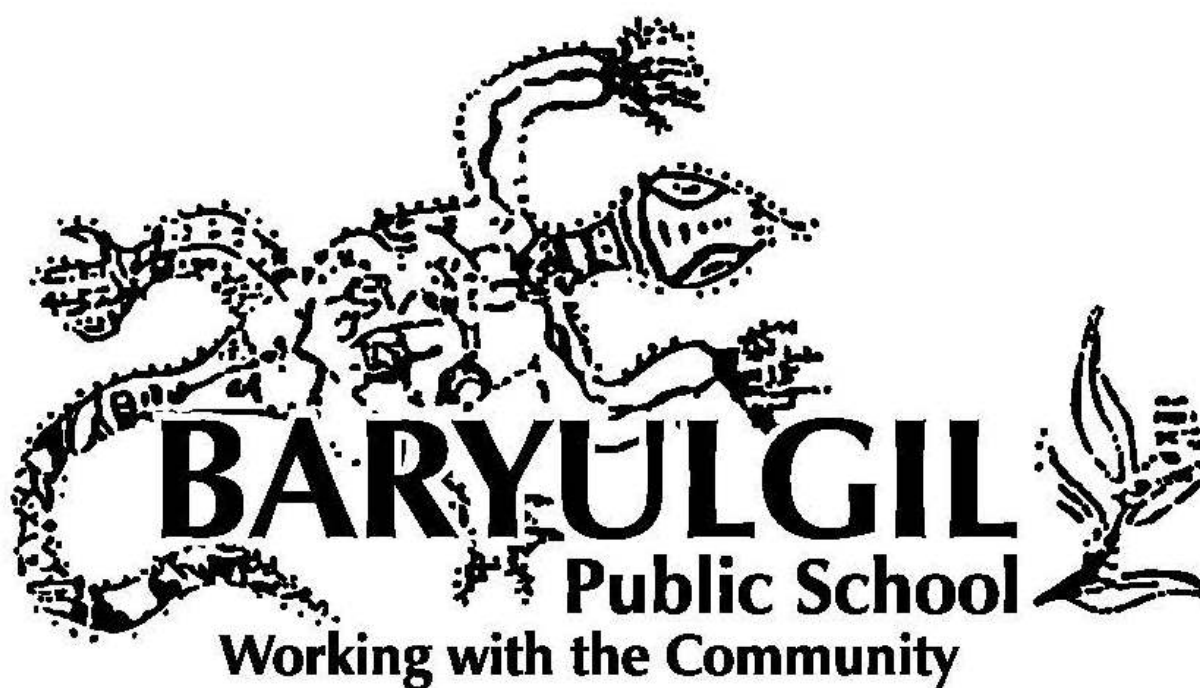


Baryulgil Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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 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.

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

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 school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

Student growth is marked on literacy and numeracy learning progressions.

Students attendance averages 95% annually.

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.

Progress towards achieving improvement measures

Process 1: • Teacher pedagogy is improved through the use of explicit teaching model, professional development sessions (L3 and TENS training) and professional teacher to teacher observations.

Evaluation	Funds Expended (Resources)
teacher feed back is provided on programming and timetabling	

Process 2: EAfS support with analysis and alignment of school literacy program with staff and community.

Evaluation	Funds Expended (Resources)
The support will continue to deepen the knowledge and skills of teachers and leadership.	learning and wellbeing team, Literacy and Numeracy advisors .

Process 3: Professional development and collaboration with other staff and students on how the brain works and its impact on learning and positive growth mindset.

Evaluation	Funds Expended (Resources)
Staff are implementing these programs in the daily routines to focus students on controlling their emotions and developing positive choices towards their learning. Some documents that would assist this are – CESE what works best.	Professional development opportunities Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$2000.00)

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.

Improvement Measures

Improvement in NAPLAN (at or above expected growth)

Students develop positive relationships with other students and staff.

Students are working independently and confidently setting appropriate learning goals.

Positive behaviour data has shown continuous growth.

Progress towards achieving improvement measures

Process 1: Professional development for positive behaviour is provided to all staff. (PBL)

Collaboration among staff and community to develop expected behaviours matrix at school.

Evaluation	Funds Expended (Resources)
Staff have engaged in the rock and water training and are implementing the program into the school timetable. Students are responding and developing strategies for dealing with behaviour choices and emotional intelligence.	Professional development– Rock and water training to assist with student behaviours . Funding Sources: <ul style="list-style-type: none">• (\$1500.00)

Process 2: Engagement with the school down the road and other small schools to develop relationships to foster transitions into high school and community events.

Evaluation	Funds Expended (Resources)
Throughout the year we partner with our closest school and attend, sporting days, ICT days and any extra curricula activities that support our school strategic directions.	transition plan– transition guidelines (department policy)

Process 3: Staff engage with other schools and community groups to develop a transition program that is relative to Baryulgil community needs.

Evaluation	Funds Expended (Resources)
There is a transition plan for students moving from yr 6 to yr 7 with a teacher providing explicit direction on the responsibilities of becoming a high school student and readiness. A transition program has been developed to support student success in the transition from yr 6 to yr 7. This has been a shared partnership with three school communities. This program is flexible and its success monitored using student assessment data, observational data and the DOE transition document. There is a supported transition plan for Kindergarten that is supported by a local Aboriginal Preschool.	Copmanhurst PS, Gummyaney Aboriginal Preschool.

Next Steps

Flexible monitoring and implementation of the transition process in alignment with individual student needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$67 000.00) 	AEO supports students in the classroom to complete their activities. AEO planned learning experiences with classroom teacher as to ensure quality teaching and learning experiences were encompassing cultural perspectives.
Low level adjustment for disability	SBAR 2019 allocation Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$10 500.00) 	This worked in 2019 as the spread of students across k–6 represented a student in each year level. The extra teacher support provided learning that was specific to individual learning needs and mapped individual growth in all KLA's.
Quality Teaching, Successful Students (QTSS)	SBAR , Syllabus documents and human resources. Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1 200.00) 	Teacher was able to program learning based on individual student learning needs using the syllabi and learning progressions to track student learning growth.
Socio–economic background	Classroom timetable SBAR funding, explicit teaching model. Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$10 900.00) 	This worked in 2019 as the spread of students across k–6 represented a student in each year level. The extra teacher support provided learning that was specific to individual learning needs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	4	4	5	6
Girls	5	6	5	6

Student attendance profile

School				
Year	2016	2017	2018	2019
K	60.4	98.8	80.1	72.9
1		79.9	91.1	89.5
2	80.1		81.6	97.1
3		87.5	89.1	78.7
4			84.7	95.8
5	84.9	97.7	83.1	65.6
6		94.6	87.5	74.3
All Years	68	87.4	85.3	78.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1		93.8	93.4	92.7
2	94.1		93.5	93
3		94.1	93.6	93
4			93.4	92.9
5	93.9	93.8	93.2	92.8
6		93.3	92.5	92.1
All Years	94.1	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

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

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	94,566
Revenue	507,261
Appropriation	494,123
Sale of Goods and Services	-229
Grants and contributions	13,078
Investment income	289
Expenses	-451,165
Employee related	-386,105
Operating expenses	-65,060
Surplus / deficit for the year	56,096

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	118,070
Equity - Aboriginal	70,175
Equity - Socio-economic	31,444
Equity - Language	0
Equity - Disability	16,451
Base Total	313,194
Base - Per Capita	2,346
Base - Location	20,609
Base - Other	290,238
Other Total	46,888
Grand Total	478,152

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Community satisfaction is measured using data collection tools and surveys that require little technology as the community is remote.

Parents and care givers are asked to provide feedback on student wellbeing within the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.