

Baryulgil Public School

Annual Report

2016



Working with community

1146

Introduction

The Annual Report for **2016** is provided to the community of **Baryulgil 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.

Gary Barton

Principal (Relieving)

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Message from the Principal

I hope that you find Baryulgil Public School's 2016 Annual Report as interesting and informative as it has been in past years. The report contains important information about programs which the school conducted and the performance of the school in the Key Learning Areas. The report highlights those areas targeted in 2016 and indicates the progress made in achieving the targets. Baryulgil Public School attempts to work actively with the parents and wider community to maximise the learning opportunities available to students and assist all students to learn to their optimum.

2016 has been a very busy and productive year for Baryulgil Public School. Many new programs have been implemented within the school. The Stronger Smarter program is one such program. It provides great learning opportunity for our students. We are continuing to develop our expertise in this area.

A continuation of the use of computer based programs such as Typing Tournament have provided improvements in both numeracy and literacy areas.

The school staff has undertaken professional development in a number of areas to increase their skills in relation to improving literacy and numeracy outcomes for the students.

School background

School vision statement

Baryulgil Public School recognises that each child is an individual; that each child is creative; that all children need to succeed. Therefore Baryulgil Public School respects the individual needs of children; fosters a creative and caring environment and emphasises the social, emotional, physical intellectual development of each child underneath the umbrella of the unique cultural heritage of the students.

School context

Baryulgil Public School is a small isolated school situated in the Upper Clarence Valley, 85 kilometres North west of Grafton. The area has no commercial services. The school, the community hub and the Aboriginal Lands Council are the only government organisations with a permanent presence. The community hub provides a range of community services on the first Tuesday of each month.

The Baryulgil area is a unique community consisting of the 2 small settlements of Baryulgil and Malabugilmah, as well as surrounding commercial farm land with a generally older mix of farmers.

The school has an enrolment base of less than 10 students who are predominantly Aboriginal.

Although Baryulgil Public School has a strong focus on improving literacy and numeracy outcomes, cultural inclusivity is highly valued.

Students and staff are afforded opportunities to engage with other schools through sporting visits, combined excursions and cultural events. The school is a proud member of the Clarence Valley Community of Small Schools.

The school motto 'Working With the Community' is integral to the school ethic. Community participation is encouraged at all times.

Baryulgil has an ICSEA (Index of Community Socio-Educational Advantage) rating of 594 where the Australian average is average is 1000. This places us as one of the lowest socio economic areas in the state.

Transitional funding has allowed Baryulgil School to implement a more comprehensive Kindi Orientation Program. This program has been successful and the children have benefitted greatly through their attendance.

We have also been able to train and implement in the school Teaching Early Numeracy.

Early Action For Success (EAFS), provides funding support to target literacy and numeracy.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Baryulgil Public School has strived to deliver high quality practice across the three domains of Learning, Teaching and Leading throughout 2016 and into the future.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Culture: Develop a strong culture focused on improving Aboriginal educational outcomes

Purpose

Monitor the progress of Aboriginal students and proactively case-manage students needing additional support.

Develop the skills and knowledge of our staff in culturally appropriate teaching and learning strategies.

Close the gap between Indigenous student attendance, achievement and transitions.

Embed Aboriginal culture within all school learning experiences.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Monitor the progress of all students and proactively case-manage students needing additional support. Develop the skills and knowledge of our staff in culturally appropriate teaching and learning strategies. Close the gap between Indigenous student attendance, achievement and transitions. Embed Aboriginal culture within all school learning experiences.		
<ul style="list-style-type: none">• All students, parents and staff are actively engaged in Aboriginal cultural programs.• All staff will use the QT framework of high expectations in delivering teaching programs.• Bundjalung language is delivered as a program. Language and culture are part of the school's culture.		

Next Steps

Strategic Directions help Baryulgil Public School to plot and maintain a positive course combining with the Milestone initiative to gauge and measure progress. The Strategic directions for baryulgil Public School will be re-examined and further developed for the 2017 – 2020 school plan.

Strategic Direction 2

Achievement: Improve Student Engagement and Wellbeing

Purpose

Empower families to be engaged in their child's learning and the school community by improving access to information about their child and their school.

Develop partnerships that contribute to improving student engagement, learning outcomes and attendance.

Build autonomy by strengthening engagement with the school community in local decision making.

Engage students with meaningful learning opportunities.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To—</p> <p>Empower families to be engaged in their child's learning and the school community by improving access to information about their child and their school.</p> <p>Develop partnerships that contribute to improving student engagement, learning outcomes and attendance.</p> <p>Build autonomy by strengthening engagement with the school community in local decision making.</p> <p>Engage students with meaningful learning opportunities.</p> <p>Improve students' performance through targeted support for small schools.</p>		
<ul style="list-style-type: none">• All students will reach Early		

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Action for Success stage 1 benchmarks. <ul style="list-style-type: none">• There is a 50%increase in the amount of engagement with geographically close schools by both staff and students. All students will have relevant Personalised Learning Plans.		

Next Steps

Strategic Direction 3

Excellence: Build Staff and Leader Capacity

Purpose

Develop a high performing educational setting relying on quality leadership, quality staff to uphold high expectations and standards of professional practice at all levels.

Strengthen the capacity of all staff to provide the highest possible service for our students.

Embed a culture of exemplary practice to develop and value our staff.

Expose all teaching staff to the National Standards to encourage teacher accreditation at the appropriate levels.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Why do we need this particular strategic direction and why is it important?</p> <p>To—</p> <p>Develop a high performing educational setting relying on quality leadership, quality staff to uphold high expectations and standards of professional practice at all levels.</p> <p>Strengthen the capacity of all staff to provide the highest possible service for our students.</p> <p>Embed a culture of exemplary practice to develop and value our staff.</p> <p>Expose all teaching staff to the National Standards to encourage teacher accreditation at the appropriate levels.</p>		

Next Steps

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The Milestone is being achieved but will need to be reassessed for further implementation in 2017. Possibly investigating how other schools implement Stronger, Smarter philosophy in their learning. Further learning from Aboriginal Culture group and further planning for AEO regarding language.	
Socio-economic background		

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	2	1	2	4
Girls	3	3	2	5

Baryulgil Public School has, for much of the year, had an enrolment of seven students. 2017 looks likely to see an increase in enrolments at present.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	14.6	82.6	85.6	60.4
1	43.8	82.4	86.7	
2	53.7			80.1
4	65.7	85.9		
5	84.9	88.5		84.9
6	61.4	89.1	87.8	
All Years	61.2	84.9	86.7	68
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	
2	94.7			94.1
4	94.7	94.9		
5	94.5	94.8		93.9
6	94.1	94.2	93.5	
All Years	94.7	94.8	94	94

Management of non-attendance

Students are required to attend school on a daily basis. All absences should be explained. When absences are prolonged or unexplained the school follows department policy and requires parents/caregivers to provide explanations as to why students have been absent from school.

Class sizes

Class	Total
K-6	8

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.7
Other Positions	0.1

*Full Time Equivalent

Baryulgil Public School employs one full time Aboriginal Education Officer (AEO). The AEO is qualified to teach Bundjalung language and is in regular contact with the local language nest and other Aboriginal agencies that help to keep training and knowledge up to date.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	

Professional learning and teacher accreditation

All teaching staff at Baryulgil Public School are accredited. Through out the year staff have trained in various aspects of professional learning including Stronger Smarter, Aboriginal 8 Ways of Learning, TEN, L3, Seven Ways of Writing, Principal Induction, as well as mandatory training in Child Well being, First Aid, Mandatory Reporting, Anaphalaxis and CPR.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance. Although expenditure for training and professional learning shows \$0 money was spent from tied funds, for this purpose according to

what the money was tied to.

Income	\$
Balance brought forward	0.00
Global funds	59 187.11
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	34 000.00
Canteen	0.00
Total income	228 218.42
Expenditure	
Teaching & learning	
Key learning areas	14 500.97
Excursions	1 555.67
Extracurricular dissections	10 378.99
Library	245.91
Training & development	0.00
Tied funds	45 176.88
Short term relief	4 298.50
Administration & office	32 133.68
School-operated canteen	0.00
Utilities	6 495.64
Maintenance	11 135.11
Trust accounts	8 939.94
Capital programs	0.00
Total expenditure	134 861.29
Balance carried forward	93 357.13

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
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Delete text not required.

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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.

Due to the small number of students that were assessed at Baryulgil Public School we cannot disclose results. The NAPLAN assessment has helped teaching staff to further implement changes to the schools educational program.

Policy requirements

Aboriginal education

Aboriginal education plays a vital role in a students education at Baryulgil Public School. Aboriginal language and culture are evident across the all pedagogy. Our Aboriginal Education Officer teaches the local dialect of Bunjulong to students and staff. Aboriginal perspectives are always part of the curriculum. During the past 12 months staff have taken a variety of professional development courses with

Aboriginal Eight Ways of Learning and Stronger, Smarter to increase their knowledge and ability to play a more meaningful role in Aboriginal education within Baryulgil Public School and the community.

Multicultural and anti-racism education

All teaching and learning activities at Baryulgil Public School are culturally inclusive and develop an understanding and respect towards cultural, linguistic and religious differences.

Teaching programs integrate multicultural perspectives across all Key Learning Areas and all students participate in multicultural activities at various times throughout the year.