2009 Annual School Report
Baryulgil Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Baryulgil School started 2009 with eleven students, however the year finished with sixteen students due to some late enrolments. Fourteen of those students are of Aboriginal or Torres Straight Islander descent. There are two non Aboriginal students at the school. There is one class of sixteen students with eight students being in Kindergarten to Year Two, and eight students in Year Three through to Year Six. There is at least one student in every year.

There is also a classroom for post primary students and adult learners which is utilised two days per week by members of the community.

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, library lessons and for intensive 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.
- An office trainee who was employed for five days per fortnight for the first semester.

Mr Greg Eather accepted the appointment as the school principal as a permanent position from the beginning of term 1 2009.

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

Significant programs and initiatives

Student achievement in 2009

It is not possible to summarise the student achievement for 2009 as only one student sat the NAPLAN in year three and one student in year five. A summary of our achievements would identify individual students.

Messages

Principal's message

Baryulgil Public School is an isolated, rural school situated in the upper reaches of the Clarence Valley about one hours drive north west of Grafton. The school services families from the communities of Malabugilmah and Baryulgil and also caters for students from properties in the surrounding area.

The small school population ensures allows the staff and community to work together to ensure a stimulating learning environment where needs are catered for in a creative and supportive system.

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 allows teaching programs to be well supported in the classroom environment and allows students to
attain the best possible outcomes whilst focusing on the school targets.

The school has frequent connections with neighbouring small schools to encourage social development and allow access to regular sporting events and performances. Nganyaa, a Distance Education Unit operated in conjunction with Southern Cross Distance Education Centre allows adults and post primary age students to access educational programs.

The school motto “Working With the Community” is integral to the school ethic. Community participation is encouraged at all times.

I certify that 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
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

At the start of the year the whole school went to the small schools swimming carnival. It was really fun. It was a hot day and really good day for swimming. Mikhaila Walker won all of her races except for backstroke.

Not long after the swimming carnival the former Governor General of Australia Major General Michael Jeffrey presented the two school captains their Captains badges. We also celebrated two of the student’s birthdays with the Major General with chocolate cake and caramel cake.

Towards the middle of the year we had a handball competition at school to see who was to represent the school at the Clarence Valley Handball Championships. Andrew, Thomas, Mikhaila, Una, Alex and Susan represented the school. Mikhaila, Alex and Una made it to the finals where Una was successful in winning the final.

In the middle of July we went to Canberra for an excursion with Copmanhurst Primary. We went to parliament house for a tour. We also went to the war memorial. The next day we went to Perisher Valley to the snow. Mikhaila, Andrew and Thomas got Mr Eather with a snow ball.

At the end of the year we went to the Regional Art Gallery. It was interesting looking at the art and the tiles. When we
finished lunch they gave all the year 6 students an art prize.

This year was very interesting and now we are ready for a big year in 2010.

**Thomas Walls and Mikhaila Walker**
*(School Captains)*

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**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 consists of a K-6 composite class with 13 students at the time of writing this report.

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<th>2009</th>
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**Student attendance profile**

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<td>Total</td>
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<td>94.0</td>
<td>94.0</td>
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Management of non-attendance

The Education Act 1990 establishes that parents of children of compulsory school age are legally responsible for their regular attendance at school. Schools have a responsibility for supporting parents by implementing appropriate procedures for promoting and monitoring attendance. At Baryulgil Public School we ensure that all procedures in regards to attendance are closely adhered to and we work collaboratively with the support of our Home School Liaison Officer to encourage the full participation of all students in education.

Baryulgil Public School encourages the regular attendance of students through a number of strategies.

- Providing breakfast on every school day morning for the children.
- Providing a healthy lunch on every Tuesday of every week.
- Creating a draw for a voucher for good attendance every three weeks.
- Regular newsletter items regarding the importance of regular attendance.
- Interviews with parents regarding attendance problems.
- Provision of a free bus through community transport for excursions.
- Provision of a dance program to encourage participation.
- Rearranging teaching program to encourage regular attendance.
- Employment of a temporary teacher to improve literacy and numeracy skills.

It is hoped that we will be able to continue these programs in 2010 to improve the attendance data.

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tr>
<td>K-6</td>
<td>1</td>
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</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

Structure of classes

At the time of preparing this report Baryulgil primary School consisted of three kindergarten students, two year one students, three year two students, one year three student, two year four students, one year five student, four year 6 students. There are 7 female students and 9 male students in total.

Staff information

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

Financial summary

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

Further details concerning the statement can be obtained by contacting the school.
At Baryulgil School an Aboriginal education officer is employed. This is a permanent position filled by an Aboriginal person. An Aboriginal person was also employed as an office trainee for 2 terms.

### 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>
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<tr>
<td>Postgraduate</td>
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</table>

### School performance 2009

#### Achievements

**Arts**

- All students visited Tabulum in NAIDOC week as part of a celebration held there. On the day activities included: jewellery production in Aboriginal colours, Boomerang painting, masks making, tie dyeing and painting ceramic pots. Morning tea and lunch allowed the students from both schools to socialise and make new friends.

- Artworks from all students were displayed at the Grafton Regional Gallery to coincide with the Myer foundation Indigenous art awards. A number of students were awarded prizes from this display.

- Mr Geoff Crispin, a renowned potter, was utilised to teach the students the skills of pottery with an indigenous content. These pieces of work were fired and displayed at the Grafton Regional Gallery.

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### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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</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>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>3.562</strong></td>
</tr>
</tbody>
</table>
• The school visited Harwood Island Public School for a Creative Arts and Performance day. A lot of attractive artwork was created on the day and many new friendships formed.

**Sport**

This year the school participated in many sporting activities.

• The small school's swimming carnival was held early in the year and one student, Mikahaila Walker, was successful in moving on to the district small schools carnival. Mikahaila won seven of the eight races she contested.

• The athletics carnival was held at Junction Hill Sports Field. Baryulgil Public gained an impressive list of results from such a small school population. The school won the Clarence Small schools handicap trophy. A great achievement for such a small school.

• From the district athletics carnival Mikahaila Walker was selected to compete in the Zone athletics carnival in Coffs Harbour.

• All senior and some junior students competed in the cross country running trials at the Gillwinga Cross Country course.

• The Clarence Valley hand ball championships were run for the first time and Una Walker was the number one player in her age group. Mikhaila Walker managed a second position.

**Other**

Other activities included:

• The former Governor General of Australia presenting the school captains with their badges at the school.

• The American University students visits.

• Healthy Harold visiting the school.

• NAIDOC week celebrations.

• A visit to the Aboriginal fish traps at Arrawarra.

• Cup Cake day in aid of the prevention of cruelty towards animals.

• Participation in the Clarence Valley Small Schools Big Impact Concert, with a performance of “Dancing in the Land of Oz”.

• Participation in “Cuddie Cuddie” workshops.
- An activities day held in conjunction with the Melbourne Cup.
- A major excursion for the senior students to Canberra and Perisher Valley.

**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**

One student sat for the 2009 NAPLAN tests. Owing to the small number of students, detailed results cannot be reported for privacy reasons.

**Numeracy – NAPLAN Year 3**

One student sat for the 2009 NAPLAN tests. Owing to the small number of students, detailed results cannot be reported for privacy reasons.

**Literacy – NAPLAN Year 5**

One student sat for the 2009 NAPLAN tests. Owing to the small number of students, detailed results cannot be reported for privacy reasons.

**Numeracy – NAPLAN Year 5**

One student sat for the 2009 NAPLAN tests. Owing to the small number of students, detailed results cannot be reported for privacy reasons.

**Progress in literacy**

Progress in literacy cannot be shown for the school as less than ten students sat the NAPLAN test.

**Progress in numeracy**

Progress in numeracy cannot be shown for the school as less than ten students sat the NAPLAN test.

**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 2009

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009 cannot be reported on as only one student sat the 2009 NAPLAN test.

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009 cannot be reported on as only one student sat the 2009 NAPLAN test.

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 (PSPF). 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 2009 targets

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.

It is not possible to summarise the student achievement for 2009 as only one student sat the NAPLAN in year three and one student in year five. A summary of our achievements would identify individual students.

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.

It is not possible to summarise the student achievement for 2009 as only one student sat the NAPLAN in year three and one student in year five. A summary of our achievements would identify individual students.

Target 3 – Student Engagement

Improve the attendance rate of students by 2% over the whole school population in 2009 by increasing student engagement.

This target was not met this year. Further efforts and continued communication with parents will
need to be continued to improve attendance to meet the target this year.
There was an increase in the amount of explanations regarding absences. This will remain a target for 2010.

**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 2009 our school carried out evaluations of planning and technology.

**Educational and management practice**

**Planning.**

**Background**
The school has recently undergone a change in principal. The school has gathered data from students, parents and staff by distributing the school map survey on planning. 65% of the surveys were returned.

**Findings and conclusions**
All parent respondents agreed that school planning almost always or usually showed that:

- The school involves staff, students and parents in decisions regarding school purpose.
- The main purpose of the school is to improve student learning outcomes.

68% of parents agreed that the school planning sometimes:

- Communicates with them regarding purchases and the reason for those purchases.
- Plans and develops documents with the support of staff, students and parents.

70% of staff indicated that were almost always or usually satisfied with all aspects of school planning. However 30% of staff indicated that planning should be more inclusive of students, parents and staff.

100% of students indicated they were happy with all aspects of school planning.

**Future directions**
The school needs to take a more active role to encourage staff, students and parents to be more involved with the planning process. More input from each of these three bodies will be encouraged throughout the year, and they will be invited to be a part of the planning process.

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

**Technology**

**Background**
As one of the school’s targets is to improve ICT skills to meet stage appropriate outcomes it was decided to evaluate this area of the curriculum and implement changes to meet our targets in 2010.

**Findings and conclusions**
All parents strongly agreed or agreed that:

- The students enjoy using the computers and that there are many programs for the children to utilise to facilitate their learning.
- The teacher makes the computers fun and interesting.

32% of parents indicated:

- They would like to see samples of their child’s work to see how they are progressing.

All staff strongly agreed or agreed that:

- The students enjoy using the computers and that there are many programs for the children to utilise to facilitate their learning.
- The teacher makes the computers fun and interesting.

100% of students indicated:

- They enjoy using the computers and there are lots of different programs to use.
- The teacher expects them to learn things using the computer.
- The teacher makes the computer fun and interesting.
Future directions
To ensure that the enhancement of student's competence, confidence and enjoyment in the use of information technology and general computer skills, the school will provide:

- Updated technological resources
- Continued maintenance of resources
- Staff in servicing on development of technological skills.
- Introduction of greater range of resources within the school
- Encouragement and availability for student’s teachers and the wider community to communicate using the internet and web services.
- Provide samples of work to the parents.

Other evaluations

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

No formal measurement of parent, student or staff satisfaction was carried out in 2009. 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 2009 were $2214. These funds were used by all staff.

Courses attended included:

- Quality Teaching In service for 2 staff
- OASIS Training
- First Aid Training
- AEO Training
- ERN Training
- Principal’s Conference

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

School development 2009 – 2011

Targets for 2010

Target 1
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 numeracy and literacy and achieve stage appropriate outcomes.

Strategies to achieve this target include:

- Analysis of SMART data to target specific areas of weakness.
- Analyses 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.
- Use 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.
- Staff trained in interactive whiteboard use.

Our success will be measured by:

- 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.
- All students will meet stage appropriate outcomes.

Target 2
Improve ICT skills over the whole student population to meet stage appropriate outcomes.

Strategies to achieve this target include:

- Constant update of technological resources.
- Continued maintenance of resources.
Staff in servicing on development of technological skills.

Introduction of greater range of resources within the school

Encouragement and availability for student’s teachers and the wider community to communicate using the internet and web services.

Utilisation of computers in the classroom as well as the computer laboratory.

Purchase of appropriate software for classroom use in all KLAs.

**Target 3**

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**

Karan Walls
**Parent**

**School contact information**

Baryulgil Public School
7035 Clarence Way
Baryulgil,
Via Grafton, 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: