Binnaway Central School
Annual School Report 2013
Principal’s message
Each year we talk about the importance of working as partners: teachers and parents and we have our three way interviews at the end of term 1 and 3 to set learning goals for each child.

We do this because we believe, and research backs up our belief, that parental actions that support children’s learning at home are most likely to have an impact on academic achievement at school.

Our aim is to have each child leave our school achieving the best they possibly can and ready to join the adult world as a confident, capable person who is able to find employment, be a good citizen and contribute positively to society. We know that this is your aim as parents, too.

Our school deliberately provides experiences for our students to enhance what we do as a school which contributes to this aim.

Our P&C supports us in this by covering the full cost of attendance of all our students to a live show each year.

We have a wonderful school community of supportive parents/carers, committed staff and respectful students.

At our school we firmly believe that Binnaway students can do anything they set their mind to and achieve anything they put their mind to as well.

Thank you to everyone for a wonderful, positive year.

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, committed band for P&C members for their support of our students at our school.

With their commitment to fundraising we have supported the K-6 students to attend a live show and we have provided funds to erect a shade shelter for the secondary lunch area.

Thank you to all the staff for their support of our students in 2013. We encourage all parents to join the P&C and welcome you to our committee.

Ciney Scifleet
President

Student representative’s message
Our Student Representative Committee had a very busy year in 2013.
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 Mr Hammond for his support throughout the year.

Jacque Hollis and Dyllan Crockett

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

Secondary

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>18</td>
<td>20</td>
<td>25</td>
<td>27</td>
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<td>25</td>
<td>16</td>
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Primary

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>93.2</td>
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<td>95.2</td>
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<td>96.5</td>
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<td>90.2</td>
<td>89.1</td>
<td>88.9</td>
<td>95.3</td>
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**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**

In 2013 there were two Year 12 students at our school.

One of those students has been undertaking the Higher School Certificate by pathways and has two more subjects to complete in 2014.

The other student completed the Higher School Certificate and is working casually in Hospitality.

One student in Year 11 who had been undertaking a School Based Apprenticeship has taken up a full time apprenticeship at the end of 2013.

**Year 12 students undertaking vocational or trade training**

Both Year 12 students undertook vocational training as part of their subject load for the Higher School Certificate.

**Year 12 students attaining HSC or equivalent Vocational educational qualification**

One Year 12 student attained a vocational education qualification and the other student is currently studying for a qualification.

**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>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
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<tr>
<td>Head Teachers</td>
<td>1</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>5.852</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</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>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.992</td>
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<tr>
<td>Total</td>
<td>13.828</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff members are of Aboriginal descent.

**Staff Retention**

Mr Matt Hammond has been a teacher above establishment during 2013 and has gained a position at Broken Hill High School for 2014.

**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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80%</td>
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<tr>
<td>Postgraduate</td>
<td>20%</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>45%</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.

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>119100</td>
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<tr>
<td>Tied funds</td>
<td>152479</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>21418</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>524795.00</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>
<td>Key learning areas</td>
<td>17773</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</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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<tr>
<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<td><strong>Total expenditure</strong></td>
<td>354551.00</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>170244.00</td>
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A full copy of the school’s 2013 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 2013**

Binnaway Central School focusses on providing a well-rounded education for each child. This includes many experiences beyond the school gate, and experiences which broaden the outlook of our students and engage them in learning.

We began the year with the school swimming carnival held on Thursday 7th February. This was the first year in which we held a twilight carnival, commencing at 5pm.

\[Deacon Meyers, Logan Meyers, Maigan Meyers,\]

Amarni Whipper, Chloe Anastasis and Jennifer Noakes represented Binnaway Central School at the North West Regional Swimming Carnival held in Armidale.

All our students entered items into the Binnaway Show competitions and work was placed on display for the school exhibit.

Our secondary students entered the cake decorating contest and were highly acclaimed and admired for their efforts.

**Prize Winners:**

**ART**

Amber McCaw: First  
Samantha Townsend: Second

**COOKING**

**Patty Cakes**

Amber McCaw: First

**Scones**

Josh Milliner: First AND Junior Champion  
Caitlin Noakes: Second

**Novelty Cake Decorating**

Kimberly Haldeman: First  
Caitlin Noakes: Second

On Wednesday March 6th Albert and Kevin Nolan went to Coolah Central School to play for the rugby league school trials. Kevin played under 15s and Albert played under 18s and both succeeded. They both went to Gunnedah on Thursday March 16th and were selected to play at Armidale.

Our Year 9 and 10 students attended the Science and Engineering Challenge held in Dubbo on 7th March. They came 2nd field of 10 schools.

Alex McCaw raised money for “Shave for a Cure”. Alex had his head shaved in front of the entire school and spoke to the school of his reason for taking up the charity. He raised almost $500.

Riley O’Brien and Logan Meyers represented Binnaway Central School at North West Southern Rugby League Trials at Gunnedah on Tuesday 26th March 2013.

Ms Wilson and Mr Hammond accompanied the girls’ and boys’ touch footie teams to Dubbo.
Both teams played well, enjoyed their games, and were exemplary in their behaviour.

A significant number of our students marched on Anzac Day at very short notice.

Year 9 organised and ran a disco each term for K-6 students.

All students k-12 participated in the school Cross country event.

On Friday May 24th students from Years 10 and 11 attended the Rural Youth Driver Awareness course in Coonabarabran.

Youth Week was celebrated in our school with a programme of activities organised by the SRC. Students spent the week completing activities such as: bead / necklace – making, a Minute to Win It Competition, House Olympic, and a Police Talk covering topics such as: cyber-bullying, effects of alcohol/drugs, violence towards women and sexting.

Our students willingly worked all afternoon in the Afternoon Tea rooms at the races to help our P&C members. Alex McCaw, Amber McCaw, Morgan McCaw, Caitlin Noakes, Mineque McCaw, Hayley Crockett, Benton Ernest and Tom Scifleet are to be congratulated for their citizenship.

The annual school athletics carnival was held on Tuesday 11th June. The following were our champions of the day:

- Junior Primary Girl: Amarni Whipper
- Junior Primary Boy: Logan Meyers
- Senior Primary Girl: Magenta Wallis
- Senior Primary Boy: Riley O’Brien
- Junior Secondary Girl: Chelsea Wallis and Amber McCaw
- Junior Secondary Boy: Ashley Nolan
- Senior Secondary Girl: Mineque McCaw
- Senior Secondary Boy: Albert Nolan

Senior students undertook an Industry Studies visit on Friday June 14th, while Year 9 and 11 students undertook an Ag Skills Day on Thursday June 20th.

The NSW Central Schools Netball Competition (under16s) – Western Region was held in Dubbo on Monday 17th June.

The team was Kimberly Haldeman, Danielle Kaperonis, Emily King, Caitlin Noakes, Danielle Thomas and Chelsea Wallis.

Year 9 and 10 undertook a ten week programme with the Rural Fire Service in their PDHPE lessons during term 2.

Jayden Anastasis, Joshua Milliner, Ashleigh Thomas and Cody Whitty took part in the Year 8 Maths Day at UNE. Sixty teams participated on the day with the Binnaway team finishing fourth in the Central School division.

Tuesday August 27th and Wednesday August 28th saw six of our 9/10 Ag students, Mr Standing and three sheep head off to Dubbo to participate in the Rabobank National Merino Show 2013 School Wether Challenge. This was the first time BCS has entered the competition, and the students were a credit to the school – finishing third in the Highest Meat Value, and gaining 9th place overall.

Shekere Beats – a one man performance by Jonas from Sydney saw our hall rocking and shaking with rhythm and beats as he taught all students from K – 12 about the music and beats of Africa.

Dyllan and Hayley Crockett were awarded ‘Creative Young Star’ Grants from the Federal Government Arts Program. The grants support Dyllan and Hayley to attend Moorambilla in August and September Residency Camps.

Students from Years 9 and 10 helped run the Primary Four Ways Sports Day on Friday September 6th. Students were responsible for running the various activities, and without their help it would not be possible for such days to be held.

On Monday September 16th Years 10, 11 and 12 took part in a Careers day organised by Skillset. They were given the opportunity to build a resume, and learn the skill of writing cover letters – both very important when looking for a job.

Year 9 and 10 students attended the Landmark Tamworth Steer Show from Monday October 7th to Wednesday October 9th.

We had six students compete at the Regional Athletics Carnival Sports Day; Logan Meyers, Beau Milliner, Chloe Anastasis, Claire Jones,
Amarni Whipper and Jen Noakes. Some of them were placed 4th in our region which is a huge achievement.

On Wednesday, 11th September we had three students compete in the Regional Final of the Premier’s Spelling Bee. Benton Ernest took part in the Junior Division for Years 3 and 4. Isabelle Birks and Robert Adams competed in the Senior Division for Years 5 and 6. This was the culmination of 6 weeks hard studying with Benton going through to the final seven contestants.

Our dedicated P&C paid for all of our K-6 students to attend the live play, “Cinderella at the Disco” in Dubbo.

Binnaway Central School was privileged to have our annual visit from the UNS’s Aspire team of: Kate, Tom, Kristy, Anne and Maureen on Friday August 9th. ASPIRE aims to encourage students in rural areas to think about their future, and for the more senior secondary students to seriously consider their future after they leave school. Students are encouraged to look at the possibility of further study, including university study. Kindergarten to Year 11 all had a session with members of the team, and all completed activities aimed to get them thinking about what they wanted to be when they left school.

On Thursday June 27th, Meg Leathart from the Warrumbungles Field Study Centre came to work with us for the day. Our aim was to produce a Research Action Plan on birds and their habitats in our school environment. The students learnt about the planning process and related skills. Some of the skills were measuring tree height, canopy and girth. The students learned to use a theodolite, global positioning systems (GPS), ipods and binoculars.

9 students travelled to Dubbo on Monday 19th August. They competed in the CHS State Central Schools Finals in mixed lawn bowls triples. Team A consisted of Jesse Surplice, Emily King, Danielle Thomas, Dane Anastasis and Tyrone Nolan while Team B was Alex McCaw, Danielle Kaperonis, Travis Colby and Ryley Thompson. Each team competed in a Pool Event in a round robin competition with schools from Gulargambone, Tullamore, Molong, Yeoval and Trundle.

Five students were selected for Year 8 to attend the “ASPIRE” excursion at the University of NSW. The purpose of this fully funded excursion is to allow country kids to experience what living in Sydney would be like and what attending a university would be like. This is a wonderful program which will be running again in 2014 for Year 8 students.

On Monday June 24th Mr Standing took some boys to Dubbo for a league carnival. Binnaway joined with Mendooran to field a team. The boys played well, and Mr Standing and the team were ably assisted by Year 12 student, Marcus McNeilley.

On Thursday the 27th of June, K-12 participated in the Wheelchair Road Show.

Our Prefects and Captains were invited to a luncheon by the Warrumbungle Shire Council. This was attended by Councillor Ron Sullivan and many Council staff. The purpose was to congratulate the students on taking on a leadership role in the school and to acknowledge their efforts in leadership.

Danielle Kaperonis has been successful in gaining an Aboriginal Education School Based Traineeship in Education Support. Danielle will be undertaking her traineeship at our school, working in the Primary department 1 day each week and will gain a Teacher’s aide qualification.

Our students volunteered to work at the Railway Bowls Day on Sunday. Our P&C and the Pre-School committee catered for this event as a joint fundraiser. Daniel Green, Danielle Kaperonis, Amber McCaw, Hayley Crockett, Ashley and Danielle Thomas all turned up in full uniform (on a Sunday!!) to help with the catering efforts.

Year 9 attended an ASPIRE workshop day in Dubbo. It was fully funded by ASPIRE.

The ASPIRE Program granted $2000 to allow Years 5/6 to attend a Science Festival in Bathurst.

Our senior students taking part in the subject, Construction, built a shade shelter for the secondary playground.
Academic achievements

NAPLAN

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.

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 the small group of three students sitting for the National Assessment Program – Literacy(NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

NAPLAN Year 3 - Numeracy

In 2013 the small group of three students sitting for the National Assessment Program – Numeracy(NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 the small group of six students sitting for the National Assessment Program – Literacy(NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

NAPLAN Year 5 - Numeracy

In 2013 the small group of six students sitting for the National Assessment Program – Numeracy(NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2013 the small group of nine students sitting for the National Assessment Program – Literacy(NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

NAPLAN Year 7 - Numeracy

In 2013 the small group of nine students sitting for the National Assessment Program – Numeracy(NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

NAPLAN Year 9 – Literacy and Numeracy (including Reading, Writing, Spelling and Grammar and Punctuation and Numeracy)

In 2013 the small group of eleven students sitting for the National Assessment Program – (NAPLAN) means that detailed averages cannot be reported for privacy reasons. Parents of the students have been advised of the results.

The percentage of students achieving at or below minimum standards is indicated in the table below.

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Higher School Certificate (HSC)

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).
Two student sat for the Higher School Certificate in 2013. Details of Higher School Certificate relative performance comparison to School Certificate cannot be reported for privacy reasons.

**Record of School Achievement (RoSA)**

Nine students sat for the Record of School Achievement (RoSA) in 2013. Details of RoSA performance cannot be reported for privacy reasons.

**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.

**Transitional Equity Funding**

Our school received Transitional Equity Funding for 2013. These funds were used to employ a School Learning Support Officer.

This valuable staff member supported students from Kindergarten to Year 7 with individual, targeted, explicit learning programs to enable them to gain the best learning outcomes possible.

**National partnerships and significant Commonwealth initiatives**

**Low Socio- Economic Funding**

For the last 4 years our school has been part of the Low Socio-Economic Partnership Program which provided extra funding to our school. The end of this year sees the end of that program.

The funds have allowed us to employ a Speech Therapist and Occupational Therapist as consultants. These professional services provided programs for our students in the younger years to support their learning needs.

We have also been able to fund a teaching position to support our senior students in their Study periods – keeping them on track with assignment completion and supporting assignment completion.

Unfortunately these extra services may not be able to be maintained in 2014.

**School planning and evaluation 2012—2014**

**School planning 2012—2014:**

**Progress in 2013**

**School priority 1**

**Literacy and Numeracy**
Outcomes from 2012–2013

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

Evidence of progress towards outcomes in 2013:

- 100% of year 3 students attained Bands 3-6 in writing and Numeracy
- 60% of year 5 students attained Bands 5-8 in NAPLAN Writing and Numeracy
- 66% of Year 7 students attained expected growth in Writing.
- 55.6% of year 7 students attained expected growth in Numeracy.
- 55.6% of Year 9 students achieved expected growth in writing.
- 90% of Year 9 students attained expected growth in Numeracy.

Adjusted outcomes for 2014

75% of Year 3 students achieve Cluster 9 on the Literacy Continuum Aspects of Writing

75% of Year 5 students achieve Cluster 11 on the Literacy Continuum Aspects of Writing

All students Years 7 and 9 will improve their performance in Reading by at least one cluster on the Literacy Continuum

All students Year 8 will improve their performance by at least one cluster on the Numeracy Continuum.

- Professional learning to develop all staff confidence and skills in using Literacy and Numeracy Continuums to plot students and chart progress.
- Professional learning to support staff to support implementation of the National Curriculum- English and Mathematics.
- Reading/comprehension baseline testing in term 1 and post testing in term 4 to monitor progress.
- Word banks and spelling lists developed in all KLAs.
- Pre and post testing of Year 8 on PAT Mathematics test to monitor progress and understandings.

- Chart of Mathematical measurements used in each KLA
- Introduce the ‘Mathletics” program into Years 7-9.

School priority 2

Quality teaching and engagement

Outcomes from 2012–2013

Implement teaching practices that improve student engagement.
Expand teacher knowledge of the use of assessments to inform learning programmes

Evidence of progress towards outcomes in 2013:

- Each year group 7-12 has had their learning strengths and weaknesses identified along with strategies to be used in the classroom to support the learning needs of the group.
- All students K-6 have been plotted and tracked on the Literacy continuum for Writing.
- Professional learning has built teacher capacity and confidence to select appropriate strategies to support the learning of each student.

Adjusted outcome for 2014

All teaching staff implements explicit teaching programs addressing the learning needs of their students.

- Evaluate and revise the teacher assessment review process to include more frequent opportunities for peer and executive observations and feedback.
- Encourage networks between schools.
- Encourage staff to access a variety of learning mediums, including online training to support their development.
- Develop a programming system which allows adaptations of learning to be documented and registered.
- Develop an overview of each Year group’s learning needs and strategies to address the documented needs.
Professional learning

In 2013 all staff undertook training in Non Violent Crisis Intervention, CPR, Anaphylaxis, Child Protection, the implementation of the Disability Standards and in the Departmental Code of Conduct.

Specific staff members undertook further training related to their area;
- Two staff members undertook school sports athletics coaching Level 1 Accreditation,
- Two staff members undertook training in maintenance for General Assistants,
- One staff member undertook Anti-Racism Contact officer training,
- One staff member undertook online training in Understanding Hearing Loss,
- One staff member attended a Construction network meeting,
- One staff member attended a Hospitality network meeting,
- All staff members undertook training in the implementation of the Australian Curriculum,
- The Careers advisor took part in the Careers advisor’s meeting and
- All staff took part in the Dubbo Wellbeing Forum, which focused on the mental health needs of students.

Parent/caregiver, student, and teacher satisfaction

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

The overwhelming responses by parents were positive, commenting that they were very happy with the school and its policies.

There were a small number of parents who showed concern with perceived inconsistencies with discipline commenting that consequences appeared to be differently handled dependent upon which students they were applied to.

The majority of students from Year 5-10 was very happy at school and felt that they were respected and listened to.

Teachers were asked to set a goal of improvement from their own perspective. Some staff members identified the development of higher order thinking in their students as being a high priority commenting that lack of vocabulary knowledge and an unwillingness to take risks as being factors that impede learning.

The plotting of all students on the Literacy and Numeracy continuums in 2014, explicitly demonstrating to the students the skills expected at their Stage, will help to raise the bar for all students.

Program evaluations

Background

In 2013 the school undertook a detailed evaluation of the Welfare and Discipline Policy.

Students, staff and parents were surveyed for their satisfaction or otherwise with the present system.

Phone calls were made to parents by a trusted member of the community; staff undertook a self-reflective survey and the SRC conducted discussions with each Year group in roll call times.

Findings and conclusions

The majority of students felt they were treated well and respected by both their teachers and other students.

Most students appreciated the reward system.

A small number of students expressed dissatisfaction a with the discipline system, saying it was used inconsistently.

Parental responses were overwhelmingly positive and indicated that their child had a positive experience at school. The majority of parents were very happy with the reward system.

A small number of parents expressed concerns on the consistency of the discipline system and the reward system.

Staff was asked to reflect on the effectiveness of the Discipline Policy. The most common opinion was that it was effective and most of the students demonstrate acceptable behavior.

Future directions

In 2014 investigation into the refinement of the discipline system and reward systems may be undertaken.
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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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: