

2021 Annual Report

Bingara Central School



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Introduction

The Annual Report for 2021 is provided to the community of Bingara Central School 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 Strategic Improvement 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.

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School vision

Bingara Central School is committed to providing students with strong foundations that will support and encourage future focused learning and community contribution.

All work is supported by the Bingara Central School GRIT model which is underpinned by the values of honesty, pride and respect. Students from Kindergarten to Year 12 will be reflective, self motivated, engaged, resilient and creative in relation to their learning. These learning dispositions will support our students to achieve success in their learning and prepare them for life beyond the school gate.

In partnership with families, our staff create relevant, high quality learning opportunities that nurture individuals academically, socially and emotionally, to make lifelong decisions and do their best in all educational pathways.

School context

Bingara is the heart of an agricultural community situated on the Gwydir River, 150 kilometres north of Tamworth in the New England Region. The school's enrolment of 189 students incorporates 128 primary students and 61 secondary students, with 20% of students having Aboriginal background from Gamilaroi country.

Bingara Central School plays a pivotal role in the community, taking pride in the provision of a comprehensive educational program across Kindergarten to Year 12 in an attractive and extensive school setting.

The school community is committed to a strong learning culture that prides itself on forming productive partnerships with parents and the wider community. We take pride in being a proactive public school that reflects our community's needs, while placing students' learning and wellbeing at the heart of all decisions and actions.

Within our diverse curriculum, there is a strong emphasis on the maintenance of high expectations across all areas of school life. High quality teaching and learning across academic, sporting, social, emotional, creative and practical endeavours is the school's highest priority. A range of organisational structures ensure individualised educational opportunities for all students. A combination of age, grade and stage- based classes operate across the school, while vertical curriculum delivery and supervised Distance Education classes extend the curriculum opportunities available to students.

The availability of both academic and vocational pathways, in addition to a variety of extra-curricular activities, ensures that students' interests and skills are recognised and encouraged, while aspirations for a positive, productive future are included as essential components in teaching and learning conversations.

The school is focused on improving student learning outcomes through the consistent application of quality teaching practices underpinned by whole-school and targeted teacher professional learning. Future focused skills, aim to develop well informed, critical and creative thinkers with high resilience who are supported through a whole school approach to wellbeing inclusive of Bingara Central School (BCS) GRIT and Middle School STEM initiatives.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents from infants, primary, Years 7-10, HSC and key community groups. Through our situational analysis, we have identified a need to use the majority of our school equity funding to support a range of initiatives.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this occurs. Our focus will be on student growth in literacy and numeracy and will be driven by improved use of data analysis to support individualised learning.

The school will continue to engage in the implementation of Visible Learning and the BCS GRIT (learning and wellbeing model) in order to improve student and parental engagement in learning. This model is based on research and driven by ongoing data collection processes which are used to inform the next steps in our learning journey.

There will also be a focus on wellbeing that is responsive, dynamic and incorporates evidence-based programs designed to address the diverse needs of our students across all stages. Staff members will further develop the BCS GRIT model to provide a consistent approach to wellbeing that uses data analysis to target intervention strategies for identified students and groups.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through the establishment of a culture focused on data driven practices to inform the next steps in student learning and individualised support.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Monitor and support student progress and achievement.
- Staff Professional Development
- Analyse data and implement improvement strategies

Resources allocated to this strategic direction

Socio-economic background: \$64,180.00

Professional learning: \$6,660.00

Summary of progress

Bingara Central School has made some progress toward achieving the goals of Strategic Direction 1, predominately in the Primary school. The Secondary school did not reach any of the system-negotiated lower bound targets for NAPLAN measures or for performance measures in the HSC. Progress has been made across the school in setting literacy and numeracy goals for Aboriginal and Torres Strait Islander students and some low achieving students as well as supporting staff to develop the PLAN2 profiles of students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Each student in K-6 that is identified as an Aboriginal, Torres Strait Islander or low academic achiever has a literacy and numeracy goal.• Each student in Years 11 and 12 have a Personalised Learning Pathway that articulates their learning goals and post school aspirations.• All teaching staff have participated in professional learning on utilising PLAN2. Each student K-10 has a PLAN2 profile recording achievement of whole school literacy/numeracy focus.	<ul style="list-style-type: none">• All Aboriginal, Torres Strait Islander students have a PLP identifying a literacy and numeracy goal. Some students who are low academic achievers in literacy and/or numeracy have an identified literacy and numeracy goal.• All Stage 6 students had PLP meetings with a teacher and identified future goals and strategies to achieve these goals.• All staff undertook PLAN2 training in 2020 and implemented this training through the entry of data and analysis of data in PLAN2 throughout 2021. All students from K-10 have data entered in areas of Understanding Text, Units of Measurement and Interpreting Data. Additionally, COVID ILSP groups have individualised data to support improvement in their identified areas.
<ul style="list-style-type: none">• Improvement in the percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading to be trending towards the lower bound system-negotiated target of 31.8%.• Improvement in the percentage of Year 7 and 9 students achieving in the top 2 bands in NAPLAN reading to be trending towards the lower bound system-negotiated target of 15.7%.	<ul style="list-style-type: none">• 45.7% of Year 3 and 5 students achieved in the top 2 bands in NAPLAN reading, indicating that the school exceeded its lower bound target of 31.8%.• 11.1% of Year 7 and 9 students achieved in the top 2 bands in NAPLAN reading, indicating that the school is yet to reach its lower bound target of 15.7%.
<ul style="list-style-type: none">• Improvement in the percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN numeracy to	<ul style="list-style-type: none">• 22.9% of Year 3 and 5 students achieved in the top 2 bands in NAPLAN numeracy, indicating that the school is yet to reach its lower bound target of 33.2%.

<p>be trending towards the lower bound system-negotiated target of 33.2%.</p> <ul style="list-style-type: none"> Improvement in the percentage of Year 7 and 9 students achieving in the top 2 bands in NAPLAN numeracy to be trending towards the lower bound system-negotiated target of 10.8%. 	<ul style="list-style-type: none"> Zero Year 7 and 9 students achieved in the top 2 bands in NAPLAN numeracy, indicating that the school is yet to reach its lower bound target of 10.8%.
<ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in reading between Year 3 and 5 to be trending towards the lower bound system-negotiated target of 62%. Improvement in the percentage of students achieving expected growth in reading between Year 7 and 9 to be trending towards the lower bound system-negotiated target of 65.4%. 	<ul style="list-style-type: none"> 76.5% of students achieved expected growth in reading between Year 3 and 5, indicating that the school has exceeded its lower bound target of 62%. 50% of students achieved expected growth in reading between Year 7 and 9, indicating that the school has not yet reached its lower bound target of 65.4%.
<ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in numeracy between Year 3 and 5 to be trending towards the lower bound system-negotiated target of 66.5%. Improvement in the percentage of students achieving expected growth in numeracy between Year 7 and 9 to be trending towards the lower bound system-negotiated target of 68.9%. 	<ul style="list-style-type: none"> 41.2% of students achieved expected growth in numeracy between Year 3 and 5, indicating that the school is yet to reach its lower bound target of 66.5%. 40% of students achieved expected growth in numeracy between Year 7 and 9, indicating that the school is yet to reach its lower bound target of 66.5%.
<ul style="list-style-type: none"> Improve in the percentage of students achieving in the top 2 HSC bands to be trending towards the lower bound system-negotiated target of 20%. 	<ul style="list-style-type: none"> Zero students achieved in the top 2 HSC bands, indicating that the school is yet to reach its lower bound target of 20%.
<p>School Excellence Framework Measures are maintained at delivering.</p> <ul style="list-style-type: none"> Professional Standards: Literacy and numeracy focus Data Skills and Use: Data literacy, data analysis, data use in teaching and data use in planning Curriculum: Teaching and learning programs and differentiation Assessment: Formative assessment, summative assessment and whole school monitoring of student learning Student Performance Measures: Student growth, Value add and NAPLAN 	<p>According to the SEF SAS 2021 evaluation the following themes have been evaluated at delivering:</p> <ul style="list-style-type: none"> Curriculum: Differentiation. Student performance measures: NAPLAN. Data Skills and Use: Data literacy, Data analysis, Data use in teaching and Data use in planning. <p>According to the SEF SAS 2021 evaluation the following themes have been evaluated at Sustaining and Growing:</p> <ul style="list-style-type: none"> Curriculum: Teaching and learning programs. Assessment: Formative assessment, summative assessment, whole school monitoring of student learning. Student performance measures: Value Add, Student growth. Professional Standards: Literacy and numeracy focus.

Strategic Direction 2: Explicit teaching through evidence based practices

Purpose

- All students at Bingara Central School will implement a growth mindset to achieve a minimum of one year's learning progress for one year at school and exhibit the characteristics of an effective visible learner (they understand the learning process, can interpret and act on feedback whilst accurately describing their progress and achievement)
- To improve the professional development of our staff and further strengthen student engagement, staff will engage in Quality Teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Visible Learning
- Quality Teaching

Resources allocated to this strategic direction

Professional learning: \$26,000.00

Summary of progress

Throughout 2021, staff and teachers at Bingara Central School have made progress towards our Visible Learning Initiative; for students to achieve a growth mindset and achieve a minimum of one year's learning progress for one year at school and exhibit the characteristics of an effective learner.

In some key areas BCS have met and exceeded our 2021 progress measures whilst in other areas we have fallen behind.

Due to COVID-19 disruptions, home or flexible learning and lack of available casuals we have not completed any Quality Teaching rounds.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• 20-30% of K-12 students can articulate and practice the characteristics of an effective learner.	• 16% of K-12 students can articulate and practice the characteristics of an effective learner.
• 25% of students can independently self-regulate and use the schools' dispositions to solve problems and overcome challenges in their learning.	• 16% of students can independently self-regulate and use the school's dispositions to solve problems and overcome challenges in their learning.
• 25% of the school community (students, teachers, parents) use a common language to articulate their learning growth by referencing Learning Intentions and Success Criteria (LISC), feedback and progress.	• 81% of teachers set LISC within their classrooms and 100% of teachers give varying forms and degrees of quality feedback. • 27% of students can use a common language to articulate their learning by referencing the Learning Intentions and Success Criteria. • 86% of students believed they had made above average growth within the year, however, could not make an evidence-based claim as to how they knew this.
• At least 20% of students will be assessment capable, successfully making an evidenced based claim about their learning cycle (I learnt ..., I	• Assessment and SOLO Taxonomy is a Visible Learning course that will be delivered in 2022. This data will be collected in 2022.

<p>achieved ..., I could improve by doing &hellip; and my next steps are..).</p>	
<ul style="list-style-type: none"> • At least 25% of staff and students reported that they give, receive and act on quality feedback-between self, peers, teachers, supervisors, leaders, students and parents and community. • Feedback is centred on enhancing student learning, progress, growth, achievement and engagement. 	<p>Relational trust within the school to give and receive feedback is strong at teacher, parent, student and leadership level.</p> <p>Teachers to students</p> <p>A small range of feedback is occurring in 100% of classes.</p> <p>68% of teachers 'often' give quality feedback to students.</p> <p>Praise and quality feedback are notably kept separate when giving student feedback in the classrooms.</p> <p>Students to teachers</p> <p>83% of teachers rarely or occasionally receive student feedback.</p> <p>Parents to teachers</p> <p>55% of teachers rarely or never receive feedback from parents and/ or community.</p>
<ul style="list-style-type: none"> • Improvement in the quality of feedback received by teaching staff to inform and improve teaching practice. Survey data will be trending upwards in comparison to 2020. 	<ul style="list-style-type: none"> • 70% of staff occasionally receive feedback from their supervisor to help improve upon their teaching practice.
<ul style="list-style-type: none"> • 25% of staff are implementing Learning Intentions and Success Criteria (LISC) at a 'usually' or 'more' level of frequency. 	<ul style="list-style-type: none"> • 81% of teachers mostly implement Learning Intentions and Success Criteria within their classrooms where appropriate and required.
<p>School Excellence Framework Measures are maintained at delivering.</p> <ul style="list-style-type: none"> • Effective Classroom Practice: Lesson planning, explicit teaching and feedback • Learning and Development: Collaborative practice and feedback, expertise and innovation and professional learning • Educational Leadership: Instructional leadership, high expectations culture and community engagement 	<p>According to the SEFSaS 2021 evaluation the following themes have been evaluated at delivering:</p> <ul style="list-style-type: none"> • Effective Classroom Practice: Lesson planning, Explicit Teaching, Feedback. • Learning and Development: Collaborative practice and feedback, Professional Learning, Expertise and Innovation. • Educational Leadership: Instructional leadership, High Expectations Culture and Community Engagement.

Strategic Direction 3: Continuous improvement towards a whole school culture of engagement and wellbeing

Purpose

To improve the overall wellbeing of students at Bingara Central School, we will develop responsive, dynamic and evidence based approaches to addressing the diverse needs of our students at all ages.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole school approach to attendance and wellbeing

Resources allocated to this strategic direction

Professional learning: \$7,000.00

Integration funding support: \$17,000.00

Socio-economic background: \$8,000.00

Summary of progress

Throughout 2021, staff and students at Bingara Central School have made significant progress to improving the overall wellbeing of students. Strong wellbeing foundations to support students in a range of areas, included the implementation of the whole school learning and wellbeing model supported by a Social Worker in School program that targets specific individualised needs of students from K-12. An enhancement in the acute care wellbeing initiatives introduced have not shown an increase in overall wellbeing in 2021, however, the 2022 data will indicate the true impact of this initiative.

COVID disruptions, home or flexible learning have had a significant impact on our attendance data, specifically for students attending school 90% of the time. This will be a continued focus in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students attending school at least 90% of the time to be: <ul style="list-style-type: none">• Years 1 to 6: Above system-negotiated baseline target of 71.9%.• Years 7 to 11: Trending upwards towards the system-negotiated lower bound target of 50%.	<ul style="list-style-type: none">• The system negotiated target for the primary school attending 90% of the time was 71.9% In 2021 58% of students attended school 90% of the time.• The system negotiated target for the secondary school attending 90% of the time was 73.78% In 2021 37% of students attended school 90% of the time.• These targets have trended downwards in 2021 due to the impact of COVID-19.
<ul style="list-style-type: none">• Improvement in the cumulative percentage of students attending school and trending upwards in comparison to 2020.	<ul style="list-style-type: none">• The cumulative percentage of students attending school has been trending upwards in comparison to 2020 2020 - 87.8%2021 - 88.6%• The cumulative percentage of students attending school at least 90% of the time has been trending upwards in comparison to 2020 2020 = 49.3%2021 = 51%
Improvement in the percentage of students reporting positive wellbeing: <ul style="list-style-type: none">• Years 4 to 6: Above system-negotiated baseline target of 90.8%.• Years 7 to 12: Above system-negotiated baseline target of 62.7%.	<ul style="list-style-type: none">• The system negotiated target for the percentage of primary school students reporting positive wellbeing was 90.8% In 2021 82.35% of students achieved positive wellbeing.• The system negotiated target for the percentage of secondary school students reporting positive wellbeing was 62.7% In 2021 57.31% of students achieved positive wellbeing.

<p>Improvement in the percentage of students reporting positive wellbeing:</p> <ul style="list-style-type: none"> • Years 4 to 6: Above system-negotiated baseline target of 90.8%. • Years 7 to 12: Above system-negotiated baseline target of 62.7%. 	<ul style="list-style-type: none"> • These targets are below the system negotiated baseline targets, majorly affected by the recovery from the drought and COVID-19.
<p>Improvement in the Tell Them From Me (TTFM) wellbeing indicators to be trending upwards in comparison to 2020.</p> <ul style="list-style-type: none"> • Advocacy at school: Primary - 86.67% Secondary - 67.57 • Expectations for Success: Primary - 97.83% Secondary - 67.57% • Sense of Belonging: Primary - 82.22% Secondary - 64.86% 	<ul style="list-style-type: none"> • The wellbeing indicators in the primary school have remained relatively stable in 2021 for both advocacy at school (86%) and expectations for success (83%). However, a sense of belonging has decreased from 82% to 75%. • The wellbeing indicators in the secondary school have trended upwards in both advocacy at school (69% an increase by 2%) and expectations for success (77% an increase by 10%). However, a sense of belonging has decreased from 64.86% to 51%.
<p>School Excellence Framework Measures are maintained at delivering.</p> <ul style="list-style-type: none"> • Learning Culture: High expectations and attendance are validated at delivering. • Wellbeing: Caring for students, a planned approach to wellbeing, individual learning needs and behaviour are validated at delivering. 	<p>According to the SEFSaS, 2021 evaluation the following elements have been evaluated at delivering:</p> <ul style="list-style-type: none"> • Delivering: Attendance, caring for students and individual learning needs. <p>According to the SEFSaS, 2021 evaluation the following elements have been evaluated at sustaining and growing:</p> <ul style="list-style-type: none"> • High expectations, a planned approach to wellbeing and behaviour.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$190,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bingara Central School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to attendance and wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Classroom teacher and SLSO funded to deliver an intensive literacy and numeracy targeted program to funded students • Social Worker in School utilised to implement targeted programs to assist learning and behaviour support for funded students. • Additional staffing to assist students with learning needs within the mainstream classroom <p>The allocation of this funding has resulted in: The delivery of all Individual Education Plans for students accessing funding to support their learning. All students have demonstrated growth in their learning or achieved progress towards their learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of the student supports put in place in 2022. The Intensive Literacy and Numeracy class will be funded as a Multicategorical classroom from 2022.</p>
<p>Socio-economic background</p> <p>\$147,295.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bingara Central School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to attendance and wellbeing • Monitor and support student progress and achievement. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Early Years Speech and Literacy Program • Social Worker in School to work as a part of the wellbeing team to provide individualised support to identified students and groups from K-12. • ICT upgrades • SLSO classroom support provided to students with additional needs is implemented in a range of classrooms to enhanced learning opportunities to improve student outcomes. <p>The allocation of this funding has resulted in: Three students have successfully graduated from the program and are now performing at grade level in reading. All other students have made progress in all identified areas. Teachers, SLSOs and preschool staff participated in one hour Professional Learning provided by the Speech Therapist, resulting in a change of teaching and support practices implemented in the classroom. Across the school the SWiS regularly checks in with 50 students (26% of the school population) who identified a decrease in their wellbeing throughout 2021. 20 of these students are on a regular caseload with the SWiS with 30 students having engaged in individual/acute care sessions across 2021. The secondary school identified that females were at greater wellbeing risk due to a range of reasons. The development of an afterschool program called</p>

<p>Socio-economic background</p> <p>\$147,295.00</p>	<p>GirlGlow to address the wellbeing needs of 12 female secondary students. The overall wellbeing of students from 2019 to 2021 has decreased. All staff have undertaken training in the K-12 wellbeing program - The Resilience Project.</p> <p>Students are supported through the ICT program to access their curriculum through the provision with up to date and effective resources.</p> <p>The majority of students have shown growth in relation to their progress goals, PLAN2 data or standardised tests undertaken through Essential Assessment or NAPLAN. A reduction in minor and major incidences recorded in Sentral are also reflective of the support provided to identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff have witnessed considerable growth and improvement of students who have participated in the program. The program will be extended to five hours each day in 2022. The second hour of Professional Learning will be delivered in 2022 when the availability of casuals increases.</p> <p>The ongoing effects of the hardships endured by the community through both the drought and COVID continue to cause wellbeing concerns for many of our students. Positive wellbeing has continued to decline since 2019. The SWiS is required to support the continuing interventions and acute care of our students. All staff in 2022 will begin the delivery of The Resilience Project. Implementation of onsite HeadSpace Psychologist sessions through an online platform to assist in bridging the gap between limited access to resources in rural areas.</p> <p>The ongoing management and maintenance of the ICT program will continue in 2022. With increasing usage across the school further funding will need to be allocated to support greater access to devices.</p> <p>Ongoing review of IEPs, PLPs and risk/behaviour management plans for ongoing review of students will be a focus for 2022.</p>
<p>Aboriginal background</p> <p>\$39,386.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bingara Central School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students • Employment of additional staff to support the delivery of a Gamilaraay cultural program <p>The allocation of this funding has resulted in: Student in class support and learning support initiatives have assisted in improving learning outcomes for Aboriginal students. The majority of Aboriginal students are making progress in literacy and numeracy with 40% of students achieving at or above expected growth in NAPLAN. In comparison to students who do not identify as Aboriginal, a similar average NAPLAN score across the school has occurred therefore closing the gap in student outcomes. Aboriginal student attendance has increased from 82.1% in 2020 to 88.4% in 2021. The Tell Them From Me report indicates that the majority of Aboriginal students feel good about their culture and the teachers understand their culture. Cultural days have been implemented each term to facilitate a genuine immersion of student into Aboriginal culture. Students</p>

<p>Aboriginal background</p> <p>\$39,386.00</p>	<p>participate in language, history, dance and art.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing, targeted support will be required in 2022 as we continue to work towards enhanced educational outcomes for our Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$119,038.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bingara Central School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Student learning support initiatives through small group intervention in primary and individually in secondary, accompanied by SLSO classroom support have assisted in improving learning outcomes for all identified students. The majority of students are making progress in literacy and numeracy as reflected in NAPLAN, PLAN2, essential assessment and Mathpathways data collection. In addition, PLP and IEP goals demonstrating individual growth have been noted.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing, targeted support will be required in 2022 as we continue to work towards enhanced educational outcomes for all students. The primary model of small group intervention has been highly successful and this model will be utilised in the future.</p>
<p>Location</p> <p>\$62,594.00</p>	<p>The location funding allocation is provided to Bingara Central School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Technology resources to increase student engagement <p>The allocation of this funding has resulted in: A greater access to learning for students who were moved to learning from home during COVID. All staff have access to a range of administrative and education support licences to enhance the delivery of their programs. This provided consistency in the delivery of teachers educational programs whilst increasing accessibility to students. The Soundwaves program in primary and Literacy Planet in secondary subscription have provided a consistent approach to sound, spelling, grammar and comprehension development. Whilst Mathpathways tailors a differentiated program to building and extending students skills in numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing utilisation of these identified programs will occur in 2022 as an extension of learning into the home for increased accessibility. Additionally, In 2022 the Literacy Planet program will be utilised to support Stage 3 with</p>

<p>Location</p> <p>\$62,594.00</p>	<p>transition into the secondary school. Students in Stage 3 will also have access to rich task Mathpathways days where they will join the Stage 4 classroom.</p>
<p>Professional learning</p> <p>\$39,660.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bingara Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Staff Professional Development • Visible Learning • Whole school approach to attendance and wellbeing • Quality Teaching • Analyse data and implement improvement strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Development of learning profiles for each student that informs teaching practice. • Literacy and Numeracy, Quality Teaching Rounds and Visible Learning professional development to improve teaching practice • Staff attend exemplar school visits to support BCS literacy and numeracy strategies <p>The allocation of this funding has resulted in:</p> <p>Staff have participated in the following professional learning: PLAN2, Effective Reading, Additive Strategies, observations of exemplar teachers implementing the use of decodable texts, phonemic awareness and phonics, Visible Learning with a focus on learning dispositions, learning intentions and success criteria.</p> <p>This has resulted in all staff plotting PLAN2 data for each student K-10. Classroom observations indicate that staff are utilising a range of teaching strategies to develop reading skills. 45.7% of Year 3 and 5 students achieved in the top 2 bands in NAPLAN reading with 76.5% of Year 3 and 5 students achieving expected growth in NAPLAN reading. Learning dispositions are aligned to a whole school learning and wellbeing model. The learning dispositions are visible in all classrooms. The majority of staff are implementing learning intentions and success criteria in their classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>One Faculty meeting each term will be allocated for staff to share data trends and implications for their teaching to other staff member. The implementation of decodable readers in the early years will be ongoing. K-2 staff will continue to familiarise themselves with the new Literacy and Numeracy syllabus. Ongoing efforts will be made to maintain/support the observations/walk-through to monitor the effectiveness of VL and its impact on teaching and learning. Staff will continue to access Corwin Professions learning throughout 2022 and the VL committee will continue to meet to evaluate the effectiveness of current VL practice.</p>
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Bingara Central School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional staffing to support school promotions and engagement with the community

<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>The allocation of this funding has resulted in: Increased use of social media to promote positive learner characteristics and school communication was evident. Increased communication with parents and students occurred during COVID-19 through the use of online platforms such as Google Classrooms. The set up of the Sentral Parent Portal has been completed and is ready for roll out in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: This position is essential to assist in the engagement of our parents in the school community. Further enhanced communication structures through the use of the Sentral Parent Portal will be a focus for 2022.</p>
<p>Literacy and numeracy</p> <p>\$4,157.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bingara Central School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional School Learning and Support Officer to assist with classroom intervention strategies <p>The allocation of this funding has resulted in: SLSO classroom support has assisted in improving learning outcomes for all identified students accessing the Intensive Literacy and Numeracy Classroom. All students are making progress in relation to their identified IEP goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the classroom will be funded permanently as a Multicategorical classroom. This will create stability and ongoing access to the students curriculum needs.</p>
<p>QTSS release</p> <p>\$29,854.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bingara Central School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Bingara Central School has created practices which allowed teachers to plan effective scope and sequences across the stages. All year groups 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> <p>After evaluation, the next steps to support our students with this funding will be: Planning time was impaired due to lack of teaching staff available to facilitate ongoing collaborative practices throughout the year.</p>
<p>Literacy and numeracy intervention</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at</p>

<p>\$23,545.00</p>	<p>Bingara Central School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of School Learning and Support Officer to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: SLSO classroom support has assisted in improving learning outcomes for all identified students accessing the Intensive Literacy and Numeracy Classroom. All students are making progress in relation to their identified IEP goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the classroom will be funded permanently as a Multicategorical classroom. This will create stability and ongoing access to the students curriculum needs.</p>
<p>COVID ILSP</p> <p>\$117,617.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: The leadership team identified understanding text - comprehension, vocabulary and processes as the core focus for COVID ILSP intervention in the primary school. Year and stage based groups were formed for targeted intervention. All students have made progress in each of the identified PLAN2 areas for understanding text. 6/8 students in Year 1 made significant improvement in these areas. In secondary the identified areas included measurement and geometry - understanding units of measurement, statistics and probability - interpreting and representing data and number and algebra. All students demonstrated growth in the Mathpathways program and in PLAN2.</p> <p>After evaluation, the next steps to support our students with this funding will be: This model was deemed effective on review of the student data and will continue in 2022.</p>
<p>Per capita</p> <p>\$45,820.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Bingara Central School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchasing of specific materials, incursions and equipment to assist in the

<p>Per capita</p> <p>\$45,820.00</p>	<p>delivery of curriculum and engagement of students in their lessons.</p> <p>The allocation of this funding has resulted in: All staff have planned projects with resource requirements and identified incursions for the delivery of their programs. Students were more engaged in their lessons and all students had access to materials regardless of socioeconomic status. Tell Them From Me data indicated that both primary and secondary students experienced an increase in engagement compared to the beginning of 2021. Students in secondary also had a 13% increase in interest and motivation in their subjects compared to the beginning of 2021. All indicators are above the government norm.</p> <p>After evaluation, the next steps to support our students with this funding will be: Future planning for upgrades to the library will need to be considered in 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	77	72	83	89
Girls	105	97	89	101

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.4	94	93.7	85.6
1	92	91.5	86	88
2	93.5	90.9	87.5	88.6
3	91.9	94.4	88.3	89.6
4	88.1	92	92	88.8
5	90.6	95.2	90.4	89.9
6	88.5	91.7	93	89.5
7	91.4	80.8	92.9	88.9
8	86.5	90.8	86.1	91.1
9	82.1	86.5	89	73.3
10	80.3	86	85.6	89.3
11	74.7	83.9	80.5	86.9
12	45	82.6	82.2	89.6
All Years	87.7	90.6	88.8	87.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	91.5	91	91.1	89.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	20
TAFE entry	11	20	0
University Entry	0	0	80
Other	0	0	0
Unknown	0	10	0

100% of students graduating from Bingara Central School in 2021 have gained employment or accepted a position at university.

Year 12 students undertaking vocational or trade training

56.25% of Year 12 students at Bingara Central School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Bingara Central School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Head Teacher(s)	2
Classroom Teacher(s)	11.34
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	5.59
Other Positions	0.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	507,223
Revenue	3,702,351
Appropriation	3,622,461
Sale of Goods and Services	17,808
Grants and contributions	59,796
Investment income	486
Other revenue	1,800
Expenses	-3,869,933
Employee related	-3,338,984
Operating expenses	-530,949
Surplus / deficit for the year	-167,581
Closing Balance	339,642

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	115,082
Equity Total	297,522
Equity - Aboriginal	38,928
Equity - Socio-economic	139,556
Equity - Language	0
Equity - Disability	119,038
Base Total	2,683,979
Base - Per Capita	42,401
Base - Location	69,574
Base - Other	2,572,003
Other Total	250,368
Grand Total	3,346,951

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

The Value Added reports for Bingara Central School show the growth of student scores between each pair of assessment years. Value Added data for the whole school, Years 3-5, Years 5-7 and Years 7-9 indicate student growth scores above the state average, this highlights an improvement in performance across each grouping. We are identified as sustaining and growing in accordance with the School Excellence Framework for these areas.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Under the vertical curriculum model undertaken at Bingara Central School, students had the opportunity to study Biology, Personal Development, Health and Physical Education, Primary Industries and Mathematics Advanced of which one of these subjects were offered for the first time at Bingara Central School.

Parent/caregiver, student, teacher satisfaction

In consultation with a range of school and community groups such as parents of students in infants, primary, Years 7-10, HSC, P & C and Gwydir Shire Council we requested feedback based on three key areas:

1. Literacy and numeracy data
2. Learning culture
3. Student wellbeing

School community feedback identified the following in relation to what we are doing well:

- Learn in small groups, access to teachers - personalised learning, recognition of achievement, teachers upskill with PD, strategies to manage problems, cater for everyone, SMS reminder for absences, push all students along - including lower bands, expectations are high, integrating academic and real life, pride in uniform, students considered with subjects being offered, staff are doing a great job, support programs for students, Buddy and mentoring programs, change in culture recently - improved self image, personalised, teachers are supportive, safe environment, students accepting of others with special needs, students morale and self confidence improving, presence in the community, MathPathways program, great support in the lead up to Year 12 exams, knowing students K-12 helps with transition, staff involvement in activities.

School community feedback identified the following in relation to areas that we could do better:

- Continue on with programs that are started, newsletter more parent friendly, more communication between parents/teachers, identify problems earlier - before report card, help students with self image, playground issues - zones may help, volunteering in the community, community mentors, parents cheat sheet for maths and literacy, utilise natural resources in our town, teach younger students resilience for a better understanding, feedback to parents needs to be reflective of reports so they can help students at home, P & C sub branch for strategic directions, use visual cues for learning, perceived loss of learning time, teachers could be respected more, use of a parent platform eg google classroom, enhance awareness days to address concerns.

It was evident in 2021 that the impact of the drought and COVID-19 continued to affect the overall wellbeing of our students. The Tell Them From Me survey which was undertaken by all students in Year 4 - 12 indicated that the overall wellbeing of students in both primary and secondary had decreased. The primary students had an increase in a sense of belonging, however, the majority of other indicators have declined in comparison to the previous year. The secondary student data when compared to 2020 showed increases in 11/12 drivers of student outcomes, interest and motivation, positive behaviour at school and intellectual engagement. However, a decline in positive relationships and effort was noted.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.