

# 2023 Annual Report

## Bigga Public School



1223

# Introduction

The Annual Report for 2023 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.

## School contact details

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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, 1 part time School Learning Support Officer (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

**AP Curriculum & Instruction**  
**Low level adjustment for disability**

### Summary of progress

#### Evidence of Activity

We successfully implemented the new K-2 English and Maths syllabus by collaborating with staff and SLSO. Each child now receives a personalized approach to reading, utilising decodable readers, PM Reading Scheme and the School Magazine.

Additionally, every child is engaged at their appropriate stage in the Sound Waves spelling program. Our commitment extends to daily discussions, introducing the new K-2 syllabus in Maths and English, and meticulously planning and acquiring necessary resources for seamless implementation.

Our efforts have yielded significant results, as we have effectively implemented both the Maths and English syllabi. These actions have not only boosted teacher confidence in utilizing the new K-2 syllabus documents but have also prompted a positive shift in pedagogical practices to meet the evolving demands. This achievement has been particularly evident in the impact we've made during Term 2.

#### What are the next step:

Expanding on our K-2 English/Maths success, next steps include continual monitoring, teacher development, resource optimisation and tech integration. We'll refine individualised learning, foster collaboration and actively seek feedback. Celebrating achievements and creating a long-term plan are integral to sustaining success.

### 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 expected growth in reading as evidenced by school based assessment data.	This activity contributed to the Progress Measures by tracking and monitoring student progress in reading. All students showed one or more years growth, by evidence through Checkin-assessments and Naplan results , comprehension and fluency monitoring.
Improvement in the percentage of students achieving expected growth in Numeracy as evidenced by school based assessment data.	This activity contributed to the Progress Measures by tracking and monitoring student progress in numeracy. All students showed one or more years growth. by evidence through Checkin assessments, Naplan results and Origo Stepping Stones assessments, IFSR for additive strategies and number and place value.

## Strategic Direction 2: Learn, Grow and Belong

### 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 learn, grow and belong.

### 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

#### Socio-economic background

#### Location

### Summary of progress

Student attendance has seen improvement, approaching the 70% mark for those attending over 90%. Additionally, efforts to foster positive student well-being, encompassing a sense of belonging and expectations for success, are on an upward trajectory with a target of at least 70%.

The school has actively embraced the Strengthening Family and Community Engagement matrix, reinforcing community bonds through various descriptors. The Inquiry, Evidence, and Reflection (IER) strategy have been implemented, evidenced by staff reflections, new policies, student engagement templates, and the Life Skills Go program.

This strategic approach has yielded positive outcomes, reflected in the school's adherence to Restrictive Practices protocols, creating an inclusive and engaging environment. Notably, emotional engagement has improved, translating into enhanced cognitive engagement with learning.

Data, sourced from staff reflections, policies, student templates, and the Strengthening Family & Community Engagement tool, has been instrumental in assessing the impact of implemented strategies.

Looking ahead, the focus is on enhancing family and community involvement, exploring the implementation of a Student Engagement Data Wall, and refining strategies through data-driven insights. The journey towards educational excellence continues, with each achievement shaping the path for ongoing growth and improvement.

### Where to next:

Looking ahead to the next year, we are poised to lead the implementation of the Inclusive Engaging Respectful (IER) policy in 2024. Additionally, we plan to design a new Behaviour School Management Plan, ensuring the creation of an inclusive, engaging, and respectful school environment. Through data collected in the program Life Skills Go, we analyse students readiness for learning daily and adjust the program to meet students individual needs. We will continue to collect data through the use of Microsoft forms from parents, students, staff and the wider community to inform future planning.

### 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 90% of the time to the lower bound (70%).	This year's attendance rate is higher at the percentage of students attending <b>91.1%</b> of the time has increased by <b>19.5 %</b> and is currently is about the network average <b>84.5%</b> . We have a achieved the system negotiated target.
Increase the % of students demonstrating positive wellbeing	The 2023 school-wide survey at Bigga Public School revealed positive trends. The percentage of students expressing a sense of belonging and

<p>(sense of belonging, expectations for success and advocacy at school) to a minimum of 70% (lower bound of the system negotiated target)</p>	<p>those with high expectations for learning both reached 100%.</p> <p>Regarding attendance, we are currently in line with school improvement targets, with <b>45.5%</b> of students attending more than 90% of the time. Our overall attendance rate is an <b>91.1%</b>, surpassing the DOE State by <b>2.5%</b> and the Network by <b>6.6%</b>. We are actively working to improve these figures further. This year, our staff actively engaged in Guided Attendance workshops, focusing on implementing intervention strategies for Tier 1 students. Moving forward, our goal is to identify and address absences within specific cohorts for Tier 1 students (80-90%) while deepening our understanding of universal supports across the department.</p>
<p>The school will demonstrate the building descriptors from the Strengthening Family and Community Engagement matrix.</p>	<p>Strengthening community ties as mapped by the Strengthening Family and Community Engagement 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

#### Professional learning

#### QTSS release

#### Per capita

### Summary of progress

#### Evidence of Activities:

Our Professional Learning Community (PLC) is making strides in advancing collaborative practices according to the Key Practices for Instructional Collaboration Matrix. As part of the PLC, our school aims to showcase emerging descriptors, fostering continuous improvement in teaching practices and student outcomes in line with the Strategic Improvement Plan.

Our PLC convenes for Shared Learning Days three times a term, emphasising the cultivation of quality relationships among students and staff, targeted professional learning and collaborative efforts on administrative tasks. The commitment to collaboration is robust, creating opportunities that foster positive connections and break down barriers for students. Regular collaborative practices have positively influenced our Professional Learning, aligning with the five elements of the High Impact Professional Learning.

This initiative contributes to Progress Measures by ensuring our PLC schools share a common understanding of formative assessment and how to utilise assessments to provide feedback to teachers, ultimately enhancing their practices and positively impacting student learning.

#### Where to next:

Ensure that future professional learning related to student learning is not only applicable in classroom practice but also rooted in identified student needs. The PLC remains dedicated to refining systems and processes for sharing resources and best practices among schools. Additionally, efforts are underway to improve the collection of evidence of student learning, fostering a clear connection between targeted professional learning and ongoing student improvement.

Future professional learning for the PLCs will centre around leading and preparing for the 3-6 English and Mathematics Syllabuses and Curriculum Reform. Staff members are also set to participate in Middle leadership training, further enriching their skills and contributions to the school community.

### 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 move from Developing Practice in the Key Practices for Instructional Collaboration Matrix.	Teachers are actively working together to enhance their collective efficacy. The Professional Learning Community (PLC) is dedicatedly collecting data to monitor student progress. Our involvement in the Leading Secondary Numeracy professional learning has provided us with a focus on multiplicative strategies to support students. We have successfully participated in professional learning sessions on using PLAN2 to plot



<p>The PLC will move from Developing Practice in the Key Practices for Instructional Collaboration Matrix.</p>	<p>students for the allocation of COVID Individual Learning Support Plans (ILSP). Additionally, we have effectively aligned school plans within our PLC.</p>
<p>The school (as a member of the PLC) will demonstrate emerging descriptors in high impact Professional Learning to deliver embedded, ongoing school improvement of teaching practice and student results aligned to the Strategic Improvement Plan.</p>	<p>Teachers actively collect and utilise assessment data to track achievement and pinpoint learning gaps, guiding targeted planning for specific student groups and individuals. Shared responsibility exists for continuous professional learning and the enhancement of teaching practices. The school consistently gathers and analyzes student progress and achievement data to identify areas for further development.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,341.53</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learn, Grow and Belong</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional release time for professional learning to support identified students with learning and support needs. Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue successful reading, writing and mathematics interventions for individuals and groups of students.</p>
<p>Low level adjustment for disability</p> <p>\$17,145.79</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employing a learning and support teacher to work with individual students within the classroom to build teacher capacity to meet the needs of all learners. Improved learning achievement outcomes for students increasing expected growth for students in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the Learning and Support Teacher and the school will provide additional support for identified students through the employment of trained School Learning and Support Officers (SLSOs).</p>
<p>Location</p> <p>\$11,724.37</p>	<p>The location funding allocation is provided to Bigga Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learn, Grow and Belong</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> </ul>

<p>Location</p> <p>\$11,724.37</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$5,924.41</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bigga Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional standards and practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• unpacking evidence-based approaches to teaching reading and numeracy, exploring modelled, interactive, guided and independent teaching strategies.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to differentiate the curriculum to cater for students above and below the expectation in literacy and numeracy. The Assistant Principal Curriculum and Instruction (APC&amp;I) has supported classroom teachers to develop their skills and understanding in data analysis and classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Additional professional learning to support staff with the implementation and teaching of new syllabuses.</p>
<p>QTSS release</p> <p>\$2,012.26</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Professional standards and practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved 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><b>After evaluation, the next steps to support our students will be:</b> Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP</p> <p>\$11,927.82</p>	<p>The purpose of the COVID intensive learning support program is to deliver 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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>COVID ILSP</p> <p>\$11,927.82</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"><li>• Providing targeted, explicit instruction for student groups in literacy and numeracy.</li></ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	7	8	7	6
Girls	1	2	3	5

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.6	90.3	78.9	91.4
1	95.2	93.5	95.1	91.1
2	92.6		74.8	90.3
3	91.5	82.3		91.9
4	98.9	93.5	94.7	
5		92.1	34.6	89.5
6			83.9	
All Years	95.9	91.5	80.5	91.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0		87.8	90.8
3	92.1	92.7		90.9
4	92.0	92.5	87.4	
5		92.1	87.2	90.3
6			86.3	
All Years	92.1	92.5	87.3	90.7

## Attendance

NSW student attendance data in 2020 is not comparable to other 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- \* Families evacuating and relocating due to NSW floods
- \* Sick students staying at home until a negative COVID-19 test was returned
- \* Household members testing positive to COVID-19
- \* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.98

\*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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	51,186.97
<b>Revenue</b>	453,482.00
Appropriation	447,896.02
Grants and contributions	4,329.73
Investment income	1,256.25
<b>Expenses</b>	-434,001.94
Employee related	-370,566.89
Operating expenses	-63,435.05
<b>Surplus / deficit for the year</b>	19,480.06
<b>Closing Balance</b>	70,667.03

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	18,487
Equity - Aboriginal	0
Equity - Socio-economic	1,342
Equity - Language	0
Equity - Disability	17,146
<b>Base Total</b>	336,321
Base - Per Capita	2,603
Base - Location	11,724
Base - Other	321,994
<b>Other Total</b>	56,566
<b>Grand Total</b>	411,374

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

## Parent/caregiver, student, teacher satisfaction

In 2023, Bigga Public School earned praise from parents for their children's progress in literacy and numeracy, alongside commendation for robust emotional support. This dual focus on academic and emotional well-being maintained high satisfaction among caregivers, reflecting the school's commitment to holistic development.

Students at Bigga Public School thrived in an environment fostering both academic and personal growth. The school's emphasis on addressing social and emotional needs created a nurturing atmosphere where students felt valued and empowered to excel academically, maintaining high levels of satisfaction.

Teachers at Bigga Public School found fulfillment in their roles through successful holistic student support. With effective communication and collaboration among staff and the principal, teachers were able to provide high-quality education and comprehensive support, reinforcing the school's dedication to student-centered learning.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.