

# Bigga Public School 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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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 through our Shared Learning Days. 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

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 school plan and annual report.

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/school-excellence>

## 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.

#### Improvement Measures

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.

#### Progress towards achieving improvement measures

**Process 1:** Teachers clearly understand and develop a full range of assessment strategies to inform their teaching and meet the learning needs of students.

Students are provided with tailored support, extension and enrichment activities, including Aboriginal and cultural perspectives, to maximise learning outcomes.

Teachers review learning, collaborate with their peers, reflect on their own practice and engage in professional learning to improve their practice.

Evaluation	Funds Expended (Resources)
<p><b>What did we do?</b></p> <p><i>In 2019, our school focus was around establishing clear, usable summative assessment practices that would inform the teaching/learning cycle. Both the classroom teacher and the Learning and Support Teacher implemented summative assessment to inform student learning. The Teaching Principal explored the use of the Literacy and Numeracy Learning Progressions.</i></p> <p><i>At Bigga Public School all of our students are provided with intensive individualised learning opportunities. This is made possible through the efficient use of both our schools Learning and Support teacher allocation as well as the employment of School Learning Support Officers. Students were provided with daily one on one or small group instruction at their identified point of need.</i></p> <p><i>Shared Learning Days with our Small Schools Network were an ongoing component of our Professional Development in 2019. Learning Progressions were a focus for our Small Schools Network.</i></p> <p><b>Where to next?</b></p> <p><i>In 2020, learning intentions and success criteria will be formalised both in the classroom and in teacher programming. We will support students to set challenging and relevant learning goals for themselves in conjunction with their families. Lesson programming will be designed to support students to achieve success and growth in their learning through the implementation of formative assessment and the use technology.</i></p>	<p>Teacher Professional Learning– \$7000</p>

## 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.

#### Improvement Measures

Expectations of behaviour, developed with students, staff and community are explicitly, consistently and supportively applied across the school.

Increased student knowledge and application of resilience and positive behaviour techniques evident through observation.

Improved levels of student wellbeing and increased engagement with the development of optimum conditions for learning across the school.

#### Progress towards achieving improvement measures

**Process 1:** Develop positive and respectful relationships across the school community which underpin a productive and self-regulated learning environment, supporting students strong identity as learners.

Plan for and monitor student wellbeing, engagement and individual success by rewarding and promoting high expectations of behaviour.

Evaluation	Funds Expended (Resources)
<p><b>What did we do?</b></p> <p><i>In 2019 our school continued to embed the FISH Philosophy. The Fish Philosophy is a school wide practice that teaches students how to be successful learners and kind members of the Bigga Public School community. Our Philosophy focuses on four key components:</i></p> <ol style="list-style-type: none"><li><i>1,. Choose Your Attitude: No matter what the day throws at you, you can choose how to respond.</i></li><li><i>2. Be There: Be fully present in the moment.</i></li><li><i>3. Make Their Day: Find simple ways to show people you value them.</i></li><li><i>4. Play and Learn: Bring enthusiasm, creativity and fun to school.</i></li></ol> <p><b>Where to next?</b></p> <p><i>The schools wellbeing approach will be adjusted to meet the needs of all, some and / or few students. Connections will be made between the school's wellbeing approach and the School Excellence Framework. Our school has identified that our focus for 2020 needs to be on the consistent management of behaviours of students by all staff.</i></p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$11 373.00)</li> </ul>	<p>Our school received \$10,672 (0.1 FTE) for the employment of a 1/2 day per week Learning and Support Teacher. Our school received \$701 in Flexible Funding. The Learning Support Teacher allocation and Flexible loading was used to support student learning in the classroom (the school supplemented our 0.1 FTE with alternative funding sources to ensure two classroom teachers were on site, breaking our one class into small groups throughout the school week).</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$2 348.00)</li> </ul>	<p>Our school utilised our QTSS funding in 2019 to release the Teaching Principal ensuring that she had adequate time to successfully manage the complex role of a Teaching Principal with both classroom teaching responsibilities and the overall administration of our school. This funding enabled the Teaching Principal to engage in Professional Learning opportunities with our Small Schools Principal Network.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$2 058.00)</li> </ul>	<p>Our school utilised our socio-economic funds to support student involvement in academic and extra-curricular activities. An example of this was the retention of children's author, Belinda Murrell (Lulu Bell and Pippa's Island series) to support Creative Writing and the purchasing of buses for students to participate in our Small Schools Network Shared Learning Days.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	7	5	7	6
Girls	6	6	5	2

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.9		93.7	83.3
1	96.8	96.6		90.8
2		88.2	95.5	
3	97.1		99	92.2
4	82.3	96.4		
5		94.1	99.5	
6			92.6	90.6
All Years	94.7	95.5	95.7	90.3
State DoE				
Year	2016	2017	2018	2019
K	94.4		93.8	93.1
1	93.9	93.8		92.7
2		94	93.5	
3	94.2		93.6	93
4	93.9	93.9		
5		93.8	93.2	
6			92.5	92.1
All Years	94.1	93.9	93.3	92.8

### 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.



## 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	0.88

\*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	51,090
<b>Revenue</b>	361,536
Appropriation	346,768
Grants and contributions	7,470
Investment income	385
Other revenue	6,914
<b>Expenses</b>	-340,653
Employee related	-296,353
Operating expenses	-44,300
<b>Surplus / deficit for the year</b>	20,883

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.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	14,653
Equity - Aboriginal	0
Equity - Socio-economic	2,058
Equity - Language	0
Equity - Disability	12,595
<b>Base Total</b>	301,300
Base - Per Capita	2,816
Base - Location	11,373
Base - Other	287,111
<b>Other Total</b>	20,857
<b>Grand Total</b>	336,810

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Each year school are required to seek the opinions of its community.

The summary of a survey completed by the students showed the majority were happy to come to school and felt that their learning was valued and supported by the teachers and staff. They felt that the work they were asked to complete was relevant and the majority see what they do as an important step in preparing them for their future education and development of life skills.

Parents and community feel involved in the school and that the teachers are approachable if they have an issue or question. Bigga PS has a high level of parental and community involvement and they strongly support the school in whatever way they can. Our parent and community body is active and continually raising funds to support the school and its programs.

Staff feel a high level of involvement and feel that their work supports the students and is of value to their education. Staff value the partnership established with our local community.

# 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 supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.