

Bigga Public School Annual Report



2018



1223

Introduction

The Annual Report for **2018** 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, social, physical and spiritual wellbeing of all school members. Each child will be supported by the school, the parents and the community, to produce confident and self-regulated 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 (SLSO) and a general assistant who provide efficient and valued support. Our school places great emphasis upon providing opportunities for all students to grow to 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.

In the Learning domain, Bigga Public School is Sustaining and Growing in all elements (Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, and Student Performance Measures).

In the Teaching domain, Bigga Public School is Delivering in Effective Classroom Practice, Professional Standards and Learning and Development. Our school is working towards Delivering in the element of Data Skills and Use.

In the Leading domain, Bigga Public School is Sustaining and Growing in School Resources and Management Practices and Processes. We are Delivering in School Planning, implementation and Reporting and we are working towards Delivering in Educational Leadership.

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 provide a positive and creative learning culture with high expectations which is focused and differentiated, thereby enabling students to develop strong identities as self-regulated learners.

Overall summary of progress

Teachers deepened their understanding of quality assessment practice. This has enhanced the effectiveness of implementation of a whole school assessment schedule in Mathematics and targeted support for students in Literacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students will achieve in the top two bands of NAPLAN for Literacy and Numeracy. Expectations that all students will achieve a year of appropriate growth in literacy and numeracy.	33% of students achieved in the top two bands in the 2018 NAPLAN.	100% of students made a year's growth in Literacy and numeracy.

Next Steps

The staff will continue to participate in professional learning in Visible Learning, and effective evidence-based Literacy and Numeracy teaching strategies.

Strategic Direction 2

Wellbeing and Collaboration

Purpose

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

Overall summary of progress

The school created opportunities for students to engage in learning beyond the classroom. This enhanced relationships and collaboration for both students and staff, within the school and across the learning community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Expectations of behaviour, developed with students, staff and community are explicitly, consistently and supportively applied across the school.</p> <p>Increased student knowledge and application of resilience and positive behaviour techniques evident through observation.</p> <p>Improved levels of student wellbeing and increased engagement with the development of optimum conditions for learning across the school.</p>	<p>Community – \$1800</p> <p>Collaborative Learning – \$2000</p> <p>Sporting and Extra-curricula – \$1700</p> <p>P&C – \$2500</p>	<p>Within the general school population we have maintained an atmosphere of positivity and inclusiveness which is prevalent throughout the school community. We have a 100% commitment of families to the P&C and support from many community members as well at our school functions.</p> <p>Incidents of perceived bullying have seen the introduction of an anti-bullying program to develop an increased understanding of appropriate behaviours within the students. This is to be continued throughout 2019.</p> <p>A revision of the principles of the Fish Philosophy has increased levels of student engagement and wellbeing to improve conditions for optimum learning throughout the school.</p> <p>We maintain levels of fitness through our daily P.E program and school garden, providing healthy food breaks, for students to increase their overall wellbeing..</p>

Next Steps

In response to a shift in the school culture there will be a strong focus on reviewing and implementing a whole school wellbeing approach, including anti-bullying practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$701	Students with identified learning needs are supported and making progress.
Quality Teaching, Successful Students (QTSS)	\$2290	<p>Students are more active participants in the learning as a result of the implementation of Visible Learning.</p> <p>The quality of writing samples for all students reflect deeper engagement with the writing process.</p>
Socio-economic background	\$4561	Increased access to learning opportunities that allow rural and remote students to combat the challenges of isolation.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	1	7	5	7
Girls	4	6	6	5

Student enrolments are declining due to families moving away from the area as well as natural attrition as students move on to Secondary education. Anticipated enrolments are expected to increase the whole school enrolment in 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.5	96.9		93.7
1	97.8	96.8	96.6	
2	93.8		88.2	95.5
3	95.6	97.1		99
4		82.3	96.4	
5			94.1	99.5
6				92.6
All Years	95	94.7	95.5	95.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4		93.8
1	93.8	93.9	93.8	
2	94		94	93.5
3	94.1	94.2		93.6
4		93.9	93.9	
5			93.8	93.2
6				92.5
All Years	94.1	94.1	93.9	93.3

Management of non-attendance

Non-attendance is not a serious issue at Bigga Public School. Families value education and work closely with the school to ensure high levels of attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.08

*Full Time Equivalent

No staff at Bigga Public School are of Aboriginal or Torres Strait Islander background.

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

In 2018 Bigga Public School spent \$4807 on Teacher Professional Learning. Staff engaged in a range of opportunities including Visible Learning, Seven Steps for Writing, and online NAPLAN training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	24,144
Revenue	325,342
Appropriation	316,570
Sale of Goods and Services	0
Grants and Contributions	8,418
Gain and Loss	0
Other Revenue	0
Investment Income	355
Expenses	-298,396
Recurrent Expenses	-298,396
Employee Related	-264,338
Operating Expenses	-34,058
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	26,946
Balance Carried Forward	51,090

Regular finance meeting between the Teaching Principal, School Administration Manager and the P&C President ensure sound financial management decisions are made in a consultative process.

There were no unusual spending patterns during the 2018 school year.

There are limited funds rolled over into 2019 and those will be allocated to support staffing and maintenance of resources and equipment.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	279,960
Base Per Capita	2,127
Base Location	10,636
Other Base	267,197
Equity Total	15,673
Equity Aboriginal	0
Equity Socio economic	4,561
Equity Language	0
Equity Disability	11,112
Targeted Total	0
Other Total	26,563
Grand Total	322,196

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.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to our small candidature in the NAPLAN Literacy tests, results cannot be analysed and published without identifying individual students.

Due to our small candidature in the NAPLAN Numeracy tests, results cannot be analysed and published without

identifying individual students.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

33% of students at Bigga Public School achieved in the top two bands of the 2018 NAPLAN.

Parent/caregiver, student, teacher satisfaction

A survey of parent/community satisfaction in four areas reflecting school culture were completed with the results as follows:

That parents/community value the work and dedication of the staff at Bigga Public School was recorded as level High.

That parents and community shared the values of the school recorded as level High.

That individual efforts and contributions by parents and community members were valued by the general school community recorded as level High.

All parents reported that their child felt safe, cared for and supported in their learning at Bigga Public School with a High level as a result.

A survey of Staff and School Culture were completed with the results as follows:

Staff felt that their effort is valued by the school community was rated as a High.

All staff felt that the work they do at Bigga Public School contributes to student success was a High result.

The Student satisfaction was recorded as follows:

The majority of students like to come to school.

Students are aware that the work they are completing is to prepare them for the future.

Most students feel they are treated fairly and are successful at their work.

Most students feel they are included with their peers.

The majority of students are happy at school and find learning to be fun.

Policy requirements

Aboriginal education

Although we have no Aboriginal or people of Aboriginal

descent at Bigga Public School we endeavour to maintain a rich educational program which celebrates the difference between our cultures. We develop an awareness of the importance of establishing, building and strengthening relationships with Aboriginal peoples. This is achieved through the inclusion of aspects of Aboriginal culture such as history, lifestyle and art in our school planning and program. We encourage the development of all students in the appreciation and understanding of Aboriginal people, their lifestyle, culture and achievements.

A highlight of 2018 included a shared learning drama experience of the portrayal of an Aboriginal legend presented by authentic Aboriginal actors and spoken in a native Aboriginal language. It was a performance of a high standard which developed a strong appreciation of the Aboriginal language, culture and the arts.

Multicultural and anti-racism education

Multicultural Education is a focus for all students and our community at Bigga Public School. We promote the inclusion and acceptance of intercultural understanding. We celebrate the difference of cultures and encourage the knowledge and understanding which can arise from the opportunity this presents.

At a school level we enjoy the inclusion of different people and beliefs. We celebrate that we are exposed to a variety of cultures that can expand our knowledge and enjoy the diversity of outlooks within the school community, providing opportunities for personal growth.

In the classroom our culturally inclusive practice is encompassed in our curriculum content. We encourage an atmosphere of inclusiveness and appreciation which avoids bias and prejudice and challenges stereotypes. All students in our school are encouraged to express themselves, have equal learning opportunities, share experiences and succeed at school. As part of our learning we enjoy the opportunity to hear and learn of the experiences of people within our community who have travelled and enjoy sharing their knowledge.

All children at Bigga Public School are able to learn in a supportive environment which is free from prejudice and discrimination. We are committed that all students are able to identify as Australian and appreciate different cultures and beliefs.