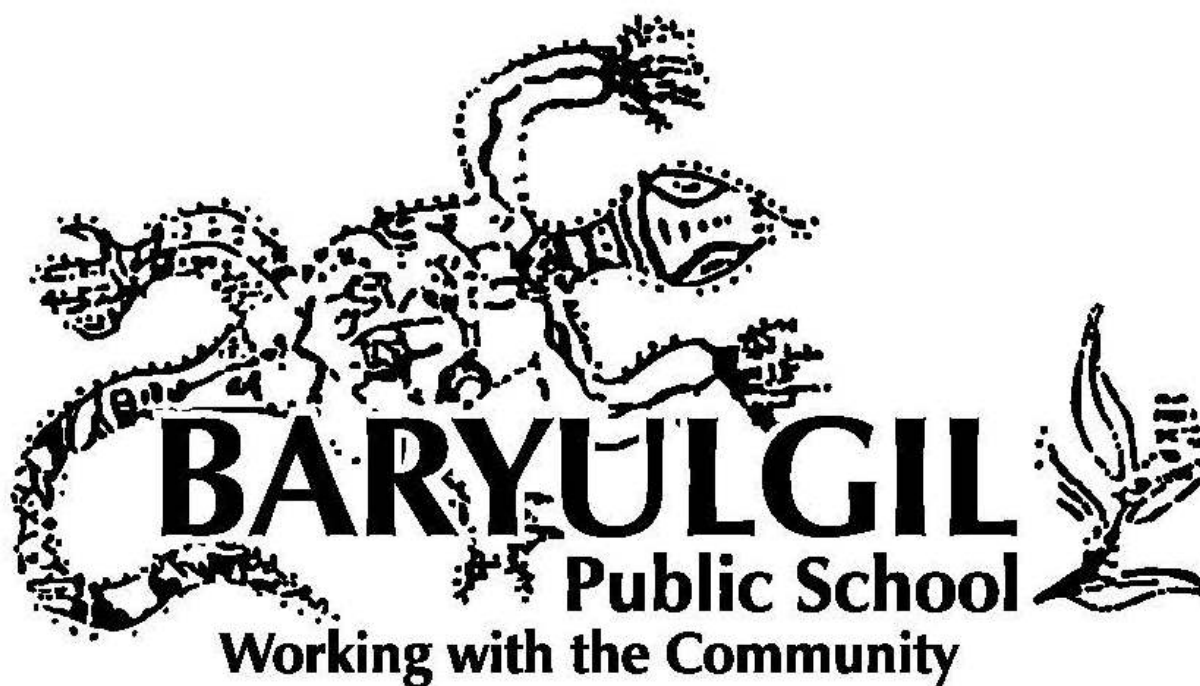


2021 Annual Report

Baryulgil Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

Baryulgil Public School recognises that each child is an individual and 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 under 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.

The school has an average enrolment of 10 students that identify as Aboriginal.

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

Early Action For Success (EAFS), provides funding support to targeted literacy and numeracy programs that support student growth .

The school motto 'Working With the Community' is integral to the school ethic. Community participation, feedback and support is encouraged and focused on improving the learning outcomes and opportunities for students to strive and succeed.

The school has completed a situational analysis which has been communicated to the school community.

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.

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.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students are continuously learning in literacy and numeracy through rigorous high impact professional learning and establishing a culture of high expectations, individualised instruction and effective feedback processes .

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Develop a feedback culture
- Data Skills and use

Resources allocated to this strategic direction

Socio-economic background: \$23,839.94

Low level adjustment for disability: \$18,417.64

Early Action for Success (EAfS): \$29,379.69

Location: \$22,593.64

QTSS release: \$2,018.12

Literacy and numeracy: \$1,365.30

Aboriginal background: \$77,661.00

Professional learning: \$4,769.20

Summary of progress

In 2021 Baryulgil Public School focused on using internal assessment data to inform targeted teaching in numeracy and building collaborative practice among all classroom staff in the teaching and learning cycle to achieve individual learning goals. Changes which have occurred as a result of implementing these goals include increased staff engagement, a deeper understanding and use of data to inform teaching, and the effective re-organisation of numeracy blocks with an evaluation of time and effective use of classroom personnel. Ensuring consistency and a shared use of language around PLAN2 and number sense and place value was particularly important given the number of staffing changes that occurred during the year. Established and refined assessment practice has given the school and staff a positive platform for further teaching and learning practices and professional learning surrounding assessment and data use in literacy and numeracy. The school's leadership team involvement in the 'Intensive Support Model' Pilot Project made a significant impact on these processes at Baryulgil Public School. This model will now be used to inform further data skills and use practices to create areas of focus in literacy and numeracy which will support the school moving to excelling in data skills and use (SEF).

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All staff use PLAN2 data to track and monitor students' progress in numeracy. All teachers use reliable assessments to capture information about student learning and this assessment is reflected in teacher programs. Student PLPs are used to communicate student learning goals and strategies and provide direction for future personalised learning.	100% of classroom staff received professional learning for using the progressions to inform specific teaching practice in the area of Quantifying Numbers - Number Sense and Place Value. Teachers use class observations and focus groups within PLAN2 to carefully monitor and plan for student learning. Teachers triangulate data using internal assessment practices, classroom observations and evidence from check in assessments to track student learning progress - recorded in PLAN2 - and use this data to inform teaching. 100% of students have Personalised Learning Pathways which are reviewed each Semester to reflect student learning and wellbeing goals. The current PLP process can be reviewed in the coming cycle so that there is more emphasis on staff, student and parent collaboration to set learning goals for each student.
All students achieving individual growth	There is evidence of positive individual growth in reading and numeracy for

<p>in check in assessments between Term 2 and Term 4 in numeracy and reading.</p> <p>Uplift in students achieving individual growth in NAPLAN results for Reading and Numeracy.</p>	<p>students who completed check-in assessment, NAPLAN assessment and internal school assessments. Individual data in reading and numeracy from check-in assessments and internal assessments is recorded in PLAN2 and will now be used as part of the data capture and triangulation process for Baryulgil Public School.</p>
<p>All teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.</p> <p>Internal measures indicate an increased percentage of staff actively collaborating with practitioners from other schools to reflect and improve on teaching practices.</p>	<p>Teaching and learning programs show highlighted evidence of adjustments required for student learning as reflected in student PLPs. Evidence of differentiation and adjustments for learners at Baryulgil Public School include curriculum and assessment adjustments; instructional adjustments including assistive technology, and environmental adjustments. Due to the changes in staffing in 2021, further consistency in documenting this practice in teaching and learning programs is required to ensure evidence of all students learning needs being met.</p> <p>Observation of staff involvement in Professional Learning activities indicates that 80% of current classroom staff have actively participated in Professional Learning opportunities and collaborated with colleagues and practitioners from other schools to reflect on and improve teaching practices.</p>

Strategic Direction 2: Positive connections to succeed and thrive

Purpose

Positive connections to culture and community.

There will be a planned approach to develop and monitor wellbeing processes that support high levels of student engagement and promote high expectations for positive learning experiences for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student engagement
- Positive educational culture & aspiration

Resources allocated to this strategic direction

Aboriginal background: \$2,200.00

Summary of progress

In 2021, to ensure strong student engagement, Baryulgil Public School maintained a clear focus on student attendance and classroom management practices. Attendance and behaviour data is collected and monitored by staff. This informs teaching and learning practices, lessons, and discussions in wellbeing and PDHPE programs. Baryulgil Public School Learning and Support Team/Principal positively engage with external providers and key stakeholders to ensure all students, including Aboriginal students and those with low level and significant disabilities are engaged in learning and are supported to improve their individual learning outcomes.

Baryulgil Public School staff are proud of the positive relationships we have with the Baryulgil and Malabugilmah communities. Our relationships promote high expectations in student learning and support student wellbeing. In 2021, an Aboriginal Education Team was established to further strengthen our relationships with both communities and provide positive decision-making opportunities, ensuring learning opportunities and school expectations are clearly communicated with all stakeholders. Cultural protocol is informed and increases staff engagement and cultural awareness practices within the school and learning programs, including extra-curricular programs and school excursions for further opportunities.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Increase the percentage of students attending school 90% or more of the time compared to the previous year.</p> <p>Regularly monitor attendance at staff meetings making it a shared responsibility between whole school community.</p>	<p>EBS student attendance data reports show that the number of students attending greater than 90% of the time is stable at 34%. The biggest change to the data is that students attending 75%-90% of the time has an uplift of 22% from 2020 to 2021. Students attending less than 75% of the time have also had a reduction from 44% of students in 2020 to currently 22% of students in 2021. EBS student attendance data summary shows that there was an uplift of 7% in 2021 of students attending greater than 90% of the time. There was an 11% decrease of absences in students attending less than 75% of the time. Unjustified and unexplained absences for Semester 1 were 131, and in Semester 2 were 95. This is a reduction of 36 unjustified absences.</p> <p>Teaching staff monitor attendance data regularly, with discussions taking place regarding further initiatives for increasing student attendance. Professional conversations take place between the Learning and Wellbeing Officer as well as the Home School Liaison Officer and Attendance Support Officer regarding students who are showing a trend of decreased attendance or students who are at risk of being placed on an attendance improvement plan.</p>

<p>PBL data indicates an uplift in students' overall achievement of positive behaviour.</p> <p>Student wellbeing survey indicates that 75% of students have a staff member that supports them - sense of belonging.</p>	<p>All students know and model the expected school behaviours and students are rewarded for all expected behaviours which clearly reflect the values of Baryulgil Public School - Safe, Respect, Learner. 100% of teaching staff provide real-life learning experiences that contribute to the individual character traits of each student, and this is reflected in the positive group dynamics of the school.</p> <p>All staff implement behaviour, wellbeing and attendance plans for identified students in collaboration with the Learning Support Team. The learning support teacher/principal ensures 100% of all students who require a plan has one set up and is being delivered within a targeted fortnightly turn around</p>
<p>Aboriginal Education Team is implemented (parents and community).</p> <p>Staff engagement in Narragunnawali - RAP.</p>	<p>An Aboriginal Education Team survey (Term 3) indicated that 100% of parents, staff and community members attending the meetings feel welcome and valued within the team, and 100% of Aboriginal Education Team members 'strongly agree' or 'agree' that the team will support school growth, advocacy, and improved student learning outcomes.</p> <p>Staff meeting minutes (Term 3) indicate that 100% of staff engaged in and contributed to the Narragunnawali online survey platform and discussions. All staff agree that a Reconciliation Action Plan is a worthwhile opportunity for the school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$52,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Baryulgil Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employ full-time SLSO in Terms 2, 3 and 4. • full time SLSO supports transition to school for student with specific learning needs. • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of Speech Therapy, Occupational Therapy and Auslan key word sign. • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: Additional learning needs are catered for and the required support to ensure a positive school experience and student growth is evident. Improved attendance as well as student growth in communication and social and emotional skills is evident.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate Integration funding support decision making into staff meeting conversations regarding timetabling of support for students and twice per term release of teaching principal to ensure funding use is reviewed and supports are being used to reflect the needs of the students' Learning Achievement Plan, Personalised Learning Plan and Individual Education Plan (NCCD).</p>
<p>Socio-economic background</p> <p>\$23,839.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Baryulgil Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop a feedback culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide students without economic support educational materials, uniform, equipment and other items. • additional staffing to implement small group instruction to support identified students with additional needs requiring adjustments to access learning. <p>The allocation of this funding has resulted in: Provision of teaching and learning resources and materials for 100% of students. Differentiation in teaching and learning - small group instruction and effective adjustments for specific learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue small group and 1:1 instruction and consistency in staffing by using funds to ensure a classroom teacher is employed 1.0 FTE. Additional teacher allocation will also allow off-class time for Teaching Principal and AEO to plan for authentic community connection and support.</p>

<p>Aboriginal background</p> <p>\$79,861.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Baryulgil Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop a feedback culture • Positive educational culture & aspiration • Student engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Further improved differentiation in teaching and learning practices in the classroom in literacy and numeracy instruction. Collaboration between AEO and teaching staff, as well as completion of Professional Learning with the intention of building a shared language for assessment and data use in Numeracy. Initiation of the review of the PLP process. Initiation of the Aboriginal Education Team, increasing parent and community consultation.</p> <p>After evaluation, the next steps to support our students with this funding will be: Identifying allocated times within the school timetable for intentional literacy and numeracy support, and to differentiate the curriculum and provide personalised support to students. The Personalised Learning Pathway process will be strengthened with the aim of engaging more families with the PLP process through authentic conversations, yarns and social involvement with the school.</p>
<p>Low level adjustment for disability</p> <p>\$18,417.64</p>	<p>Low level adjustment for disability equity loading provides support for students at Baryulgil Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop a feedback culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in: Differentiated classroom practice and effective support for students with disabilities and specific learning support requirements.</p> <p>After evaluation, the next steps to support our students with this funding will be: Enhance differentiated curriculum delivery and provide support for students with additional learning needs to ensure students are engaged in learning opportunities relevant to their individual growth.</p>
<p>Location</p> <p>\$22,593.64</p>	<p>The location funding allocation is provided to Baryulgil Public School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$22,593.64</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop a feedback culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: Students participated in a variety of quality excursions and learning experiences, and were provided opportunities to engage in extra-curricular and cultural activities. Support for teaching principal across the year, ensuring consistency despite many staffing changes in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure adequate staff are employed across the school week for consistency and thus opportunities for Teaching Principal and staff to attend Professional Learning opportunities and collaboration with other schools within the local network of schools.</p>
<p>Literacy and numeracy</p> <p>\$1,365.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Baryulgil Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop a feedback culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in: Mathletics; Reading Eggs; Firefly online - Soundwaves and iMaths programs have been utilised in 2021. Subscriptions to PAT assessment and Essential Assessment for data triangulation to inform teaching and learning in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students and teachers will continue to have access to online subscriptions to enhance teaching and learning in the areas of focus. Subscription to PAT assessment will continue to ensure teachers have assessment data available to identify starting points for learning, target teaching and to monitor growth. The use of Essential Assessment will discontinue as all teaching staff felt that it wasn't being used effectively to monitor student learning growth.</p>
<p>Early Action for Success (EaFS)</p> <p>\$29,379.69</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Baryulgil Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop a feedback culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of teacher an extra day per week to ensure explicit teaching, assessment and implementation of quality literacy and numeracy learning opportunities for all students.

<p>Early Action for Success (EAfS)</p> <p>\$29,379.69</p>	<p>The allocation of this funding has resulted in: In Semester 1, the opportunity to create a K-2 classroom which ensured K-2 students had engaging and effective teaching and learning opportunities suitable for individual learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAfS funding has now rolled into the Assistant Principal Curriculum and Instruction (APCI) position. A permanent APCI has been employed in 2022 and will have a direct focus on using student data in literacy and numeracy to identify individual student point of need in reading, writing and numeracy.</p>
<p>QTSS release</p> <p>\$2,018.12</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Baryulgil Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Develop a feedback culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Increased professional discussions to ensure teaching and learning programs are NESA compliant.</p> <p>After evaluation, the next steps to support our students with this funding will be: QTSS funds support building staff capacity in the analysis of student learning data, evidence informed practice and in addition supports staff in their own reflective practice.</p>
<p>COVID ILSP</p> <p>\$7,866.65</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in numeracy. <p>The allocation of this funding has resulted in: There is evidence of student growth in check-in assessment data for numeracy and reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further COVID ILSP funds will be used to employ a teacher in Semester 1 2022 to establish writing and numeracy focus groups and individual learning goals for students in Years 3-6.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	5	6	7	7
Girls	5	6	4	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K	80.1	72.9	90.3	49.8
1	91.1	89.5	54.8	92.2
2	81.6	97.1		71.4
3	89.1	78.7	91.4	84.8
4	84.7	95.8	78.5	88.9
5	83.1	65.6	90.3	67.2
6	87.5	74.3	80.1	94.4
All Years	85.3	78.5	79.5	74.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93		92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	97,906
Revenue	578,580
Appropriation	574,574
Sale of Goods and Services	-771
Grants and contributions	3,931
Investment income	46
Other revenue	800
Expenses	-529,982
Employee related	-482,717
Operating expenses	-47,264
Surplus / deficit for the year	48,598
Closing Balance	146,504

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	122,119
Equity - Aboriginal	79,861
Equity - Socio-economic	23,840
Equity - Language	0
Equity - Disability	18,418
Base Total	329,504
Base - Per Capita	2,712
Base - Location	22,594
Base - Other	304,199
Other Total	50,080
Grand Total	501,703

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Baryulgil Public School continues to strengthen its approach in "Working with the Community". In 2021, the Aboriginal Education Team was developed in collaboration with the Aboriginal Education Officer, school Principal and local community members. The team was implemented in order to form a group of school staff, parents and community who have a clear vision for being accountable in 'walking together, working together' (NSW AECG Partnership) to plan for and make decisions on enhanced cultural learning opportunities with a clear line of consultation regarding accurate cultural protocol and to be able to work together to support students' learning and engagement. After consultation with the community and staff via a survey, 100% of members agree the team will support school growth, advocacy, and improved student learning outcomes. The Aboriginal Education Team will continue to meet in 2022.

The uniqueness of Baryulgil Public School and its community means that school staff have positive, respectful relationships with all parents. Community members and stakeholders are welcomed in to our school by our friendly staff. All school staff regularly meet parents 'at the gate' in the morning and afternoon to communicate student learning, progress and opportunities. Parents are welcome at our school and often will be seen 'having a cup of tea' with staff before or after school. Communications are always open and respectful between school staff and parents. A school newsletter positively communicates school events and happenings regularly. The newsletter is made visually appealing and includes photos of students engaging in learning, sport and excursions and recognises award winners. Similarly, the school prides itself on a positive social media page which engages community members, the wider community, extended families of students and other neighbouring schools.

A student wellbeing survey indicated that students feel safe at school, their teachers support them and have genuine concern for them. Students indicated that their teachers conduct themselves in a professional manner and are fair in their dealings with students.

A survey completed by staff indicated that Baryulgil Public School provides effective differentiation and hands-on learning experiences. Positive approaches to communication and individualised literacy and numeracy learning goals based on data are used effectively to ensure individual student growth. Every student is valued and all staff develop positive relationships with students and the community. Moving forward, the staff at Baryulgil Public School reflected that a refined approach to cultural and wellbeing opportunities and the further inclusion of Indigenous perspectives in teaching and learning programs and cultural workshops to support student learning will be worthwhile.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.