Our school at a glance

Students

2008 started with an enrolment of fifteen students with thirteen students completing the year. Eleven of those students are of Aboriginal or Torres Strait Islander descent with two non Aboriginal students. The school population consists of five boys and eight girls. There is one class of twelve students with five students being in Kindergarten to Year Two, and eight students being in Year four to Year Six. There are no Year Three students.

There is also a classroom for post primary school age community members that is utilised two days per week for distance education work.

Staff

Baryulgil Public School’s staff consists of one teaching principal, a full time Aboriginal Education Officer (AEO), a temporary teacher employed for release from face to face teaching and library, and a casual teacher employed for literacy and numeracy support. Other staffing allocations consist of:

- A casual teacher employed through distance education.
- A part time school administrative manager.
- A part time school cleaner.
- A part time general assistant.

Also an office trainee has been employed five days per fortnight to work in the school administration area.

Mr John Duroux, the school principal since 2000, retired from the Department of Education and Training at the end of term three, 2008.

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

Student achievement in 2008

Literacy – NAPLAN Year 3

There were no students in Year 3 to complete the NAPLAN testing.

Numeracy – NAPLAN Year 3

There were no students in Year 3 to complete the NAPLAN testing.

Literacy – NAPLAN Year 5

Five Year 5 students sat for the NAPLAN testing in literacy. This represents the total enrolment in Year 5 at the time of testing. All students achieved results of at least band 3 and above.

Numeracy – NAPLAN Year 5

Five year 5 students sat for the NAPLAN testing in numeracy. This represents the total enrolment in year 5 at the time of testing. All students achieved results of at least band 3 and above.

Messages

Principal's message

Baryulgil Public School is a small, isolated, rural school situated in the upper reaches of the Clarence Valley. The school services families located in the villages of Baryulgil and Malabugilmah and also caters for students from properties in the surrounding area.

The small student population ensures each student receives a high degree of individual attention which creates learning opportunities that may not be available in a larger school setting.

Baryulgil Public School has a strong focus on improving literacy and numeracy outcomes. The school is well resourced with a high level of technology available. This ensures teaching programs are well supported in the classroom environment and are targeted towards the focus area.

The school has frequent connections with neighbouring small schools to encourage social development and access to regular sporting events and visiting productions.
The school motto “Working With the Community” is an integral part of the school’s ethic. Community participation is encouraged at all times.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mr Greg Eather
Acting Principal

P&C and/or School Council message
Baryulgil Public School does not have a formal community representative body, however parents regularly have informal meetings at the school.

Student representative’s message
This year Baryulgil Public School went to Tabulum Public School for NAIDOC day. It was really fun and exciting. A couple of weeks later we had our NAIDOC celebration but we invited Copmanhurst. At NAIDOC we painted boomerangs and pots. We tie dyed bags. It was fun, but, guess what made it even better? Days later Copmanhurst invited us to their Mini Olympics. We had lots of groups and I was in a group called Keromash. It was fantastic and fun. A few days later they invited us to their science day. That was OK. A month later the girls relay team went to Sydney to run at the state small schools athletics carnival. They came 15th out of 22 schools. While the team was in Sydney the school was visited by Americans. I guess they had fun as well. Now we are ready for a big year in 2009.

Audrey Hennessy

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
The school comprises of a K-6 composite class with thirteen students at the time of this report.

Student attendance profile

Our attendance levels have shown improvement since 2006 and are at the best levels since at least 2004. The attendance is still below state and region average, however improvement again next year, according to our targets, will see Baryulgil Public School at, or above state and regional rates.
Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFANTS</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>INFANTS</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>INFANTS K</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>5</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>PRIMARY</td>
<td>4</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

Structure of classes
The K-6 class has 38% boys and 62% girls.

Staff information
One full time teaching principal, one full time AEO, one part time teacher, and a part time Senior Administration Manager support the students of Baryulgil Public School.

Staff establishment
Priority school funding enables the school to employ a temporary teacher, Mrs Gorton-Smith. During this time, team teaching takes place which enables smaller groups where individual attention is much more concentrated. The two areas of literacy and numeracy are focused on.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.226</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1.31</td>
</tr>
</tbody>
</table>

Staff retention
Mr John Duroux, the previous Principal of Baryulgil Public School, retired at the end of term three this year after being at the school since the year 2000.

No other changes in staffing occurred during 2008.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department was N/A.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>51 502.99</td>
</tr>
<tr>
<td>Global funds</td>
<td>39 399.70</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20 266.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>11 271.81</td>
</tr>
<tr>
<td>Interest</td>
<td>3 003.09</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>125 443.59</td>
</tr>
</tbody>
</table>

| **Expenditure**           | $          |
| Teaching & learning       |            |
| Key learning areas        | 6 649.94   |
| Excurions                 | 654.67     |
| Extracurricular dissections| 11 062.87  |
| **Library**               | 812.07     |
| Training & development    | 54.09      |
| Tied funds                | 31 427.26  |
| Casual relief teachers    | 2 486.70   |
| Administration & office   | 21 058.31  |
| School-operated canteen   | 0.00       |
| **Utilities**             | 4 760.62   |
| Maintenance               | 1 787.59   |
| Trust accounts            | 10 240.00  |
| Capital programs          | 0.00       |
| **Total expenditure**     | 90 994.12  |
| **Balance carried forward**| 34 449.47  |
After taking tied funds of $2911.39, unpaid casual salaries $3755.54, plus provision for asset replacement, there remains approximately $24496.13 for 2009 budgeting along with the 2009 annual entitlement.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

During 2008 students engaged in many quality opportunities that enabled them to showcase their talents in creative and performing arts. The school has a strong commitment to art as part of an Aboriginal cultural perspective and many activities were focused on this area.

- All students visited Tabulum in NAIDOC week as part of a celebration held there. The students also hosted a visit from Copmanhurst Public School, where all students engaged in a number of cultural activities. On the day activities included: jewellery production in Aboriginal colours, Boomerang painting, mask making, tie dyeing and painting ceramic pots. Morning tea and lunched allowed the students from both schools to socialise and make new friends.

- Students attended Copmanhurst Public on two other occasions. Once for a science day and again for a performance of Hansel and Gretel. Copmanhurst Public School is our nearest school and we value the relationship built over many years that allows us to join them in these exciting activities.

- Artworks from selected students were displayed at the Small Schools Exhibition at the Grafton Regional Gallery.

Sport

This year the school participated in many sporting activities.

- All students visited Copmanhurst Public School in July where a “mini Olympics” day was held. The students took part in many sports as an adjunct to the “real” Olympics.

- The small schools swimming carnival was held early in the year and two students, Zeminda Donnelly and Mikahaila Walker, were successful in moving on to the district small schools carnival.

- The athletics carnival was held in conjunction with Copmanhurst Public School and from this carnival Baryulgil gained an impressive list of results from such a small school population. Una achieved minor girl champion, Mikahaila Walker, eleven years girl champion, Nicholas McGrady, eleven years boy champion and Zeminda Donnelly was senior girls champion.

- From the district athletics carnival Mikahaila Walker and Audrey Hennessy
were selected to compete in the Zone athletics carnival in Coffs Harbour.

- All students competed in the cross country running trials at Copmanhurst. Again a number of our students, Charlie, Mikahaila Walker and Zeminda Donnelly were successful in moving to the next level.

- The highlight of the year, as far as sport was concerned, was the senior girl’s relay team making it through to compete at Homebush, the home of the Sydney Olympics, at state level. A lot of local publicity was generated and the students finished with a creditable 15th place. Members of the team were Audrey Hennessy, Mikahaila Walker, Cheryl Walker, Zeminda Donnelly and Loretta Walker.

Other

Other activities included:

- A visit from students from a University in The USA.
- A visit from the Aboriginal Studies class from Grafton High.
- The performance of the Christmas play on presentation day.
- The maintenance of a vegetable garden and a native plant garden.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

No students were enrolled in Year 3 this year.

Numeracy – NAPLAN Year 3

No students were enrolled in Year 3 this year.
Literacy – NAPLAN Year 5

Five students sat for the 2008 NAPLAN tests. Owing to the small number of students, detailed results cannot be reported for privacy reasons.

Progress in literacy

NAPLAN Progress in Literacy can be summarised by the following graphs which shows trend data for the past three years for state region and school.

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Numeracy – NAPLAN Year 5

Five students sat for the 2008 NAPLAN tests. Owing to the small number of students, detailed results cannot be reported for privacy reasons.

Progress in numeracy

NAPLAN Progress in Literacy can be summarised by the following graph which shows trend data for the past three years for state region and school.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

No students were enrolled in Year 3 this year.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>80</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education
As Baryulgil school is predominately a school of with a student population of Aboriginal students, and draws from a predominately Aboriginal community, all key learning areas covered have an Aboriginal focus. The school recognises and respects the use of Aboriginal English within the classroom.

Multicultural education
As most students are of Aboriginal descent it is important that students look at cultures beyond the physical boundaries of the upper Clarence. HSIE, music, arts and craft as well as language and computer education provide the vehicles for the encouragement of tolerance and respect for those different to themselves. In particular the students investigate the Indonesian culture with our temporary teacher Mrs Gorton-Smith having a particular expertise in this area.

Respect and responsibility
Baryulgil Public School is respected by its community for providing students with a learning environment that is both safe and caring. The policies of the school are designed to support student management and maintain a high standard of learning.

The senior students are encouraged to take responsibility for leadership within the school.

Other Programs
Baryulgil School again received funding through Priority School Program funding (PSP). This funding allows the school to continue to employ a teacher for 1 day a week to target Kindergarten and stage one students to increase both literacy and numeracy standards. The school also provides funds for this teacher to be employed for a further 2 days per week to continue and enhance this successful intensive program as indicated by the impressive NAPLAN results and diagnostic testing conducted at school level.

PSP funding will allow the school to continue with this program next year enabling the targeted areas of chance and data in numeracy, and spelling, in literacy to be focused on.

Progress on 2008 targets
This section of the report describes the progress made towards achieving the improvement targets set for 2008. Targets for 2008 covered improvements in specific areas of numeracy, improving comprehension skills.

Target 1
To improve student outcomes in numeracy and specifically in the areas of number patterns and algebra.

Our achievements include:
- 100% of Year 5 students achieved band 4 or better in overall numeracy in the NAPLAN 2008.
- 100% of students achieved band 5 or better in the outcomes of number patterns and algebra in the NAPLAN 2008.

Target 2
Improve critical comprehension skills.

Our achievements include:
- 100% of students scored band 4 or better in overall literacy in the NAPLAN 2008
- 100% of students scored band 5 or better in reading in the NAPLAN 2008
- 100% of students scored band 4 or better in writing in the NAPLAN 2008
- 100% of students scored band 4 or better in grammar and punctuation in the NAPLAN 2008

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of school leadership and PDHPE.

Educational and management practice

Background
As the school is about to undergo a change of principal the school gathered data and views on school leadership from staff, students and parents by distributing the school map survey on school leadership. 68% of the surveys were returned.

Findings and conclusions
All parent respondents agreed school leadership almost always or usually showed that:
- The school leadership understands the school and gets the best from staff and students.
- The school leaders value the contribution of individuals and groups.
• The school leaders accept responsibility for the quality of the student learning outcomes.
• The school treats everyone fairly.
• And the school leaders inspire and motivate

65% of parents agreed that the school leadership sometimes:
• Introduces changes that are good for students.
• And staff, parents and students are encouraged to take leadership roles at the school.

70% of staff indicated that they were almost always or usually satisfied with all aspects of school leadership. However 30% of staff indicated that sometimes school leaders model commitment to school learning.

100% of students indicated that school leadership almost always or usually:
• Understands the school and gets the best from staff and students.
• Inspires and motivates learners.

100% of students indicated that the school leadership sometimes or rarely are open to new ideas.

Future directions
The school needs to take a more active role to encourage student and parent participation in school decisions. An active P&C and a Student Representative Council will be encouraged as a means to achieve this.

Curriculum
All staff, parents and students were issued with a PDHPE survey. 65% of surveys returned the survey.

Background
As one of the schools targets next year is to increase student engagement, the PDHPE Key Learning Area was evaluated to try to ascertain areas in which to increase student participation and enjoyment, therefore leading to greater student engagement.

Findings and conclusions
All parents either strongly agreed or agreed that:
• An increase of physical activity would be beneficial for their child out of school.
• Cross country, swimming and athletics carnivals are valuable.
• Skills clinics and gala days are valuable.
• Physical and health education is an important part of a child’s education.
• Personal development programs are important in a child’s education.
• The drug education/life education (Healthy Harold) program is an important part of a child’s development.

Parents would like more useful reports regarding their child’s progress in PDHPE.

All staff either strongly agreed or agreed:
• The community has a strong recognition of sport and PE as part of their culture.
• That staff rate sport and PE as a strong part of their belief.
• They would attend coaching/umpiring/skills development in or out of school time.

100% of students indicated:
• They enjoy games and believe it is important to be active and play sport.
• They like to play team sports and they are improving their throwing, catching and other skills.
• They know how to keep themselves safe both at school and at home.
• And, they know where to get help when needed.

Future directions
To ensure children are engaged we will implement a K-6 daily fitness program and provide parents with updated information regarding sports activities. We will also involve the Aboriginal Medical Service in the delivery of personal health lessons and talks where appropriate.
Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
No formal measurement of parent, student or staff satisfaction was carried out in 2008. However through informal conversations and interviews with the community, they have indicated their satisfaction with the overall operation of the school. Students have indicated they are very happy to attend school and enjoyed their learning experiences. They have indicated through informal discussion a desire to have a more rounded PDHPE experience.
Temporary and casual teachers, as well as the other staff employed at the school have always expressed their satisfaction regarding the teaching program in the school and the school tone. This is also evidenced by the willingness of casual staff to travel long distances to be involved with the school.

Professional learning

Teacher Professional Learning (TPL) funds for 2008 were $1675. These funds were used by all staff.
Courses attended included:

- Quality Teaching Inservice
- Epipen Training
- Enrolment Registration Number Training
- Count Me In for Literacy Training
- Patterns and Number Inservice
- OASIS Training
- Lansdcape Learning Training
- Smart Buy Training

Casual teacher’s salaries were used for Principals meetings with Senior Education Officers and Principal Collegiate Meetings.

School development 2009 – 2011

Baryulgil School has established target areas of Literacy, numeracy, and student engagement for the year 2009. The targets are a result of data analysis and school planning. This will support long term strategic direction for 2008 – 2009.

Targets for 2009

Target 1 - Literacy

Increase to 100% of students in Year 3 achieving band 4 or above and increase to 100% of students in Year 5 achieving band 5 or above in the NAPLAN test for overall literacy.
Strategies to achieve this target include:

- Analysis of SMART data to target specific areas of weakness.
- Analysis of diagnostic testing for years not completing the NAPLAN testing to target areas of weakness.
- Continuation of smaller literacy groups to enable more intensive support using PSP funds.
- Reintroduction of home readers to encourage social reading.
- Develop lessons that specifically target spelling as this was an area needing improvement as shown by NAPLAN and diagnostic testing.
- Staff training in Quality Teaching.
- Professional development for staff in the North Coast Spelling Strategy.

Our success will be measured by ongoing analysis of internal and external assessment data to monitor student achievement where:

- 100% of students in Year 3 will achieve at least Band 4 in the NAPLAN test in overall literacy during 2009.
- 100% of students in Year 5 will achieve at least band 5 in the NAPLAN test in overall literacy by during 2009.
- 100% of students in Year 3 will achieve at least Band 4 in the NAPLAN test in spelling during 2009.
- 100% of students in Year 5 will achieve at least band 5 in the NAPLAN test in spelling.
- 80% of students spelling ages will at least equal or better their chronological age by December 2009.
Target 2 - Numeracy
Increase to 100% of students in Year 3 achieving band 4 or above and increase to 100% of students in Year 5 achieving band 5 or above in the NAPLAN test for overall numeracy.

Strategies to achieve this target include:

- Analysis of SMART data to target specific areas of weakness.
- Analysis of diagnostic testing for years not completing the NAPLAN testing to target areas of weakness.
- Continuation of smaller numeracy groups to enable more intensive support using PSP funds.
- Design lessons that specifically target chance and data and more complex operations with whole numbers.
- Staff training in Quality Teaching.

Our success will be measured by ongoing analysis of internal and external assessment data to monitor student achievement where:

- 100% of students in Year 3 will achieve at least Band 4 in the NAPLAN test in overall numeracy during 2009.
- 100% of students in Year 5 will achieve at least Band 5 in the NAPLAN test in overall numeracy during 2009.
- 100% of students in Year 3 will achieve at least Band 4 in the NAPLAN test in chance and data during 2009.
- 100% of students in Year 5 will achieve at least Band 5 in the NAPLAN test in chance and data during 2009.
- 10% improvement in the results of standard diagnostic testing in numeracy of at least in all students.

Target 3 – Student Engagement
Improve the attendance rate of students by 2% over the whole school population in 2009 by increasing student engagement.

Strategies to achieve this target include:

- In school daily monitoring of attendance with awards for consistent attendance.
- Contact with families whose child’s attendance is a concern.
- Raising community awareness of the importance of regular attendance through use of the school newsletter.
- Continue the provision of breakfast before school to encourage both regular and punctual attendance.
- Provision of lunches and school equipment for those students who do not have theirs on any one day.
- Provide a relevant and dynamic curriculum to fit the unique student population.

Our success will be measured by ongoing analysis of attendance data where:

- There is a 50% increase in the number of explanations for absences in 2009.
- There is a 50% decrease in the rate of partial absences in 2009.
- There is a 5% decrease in the number of overall absences in 2009.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Greg Eather
Principal
Genevieve Klenk
School Administration Manager
Lynette Donnelly
Aboriginal Education Officer
Sloane Donnelly
Parent
School contact information

Baryulgil Public School
7135 Clarence Way Baryulgil, via Grafton, NSW 2460
Ph: 0266472124
Fax: 0266472151
Email: Baryulgil-p.school@det.nsw.edu.au
School Code: 1146

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: