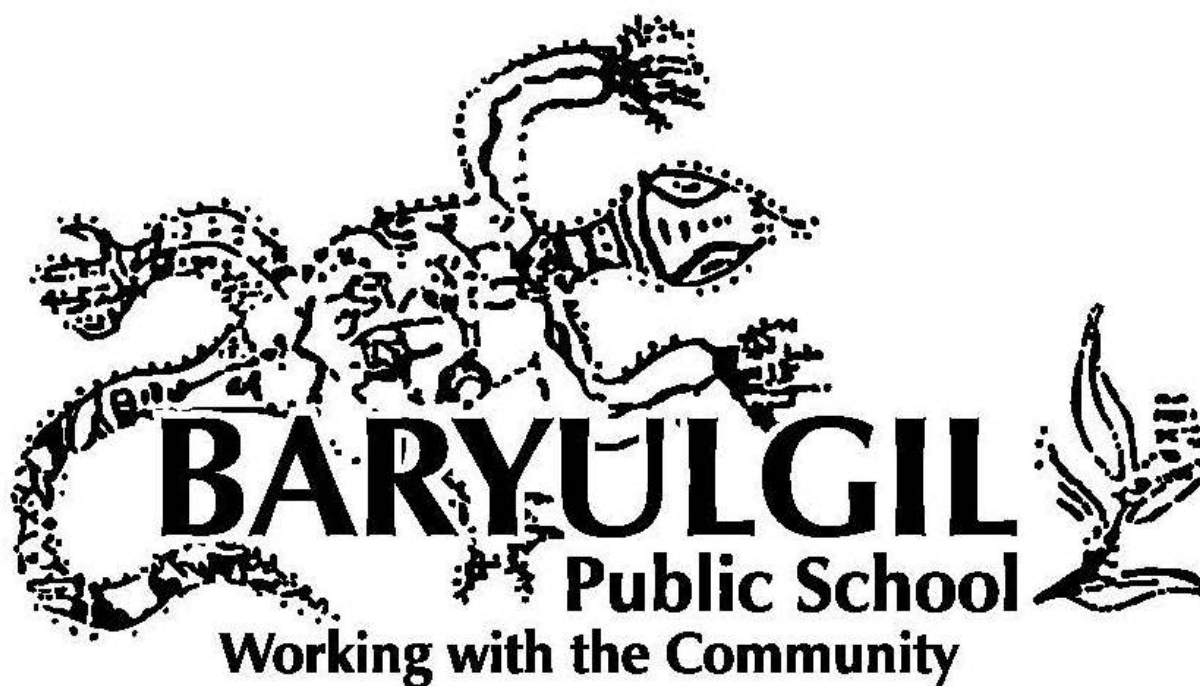


# 2020 Annual Report

## Baryulgil Public School



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## Introduction

The Annual Report for 2020 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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Baryulgil Public School

7135 Clarence Way

Baryulgil, 2460

[www.baryulgil-p.schools.nsw.edu.au](http://www.baryulgil-p.schools.nsw.edu.au)

[baryulgil-p.school@det.nsw.edu.au](mailto:baryulgil-p.school@det.nsw.edu.au)

6647 2124

## School vision

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 programs.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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	Sustaining and Growing
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)
School focus became about effective wellbeing strategies to support students in emotional resilience.	CESE document " what works Best" evidence based teaching  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$11000.00)</li></ul>

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

Evaluation	Funds Expended (Resources)
School collects relevant assessment data from internal and external assessments and uses the data to inform teaching and learning. Further skills will be developed into the next planning cycle on deep analysis of student data to inform individual learning.	data literacy PL and IL

**Process 3:** Professional development and collaboration with other staff and students on visible learning and positive growth mindset.

Evaluation	Funds Expended (Resources)
Australian Wellbeing framework has supported alignment of evidence based tracking on wellbeing programs.	AITSL teaching standards  Growth mindset research documents.

## 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)
The school has Explicit expected behaviours of students with clear consequences. School, students and community have input into the core documents. Further PBL training and data collection on behaviour will be used to inform explicit teaching of desirable behaviours.	PBL training and resources School expected behaviours matrix school data collection.

**Process 2:** Engage with the school down the road and other small schools to develop relationships that foster transitions.

Evaluation	Funds Expended (Resources)
Students engage in a transition program in year 7 where they access a learning hub within Baryulgil school and attend Grafton High school part time during semester 1 of their first year of school.	<b>Funding Sources:</b> • Integration funding support (\$16000.00)

**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)
Currently COVID-19 effected other services accessing school grounds which delayed partnerships moving forward. However new partnerships have been formed with a focus on creating an education wellbeing community HUB.	Community partnerships

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Early action for success</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Early action for success (\$28 664.00)</li> </ul>	The Instructional Leader role was filled by the Principal due to difficulty in retaining staff to complete this role. The funds were used to employ a teacher an extra day to create a full time class teacher role and release Principal to complete IL role. This decision has been valuable in achieving student growth in K-2.
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$76 277.00)</li> </ul>	Aboriginal Education Officer supports all students and staff in all teaching and learning experiences. AEO provides deep knowledge of local Bundjalung traditions and is a teacher of the Bundjalung language. AEO supports best pedagogical practices and teaching and learning for Aboriginal students.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$18 400.00)</li> </ul>	In 2020 the impact of the Bushfires and COVID -19 required intensive support of students . The extra teacher support provided learning that was specific to individual learning needs and mapped individual growth in all KLA's and in PLAN 2.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$1 969.00)</li> </ul>	QTSS provides funding to employ a teacher full time to support student learning outcomes with a consistent approach to teaching and learning . This allows smaller group focus and explicit teaching.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$25 398.00)</li> </ul>	The opportunity to employ an extra teacher full time has resulted in two classes and a focus on providing quality , explicit teaching addressing individual student learning needs.

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	4	5	6	7
Girls	6	5	6	4

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	98.8	80.1	72.9	90.3
1	79.9	91.1	89.5	54.8
2		81.6	97.1	
3	87.5	89.1	78.7	91.4
4		84.7	95.8	78.5
5	97.7	83.1	65.6	90.3
6	94.6	87.5	74.3	80.1
All Years	87.4	85.3	78.5	79.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2		93.5	93	
3	94.1	93.6	93	92.1
4		93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous 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. 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.

### 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	150,662
<b>Revenue</b>	513,924
Appropriation	505,211
Sale of Goods and Services	1,600
Grants and contributions	7,014
Investment income	99
<b>Expenses</b>	-566,681
Employee related	-471,350
Operating expenses	-95,330
<b>Surplus / deficit for the year</b>	-52,756
<b>Closing Balance</b>	97,906

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	122,019
Equity - Aboriginal	78,477
Equity - Socio-economic	25,398
Equity - Language	0
Equity - Disability	18,144
<b>Base Total</b>	328,286
Base - Per Capita	2,886
Base - Location	25,104
Base - Other	300,296
<b>Other Total</b>	48,463
<b>Grand Total</b>	498,769

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

Parents and caregivers took part in a survey opportunity to provide quality feedback to the school community. The results indicated that the community were satisfied with the teaching and learning at Baryulgil, however they identified the need to be more inclusive of cultural learning opportunities.

Students provide feedback on school in areas of learning and wellbeing through surveys and conferences.

# 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 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

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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.