Tied funds</td>
<td>18629.63</td>
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<tr>
<td>Casual relief teachers</td>
<td>2942.88</td>
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</tr>
<tr>
<td>Administration &amp; office</td>
<td>20332.23</td>
<td></td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>10399.70</td>
<td></td>
</tr>
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<td>Maintenance</td>
<td>2004.63</td>
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<tr>
<td>Trust accounts</td>
<td>5372.14</td>
<td></td>
</tr>
<tr>
<td>Capital programs</td>
<td>6810.98</td>
<td></td>
</tr>
<tr>
<td>Total expenditure</td>
<td>102066.04</td>
<td></td>
</tr>
</tbody>
</table>

Balance carried forward | 14338.83 |
A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**Achievements**

**Arts**

In 2011, students have continued to participate in regular art, dance, music and drama lessons of a high standard.

This year, students accessed music lessons conducted by Mrs Kelly Forster in piano.

In Term 2, Binya PS hosted a day of drama workshops for the small schools’ network run by the Monkey Baa Theatre Company. Students from Rankins Springs PS, Euabalong West PS, Naradhan PS and Bilbul PS all attended on this day and participated in a range of high quality workshops focusing on introducing young people to the foundations of play building. These workshops fostered creativity and encouraged students to collaboratively investigate and build upon the ideas of others in the creation and performance of a scene or a short play.

**Stage 3 students create a tableau, telling a story based on a visual stimulus.**

**Sport**

Sport is an important and integral part of the curriculum at Binya PS.

The first major sporting event on the calendar for 2011 was the school’s two week intensive learn to swim program at the Griffith Aquatic Leisure Centre. All students participated in structured swimming lessons focusing on learning how to swim in a safe, skilled and enjoyable way.

![Enjoying the benefits of swimming lessons.](image)

This was followed closely by the Small Schools’ Swimming Carnival. Binya Public School was awarded:

- the Handicap Trophy for 2011;
- first place in the P6 Earl McGee Relay;
- Junior Boy Champion; and the
- 11yr Boy Champion.

Additional outstanding achievements in sport for Binya Public School for 2011 included:

- Four students representing the school at the Riverina Swimming Carnival.
- Two students representing the school at the Riverina Athletics Carnival.
- Two students representing the school at the Riverina Cross Country Carnival.
- One student representing the school in the Riverina AFL team at the State Carnival.
- Competing as part of a small schools’ team in the PSSA State Knockout Competitions for cricket, soccer, touch football, rugby league and AFL.

Binya Public School participated in the Premier’s Sporting Challenge for 2011. This initiative aimed to engage young people in sport and physical activity and encouraged them to lead healthy, active lifestyles. All students were involved in this program and the school achieved a gold award.
for completing an average of at least 60 minutes of physical activity per day.

National Competitions
Binya Public School’s Years 3-6 students participated in a number of external competitions with students achieving some excellent results. In 2011, two students were awarded credits in the University of New South Wales Mathematics Competition and three students were awarded credits in the University of New South Wales English Competition.

This year all the students of Binya PS entered the John O’Brien Festival poetry writing competition. Two students were successful in being awarded places in this competition. These included first in the Upper Primary division and second in the Infant division.

Public Speaking
Binya Public School also successfully competed in the Small Schools’ Public Speaking Competition, hosted by Beckom Public School. Stage 3 engaged in a debating workshop that involved both a prepared and an impromptu debate, winning their prepared debate on the topic ‘The Environment should come first.’ Stage 2 were involved in presenting a speech using the topics from the Multicultural Public Speaking Competition. Feedback from the judges was very positive and they were impressed with the standard and delivery of these presentations.

Academic
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.

Five students in Year 3 and two students in Year 5 completed these assessments in 2011.

Results cannot be reported upon in this report as that may allow for recognition of individual students. Teachers have analysed results and discussed these with parents. The results of this external data have contributed to our future school targets for 2012 and indicated growth in targeted areas has occurred in 2011.

Significant programs and initiatives
Aboriginal education
All students participated in studies incorporating the cultural contexts, values and practices of local Aboriginal communities into the mainstream delivery of education and training through the
key learning areas of English, Human Society and Its Environment and Creative and Performing Arts.

Students enjoy an Aboriginal Dreamtime story at the Small Schools’ ‘Yo Boy, Go Girl’ Day.

All staff from Binya PS engaged in professional learning through an Aboriginal Education workshop conducted on the Staff Development Day in Term 2. This workshop was led by Alison Johnstone, the consultant for Aboriginal education in the Griffith region. This training focused on improving teachers’ understanding of Aboriginal culture and history, and using quality teaching and assessment practices and resources that are culturally inclusive across all key learning areas.

Binya Public School is a current member of the Dare to Lead Coalition of Schools.

Multicultural education

Multicultural education is valued and supported at Binya Public School and this is reflected in high quality teaching and learning programs that include multicultural perspectives across all key learning areas.

An appreciation and respect for cultures from throughout the world has been fostered through events such as Harmony Day and units such as ‘China Downunder: a cultural study’.

Student Leadership

Stage 3 students travelled to Wagga to participate in the Impact Leadership Conference in Term 2. They attended along with Stage 3 students from Rankins Springs, Euabalong West and Naradhan. Sessions covered topics such as *What Should We As Leaders Focus On?*, *Public Speaking Skills* and *Different Ways of Leading*.

Kids Grow, Kids Cook

In 2011, Binya PS was selected as a pilot school for the Kids Grow, Kids Cook program. This program was developed and funded by the Greater Southern Area Health Service, Healthy Kids Association and the Nursery Garden Industry Australia (NGIA).

The broad aim of this program was to increase the consumption of fresh fruit and vegetables by children in NSW schools.

A local community member assists the students planting the first vegetable seedlings in the garden.

The objectives achieved as a result of this program included:

- Increasing the knowledge, attitudes and skills of students in growing, harvesting, storing and preparing fruits and vegetables;
- Improving parent and community involvement in fruit and vegetable activities in the school and elsewhere in the community;
- Improving teachers’ skills and confidence in facilitating learning about fruits and vegetables; and
- Increasing the availability and access of the school community to fresh, affordable fruit and vegetables.

The project culminated in a Harvest Dinner attended by parents, grandparents, community
members, delegates from the companies associated with the program and our local member, Michael McCormack. Students hosted the evening and cooked a five course meal for their guests using produce from their kitchen garden.

Michael McCormack, the Nationals’ Member for Riverina, gets ready to enjoy his main meal at Binya Public School’s Harvest Dinner.

Progress on 2011 targets

Target 1

*85% of students achieve stage based outcomes in writing.*

Our achievements include:

- Staff trained in the pilot year of Accelerated Literacy attended refresher course to update skills.
- Most students achieving a sound level of achievement or greater in writing in end of year reports.
- NAPLAN results for Year 3 writing were outstanding.

Target 2

*90% of students achieve working mathematically stage based outcomes.*

Our achievements include:

- Newman’s Error Analysis successfully included in mathematics programs for all students.
- Students successfully used problem solving strategies to complete tasks presented as word problems on the Mathletics program website.
- Most students achieving a sound level of achievement or greater in end of year reports.

Target 3

*Increased student autonomy in utilising technology to enhance their achievement.*

Our achievements include:

- Utilising video conferencing facilities more regularly to enhance students’ learning opportunities.
- All students are able to log onto the school server, their student portal and send e-mail.
- All students in Years 3-6 demonstrated their ability to effectively use the Internet as a learning resource.
- All students able to use the Smartboard effectively. They have demonstrated this by independently using Smart Tools and utilising learning objects during literacy and maths lessons.

Target 4

*Improved positive school culture as a direct result of students displaying core values, leadership skills and appropriate behaviours.*

Our achievements include:

- Student leaders combined with network schools to attend the Impact Leadership Conference in Wagga Wagga and develop their skills and knowledge of responsibilities as school leaders.
- Feedback from students, staff and parents indicate satisfaction with the activities of the student leadership team and the opportunities for development available to these students.
- The school has acknowledged and rewarded students actively displaying core values and leadership skills.
**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of mathematics and school planning.

Surveys were given to all staff members, parents and students to complete.

Responses were regarded as positive if the selections were rated ‘strongly agree’ or ‘agree’. The other responses that could be selected were ‘somewhat agree’, ‘disagree’ and ‘strongly disagree’.

**Educational and management practice**

**Planning**

**Background**

Due to the Binya Public School Management Plan being reviewed and developed for the next three year cycle, beginning in 2012, it was decided to evaluate the area of planning in the school.

All parents, students and staff responded to surveys designed by the school and tailored to the target audience. Students completed the surveys at school, while staff and parents were provided with copies via the Zoomerang website or in hard copy, depending on personal preference. To encourage honest and plentiful responses all surveys allowed the respondent to remain anonymous.

**Findings and conclusions**

Analysis of the parent’s surveys showed the following aspects of planning at Binya PS were agreed upon.

- The school has involved parents in the development of school priorities.
- The school develops priorities to reflect the needs of its students.
- The school makes changes to improve what it does.
- School events are well planned and appropriate.
- Parents have opportunities to contribute to the school planning process.
- The ideas and suggestions of parents are actively encouraged.
- The school notifies parents of planned events accordingly.

Student responses indicated that:

- The things learnt at school are important.
- The school plans interesting activities for students.
- Students have input into what happens at school.
- There are opportunities for everyone to participate in special events.

**Future directions**

Binya Public School will continue to maintain the needs of its students as a priority and include students, parents and staff in the school planning process in order to ensure continued school improvement in the core business of teaching and learning.

The school will endeavor to continually develop ways to address the potential future needs of the school and its students.
**Curriculum**

**Mathematics**

**Background**

This year as part of our school management plan, Mathematics was identified for evaluation. This is an area that had not been evaluated for a significant period of time.

All parents, staff and students were asked to respond to a school developed survey instrument addressing the school’s planning, implementation and assessment of this area. A P&C meeting and a staff meeting were also organised with discussions focusing on this key learning area. 2011 assessments for all students in mathematics were also reviewed.

**Findings and conclusions**

Analysis of the parent’s surveys showed the following aspects of the teaching and learning of mathematics at Binya PS were agreed upon.

- Mathematics is an important learning area at school.
- All students at the school have developed new skills in mathematics.
- Parents have a good understanding of the mathematics syllabus.
- The school has plenty of equipment to support this key learning area.

Student responses indicated that they feel it is important to learn mathematical skills, they enjoy practical ‘hands on’ tasks and they feel comfortable asking for help when they need it during maths lessons. 100% of students felt that they were strong in addition, subtraction and measurement skills.

Teachers’ responses indicated that they enjoy teaching all aspects of the mathematics curriculum and use syllabus outcomes as the basis for the ongoing assessment of students in program development.

**Future directions**

In 2012, Individual Learning Plans will be developed for those students excelling in mathematics as well as those students ‘at risk’. Additional teacher support will continue to provide an individual and tailored approach to the teaching of mathematics.

**Other evaluations**

**Kids Grow, Kids Cook**

**Background**

Parents, students and staff completed surveys evaluating the success of our pilot project Kids Grow, Kids Cook.

Parents, students and staff all responded to surveys designed by the school and tailored to the target audience. Students completed the surveys at school, while staff and parents were provided with copies via the Zoomerang website or in hard copy, depending on personal preference. To encourage honest and plentiful responses all surveys allowed the respondent to remain anonymous.

**Findings and conclusions**

Analysis of the parent’s surveys showed the following aspects of the Kids Grow, Kids Cook project at Binya PS were agreed upon.

- Students have expressed more of an interest in cooking.
- Students have expressed more of an interest in eating fresh fruit and vegetables.
- The kitchen garden helped students build positive relationships with community members.

*Students enjoying the banana and yoghurt smoothies they have made.*
• The teaching and learning program associated with Kids Grow, Kids Cook increased students’ knowledge of nutrition and fresh fruit and vegetables.
• The BPS Harvest Dinner was an extremely valuable educational experience.

Student responses indicated that the Kids Grow, Kids Cook program was successful in:
• Improving student knowledge about growing fruits and vegetables and the importance of fresh fruit and vegetables in their diets.
• Improving student knowledge about cooking.
• Strengthening partnerships between the school, students and community members.

Staff responses indicated that:
• The project increased the significance and relevance of content in key learning areas such as Mathematics, Science and PDHPE.
• The project has had a positive effect on students’ motivation and awareness of healthy eating.
• The highlight of the project has been the achievement of student learning outcomes and the opportunity to demonstrate these skills both within the classroom and outside of this context.

Future directions
With unanimous support for this program from the whole school community, the Kids Grow, Kids Cook program will continue in 2012. However, due to the finalisation of funding for this program it will be on a more modest scale.

Binya PS will continue to emphasise the flavours and health benefits of fresh, seasonal food and foster within its students an understanding and appreciation for a healthy lifestyle and diet.

Parent, student, and teacher satisfaction
In 2011, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Student’s survey responses indicated they:
• are proud of their school and believe the school knows about its families and the community that it serves.
• recognised that their teachers create appropriate learning opportunities and encourage them to achieve their best.
• were treated well by their teachers and felt safe at school.

Parents felt the school:
• is an attractive and well-resourced school;
• is connected to its community and welcomes parental involvement;
• encourages parents to contact the school to discuss any concerns related to their child;
• has its students as its main concern;
• maintains a focus on literacy and numeracy;
• has competent teachers who set high standards of achievement;
• offers a wide range of extracurricular programs;
• has good access to computers and strong technology programs and resources;
• promotes a healthy lifestyle; and
• keeps the community well informed through its weekly newsletter.

All staff felt that Binya PS:
• maintains its main priority as meeting the needs of its students;

Students tending to the garden and cooking with its produce.
• encourages all students to be life-long learners;
• delivers a curriculum that caters for the learning needs of all students; and
• is continually finding ways to improve what it does.

Professional learning
All staff participated in professional learning in 2011. The total amount utilised for professional learning in 2011 totalled $6,145.12. These fees included course costs, accommodation and casual salaries. Staff also participated in structured and organised professional development on staff development days throughout the year.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Literacy – Spelling and Reading Comprehension
Outcome for 2012–2014
• To improve all students’ achievement in spelling to be measured using external standardised testing and internal assessment data.
• To improve all students’ reading comprehension to be measured using external standardised testing and internal assessment data.

2012 Target to achieve this outcome is:
• All students K-6 meet or exceed stage based outcomes in Spelling and Reading Comprehension as shown in students’ writing samples and TORCH testing.

Strategies to achieve these targets include:
• Best Start and NAPLAN data analysed and used to inform teaching and learning programs and ILP’s for spelling and reading.

• In small group sessions, teachers will teach explicit spelling skills, rules and strategies to 3-6 students using Accelerated Literacy strategies.
• Use whole school assessment and NAPLAN data item analysis to identify areas of need for students in spelling and reading comprehension.
• Spelling bee conducted via VC amongst P6 network.
• Guided reading sessions K-6 are conducted with a focus on comprehension skills and strategies.

Mathematics – Number and Working Mathematically
Outcomes for 2012–2014
• To improve all students’ achievement in numeracy to be measured using external standardised testing and internal assessment data.
• To improve all students’ achievement in working mathematically to be measured using internal assessment data.

2012 Target to achieve this outcome is:
• All students K-6 meet or exceed stage based outcomes in Numeracy and Working Mathematically as shown in the A-E report ranking scale.

Strategies to achieve these targets include:
• Best Start data analysed and used to inform teaching and learning programs and ILP’s for number and working mathematically.
• Compare student achievement each semester using the diagnostic tools used for initial benchmarking in 2012.
• Use whole school assessment and NAPLAN data item analysis to identify areas of need for students in numeracy.
• In small group, guided sessions use Newman’s Error Analysis to enhance students’ deep understanding of processes associated with working mathematically.
Environment and Sustainability

Outcomes for 2012–2014

- Students recognise that action is required to maintain and improve their local environment and have developed skills to monitor and conduct school’s sustainable environmental practices.
- Students become proactive and productive individuals and group members, having pride in and contributing towards the environmental sustainability of the community, the nation and the world.

2012 Targets to achieve this outcome include:

- All students have developed skills to audit and monitor school consumption of resources by using stage appropriate values and attitudes outcomes.
- All students are developing a commitment to act for the environment by supporting long-term solutions to environmental problems.

Strategies to achieve these targets include:

- Engaging the Riverina Environmental Education Centre to assist in developing a participative, wholistic and sustainable School Environmental Management Plan (SEMP) in consultation with principal, staff, students and P&C.
- Conducting an environmental audit of the school in the areas of curriculum, resources and school grounds, focusing on the school’s consumption of electricity.
- School will model sustainable minimisation strategies to the local community.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Sharelle Boyd  P&C President
Helen Foy  Staff
Melissa vanBuuren  Staff
Kate Brace  Principal

School contact information

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School Code: 1238

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: