School context

Binya Public School is a small school of 17 students located 33km from Griffith. The school draws its students from the rural farming community that it services. There is a strong partnership between the school and its active P&C. Enrolments are currently steady and this is likely to continue in years to come as there are a number of toddlers and babies in the local community.

Binya Public School operates in close collaboration with other P6 schools in the local area to provide students with additional learning experiences and opportunities. Students are well catered for with a low student teacher ratio and individualised learning programs that are highly tailored to their particular needs. There is a strong focus on early learning and the development of literacy and numeracy skills across the curriculum. There is one student at the school that currently receives integration funding support. This funding is used to employ a school learning support officer (SLSO) two mornings per week to assist and support Literacy and Numeracy learning.

Significant programs and initiatives

In 2013, Binya Public School engaged in the ‘Focus on Reading’ program. Mrs. Conlan completed Phase 2, whilst Mrs. Foy commenced Phase 1, with plans to complete Phase 2 in 2014.

Funds were utilised to support the implementation of Reading Comprehension Strategies by releasing teachers to participate in teacher professional learning.

This meant the school was able to access both physical and human resources to assist with the outcome acquisition of comprehension for our students.

In 2013, the North-West P6 Principal’s network collaborated to create Professional Learning opportunities for all staff in our network in the implementation of the new Australian Curriculum with a focus in English in 2013.

Binya Public School has maintained our commitment to the implementation of the ‘Multi-Lit’ program by utilising Mrs. Foy and Mrs. Clifford (SLSO) to implement this intense half hour reading support program with 2 target students each week for four sessions. The initial 2 students successfully completed the program by the end of 2013, and a third student was given opportunity to start the program and will continue into 2014.

The introduction of ‘Kidz Konnect’ has been a school and community initiative. Following the successful trial period this year, local parents will have opportunity to meet on a weekly basis in 2014, with their babies and toddlers experiencing educational activities and social connections on our school grounds. The future looks very strong at Binya Public school.

Principal’s message

Binya Public School is a small school in size, BIG in quality. With a strong commitment to quality teaching Binya PS students are actively ‘learning together’, as our school motto states.

Ms Deb Morden continued her relieving principal position in term one 2013, following Ms Kate Brace being appointed principal at Tharbogang. Merit selections were held and Mrs. Karen Conlan was appointed as permanent principal from Term 2.

Staff

Binya Public School is a multi-stage classroom, with all K - 6 grades represented excluding Year 4.

Staff 2013:

Mrs. Karen Conlan - Principal.

Mrs. Helen Foy - Temporary Casual teacher/Librarian.

Mrs. Melissa van Buuren - School Administration Manager.

Mrs. Lois Clifford - Student Learning Support Officer.

Mr. Kevin Amery - General Assistant

All teaching staff meets the professional requirements for teaching in NSW public schools.
Binya is very fortunate to have a highly dedicated and skilled teaching and support staff which enabled a smooth transition of leadership, and consequently continued rich, diverse learning opportunities to empower our student as 21st century learners.

2013 saw many changes to the educational landscape. The NSW State government commenced implementation of their ‘Local Schools Local Decisions’ policy which aimed to empower each school to make local needs based decisions to assist the school meet their own needs.

Coupled with the Australian Federal Government’s agenda to implement National Curriculums with 2013 being the trial year for the English syllabus, Binya Public School utilised funds through the PP6 National Partnerships, teacher professional learning and our own global budget to ensure teachers were well supported in trialing the National syllabus.

In our school environment students enjoy personalized learning opportunities. Staff are also active learners, keeping abreast of the latest educational research and direction through proactive Professional Learning.

Binya enjoys a diverse curriculum with emphasis in academic, creative arts and sport. Along with our assembly performances each term, our School Performance this year was a tremendous success. All K-6 children were involved in this production and it is pleasing to see those who demonstrate skills and talents in this area have the opportunity to apply their craft in this way.

Five of our students also qualified to represent our school in the NSW Dance Spectacular. We acknowledge the commitment of the students and their parents in the intense training schedule and travel. Students enjoyed great success on the stage at the Sydney Entertainment Centre.

Students have also displayed talents in sporting areas. Many wonderful achievements have occurred this year, which is also highlighted later in this report.

This Annual Report is a valid snapshot of our year. We are vigorously evaluating our practice looking at ways to improve upon already proven quality programs.

Binya PS has a strong commitment for the future looking to build further upon our strengths as well as addressing the areas of need identified via surveys and internal evaluation structures.

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.

Mrs. Karen Conlan.
Principal 2013

P & C message

2013 was another eventful and busy year for the Binya Public School P and C. We are very fortunate to have a committed and enthusiastic committee who continue to support the school and students in all ways possible.

We welcomed Mrs. Karen Conlan as principal in term 2 and as a P and C have forged a strong and open relationship which is of great benefit to all involved.

In 2013 we were able to subsidise the following activities:

- Bus transport for swimming lessons
- Primary and infants school excursions
- Tennis lessons
- School resources
- Purchase of end of year books, prizes and staff gifts.

A huge thank you to the wider Binya community for their continued support of our wonderful small school.

Mrs. Kirsty Rowston
P&C President 2013

Student representative’s message

Binya Students had a change of principal in term 2 this year. We are very thankful to Mrs. Conlan for coming to Binya and being such a great principal and letting us do lots of fun activities, and indeed thank you to all our teachers.

Year 5 and 6 students participated in a debating tournament. We won all our debates to qualify to challenge Darlington Point in a final. Sadly we lost, but we gave it our best. Year 3 also had a go
at public speaking during the year; they made us proud.
Throughout the year, many talented students represented the school in a vast variety of sports. We hold quite a few of the overall school handicap points, champion trophies - in swimming, athletics, cross country and Rankin Springs Gala Day. Michael Conlan and Tom Geddes-Kaney represented the Riverina at state carnivals in cross country and swimming respectively. They were also joined by Leah Boyd and Harry Rowston to form the P6 relay team at state athletics.
In term three students from Years 3-6 went to Canberra for our school excursion. Some of the remarkable activities included the Australian War Memorial, Parliament House, The National Zoo and Aquarium and Questacon. It was awesome; we had so much fun. We would like to make a special acknowledgement of Patti Gullifer who gave up her time and drove us to Canberra as our personal tour guide.
At the end of the year, five of our students participated in the NSW School Dance Spectacular. It was amazing! It was a great experience- we even got on national TV!
Binya has had an awesome year with a huge variety of things on offer. We are so grateful for these experiences, lots of fun, plenty of work and great friends.
Thank you to all of our school community for your continued support and generous donations.

Michael Conlan and Tom Geddes-Kaney - School Captains 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
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<tbody>
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<td>K</td>
<td>93.8</td>
<td>94.1</td>
<td>93.6</td>
<td>93.5</td>
<td>94.1</td>
</tr>
<tr>
<td>1</td>
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<td>93.9</td>
<td>93.6</td>
<td>93.5</td>
<td>93.9</td>
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<td>93.8</td>
<td>93.5</td>
<td>93.5</td>
<td>94.1</td>
</tr>
</tbody>
</table>

| Region |
|---|---|---|---|---|---|
| K    | 94.3 | 94.7 | 94.7 | 94.3 | 95.0 |
| 1    | 93.7 | 94.2 | 94.2 | 93.9 | 94.5 |
| 2    | 94.0 | 94.4 | 94.2 | 94.2 | 94.7 |
| 3    | 94.1 | 94.5 | 94.4 | 94.4 | 94.8 |
| 4    | 94.0 | 94.5 | 94.3 | 94.3 | 94.7 |
| 5    | 94.0 | 94.4 | 94.2 | 94.2 | 94.5 |
| 6    | 93.6 | 94.0 | 93.8 | 93.8 | 94.1 |
| Total| 92.1 | 94.4 | 94.3 | 94.2 | 94.7 |

| State DEC |
|---|---|---|---|---|---|
| K    | 94.3 | 94.7 | 94.7 | 94.3 | 95.0 |
| 1    | 93.7 | 94.2 | 94.2 | 93.9 | 94.5 |
| 2    | 94.0 | 94.4 | 94.2 | 94.2 | 94.7 |
| 3    | 94.1 | 94.5 | 94.4 | 94.4 | 94.8 |
| 4    | 94.0 | 94.5 | 94.3 | 94.3 | 94.7 |
| 5    | 94.0 | 94.4 | 94.2 | 94.2 | 94.5 |
| 6    | 93.6 | 94.0 | 93.8 | 93.8 | 94.1 |
| Total| 92.1 | 94.4 | 94.3 | 94.2 | 94.7 |

**Student information**

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

**Student enrolment profile**

Binya PS enrolments have continued to be relatively stable.
Student attendance profile

Management of non-attendance

Student absences are regularly monitored and sound communication links exist between the school and parents concerning student absences. At Binya we foster a culture of regular attendance in order to maintain the best possible learning environment for all students.

Workforce information

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

Staffing

<table>
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<tr>
<th>Position</th>
<th>Number</th>
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<td>Primary Principal</td>
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<td>Primary Part-Time Teacher</td>
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<td>Primary Teacher RFF</td>
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<td>Primary Teacher Librarian</td>
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<td>Primary Teacher Learning Assistance</td>
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<td><strong>Total</strong></td>
<td><strong>2.3</strong></td>
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Staff retention

During 2013, the changes to our staffing at Binya Public School from 2012 are as follows:

Ms. Kate Brace accepted a principal position at Tharbolgang PS (P5).

Mrs. Deb Morden was relieving principal term 1, before returning to her school.

Mrs. Karen Conlan was appointed principal from Term 2. Part time leave without pay was granted and she worked Tuesday-Friday,

Mrs. Helen Foy was employed as part-time teacher three days per week, including Monday as relieving principal for Mrs. Conlan PTLWOP. Her responsibilities include Accelerated Literacy, Science, Public Speaking & Debating, Multi-Lit, Librarian, Geometry and Space.

Mrs. Melissa van Buuren was employed as School Administrative Manager four days per week.

Mrs. Lois Clifford was employed two mornings a week as the School Learning Support Officer.

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

There are currently no indigenous teachers.

Teacher qualifications

All teaching staff meets 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>
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<tr>
<td>Postgraduate</td>
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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>Date of financial summary</th>
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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school's 2013 financial statement is tabled at the first general meeting of the P&C in 2014. Further details concerning the statement can be obtained by contacting the school.
School performance 2013
Binya students participated in a diverse range of educational activities, from across the curriculum.

Achievements
Arts
Whole School Performance
Each term students invited the community to come to our assembly. Students hosted the assembly and were presented with academic awards for work ethic and performance in class, through online programs such as Mathletics, Reading Eggs and programs such as Premier’s Reading, P6 Spelling Bees etc. A highlight of the assembly was student performances including, parodies of well-known pop-songs (‘Binya Style’ and ‘Sweet About Binya’), shared literature and dance performances.

Students presented a whole school performance at the end of year Presentation Night. It was titled ‘My Place’ which involved every child K-6 during the production.

The story was based on a historical picture book, ‘My Place’ by Nadia Wheatley. It captured aspects of Australian history through the eyes of children, each decade of Australian history. It had a strong emphasis placed upon ‘Multicultural Education’ and ‘Aboriginal Perspectives’.

The show highlighted aspects of the Creative Arts which included acting / drama, singing, dance and playing of music.

The evening Presentation Night was well supported by the community, with many family, friends and neighbours in attendance. Many positive comments were received about the production.

NSW Dance Spectacular
Five Students represented our school in the NSW Dance Spectacular following their successful audition via You- Tube. In true public education merit, students were given the opportunity to audition for a position. Our mixed gender group included William Geddes, Ben Rowston, Eliza Burcham, Tom Geddes-Kanety and Amelia Burcham. Their group included a student from neighbouring Barellan Central School, Isabella Smith. Rehearsals were held over video-conferencing, practice via you-tube, and private tuition by their dance instructor which all came together at the Sydney Entertainment Centre for the final 4 days in Sydney including several performances and national television coverage.

Public Speaking and Debating
Binya Public School successfully competed in both debating and Public Speaking Competitions. Stage 3 attended a workshop in Griffith to develop skills and competed in the Griffith Debating Competition (Pool B). In the first round Binya was successful in winning both the prepared debate on ‘Single gender education system is better than the co-ed system’ and in their impromptu debate.

Stage 3 also competed in the North-West Small Schools’ Debating competition held via video conference across the network. They won their debate on ‘Kids should only be allowed to drink water at school.’ There was positive feedback from the adjudicators on their improved rebutting and manner when debating. Stage 2 and 3 students were also involved in a debating workshop with Tony Davey from NSW Arts Unit.

Stage 2 participated in the North West region Small Schools’ Public Speaking Competition, via
video conference with adjudicators from the Arts Unit in Sydney. The speeches were for three minutes and the topics were based on ‘water’. Binya School was awarded first place in the Public Speaking Competition on the topic ‘Business owners should be fined for water pollution’.

**Piano Lessons**

Students continue to access music lessons conducted by Mrs. Kelly Forster in piano. Students are given opportunity to perform at school assemblies and presentation night.

**Art & Craft Displays**

All students entered a variety of artworks, writing and cooking from throughout the year at the Barellan Show. Students were awarded places in various categories.

**Public Displays and Promotions**

Students had opportunity to perform and display artworks promoting our school and public education at Griffith Central Plaza during education week, and again at Christmas time. Our students attracted good crowds and received many positive comments from the extended community.

**Sport**

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

Binya PS participated in the Premier’s Sporting Challenge 2013. This initiative aimed to engage young people in sport and physical activity and encouraged them to lead healthy and active lifestyles. All students were involved in this program and the school received a gold award for completing at least 60 minutes of physical activity per day.

**Intensive Swimming**

Parents were surveyed and the decision was made to continue with Binya PS’s twice yearly swimming program. Emphasis is placed on equipping students with this life skill, with the main aim to keep our rural community students water safe around dams and channels.

Binya PS continued to demonstrate the success of this program by winning the Handicap trophy in the Small School’s Swimming Carnival, winning the P6 relay to compete at Riverina, and Eliza Burcham (11 year) and Harry Rowston (junior) declared champions.

**Tennis**

Students were also provided with an opportunity to access tennis coaching by Mrs Cheryl Rawle in an 8 week program in term 4. With our school being fortunate to have our own rebound ace tennis court, the P&C subsidise the cost of tuition fees to make the most of our resources and enable all students to develop skills in this sport.

**General Sport**

Binya Public School continues to enjoy success in the sporting arena.

The three major carnivals are held within the Small School’s network. Binya was declared the Handicap winners in all three, swimming, cross country and athletics.

The following children were representatives of the School and Griffith Zone PSSA at various Riverina Regional / Area Carnivals:

- AFL – Michael Conlan
• Cross Country – Michael Conlan (Griffith Zone-senior champion) and Harry Rowston

• Athletics – Harry Rowston, Leah Boyd, Tom Geddes-Kanety and Michael Conlan.

The following children were representatives of the Riverina Region / Area at NSW State Carnivals:

• Swimming – Tom Geddes-Kanety.
• Cross Country – Michael Conlan
• Athletics – P6 relay team – Tom Geddes-Kanety, Michael Conlan, Leah Boyd and Harry Rowston

Our School’s high achievements in Small School’s State Knockout teams this year are as follows:

• League- Trent Barret Shield – won round 1 and 2. (Harry Rowston)
• Girls Netball - Lost in Rd 2 v Griffith East PS (Tom Geddes-Kanety, Eliza Burcham, Amelia Burcham and Leah Boyd);

Our Sportspersons of the year were:

• Seniors – Michael Conlan & Tom Geddes-Kanety

Riverina Achievement Certificates were awarded to

• Michael Conlan – cross country, athletics
• Tom Geddes-Kanety – swimming, athletics

Excursions

Binya students enjoyed a variety of educational excursion experiences.

Canberra Excursion Year 3-6

Years 3-6 were involved in a major excursion as part of the Civics HSIE unit of focus. The highly demanding itinerary included Parliament House, Electoral Commission, National Museum, Zoo-Aquarium and Questacon, along with National Art Gallery, tour of the National Capital Exhibition, Australian War Memorial to encompass learning programs from the year. Community member, Mrs Patti Gullifer, generously donated her time to drive the bus, plan the itinerary and be our tour guide.

Spelling Bee

Students from 2-6 participated in a P6 Spelling Bee competition hosted by Naradhan Public School, via video conferencing. One of our students, Amelia Burcham, was successful in winning the junior division in the first round of competition.

Academic achievements

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

In 2013, five students from Year 5 and three students from Year 3 completed these assessments.

Results cannot be reported upon in this report as that may allow for recognition of individual students (less than 10 students in the cohort).

Teachers have analysed results and discussed these with parents. The results of the external data have contributed to our future school targets for 2014 and indicated growth in targeted areas has occurred on 2013, particularly in Numeracy. Emphasis will continue in
comprehension and spelling. An area to improve, across both Year 3 and 5, is the writing strand. This will be re-evaluated when planning our next targets at the end of 2014.

**Significant programs and initiatives**

**Aboriginal education**

**Background**

Aboriginal Education and perspectives are implemented across Key Learning Areas K-6 at Binya Public School. All children demonstrate understanding and knowledge of the Aboriginal culture and history through their engagement with the curriculum and whole school events. We give acknowledgement of country at school assemblies.

**Findings and conclusions**

Students are immersed in the Aboriginal culture via the curriculum through the teaching that includes Aboriginal perspectives. Units of work provide ideal opportunities for children to make informed judgments and inferences about situations and early Australian history.

Binya Public School has a close working relationship with the Riverina AEO support personnel, Ms Alison Johnstone. During Term 3, Ms Johnstone, together with Merv Fibrose, an aboriginal cultural officer, assisted us in implementing initiatives that complemented our programs and the curriculum, up skilling both the students and teachers knowledge in respects to Aboriginal culture, customs and beliefs.

Students participated in learning aboriginal language and songs, excursions through local bushland, art activities, documentaries, and personal accounts.

As an acknowledgement of our integrated units, Binya PS was presented with the Aboriginal Education Consultative Group (AECG) award at the “Deadly Awards” presentation night in Griffith.

**Future directions**

Binya will continue to build upon the successes within the curriculum as well as continue to promote tolerance of all cultures.

**Multicultural education**

**Background**

Multicultuaral education is valued and supported at Binya Public School. Again these perspectives are integrated throughout the quality teaching and learning programs across the key learning areas.

**Findings and conclusions**

Binya Public School promotes to all children tolerance and respect for all cultures through an integrated curriculum. All teachers ensure that multicultural perspectives are taught in lessons and celebrate diversity and promote a variety of cultures and customs.

Binya Public School has a teacher trained as Anti-Racism Contact Officers (ARCOs) to assist in eliminating racism and racist behaviour at our school.

**Future directions**

Binya Public School will continue to build upon our successes in this area.

**Respect and responsibility**

Students are taught respect and responsibility through specific programs such as our student welfare and leadership programs and through the care, respect, dedication and behaviour of staff.

All students vote for the school captains through an open, honest and democratic process. Captains take leadership positions for the school body.

Students led many events at school such as the whole school assemblies, ANZAC Day and Remembrance Day ceremonies. They greeted and looked after special visitors and guests.
Impact Leadership Conference

Stage 3 students travelled to Wagga Wagga to attend the Young Leaders Conference. Presenters motivated student to work cooperatively and recognize leadership qualities. The students thoroughly enjoyed the interactive presentation and opportunity to network with other schools from across the Riverina region.

Environmental Leadership

Year Five formed a leadership team for the environment at Binya Public. After a workshop with other schools in Griffith the students were to develop their leadership skills and undertake a task to improve the environment. The students conducted meetings and promotional activities to promote their cause including a poster competition. They looked at rubbish management around the school, highlighting the need for bin placement and the recycling of paper.

The students also wanted to improve the habitat of the birds. They arranged a fund raising activity of selling pumpkin soup using the school’s vegetable garden. The project culminated in a presentation of their journey at an Environmental Leadership day at Charles Sturt Uni in Wagga, along with twenty-one other schools. The project highlighted both leadership skills and awareness of our environment.

Future directions

Binya will consider the formation of a school parliament in 2014, to enable captains to build leadership skills among the students, and their own skills as they lobby on behalf of the students’ ideas to implement changes within the school. Captain will lead programs such as Peer Support to build their responsibility and respect within the school.

Leadership training will alternate years between Sydney Young Leaders Conference and Wagga’s Impact Leadership. Participation in environmental leadership will continue as a Year 5 program only.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveying students, parents and staff via meetings and surveys;
- Interviewing stakeholders through conversations and meetings;
- Student assessment data - formal and informal assessments and classroom observations.
School planning 2012—2014: progress in 2013

School priority 1 - Literacy, Spelling and Reading Comprehension

- All students K-6 meet or exceed stage based outcomes in Spelling and Reading Comprehension as shown in students’ writing samples, South Australian Spelling assessment and TORCH testing.

Outcome for 2013–2014

- Improve students’ achievements in spelling in standardised tests and internal data
- Improve all students’ reading comprehension in standardised tests and internal data (Torch testing)

Evidence of progress towards outcomes in 2013:

- Both staff engaged in professional learning - Focus on Reading, embedding Super 6 comprehension strategies through Key Learning Areas.
- Spelling lists centralized, formed K-6 with grading ability. Core list explicitly taught with the four forms of spelling - visual, morphemic, etymological and phonemic, using words lists directly related to literacy, cogs, phonic and mathematical classroom focus.
- Spelling lists fortnightly to enable more teaching skill time in the timetable to nurture students to generalize spelling skills and knowledge.
- Best Start and NAPLAN item analysis to drive teaching program focus to be more personalized.
- Year 3 student deemed P6 spelling bee champion.
- Multi-Lit program for two students each week (2 sessions with LST teacher, 2 sessions with SLSO)
- The vast majority of students met stage appropriate outcomes in 2013.

- Two students graduated from the Multi-Lit program. A third student started the program term 4.

Strategies to achieve these outcomes in 2014

- Spelling compromise of two core lists (junior/senior) on display for the term. Explicit teaching around four forms of spelling, creating interest and awareness of how spelling works.
- Ensure a scope and sequence of phonic combinations covered each term.
- Focus on Reading strategy integral part of KLA focus. Build skills to enable students to combine a number of Super Six strategies.
- Engage students more explicitly in proof reading written work to increase spelling accuracy.
- Utilise and employ additional staffing to split school in stages to allow explicit spelling and comprehension through Accelerated Literacy two days per week with a small teacher: student ratio.

School priority 2 - Mathematics - Number and Working Mathematically

- All students K-6 meet or exceed stage based outcomes in Numeracy and Working Mathematically as shown in A-E report ranking scale.
Outcome for 2013–2014

- Improve all students’ achievement in numeracy to be measured using external standardised testing and internal assessment data
- Improve all students’ achievement in working mathematically to be measured using internal assessment data

Evidence of progress towards outcomes in 2013:

- Newman’s Analysis to be embedded in lesson format.
- Maths lessons structured to include daily teacher explicit teaching for ‘fluid groupings’, and supported by Mathletics and text book activities.
- In 2013 all Kinder students achieved the beyond the target perceptual, Year 1 beyond figurative and Year 2 beyond counting on and back by the end of the year.
- Two students working above grade level.
- All students met a minimum of stage appropriate outcomes in 2013.

Strategies to achieve these outcomes in 2014

- Utilise and employ additional staffing to split school in stages to allow explicit number and working mathematically lessons two days per week with a small teacher: student ratio.
- Extension program for two identified students.
- Supporting text books allocated on ability, not grade.
- Introduction of new Math Syllabus
- Students mapped on Numeracy continuum and consolidate place value.
- Utilise SMART data analysis to drive teaching programs/lessons.

School priority 3 - Environment Education - Sustainability and Global Citizenship

- 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.
- Increased the community's ability to achieve environmental improvements and conserve natural resources.

Outcome for 2013–2014

- 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 contributing towards environmental sustainability of the community, the nation and the world.

- Evidence of progress towards outcomes in 2013
- Year 5 involved in Environmental Leadership program (Enviro Champs) - a joint initiative of Lake Cowal Conservation Committee and Riverina Environmental Education Centre.
- Students assessed needs of our environment and chose a project to follow. Students chose to increase the bird life at Binya by supplying bird boxes. The program culminated in a presentation of their work.
• Whole School participation in Poster Competition organised by Year 5 on ways to keep our Environment healthy and clean.

• Involvement of Bunnings in helping students to build their own bird boxes.

• Whole school involvement in observing, planting, harvesting and cooking produce from the school vegetable garden. Pumpkins were used to make soup as a fundraising activity for their Environmental projects.

Strategies to achieve these outcomes in 2014

• Whole School participation in community environment days such as ‘Clean Up Australia’

• Work with Community on joint recycling project.

• Continued involvement in the seasonal cycle of the vegetable garden.

• Environment and sustainability embedded across the curriculum as a big idea.

• Joint involvement in a Community Project with Goldenfields Water County Council creating wildlife corridors across the Shire. This will offer an opportunity for education in environmental health- from species recognition and plantings, through to monitoring of native populations. Students will gain hands on practical knowledge of native flora and fauna.

Professional learning

Staff at Binya Public School have demonstrated a high commitment to pursue their professional learning in focus areas including literacy, and the new NSW (national) Curriculum. Staff have trialed the implementation of the new NSW English Syllabus, as well as working additionally to work with the new Maths Syllabus, in effort to support strategies to address our school targets in the school plan.

Training sessions included after school video conference and staff development days with the Riverina North West P6 Small Schools Network, and self-initiative to enrol in additional online training through Adobe Connect, exploration of resources and support networks and the like.

Both teaching staff participated in Focus on Reading training with Riverina consultant Jo Trickett.

The principal attended an induction course, Principal conferences, meetings, ARCO and Best Start training; with all staff attending essential training days such as CPR, anaphylaxis, asthma, Code of Conduct and Child Protection.

Funding is provided annually by the Department of Education and Training for professional learning. The school also provides additional funding for teaching and support staff from the school’s budget.

Total expenditure for Professional Learning from Binya Public School for 2013 was $7674.68

School Evaluations

In 2013 the school sought the opinions of parents, students and teachers about the school. All students completed the survey at school, while parents and staff were provided with a hard copy. To encourage honest and plentiful responses all surveys allowed the respondent to remain anonymous. 70% of parents returned their survey, whilst 100% of staff and students participated.

The terms of reference included the following areas:

• Satisfaction
• English curriculum
• School Leadership

Their responses are presented below:

Parent / caregiver, student and teacher satisfaction

In 2013 the school also sought the opinion of the school community in regards satisfaction with the school. Analysis of the survey showed the following were agreed upon:

Findings and Conclusions

Parent responses were unanimous in indicating that:

• Binya PS is an attractive and well-resourced school.
The school is connected to its community and welcomes parental involvement.

Binya PS has competent teachers who set high standards of achievement.

Perhaps our school could promote our welfare program more proactively.

Teacher response indicated that:

- Students are the school’s main concern.
- Students are well behaved and respectful.
- The school has effective welfare programs.
- The school provides extra support to those students who need it.
- We shall develop our commitment to the environment further.

Student responses indicated that:

- I like it at Binya PS / It is a good school (unanimous)
- The teachers care about the students.
- 85% believe teachers help students do their best, and students who need extra help get it.
- 67% of students agree that the school rules are fair in the playground and the classroom.

Future directions

Results indicate all stakeholders continue to have an overall positive view of the school- physical, staffing and community. Student welfare is one area we could raise awareness of, using the students to voice their concerns and expectations and work together to ensure everyone has a sense of fairness.

Program evaluations

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluation of English.

Curriculum

English

Background

In 2013 the school also sought the opinion of parents, teachers and students in regards to English curriculum at the school. Analysis of the survey showed the following were agreed upon at Binya PS:

Parent responses overwhelmingly indicated:

- Satisfaction in student progress reporting in English.
- Parents have a high value of the importance English.
- Students have improved their ability to read.
- Most felt they strongly agreed / agreed their child enjoyed English.
- Most parents felt confident to assist their child in English at home; however several comments indicated they would like some assistance in techniques to help.

Teacher responses were unanimous in indicating that:

- Students are generally enjoys all aspects of English- reading, writing and speaking and listening.
- Students have improved in reading and writing in particular.
- Teachers are developing skills to differentiate the teaching program to cater for varying abilities.

We will give more attention to developing speaking and listening skills, and continue to develop the use of formal assessments to plot children on the literacy continuum and program accordingly.

Student responses indicated that:

- The vast majority of K-2 students enjoy English, whilst 38% of years 3-6 agreed they liked English.
- Almost all students K-6 believe they are getting better at reading, and a majority feels they are improving in writing.
- 70% of students feel they get extra help when they need it.
- Some students have difficulty working in groups.
- Students were unsure if their teacher tells them how they are progressing.
Positive English activities include word spelling games, reading box, computer tasks/games (reading eggs) and an overwhelming majority of students took opportunity to comment on independent reading time. Several students commented that the worst thing about English is reading math problems.

**Future Direction**

We will continue to promote the skills of English to our parent community through the newsletter with work samples and information articles. Talking and listening skills will feature more dominantly and explicitly teaching students how to work in groups and the benefits of doing so. Teachers will work more closely with the literacy continuum and involve students in self-evaluation and reflection to drive their learning.

**Leadership**

**Background**

In 2013 the school also sought the opinion of parents, teachers and students in regards to leadership at Binya Public School. Analysis of the survey showed the following were agreed upon at Binya PS:

Parent responses were unanimous in indicating that:

- The principal improves the school through understanding of strengths and weaknesses, demonstrating a commitment to school improvement.
- The principal demonstrates an interest and accountability for learning outcomes, working with staff to effect educational improvements.
- All parents agree/strongly agree that staff are encouraged to take leadership roles.
- Comments were positive in noting that staff was settled, directed and cohesive.

Teacher responses indicated that:

- Strong agreement with the areas of leadership including commitment to school, inspiration/motivation, emphasis in educational improvements and encouragement of staff up-skilling and leadership.

Student responses indicated that:

- A total agreement that the principal wants our school to always aim for improvement (to be the best we can).
- The principal improves the school by looking for things we can do better.
- Whilst all agreed/strongly agreed teachers lead some school programs, there was a spread across the two responses.

**Future Direction**

We will continue to look at staff roles and responsibilities and promote the leadership of all staff at Binya, ensuring opportunity and acknowledgement is provided. Staff will continue to work collaboratively with parents and students to enable all stakeholders to be involved in the school direction.

**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.

Mrs. Karen Conlan Principal.
Mrs. Helen Foy Teacher
Mrs. Melissa van Buuren School Admin Manager.
Mrs. Kirsty Rowston P&C President 2013.

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