

Bigga Public School Annual Report



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Introduction

The Annual Report for **2016** is provided to the community of **Bigga Public 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Our aim is that all students will have equal opportunities to reach their full potential within an environment of high expectations, addressing the individual growth and development of the cognitive, emotional, spiritual, and physical wellbeing of all school members. Each child will be supported by the school, the parents and the community, to produce confident and self-aware students who are learning to actively contribute to the community and society in which they live.

We care. We learn. We achieve.

School context

Bigga Public School is a small isolated school in the South West of NSW. It is very well resourced and provides quality educational programs. It has a dedicated and professional staff, committed to developing the success of every student in the school. The school is staffed by a teaching principal with the support of a part time teacher. It has a part time School Administration Manager, teachers' aides and a general assistant who provide efficient and valued support. Our school places great emphasis upon providing opportunities for all students to reach their full potential both in and out of the classroom. As a small school it provides ample opportunities for close and positive working relationships to develop between staff and students. These relationships are highly advantageous to the students in developing their individual abilities and achieving to their highest expectations. The school is committed to providing social and cultural opportunities to help overcome the isolation which can exist when living in a small rural community. In seeking to meet these needs we take the opportunity to work with the neighbouring local small schools network on a regular basis. Bigga is a proud and productive small school that has a tradition of supplying a quality education for all children and maintaining a strong relationship with the community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

The results of this process indicated that:

Staff and parents used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed.

Staff and parents reflected on progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning our efforts have primarily focused on learning, assessment and curriculum. We identify, address and monitor individual learning needs. This is supported by the Learning and Support Teacher who is able to intervene with added support when required. We encourage individuals to take responsibility for personal outcomes by developing a positive and productive attitude towards school and their work. Positive and respectful relationships are evident among the students, staff and parents, which underpins a collective responsibility for a productive and supportive learning environment. At Bigga Public School we enjoy a demonstrated commitment within the school community to strengthen and deliver on school learning priorities and encourage the active involvement of parents in supporting their children through the stages of education. Students and teachers use individual assessment and reporting processes to reflect on their learning and to record individual progress.

Our major focus in the domain of Teaching was professional learning to improve teacher quality, resulting in improved high quality teacher/learning experiences for students. Learning undertaken through 2016 included an introduction to and a seminar on Visible Learning by Professor John Hattie, the techniques and successful implementation of SOLE, Self Organised Learning Environments, which encourages and enables students to become independent and motivated learners who take responsibility for gathering and collating their own information. Additional study was undertaken on techniques of formative and summative assessments. This enables an increase in teacher knowledge of student outcomes and develops more effective evidence-based research to improve student development and performance. Also undertaken was the preparation for the introduction of the new History and Geography syllabus which is to be implemented into school in 2017. Teachers demonstrate responsibility, adaptability and ethical practice towards the school's goals.

In the domain of Leading, a major priority is to continue to develop and effectively support our parent and community members in a wide range of school related activities. We have a very supportive and involved community with a broad understanding of, and support for, school expectations and aspirations for improving student learning across the whole community. Our school proudly boasts a number of community members who willingly give their time to attend and support the children in both school functions and their learning. We show a flexible use of learning spaces, with access to different types of technology being readily available to staff and students alike. With the support of the P&C and the Bigga CTC we are able to provide new and current technological devices. The schools physical and financial resources and facilities are maintained to effectively maximise the school plans implementation, underpinning the framework necessary to provide a progressive and dynamic learning culture for the Bigga community.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Teaching and Learning

Purpose

To develop students who are confident, active, engaged and creative learners who are responsible for their own outcomes and are equipped to be 21st century learners.

To provide high quality teaching programs which enable students to achieve at or above their stage level in literacy and numeracy.

Overall summary of progress

2016 has shown the continued use of PLAN by teachers to identify and target specific areas of student progress in Literacy and numeracy. Accurate tracking of student data enables students to be involved in meaningful and appropriate teaching and learning activities. Each student is exposed to the Literacy and numeracy continuum and are encouraged to review personal achievements and to develop responsibility for their own learning progression.

The implementation of independent and collaborative research skills to encourage the development of problem solving and decision making skills through exposure to SOLE or Self Organised Learning Environments.

The continued growth and expansion of our quality teaching programs in Literacy and numeracy show an improvement in student results using internal and external data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Students are independent learners who understand how and why they learn resulting in expected growth as shown by internal and external dataIncrease percentage of all students in top 2 NAPLAN bands for literacy and numeracy by 8% by 2019.	<p>Continued use and development of PLAN and the continuum with teachers and students, resulting in the accurate tracking of student growth.</p> <p>Staff have attended relevant and mandatory training and are implementing their new skills.</p>	<p>TPL \$8333.64</p> <p>SASS PL \$1743.22</p> <p>KLA's \$3800.49</p>

Next Steps

In 2017 we aim to further increase the familiarity and awareness of students and staff in recording achievements. Children will be encouraged to set their own Learning Goal(s) and record successfully when this has been mastered, then setting and moving onto the next goal(s). Our aim is to have increasingly independent and engaged learners.

Continued growth and development of reading skills through further training in Focus on Reading, continued use of the principles of L3 in the infant years and the purchasing of relevant resources.

Community participation in reading to be continued throughout 2017.

Strategic Direction 2

Wellbeing and Community

Purpose

To foster a supportive and collaborative learning environment by providing programs that develop and maintain emotional, spiritual, mental and physical wellbeing of all school community members.

To create a positive school environment through inclusive social skills programs, health and sport programs, engagement with parents, as well as partnerships within the wider community.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Positive and respectful relationships are modelled within the school environment and are reflected by improved student learning, health, wellbeing and an increased participation in sporting programs, resulting in an increase in positive responses to school.Parents access information from the school and take every opportunity to participate and collaborate in their child's education.	<p>With an increase in student population of seven Kindergartens, the need arose to revise and renew the principles of the Fish Philosophy and school rules, ensuring a developing knowledge of growing individual relationships, school behaviour and learning culture.</p> <p>An expanded and successful school garden with increased knowledge of healthy choices.</p> <p>A consistent exercise routine has promoted the need for personal fitness.</p> <p>Collaboration of small schools sporting events allow students to participate in increased sporting opportunities.</p>	<p>Live Life well – \$1800</p> <p>Sporting Schools – \$8258</p>

Next Steps

Continuation of Sporting Schools, Jump Rope for Heart and increased physical fitness routines as per the requirements of the new PDHPE syllabus.

Introduction of the Wellbeing Framework to students through relevant programs such as the Fish Philosophy and PBL.

Collaboration of the Crookwell Small Schools through the learning of how to develop and organise the District Goulburn/Crookwell Athletics Carnival for 2017.

Increased on-going development of our school Kitchen/Garden Program.

Maintaining the established, strong and supportive relationships between the community, parents and school. Collaboration to develop the school's new three year plan.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	All students requiring additional support and learning adjustments were catered for within class programs. Additional teaching and support staff were utilised to assist with the implementation of specific learning programs as required, particularly in the areas of reading, writing and maths.	\$540.00 \$2000.00 – opening balance brought forward from 2015 \$2540.00
Socio-economic background	Socio-economic funds were used to * supplement teaching staff * support the implementation of quality learning programs across all Key Learning Areas.	\$2800.00 \$1350.00 – opening balance brought forward from 2015 \$4150.00



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	2	3	1	7
Girls	4	3	4	6

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	97.8	94.5	96.9
1	94.9	96.4	97.8	96.8
2		94	93.8	
3			95.6	97.1
4				82.3
5	93.3			
6	93.3			
All Years	93.6	95.8	95	94.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2		94.9	94	
3			94.1	94.2
4				93.9
5	94.5			
6	94.1			
All Years	94.7	94.8	94	94

Management of non-attendance

At Bigga Public School we boast an attendance rate of 94.7% while the state average is 94%. At this stage non-attendance is not a management issue in our school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.95
Other Positions	0

*Full Time Equivalent

There is no staff of Aboriginal heritage working at Bigga Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Significant amounts of Professional Learning were undertaken by Bigga Public School in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	48 904.77
Global funds	51 720.92
Tied funds	19 357.54
School & community sources	7 059.40
Interest	1 002.09
Trust receipts	816.00
Canteen	0.00
Total income	128 860.72
Expenditure	
Teaching & learning	
Key learning areas	3 309.09
Excursions	6 639.54
Extracurricular dissections	1 747.42
Library	2 469.83
Training & development	9 674.12
Tied funds	28 477.37
Short term relief	3 760.49
Administration & office	16 370.29
School-operated canteen	0.00
Utilities	6 523.24
Maintenance	3 259.60
Trust accounts	816.00
Capital programs	0.00
Total expenditure	83 046.99
Balance carried forward	45 813.73

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

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Due to our small candidature in the NAPLAN literacy tests, results cannot be published or analysed without identifying the students.

Due to our small candidature in the NAPLAN numeracy tests, results cannot be published or analysed without identifying the students.

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



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses after plotting our school progress on the School Excellence Framework and reviewing the School Plan was

- the majority of parents see their child's classroom as a well resourced and interesting place to learn that has high expectations of student achievement.
- they are supportive of the programs and polices for reading ,maths and other KLA's at the school.
- they would like the staff to continue to focus on academic achievement and individual needs as required.
- the staff, students and parents feel informed about the school plan and feel that it is responsive to emerging needs.
- they would like the staff to continue to focus on behaviour support where needed.



Policy requirements

Aboriginal education

Our school provides programs which are designed to educate all students about history, culture and contemporary Aboriginal Australia. These perspectives are not taught in isolation, but are included in all learning areas, although mainly Literacy and History.

Children are aware of stories from the Dreaming which illustrate and highlight chosen areas of Aboriginal culture. They have been involved in creating Aboriginal art pieces which reinforced the knowledge learned. They became aware of how different effects were achieved through a variety of artworks produced.

We actively promote the recognition of Aboriginal culture and custodians of country by following protocol such as the Acknowledgement of Country.



Multicultural and anti-racism education

Bigga Public School is an isolated, small school in a well established and stable community which has seen little change within its population. Due to this, it is important to develop our students knowledge and understanding of Australia as a multi-cultural society. Students have been exposed to a variety of sources of information relating to attitudes, values and multiculturalism through integrated units in English, History and Geography, Personal Development and CAPA. These integrated units focus on cultural diversity, acceptance and respect of personal differences to promote tolerance towards any multicultural people they might encounter within our local and wider community.