

Primary entry #50: Barnsley Public School



The Barnsley Buzz



BUSY: Mr Carey Binks with Barnsley Public students.

Teacher who helps kids be good sports

By MOLLY GRIMWOOD

AS Barnsley Public School's longest-serving teacher, Carey Binks is involved in a variety of school activities. These include working for the primary school sports association, with which he has been involved since he began teaching in 1980.

Currently Mr Binks is the NSW Primary School Sports Association football organiser, responsible for co-ordinating the sport of soccer across NSW primary schools.

He arranges for Barnsley Public School students to go to state championships. He also manages both Football Knockout competitions.

Mr Binks attends NSW Primary School Sports Association Council meetings in Sydney each term. For many years he has been vice-president, football convener and swimming manager of the Hunter Region Primary School Sports Association.

Since 1990 Mr Binks has organised Hunter football trials so that students can develop their sporting skills.

Mr Binks has organised the Crossroads Zone swimming carnivals since 1992. Mr Binks is a life member of the Crossroads Zone, the Hunter, and the NSW Primary School Sports Association. He greatly appreciates that the Barnsley Public School community has given him the opportunity to work with the students of our zone, our region and our state.

School sport and healthy lifestyles remain the passion of his teaching.

An education revolution

By HALEY CASHMAN

BARNSELY Public School has accessed the services of John Fleming, an education consultant, to work with all staff on implementing the Fleming Explicit Teaching Model. This model will be implemented across the entire school.

Mr Fleming has worked with approximately 100 schools across Australia and has achieved amazing results.

Principal Paul McDermott worked tirelessly to get Mr Fleming to work with Barnsley Public School staff to assist the school to improve in all areas of learning.

Barnsley Public is the first school in NSW to start using Mr Fleming's model of education.

The main focus is the four pillars of teaching:

1. Effective relationships between teachers and students.
2. Teacher accountable learning.
3. Explicit instruction.
4. Moving student knowledge from short-term memory to long-term memory.

The school already has a great learning relationship between teachers and students and teachers have always reported on student learning, but it is pillars three and four that will be developed.

Mrs Lockhart, the learning and support teacher, has been busy working with a team of teachers



DIFFERENT APPROACH: Barnsley Public School is breaking new ground with its classroom teaching.

developing new interactive lessons to help with the implementation of the model.

The teachers will follow the highly effective four-phase strategy of "I do" - where the students are presented with a lesson and have it modelled in a meaningful way; "We do" - where the teacher and stu-

dents work together to make sure that students are learning; and "You do" - where students are given the opportunity to use and practise the new skills and knowledge learnt.

Finally, the teacher "ploughs back" the skills and knowledge taught in the lesson and explicitly

demonstrates the integration of old and new knowledge. This process helps students to learn new skills and develop their knowledge.

There is definitely a big educational change happening at Barnsley Public, and all of the staff and students are excited to be part of the educational revolution.



FORWARD THINKING: Students are reaping the benefits of recently purchased technology equipment.

Barnsley now a tech-savvy school

By CHLOE FARMER

THE students and teachers at Barnsley Public School are busy integrating brand-new computers into the learning environment.

The Parents and Citizens Association has worked tirelessly to raise funds to improve the technology resources in the computer lab, library, and in each of the classrooms.

The teachers have been designing interactive smart-board lessons to ensure learning from the latest programs and web resources.

The implementation of the computers allows for greater integration of technology into all key learning areas. Students are generating interactive presentations with animations to display their understanding of their learning. They are incorpor-

ating sound and video into their published work.

In literacy, Mrs Melmeth is teaching her students to use applications to help them write stories, illustrate work, and publish a book online.

This technology allows students to interpret multi-modal texts that are ever present in our changing world. This is an essential skill in comprehending literacy in society today.



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