

2020 Annual Report

Bigga Public School



1223

Introduction

The Annual Report for 2020 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 vision

Our aim is that all students will have equal opportunities to reach their full potential within an environment of high expectations and learning opportunities, 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 and have a life-long appreciation of learning.

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, 2 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>A major focus of our school throughout 2020 was to further develop clear and usable summative and formative assessment strategies to help readily identify the strengths and weaknesses of student attainment and identify points of need in the teaching/ learning cycle. Both the classroom teacher and the Learning and Support teacher have successfully implemented assessment strategies to support their classroom practice. These will be further refined and adjusted as required throughout 2021. A major focus of our Crookwell Small School Learning Days has been exploring the use of Understanding texts and Additive strategies in the Learning Progressions. This has been interrupted due to COVID and planned work delayed. Further work will be undertaken to consolidate this area before moving into other areas of the Learning progressions.</p> <p>Students are becoming increasingly aware of the terminology of Learning Intentions and Success Criteria and the importance of taking ownership of their own achievements. Although a priority for 2020, the interruption of COVID has slowed the development of this initiative and its introduction into the classroom. The successful introduction will be a major focus throughout 2021 so that all students gain an appreciation and pride in their learning, achievements and growth.</p>	<p>Professional learning \$5067.00</p>

Next Steps

Students are becoming increasingly aware of the terminology of Learning Intentions and Success Criteria and the importance of taking ownership of their own achievements. This will be further developed and formalised in teaching and learning programs with the students setting challenging and relevant learning goals for themselves in conjunction with their families. Appropriate lesson planning will be designed to support the success and growth of the students in their learning and its measurement through appropriate assessment 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.

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>The school employs the Fish Philosophy which is reflected in our reward system and the principles of our expected code of behaviour. .</p> <p>A Student Behaviour Code has been completed with the input of the students and is a working document. It highlights behaviour and consequences which they find acceptable. These expectations are suitable for all school members and are to be observed accordingly.</p> <p>A Wellbeing Self-Evaluation Tool was completed throughout 2020 as a Small School initiative.</p> <p>Student satisfaction is generally at a high level socially and displays overall satisfaction with work achievements. There were a number of surveys conducted throughout 2020 as well as a wellbeing self-assessment task.</p> <p>Staff welfare and morale seems high and stable according to staff surveys.</p> <p>Surveys inform that Parental satisfaction is generally at a high level.</p> <p>Community engagement has suffered through COVID. Normally there is a strong community presence in the school which hasn't been possible. Presentation Night was successful although it was only small due to social distancing.</p>	Nil

Next Steps

The Fish Philosophy will be maintained with its 4 principles being reinforced in order to further encourage their application whilst in the classroom and the playground. Students will become increasingly aware of our own code of acceptable behaviour and the consequences which they feel are suitable.

The Wellbeing assessment tool will be reviewed by the staff and will maintain the consistency of standards expected through regular collaboration.

Wellbeing assessments and surveys are to be undertaken by all stakeholders to help maintain a positive culture and learning environment within the school. The further development of Learning Intentions and Success Criteria will encourage students in their efforts to take responsibility for and pleasure in their own achievements.

Our aim for 2021 is to provide a safe learning and social environment where all students feel valued, cared for and successful in their individual endeavors and provide an atmosphere where everyone can Connect, Succeed and Thrive.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$12 899.00) 	<p>In 2020 our school received \$10,938 (or 0.1 FTE) for the employment of a 1/2 day per week Learning and Support teacher. We received \$1,960 in Flexible funding. This allocation was used to support student learning in the classroom and throughout the home schooling period of COVID-19. The school supplemented our 0.1 FTE with alternative funding sources to ensure two classroom teachers were onsite, breaking our class into smaller groups throughout the week. Before the home schooling period this was utilised to implement a Multiit program to support reading, as well as extra time for Mathematics tuition where needed. After COVID, the funds were utilised to support student learning and focus on identified areas of need.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1 313.00) 	<p>Teaching Resources purchased for use at home and at school</p> <p>eg. Inquisitive, PM eCollection, 3P Learning (Reading Eggs and Mathletics), School Magazine, Firefly Education, Origo Maths subscription, Ed Alive (Typing Tournament), Life Education Van</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$1 219.00) 	<p>Our school utilised our socio-economic funds to support student involvement in primarily academic activities, as well as extra curricular activities when able to continue with Shared Learning Days and Inter-school activities. A number of programs were purchased throughout the home learning period to support students, such as Inquisitive for Geography, PM eCollection for reading. These funds were also used to purchase resources to support all Key Learning Areas throughout the year. We were able to host the Life Education Van and a Shared Learning Day in Term 4, plus attend other SLD within our Crookwell Small Schools Community.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	5	7	6	7
Girls	6	5	2	1

Student attendance profile

School				
Year	2017	2018	2019	2020
K		93.7	83.3	95.6
1	96.6		90.8	95.2
2	88.2	95.5		92.6
3		99	92.2	91.5
4	96.4			98.9
5	94.1	99.5		
6		92.6	90.6	
All Years	95.5	95.7	90.3	95.9
State DoE				
Year	2017	2018	2019	2020
K		93.8	93.1	92.4
1	93.8		92.7	91.7
2	94	93.5		92
3		93.6	93	92.1
4	93.9			92
5	93.8	93.2		
6		92.5	92.1	
All Years	93.9	93.3	92.8	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	0.14
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	71,973
Revenue	355,371
Appropriation	348,994
Grants and contributions	6,246
Investment income	131
Expenses	-368,489
Employee related	-324,100
Operating expenses	-44,389
Surplus / deficit for the year	-13,118
Closing Balance	58,855

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	14,118
Equity - Aboriginal	0
Equity - Socio-economic	1,219
Equity - Language	0
Equity - Disability	12,899
Base Total	309,775
Base - Per Capita	1,924
Base - Location	10,236
Base - Other	297,615
Other Total	21,764
Grand Total	345,656

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

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

The summary of more than one 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.

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

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 and its staff. Our parent and community body is active and continually raising funds to support the school and its programs. Unfortunately, due to COVID throughout 2020, we have had minimal contact with the community and have not been able to hold our normal events which are usually well attended.

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.