

# Baryulgil Public School

## Annual Report



2018



Working with community

1146

## Introduction

The Annual Report for **2018** 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.

Carly Woods

Principal

## School contact details

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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 and 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.

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 of 12 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.

Early Action For Success (EAFS), provides funding support to targeted literacy and numeracy, enabling staff to train in L3 and TEN.

# 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

### Learning: Delivering

The school has a focus on providing students with opportunities to learn and succeed in a supportive environment. The school has strong wellbeing practices that are implemented and monitored to ensure there is a culture of high expectations on learning and behaviour throughout the school.

### Teaching : Sustaining and Growing

Teachers understand the need for regular evaluation of their pedagogy and the achievements of their students to ensure effective evidence based teaching practices are used to foster student engagement in activities designed to improve the achievement of student outcomes. Some of these practices include direct instruction, differentiation and effective feedback. Teachers are committed to their own ongoing professional learning with all teaching staff participating in the Performance and Development process and maintenance of their accreditation.

Classrooms are well managed across a k–6 context and this allows teachers to provide a range of differentiated learning activities designed to meet the individual needs of the students. Teachers provide explicit teaching whilst endeavouring to ensure that students are given the opportunity to understand their learning through specific independent learning tasks with support from the AEO. This style of classroom management supports our school direction in ensuring we are developing future focused teaching and learning styles to develop future focused independent learners.

There is a specific focus on the teaching of Literacy and Numeracy throughout the school as we are an Early Action for Success School. Staff are continually involved in a range of professional learning activities focused on the development of teaching strategies in these particular areas. The staff are currently involved in L3 training (department focus) and a Community of Schools organised training in words their way. We have utilised this opportunity as a small school because it is a challenge to work with other teaching staff and across faculties in a small, isolated, high percentage Aboriginal student enrolment school.

The teacher receives coaching and feedback sessions in order to effectively improve and develop best practice in teaching predominantly Aboriginal students in a K–6 setting.

### Leading: Delivering

Baryulgil Public School is committed to the developing and sustaining educational Leadership in staff. The school is developing productive relationships with schools within the community of schools network in the local area.

The school has developed partnerships with local agencies to ensure the wellbeing of students is fostered and well monitored as student wellbeing is the most proactive strategy at Baryulgil that will provide a foundation for growth and achievement in student learning. These local agencies such as the AMS ( Aboriginal medical service) provide support for the health and wellbeing of these students with a weekly fruit basket, dental visits and general visits to ensure students are maintaining hygiene. The AMS also has a positive partnership with parents and the community.

School resources are used to effectively support the successful implementation of the school plan. This years purchases and commitments have been made to support the implementation of evidence based teaching strategies . The resources have been purchased to ensure the classroom setting is reflecting explicit small group teaching spaces. Long term financial planning ensures the continuity of successful programs as well as the implementation of technological devices to enhance teacher and student learning. At Baryulgil we aim to educate students for the future and have identified technology as strategy within our school that will support student learning and develop future citizens.

Baryulgil Public School community is isolated and remote. A challenge has been to engage the children in effective transition programs. This year the school is collaborating with the local Aboriginal preschool ( Gummyaney). The school and preschool have made a semester commitment to provide assistance through staffing and expertise with transition programs. The school has also begun collaboration with the community hub and its support services through the New



School of Arts to implement and evaluate effective strategies that will aim to meet the many challenges young children and adults face on a daily basis. This will support the schools long term School Plan and milestones to excel in effective community engagement.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

Students require strong literacy and numeracy skills, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use quality practices to create a space that is stimulating and engaging. The learning space will promote high expectations using visible learning for students learning goals and teachers learning intentions. This will promote future focussed learners and instill a positive growth mindset.

#### 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, L3 and words their way. 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
Student growth is marked on literacy and numeracy learning progressions.	IL – 0.1	IL supporting teachers on using literacy progression to monitor and target student growth
Students attendance averages 95% annually.		Strategies in place to monitor attendance. Students are rewarded for attendance and parents receive updated attendance data
Students are achieving a "C" standard against assessment items and year level statements.		
Students identify personal learning in student teacher conferences and can identify personal learning improvements.	0.1 teacher support	Students are communicating their learning and identifying self improvements.

#### Next Steps

The next steps in this Plan is for teachers to access training in explicit teaching practices and implement these in to their teaching practices. Teachers to use the learning progressions to monitor student progress and determine teaching and learning goals.

## Strategic Direction 2

### Connection to Community

#### Purpose

To ensure all children in the community are ready for the next stage of schooling. To create positive connection to school for children, parents and carers so that our children grow into confident, creative and resilient citizens. Students are provided with supports and skills to manage their wellbeing.

#### Overall summary of progress

Student engagement is increasing as students are learning to be mindful and develop a growth mindset. Students are learning expected behaviours of school and community. These behaviours are supported by the community and regular contact with parents is occurring. The school has developed connections with other stakeholders in the community to support transitions into school and high school. These stakeholder relationships also support the health and well-being of the student.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in NAPLAN (at or above expected growth)		
Students develop positive relationships with other students and staff.		Students respond to teachers positively.
Students are working independently and confidently setting appropriate learning goals.		Students are working towards positive growth mindsets
Positive behaviour data has shown continuous growth.		Behaviour is acknowledged through dojo and student analyse their weekly personal behaviour data.

#### Next Steps

The steps to achieve this year is for the transitions partnerships to be consolidated and part of the school culture. We will be interacting with other schools to foster this.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AEO – 1.0	One to one support with AEO in learning experiences and well being needs
<b>Low level adjustment for disability</b>	.01	Students receive small group support– collaboration with school support services to implement ILP and PLP.
<b>Quality Teaching, Successful Students (QTSS)</b>		
<b>Socio-economic background</b>		Support to access resources and lifelong learning experiences



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	2	4	4	5
Girls	2	5	6	5

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	85.6	60.4	98.8	80.1
1	86.7		79.9	91.1
2		80.1		81.6
3			87.5	89.1
4				84.7
5		84.9	97.7	83.1
6	87.8		94.6	87.5
All Years	86.7	68	87.4	85.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8		93.8	93.4
2		94.1		93.5
3			94.1	93.6
4				93.4
5		93.9	93.8	93.2
6	93.5		93.3	92.5
All Years	93.9	94.1	93.9	93.4

### 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 2018 was an invite to a special excursion that the school provided to celebrate good attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.24
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.7

\*Full Time Equivalent

1 staff member identifies as Aboriginal or Torres Strait Islander

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	10
Postgraduate degree	0

### Professional learning and teacher accreditation

Extensive onsite professional learning for L3

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	51,102
<b>Revenue</b>	436,662
Appropriation	426,499
Sale of Goods and Services	0
Grants and Contributions	9,883
Gain and Loss	0
Other Revenue	0
Investment Income	280
<b>Expenses</b>	-393,198
Recurrent Expenses	-393,198
Employee Related	-354,907
Operating Expenses	-38,291
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	43,464
<b>Balance Carried Forward</b>	94,566

The SAP portal is the tool Baryulgil Public School uses to implement financial planning resulting in improving student outcomes. Baryulgil spends most of its allocated budget on staffing and providing opportunities for the students to access learning experiences that otherwise they miss out due to their isolation. The balance carried forward into 2019 is planned for school improvements.



### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	287,975
Base Per Capita	1,934
Base Location	17,645
Other Base	268,396
<b>Equity Total</b>	97,532
Equity Aboriginal	68,242
Equity Socio economic	16,484
Equity Language	0
Equity Disability	12,806
<b>Targeted Total</b>	0
<b>Other Total</b>	14,898
<b>Grand Total</b>	400,405

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.

You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing.

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Non applicable all students in year 3 and 5 completed NAPLAN Literacy.

Non applicable small school– All students in year 3 and 5 completed NAPLAN numeracy.

All students who identified as Aboriginal completed the NAPLAN testing.

## **Parent/caregiver, student, teacher satisfaction**

Parents are asked to provide feedback through yarn up and informal conversations. Parents are happy with the school and the educational opportunities it provides for the students. One aspect that is a focus from parent request is that children need more cultural learning.

Students are happy at Baryulgil Public School. They like their school but one challenge they identified is the isolation and development of friendship with other children.

Teachers at Baryulgil enjoy teaching and learning. They form great relationships with the parents and students. It is a small teaching team here and a supportive culture. Team work is well represented.

## **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. The strategy to close the gap and provide equality to all students is at the forefront of all planning. Students wellbeing is addressed and the measures to meet the needs of the students are implemented.

### **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.