School context statement

Binya Public School is a rural P6 school in central Riverina. Located 33km from our major services centre, Griffith, Binya community nurtures strong sporting and social relations with neighbouring towns and villages. Our school enjoys magnificent views of bordering farmlands and the Binya Hills, with Cocoparra National Park being our showcase.

Binya Public School has great history and strong traditions. In its 95th year, a number of children are 4th generation students. As a result, our families and community feel a strong sense of belonging to the school and supports our initiatives with a sense of pride. Our P&C is highly active in their support and involvement in school programs, activities and future planning. With 100% attendance at regular meetings, all stakeholders are well-informed and involved in the collaborative decision making process.

Our school aims to build on our rich history by providing students with a balanced, comprehensive, challenging and stimulating curriculum, focusing on the future. Binya Public School is well equipped to cater for students of the 21st century, where programs are inquiry-based, culturing students in their ‘love of learning’; fostering curiosity, posing relevant and purposeful questions, developing skills to seek answers and process findings. Learning is child-centred with opportunity for students to access skills and understandings from any stage of the learning continuum, not limited by age appropriate tasks.

Not only do we offer excellence in our teaching and learning programs, structured according to latest educational trends, our staff are extremely professional, caring and innovative. Every child is cared for and nurtured in a personalised manner academically, socially and physically. High expectations for learning and behaviour provide a caring and safe environment for all students.

The school’s purpose is to maintain and sustain a positive, safe and happy learning environment that focuses on the growth of the student as an individual.

Karen Conlan
(Principal)

Staff 2014:

Binya Public School is a multi-stage classroom, with most K - 6 grades represented, with the exception of Year 3 and Year 5.

Staff 2014:

Mrs. Karen Conlan - Principal.
Mrs. Helen Foy – Temporary/ Permanent Part Time teacher/Librarian.
Mrs Roxanne Calabria - Temporary Casual RFF
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.

Captains Reflections

As a leadership group we have enjoyed working and learning together. We participated in several leadership activities, the first being ‘Young Leaders’, as part of a Griffith network of schools. This involved travelling to the Sydney Entertainment Centre to hear some inspirational speeches by recognised achievers such as Ita Buttrose, Bob Carr and Andy Griffiths. We learned that it doesn’t matter where you come from, you can still make a difference. We also joined Hanwood Public School in an overnight Peer Support Camp at Barellan. It involved many teamwork challenges that required us to concentrate, think, plan and communicate with others... leadership skills.
Throughout the year many students represented our school in a vast variety of sports. We won quite a few trophies like the Griffith Zone PSSA Swimming handicap and Small School’s champion trophy, Athletics handicap and the handicap trophy at the Rankin Springs Round Robin. Harry, Leah, Eliza and Ben represented Riverina at the NSW swimming carnival in the small school’s relay.

Years 4-6 Binya students went to Glen Rowan, Ballarat and Melbourne for our school excursion. Some of the many notable activities included the MCG, Aquarium, The Glen Rowan Tourist Centre graphic display and the Old Melbourne Gaol. It was awesome; we had so much fun and learnt so much. We would like to acknowledge Patti Gullifer who gave up her time and volunteered to drive us, as our own personal tour guide, complete with tracking device; she never lost us once!

Creative Arts is always a highlight at Binya School, thanks to Mrs Calabria and Mrs Clifford’s artistic flair! And Mrs Conlan and Mrs McGrath’s dramatic skills in choreographing our regional KROP performance- Kids Rapt on Performing.

Binya has had an awesome year with a huge variety of learning opportunities on offer. We now finish our primary education at Binya Public School, and are grateful for the experiences- lots of fun, plenty of work and great friends....

**LEARNING TOGETHER**

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**

In 2014, Binya Public School enrolments remained consistent with 16 students in K, 1, 2, 4 and 6.

It is anticipated that enrolments next year will be 14 students, with 16 again in 2016.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>7</td>
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**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>na</td>
<td>96.1</td>
<td>na</td>
<td>95.1</td>
<td>98.0</td>
<td>98.9</td>
</tr>
<tr>
<td>1</td>
<td>95.8</td>
<td>na</td>
<td>92.8</td>
<td>na</td>
<td>96.4</td>
<td>96.2</td>
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<tr>
<td>2</td>
<td>93.7</td>
<td>95.4</td>
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<td>95.5</td>
<td>95.5</td>
<td>95.2</td>
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<tr>
<td>3</td>
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<td>93.1</td>
<td>94.4</td>
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<td>97.9</td>
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<tr>
<td>4</td>
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<td>96.8</td>
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<td>95.7</td>
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<td>85.4</td>
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<td>na</td>
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<tr>
<td>6</td>
<td>98.4</td>
<td>91.3</td>
<td>91.0</td>
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<td>95.1</td>
<td>91.7</td>
<td>92.9</td>
<td>94.4</td>
<td>95.7</td>
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**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.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Primary Teaching Principal 6</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Learning and Support</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative Manager 1</td>
<td>0.496</td>
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<tr>
<td>Two adults (School Administrative Manager Supp PP6)</td>
<td>0.304</td>
</tr>
<tr>
<td>Primary General Assistant District Scheme</td>
<td>0.18</td>
</tr>
<tr>
<td>Primary General Assistant- Reserve</td>
<td>0.02</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2.31</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no staff that identify being of Aboriginal heritage.

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>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Binya PS staff is committed to ongoing participation in a range of quality professional learning to support school plans and student’s needs.

All staff participated in Staff Development Days within the school, along with afterhours Professional learning and training. Targeted areas include training in the new NSW Science and History Syllabuses.

All staff participated in mandatory training of emergency care, CPR, anaphylaxis training, first aid, Child Protection and the Code of Conduct.

Active participation in School Development Days and Network meetings in conjunction with P6 Riverina North West Network, Griffith Community of Schools, Primary Principal’s Association and Principal Network (Griffith). These meetings covered areas such as Reporting, Local Schools Local Decisions, Core Financial Literacy and School Planning. School leadership is proactive in developing, maintaining and exploring networks across our community of schools, and also to be informed of developments in education.

Voluntary additional professional learning activity included some staff accessing Adobe Connect sessions in TENS, Science, Maths, History and STEM.

Best Practice classroom observations of Language, Learning & Literacy (L3) occurred with visits to three local public schools by either or both teaching staff. As a result the structure was trialled in 2014 with plans to participate in training in 2015.

There are no new scheme teachers, nor any other teachers seeking voluntary accreditation at highly accomplished.

A total of $10,367.62 was spent on professional learning in 2014.

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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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>School &amp; community sources</td>
<td>18312.67</td>
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<tr>
<td>Interest</td>
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</tr>
<tr>
<td>Trust receipts</td>
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</tr>
<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>108980.27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>13573.70</td>
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<tr>
<td>Excursions</td>
<td>1578.38</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
<td>7711.09</td>
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<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>89584.18</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>19396.09</td>
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</tbody>
</table>
A full copy of the school’s 2014 financial statement is tabled at the first general meeting of the P&C in 2015. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Achievements

Arts

KROP - Kids Rapt on Performing

Our school qualified to participate in the prestigious regional program which involved twenty schools; K-6, primary, central and high schools. Our unique structure enables all students, from kindergarten to year 6, to be involved in the performance.

We certainly were a hit with our ‘Binya School - Resilience Rules’ theme involving dialogue, body percussion, a Capella, solo and duo singing and dance performances by students as young as Year 1. Students were involved in the writing of the script, choreography and design.

Whole School Performances

Binya PS regularly invites the community to attend our assemblies / special presentations. Students host the assembly and are presented with academic awards for work ethic and performance in class. A highlight of the assembly is always student performances including, parodies of well-known pop-songs (‘The Cup song’ and ‘Royal’), infants’ songs and rhymes, shared literature and dance performances.

students presented a whole school performance at the end of year Presentation Night. It was an ‘extended version’ of the KROP performance - “Binya School- Resilience Rules”.

The evening Presentation Night is an annual date on the community social calendar and was well supported again this year.

Public Speaking and Debating

Students successfully competed in both debating and Public Speaking Competitions. Year 6 attended a workshop in Griffith to develop skills before competing in the Griffith Debating Competition (Pool B) with a tightly contested debate.

Stage 2 and 3 students were also involved in a debating workshop with Tony Davey from NSW Arts Unit which equipped them for the North-West Small Schools’ Debating competition held via video conference across the network, proving eventual winners of their Stage 3 debate.

Stage 2 participated in the Public Speaking Competition, via video conference with adjudicators from the Arts Unit in Sydney. Our students were all placed and highly commended in their public speaking competitions.

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

As part of the Griffith Community of Schools, Binya PS had opportunity to showcase student works and inform the wider community of our school strengths through the Education Week public schools’ displays at Griffith Central Plaza.

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.

Science Day

Our network of Small Schools participated in a 'Science Day', hosted by Mr Nathan Hartley, Science High School teacher, Barellan Central School. Following on from the new Science Curriculum training Mrs Foy and Mrs Conlan led for the P6 network, we approached Barellan to present a range of engaging, hands-on science experiences for our students; with the added aim to up-skill our primary teachers in curriculum experience ideas and technology/equipment to support inquiry based learning.
High School students mentored the group, explaining concepts and supporting learning for both students and staff.

Excursions
A rich opportunity to consolidate what is learnt, to enhance new learning, question and make connections through reasoning and making generalisations. Some refer to such activities as 'extra' curricular; rather, we see the benefits as 'co' curricular.

Melbourne/Ballarat Excursion Year 4-6
Our action-packed excursion to Glenrowan, Ballarat and Melbourne was nothing short of amazing. Students consolidated learning about Australian life in the 1800’s, medieval times, space, and engaged in quality questioning and observations to really gain a sense of what life was like; the technology and innovations, how society lived and the changes to our systems that evolved as a result of events from these times (thank goodness!)

Students experienced shared accommodation, practised independent hygiene, budgeted for and ordered meals, used public transport trams, walked, interacted with a range of people and entertained themselves- 'screen-free'!

We acknowledge Mrs Patti Gullifer, our community volunteer, for her input into the itinerary and volunteer bus driver.

Other school excursions include- community volunteers in the Binya Hills with activities exploring the War relics from c1940 and campfire cooking; Author visits at the Griffith Library, Altina Wildlife Park K-2, Flying Fruit Fly Circus, Tashi and Mr McGee and the Biting Flea live theatre at the Regional Theatre.

Spelling Bee
Students from 2-6 participated in a P6 Spelling Bee competition hosted by Small Schools Network, via video conferencing, with some outstanding results for Binya!

Eliza Burcham and Bill Geddes were successful winners, with Jordan Boyd runners up.

The junior division was won by Amelia Burcham in both rounds!

Community - ‘Kidz Konnect’ - Transition to School
Kidz Konnect is a Binya PS and P&C initiative that nurtures community; new and existing families now have a regular meeting opportunity to develop positive relationships with their neighbours and extended community.
The project is professionally run by our School Learning Support Officer (SLSO) Lois Clifford, with educational programs and activities organised each week for rural toddlers to transition to a school environment. Babies and toddlers not only become familiar with the school grounds, they form relationships with their peers and the school students at Binya Public School. Isolation factors can impede on rural children accessing pre-school programs. This initiative is attempting to support our rural families with opportunity to participate in language, literacy, gross and fine motor, social and school readiness activities.

Meetings occur each week in our beautiful school grounds, set among the Binya hills.

Sport

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

In the three major carnivals:

- Swimming – zone handicap and overall champions
- Cross Country - zone handicap champions
- Athletics – small school’s handicap champions

Rankin Springs Gala Day - Binya PS Handicap champions.

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

- Swimming – Leah Boyd, Milly Burcham, Harry Rowston, Ben Rowston, Eliza Burcham
- AFL – Ben Rowston and Harry Rowston;
- Cricket – Ben Rowston;
- Rugby League – Harry Rowston;
- Cross Country – Harry Rowston;
- Athletics – Leah Boyd.

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

- Swimming – Eliza Burcham, Ben Rowston, Harry Rowston and Leah Boyd (P6 relay team);

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

- Rugby League
  - Rd 1 won
  - Rd 2 Lost

Our Sportsperson of the year is:

- Harry Rowston

Intensive Swimming

Binya PS values its swimming program. Emphasis is placed on equipping students with this life skill, with the main aim to keep our rural community students water safe and competent around dams and channels. Students attended four stroke development sessions in Griffith in term 1, and a ten-day intensive lifesaving program in Barellan in term 4.

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 subsidises the cost of tuition fees to make the most of our resources and enable all students to develop skills in this sport.
Academic achievements

NAPLAN

Results could not be displayed because there were no students in Years 3 or 5 in 2014.

END OF YEAR AWARDS

- **Academic Achievement** - Jordan Boyd and William Geddes.
- **Creative Arts** - Ben Rowston
- **Citizenship** - Eliza Burcham
- **Encouragement Award** - Greer Geddes

Significant programs and initiatives – Policy and equity funding

Binya PS is highly committed to supporting all students learning needs across K-6. Learning Support staffing allocations are supplemented using funds under the Every Student Every School program. Our P&C also value and contribute to the use of quality ‘human resources’ to enable all students quality learning through extension, specialized infants/kinder programs, language, social and coordination programs to name a few. Student - teacher ratios are lowered to enhance Literacy and Numeracy outcomes.

Our school is fully implementing the ‘English’ and ‘Mathematics’ National Curriculums after the trial periods and is trialing both the ‘Science’ and ‘History’ documents ready for implementation in 2015.

Aboriginal education

Aboriginal Educations and Aboriginal perspectives are implemented across all 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.

Binya Public School has a close working relationship with the Riverina AEO, Ms Alison Johnstone. She has been an active participant in presenting aboriginal perspectives in our class units, particularly aboriginal involvement in war history.

Two of our students, Ben Rowston and Jordan Boyd, were asked to display their project work at the Aboriginal Studies Association conference in Sydney. The boys created a biography of a local aboriginal war veteran from WWII as a PowerPoint presentation.

Binya will continue to build upon our Aboriginal Education perspectives. At the school level, we will build upon the successes within the curriculum as well as continue to promote tolerance of all cultures.

Multicultural education and anti-racism

The cultural diversity of our nation is continually recognised and celebrated across the school through many aspects of the curriculum.

Students were involved in the Country Women’s Association (CWA) in-depth country of study- Botswana and participated in Harmony Day activities.

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 PS principal is trained as Anti-Racism Contact Officers (ARCOs) to assist in eliminating racism and racist behaviour at our school.

Socio-economic background

Our school received a total of $729.89 under the RAM Equity Loading for social-economic background. All of this money went to employing additional hours for our SLSO and classroom temporary teacher to work on providing children with the educational boost in Literacy and Numeracy to access the curriculum.

Programs such as Multi-Lit and L3 were implemented either directly or indirectly as a result of the additional staffing in the school.

All children involved in these above intervention programs have made significant gains and have narrowed the gap between themselves and their peer group.
Learning and Support

The school receives 0.1 staffing entitlement for a Learning and Support Teacher (LAST). Local Schools Local Decisions has enabled us to flexibly staff additional time to reduce teacher - student ratios, enabling separate infants and primary groupings for Literacy and Maths two days per week.

Children access a wider range of curriculum and learning experiences by having the extra assistance within the classroom to immediately assist and respond as needs arise.

Ultimately, student learning outcomes have improved as a result and the gap between the academic attainments has decreased between the students requiring additional assistance and those who do not.

School priority 1 - Literacy, Spelling and Reading Comprehension

Outcome for 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)

Our achievements include:

- School Spelling policy in review with continuing reflection on strategies.
- Spelling core lists per the term, explicitly taught (four forms of spelling).
- ‘Walls that teach’ developed to support spelling knowledge.
- Spelling tips published in newsletter for family involvement and knowledge.
- Super Six Comprehension Strategies successfully embedded in all K.L.A.’s.
- Teacher assessed against cluster markers on the Literacy continuum and PM Benchmark to give clear targets for individual programs.
- Additional staffing enabled students to be split K-2 and 3-6, creating a teacher student ratio of 1:8 two days per week for intense, personal learning opportunity for all students.
- Language, Learning & Literacy (L3) programs observed in other schools and structure trialled in K-2 / K-6 classroom. Resources purchased to support.

How did the students K-6 perform in literacy?

- Some students still below age in spelling.
- All students are reading at or above stage level as measured on the Literacy continuum and PM Benchmark.
- Most students have achieved their expected cluster of markers on the literacy continuum.

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 parents & staff;
- Parental interviews / meetings;
- Staff meetings / planning sessions.
Future directions:
The school will revise our school plan and set new strategies to meet targets and address areas of perceived need. This new plan will set the direction within the school based on school data, external data collection such as the NAPLAN and ICAS assessments and the Literacy Continuum.

School priority 2 - Mathematics - Number and Working Mathematically

Outcome for 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

Our achievements include:

- Extension program for two identified students.
- Problem solving through Newman’s Analysis.
- Supporting text books appropriate for ability not chronological age.
- NSW Maths Syllabus introduced.
- Additional staffing enabled students to be split K-2 and 3-6, creating a teacher students ration of 1:8 two days per week for intense, personal learning opportunity for all students.
- Students mapped on numeracy continuum.
- Internal data used to direct teaching programs and individual targets.

How did the students K-6 perform in numeracy?

- Most students are performing at or above stage level in number.
- All students have displayed growth.
- All students have achieved their expected cluster markers on numeracy continuum.

Future directions:
The school will revise our school plan and set new strategies to meet targets and address areas of perceived need. This new plan will set the direction within the school based on school data, external data collection such as the NAPLAN assessments and learning continuums.

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.

Our achievements include:

- Whole School participation in community environment days such as ‘Clean Up Australia’.
- Continued involvement in the seasonal cycle of the vegetable garden.
- Environment and sustainability embedded across the curriculum as a big idea.

Future directions include:

- Continue vegetable garden.
- Continue community days.
- Embed cross-curriculum.
- Embed Global Citizenship across curriculum.
- Year 5 Enviro leadership days.
- Charity Days
- Cycle on emphasis on Sustainability and Global Citizenship.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school culture. Survey input was also sought from community members.

Their responses are presented below.

Binya PS:

- Is always a friendly and inclusive place, keeping community well-informed, and valuing strong community networks.
- Provides a positive and engaging learning environment. They agree that the students are provided many opportunities to develop their talents.
- Staff are always up to date with current teaching and learning practices and have high expectations for students to achieve their goals.
- Some community feedback stated that students are ‘usually’ confident and motivated to reach their potential.

Parents were also invited to make any further comment to consider for future planning.

Q. Please name programs / structures that are working well at our school.

Most parents agree the following are strengths of Binya PS:

- Personalised programs, flexible for students based on skill-level (cater for individual needs).
- The multi-stage classroom (K-6) enriches higher-order thinking. Students are not restricted by age.
- Students have more one-to-one teacher student time - funding maximises two teacher days for intense literacy and math sessions twice per week.

Some parents also highlighted:

- Students’ reading passion is fostered.
- Rich cross-curriculum opportunities- video conferencing, excursions, sport, network days.
- Professional staff- listens, reflects and responds.
- Variety of strengths across school staff maximized to benefit student learning.
- Successful kinder transition program.
- Effective community, parent and school communication.

Q. Please suggest any areas for the school to look at for future improvement.

- Student well-being - self-confidence, risk-taking, resilience, social behaviours.
- Learn a second language- Mandarin.
- Foster same age peer relationships (across networks).
- Establish Accelerated Reading program for home reading.
- Continue to adopt quality new programs such as L3.
- Maintain low staff student ratios.

Future directions

As Principal, I am extremely pleased that the large majority of responses were extremely positive. We will continue to look for ways to continuously improve however, always considering all feedback. We will look at the suggestions for improvement and see how we can modify existing practices to incorporate better practice.
Other Program evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out evaluation of English.

Curriculum -English

Background

The Federal Government is requiring schools to implement and trial new Australian Curriculums and English was the primary focus in 2014. Binya Public School has looked at ways to support our staff via up-skilling to ensure we are delivering a quality curriculum to the children. Teachers completed the self-audit for English in the modules Your School and the New Syllabuses.

Findings and conclusions

Teachers noted the need to further develop knowledge and skills in:

- Effectively embedding cross-curriculum priorities and general capabilities across English and other KLA units of study.
- Designing quality assessment tasks with marking criteria.
- Use Quality Teaching framework to inform pedagogy/assessment.

Future directions

Binya PS will explore and develop a multi-stage classroom scope and sequence in English. Resources to support cross-curricular priorities will be acquired. A professional learning calendar will be developed to address Assessing and Reporting.

P&C President’s Report

The P and C have continued to work closely with the school to ensure our initiatives are supporting both current and future student needs.

We have had an industrious year creating and attracting fantastic fund-raising activities. We have catered at clearing sales, sold raffle tickets and were granted the opportunity to cater for the ‘Griffith Festival of the Gardens’ with Mr and Mrs Careri - an extremely generous offer and successful major fundraiser.

This year alone we have supported our students with subsidies of excursions, sport and swimming programs, technological resources with online maths and literacy programs and the purchase of the latest tablets for classroom use. We have enabled purchases of top quality reading schemes and book prizes for our presentation night. We subsidised Kidz Konnect, which supports both young children and families from local and outlying community on our school grounds, enabling our good reputation to spread, and instilling confidence in the great learning environment we have here at Binya.

With a strong commitment of our families, and tremendous support of the community, our students’ learning opportunities are directly benefited - and that is what we all work so hard for.

Mrs. Kirsty Rowston.
P&C President 2014.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

Binya PS engaged in consultation with our school community before we started any planning to determine the school vision and new strategic directions. This took the form of community surveys and meetings, interviews with stakeholders and staff meetings and professional learning around Leading and Implementing Change. The School Planning process will continue in 2015 to work through the planning process.

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 2014.

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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: