Messages

Principal’s message
Our small school boasts a strong Student Representative Council, a school band, public speaking and debating opportunities, gymnastics, specialist sports training, discos, live performances, a strong anti-bullying culture, many and varied sporting events, technology camps, Maths enrichment days and the opportunity for our secondary students to take part in University programs.
The entire school took part in the ASPIRE program and of course all our students are able to take part in wonderful excursions.

As well as providing a lot of extra curricula activities, our school focuses on learning. We are proud of the learning outcomes achieved by our students in 2012. As will be demonstrated later in this report our students have achieved growth in their learning, equal to, or better than State growth figures.

Our goal continues to be to build a positive learning community that has its foundations in quality relationships and developing inquiring minds. Learners will feel valued and safe to explore opportunities with confidence, and be passionate about their learning in readiness for future challenges.

In 2013 we will be continuing in our quest of improving learning outcomes and providing rich experiences to expand our students’ horizons.

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.

Marg Haley

P & C and/or School Council message
I would like to thank our small, but hard working, P&C committee: Natasha Noakes, Sandra McCaw, Tiff Adams, Rebecca Meyers, Leigh Ernest, Ruth Pound and Marion Anderson for all their great ideas and hard work raising funds for our school and our kids.

We have been assisted by other parents and grandparents throughout the year and we thank you for your help.

On behalf of the school community I would like to thank Colleen O’Brien for operating our canteen for the last four years. This grandmother came to our rescue four years ago and is now retiring. Our best wishes and thanks go to Colleen.

This year the P&C have donated:
- $400 toward a new floor mat in the K/1 room
- $100 to our students who represented the school at the State level
- $200 toward subsidising the Secondary excursion
- $203 providing costumes for our performance Night and
- $1000 to provide new books in our Library

They also provide a new school hat for each Kindergarten students at the beginning of each year and run the Mother’s Day and Father’s Day stalls as a community service on a non-profit basis.

Thank you to our dedicated band of parents and friends who work so tirelessly for all our students!

The P&C wishes all our families the best for the coming year. We look forward to working with you all to improve the opportunities for our kids at our great little school.

Ciney Scifleet P&C President

Student representative’s message
Our Student Representative Committee had a very busy year in 2012.
The Committee undertook the responsibility of organizing Clean Up Australia Day, Anzac Day, Naidoc week, Youth week and Remembrance Day events.
They also held fundraising activities throughout the year to raise money for one charity per term.
We would like to thank Ms Lumber and Mr Hammond for their support throughout the year.

Jaime-Lee Milliner and Jackie Hollis
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

### K-6

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>38</td>
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Student attendance profile

### K-6

<table>
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<tr>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
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<td>K</td>
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<td>92.7</td>
<td>93.9</td>
<td>90.5</td>
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<td>90.5</td>
<td>90.0</td>
<td>89.9</td>
<td></td>
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</table>

Management of non-attendance

Student attendance is excellent at Binnaway Central School. All parents give either a verbal or a written reason for their child’s non-attendance. Any concerns are followed up by a phone call to the parent.

Post-school destinations

We had two students complete the Higher School Certificate in 2012. We wish both these students well in the pursuit of their chosen careers.

Year 12 students undertaking vocational or trade training

Both our Year 12 students undertook some courses in vocational or trade training as part of the Higher School Certificate course.

Year 12 students attaining HSC or equivalent vocational educational qualification

Both Year 12 students attained the Higher School Certificate in 2012.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<td>Teacher of Reading Recovery</td>
<td>0</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.092</td>
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<tr>
<td>Total</td>
<td>14.704</td>
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</table>

Staff retention

Three long term staff members retired at the end of 2012. Thank you to, Mrs Ruth Pound, Mrs Maureen Davenport and Mrs Marion Anderson for their many years of commitment to Binnaway Central School and its students.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</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.

Date of financial summary 30/11/2012

Income

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<th>Description</th>
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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>
<td>$291716.56</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
<td><strong>$662130.91</strong></td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
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<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<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><strong>$444244.18</strong></td>
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</tbody>
</table>

Balance carried forward $217886.73

The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year.

Proposed longer term asset acquisitions include:

- Replacement of ride on mower within 2 years - approximately $12000
- Provision for replacement of tractor in 5 years - approximately $50 000
- Replacement of colour photocopier within next 2 years - approximately $15 000
- Repair and maintenance of grounds watering system – approximately $5000
- Tree lopping within the next year - approximately $10 000
- Replacement of computers in classrooms - approximately $16 000

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Our small school focusses on providing a well-rounded education with many experiences offered to our students.

2012 was a very busy year for the Arts. We used some of the school’s Low Socio-Economic Funding to employ an Author in Residence, Paul Stafford. Paul who worked with all our students in writing a script to create a short film. The film script selected was written by Years 3 and 4, who then acted in the film.

The film was entered into the Tropfest Short Film Festival.

The entire secondary school travelled with Mr Hammond and Miss Wilson to attend The Crossing Theatre Narrabri. Students watched the thought provoking play entitled “April’s Fool”. A play depicting the struggle of the Terauds’ family in the last week of their oldest son Christian’s life who died after complications from attending a rock concert, while engaging in excessive drinking and drug taking. It allowed students an insight into a real life story where the impact of drugs and alcohol on a normal every day family was felt in the worst possible way, the loss of life.

The play also allowed students to observe stage craft. A minimalistic approach was taken to the production, five actors played the roles of over 20 characters and there were no costume changes along with minimal set changes. This meant actors relied on voice projection as well as changes in height for standing and sitting of characters.

A Performance Night was held on Thursday 16th August. A variety of performances by the
students showcased their musical, dance and dramatic talents.

**Sport**

As always, our small school has boasted great successes in the sporting field.

- Dane Anastasis, Chloe Anastasis, Logan Meyers, Maigan Meyers and Harrison Thompson represented Binnaway Central School at the Regional Swimming Carnival held at Armidale on Tuesday 6th March.
- Albert Nolan and Kevin Nolan were selected in the Southern Crescent Under 15 Rugby League team.
- Maggie Pittman and Chelsea Wallis represented Binnaway Central School at the primary Schools North West Southern Netball Trials at Tamworth.
- Riley O’Brien and Toby Hollis represented the school at the Primary Schools North West Southern Rugby League Trials at Gunnedah.
- Tom Scifleet, Matthew Duncan, Logan Meyers, Greg Townsend, Dan Van Mierlo, Robert Adams, Dane Anastasis, Amarni Whipper, Jen Noakes, Hayley Duncan, Chelsea Wallis and Maggie Pittman participated in the Primary Schools Zone Cross held at Coolah.
- Matthew Duncan, Hayley Duncan, Amarni Whipper, Chelsea Wallis and Jen Noakes were selected to participate at the North West Cross Country event.
- Sam Townsend, Emily King, Jaimelee Milliner, Blake Brownlee, Ben Harris, Josh Milliner, Cody Pittman, Albert Nolan and Corey Verning represented Binnaway Central School at the secondary Schools North West Region Cross Country Trials.
- The Athletics Carnival was held on Wednesday 13th June. All competing students are to be congratulated on their efforts on the day. Caigan emerged as the champion house, followed by Boogadah and Cuttabaloo.

The Champions of the day were:

- Junior Primary Boy – Matthew Duncan
- Junior Primary Girl – Amarni Whipper and Hayley Duncan
- Senior Primary Boy – Dan Van Mierlo
- Senior Primary Girl – Maggie Pittman
- Junior Secondary Boy – Nathan Kaperonis
- Junior Secondary Girl – Emily King
- Senior Secondary Boy – Albert Nolan
- Senior Secondary Girl – Megan Harris

We held a Jump Rope for Heart day. With the basketball court awash with red balloons and streamers and participants decked out in red the scene was set for some serious skipping! First the students had to go through circuit activities to warm up then it was down to skipping. We had skills skipping, class skipping, skipping races, fastest skipping, who could last the longest with skipping and relay skipping events. These were interspersed with whole school skipping just because it is fun! There was even staff skipping.

Our judges, Mrs Harris and Ms Walsh, were kept very busy in deciding winners for different competition sections. Their job was not easy; however winners were decided upon and came away with a gold skipping rope and certificate each.

- Toby Hollis, Dane Anastasis, Robert Adams, Dan Van Mierlo, Beaudene Milliner, Chloe Anastasis and Claire Jones represented Binnaway Central School at the Regional Athletics Carnival held at Tamworth.
- Jaimelee Milliner (Yr. 10), Cody Pittman (Yr. 9) and Leah Murray (Yr. 7) competed at the North West Region Athletics Carnival held in Tamworth.
- Toby Hollis qualified in 100m to represent the Region at the State Athletics Carnival in Homebush, in Sydney.
- Cody Pittman represented the Region at the State Athletics Carnival held at Homebush, Sydney in the javelin event.

- Students in Years 3 to 6 from Coolah, Coonabarabran and Mendooran came to Binnaway for the 4 Ways Sports Day. The day started at 10am with students being divided into 16 groups. The students then rotated around 8 stations spending 20 minutes at each. The students had a great day interacting with students with other schools. After lunch there were some fun relays with balloons, hoops and glasses of water before they left at 2pm.
- The annual Infants Tabloid Sports Day for local schools was held at Binnaway Central on Thursday 13th September.

- K-2 students and teachers from Mendooran Central, Coolah Central, Dunedoo Central and Sacred Heart Coolah arrived by bus to a sunny, but windy day. The children were sorted into 12 groups and then lead off by secondary students from Binnaway Central to participate in a circuit of 12 various activities.
Children were energetically, running, dodging, balancing, throwing, catching and tagging. It was great to see the stamina and endurance as the children worked their way around the circuit. It was great to see the excellent leadership of our secondary students as they greeted each new group to the activity they were responsible for. Our secondary students showed great initiative when adjustments needed to be made to the activities. The shadow tag activity became Duck, Duck Goose when clouds covered the sun! After lunch enthusiastic cheers were heard when groups of students competed strongly in grade races.

-During Term 3, Primary students were assessed on their fundamental movement skills. These are motor skills that individuals need to be confident when playing sports. There are twelve movement skills; Static balance, sprint run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-handed strike and dodge. Each of these skills has a number of components that are refined to successfully execute the skill. Using the information from the assessments, students have targeted activities to build the component/s of the skill that they are not proficient in.

Teachers received a tub of resources to help facilitate students in the development of their fundamental movement skills. Being able to participate in sport is an important life skill and helps students to feel part of a social group. At Binnaway Central School we are committed to all aspects of our students’ learning.

Other

Emily King, Hayley Crockett, Caitlin Noakes and Brayden Birks represented the school at the University of New England Year 8 Maths Challenge in Armidale. Sixty five teams participated in the challenge. The teacher who supervised our team was from Tamworth and she was very impressed with their ability to work as a team in problem solving and with the way they supported one another. The team managed to solve most of the problems in the first section of the challenge and they won most of their rounds in the algebra head to head challenge.

The afternoon session allowed teams to attempt 2, 3 or 4 point questions. The Binnaway team played it safe and mainly attempted the 2 point challenges; this allowed them to steadily build their point score. The final challenge of the day was to build a tower as high as possible using only fifteen sheets of A4 paper and sticky tape. While not having the highest tower, at least our students were able to build a tower that stood up. A computer malfunction meant that teams beyond third place could not be announced but wherever they were placed, the Binnaway team were winners in the way they approached the challenge.

-Three students who took part in the Premiers Volunteering Award scheme whilst they attended our school in Years 9 and 10 were awarded the Diamond Award level. This means they completed between 80 and 149 hours of voluntary work in the community. These students were Peter Pearson, Mariah Colby and Tessa Flick.

-Two officers from the Defence Force Recruitment Service at Newcastle visited the school to talk to students in Years 9-12. There are 300 jobs available in the services, either full time or part time. The two officers were Cpl Ian Leggett, a vehicle mechanic in the army and POET Saul McLean, an electronics technician in the navy. After a brief outline of their respective careers the men went on to talk about the range of careers available in the Defence Force and the pathways required to attain entry.

-The entire school investigated energy for Science Week. Mrs Kuchel (relieving Science teacher) organised a series of science energy activities for the Secondary students to teach to the Primary students.

-Year 7 helped the K/1 class build a variety of musical instruments, including drums, shakers, kazooos and guitars. Years 7 had also been learning about sound energy in class and were able to tell the K/1 all about vibrations in their instruments creating different sounds. Year 8 were teamed up with Year 2/3/4 to design and build solar ovens and came up with some fantastic designs! The challenge was to build a solar oven which could cook mini pizzas. Unfortunately on the day, the weather was very cloudy but the teams tested their ovens in better weather on Monday. All of the ovens worked and the students were able to eat slightly cooked pizzas (an investigation best repeated in summer!).
Year 9/10/11/12 joined Year 5/6 to create some amazing Rollercoasters. Their challenge was to design a rollercoaster with 1 loop and which could create enough energy for a marble to jump over a set amount of toy cars. The eventual winning design was able to keep the marble in its track on the coaster and clear the cars – an awesome effort by Nathan, Dyllan, Paij, Robert, Elizabeth and Tyrone.

The day was a great success and it was fabulous to see so much science learning occurring in all of the classrooms and to see all of the senior secondary students being such fantastic Science ambassadors to the primary school.

Our school celebrated Literacy and Numeracy week with a whole school activity session. K-11 students worked in mixed age groups on various literacy and numeracy tasks, one being making up a menu and then, using a supermarket brochure “bought” items up to the value of $50. The list needed to include a vegetable, fruit and drink.

-Each child in Kindergarten to Year 6 took part in the Premier’s Reading Challenge.
To complete the challenge;
-students in Kindergarten /Year 1 and Year 2 must read, or have read to them 30 books from the Challenge List
- Students in Years 3-6 must read 20 books from the Challenge List independently.

In 2012 these students successfully completed the Challenge:

Elizabeth Townsend, Isabella Birks, Max Hollis, Logan Meyers, Joshua King, Maigan Meyers, Jennifer Noakes, Tui Earl, Claire Jones, Claudia Thompson, Ty Pittman, Wyatt Ernest, Brooke Anastasis, Alexis Van Den Hout, Joseph Thompson, Ella Meyers, Deakon Meyers, Dakota Byrne, Cody Milliner, Jacob Thompson, Darryl Hollis, Marcus Nolan and Hayden Mitchell.

Congratulations to these students!

Two students, Tom Scifleet and Benton Ernest have successfully completed the Challenge for four years in a row and received a Gold Award.

-Our school celebrated ‘Acceptance Day’. Acceptance Day promotes acceptance of others, their looks, their behaviour and their beliefs. The students had to work in teams to achieve the games’ aim while students were blind folded (sight impaired) or wearing ear muffs (hearing impaired) or with their legs loosely tied together (to represent a disability).
Lots of stumbles and laughter and some small insight and appreciation into how some people manage and cope with impairment. Year 9 and 10 organised and ran the games. It was a great afternoon.

-As part of Year 3/4’s unit on local environments, the students, under the direction of Mr Petherbridge and Mrs Thompson, embarked on a gardening project near the new walkway between the school and the caravan park. This was an ongoing project of weeding, planting and maintaining the garden beds.

-Nine secondary students represented the school at the Newcastle University Science and Engineering Challenge in Dubbo.

Binnaway was to be teamed with Mendooran and Gulargambone but unfortunately Gulargambone did not arrive. This meant that our teams had to be reorganised but to the students’ credit, they accepted the challenge.

The girls (Kimberly Haldeman, Paij Glover, Danielle Kaperonis, Jackie Hollis and Jaimelee Milliner) were meant to compete as one group but they were separated into two groups on the day. Both groups had two challenges – Electra City and Flight of the Navigator. The Electra City challenge was designed to wire a city as efficiently as possible and to minimise electricity interruptions. Both groups were very successful and their city had fewer blackouts than Binnaway! Flight of the Navigator required students to design, build and fly an aircraft using polystyrene foam. Jackie and Jaime were very successful in the distance competition, blitzing the opposition with 5.19 metres when most teams struggled to make 1 metre. Kimberly, Paij and Danielle were most successful in accurate flying – scoring points on the target.

The Binnaway boys (Dyllan Crockett, Albert Nolan, Cody Pittman and Caleb Whitty) had the challenge of constructing a catapult. Their teamwork was great. Dyllan was the chief design
engineer, showing a great ability to follow instructions. Cody patiently knotted rubber bands together to provide the spring in the catapult, while Albert and Caleb used timber, string and tape to construct the best designed and sturdiest catapult on the day. Once constructed, the catapult had to have three tests. The first was to hit a target from 12 meters – Binnaway won. The second was to hit a target from 25 metres – Binnaway was second. The last challenge was to project a ball over the longest distance - Binnaway won. This meant that the boys won this section overall.

Once scores from all activities (Mendooran had five other activities) were recorded, the Binnaway/Mendooran team was placed fourth overall – a very creditable performance. All students are to be congratulated on their behaviour and performance on the day.

**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.

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

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

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Reading – NAPLAN Year 3**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td>Band Distribution</td>
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**Numeracy – NAPLAN Year 3**

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<td>Band Distribution</td>
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**Reading – NAPLAN Year 5**

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**Numeracy – NAPLAN Year 5**

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<tr>
<td>Band Distribution</td>
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<td>493.6</td>
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</table>
### Reading – NAPLAN Year 7

<table>
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<th>Band Distribution</th>
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<tr>
<td>Number in Band</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>Percentage in Bands</td>
<td>21.4%</td>
<td>28.6%</td>
<td>21.4%</td>
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<tr>
<td>School Average 2008-2012</td>
<td>11.8%</td>
<td>29.4%</td>
<td>19.6%</td>
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<td>SSG % in Band 2012</td>
<td>14.5%</td>
<td>27.2%</td>
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<tr>
<td>State DEC % in Band 2012</td>
<td>7.1%</td>
<td>16.3%</td>
<td>24.5%</td>
</tr>
</tbody>
</table>

### Numeracy – NAPLAN Year 7

<table>
<thead>
<tr>
<th>Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>14.3%</td>
<td>35.7%</td>
<td>14.3%</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>2.0%</td>
<td>29.4%</td>
<td>17.6%</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
<td>13.3%</td>
<td>32.8%</td>
<td>15.3%</td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
<td>6.3%</td>
<td>21.2%</td>
<td>20.2%</td>
</tr>
</tbody>
</table>

### Reading – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>14.3%</td>
<td>28.6%</td>
<td>14.3%</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>6.7%</td>
<td>16.7%</td>
<td>23.3%</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
<td>21.4%</td>
<td>28.8%</td>
<td>15.6%</td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
<td>9.8%</td>
<td>20.5%</td>
<td>22.3%</td>
</tr>
</tbody>
</table>

### Numeracy – NAPLAN Year 9

<table>
<thead>
<tr>
<th>Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>28.6%</td>
<td>28.6%</td>
<td>14.3%</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>3.4%</td>
<td>13.8%</td>
<td>31.0%</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
<td>11.6%</td>
<td>38.9%</td>
<td>19.9%</td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
<td>5.6%</td>
<td>25.5%</td>
<td>26.1%</td>
</tr>
</tbody>
</table>

### Progress in Numeracy

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5*</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>88.6</td>
<td>71.8</td>
<td>66.2</td>
</tr>
<tr>
<td>SSG</td>
<td>81.1</td>
<td>76.9</td>
<td>80.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
</tbody>
</table>

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO.

### Significant programs and initiatives

#### Aboriginal education

Strategies to educate students about Aboriginal histories, cultures and current issues were integrated across all learning areas.

Aboriginal songs, music, dances and traditional instruments were used on a regular basis in the Music program across the school and dreamtime stories were integrated into reading and writing text resources in literacy programs.

In Visual Arts Indigenous artists and their styles were studied along with the symbolic meanings presented by the artists.

In Years 9 and 10 Geography and History the understanding of Culture, Land Management, Reconciliation and Land Rights were explored in detail.

Our Aboriginal students were supported with Norta Norta funding which provided in class support to improve learning outcomes.

Our school celebrated NAIDOC Day with a flag raising ceremony followed by a fun day of traditional Aboriginal games.

#### Multicultural education

Respect for other cultures and an understanding of the diversity of cultures that make up Australian society is the basis of multicultural education in our school.
In Music and Visual Arts the study of different styles of artworks and music was incorporated into the learning programs.

Across the K-6 area units of work incorporating multiculturalism are taught in the learning area of Human Society and Its Environment.

The unit of work “Influences on Food in Australia” in Food Technology incorporated studies of food from other cultures.

Years 7 and 8 Geography students studied the culture of a people living in a rainforest and compared their way of life with ours today.

Year 10 Geography included a study of Human Rights.

**National partnership programs**

Significant funding was received in 2012 as part of the Low Socio-Economic Schools (Low SES) project.

Release time was provided for student/parent/teacher learning conferences held early in term 1 and at the end of term 3. Learning data was shared at these meetings, so all stakeholders had a clear understanding of the stage of learning the student is currently attaining. Learning goals were set with each member of the conference contributing to the attainment of the goal.

Secondary assessment task schedules were published in the school bulletin at the beginning of each term. Phone calls home or personal conversations were held by classroom teachers and roll class teachers to follow up on the completion of homework or assessment tasks.

Relationships with parents were strong and supportive.

With the employment of a Speech Pathologist, enabled by the use of Low SES funds, analysis was undertaken of the speech and vocabulary needs of our students in kindergarten and Year 1, as well as the Pre School students.

Along with this the Early Stage 1 teacher developed a collaborative working relationship with the Pre School teacher by:

- visiting to the Pre School to get to know the students attending in 2013,

- working with the Pre School teacher on transition planning for a student with high needs as well as the general group,

- attending professional learning with the Pre School teacher on behaviour management planning for an individual student ensuring consistency across sites and

- sharing the Best Start data and the early learning data gathered in term 1.

Our focus on the improvement of learning outcomes has been consistent across the partnership years. This has included providing time for teachers to analyse student data, professional learning around the provision of timely, explicit feedback and the development of explicit marking rubrics for Writing across all KLAs. Another aspect has been the employment of an SLSO in Stages 4 and 5. The purpose of this was to provide targeted intervention to small groups and individuals in areas of need identified by assessment data.

A close working relationship between the school and parents/carers has been pivotal in the achievement of our school learning targets. Three way conferences were held twice a year between the teacher, parent and student to share the learning progress of the students and to set learning goals. All members of the conference undertook to work toward the achievement of the goal.

We have seen improvements in our learning outcome school based data, as well as in NAPLAN, achieving most of our learning targets. Our improved learning outcomes are evidenced by the achievements of literacy and numeracy benchmarks by the majority of our students.

**Other programs**

**Country Area Program**

Our school was supported by the Country Area Program in 2012. The aim of the program was to improve the educational outcomes for rural students by reducing the isolation caused by distance from a major centre.
Our school used the funds to employ a Music teacher for all classes K-8, thus enabling all our students in those classes access to a specialist resource unavailable through our staffing allocation.

Part of the funds was also used to subsidise all excursions across the school by covering the cost of the bus hire. This allowed all our students access to excursions on an equal footing regardless of family economic circumstances.

Priority Schools Program
The funds provided by the Priority Schools Program (PSP) in 2012 were used to employ an Artist in residence from the Bell Shakespeare Company. This was a week long program for all students in years 5-12 providing an engaging introduction to Shakespeare’s works.

The funds were also used to employ a School Support Assistant in the secondary school 4 half days /week to support learning and a Learning support assistance to run individual Speech Therapy Programs for targeted students from Kindergarten, Year 1 and Year 2.

Progress on 2012 targets

Target 1
60% of Year 3 students attain Bands 3-6 in NAPLAN Writing and Numeracy

Our achievements include:

- 100% of Year 3 students were placed in Bands 3-6 in Writing.
- 63% of Year 3 students were placed in Bands 3-6 in Numeracy

Target 2
60% of Year 5 students attain Bands 5-8 in NAPLAN Writing and Numeracy

Our achievements include:

- 85% of Year 5 students attained Bands 5-8 in Writing.
- 80% of Year 5 students were placed in Bands 5-8 in Numeracy.

Target 3
60% of Year 7 students attain Bands 6-9 in NAPLAN Writing and Numeracy.

Our achievements include:

- 60% of Year 7 students attained Bands 6-9 in Numeracy

Unfortunately we did not meet this target in regard to Writing.

Target 4
60% of Year 9 students attain Bands 7-10 in NAPLAN Writing and Numeracy

This target was not achieved. However the average growth figures for our students was above region and state figures.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluation of teaching and learning.

Background

The project, Quality Teaching and Learning, focused on fostering new ways of thinking and new approaches to teaching to improve student engagement and improve student achievement. Teacher growth is formative in nature and is developed over time. Sustaining the school focus on analysing the learning needs of our students and the development of change in pedagogy has enabled strengthened teacher capacity across K-12 in reflective practice, with a focus on student improvement.

Findings and conclusions

Professional learning in the provision of explicit, targeted feedback for learning has supported the attainment of the achievement of literacy and numeracy targets in the School Management Plan. A greater focus on the nature of the feedback teachers are providing to students has shown an improvement in the quality of work presented by the students, an increase in the time spent on task, a reduction in discipline talk, more Stage appropriate teaching, greater student self-regulation and greater co-operation between students.
This professional learning has been coupled with the release of the Assistant Principal to act as a teacher/mentor. This role included supporting teachers with data analysis, observing classroom management, supporting teachers in the development of teaching programmes targeting learning need and releasing teachers to work collaboratively with the mentor to analyse assessment tasks and plan learning to address need demonstrated in tasks.

All teaching staff has confidence in interpreting data sources, reflecting on the learning needs of their class and identifying and implementing strategies to support students.

We have seen improvements in our learning outcome school based data, as well as in NAPLAN, achieving most of our learning targets.

In 2013 we will continue our focus on providing explicit feedback to students to support learning improvement and using assessment for learning.

**Parent, student, and teacher satisfaction**

In 2013 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent satisfaction is high. Parents appreciated the opportunity to take part in 3 way interviews. They found these very useful in understanding the expectations in learning for their child.

A small number of parents requested information sessions on how to help their child with homework, particularly in K/1 with reading/phonics and Maths in older classes.

**Professional learning**

In 2012 teacher professional learning focused on increasing students’ engagement and improving student achievement through understanding the learning needs of our students. The majority of this training was under the umbrella of our *Quality Teaching and Learning* project.

All staff undertook mandatory training in *Module One of the Every Student Every School Framework* which focused on implementing teaching strategies to provide for the learning needs of all our students, particularly students with additional learning needs.

Staff training was also accessed in the area of *Understanding Autism Spectrum Disorders* and in *Effective Pedagogies for Aboriginal Students*.

**School planning 2012—2014**

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

**School priority 1**

**Literacy and Numeracy**

**Outcome for 2012–2014**

*To have the majority of students in Years 3, 5, 7 and 9 attain the top 4 bands in NAPLAN Writing and Numeracy*

**2013 Targets to achieve this outcome include:**

- 60% of Year 3 students attain Bands 3-6 in NAPLAN Writing and Numeracy.
- 60% of Year 5 students attain Bands 5-8 in NAPLAN Writing and Numeracy.
- All Year 7 and 9 students attain expected growth in Writing and Numeracy.

**Strategies to achieve these targets include:**

- All staff analyse Best Start, NAPLAN and school-based data to plan effective literacy and numeracy programs based on this data analysis.
- Provide professional learning in plotting students against the Literacy and Numeracy continuums.
- All staff focus on the achievement of targets.
School priority 2

Quality Teaching and Engagement

Outcomes for 2012–2014

*Implement teaching practices that improve student engagement.*

*Expand teacher knowledge of the use of assessments to inform learning programmes*

2013 Targets to achieve these outcomes include:

- All teaching staff implement explicit teaching programs addressing the learning needs of their students

Strategies to achieve this target include:

- Teacher collaboration to moderate work samples to develop consistency of judgement against standards framework.
- Continued focus on Quality Teaching
- Maintain effective partnerships with families to support the learning of each child by providing release time for parent/student learning conferences early term 1 and end term 3

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.

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Ruth Pound Head Teacher Secondary Studies
Maureen Davenport Assistant Principal

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School Code: 1237

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: