

Bingara Central School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Bingara as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Brooke Wall

Principal

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School background

School vision statement

Bingara Central School provides quality education, inclusive of all through:

- Supporting the development of the whole child, where the school community nurtures respect, pride and honesty.
- Providing high quality curriculum delivered by dedicated and highly skilled teachers who set high expectations and support students in achieving their individual learning potential.
- Preparing students with the skills to be life-long learners who strive for success.
- A commitment to preparing 21st Century students who are critical thinkers and problem solvers, who are creative and innovative, who are collaborative and effective communicators.
- Fostering a culture of collaboration and community partnerships to maximise learning opportunities for all students.
- Providing a positive, safe and supportive school environment through the implementation of the Positive Behaviour for Learning program.

School context

Bingara Central School is a K to 12 school with a total enrolment of 190 students, 130 Primary and 60 Secondary, with 38 Aboriginal students.

The school commenced the delivery of the stage 6 curriculum in 2008 with small numbers. In 2017 there will be 5 students enrolled in Year 12 to complete the HSC and 4 students enrolled in the first year of the vertical curriculum. In Term 4 2017 it is anticipated that 10 students will begin the first combined year under the vertical curriculum structure.

To further meet the curriculum needs of these students a variety of organisational structures have been developed which include a combination of age grade and stage based classes, as well as supervised distance education delivery. The school has a middle school class each week to support student transition into the secondary school.

The curriculum provides for both academic and vocational pathways and a variety of extra-curricular activities. The school takes pride in its strongly embedded traditions including the Orange Picking ceremony and Thomson Cup athletics.

The school enjoys strong community support with strong parent participation rates and a high level of support for the school's programs and priorities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning: Provided an enhanced learning opportunity through the implementation of a vertical curriculum structure across Years 6–12, STEM across the Middle Years, Years 5 – 12 student wellbeing program with professional development in Mental Health First Aid and Primary Connections implementation in Years K–6. This has provided our staff and students with a base for a strong learning environment. Enhanced wellbeing of students has developed a culture of respect, pride and honesty and overall engagement in school based activities. Attention to the curriculum delivery enables our students to participate in a variety of activities relevant to their learning directions and post school pathways.

Teaching: A focus on teacher reflection, data analysis and differentiation of curriculum through the implementation of quality teaching rounds from Years K–12 and literacy and numeracy tracking across the continuum from Years K–8 to assist in the development of differentiated curriculum to support individual students. These processes have resulted in the development of professional communities that are supported by data driven practices.

Leading: The executive team and whole school reviewed secondary school curriculum, middle school operations, whole school student data and implementation of extra-curricular programs. This process has resulted in an enhanced curriculum for student engagement that is tailored to student needs and a streamlined approach that supports the successful leading of initiatives throughout the school. Furthermore, this approach has created leadership opportunities for a range of our staff members which allows for the building of staff capabilities.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching

Purpose

To build greater capacity in the Bingara Central School educational community by leading and inspiring a school culture of collaborative, continuous learning for the 21st Century; through the implementation of effective teacher and leader professional learning, organisational and communication practices.

Overall summary of progress

The effective implementation of Professional Development Plans for all teaching staff occurred. The PDP's were directly linked to professional development opportunities in alignment to the school plan and the professional teaching standards. Staff are regularly involved in reflective processes that guide their development and inform them of progress towards their goals.

Staff members have created successful links between surrounding schools through the implementation of the Middle School Rural and Remote STEM project. This project has created opportunities for our students to enrich their curriculum and also for staff to develop leading opportunities within our area of schools.

Engagement of outside agencies and community resources in the delivery of curriculum support has been established to further the Middle School program and assist with the wellbeing of students. The school has established itself as a hub to support the wellbeing of students and families.

Furthermore, staff have developed an understanding of effective use of data to inform teaching directions in literacy and numeracy that supports planning for teaching across Years K–8 in all KLA's.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The strategic directions for the school are reflected in professional development plans, in teachers goals and teaching and learning programs.	At the end of 2016 all Bingara Central School staff have a performance development plan based on the Performance and Development Framework and the Professional Standards for Teachers. Staff members are developing an understanding of how to drive their own plans and seek feedback and mentoring as an important part of their professional growth linked to the school plan.	\$19 273
School based assessment data and student progress on the literacy and numeracy continuum will demonstrate successful quality teaching.	All students were mapped against the literacy and numeracy continuum from Years K–8. Student assessment for literacy, PAT and SENA testing was implemented to provide teaching staff with data for differentiation.	\$30 000
All staff actively participating in professional development that support the school strategic directions and student needs.	Authentic professional learning for all teachers facilitated a greater understanding of quality teaching practices, utilisation of data, student wellbeing and the literacy and numeracy continuum's. Staff further utilise this data to inform their programs and assessments in relation to student learning needs and support the engagement of rich learning experiences.	\$41 034

Next Steps

- Professional learning for staff to ensure comprehensive current knowledge of recent curriculum changes, assessment for learning, TENs training and HSC reforms.
- Implementation of Instructional Leader position across Years K–10 to support teaching staff in the development of best practice literacy and numeracy strategies.

Strategic Direction 2

Quality Learning

Purpose

To develop 21st Century learners who are engaged and creative individuals as well as active and informed citizens. To enhance teacher practice to support student needs through differentiated learning.

Overall summary of progress

Learning and support programs have been enhanced through the implementation of quality IEP's and ILP's. All students from Years K–8 have been mapped on the literacy and numeracy continuum. These processes have aided teachers in differentiation of learning for all students.

Quality Teaching Rounds have been implemented and all teaching staff participated in professional development delivered by the Quality Teacher Adviser in relation to quality teaching, reflection and feedback. The program has enabled teachers to develop professional communities and a culture of reflection across the whole school.

The vertical curriculum was implemented across Years 6 – 12 which has allowed for a greater selection of subjects that are relevant to the students school and post school pathways. Student and family interviews were conducted in an effort to align school structures with differing student needs. Significant observable changes in relation to student approaches to learning and success in post school pathways have been noted.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN data as compared to state in reading, spelling, writing, grammar and punctuation and numeracy.	<p>In 2016 the following year levels achieved:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading 41.2% Band 4 compared with State 19.1%• Writing 47.1% Band 4 compared with State 26.7%• Spelling 29.4% Band 5 compared with State 27%• Grammar 52.9% Band 4 compared with State 19%• Numeracy 23.5% Band 5 compared with State 19% <p>Year 5</p> <ul style="list-style-type: none">• Reading 29.4% Band 7 compared with 23.2%• Writing 41.2% Band 6 compared with State 31.3%• Spelling 47.1% compared with State 30.4%• Grammar 23.5% Band 7 compared with State 19.9%• Numeracy 17.6% Band 7 compared with State 15% <p>Year 7</p> <ul style="list-style-type: none">• Writing 50% compared with State 30.8%• Grammar 33.3% compared with State 19.9% <p>Year 9</p> <ul style="list-style-type: none">• Writing 28.6% compared with State 22.6%• Grammar 28.6% compared with State 19.7%• Numeracy 42.9% compared with State 25.9%	
Literacy Numeracy Continuum data showing ALL students working at expected levels.	During 2016 we began whole school professional development on utilising the PLAN software to support teaching and learning. Teachers in Years K–2 accurately tracked students across the continuum in our priority areas of reading, comprehension and writing.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Literacy Numeracy Continuum data showing ALL students working at expected levels.</p>	<p>Reading</p> <ul style="list-style-type: none"> • 68% of students in Kindergarten achieved at or above the expected cluster 4. • 45% of students in Year 1 achieved at or above the expected cluster 6. • 65% of students in Year 2 achieved at or above the expected cluster 8. <p>Comprehension</p> <ul style="list-style-type: none"> • 63% of students in Kindergarten achieved at or above the expected cluster 4. • 55% of students in Year 1 achieved at or above the expected cluster 6. • 32% of students in Year 2 achieved at or above the expected cluster 8. <p>Writing</p> <ul style="list-style-type: none"> • 84% of students in Kindergarten achieved at or above the expected cluster 4. • 14% of students in Year 1 achieved at or above the expected cluster 6. • 35% of students in Year 2 achieved at or above the expected cluster 8. 	
<p>Independent reading recovery levels and facile strategies (numeracy continuum) are achieved by the end of Year 2.</p>	<p>Six students from Year 1 entered the Reading Recovery Program during 2016. From these six students three students reached the expected benchmarks or Reading Recovery Level 16 or above in the expected 20 week or less timeframe. The other three students were referred off Reading Recovery to an alternative program due to lack of accelerated progress. The learning needs of the three referred students were considered by the school Learning and Support Team and they were placed on Individualised Learning Programs to better cater for their needs.</p>	<p>\$21 424</p>
<p>Staff members develop a PDP with identified professional goals and evidence of achievement.</p>	<p>At the end of 2016 all Bingara Central School staff have a performance development plan based on the Performance and Development Framework and the Professional Standards for Teachers. As part of the review process teaching staff were able to identify the next steps in their professional development strategy.</p>	<p>\$19 273</p>
<p>All staff actively participating in professional development that support the school strategic directions and student needs.</p>	<p>Authentic professional learning for all teachers facilitated a greater understanding of quality teaching practices, utilisation of data, student wellbeing and the literacy and numeracy continuum's. Staff further utilised this professional development to inform their programs and assessments in relation to student learning needs and support the engagement of rich learning experiences.</p>	<p>\$41 034</p>

Next Steps

- Continue to implement Quality Teaching Rounds with the support of the Quality Teacher Adviser to strengthen the reflection of quality teaching practices across Years K–12.
- Continued focus on differentiation with the implementation of professional development for all teaching staff in relation to assessment. Further professional development delivered by the Instructional Leader to assist in a targeted literacy and numeracy approach across Years K–10.
- Further enhancement of an employability model with a focus on transition points across the school, traineeships, apprenticeships, career expos and post schooling pathways. Enhancement of syllabus relevancy with the implementation of Foundation Skills in Stage 6 and careers across Stage 2 and 3.
- Extension of the STEM program across Years K–10 with the involvement of other surrounding schools in joint projects.
- Engage the whole staff in data collection and tracking systems to enhance student learning outcomes and better plan for student growth.
- Implement the vertical curriculum across Years 3–12.

Strategic Direction 3

Student Wellbeing

Purpose

To develop positive and trusting relationships with the school community. The wellbeing and resilience of students and staff are developed in order for them to have the emotional capacity to learn.

Overall summary of progress

A school wide focus on Positive Behaviour for Learning (PBL) has enabled the alignment of PBL across Years K–12. The processes of Restorative Justice and consistent approach to student behaviour have assisted in the reduction of suspensions and an improvement in attendance throughout the year.

Learning and support processes have enhanced access to outside agencies for students and families such as the Gwydir Youth Service, Child Adolescent Mental Health and Family Referral Service. This has provided families with immediate intervention which has furthermore, developed stronger ties to our students, families and community.

A wellbeing program has been implemented across Years 7–12. All secondary and SAS staff have completed the Mental Health First Aid training which has assisted staff in assessing and referring students for support. Through the implementation of these programs teacher student relationships have been enhanced which has created a positive and respectful culture across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Authentic engagement measured by improved student learning, increased attendance and retention and a decrease in suspension rates, discipline referrals and non completion of task letters.	<p>Tell Them From Me (2016) surveys highlighted that students rated Effective Classroom Learning Time 7.4 out of 10. The drivers of the Student Engagement results were above the government norm for both primary and secondary. These on average include:</p> <ul style="list-style-type: none">• Quality Instruction – 7.4/10• Learning Climate – 7.1/10• Teacher Student Relations – 7.6/10• Expectations for Success – 8/10• Advocacy at School – 7.1/10 <p>Positive Behaviour for Learning (PBL) continues to be implemented by all staff to encourage choices made by students to reflect respect, pride and honesty.</p> <p>The PBL values and newly implemented Restorative Justice processes were strongly reinforced in 2016 and reduced the number of discipline referrals. It was also reflected in our reduction in overall suspension rates from 34 in 2015 to 20 in 2016. Our major discipline referrals have reduced from 219 in 2015 to 77 in 2016 and minor referrals from 975 in 2015 to 450 in 2016. Overall attendance rates have improved from 88.4% 2015 to 88.6% in 2016.</p>	\$5 805
An increase in students participating in leadership opportunities and an active SRC body across the whole school.	<p>SRC representation remains consistent. The SRC has become involved in the running of whole school activities, assemblies and lead the implementation of the PBL playground review to assist in informing whole school policy. SRC representatives are highly visible at all community events. Fifteen SRC representatives participated in leadership training in 2016.</p>	\$1 830

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Development and implementation of a K–12 Student Wellbeing continuum.	All students in Years 7–12 are participating in a regular wellbeing program everyday. All SAS and secondary teaching staff have been trained in Mental Health First Aid. This has resulted in increased referrals from students, parents and staff members to gain assistance from access to in school services and outside agencies. This has resulted in reduced discipline referrals, suspensions and an increased attendance rate.	\$7 439
Post school choices demonstrate a variety of appropriate and challenging career paths for all students.	All of Years 9–12 participated in the School to Work Program in 2016 which comprised of 29 students. Our Career and Transition Advisor (CAT) supported students with their career paths with career lessons, motivational speakers, First Aid course, RSA/RCG, White Card and Safe Food Handling whilst arranging and supervising work placements and School Based Apprenticeships/Traineeships (SBATs) within our community.	\$13 560
Improvement in number of Aboriginal students completing Year 12.	100% of Aboriginal students in 2016 completed Year 12.	\$13 060

Next Steps

- Implement a wellbeing program in Years K–6 to compliment the secondary program.
- Enhance the PBL language across Years K–12 through the development of lessons and further alignment of the rewards system.
- Utilise data to drive wellbeing programs across the school such as Tell Them From Me, Mind Matters and a whole school scope and sequence for excursions.
- Engage primary staff in Mental Health First Aid Training.
- Enhance social and emotional learning through the involvement of students, staff and the wider community in the Celebration of Learning Day, National Day Against Bullying and Violence, Youth Week, R U OK Day, Education Week, Harmony Day and Book Week.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The majority of Aboriginal students are making progress across the literacy and numeracy continuums. This has been achieved through the literacy and numeracy initiative. Student in class support with the utilisation of literacy and numeracy resources has assisted in improving the learning outcomes for Aboriginal students.</p> <p>Year 3</p> <ul style="list-style-type: none"> • All Aboriginal students are meeting the National Minimum Standards for reading and writing. • 75% of Aboriginal students are above the National Minimum Standard for numeracy. <p>Year 5</p> <ul style="list-style-type: none"> • 75% of Aboriginal students are meeting the National Minimum Standard for reading and writing. • 50% of Aboriginal students are meeting the National Minimum Standard for numeracy. <p>Year 7</p> <ul style="list-style-type: none"> • The majority of Aboriginal students have achieved higher than expected state growth in reading, writing and numeracy. 	\$11 986
Low level adjustment for disability	<p>The engagement of a School Learning Support Officer to work with students who have additional learning needs from Years 7–12 occurred in 2016. The majority of these students have shown growth in their NAPLAN data and in class assessments.</p> <p>The schools learning and support processes have been enhanced with a focus on supporting teachers and the school in the Nationally Consistent Data Collection. This has allowed for the development of effective Individual Education Plans, adjustments to support students and the inclusion of outside agencies to support students with mental health and attendance issues. This has resulted in an improvement in student attendance, increased referrals from students and parents to access in school and outside services.</p>	\$124 662
Quality Teaching, Successful Students (QTSS)	<p>Bingara Central School has created practices which allowed teachers to plan effective scope and sequences across the stages with a focus on STEM initiatives. All Years have developed units of work and collaborative assessment tasks. Teachers reported that this assisted them to improve their understanding of student learning and effective classroom practice.</p>	\$7 600
Socio-economic background	<p>Students from low socio-economic families received additional financial support to ensure equity in education opportunity – uniforms, school fees, excursions and camp costs. This resulted in higher levels of engagement and attendance in school activities.</p> <p>A breakfast program was introduced to</p>	\$76 255

<p>Socio-economic background</p>	<p>ensure students were provided a healthy meal. Teacher feedback indicated targeted students were more alert and achieving greater success in the classroom after consuming a quality meal at the beginning of the day.</p> <p>The employment of a Careers and Transition Adviser supported students with access to School Based Apprenticeships and Traineeships, careers lessons, courses to assist with employment, support in accessing university and relevant subject choices in Stage 5 and 6. All students in Year 12 completed their HSC with 64% gaining employment and 18% attaining university entry.</p>	<p>\$76 255</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	94	91	88	86
Girls	109	102	111	112

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.8	89.1	88.7	92.9
1	90.3	90.8	86.9	93.3
2	91.6	92.9	89	89.8
3	92.6	93.9	91.8	92.9
4	91.8	94.1	92.1	92.2
5	90.7	91.6	90.4	94
6	92.8	91.7	89.7	90.5
7	92	91	88.8	86.9
8	88.7	86.8	94.2	87
9	87.9	87.7	80.6	89.8
10	82.3	83.1	86.4	71.9
11	74.7	83.8	82.2	71.4
12	85.5	85.3	81.9	78.7
All Years	89.5	90.2	88.4	88.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	25	18	36
Employment	0	18	64
TAFE entry	0	0	18
University Entry	0	0	18
Other	0	0	0
Unknown	0	0	0

From our 2016 cohort, 18% of candidates were offered university places in nursing and science.

Year 12 vocational or trade training

81% of Year 12 students undertook vocational or trade training courses which included Primary Industries, Hospitality, Retail and Fitness.

Four Year 12 students undertook school based traineeships in Child Care, Nursing and Information Technology.

Year 12 attaining HSC or equivalent

64% of students attained a HSC or equivalent. Two students studied Nursing, 1 student studied Child Care, 1 student studied Information Technology, 2 students studied Primary Industries, 4 students studied Hospitality, 1 student studied Fitness and 2 students studied Retail.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	7.65
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration & Support Staff	5.59
Other Positions	3.5

*Full Time Equivalent

The teaching staff comprised of new scheme and experienced teachers who were well supported by an administration team, learning support teacher, youth worker and general assistant. The school also employed a music teacher and transition advisor to enhance the student curriculum.

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce. Bingara Central School has one Aboriginal teacher of whom is employed in a temporary position for 2017.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	91
Postgraduate degree	9

Professional learning and teacher accreditation

Seven teachers maintained accreditation at proficient and 2 teachers were provisional. Significant amounts of professional learning were undertaken by Bingara Central School staff in 2016. Professional learning developed the mindsets and capabilities of our staff to reflect on current practice, partake in professional dialogues and led to all teachers actively developing a PDP to improve their own performance. Research supporting teacher quality being the single largest indicator of student success was a focus area for us.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	200 194.88
Revenue	3 159 427.61
(2a) Appropriation	3 072 511.42
(2b) Sale of Goods and Services	17 610.30
(2c) Grants and Contributions	65 415.17
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	3 890.72
Expenses	-3 058 809.66
Recurrent Expenses	-3 058 809.66
(3a) Employee Related	-2 785 353.68
(3b) Operating Expenses	-273 455.98
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	100 617.95
Balance Carried Forward	300 812.83

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 479 516.44
Base Per Capita	11 626.85
Base Location	68 726.35
Other Base	2 399 163.23
Equity Total	248 884.52
Equity Aboriginal	47 967.57
Equity Socio economic	76 255.01
Equity Language	0.00
Equity Disability	124 661.94
Targeted Total	131 421.96
Other Total	201 740.12
Grand Total	3 061 563.04

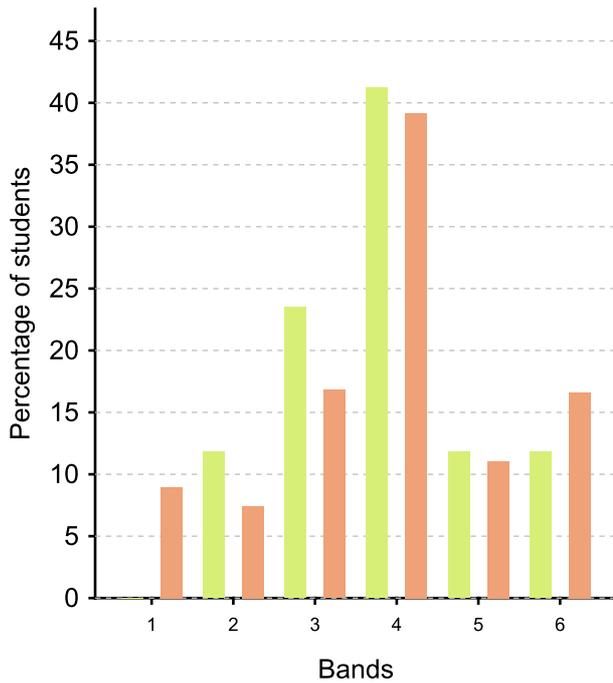
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

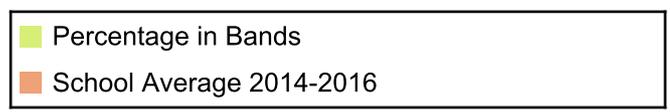
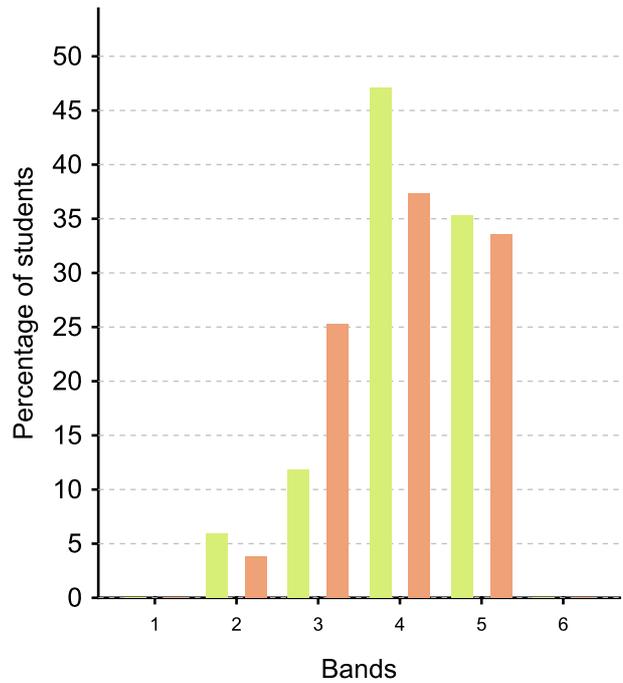
NAPLAN

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.

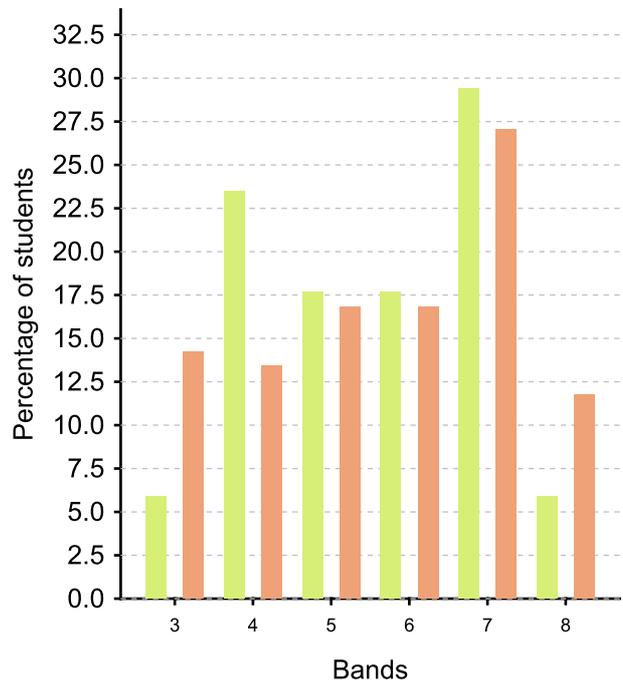
Percentage in bands:
Year 3 Reading



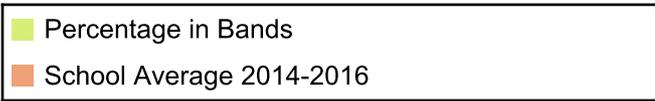
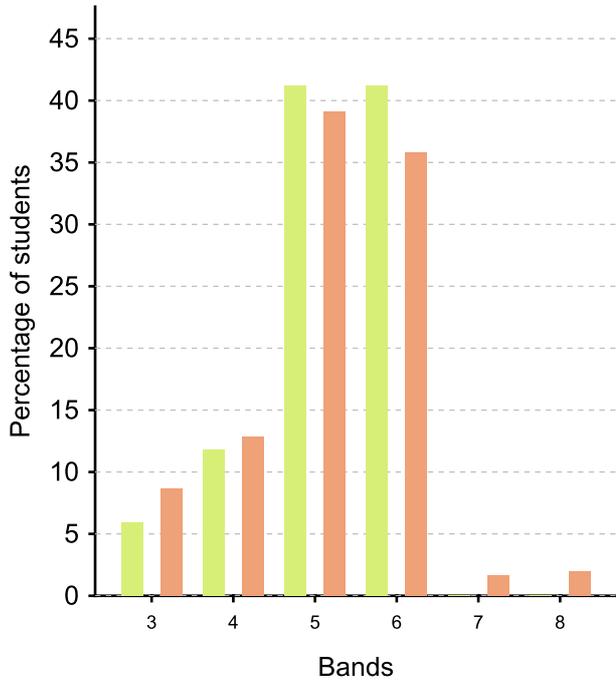
Percentage in bands:
Year 3 Writing



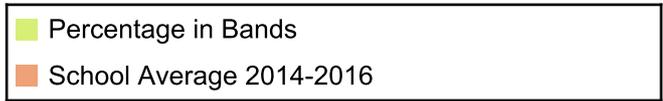
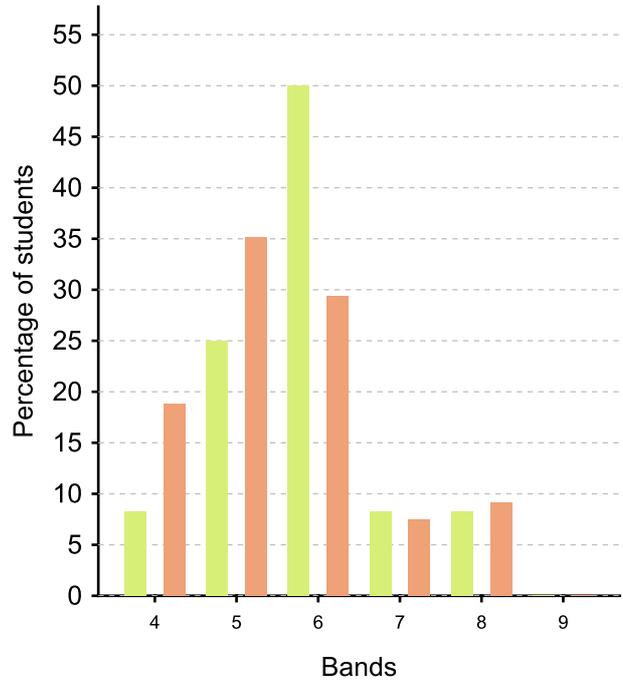
Percentage in bands:
Year 5 Reading



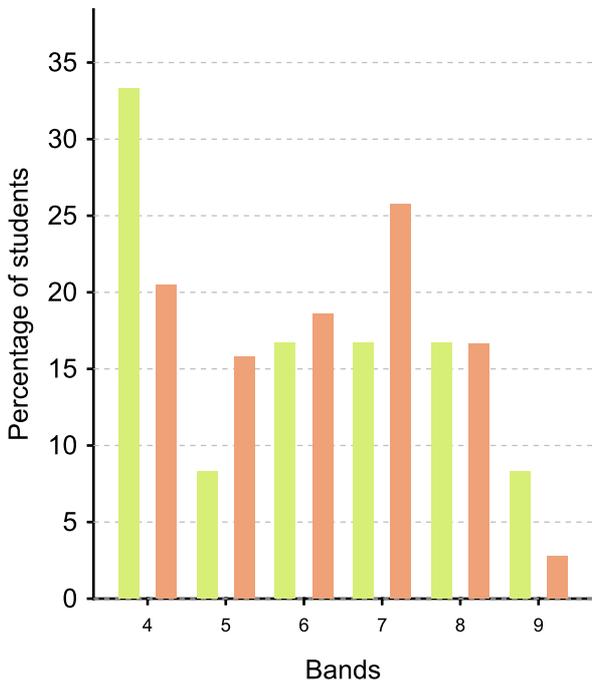
Percentage in bands:
Year 5 Writing



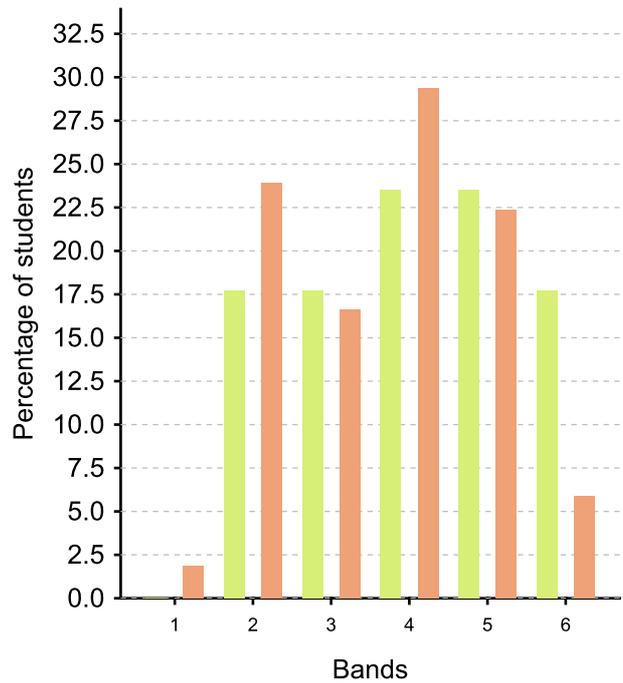
Percentage in bands:
Year 7 Writing



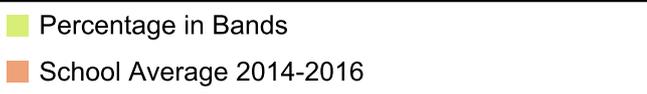
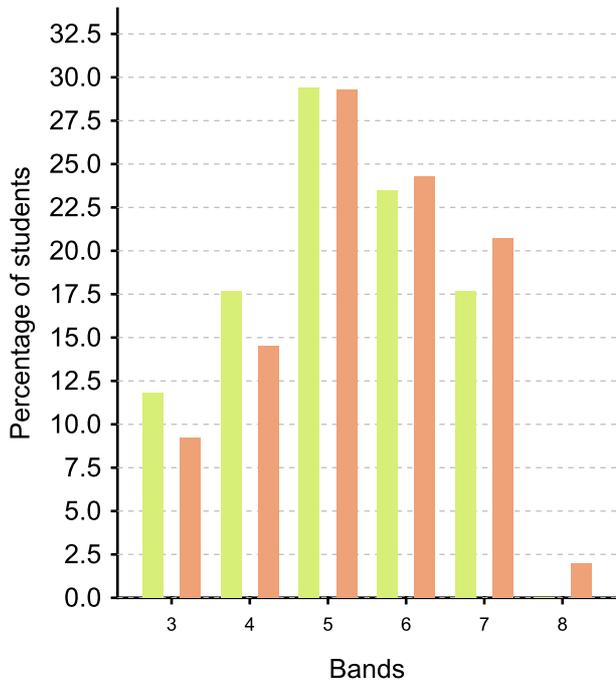
Percentage in bands:
Year 7 Reading



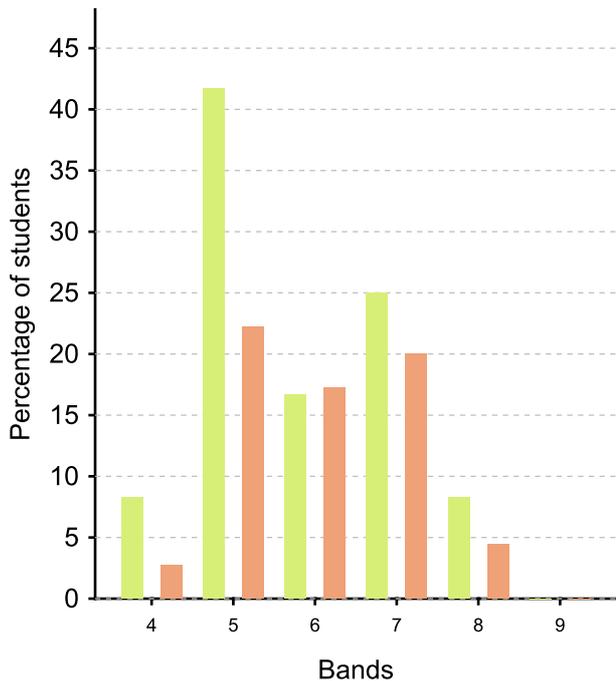
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 7 Numeracy



report on student performance in the top two NAPLAN bands in reading and numeracy.

In reading, 88.3% of Year 3 students achieved above the national minimum standard with 23.6% of students being in the top two bands, showing an increase in band 5 from 2015. 70.5% of Year 5 students achieve above the national minimum standard with 35.5% of students being in the top two bands, showing an increase in band 7 from 2015. 58.4% of Year 7 students achieved above the national minimum standard with 25% in the top two bands, showing an increase in band 9 across 2014 and 2015. 50% of Year 9 students achieved above the national minimum standard with 12.5% of students in the top two bands, showing an increase in band 9 over the last three years.

In writing, 94.2% of students in Year 3 achieved above the national minimum standard with 35% scoring in the top two bands, showing an increase in band 5 from 2014. 82.4% of students in Year 5 achieved above the national minimum standard. 66.6% of students in Year 7 achieved above the national minimum standard with 8.3% in the top two bands, which has remained consistent over the last three years. 57.2% of students in Year 9 achieved above the national minimum standard.

In numeracy, 82.2% of Year 3 students achieved above the national minimum standard with 41.1% scoring in the top two bands, showing a significant increase in band 6 since 2014. 70.5% of Year 5 students achieved above the national minimum standard with 17.6% scoring in band 7. 50% of Year 7 students achieved above the national minimum standard with 8.3% scoring in band 8, showing an increase over the last three years. 57.2% of Year 9 students achieved above the national minimum standard.

70.6% of students in Year 5 demonstrated growth from Year 3 equal to or greater than expected in grammar with 58.8% in spelling and 52.9% in reading. 50% of Year 7 students achieved growth from Year 5 equal to or greater than expected in spelling and numeracy. 50% of students in Year 9 demonstrated growth from Year 7 equal to or greater than expected in reading and grammar.

Another reporting requirement from the **State priorities: Better service – Improving Aboriginal outcomes** is for schools to report on the percentage of Aboriginal students in the top two NAPLAN bands.

100% of Aboriginal students in Year 3 scored in the top two bands in reading and writing. No Aboriginal students scored in the top two bands in numeracy. In Year 5, no Aboriginal students achieved the top two bands in reading, writing or numeracy. 25% of Aboriginal students in Year 7 scored in the top two bands in reading and writing with no Aboriginal students achieving band 8 or 9 in numeracy. No Aboriginal students in Year 9 achieved scores in band 9 or 10 in reading, writing or numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the **Premier's Priorities: Improving education results**, schools are required to

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Students study a range of courses across the curriculum including ATAR eligible and non-ATAR eligible subjects.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016, the school sought the opinions of students' parents and staff using the Tell Them From Me (TTFM) student and parent survey. Other forms of data collection included student and teacher Mind Matters surveys, student parent interviews and a phone intervention strategy. Their responses are presented below:

- The majority of parents in Years 6 – 11 understood the vertical curriculum change and just wanted their children to be engaged in their learning.
- 81% of students have a positive sense of belonging at school.
- 83% of students value their schooling outcomes.
- 79% of students indicated they participate in positive behaviours at school.
- 82% of students indicated they are interested and motivated in their learning.
- 82% of teachers identified school leaders as leading improvement and change.
- 73% of teachers identified school leaders communicated their strategic vision and values for our school.

Teachers views on a range of topics were rated out of 10 in the following areas:

- 7.1 for challenging and visible goals
- 7.2 for planned learning opportunities
- 7.6 for overcoming obstacles to learning

Policy requirements

Aboriginal education

In 2016 17% of students were identified as Aboriginal or Torres Strait Islander.

Bingara Central School received Aboriginal background funding in 2016. These funds enabled the employment of a part-time SLSO to support the learning of Aboriginal students across the school.

All students were supported to participate and access the activities associated with the annual Myall Creek

memorial commemorations in June.

All teaching and learning programs associated with the Australian Curriculum have an Aboriginal perspective. This enables students to become more familiar with Aboriginal perspectives across Key Learning Areas. The school also has strong community connections with the Living Classroom. All middle school students from Years 5–8 have engaged in the development and construction of the NOURISH bush tucker garden. This has provided opportunities for all students to be immersed in Aboriginal culture within and surrounding our community.

Multicultural and anti-racism education

Bingara Central School values highly the contribution of other cultures in our school. Our programs and extra curricular activities foster students understandings of culture, cultural diversity, racism and active citizenship within our community.

In 2016 our students celebrated Harmony day which included a range of activities that supported inclusiveness, belonging and our school values of respect, pride and honesty. The message of 'everybody belongs' was extended into the community where a food event was held at the Roxy with our special guest presenter.

All our students from Years K–12 are involved in the Orange Picking festival. In 2016 our students celebrated the Greek heritage which has historically had a great influence on our town.

The Living Classroom has a range of multicultural foods in which our students plant, grow and harvest. Our students gained a detailed understanding of the plants heritage, use and links to our area.

As a result these activities have engaged the community, strengthened parent partnerships and created an understanding of cultural diversity within our school and community.