Bingara Central School
Annual School Report 2014

School Code
1234
School context

Bingara Central School is a Kindergarten to Year 12 school situated in the township of Bingara located in the Gwydir Shire in North West NSW. The school seeks to provide an inclusive and comprehensive curriculum catering for all students’ needs. The school values of Pride, Respect and Honesty are a constant factor in all school activities. The school enjoys a positive relationship with its community and has strong links with local employers, businesses, the Gwydir Shire Council and the wider educational community through its participation within the Gwydir Community of Schools.

Principal’s Message

A total of 136 Infants and Primary students and 55 Secondary students were enrolled to start 2014. Our students are drawn from the township of Bingara and the surrounding rural district. There is a well-attended Preschool and an effective transition program into Kindergarten.

In 2014 the school continued its participation in the Empowering Local Schools National Partnership as one of 229 trial schools. This saw the introduction of changes to financial and student management systems. Total school funding is calculated according to the Resource Allocation Model (RAM) which provides greater discretion to local school management under the Local Schools Local Decisions reform agenda.

A success for the school was the performance of It’s a Hard Day’s Night – At the Roxy a locally written and produced musical production based on the music of The Beatles. Students from all grades participated as did a number of community members and staff. The show performed to full houses at the Roxy Cinema.

The school buildings and grounds are well resourced and provide staff and students with an inclusive and safe environment in which teachers can teach and students can learn.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mark Vale
Principal

P&C Message

Another successful year for the P & C has come to an end. It’s hard to believe the year is over once again. I would firstly like to thank our dedicated teachers who make time to attend the P & C meetings. We are lucky to have such dedicated teachers who willingly give their time to keep the P&C up to date on what is happening and the decisions being made.

Thanks must also go to our rather small but dedicated group of parents that attend our meetings each term. The most notable items that I would like to mention for the year are the school uniforms. Through a lot of consultation and investigation we were able to get school uniform prices to an affordable level by making them available through the uniform shop at the canteen. The P&C have also made a contribution along with the school to have shade sails erected to give the secondary some much needed shade after a large number of trees were removed from the grounds.

Although the P&C contingent is small in numbers and it would be wonderful to see more attend our meetings, there is one person in particular that deserves a special thanks. Marilyn (Mashy) Dixon is an absolute gem of a lady and goes out of her way to help at our School. She is the first to put her hand up to volunteer and organise whatever the latest event is. This year, thanks to her hard work and to the Bingara RSL’s kind generosity, the P&C received a donation of over $600 on Melbourne Cup Day for the luncheon and raffle held.

As a final word I would like to present Marilyn with a small token of thanks from myself and the P&C, for not just this year, but for her many years of service not only to the P&C but to Bingara Central School.

Helen Thomas
President
SRC Message

2014 was once again a successful year, as Bingara Central School Student Representative Council (SRC) interweaved into the very busy school year. I am proud to have been elected school captain for 2014 and to have led the slightly smaller group of students who were a determined and capable team able to carry out any task we undertook.

This year the SRC took a new approach with the beginning of a more documented system, applying our official roles of electing a president, secretary and treasurer on a yearly basis to limit the confusion and loss of information.

The SRC have had three major fundraisers this year with everything being frantic and the focus being on the major school musical production *It's a Hard Day's Night - At the Roxy*. We decided our fund raising focus this year was children so we chose charities to achieve this. We also developed a system to build up the SRC funds. We set the provision on fundraisers that 10% of funds raised would be retained by the SRC to be used to benefit school students in the future.

This year in Term 1 the SRC hosted a fundraiser for Stewart House and we raised $200 through a Mufti day. Our Term 2 fundraiser was a Pyjama Party and sausage sizzle. In Term 3 we raised $500 for Ronald McDonald House and in Term 4 the SRC held a Bandana Day and raised $454. We also held a hundred club and drink stall at the PBL fete to raise funds for the SRC.

Along with fundraising we also involved ourselves in community activities including ushering for the production of Pygmalion and waitressing at events throughout the year. The SRC also attended the town NASHO and ANZAC memorial services and marched in the parades.

This year was a very successful year. A massive thank you to our SRC mentor Mrs Whitfeld and I wish the Captain and SRC of 2015 the best of luck with the new challenges and adventures that face them. I hope to see Bingara Central School SRC thrive over the years to come.

Gabby Rampling
School Captain

Student information

Student enrolment profile

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Kindergarten to Year 6

![Enrolments graph](image)

Year 7 to Year 12

![Enrolments graph](image)

Student attendance profile

Year 7 to Year 12

![Attendance rates graph](image)
Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>TAFE entry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>unknown</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

60% of students completing the HSC have been offered early entry to university. The remaining 40% of students are continuing their employment associated with the school based traineeships undertaken during Year 12 studies.

Year 12 students undertaking vocational or trade training

60% of Year 12 students were engaged in school based traineeships with local employers. These included traineeships in Retail Services, Tourism, Hospitality and Business Services.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of HSC students met requirements for the HSC. 60% of these students also met requirements for an ATAR. 80% of student courses contained at least one vocational education course.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff member identifies as an Aboriginal or Torres Strait Islander.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Both teaching and support staff have participated in professional learning to meet compliance requirements and to develop professional skill and capacity. This training has included Child Protection, Code of Conduct, Asthma, Anaphylaxis and First Aid. Individual teachers have participated in initial training for L3 literacy, training to assist with the implementation of the new Mathematics curriculum in 2015 and network learning days for Principals, Deputy Principals, Assistant Principals, Head Teachers and faculties.

Beginning Teachers

In 2014, no permanent beginning teachers were appointed.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the school P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

The school has enjoyed another successful year with student achievement indicated by a range of outcomes.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Due to small class sizes, individual course data has not been published. However, it can be reported that 67% of Year 12 students completed English Standard with an assessment mean of 72, 50% completed Mathematics General 2 with an assessment mean of 42, 1 student completed Senior Science with an assessment mean of 28, 50% of students completed Biology with an assessment mean of 69, 50% of students completed Ancient History with an assessment mean of 68, and two students completed Visual Arts with an assessment mean of 69.50.

Other school based assessments

The Best Start Kindergarten Assessment is designed to provide school entry level data. It is used to identify each students’ the literacy and numeracy skills at the beginning of Kindergarten. All Kindergarten students were assessed and the results reported to parents. The results informed teacher planning and the literacy and numeracy continuums were used to address individual student needs.
Other achievements

Following are a selection of school achievements and events from across the year.

Educational
The SRC Induction ceremony was held in Term 1. School Captain Gabby Rampling, Vice-Captain Lucie Boyle, Primary Captain Alex Lewis, Primary Vice-Captain Jacqueline Coombes and other SRC members were presented with their badges.

Eight students plus teacher Scot Crispin participated in a five day SES Cadet Training Program at Copeton Dam.

Renowned Australian author John Heffernan visited Bingara Central School to promote his new book *Naveed*.

Six Year 12 students sat the HSC exams. Four of these students have gained early entry to the University of New England.

Sporting
Primary students participated in the Zone Swimming Trials in Inverell. Erica Dixon was Senior Girl Champion, Taylor Lewis was Junior Girl Runner Up Champion and Peter McFarland Junior Boy Champion. 18 students made it to the next level to compete in Armidale in the Regional Trials. Primary student, Jack Todd, represented the North West Zone in the State Rugby League Carnival held at Tweed Heads. Jack was awarded Best and Fairest in his team.

Cultural
Year 10 student Crystal Cooper participated in the Lions Regional Public Speaking Competition. Crystal travelled to Tamworth to meet the other Leo of The Year Quest finalists.

The Principal and students from the Kamikawa English School, our sister school in Kagoshima, Japan, visited Bingara Central School in March. Later in September three students and three staff from Bingara Central School made the return visit to Kagoshima and Tokyo.

Bingara Central School leaders Gabby Rampling and Lucie Boyle, along with SRC representative Kelsey Cooper travelled to Sydney to participate in the “Meet the Governor” Leadership Program. The girls enjoyed their time visiting Government House and meeting the NSW Governor Professor Marie Bashir.

Bingara Central Schools Beatles production, It’s a Hard Day’s Night – At The Roxy was a great success. Students and staff performed to sell-out crowds at the Roxy Theatre.

The annual Orange Picking Ceremony was held in July, with local member of Parliament Adam Marshall attending. He addressed the students and community members and spoke about the significance of both past and present international conflict.

We held our annual school fete in August to celebrate Public Education.
Country music performer, Amber Lawrence, visited the school and performed for the students. Amber’s message to students was ‘never give up in pursuit of your dreams, whatever they might be’.

Learning and Support

The school has utilised its Learning and Support staff allocation of 0.5 Primary and 0.4 secondary to provide additional targeted support for individual students. Identified primary students have participated in Multilit, a literacy program that seeks to improve reading fluency for Infants and Primary students through developing word attack skills and greater familiarity with sight words. Individual, targeted numeracy, literacy and language programs have been successfully delivered and students and families have been supported in accessing external specialist services. Secondary students with increased needs have been supported in accessing vocational experiences as well as support to access curriculum within classes.

Reading Recovery

Targeted staffing allocation was utilised to complete the second and final year of training for one staff member. Six Year 1 students successfully met the growth requirements for the program and were discontinued. Another two Year 2 students, who were carried over from last year, also successfully completed the program. This program has been sustained continuously for over six years and monitoring data of students previously included in the program now in Year 2 or 3 shows these students have continued to make progress consistent with their peers. Reading Recovery teachers gain a greater understanding of the reading and writing process which transfers directly to the classroom environment. This program is to continue into 2015 with another staff member to commence training.

Aboriginal Education

The senior Norta Norta program has been effectively delivered to support Aboriginal students to access the curriculum, meet assessment outcomes and to plan for post-school destinations. Both Aboriginal and non-Aboriginal students were supported to participate and access the activities associated with the annual Myall Creek memorial commemorations in June. Students were successful in the art competition and senior students participated in the activities on site.

Significant programs and initiatives –
Policy and equity funding

Empowering local Schools

Participation in the Empowering Local Schools reform resulted in our school being one of 229 NSW Public schools that have trialed SAP finance, ebs4 Student Management and Student Wellbeing applications. As part of this trial the school is also included in the school funding Resource Allocation Model (RAM). This package of reforms has given the school greater autonomy of school financial and staff management. Whilst the implementation of the trial has presented schools with certain challenges these have largely been overcome and the advantage of participating in the trial has the school well placed to benefit from these reforms in the future.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of school data
- Student, staff and parent survey
- Staff focus groups in stage meetings

School planning 2012-2014:

School priority 1
Expand Stage 5 and 6 curriculum offerings

Outcomes from 2012–2014

- Stage 5 elective options include three elective choices on each of three lines.
- Stage 6 subject options include both academic and vocational options.
- Stage 6 subject options available through both local delivery and by outside providers including TAFE.

Evidence of achievement of outcomes in 2014:

- Both academic and practical elective options are available to students.
- Students in Stage 6 are studying both academic and vocational courses with a high proportion of students undertaking school based traineeships.
- 60% of HSC students achieved university entry and 60% of Year 12 students successfully completed a school based traineeship in 2014.

School priority 2
Stage 4 and 5 core curriculum classes

Outcomes from 2012–2014

- Syllabus requirements are met through appropriate programming over a two year cycle.
- Student achievement is improved through increased competition as a result of a larger class size.
- Student social integration is improved through increased contact as a result of a larger class size.

Evidence of progress towards outcomes in 2014:

- Teacher programs confirm the cyclic delivery to meet all syllabus requirements.
- Student assessment confirms a larger range of achievement which does not parallel year groups confirming all students within the stage compete equally.
- Increasing student numbers transitioning From Year 6 into Year 7 confirms parent perceptions of the social integration advantage achieved.

School priority 3
Horizons Middle Years Program

Outcomes from 2012–2014

- Students from Years 5 to 8 included in vertical streamed classes.
- Primary and Secondary teachers timetabled to deliver elective classes formed on student choice.
- Student and community engagement is achieved through course delivery and content.

Evidence of progress towards outcomes in 2014:

- Parent survey confirms support for the initiative
- Students are engaged and rotate through elective options
- Primary and Secondary teachers timetabled as part of the delivery.
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent Community Survey November 2014

<table>
<thead>
<tr>
<th>Question</th>
<th>Poor</th>
<th>OK</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How would you rate school community communication</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>2. How would you rate access when contacting or visiting school?</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>3. What is your level of confidence in the school's ability to provide quality teaching and learning?</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>4. Are you satisfied with your child’s NAPLAN assessments and reporting?</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>5. Would you like to see a greater focus on literacy and numeracy development?</td>
<td>17</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6. Are you satisfied with curriculum options other than numeracy and literacy?</td>
<td>12</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>7. Are you satisfied with the range of extra-curriculum opportunities for students?</td>
<td>17</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8. Is the school homework policy adequate?</td>
<td>13</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

The survey results confirm a high level of parent and community satisfaction with school/community communication, the quality of teaching and the curriculum offering.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new school plan will be published on the school’s website from the beginning of Term 2 2015.

The school has undertaken extensive school and community consultation and provided information about the new school planning process. This consultation process will result in three strategic directions being identified. How the three strategic directions will be achieved will be clarified by statements that identify the Purpose, People, Processes, Products and Practices (the 5P’s) that will be the focus in achieving this plan.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mark Vale - Principal
Robert Johnston – Deputy Principal
Alison Johnson – Assistant Principal
Jon Alliston – Assistant Principal
Gary Hansen – Head Teacher

School contact information

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School Code: 1234

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: