

2021 Annual Report

Binnaway Central School



"At Binnaway Central School we are respectful, responsible, communicators"

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Introduction

The Annual Report for 2021 is provided to the community of Binnaway 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

Our students will be reflective learners with the ability to successfully navigate a complex, changing world as respectful, responsible, communicators. Students will be explicitly taught skills in literacy and numeracy as well as given opportunities to contribute confidently to their community as active and informed citizens.

School context

Binnaway Central School is an important part of a small rural community near Coonabarabran in the Warrumbungle Shire. It provides education from Kindergarten to Year 12, with small classes providing high levels of individual attention. Our core values "Respectful, Responsible, Communicators" and the school motto, "The Effort, Not The Reward", remind staff, students and community of our high expectations for commitment in all endeavours.

Our school currently has a student population of 56 students, with an ATSI enrolment of 20%. The majority of students are drawn from the township of Binnaway with a number of students residing in the small community of Neilrex. Our school sits on the lands of the Gamilaraay nation. We work in close consultation with the community including Aboriginal Elders.

There is an emphasis on literacy and numeracy learning in the school, particularly in Early Stage 1/Stage 1. The school delivers the Early Action for Success and L3 literacy programs. In addition to focusing on literacy and numeracy, we also instigate career transition planning across the secondary cohort and provide workplace opportunities for our senior secondary students. Our senior school has a vocational educational focus, with two school based trainees in Stage 6 during 2021.

We aim to enhance the wellbeing and holistic learning of our students through our welfare initiatives such as Breakfast Club, "Zen Den" and Positive Behaviour for Learning program and our Student Aboriginal Education Team

The school is committed to developing stronger ties with the local community through our involvement in a variety of community events.

The school has recently completed a comprehensive situational analysis which has identified evidence-based teaching practices, the use of data to inform teaching, capacity building, student engagement and aspiration as high level drivers of continual improvement through the Strategic Improvement Plan. As part of the situational analysis and preparation of the Strategic Improvement Plan, we consulted with our community through a range of forums (school newsletter, P&C meetings, Facebook page and face to face meetings).

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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes for every student through refining data driven teaching that is responsive to the learning needs of individual students, implementing the most effective explicit teaching within a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

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.

- Data to Inform Practice
- Effective Classroom Practice
- Attendance
- Aboriginal student HSC opportunities

Resources allocated to this strategic direction

Socio-economic background: \$83,785.00

Aboriginal background: \$18,778.98

Low level adjustment for disability: \$49,332.76

English language proficiency: \$2,400.00

Location: \$20,771.00

Per capita: \$13,065.00

Professional learning: \$5,960.00

Beginning teacher support: \$540.00

Literacy and numeracy: \$3,820.00

QTSS release: \$7,400.00

Summary of progress

Despite lock downs due to COVID-19, our NAPLAN results and attendance were close to target. Primary students in Years 3 and 5 achieved expected growth in reading (100%) and secondary students in Years 7 and 9 achieved expected growth in numeracy (100%). Whilst academic growth was observed across all class rooms and levels of student engagement were high we have not yet reached the school target of 12% of students in the top 2 bands in Years 3 and 5 and 20% in Years 7 and 9.

Our students achieving 90% or more attendance was marginally below our 2021 target with primary at 57.72% (target 60%) and secondary at 36.49% (target 40%).

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
Binnaway Central School Primary Cohort Targets <ul style="list-style-type: none">• A minimum of 12% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN reading• A minimum of 12 % of Year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy Mudgee Network Small Schools Targets: <ul style="list-style-type: none">• A minimum of 60% of Year 3 and 5 students achieve in the top 2 bands in	<p>In 2021, none of our students achieved in the top 2 bands in NAPLAN for either reading or numeracy. Whilst students did not achieve the top 2 bands it should be noted that 100% of primary students achieved expected growth in reading and 100% of secondary students achieved expected growth in numeracy.</p> <p>Within Mudgee Network Small Schools 18% of students achieved the top 2 Bands for Reading which was one less than required to meet the target however 9% of students were in the top 2 Bands for Numeracy which met the target by one student.</p>

<p>NAPLAN reading</p> <ul style="list-style-type: none"> • A minimum of 60% of Year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy <p>Binnaway Central School Secondary Cohort Targets</p> <ul style="list-style-type: none"> • A minimum of 20% of Year 7 and 9 students achieve in the top 2 bands in NAPLAN reading • A minimum of 20% of Year 7 and 9 students achieve in the top 2 bands in NAPLAN numeracy 	
<p>Attendance</p> <ul style="list-style-type: none"> • BCS Primary Student attendance rate of more than 90% will be at 60% or more • BCS Secondary student attendance rate of more than 90% attendance rate will 40% or more 	<p>Primary attendance rate of more than 90% was 2.28% below the target of 60% at 57.72% which is equivalent to one student.</p> <p>Secondary attendance rate of more than 90% was 3.5% below the target of 40% at 36.49% which is equivalent to one student.</p>
<p>Expected Growth</p> <ul style="list-style-type: none"> * Percentage of Primary students achieving Expected Growth in Numeracy will have an uplift of at least 11.2% from the baseline * Percentage of Primary students achieving Expected Growth in Literacy will have an uplift of at least 11.2% from the baseline * Percentage of Secondary students achieving Expected Growth in Numeracy will have an uplift of at least 20% from the baseline <p>Percentage of Primary students achieving Expected Growth in Literacy will have an uplift of at least 20% from the baseline</p>	<p>In 2021, 50% of our primary cohort - Year 3 and Year 5 achieved expected growth in NAPLAN numeracy.</p> <p>In 2021, 100% of our primary cohort - Year 3 and Year 5 achieved expected growth in NAPLAN reading.</p> <p>In 2021, 100% of our secondary cohort - Year 7 and Year 9 achieved expected growth in NAPLAN numeracy.</p> <p>Unfortunately, 0% of our secondary cohort - Year 7 and Year 9 achieved expected growth in NAPLAN reading.</p>
<p>Aboriginal student HSC attainment</p> <p>Increase the proportion of Aboriginal students attaining the HSC above the baseline of 39.7%, while maintaining their cultural identity (Mudgee Network target)</p>	<p>In the 2021 year, 100% of Aboriginal students completed Year 12 and received an HSC.</p>

Purpose

School culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

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.

- Curriculum and Reporting structures
- High Impact Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$16,050.00

Location: \$1,200.00

Aboriginal background: \$1,450.00

Professional learning: \$4,250.00

Beginning teacher support: \$900.00

Summary of progress

All areas of this strategic direction started strongly however interruptions to learning due to COVID-19 lock downs and restrictions meant delays in achieving goals. High impact professional learning was postponed which delayed implementation of the use of data to monitor achievement and identify gaps in learning. Learning at home also made data collection challenging.

Whilst staff worked in collaboration with families and students to develop student PLPs and IEPs, preparation and monitoring of these without face to face meetings was not as effective as anticipated.

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
<p>High Impact Professional Learning</p> <p>Teachers have collected and used assessment data that monitors achievement and identified gaps in learning to inform planning for particular student groups and individual students</p>	<p>Teachers have begun to use assessment data to monitor achievement but substantial amounts of face to face professional learning in this area was cancelled or postponed due to COVID-19. All staff participated in on-line professional learning with a literacy and numeracy focus. Primary staff undertook training in the use of PLAN 2 and worked closely with the Instructional Leader to use this data to identify gaps in learning. Further professional learning has been carried forward to the 2022 year.</p> <p>Enablers Self guided professional learning enabled the staff to develop a solid understanding of a variety of literacy and numeracy strategies with a particular focus on the use of vocabulary. Staff were able to work collaboratively and share findings to further support professional learning of all staff.</p> <p>Barriers Due to COVID-19 restrictions and the extended home learning period, it made it difficult to consistently collect data.</p> <p>Where to next Next year staff will undergo further professional learning supported by the Assistant Principal Curriculum and Instruction. Data will be used to inform</p>

<p>High Impact Professional Learning</p> <p>Teachers have collected and used assessment data that monitors achievement and identified gaps in learning to inform planning for particular student groups and individual students</p>	<p>teaching and planning and to measure the effectiveness of intervention programs.</p>
<p>Individualised Student Learning</p> <p>At least 65% of school parents will actively participate in the development and progress of student PLPs and IEPs</p> <p>Every student has a semester 2 Individualised Plan that clearly articulates their aspirations and future directions, attendance and learning goals.</p>	<p>All families were invited to participate in the development and monitoring of student PLPs and IEPs. COVID-19 restrictions meant many of these consultation meetings were held by telephone. Almost 74% of students had a semester 2 Individualised Plan prepared in consultation with families.</p> <p>Enablers Telephone conferences allowed staff to meet virtually with families who had previously been reluctant to engage.</p> <p>Barriers The lack of opportunities to meet face-to-face was a challenge for some families especially those with lower literacy levels who prefer additional support from staff. Many families have limited access to the technology and even those with internet access are often reluctant to engage in zoom or other virtual meetings. Anecdotal evidence suggests this is partly due to concerns around privacy.</p> <p>Where to next In 2022 families will be invited to meet each term to review and consolidate Individualised Plans.</p>
<p>Performance and Development Driving Improvement</p> <p>Through their Performance and Development Plans, teachers demonstrate coherence with the Australian Professional Standards for Teachers.</p>	<p>Teacher Performance and Development Plans (PDPs) used the Australian Professional Standards for Teachers to guide planning.</p> <p>Enablers Staff used the Australian Professional Standards for Teachers to empower them to identify areas for growth.</p> <p>Barriers Some less experienced teachers found it challenging to identify areas for growth.</p> <p>Where to next All staff will be assigned a mentor or experienced teacher to support them in developing their PDP.</p>
<p>Diverse Learning Opportunities</p> <p>The school has monitored and reviewed its curriculum provision to meet student requirements as well as investigated supplementary curriculum delivery options.</p>	<p>The school continued to monitor and review curriculum offerings in 2021 to meet student requirements. Supplementary curriculum delivery options will be explored with additional subjects being offered through distance education in 2022.</p> <p>Enablers Small numbers of students allow the school to personalise curriculum offerings to suit the student body.</p> <p>Barriers A small cohort limits how many choices can be offered.</p> <p>Where to next In 2022 some subjects will be offered through distance education to allow a wider range of subject choice.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$128,021.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Binnaway 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: School Learning Support Officers supporting funded students in primary classes has impacted on student learning both for funded students and their peers who experienced less disruption to their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will continue to employ a School Learning Support Officer for each primary class.</p>
<p>Literacy and numeracy</p> <p>\$3,820.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Binnaway 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"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Learning and support intervention for students with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Expansion of intervention programs in 2022 including MiniLit, MultiLit and small group tuition.</p>
<p>Socio-economic background</p> <p>\$133,470.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Binnaway 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"> • High Impact Professional Learning • Effective Classroom Practice • Attendance • Curriculum and Reporting structures • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$133,470.40</p>	<p>include:</p> <ul style="list-style-type: none"> • additional staffing to implement more personalised literacy and numeracy support for identified students with additional needs who do not qualify for integration funding. • additional staffing (AEO) to ensure culturally appropriate learning programs incorporating Aboriginal history and culture and explicit support for Aboriginal students around attendance. • providing students from low socio economic backgrounds with financial aid in the form of educational materials, uniforms, meals and excursion subsidies. <p>The allocation of this funding has resulted in: Improved results in Years 5,7 and 9 NAPLAN results. Increased attendance for students who had previously identified not having school resources, food or uniforms as a reason for non-attendance. Improved confidence and overall well-being from students who were included in excursions through financial aid.</p> <p>After evaluation, the next steps to support our students with this funding will be: AEO position will be continued into 2022. Continue to employ an additional SLSO to support learning in Years 3-6.</p>
<p>Aboriginal background</p> <p>\$20,228.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Binnaway 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"> • Effective Classroom Practice • Curriculum and Reporting structures • High Impact Professional Learning <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 • community consultation and engagement to support the development of cultural competency • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Aboriginal Education Officer has built strong connections with families which has increased engagement and built pathways to support community consultation.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Aboriginal Education Officer (AEO) role will be continued into 2022. Through working closely with families, the AEO ensures families are supported to minimise absences and access missed work when students are unable to attend school due to illness or family commitments. By working alongside teachers the AEO helps to build their capacity in implementing Aboriginal perspectives, histories and culture into teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Binnaway 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>

<p>English language proficiency</p> <p>\$2,400.00</p>	<ul style="list-style-type: none"> • Effective Classroom Practice <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Funding allocation provided opportunity for a 5% increase in Value Added results from Year 3 to Year 5 NAPLAN. Explicit support was provided through the appointment of an additional teacher to support students who were identified as having the lowest levels of English language proficiency in both Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The teacher supporting students from a language background other than English will continue both on integration programs and alongside teachers to support students access to literacy and numeracy resources in 2022 that are tailored to their level of English language proficiency. This process will continue to empower students to develop their level of English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$49,332.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Binnaway 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: Additional staffing allocation resulted in the most significant growth (5%) in Value Added results since 2015.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ an additional SLSO in 2022 to support students with disabilities who do not qualify for integration funding - this includes students with speech delays, ADD, ADHD, autism and behaviour issues.</p>
<p>Location</p> <p>\$21,971.00</p>	<p>The location funding allocation is provided to Binnaway 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"> • Effective Classroom Practice • Curriculum and Reporting structures • High Impact Professional Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate and incursions and excursions that empower students to become more aspirational. <p>The allocation of this funding has resulted in: Student Leaders developed skills to represent their peers and lead projects within the school through engagement with Warrumbungles EEC Leadership program. All students had the opportunity to participate in excursions and incursions including Junior Judging, Intensive Swimming,</p>

<p>Location</p> <p>\$21,971.00</p>	<p>Footy for Fun and Red Hill EEC.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students will continue to participate in a variety of incursions and excursions which create authentic opportunities for experiences in the wider community and encourage aspirational thinking.</p>
<p>QTSS release</p> <p>\$7,400.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Binnaway 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"> • Effective Classroom Practice <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 • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Release of executive staff to mentor teachers with programming and support teachers with quality assurance has led to increased teacher confidence and improved quality of teaching learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide additional release time for executive teachers to work alongside colleagues to develop their capacity and ensure quality teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$54,000.00</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 • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in: Employment of a teacher to implement small group instruction and intervention programs for students who had been identified as needing additional support post learning from home has resulted in closing of the educational gap for these students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing this program to further empower students to close learning gaps in 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	25	25	28	35
Girls	28	28	25	24

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	95	94.6	86.8	92
1	93.5	90.8	92.7	84.5
2	91.3	94.8	93.3	89.1
3	94	91.6	92.3	92.6
4	92	95.4	89.6	89.7
5	90.8	93	93.3	89.2
6	96.2	89.6	89.8	85.2
7	86.7	89.1	88	80.8
8	92.3	78.8	87.2	80.2
9	88.2	68.3	89.3	84.1
10	97.5	88.1	74.6	68.1
11	90.4	84.1	86.7	48.9
12	87.6	81.8	88.5	81.9
All Years	91.7	89.6	89.3	85.5
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	100
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

All students completing Year 12 in 2021 found employment within the local community.

Year 12 students undertaking vocational or trade training

100.00% of Year 12 students at Binnaway 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 Binnaway 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)	1
Head Teacher(s)	1
Classroom Teacher(s)	5.02
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.38
School Administration and Support Staff	3.48
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	342,276
Revenue	1,945,328
Appropriation	1,931,160
Sale of Goods and Services	-200
Grants and contributions	12,346
Investment income	221
Other revenue	1,800
Expenses	-1,902,457
Employee related	-1,698,136
Operating expenses	-204,322
Surplus / deficit for the year	42,871
Closing Balance	385,146

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	109,361
Equity Total	205,433
Equity - Aboriginal	20,229
Equity - Socio-economic	133,471
Equity - Language	2,400
Equity - Disability	49,333
Base Total	1,360,786
Base - Per Capita	13,065
Base - Location	21,972
Base - Other	1,325,749
Other Total	142,977
Grand Total	1,818,557

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.

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.

Parent/caregiver, student, teacher satisfaction

Overall feedback from families during regular phone check-ins indicated that parents were very satisfied with the school. The anecdotal evidence was that 90% of families felt known, valued and cared for. Parent and student feedback was that even during the Pandemic, students saw school as a safe place. Staff worked closely with the families to ensure students and families were supported socially and emotionally in addition to the academic support.

Whilst the P&C did not meet regularly in 2021 parents were still a critical part of school life. They assisted in selection panels, community consultation and with fundraising within COVID-19 guidelines. Parents commented during interviews with the Principal that they felt listened to and able to bring any areas of concern to the staff.

Staff retention rates and exit interviews with staff leaving indicated that there was a high level of staff satisfaction and that staff left due to wanting to be closer to their families or for promotion opportunities.

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.