

Baryulgil Public School

Annual Report



2017



1146

Introduction

The Annual Report for **2017** is provided to the community of **Baryulgil and Malabugilmah** 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. 2017 has been a great year for Baryulgil Public School, all students have improved themselves greatly and attendance has been at its highest for many years. It has been a year of celebration, especially as the school held its Centenary Celebrations during 2017.

Gary Barton

Relieving Principal

School contact details

Baryulgil Public School

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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 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.

The School Excellence Framework revealed the following information;

- | | |
|---|----------------------------|
| • Learning Culture | Sustaining and Growing |
| • Wellbeing | Delivering |
| • Curriculum and Learning | Working towards Delivering |
| • Effective Classroom Practice | Sustaining and Growing |
| • Learning and Development | Sustaining and Growing |
| • Leadership | Delivering |
| • School Planning, implementation and reporting | Sustaining and Growing |

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

All staff at Baryulgil Public School have trained in various areas of education to improve Aboriginal education outcomes at Baryulgil Public School. These have included but are not limited to Aboriginal 8 Ways, Stronger Smarter, TEN, L3 and 7 Ways of Writing. Some of the training was aimed specifically at improving Aboriginal education outcomes. All of the staff have enjoyed their journey in discovering what works best for each student and the positive changes that have occurred across the school have been worth while.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|-----------------------------|
| 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

Improving outcomes for all students is an endless pursuit of learning. STEM has become a focus that is driving many school curriculums currently and it is no different at Baryulgil Public School. Next step is to move further into this style of teaching and learning.

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

Student engagement has increased by improving their wellbeing. Both go hand in hand. A student must feel welcome, and have a sense of belonging to be successful. At Baryulgil Public School we have endeavoured to put these ideas into action. Using a variety of techniques and approaches the staff at Baryulgil Public School introduced mindfulness, healthy eating (including a vegetable garden and bush tucker), cardio training and further sporting activities. In the classroom we employed circle techniques for starting and finishing the day as per Stronger Smarter.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|-----------------------------|
| <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</p> | | |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|-----------------------------|
| through targeted support for small schools. | | |
| <ul style="list-style-type: none">• All students will reach Early Action for Success stage 1 benchmarks.• 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

At Baryulgil Public School we will continue to foster personal wellbeing in each student and staff member. This is vital to our learning community. Further training in Stronger Smarter will be required as new staff begin at Baryulgil Public School.

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) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|-----------------------------|
| <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 | Resources (annual) | Impact achieved this year |
|---------------------------|--------------------|---------------------------|
| Socio-economic background | | |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 1 | 2 | 4 | 4 |
| Girls | 3 | 2 | 5 | 6 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 82.6 | 85.6 | 60.4 | 98.8 |
| 1 | 82.4 | 86.7 | | 79.9 |
| 2 | | | 80.1 | |
| 3 | | | | 87.5 |
| 4 | 85.9 | | | |
| 5 | 88.5 | | 84.9 | 97.7 |
| 6 | 89.1 | 87.8 | | 94.6 |
| All Years | 84.9 | 86.7 | 68 | 87.4 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | | 93.8 |
| 2 | | | 94.1 | |
| 3 | | | | 94.1 |
| 4 | 94.9 | | | |
| 5 | 94.8 | | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | | 93.3 |
| All Years | 94.8 | 93.9 | 94.1 | 93.9 |

Management of non-attendance

At Baryulgil Public School attendance is monitored on a daily basis. If a student does not attend school their is an enquiry into the reasons for non-attendance. The school contacts the students parents directly. If non-attendance persists and absences cannot be justified then a letter is issued to the parents, according to DET NSW policy. A second letter may then be issued if a student is continually absent (less than 85% attendance) followed by notification of the HSLO officers to proceed with a further enquiry.

At Baryulgil Public School students are rewarded for attending school on a regular basis. The reward during 2017 was an invite to a special excursion that the school provided to celebrate good attendance (85%

and above). Attendance in 2017 was at its highest for a number of years and we feel that this reward scheme was a success.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 0.23 |
| Teacher of Reading Recovery | 0 |
| Learning & Support Teacher(s) | 0.1 |
| Teacher Librarian | 0.08 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 1.7 |
| Other Positions | 0 |

*Full Time Equivalent

During 2017 Baryulgil Public School employed a full time Aboriginal Education Officer.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 0 |

Professional learning and teacher accreditation

During 2017 all teaching staff at Baryulgil Public School were fully accredited to NSW DET requirements. Throughout the year all staff at Baryulgil Public School continually updated their qualifications and DET NSW requirements. Further, all staff undertook training to improve their skills and knowledge in various aspects of teaching a variety of areas of the curriculum, including physical education, literacy and numeracy.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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.

| Receipts | \$ |
|--------------------------------|----------------|
| Balance brought forward | 62,757 |
| Global funds | 55,791 |
| Tied funds | 52,741 |
| School & community sources | 11,923 |
| Interest | 750 |
| Trust receipts | 3,870 |
| Canteen | 0 |
| Total Receipts | 125,075 |
| Payments | |
| Teaching & learning | |
| Key Learning Areas | 13,478 |
| Excursions | 183 |
| Extracurricular dissections | 11,085 |
| Library | 373 |
| Training & Development | 0 |
| Tied Funds Payments | 37,798 |
| Short Term Relief | 4,767 |
| Administration & Office | 21,192 |
| Canteen Payments | 0 |
| Utilities | 6,067 |
| Maintenance | 4,089 |
| Trust Payments | 3,870 |
| Capital Programs | 0 |
| Total Payments | 102,902 |
| Balance carried forward | 84,929 |

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0 |
| Revenue | 92,329 |
| Appropriation | 86,405 |
| Sale of Goods and Services | 128 |
| Grants and Contributions | 5,759 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 36 |
| Expenses | -41,226 |
| Recurrent Expenses | -41,226 |
| Employee Related | -32,667 |
| Operating Expenses | -8,559 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 51,102 |
| Balance Carried Forward | 51,102 |

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward 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.

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 267,837 |
| Base Per Capita | 1,375 |
| Base Location | 17,093 |
| Other Base | 249,369 |
| Equity Total | 104,796 |
| Equity Aboriginal | 72,308 |
| Equity Socio economic | 21,575 |
| Equity Language | 0 |
| Equity Disability | 10,913 |
| Targeted Total | 0 |
| Other Total | 13,823 |
| Grand Total | 386,456 |

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.

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.

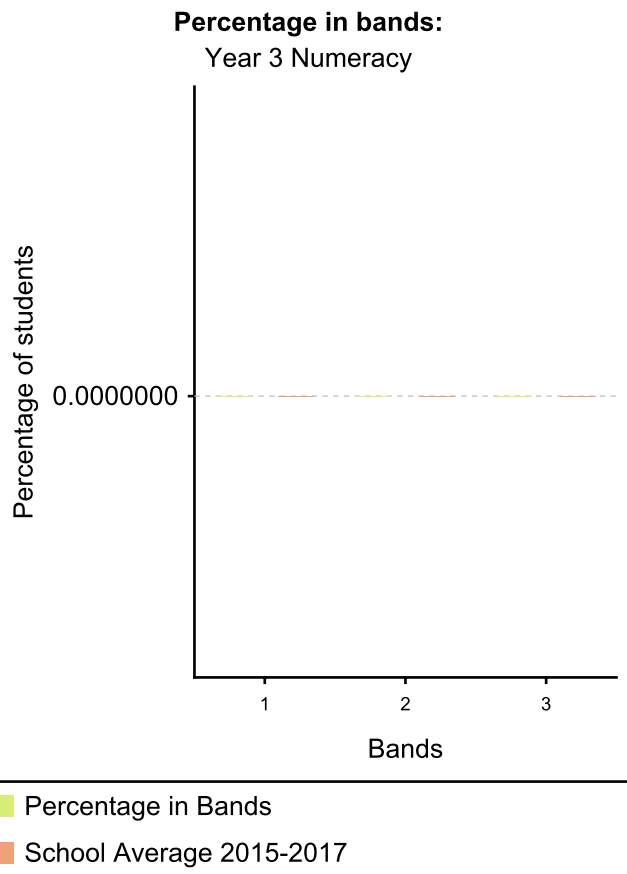
School performance

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 DET NSW does not require Baryulgil Public School to provide information regarding NAPLAN results due to the small number of students enrolled at Baryulgil Public School.

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The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Policy requirements

Aboriginal education

At Baryulgil Public School Aboriginal education is central to all learning. Our Aboriginal Education Officer is always on hand to assist students learning and to add Aboriginal perspectives to each lesson. Further, the local language, Bundjalung, is taught across all learning areas.

Multicultural and anti-racism education

At Baryulgil Public School multicultural and anti-racism education is taught from K–6. At Baryulgil Public School we believe that Australia is a great meeting place for many cultures and that we should embrace all of them, as this is a great way to learn about diversity.