Principal's message

Binya Public School focuses on student learning and maximising the strong partnership which exists between the school and the community. We endeavour to be recognised as a place of quality learning and providing an environment that caters for individual needs and embeds the school's core values, developing self-confident and independent learners. 2009 proved to be a fruitful year with successful gains by students in learning, skills and understandings in our target areas of English and Maths and many celebrated achievements including the schools 90th Anniversary Celebration, community events and the introduction of a successful Kindergarten Orientation Program.

It is always a privilege to work in such a supportive, productive environment and it must be acknowledged that our achievements are only created by those who dedicate the time, energy and resources to assist us. Thank you.

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.

Erin Minogue
Principal – Relieving

P&C 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, cricket club and social tennis.
- Parents and carers support the school with extra curricular activities providing assistance whenever needed.
- Parents and carers actively fundraise throughout the year. 2009 saw the following fundraising activities:
  - trivia night
  - Annual Binya Ball
- The P&C has committed to annually assisting the following projects with financial subsidies:
  - tennis coaching
  - hire of a bus for swimming lessons
  - travel to the leaders’ conference
  - purchase of end of year books for all students
  - school excursion
  - gymnastic coaching

This year Binya Public School celebrated its 90th anniversary which was held on the long weekend in June. This event was very successful with many past students and teachers attending. The P&C, with the help of the community, catered for the weekend.

The P&C is strongly supported by Binya’s close knit community therefore fundraising is a success even though the community is still suffering the effects of the drought.

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

Sharelle Boyd

Year 6 leaders’ message

Dean and I undertook a range of leadership responsibilities during our time as leaders of Binya Public School.

One of the activities we participated in was to go to a leadership course in Albury to learn the responsibilities of being a leader. We talked about public speaking and did lots of games that teach you how to lead and how to choose the right actions for yourself.

As school leaders, we also hosted the 90th Anniversary assembly at Binya Public School in which over 300 people attended.

As well as this, we have enjoyed the opportunities we have had this year including:
- going to the Brain Day at Barellan Central School where we cut up and talked about sheep’s brains to learn how the brain works;
- participation in the annual Bike-a-thon to raise money for cystic fibrosis;
- going to state to represent the school in running and swimming relay teams;
- going on the whole school and smaller excursions;
- participating in KROP;
- learning archery; and
- designing and improving our front garden.
Dean and I have enjoyed our time at Binya Public School a lot and we look forward to moving on to High School.

Dean Foy and Mitchell Conlan
Year 6 leaders

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>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>4</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 2009 class size audit conducted on Wednesday 18 March 2009.

<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>ALLKIDS</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ALLKIDS</td>
<td>6</td>
<td>2</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

Miss Erin Minogue was Teaching Principal and Mrs Helen Foy was employed as a part–time teacher two days per week. Her teaching responsibilities included numeracy, science, PD/H, PE and library.

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.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>40,509.25</td>
</tr>
<tr>
<td>Global funds</td>
<td>54,685.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>17,586.75</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13,650.07</td>
</tr>
<tr>
<td>Interest</td>
<td>1,932.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>594.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>128,957.81</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7,655.13</td>
</tr>
<tr>
<td>Excursions</td>
<td>169.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3,142.13</td>
</tr>
<tr>
<td>Library</td>
<td>1,151.87</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5,367.99</td>
</tr>
<tr>
<td>Tied funds</td>
<td>27,305.12</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2,085.89</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>18,943.54</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,656.31</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7,939.98</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>9,583.03</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>91,999.99</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>36,957.82</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

Achievements
2009 was a rewarding year for our school community. Our achievements included:
- Dubbo excursion where students were able to consolidate classroom learning with other experiences;
- completion of The Premiers Reading Challenge by all students in Years 1-6;
- students participating in improving our school grounds through an environmental unit and putting their designs into practice;
- Year 6 students attending the Impact Leadership conference in Albury;
- Years 3-6 participating in a variety of NSW competitions;
- all students participating in the Annual Binya School Bike-a-thon to support the awareness of cystic fibrosis;
- staff, students and community members hosting a very successful 90 year celebration of Binya Public School;
- students successfully competing in the multicultural public speaking competition;
- successful implementation of Cool K.A.T.S Kindergarten transition program; and
- successful implementation of literacy and numeracy programs.

Arts
Students participate in regular art, dance, music and drama lessons throughout the year. This year, students accessed music lessons conducted by Miss Miranda Tait including piano, singing, trumpet and recorder.

Students are provided with opportunities to perform for a variety of audiences in local productions, show exhibitions and school productions. All students, Years 1-6 worked very hard to rehearse a tap dancing performance for KROP. With hard work and practice, our students impressed the audience and the judges.

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 District swimming carnival, cross country and athletics carnivals and the Annual Rankin's Springs Round Robin Day.

We had four students represent our school at a state level for swimming and PP6 relay, and a number of students were representatives at a district level in athletics.

Students enjoyed participating in a variety of sporting clinics supported by Danae Conlan, and
tennis coaching with Margo Del Broi. Students also accessed a gymnastics program called ‘Flip Out.’

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.

One student in Year 3 and one student in Year 5 completed these assessments in 2008.

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 the next two years and indicated growth in these areas has occurred.

Significant programs and initiatives

Aboriginal education

All students participated in studies involving Aboriginal culture through key learning areas of English, Human Society and its Environment and Creative and Performing Arts. These units provided students with accurate information of Indigenous history and culture, increasing their knowledge, skills and respect for Aboriginal Australia.

Binya Public School students celebrated NAIDOC week with other small schools including Rankins Springs and Beckom Public Schools. The celebration was hosted at Binya Public School and conducted by the staff and students from Tirkandi Inaburra Cultural and Development Centre.

Students participated in a range of workshops and demonstrations including Aboriginal art, traditional local dance, didgeridoo skills and face painting.

Students gained shared understandings of some traditions, teaching and values of the Indigenous culture and enjoyed the day immensely.

Multicultural education

Multicultural Education is valued with importance at Binya Public School. The majority of our cohort are of Anglo Saxon descent and are limited in their opportunities to enhance appreciation of other cultures in our local context.

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 for cultures, customs and practices different to their own.

Students celebrated Harmony Day through discussions on difference, why difference should be celebrated and shared stories on tolerance and friendship. All students researched Tibetan peace flags and constructed their own using a personalised positive message or prayer. These flags were then placed where the weather elements would carry the messages away.

Respect and responsibility

In 2009 Staff developed a system of rewarding students who demonstrated school core values. Students participated in the development of these rewards and this system led to 100% student eligibility. This system focused on the core values of respect and responsibility.

Students participated in regular values lessons to develop clear understandings of these values and how they are represented through actions and words. Staff used texts such as ‘7 Habits of Happy Kids’ scenarios and narrative to aid students understanding.

Progress on 2009 targets

Target 1

70% of students achieve stage based outcomes in Writing

Our achievements include:

- all teaching staff trained in delivery of the Accelerated Literacy Program;
- accurate assessment methods and analysis was used in supporting student learning and direct teaching in Accelerated Literacy;
• in partnership with the PP6 network, developing clear and explicit criteria for writing text types for student and teacher use;

• external testing indicating growth in area of writing; and

• internal testing indicating 100% growth in writing, based on work samples and anecdotal evidence.

**Target 2**

*70% of students achieve stage based syllabus outcomes in mathematics*

Our achievements include:
• the development of stage based assessments with emphasis on working mathematically;

• a review of the existing Mathematics scope and continuum had commenced to incorporate working mathematically outcomes;

• improved student confidence in applying a range of strategies when working mathematically;

• staff accessing a range of professional learning focused on quality mathematical classroom activities.

**Target 3**

*Develop teacher and student capacity in interactive technologies to improve student access to ICT to enhance their learning*

Our achievements include:
• improved student skills in programs such as Microsoft Word and Publisher; and

• a strategic focus on embedding ICT into other curricular areas such as development of websites in Human Society and its Environment.

Future Directions:
• It is anticipated that Smartboard Technology will be connected in the main classroom in early 2010. All teaching staff will need to gain access to professional learning to ensure quality teaching and learning programs can be embedded, using ICT.

**Target 4**

*All students develop an understanding of the DET and school core values and associated behaviour expectations*

Our achievements include:
• refinement and implementation of current Anti-bullying plan;

• continued implementation of FISH philosophy, You Can Do It! and other social skills programs within key learning areas such as PD/H/PE;

• 100% student attendance on rewards days;

• all stake holders have consistent understanding of school policy; and

• consistent implementation and reference to 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 2009 our school carried out evaluations of school management, writing and a general review of policies.

**Educational and management practice**

**Background**

A number of correlation charts and processes were given to parents and staff to comment on key managements areas this year. These areas included professional learning, school communication and policy updates.

**Findings and conclusions**

An analysis of the survey revealed that stakeholders believe:
• school leaders always discuss ways to improve students learning and share achievements and student progress regularly;

• school staff involve all groups within the school community in deciding what it is aiming to achieve;

• all stake holders believe that professional learning is directive, consistent with the school plan and for the benefit of the students; and

• the school almost always looks for ways to improve what it does.
A forum was undertaken with staff and parents to evaluate updated policies. These included Anti-Bullying Plan and OH and S.

The results were as follows:

- All stakeholders have an understanding of the definitions of bullying, expectations and welfare implications.
- OH&S policy is well underway with all staff have understanding of the expectation that it is everyone’s responsibility, engaged with new processes and participated in professional learning.

Future directions
The surveys and the forum indicated that stakeholders suggest that current communication processes are working and should be maintained. Further focus on the development of OH and S needs to continue and ongoing communication with staff should be paramount.

Curriculum (Writing)
Background
A school designed survey and work samples were used to gather information from staff, parents and students about the newly implemented teaching and learning programs (Accelerated Literacy) at Binya Public School.

Findings and conclusions
An analysis by staff of the survey data indicated that:

- staff, students and parents agreed Accelerated Literacy has had positive effects on student results;
- staff, students and parents agree that the introduction of Accelerated Literacy has made literacy more engaging;
- students believe they have made improvements in all areas of English and are proud of their work; and
- staff believe it has boosted professional dialogue and sharing of information and knowledge in directions for teaching and student achievement.

Future directions
These responses indicated that staff should remain focused on building a consistent spelling program into English teaching. Many students have shown growth, but other students indicate additional supporting programs which align with Accelerated Literacy are needed. All responses indicate support for Accelerated Literacy to continue.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below and represent a marked difference in some areas compared with last year.

- 100% of parents strongly agreed that staff are dedicated to the needs of the students and are approachable to discuss issues.
- Students, parents and school assessment indicated student achievement in the target areas of English and Mathematics have improved this year.
- 100% of parents commented that students always participate in quality learning activities.
- Both parents and students agree that teaching staff provide regular and accurate feedback on student learning – this was 100% improvement on last year.
- 100% parents strongly agreed that decisions made about school direction and professional learning are always focused on the students – parents were more aware of the focus of professional learning.

The survey responses indicated areas that should be maintained in the future. These included:

- a continuation of regular feedback on student achievement and areas of improvement; and
- a continuation of programs implemented this year, including Accelerated Literacy and a focus on working mathematically

Professional learning
All staff participated in professional learning in 2008. The total amount of funds from the school budget utilised for professional learning in 2008 totalled $3440.06. These fees included course costs, travel, accommodation and casual salaries.

Staff also participated in structured and organised professional development on staff development days throughout the year.
School development 2009 – 2011

2009-2011 represents a new 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 2010 school year.

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

Targets for 2010

Target 1
80% of students achieve stage based outcomes in writing

Strategies to achieve this target include:
- analysis of individual students’ needs and provision of appropriate support in areas such as spelling and grammar;
- utilising PP6 network to develop Consistent Teacher Judgement (CTJ) across like schools; and
- working within PP6 network group to establish criteria for quality writing, assessment criteria for text types and steps in producing published texts using syllabus documents.

Our success will be measured by:
- improved achievement of syllabus outcomes through increased knowledge and understanding of the writing process- (Refer to targets for student %);
- National assessment data and student work samples demonstrate that an increasing % of students are meeting stage appropriate syllabus standards;
- teacher registration of successfully incorporating quality teaching elements into mathematics lessons (evidence of this increasing over the three year period of this plan);
- improved student confidence in applying a range of strategies when working mathematically;
- individual learning support targeted to areas of need; and
- working mathematically outcomes are present within all teaching and learning programs and assessments.

Target 3
Improved student engagement through quality teaching within a digital learning environment

Strategies to achieve this target include:
- professional learning opportunities (in school and outside) to develop teacher knowledge and confidence in embedding IWB and video conferencing tools in teaching and learning programs including Podcasting, blogging, etc;
- develop a shared understanding between staff of the principles which underpin quality teaching in our school and how technology can be used to enhance quality teaching practice; and
- embedding quality teaching practices by integrating technology into classroom activities providing meaningful, strategic use of technologies such as blogging and podcasting.
Our success will be measured by:

- evidence of increased understanding of Quality Teaching elements for all teaching staff;
- evidence of an increased presence of the elements of quality teaching and quality classroom practices;
- increased staff understanding, knowledge and confidence utilising technology to enhance quality teaching practices; and
- students demonstrate strong technology skills at stage appropriate levels.

**Target 4**

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

Strategies to achieve this target include:

- student leaders combining with network schools to participate in gaining leadership skills;
- participation in professional learning activities for developing leadership skills in students and staff;
- selecting two ‘Focus Values’ each term and explore with students, expand on what is the value, what does that mean and what behaviours demonstrate this value;
- embedding the core values throughout the school with values being promoted within the school rules, class rules and playground rules; and
- promoting school core values and anti-bullying strategies within the classroom and playground including the use of reward systems.

Our success will be measured by:

- increased student understanding of leadership and what it entails;
- increased leadership opportunities for all primary students;
- the school acknowledging and rewarding students actively displaying the core values and leadership skills; and
- school, students and community understanding and accepting the DET Core Values.

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**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  
Erin Minogue  Principal  

**School contact information**

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Ph: 02 6968 3221  
Fax: 02 6968 3206  
Email: binya-p.school@det.nsw.edu.au  
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:  