

2021 Annual Report

Bigga Public School



1223

Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Bigga Public School

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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 tablelands 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.

The high level areas for improvement as identified through the consultative Situational Analysis are Student Growth and Attainment, Social and Emotional Learning and Educational Leadership. These priorities will be funded through a range of equity funding including Low Level Adjustment for Disability, Location Allowance, Professional Learning Allowance, Principal Support Allowance, Literacy and Numeracy Allowance and Quality Teaching Successful Students Allowance.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

Every student, every teacher and every leader improves every year.

Every student is engaged and challenged to continue to learn.

Every student has a strong foundation in Literacy and Numeracy, deep content knowledge and confidence in their ability to learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice

Resources allocated to this strategic direction

Location: \$2,875.65

Literacy and numeracy: \$1,381.25

Professional learning: \$5,203.10

School support allocation (principal support): \$6,802.40

COVID ILSP: \$11,212.00

Summary of progress

Staff have completed professional learning of the What Works Best document and training in vocabulary knowledge to improve student learning.

Professional learning has been completed in the use of PLAN2, which enables an improved understanding of tracking and monitoring student outcomes in the Literacy area of Creating Texts. In Mathematics, our main focus has been in the area of Additive Strategies, to help instigate and develop effective use of strategies in this area.

Staff have developed their skills in the use of effective data walls to inform planning. We have developed consistent practices in the use of phonemic awareness and phonological awareness.

All teachers have a sound understanding of student assessment to inform planning of differentiated learning for students. Teachers are using evidence based practices from professional learning based on the Centre for Education Statistics and Evaluation "What Works Best" document.. In 2022 we will move to a 5 weekly collaborative planning and assessment cycle so that student learning is targeted and explicitly taught at point of need. This will allow a flexible and responsive approach to the teaching and learning cycle. Next year in this initiative we will work with our Small Schools Network, Binda, Laggan and Taralga, and also with Tarago Public School as an Adopter School, so teachers develop a deep understanding of the implementation of the new K-2 English and Mathematics syllabus.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands in reading to 45% and numeracy 34%.	<p>In Literacy each student has an individualised learning program. Assessment data is collected in Literacy and Numeracy on a regular and planned basis. Teachers analyse, interpret and extrapolate data, using this to collaboratively inform planning, identify interventions and modify teaching practice. Consistent and valid teacher judgement is evidenced across the school. We are pleased with the progress made in using data to inform planning.</p> <p>In the check-in-assessments our year 3 and 5 students were at an average level with similar schools in their reading. In numeracy they had a score of</p>

<p>Improvement in the percentage of students achieving in the top 2 bands in reading to 45% and numeracy 34%.</p>	<p>above average against similar schools and the state average.</p> <p>Our progress towards increasing the percentage of student achievement and expected growth in reading and numeracy is tracking towards meeting the reading and numeracy target. We are confident that our 2022 activities along with the Professional Learning Community learning days, will allow us to strengthen our processes and practices to capture growth in reading and numeracy.</p>
<p>Improvement in the percentage of students achieving expected growth in reading to 55% and numeracy of 55%.</p>	<p>Through weekly ongoing assessment, differentiated learning is responsive to student needs and point in time learning. Our practices of pretesting prior to new learning gives us base line data to inform where to next in the teaching and learning program for each student.</p> <p>Consistent and valid teacher judgement about data is evidenced across the school. The use of NSW Department of Education Check-in assessments Years 3-6, and school internal assessment have supported teachers to extend students in order to reach the lower bound network target in reading and numeracy. We are confidently embedding practices to extend our students beyond what they think they can learn.</p>

Strategic Direction 2: Social and Emotional Learning

Purpose

At Bigga Public School the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement through the school community. There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Connect, Succeed and Thrive

Resources allocated to this strategic direction

Low level adjustment for disability: \$11,211.80

School support allocation (principal support): \$6,802.40

Summary of progress

Families and the school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop shared understandings of how children learn, learning programs, and build on family capacity to support learning at home. The wellbeing of all students is explicitly supported by all staff. This has resulted in improvements in student engagement and individual wellbeing to support learning. In order to measure our effectiveness within this strategic direction we will undertake further evaluative practices in line with the descriptors within The School Excellence Framework.

Our students inform us that they feel strongly connected to the school and feel happy and secure within school hours. Students and parents are surveyed to create a baseline for this study.

We have maintained consistently strong attendance data over the year which indicates that students and families feel happy with the school and see it as a safe and supportive learning environment. During COVID-19 we endeavoured to support student learning and engagement through explicit support provided to each family each day and at times of need.

We have updated our website, which has been a positive change. Our newsletter and community news have also been updated. They are widely read and are an important source of news for the community. We have also adopted Skool Loop for easier and faster communication between the school and parents, provide easier access to notes and news for the school community.

We have been able to hold Kindy Start for our new enrollment for 2022 and look forward to a new face in our school next year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students attending more than 85% of the time to the lower bound (70%).	<p>Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. We have maintained a stronger than average attendance rate throughout the year. All absences have been due to illness and displaying flu like symptoms, and they are not being allowed to return to school till they are fully recovered.</p> <p>Throughout the Learning from Home periods there was a high expectation for success in student learning among the parents. Most students were present for home learning zoom sessions and most written work returned to the school was completed to a required standard.</p>

<p>Increase the % of students demonstrating positive wellbeing (sense of belonging, expectations for success and advocacy at school) to a minimum of 60% (lower bound of the system negotiated target)</p>	<p>Our students inform us they have a strong sense of belonging to the school. They feel safe, connected and proud of their learning.</p> <p>The staff showed a strong sense of belonging, also indicating a strong sense of job satisfaction. Staff were satisfied that they were able to work and achieve to a high standard of student learning in this environment.</p> <p>We have 1 new Kindergarten student who has attended Kindy Start and is enrolled to begin in 2022.</p> <p>We have strong attendance data with consistently well explained absences when they occur.</p>
<p>The school will demonstrate the developing descriptors from the Strengthening Family and Community Engagement matrix.</p>	<p>The school shows effective two-way communication between families and school using a range of strategies to regularly seek and share information about students' achievements and learning needs, school policies, practices and community initiatives.</p> <p>We have self assessed school practices against the dimensions of the Strengthening Family and Community Engagement Matrix, identifying Developing descriptors and highlighting areas of strength and weakness. In 2022, the school will survey the community and use the identified data to continue to improve school practice against the matrix.</p>

Strategic Direction 3: Educational Leadership

Purpose

The team at Bigga Public School will model instructional leadership and support a culture of high expectations resulting in sustained and measurable improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional standards and practices

Resources allocated to this strategic direction

Socio-economic background: \$1,128.14

Low level adjustment for disability: \$1,960.26

QTSS release: \$1,906.01

Location: \$7,005.59

Summary of progress

As a Professional Learning Community there is a focus on distributed instructional leadership, collective efficacy, consistent teacher judgement to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student attains measurable learning.

The Quality Teacher Framework is incorporated in all teaching and learning programs to ensure that quality education is being provided throughout the school and as a means of providing staff with a platform for critical reflection and analysis of current teaching practice and used to guide planning of classroom and assessment.

Research by the Centre for Education Statistics and Evaluation has shown the direct connection between school leadership, teacher professional learning and improved student outcomes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The PLC will demonstrate Commencing Practice in the Key Practices for the Instructional Collaborative Matrix.	The school is working towards the progress measure, with teachers working collaboratively to build their collective efficacy. The Professional Learning Community are working with our Literacy and Numeracy Strategy Advisor around collecting data that identifies student progress. We have completed Professional Learning in the use of tracking and monitoring student progress in order to inform the allocation of additional COVID funding and inform further teaching and learning. We have aligned school plans across the network and within our Professional Learning Community where there has been a combined focus on developing teachers classroom strategies in vocabulary in order to move towards meeting the network target in reading.
The school (as a member of the PLC) will demonstrate elementary descriptors in high impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.	The school is moving towards the progress measure, with teachers collecting and using assessment data in order to monitor achievement and identify gaps in learning to inform planning for particular student groups and individual students. There is shared responsibility for ongoing professional learning and growth in teaching practice.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,128.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bigga Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional standards and practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the What Works Best resources to support student learning • employment of additional staff to work as a part-time Literacy and Numeracy mentor with students performing below the expected stage level. <p>The allocation of this funding has resulted in: improved participation in collaborative practice, targeting literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Low level adjustment for disability</p> <p>\$13,172.06</p>	<p>Low level adjustment for disability equity loading provides support for students at Bigga Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Connect, Succeed and Thrive • Professional standards and practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in: the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of an SLSO.</p>
<p>Location</p> <p>\$9,881.24</p>	<p>The location funding allocation is provided to Bigga Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice

<p>Location</p> <p>\$9,881.24</p>	<ul style="list-style-type: none"> • Professional standards and practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$1,381.25</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bigga Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in the Uplands Small Schools Professional Learning Community <p>The allocation of this funding has resulted in: positive growth in the areas of reading and numeracy across all grades.</p> <p>After evaluation, the next steps to support our students with this funding will be: ongoing engagement with the Professional Learning Community with a focus on building capacity in effective use of data to inform practice.</p>
<p>QTSS release</p> <p>\$1,906.01</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bigga Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Professional standards and practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the SIP and develop the capacity of staff. <p>The allocation of this funding has resulted in: mproved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$11,212.00

intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Effective Classroom Practice
- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of staff to deliver small group tuition
- releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups
- providing targeted, explicit instruction for student groups in literacy and numeracy.
- releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups

The allocation of this funding has resulted in:

the majority of the students in the program achieving significant progress towards their personal learning goals.

After evaluation, the next steps to support our students with this funding will be:

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	7	6	7	8
Girls	5	2	1	2

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.7	83.3	95.6	90.3
1		90.8	95.2	93.5
2	95.5		92.6	
3	99	92.2	91.5	82.3
4			98.9	93.5
5	99.5			92.1
6	92.6	90.6		
All Years	95.7	90.3	95.9	91.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1		92.7	91.7	92.7
2	93.5		92	
3	93.6	93	92.1	92.7
4			92	92.5
5	93.2			92.1
6	92.5	92.1		
All Years	93.3	92.8	92.1	92.5

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	58,855
Revenue	379,927
Appropriation	374,735
Grants and contributions	5,139
Investment income	53
Expenses	-376,510
Employee related	-346,202
Operating expenses	-30,308
Surplus / deficit for the year	3,417
Closing Balance	62,272

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	14,300
Equity - Aboriginal	0
Equity - Socio-economic	1,128
Equity - Language	0
Equity - Disability	13,172
Base Total	312,331
Base - Per Capita	1,972
Base - Location	9,881
Base - Other	300,478
Other Total	22,941
Grand Total	349,573

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.

The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results.

Our progress in relation to School growth in Reading (and / or Numeracy) has been supported by literacy and numeracy teaching and learning experiences that are targeted, individualised and specific to the needs and ability of our students. Evidenced-informed, researched based and collaborative developed programs across the Professional Learning Community (Taralga, Laggan, Binda and Bigga Public School) are embedded K-6. and measured by internal data and Check-In Assessments.

Parent/caregiver, student, teacher satisfaction

All parents at Bigga Public School were surveyed and there is strong agreement that parents are satisfied with the educational provision and that their children are safe and cared for at school.

All staff were surveyed about their satisfaction at Bigga Public School. All staff feel that their efforts are valued by the school community - students, staff and the broader community. All staff feel that what they do at Bigga Public School contributes to student success.

All students were surveyed about elements of school life. The most positive elements were that students feel they are a success at school; they learn to get along with other people; and they learn things that are important to them.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.