Introduction

The Annual Report for 2015 is provided to the community of Baryulgil Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

I hope that you find Baryulgil Public School’s 2015 Annual Report informative. The report contains important information about programs which the school conducted and the performance of the school in the Key Learning Areas and in relation to the School’s Excellence Framework. The report highlights those areas targeted in 2015 and indicates the progress made in achieving the targets. Baryulgil Public School attempts to work actively with the parents and wider community to maximise the learning opportunities available to students and assist all students to learn to their optimum.

The school staff has undertaken professional development in a number of areas to increase their skills in relation to improving literacy and numeracy outcomes for the students. These programs are outlined later in this report.

Lynette Donnelly, our AEO, continues to work on a community based language program and we have been able to implement this into the school this year. This and the Bundjalung cultural lessons are a very valuable resource to the school and we believe will grow from a position of strength to one of an integral part of our school.

We now look forward to 2016 with great enthusiasm as the programs and learning opportunities we are able to provide are unique and second to none.

Greg Eather

Principal

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7136 Clarence Way
Baryulgil, 2460
Web address
www.baryulgil-p.schools.nsw.edu.au
Email
baryulgil-p.school@det.nsw.edu.au
0266472124
School background

School Vision Statement

Baryulgil Public School recognises that each child is an individual; that each child is creative; that all children need to succeed. Therefore Baryulgil Public School respects the individual needs of children; fosters a creative and caring environment and emphasises the social, emotional, physical intellectual development of each child underneath the umbrella of the unique cultural heritage of the students.

School context

Baryulgil Public School is a small isolated school situated in the Upper Clarence Valley, 85 kilometres North west of Grafton. The area has no commercial services. The school, the community hub and the Aboriginal Lands Council are the only government organisations with a permanent presence. Bulgarr-Ngaru Medical Service provides community services on some days of the week.

The Baryulgil area is a unique community consisting of the 2 small settlements of Baryulgil and Malabugilmah, as well as surrounding commercial farm land with a generally older mix of farmers. The school has an enrolment base of less than 10 students who are all Aboriginal. Aboriginal culture and language is increasingly becoming an inclusive part of the school ethos. The school runs a transition program for pre-school children as necessary.

Although Baryulgil Public School has a strong focus on improving literacy and numeracy outcomes, cultural inclusivity and student engagement are highly valued. Students and staff are afforded opportunities to engage with other schools through sporting visits, combined excursions, as well as cultural and teaching and learning activities.

The school enjoys a high level of community support, and participation with the school is encouraged at all times.

The school is a proud member of the Clarence Valley Community of Small Schools.

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

Baryulgil has a FOE index of 226 where the Australian average is average is 100. This places us as one of the lowest socio economic areas in the state.

Transitional funding has allowed Baryulgil School to implement a more comprehensive Kindi Orientation Program. This program has been very successful as the pre-school children have no local avenues to attend pre-school. We have been fortunate to be able to employ an early childhood trained teacher to implement this program and the children have benefitted greatly through their attendance.

The Low SES National partnership program has been invaluable to the school over many years now replaced by RAM funding, providing extra money to address specific needs identified through a rigorous situational analysis.

The extra money allowed innovative planning and access to a variety of professional learning opportunities for all staff to support the teaching and learning programs in the classroom.

We have also been able to train and implement in the school in both the Focus on Reading module and Teaching Early Numeracy.

It has also allowed us to employ extra staff to make individualised learning more of a reality.

A priority has also been to make connections to our closest school that feeds into the local high school. This has benefitted our Year 6 students greatly.

Djehuti Mathematics is also up and running and the results of this program look very promising.

National Partnerships has also allowed us the flexibility of being able to synthesise with Copmanhurst Primary to partake in their programs, and for them to partake in our programs.

Priority Schools Program (PSP), provides funding support to target literacy, numeracy and community partnerships.

Our school has implemented programs and initiatives that provided opportunities for student, parent and community involvement which included:
Additional teacher days to enable the running of two small classes to maximize learning outcomes for all students K-6; and utilizing Mathletics and Reading Eggs, which is an interactive computer generated website that enables students to systemically work through assigned tasks at their own level with support when needed. Students are motivated and engaged in mathematics enriched activities which include basis skills and developing and consolidating skills being taught by teacher. EAfs (Early Action for Success) funding has allowed the school to place innovative programs into the classroom to improve Literacy and Numeracy outcomes. The school has also benefited from a 1 day per fortnight extra teacher allocation from this funding.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

Baryulgil Public Schools aim is to maximize learning in our school with a focus on the students. The school’s involvement in the three elements of Learning, Teaching and Leading are outlined below.

Learning

In Learning, the school’s self-assessment identifies that we are at the following levels within the School’s Excellence Framework.

Learning Culture

Level: Sustaining and Growing

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Wellbeing

Level: Sustaining and Growing

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Students care for self, and contribute to the wellbeing of others and the wider community.

Curriculum and Learning

Level: Sustaining and Growing

Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students’ successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education.

There are systematic policies, programs and processes to identify and address student learning needs.

Assessment and reporting

Level: Delivering

The school analyses internal and external assessment data to monitor, track and report on student and school performance.
Individual student reports include descriptions of the student’s strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Parents are updated on the progress of their children.

Student Performance Measures  
Level: Delivering  
The school achieves value-added results.  
Students are at or above national minimum standards on external performance measures.  
Students are showing expected growth on internal school performance measures.

Teaching.  
In Teaching the school’s self-assessment identifies that we are at the following levels within the School’s Excellence Framework.

Effective Classroom Practice  
Level: Sustaining and Growing  
Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.  
Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Data Skills and Use  
Level: Delivering  
Teachers analyse and use student assessment data to understand the learning needs of students. The school’s professional learning builds teacher skills in the analysis, interpretation and use of student performance data.  
Data analysis informs the school’s learning goals and monitors progress towards them.  
School analysis of student performance data is provided to the community on a regular basis.  
The school leadership team regularly uses data to inform key decisions.

Collaborative Practice  
Level: Delivering  
Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.  
Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Learning and Development  
Level: Sustaining and Growing  
Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas.  
Teachers are actively engaged in planning their own professional development to improve their performance.

Professional Standards  
Level: Delivering  
Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school’s performance and development processes.
The school has a culture of supporting teachers to pursue higher-level accreditation. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

**Learning.**
In Learning the school’s self-assessment identifies that we are at the following levels within the School’s Excellence Framework.

**Leadership**
Level: Delivering
Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school’s programs. The school’s leadership strategy promotes succession planning, distributed leadership and organisational best practice.

**School Planning, Implementation and Reporting**
Level: Delivering
Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual iterations focused on achieving identify improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

**School Resources:**
Level: Delivering
School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school’s financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

**Management Practices and Processes**
Level: Delivering
The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school.
Accountability practices are tied to school development and include open reporting to the community.

The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

All school staff are supported to develop skills for the successful operation of administrative systems.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Culture:

Develop a strong culture focused on improving Aboriginal educational outcomes

Purpose

Monitor the progress of Aboriginal students and proactively case-manage students needing additional support.

Develop the skills and knowledge of our staff in culturally appropriate teaching and learning strategies.

Close the gap between Indigenous student attendance, achievement and transitions.

Embed Aboriginal culture within all school learning experiences.

Overall summary of progress

Baryulgil Public School has actively worked towards achieving the improvement measures as stated in the School Plan.

All students and staff are actively engaged in Aboriginal Cultural Programs and parents have been engaged at different times of the year.

All staff continually use the quality Teaching Framework to deliver teaching programs, however a refresher on the Quality Teaching Framework should be included in next year’s Professional development Plan.

Bundjalung language lessons are being delivered in the classroom. We are looking at involving the elders more next year as a clearer pathway to utilising them becomes evident.

All improvement measures are impacting on the school in a positive manner.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ All students, parents and staff are actively engaged in Aboriginal cultural programs.</td>
<td>Surveys on culture are positive in nature. All parents, Elders and community openly communicate with the school and feel welcome on the school grounds.</td>
<td>$1000</td>
</tr>
<tr>
<td>❖ All staff will use the QT framework of high expectations in delivering teaching programs.</td>
<td>Students are familiar with Bundjalung Language compliant with Scope and Sequence.</td>
<td>$1000</td>
</tr>
</tbody>
</table>
**Strategic Direction 1**

- Bundjalung language is delivered as a program. Language and culture are part of the school’s culture.

  *Aboriginal language is being taught formally and informally in class.*

  $5000

**Next steps**

Baryulgil Public School needs to remain consistent in their approach to involving the whole community in school programs. A prominent event, the 2017 school centenary, will use this engagement in a positive way to move planning for this event forward.

The Quality Teaching Framework needs staff to be trained in this area again as it is now a number of years since the last training. In 2016 and 2017 Professional Development funds need to be set aside for this purpose.

Bundjalung language has been introduced in formal lessons in the classroom, however funding from the Language Hub needs to be utilised to make sure the Elders (the keepers of the language) are involved in a more established role.

Funding will be set aside to ensure Bundjalung Language lessons remain on track and Professional Development is made available to all staff where possible.
Strategic Direction 2

Engagement:
Promote student engagement and wellbeing.

Purpose
Empower families to be engaged in their child’s learning and the school community by improving access to information about their child and their school.

Develop partnerships that contribute to improving student engagement, learning outcomes and attendance.

Build autonomy by strengthening engagement with the school community in local decision making.

Engage students with meaningful learning opportunities.

Improve students’ performance through targeted support for small schools.

Overall summary of progress

Baryulgil Public School has actively worked towards achieving the improvement measures as stated in the School Plan.

The children involved with Early Action for Success (EAFS) have not reached the benchmarks as indicated in PLAN data, however EAFS has been a very positive influence on the way Literacy is both taught and assessed within the school. Funds not utilised this year will be targeted for more intensive training in Reading Recovery and L3 in 2016.

Our relationship with Copmanhurst Public School continues to grow with a 15 week sport and relationship program implemented within the school. Each week for 15 weeks students travel to Copmanhurst for tennis lessons conducted by a nationally accredited coach, and spend recess time at the school to develop social skills.

All students in the school have Personalised Learning Plans and are meeting the targets of these plans.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ All students will reach Early Action for Success stage 1 benchmarks.</td>
<td>As per PLAN data and standardised school testing.</td>
<td>$5526</td>
</tr>
</tbody>
</table>
### Strategic Direction 2

<table>
<thead>
<tr>
<th>Objective</th>
<th>Achievement</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a 50% increase in the amount of engagement with geographically close schools by both staff and students.</td>
<td>Senior student is confident and ready for high school as assessed by survey. Annual survey on engagement overwhelmingly positive.</td>
<td>$2000</td>
</tr>
<tr>
<td>All students will have relevant Personalised Learning Plans.</td>
<td>Targets in Personalised Learning Plans are met.</td>
<td>$1350</td>
</tr>
</tbody>
</table>

### Next steps

This section includes future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

What are the next steps required for 2016 to ensure Strategic Direction 3 is successfully implemented?

- Include any adjustments to be made to the School plan as a result of reflection and self-assessment
- Include key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan.

Baryulgil Public school will immerse itself in Professional development to improve the quality of literacy and numeracy instruction using the school’s appointed instructional leader as its mentor.

We will continue with program set up with Copmanhurst Public School as it has been very successful in 2015.

Personalised Learning Plans will be adjusted to reflect Early Action for Success benchmarks, and staff will be given time to ensure that PLPs are relevant and up to date.
Strategic Direction 3

Excellence:

Build Staff and Leader Capacity

Purpose

Develop a high performing educational setting relying on quality leadership, quality staff to uphold high expectations and standards of professional practice at all levels.

Strengthen the capacity of all staff to provide the highest possible service for our students.

Embed a culture of exemplary practice to develop and value our staff.

Expose all teaching staff to the National Standards to encourage teacher accreditation at the appropriate levels.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements. The summary of progress should address the following questions:

Did we do what we planned?
Did it have the planned impact?

Staff have been involved in Professional Learning that is relevant to both individual and school needs as determined by both PLPs and EAFs.

Attendance data has improved this year, however because of the small sample involved it is impossible to say as to if this is relevant.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❖ All staff are involved in professional learning that is relevant to their individual needs and school priorities.</td>
<td>Staff Professional Learning Plans are reviewed and reflected upon with a view to new plans in 2016.</td>
<td>$900</td>
</tr>
<tr>
<td>❖ Increase attendance rates of students by 5% through greater student engagement.</td>
<td>Attendance data shows a minimum attendance improvement of 5%.</td>
<td>$0</td>
</tr>
</tbody>
</table>
New PDPs for staff in 2016 will determine what their priorities are and Professional Development will be targeted in these areas. Professional Development will continue to target as per EAfS advice.

Due to the small number of students it would be more relevant to include an attendance target in each PLP.
## Key initiatives and other school focus areas

This section includes:
- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Aboriginal background funding**  
Allocated to fund aboriginal celebrations and commemorations such as NAIDOC, Sorry Day and Reconciliation Day.  
The community are very comfortable in coming to the school when invited and also as per their own needs. The school centenary in 2017 will need community participation to be at a high level. | N/A | $800 |
| **English language proficiency funding**  
N/A | N/A | $0 |
| **Targeted students support for refugees and new arrivals**  
N/A | N/A | $0 |
| **Socio-economic funding**  
Funding used to supplement an extra teacher to improve literacy and numeracy outcomes.  
To small an amount of money to consider impact. | N/A | $75 |
| **Low level adjustment for disability funding**  
Funding used to supplement an extra teacher to improve literacy and numeracy outcomes.  
Individualised learning has been successful in improving literacy and numeracy outcomes however further progress needs to be made in this area. | N/A | $2660 |
| **Support for beginning teachers**  
N/A | N/A | $0 |

<table>
<thead>
<tr>
<th>Other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| **Other, including Early Action for Success**  
Early Action for Success  
Teacher relief to attend EAfS meetings.  
Teacher relief to allow Classroom teachers to be involved in Professional Development provided by the Instructional leader has allowed teachers to be more specific with the teaching of both literacy and numeracy, and results are improving in these areas, however more improvement is necessary to achieve EAfS benchmarks. | N/A | $5526 |
| **Community Consultation**  
Centenary Committee on track to organise BPS Centenary.  
Balance of money targeted towards cost for | N/A | $1831 |
Student information

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

Student enrolment profile

[Enrolments graph]

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>na</td>
<td>86.6</td>
<td>81.2</td>
<td>84.2</td>
<td>55.8</td>
<td>76.3</td>
<td>86.2</td>
<td>84.7</td>
</tr>
<tr>
<td>2011</td>
<td>na</td>
<td>76.9</td>
<td>83.5</td>
<td>80.2</td>
<td>78.0</td>
<td>67.0</td>
<td>na</td>
<td>79.5</td>
</tr>
<tr>
<td>2012</td>
<td>na</td>
<td>46.2</td>
<td>53.7</td>
<td>69.2</td>
<td>65.3</td>
<td>84.9</td>
<td>61.4</td>
<td>69.8</td>
</tr>
<tr>
<td>2013</td>
<td>na</td>
<td>43.8</td>
<td>na</td>
<td>na</td>
<td>65.7</td>
<td>na</td>
<td>85.1</td>
<td>61.2</td>
</tr>
<tr>
<td>2014</td>
<td>na</td>
<td>82.4</td>
<td>na</td>
<td>na</td>
<td>85.9</td>
<td>na</td>
<td>87.8</td>
<td>84.9</td>
</tr>
<tr>
<td>2015</td>
<td>na</td>
<td>85.6</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>89.0</td>
</tr>
</tbody>
</table>

School 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 where necessary.
- Providing a healthy fruit platter every recess.
- Regular newsletter items regarding the importance of regular attendance.
- Interviews with parents regarding attendance problems.
- Provision of a free bus and travel for transport on excursions.
- Rearranging teaching program to encourage regular attendance.
- Employment of a temporary teacher to improve literacy and numeracy skills.
- The use of up to date technology such as the connected classroom and Ipads to increase student engagement.
- Involvement of the HSLO on cases of unacceptable attendance levels.

It is hoped that we will be able to continue these programs in 2016 to help improve the attendance data.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<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></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.226</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.496</td>
</tr>
<tr>
<td>Other positions</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2.906</td>
</tr>
</tbody>
</table>

The school has a full time Aboriginal Education Officer employed at the school. This staff member identifies as Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td></td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation

Professional Learning was undertaken by both teaching and ancillary staff throughout 2015. This included:

- Personalised Learning Plans
- AEO / AEW collegial meetings
- Child Protection
- Principal collegial meetings
- CPR Training
- Road Safety Training
- New scheme teacher accreditation training
- Principal State Conference
- PLAN Training
- Early Action for Success training from our Instructional Leader
- Early action for Success conferences
- Strategic Financial Management
- Stronger Smarter Training
- Early Literacy Processing and Assessment
- Bundjalung language Applications
- Early Teacher Training
- Small School Principal Meetings

Training was used to support school programs in Literacy, Numeracy, Quality teaching, Leadership Development, Aboriginal Education, Organisational Effectiveness ICT and Financial literacy.

### Financial information

#### Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$120875.11</td>
</tr>
<tr>
<td>Global funds</td>
<td>53358.75</td>
</tr>
<tr>
<td>Tied funds</td>
<td>16867.58</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>398.93</td>
</tr>
<tr>
<td>Interest</td>
<td>2638.76</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3400.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$197539.13</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 5993.82    |
| Excursions                 | 1203.33    |
| Extracurricular dissections| 9744.42    |
| Library                    | 842.49     |
| Training & development     | 674.54     |
| Tied funds                 | 47094.02   |
| Casual relief teachers     | 5306.87    |
| Administration & office    | 19910.43   |
| School-operated canteen    | 0.00       |
| Utilities                  | 8216.12    |
| Maintenance                | 6259.97    |
| Trust accounts             | 690.63     |
| Capital programs           | 0.00       |
| **Total expenditure**      | $105936.64 |
| **Balance carried forward**| $91602.49  |
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.

Baryulgil Public School Had no students sitting the NAPLAN test in 2015.

Parent/caregiver, student, teacher satisfaction

In 2015, the school sought the opinions of parents, students and teachers about the school through targeted focus groups.

Their responses are presented below.

In the many discussions that are held in focus groups they have said that-

Although very pleased with the primary education their children receive at Baryulgil, many parents are concerned that their children become disengaged once they leave.

Students have acknowledged that whilst sometimes the tasks they are required to complete can be challenging, their teachers are always willing to support them. All students feel that they have made significant improvements this year and feel safe, happy and valued when at school.

Both teachers and the AEO feel that working at Baryulgil Public School is professionally rewarding with abundant resources, opportunities for further learning and eager students. Teachers feel valued by the wider community for the work they do and enjoy the open, welcoming atmosphere that has been established for many years.

The program to include both educational and social opportunities with other schools is of great value and should continue.

One concern is the inability, over many years, of children who remain local but attend high school in town is the capacity to complete year12 amongst those students. This has remained a concern over many years despite steps put in place to try and overcome this problem.

Policy requirements

Aboriginal education

All students at Baryulgil Public School identify as Aboriginal and as such, all key learning areas covered have an Aboriginal focus or perspective. The school recognizes and respects the use of Aboriginal English within the classroom, flies the Australian and Aboriginal flags and a welcome to, or acknowledgement of, country is always performed at assemblies and special occasions.

Timetabled Bundjalung language lessons are taught by the school’s Aboriginal Education Officer (AEO).

Aboriginal culture is woven in to our literacy program and is supported by the other curriculum areas.

We recognize that the local Aboriginal people have beliefs that may preclude certain areas for excursions and this is always discussed and cleared before excursions to new areas takes place.

We also invite the local high school Aboriginal staff into our school to work with the students in many areas.

Aboriginal Language and culture are always at the forefront of decision making processes within the school.

Multicultural Education and Anti-racism

All teaching and learning activities at Baryulgil Public School are culturally inclusive and develop an understanding and respect towards cultural, linguistic and religious differences.

Teaching programs integrate multicultural perspectives across all Key Learning Areas, and all students participate in multicultural activities at various times throughout the year.