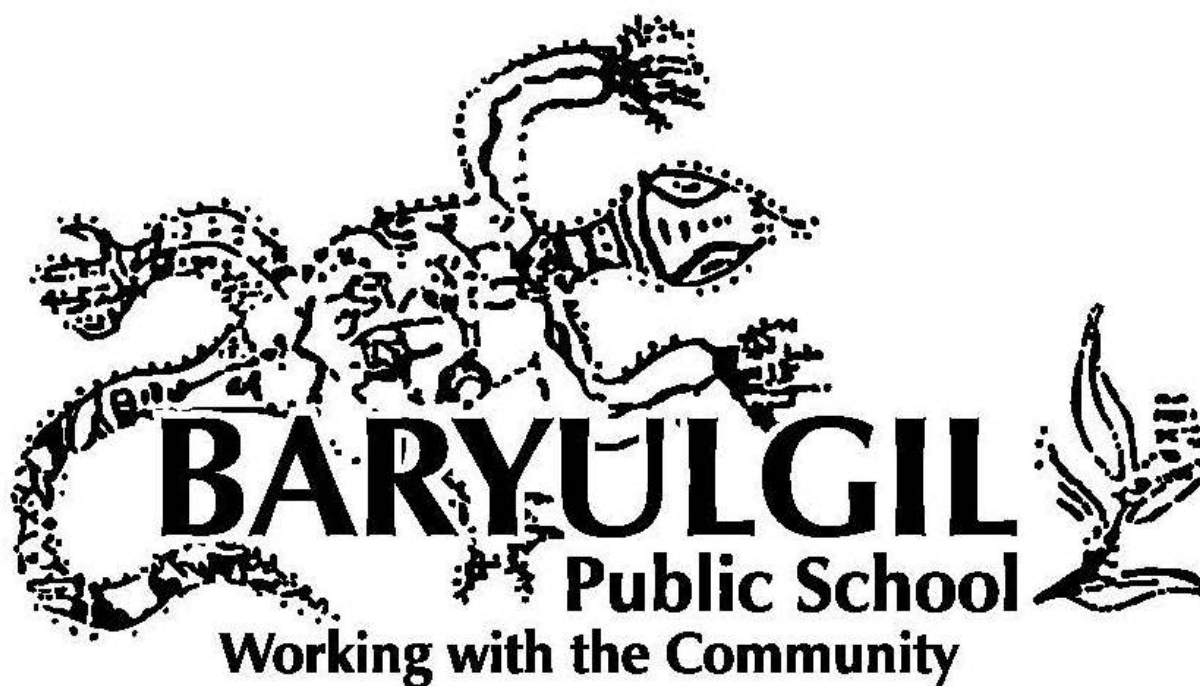


2022 Annual Report

Baryulgil Public School



1146

Introduction

The Annual Report for 2022 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

Baryulgil Public School

7135 Clarence Way

Baryulgil, 2460

<https://baryulgil-p.schools.nsw.gov.au>

baryulgil-p.school@det.nsw.edu.au

6647 2124

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

- Supporting Individual Students
- Building Teacher Capacity

Resources allocated to this strategic direction

Socio-economic background: \$24,263.36

AP Curriculum & Instruction: \$30,114.20

Low level adjustment for disability: \$17,832.27

Location: \$20,930.69

QTSS release: \$2,068.58

Per capita: \$2,779.48

Professional learning: \$5,146.05

Aboriginal background: \$40,001.50

Digital Classroom Officer (DCO): \$22,984.00

Summary of progress

In 2022 Baryulgil Public School continued to focus on using internal assessment data to inform targeted teaching in Reading, Writing and Quantifying Numbers. All students have regularly updated goals in each of these areas. The goals are used to plan for teaching and learning tasks and targeted explicit teaching for individual and small groups of students.

New staffing in 2022 and the allocation of a dedicated Assistant Principal Curriculum and Instruction has allowed our school to have an increased focus on the use of data to inform teaching and to fine tune these processes across the school.

PLAN2 is used across the school to track student growth in Creating Texts and in Quantifying Numbers. While NAPLAN results provide some insight into student academic achievement, a broader analysis of assessment data sources is needed due to the small cohorts across year groups.

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
External assessments - System negotiated target: Top two bands Increase in students in top two bands of NAPLAN in Reading.	While Baryulgil Public School did not have students sitting NAPLAN Reading in 2022 school achievement data is monitored and tracked through other data sets including Check In assessments and individual student progress is reported directly to parents and carers throughout the year.
External assessments - System negotiated target: Top two bands Increase in students in top two bands of NAPLAN in Numeracy.	Baryulgil Public School did have students sitting NAPLAN Numeracy in 2022 however cohort size does not allow the publication of percentages. Individual student progress is reported directly to parents and carers throughout the year.
Student/teacher learning conferences are based on informed student data and communicated with the individual	Small group, ability based instruction was effective for differentiation across K-6. There were increased opportunities for students to engage in learning at their appropriate access points and for teachers to use explicit teaching

<p>student.</p> <p>Students are provided with explicit feedback during learning conferences based on learning progressions and syllabus outcomes.</p>	<p>strategies for individual students. All students had multiple opportunities for small group or 1:1 instruction on a weekly basis.</p> <p>All students have individual goals in Reading, Writing and Number Sense drawn from regularly updated assessment data. Teachers use these goals to inform explicit teaching in learning conferences.</p>
<p>Individual growth is tracked in PLAN 2 and used in a five week evaluation cycle in numeracy and writing and reflected in teacher programs.</p> <p>Teachers use differentiated learning goals and visible learning strategies for students in numeracy and writing which are linked to PLAN 2 data.</p> <p>Co-ordinated effort by school staff to engage the school community to reflect on student progress and achievement and develop effective school-based PLP system and strategies for improvement.</p>	<p>In 2022, PLAN2 has been used to inform student learning goals in Creating Texts and Quantifying Numbers. Teachers evaluate student work samples in writing every 5 weeks to ensure accurate data is being used to inform teaching.</p> <p>All students have individual learning goals in Reading, Writing and Number. Student goals are updated termly or when appropriate for the individual student, using internal assessment data and check-in assessment data. There has been a considerable uplift in visible learning using writing bump it up walls which support students and teachers to know how students can progress in their writing. Students are supported by teachers to use these walls in writing lessons.</p> <p>In 2022, Personalised Learning Pathway documents were staff developed after staff completed PLP Professional Learning in 2021. They incorporated learning goals for students developed directly from internal assessment data. Individual student goals were discussed with students during the teaching and learning cycle in the classroom.</p> <p>A Community BBQ was held early in 2022 in order to engage parents and carers with the Personalised Learning Pathway process at Baryulgil Public School. While we felt that the BBQ was engaging for students and was an opportunity for team building within the school early in the year, the percentage of families in attendance was low and there was no further take-up of parents and carers coming to Personalised Learning Pathway conferences.</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: \$41,801.50

Summary of progress

In 2022, 64.1% of students attended school daily at Baryulgil Public School, with 15.4% of students attending 90% or more of the time. This represents a slight growth in attendance. School initiatives including Breakfast club and the implementation of a staff Attendance team to monitor attendance data and plan school based attendance incentives and recognition have contributed to the slight increase.

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
Attendance 70% of students will be achieving an attendance rate of 90% or greater.	The number of students attending school 90% of the time or more has increased by 4.9% since 2021, however is significantly below the target.
Student wellbeing survey indicates 90% of students have a staff member they access to make them feel safe and supported. Opportunities for student voice through feedback and reflection is evident.	100% of students surveyed feel safe at school and 90% of students indicated that they have a staff member who cares about them and makes them feel safe and supported. An increase in the number of support staff who are timetabled to provide proactive support to students in the playground provided opportunities for students to indicate their preferred choices for playground activities and therefore be able to engage in positive play.
Reconciliation Action Plan published. Evidence of engagement of outreach specialist services to support positive transitions, as well as student wellbeing and learning goals.	Baryulgil Public School has a published Reconciliation Action Plan approved and published by Reconciliation Australia. In 2022, Baryulgil Public School has consistently accommodated outreach support services, including NDIS Key Worker, physiotherapist, Occupational Therapist, Speech Therapist, psychologist, special programs support worker and an Orthotist to support individual student needs. Baryulgil Public School hosted a team of clinicians from Royal Far West for one week who were accommodated in the Wellbeing Hub and provided support and advocacy for individual students and delivered professional learning to staff. All school staff have positive relationships with specialist services and visitors to our school feel welcomed.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$106,917.00</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"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All students who are supported with Integration Funding have had access to a school learning support officer (SLSO) consistently in 2022. Internal assessment data for all supported students indicates positive growth in Reading, Writing and Number.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide 1:1 support in literacy and numeracy for identified students. Provide further Professional Learning for SLSOs to implement regulation strategies for individual students. Provide further professional learning for SLSOs and release time for SLSOs to use the Inclusive Practice Hub to source and create evidence based resources to support students in the classroom.</p>
<p>Socio-economic background</p> <p>\$24,263.36</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"> • Supporting Individual Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to create an opportunity for effective differentiation to support individual students. <p>The allocation of this funding has resulted in the following impact: All students achieving growth in Reading, Writing and Numeracy as indicated on PLAN2 data.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage an additional teacher for effective differentiation in teaching and learning for individual students and to support our trajectory towards achieving targets in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$81,803.00</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</p>

<p>Aboriginal background</p> <p>\$81,803.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Supporting Individual Students • Positive educational culture & aspiration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • creation of school resources and regular Bundjalung lessons embedding local language. • development of a school Reconciliation Action Plan <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal families (>50%), students and staff engaging in the PLP process. Conversations are authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen the PLP process at Baryulgil Public School by ensuring 3-way conferences between student, school and family ensuring voices of the student and families are heard. AEO to continue delivering differentiated and personalised support in literacy and numeracy lessons to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$17,832.27</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"> • Supporting Individual Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a classroom teacher to release teaching Principal to work with individual students and in a case management role within the classroom/whole school setting. <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To maintain and embed a consistent approach to learning and support needs for individual students, the school will continue to release the teaching Principal to work with the Delivery Support Team, School Psychologist and specialist therapists to support the needs of individual students.</p>
<p>Location</p> <p>\$20,930.69</p>	<p>The location funding allocation is provided to Baryulgil Public School to address school needs associated with remoteness and/or isolation.</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"> • Supporting Individual Students <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release. <p>The allocation of this funding has resulted in the following impact: increased opportunities for students to engage in technology and extra-curricular activities with a specialised teacher to support engagement in</p>

Location \$20,930.69	<p>these areas.</p> <p>After evaluation, the next steps to support our students will be: supporting the school to increase collaboration through Professional Learning Communities and overcome the impact of isolation on opportunities for Professional Learning and collaboration.</p>
Professional learning \$5,146.05	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Supporting Individual Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of reading and writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
QTSS release \$2,068.58	<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"> • Supporting Individual Students <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 the following impact: Improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employing additional teacher for collaborative practice to support teachers where required in literacy and numeracy blocks.</p>
COVID ILSP \$8,619.00	<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 2022.</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"> • employment of teachers/educators to deliver small group tuition

<p>COVID ILSP</p> <p>\$8,619.00</p>	<p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals in writing.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
-------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	6	7	7	8
Girls	6	4	4	1

Student attendance profile

School				
Year	2019	2020	2021	2022
K	72.9	90.3	49.8	61.4
1	89.5	54.8	92.2	67.0
2	97.1		71.4	80.1
3	78.7	91.4	84.8	47.0
4	95.8	78.5	88.9	
5	65.6	90.3	67.2	73.1
6	74.3	80.1	94.4	72.7
All Years	78.5	79.5	74.2	64.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0		92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	0.2
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	98,420
Revenue	667,404
Appropriation	658,813
Sale of Goods and Services	395
Grants and contributions	7,733
Investment income	463
Expenses	-628,087
Employee related	-570,017
Operating expenses	-58,071
Surplus / deficit for the year	39,316
Closing Balance	137,737

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.

	2022 SBAR Adjustments (\$)
Targeted Total	53,968
Equity Total	123,899
Equity - Aboriginal	81,803
Equity - Socio-economic	24,263
Equity - Language	0
Equity - Disability	17,832
Base Total	334,115
Base - Per Capita	2,779
Base - Location	20,931
Base - Other	310,404
Other Total	46,435
Grand Total	558,416

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 strives to always "Work with the Community". In 2022, the Aboriginal Education Team - a group of school staff, parents and community members continued to meet formally and informally to discuss school and community initiatives which aim to ensure a culturally safe school. The Aboriginal Education Team is now in a position to move forward to be the platform, working group and consultation for the school's Reconciliation Action Plan initiatives during the next cycle of planning.

School staff are observed to have positive, respectful relationships with all parents and community members who visit our school for a range of reasons. Situated in a geographically isolated community, Baryulgil Public School is seen to be a safe, supportive and approachable place to call in to for a variety of reasons. The school communicates school and classroom happenings through a fortnightly newsletter and provides regular updates on social media.

Staff conducted a student wellbeing survey. 100% of students who were surveyed indicated that they feel safe at school, their teachers support them and have genuine concern for them. All 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 staff feel that something teachers do well in teaching and learning is to provide learning goals for each individual student with a focus on individual, differentiated learning. In wellbeing practices, staff indicated that we ensure there are no blockers for student engagement by ensuring there is always food if they need it, uniforms are supplied, and social opportunities are proactively supervised and modelled positively. Staff indicated that something to work towards at our school for student engagement is the provision of rich, problem solving tasks, and the embedding of digital technologies as well as Indigenous and cultural perspectives in to teaching and learning programs.

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.