

# Bigga Public School Annual Report



2017



1223

## Introduction

The Annual Report for **2017** 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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Principal

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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, 3 part time School Learning Support Officers 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.

As this is the final year of our 2015–2017 School Plan, our primary focus in the Learning domain has continued in the areas of learning, assessment and curriculum. The schools curriculum provides an evidence based teaching practice within a framework of high expectations, with continual provision for the changing requirements of students. Student performance is detailed through the appropriate teaching learning programs and evident through attained knowledge, understanding and skill and the assessments that measure them. Expected student growth is measured by internal school progress and assessment data. This is used to monitor achievements and identify gaps in learning to inform planning for particular individuals or groups of students. At Bigga Public School we have a school-wide and collective responsibility for student learning and success which is shared by students, parents and the school community.

Our major focus in the domain of Teaching has been developing and expanding the proficient use of the explicit teaching of literacy and numeracy to students at all levels of achievements and in all subject areas, so meeting the individual needs of students. Accommodations and adjustments are made to suit individual needs as they arise, providing continuous improvement for all students across their range of abilities. There is a school-wide approach to effective and positive classroom management with support provided to teachers to provide optimum learning.

In the domain of Leading, all stakeholders in the school community actively support change that will create opportunities leading to improvement in student learning and effective teacher practice. Staff, students and the broader school community are welcomed and engaged in the vision, values and priorities of the school. Teaching and non-teaching staff are delegated to maximise the use of available expertise to meet the needs of the students. With the help of the community and the Community Technology Centre we have an increasing use of technology to enhance learning and educational delivery. With strategic financial management we are able to maximise resources available for the implementation of the school plan. School management is responsive to school community feedback. There is a

consistent whole school approach to improving our parent and community relationships. We boast a very involved and supportive 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.

Our self-assessment process will assist the school to refine our school 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/sef-evidence-guide>

## 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

Throughout 2017 we have expanded the use of students tracking their own progress through the use of "I Can" statements. There has been a continued use of PLAN to identify and target students progress, strengths and weaknesses. The use of the LAST program enables students to be withdrawn for support in specific areas as well as targeting group learning in areas which show a specific weakness in the classroom situation.

Focus on Reading was begun but later abandoned due to travelling and too many time constraints. This is to be pursued and completed throughout 2018/2019. The use of L3 reading and language strategies were refined and adjusted to suit the needs of a multistage classroom.

The expansion of the Origo maths program through increased student numbers has been supported by the purchase of a greater range of resources. These resources include interactive games, big books and problem solving activities, all designed to support the progression of learning through meaningful and relevant activities.

2017 saw an increased use of technology throughout the school. All students were included in the opportunity to become involved in two very successful and intensive days learning about robotics. This has been supported with the donation to the school of two Spheros by the Bigga CTC, which will support the Bee Bots already in the school. All students have also been introduced to an ongoing program of Coding, which will continue into 2018

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Students are independent learners who understand how and why they learn resulting in expected growth as shown by internal and external data</li><li>Increase percentage of all students in top 2 NAPLAN bands for literacy and numeracy by 8% by 2019.</li></ul>	KLA'S \$6000 TPL \$4122 Technology Resources – \$1100	Developing use of individual student continuums to track and plan appropriate learning.  L3 reading and language strategies further developed and adjusted to the needs of a multistage classroom.  Expansion of the Origo maths program through increased purchase of big books and interactive resources.  Increased opportunities for exposure to and experiences with technology involving various types of robotic equipment and coding.

#### Next Steps

2018 will see a growing understanding use of individual I Can statements as students become increasingly practiced at recording and planning achievements. At Bigga Public School we encourage all students to be self motivated and engaged learners who take responsibility for their own achievements

To complete Professional Learning in Focus on Reading and TOWN is a priority to further support student progress and achievement.

To further support and increase growth in Writing the Seven Steps of Writing has been completed and is currently being

initiated into the classroom.

Public Speaking has been introduced through the attendance of a workshop and expansion and development of this skill is to be continued throughout 2018.

Classroom presentation in numeracy is to further refined and streamlined for increased explicit teaching time for individuals and grade levels.

The teaching of coding is to be continued and expanded upon. A robotics program is to be planned and implemented throughout 2018. Professional Learning will be required to achieve this.



## 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

Continuation of the Fish Philosophy and PBL principles to assist and encourage the development of a successful and strong wellbeing program throughout the school, based on the NSW Department Wellbeing Framework.

Our commitment to increased physical fitness has been supported by continuing programs such as The Premiers Sporting Challenge, Sporting Schools, Jump Rope for Heart as well as meeting the requirements of the NSW PDHPE syllabus.

Collaboration with the Crookwell Small Schools to provide sporting opportunities such as the Small School Athletics Carnival, the Cross Country, soccer gala days and PSSA sporting opportunities. We also very successfully organised the Crookwell/Goulburn District Athletics Carnival.

Collaborating with the school students and staff, parents and community in the development of the 2018–2020 Bigga Public School Plan.

We have successfully maintained old and developed new ties in the school and outside community. We have a strong commitment to supporting the P&C and community where possible with an established, strong and supportive relationship in return.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>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.</li><li>Parents access information from the school and take every opportunity to participate and collaborate in their child's education.</li></ul>	Community – \$1800 Collaborative Learning – \$2500 Sporting and Extracurricular – \$1700 P&C – \$2000	<p>There is an atmosphere of positivity and respectful behaviour adopted by the students, staff and community which is conducive to improved student learning, health and wellbeing.</p> <p>A positive attitude towards fitness is evident in the majority of the students, encouraged by increasing success in inter-school sporting competitions.</p> <p>Parents and the broader community support and enable the aspirations of every student.</p>

#### Next Steps

Students become increasingly self-aware with positive self-esteem, demonstrating self-discipline and effort towards learning.

The Wellbeing Framework will continue to be implemented through the use of the Fish Philosophy and chosen elements of PBL.

Students are recognised, respected and valued by staff and the school community.

A commitment to physical health and wellbeing to be encouraged in line with the requirements of the NSW PDHPE syllabus through a variety of sporting activities.

A commitment to introduce and encourage children to become involved in sports which can be pursued successfully from a small and isolated rural community.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	Total \$701	All students requiring additional support and learning adjustment were catered for within class programs with students being withdrawn when necessary. Additional teaching and support staff were utilised to assist with classroom support as required.
<b>Socio-economic background</b>	Buses for travel – \$2500 SLSO Support – \$2050	Socio –economic funds were used to –support bus travel for excursions and sporting events – supplement teaching and SLSO staffing



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	3	1	7	5
Girls	3	4	6	6

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.8	94.5	96.9	
1	96.4	97.8	96.8	96.6
2	94	93.8		88.2
3		95.6	97.1	
4			82.3	96.4
5				94.1
All Years	95.8	95	94.7	95.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	
1	94.7	93.8	93.9	93.8
2	94.9	94		94
3		94.1	94.2	
4			93.9	93.9
5				93.8
All Years	94.9	94.1	94.1	93.9

### Management of non-attendance

At Bigga Public School we boast an attendance rate of 95.50%, while the state average is 93.90%. At this stage non-attendance is not an issue in this school.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
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	0

### Professional learning and teacher accreditation

Our focus for the year 2017 was on the new finance system, LMBR. This required a significant amount of time away from the school for the SAM and myself with replacement staff to being needed.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>45,814</b>
Global funds	35,879
Tied funds	6,625
School & community sources	2,121
Interest	316
Trust receipts	0
Canteen	0
<b>Total Receipts</b>	<b>44,940</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	2,332
Excursions	3,817
Extracurricular dissections	952
Library	328
Training & Development	4,122
Tied Funds Payments	1,127
Short Term Relief	1,652
Administration & Office	14,614
Canteen Payments	0
Utilities	3,220
Maintenance	1,374
Trust Payments	0
Capital Programs	0
<b>Total Payments</b>	<b>33,539</b>
<b>Balance carried forward</b>	<b>57,215</b>

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	97,040
Appropriation	91,239
Sale of Goods and Services	0
Grants and Contributions	5,627
Gain and Loss	0
Other Revenue	0
Investment Income	175
<b>Expenses</b>	-72,897
Recurrent Expenses	-72,897
Employee Related	-41,816
Operating Expenses	-31,081
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	24,144
<b>Balance Carried Forward</b>	24,144

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	260,418
Base Per Capita	1,987
Base Location	11,509
Other Base	246,922
<b>Equity Total</b>	15,058
Equity Aboriginal	0
Equity Socio economic	4,358
Equity Language	0
Equity Disability	10,700
<b>Targeted Total</b>	0
<b>Other Total</b>	19,861
<b>Grand Total</b>	295,337

## 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.

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.

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.

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

Every year schools are required to seek the opinions of parents, students and teachers about the school. The School Excellence Framework was plotted from meetings concerning the School Plan, reflecting the opinions and indications of the parents obtained from these meetings. It has been a period of growth for the school with parents

- supporting the staff and leadership team in the decisions made concerning the welfare and academic achievement of the students.
- the classroom is seen as well resourced and an interesting place to learn with high expectations of student achievement.
- they are supportive of the programs and policies for literacy, numeracy and other KLA areas within the school.
- they would like staff to continue to focus on academic achievement, individual student needs and sporting opportunities.
- the staff, students, parents and community have been consulted about the school plan and feel that it is responsive to emerging needs. They have been enthusiastic to add to the current program in terms of increased technology, sporting and creative opportunities if and when they become available.
- parents are aware of and keen to support a focus on behaviour awareness in cases of identified need.



## Policy requirements

### Aboriginal education

Our school provides programs designed to educate all students in the syllabus requirements of history and the cultures of different lands, including contemporary Aboriginal Australia. These perspectives are taught in conjunction throughout the other KLA's to broaden the children's experience and knowledge.

We were able to experience two excellent Aboriginal performances last year. The first was a presentation from a young Aboriginal man from Palm Island, with the use of a variety of equipment found in the Whitsundays. He was able to perform in an extremely engaging manner.

The second was a very strong performance by the Lieder Theatre group of Goulburn including a major Dreamtime legend, use of the Aboriginal language to communicate and use of Aboriginal costumes as well.

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.