Messages

Principal’s message
2010 has been a successful, productive and exciting year at Binya Public School.

I would like to thank the staff for their dedication, enthusiasm and support in providing the students of Binya with an innovative and inspiring education. The nature and size of our school has continued to provide students with a unique range of experiences and opportunities that foster independence, create success and inspire a passion for life-long learning.

Thank you also to the committed parents and community members that play such a crucial role in ensuring our school’s success. I appreciate your continued support of the strong partnerships that exist between our community and school. Your contribution to the direction and culture of our school is invaluable and much appreciated.

Congratulations and thank you to the students of Binya for their achievements and efforts this year. They are a talented group of students who are willing to actively engage in learning experiences and work towards realising their potential.

Some of the highlights of the year include our involvement in Kids Rapt on Performing (KROP), our excursion to Sovereign Hill and the Billabong Ranch at Echuca, the finalisation of plans for our administration upgrade and the installation of our connected classroom.

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.

For example:
- The school is utilised by a range of community groups, the P&C, church groups, the Binya Cricket Club and social tennis.
- Parents/carers support the school with extra-curricular activities providing assistance whenever needed.
- Parents/carers actively fundraise throughout the year.

2010 saw the following fundraising activities:
- Annual Binya Ball
- Catering for Small Schools’ Athletic Carnival

- 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
  - School excursion
  - Gymnastics coaching

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

In 2010, I undertook a range of leadership roles and responsibilities at Binya Public School.

I have enjoyed leading:

- our whole school excursion to Bendigo and Ballarat where we visited the Deborah Gold Mine and Sovereign Hill;
- our KROP item, ‘The Flying Lesson’;
- our Earl McGee P6 swimming relay team at the Riverina Swimming Carnival;
- public speaking at the Small Schools’ Multicultural Public Speaking Day at Beckom;
- tennis coaching with Margo Dal Broi; and
- our school representatives at the Barellan Anzac Day ceremony.

I am looking forward to next year and developing in my role as a Year 6 leader.

Hannah Boyd

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></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Management of non-attendance

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

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>K-6</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

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.
There are currently no Indigenous teachers at Binya Public School.

**Staff retention**

**Teacher qualifications**

All teaching staff met 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.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>36 957.82</td>
</tr>
<tr>
<td>Global funds</td>
<td>43 931.14</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20 435.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11 304.88</td>
</tr>
<tr>
<td>Interest</td>
<td>2 575.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>106.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>115 311.28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>
Sport
Students at Binya Public School are always encouraged to develop and display skills in sportsmanship.

Students competed successfully in the small schools’ and Griffith Zone PSSA swimming carnivals. The P6 relay represented at the Regional Swimming Championships in Albury. One student represented at the State Swimming Championships in Sydney.

Students participated in the Yenda Public School and Griffith Zone PSSA cross country carnivals and one student went on to represent at a state level.

Students also participated in the small schools’ and Griffith Zone PSSA athletics carnivals. The P6 relay represented at the Regional Athletics Carnival in Albury.

All students at Binya Public School participated in the Premier’s Sporting Challenge and achieved a gold award.

A combined tabloid sports day was held at Barellan Central School and a Round Robin Day was hosted by Rankin’s Springs Public School. All students attended these events and enjoyed a range of sporting activities and drills.

Students also enjoyed participating in a variety of supplementary sporting events and programs this year. These included intensive swimming, small schools’ State Knockout teams, lifesaving, gymnastics and tennis coaching.

Other
Students had the benefit of attending a number of performances including ‘Grease’ at the Leeton Roxy Theatre and ‘Fox’ at the Griffith Regional Theatre.

Educational excursions included:
- Years 3-6 travelled to Charles Sturt University to participate in the Science in the Bush program. This program was an initiative of the Australian Museum and the University of Sydney and was designed to inspire students with the science that surrounds them every day and extend and support classroom teaching.
- All students travelled to the Griffith Regional Library to meet the author Michael Wagner and participate in a discussion forum.
- Most students travelled to Bendigo, Sovereign Hill and Echuca for their major excursion to support classroom experiences.

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.

Two students in Year 3 and one student in Year 5 completed these assessments in 2010.

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 2011 and indicated growth in these areas has occurred.
Significant programs and initiatives

Aboriginal education
All students participated in studies involving Aboriginal culture through the key learning areas of English, Human Society and its Environment and Creative and Performing Arts.

Binya Public School students were involved in NAIDOC celebrations with other small schools including Barmedman, Beckom and Rankin’s Springs Public Schools.

K-2 students participated in a range of activities including aboriginal art, storytelling and Indigenous games.

Years 3-6 completed a reflection study and video interview activity based on their reaction to the film ‘Rabbit Proof Fence’.

Students extended their understandings and knowledge of Aboriginal history, culture and contemporary Aboriginal Australia and enjoyed this experience.

Multicultural education
Multicultural education is valued and supported at Binya Public School and this is reflected in class teaching and learning programs.

Students participated in units in Human Society and its Environment and the Creative and Performing Arts that promoted, encouraged and instilled attitudes of respect and tolerance towards cultures, customs and practices different to their own.

Students celebrated Harmony Day and contributed to a poster outlining the different aspects of this celebration.

All students participated in the Multicultural Public Speaking Day hosted by Beckom Public School. All students made an excellent effort and one student placed first in the Stage 2 division of this competition.

Respect and responsibility
Students have been involved with local community events such as National Tree Day, the Barellan Show and Australia’s Biggest Morning Tea.

Respect and responsibility have remained a focus throughout 2010 and have been supported and promoted through our school Behaviour Management Policy which focuses on rewarding those students demonstrating the core values of respect and responsibility.

Connected learning
Our connected classroom was installed in Term 4 and has enhanced learning experiences and opportunities in the classroom.

Students have begun to engage in video conferencing with peers from like schools and are looking forward to further developing these opportunities in 2011.

Progress on 2010 targets

Target 1
80% of students achieve stage based outcomes in writing
Our achievements include:

- All staff incorporating Accelerated Literacy into their teaching and learning programs;
- Students engaging with explicit writing criteria and self assessing;
- Students enthusiastic about sharing written work with peers in class and the community through school newsletters;
- External testing indicating growth in the area of writing.

Target 2
80% of students achieve working mathematically stage based outcomes in mathematics
Our achievements include:

- All staff incorporating working mathematically outcomes into their teaching and learning programs;
- Students explicitly explaining their knowledge and strategies when solving mathematical problems;
- Students becoming more familiar with, and confident in, using Newman’s Analysis as a strategy for solving word problems;
- Staff using ICT to support classroom activities in working mathematically.
Target 3

**Improved student engagement through quality teaching within a digital learning environment**

Our achievements include:

- An increase in the use of ICT to support learning experiences in the classroom;
- All staff embedding ICT in their daily teaching programs;
- All staff completed Connected Classroom training.

Target 4

**Stage 2 and 3 demonstrate leadership skills within the school and the community**

Our achievements include:

- Students taking on leadership roles within the school and community at events such as Anzac Day;
- Consistent implementation and reference to school behaviour policy by staff.

**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 2010, our school carried out evaluations of Learning and Creative and Performing Arts.

**Educational and management practice**

**Learning**

**Background**

Improving learning outcomes for students has been a significant focus for Binya Public School. Parents, staff and students were surveyed and interviewed on a wide range of aspects that contribute to learning at Binya Public School to determine progress and areas for development in this area.

**Findings and conclusions**

An analysis of the surveys revealed:

- all parents believed that their child’s classroom is an interesting place to learn;
- all staff and parents believed the school expects students to achieve to the best of their ability;
- all stakeholders believe that there is a balance of independent and group learning activities within the teaching program;
- the vast majority of stakeholders are satisfied with the level of communication between home and school in regards to student learning.

**Future directions**

The surveys and discussions indicated that overall, stakeholders are very satisfied with the current standard of student learning and achievement.

There will be continued development and emphasis on student centered learning in teaching and learning programs.

**Curriculum**

**Creative and Performing Arts**

**Background**

Surveys, interviews and discussions were used to gather information from staff, parents and students about the Creative and Performing Arts programs undertaken at Binya Public School.

**Findings and conclusions**

An analysis of the data collected indicated that:

- students particularly enjoyed the making aspects of visual arts, dance, drama and music;
- all parents believe that Creative Arts is an important Key Learning Area;
• all parents agreed or strongly agreed that the school provides a variety of extra-curricular arts experiences;
• all stakeholders agreed that the dance lessons undertaken using local expertise were enjoyable and beneficial.

Future directions

These responses indicated that the school should continue to provide a variety of extra-curricular arts experiences for students to be involved in.

Schedule time during P&C meetings to familiarize parents with the Creative Arts syllabus and discuss the opportunities and equipment available to students in this Key Learning Area.

Parent, student, and teacher satisfaction

In 2010, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

• 100% of parents strongly agreed that the school is connected to its community and welcomes parental involvement.
• Parents, students and staff agreed that there is ongoing communication about student learning between home and school.
• Staff strongly believed that teaching practice within the school is supported by critical reflection and an understanding of quality teaching and current research.
• All parents commented that the school has highly skilled teachers who set high standards of achievement.
• The majority of students expressed the belief that the school has high expectations of them and that their classroom is an interesting place to learn.

Professional learning

All staff participated in professional learning in 2010. The total amount utilised for professional learning in 2010 totalled $7,017.00. 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 development 2009 – 2011

Targets for 2011

2009-2011 represents a three year school planning cycle. Throughout 2008, staff and the school community collaborated to develop key targets for Binya Public School for this three year period.

These targets are aimed specifically to improve student learning outcomes and arise from continuous analysis of student assessment and external data such as national testing. These targets have been revised and refined prior to the 2011 school year.

All targets for 2011 are directly linked to the school plan for 2009-2011.

Target 1

85% of students achieve stage based outcomes in writing

Strategies to achieve this target include:

• Staff trained in the pilot year of Accelerated Literacy to attend professional learning to update skills.
• Staff across P6 network and individual schools complete self-assessment of their knowledge of IQ within own teaching practice.
• Work within P6 Network group to establish criteria for quality writing, assessment criteria for text types and steps of producing published text using syllabus documents.

Our success will be measured by:

• Students demonstrate growth of 80 points or more in NAPLAN testing;
• More consistent teacher judgment in assessing student achievement of syllabus based writing outcomes.

Target 2
90% of students achieve working mathematically stage based outcomes

Strategies to achieve this target include:
• Participation in external working mathematically activities such as Maths on the Net, GT mathematical activities, Tournament of the Minds, competitions between P6 Schools;
• Hold working mathematically focused maths days between P6 network, involving parents and community members;

Our success will be measured by:
• Improvement in students achieving syllabus based outcomes in students assessments;
• Students demonstrate growth of 80pts or more in NAPLAN testing.

Target 3
Increased student autonomy in utilising technology to enhance their achievement

Strategies to achieve this target include:
• Enhancing opportunities for collaboration between students, teachers, classes and schools utilising video conferencing;
• Establishing opportunities for direct video links to allow online excursions to support teaching and learning programs;
• Developing a K-6 scope and sequence for ICT skills.

Our success will be measured by:
• Increased confidence and presence of QT in using ICT in teaching and learning activities;
• Teachers and students using a range of ICT’s in learning activities;
• Students demonstrating competent skills across ICT’s.

Target 4
Improved positive school culture as a direct result of students displaying core values, leadership skills and appropriate behaviours.

Strategies to achieve this target include:
• Student leaders combine with network schools to participate in gaining leadership skills;
• Select two focus values each term and explore with students.

Our success will be measured by:
• Feedback from students, staff and parents indicating satisfaction with the activities of the Student Leadership Team;
• The school acknowledges and rewards students actively displaying the core values and leadership skills.

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
Diane Conlan  Staff
Helen Foy  Staff
Kate Brace  Principal

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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: