BARYULGIL PUBLIC SCHOOL
Annual School Report
Our school at a glance

Students

In 2012, Baryulgil Public School began the year with an enrolment of eight students. All students are descendants of the local Bundjalung people. There is one class of eight children which is split into smaller groups for literacy and numeracy. Towards the end of 2012, student numbers increased to a total of 12 enrolments with a possibility of 2 more enrolments.

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 part time school administrative manager.
- A part time school cleaner.
- A part time general assistant.

Mr Greg Eather returned to the school as substantive Principal at the start of 2012 after a 12 month period as relieving Principal at Palmers Island Public School. Mr Andrew Patterson (Relieving Principal 2011) returned to Copmanhurst Public School to his substantive position.

Ms Bianca Telford was employed as a temporary teacher for 4 days each week replacing Mrs Gorton-Smith, using various funding options that were utilized to enhance teaching programs in literacy and numeracy within the school.

Significant programs and initiatives

National partnership programs

This year was the second year that Baryulgil Public School has been included in the National Partnership program for Low SES communities. Funding received has been used to employ a temporary teacher one day per week to provide intensive Literacy and Numeracy support both for individual students and small groups. National Partnership funding was also used for Leadership development through professional learning and to support a model of team teaching and learning in partnership with Copmanhurst Public School.

Student achievement in 2012

It is not possible to summarise the student achievement for 2011 as only two students sat the NAPLAN in year three and no students in year five. A summary of our achievements could identify individual students.

Messages

Principal’s message

I hope that you find Baryulgil Public School’s 2012 Annual Report an interesting and informative
The report contains important information about programs which the school conducted and the performance of the school in the Key Learning Areas. The report highlights those areas targeted in 2012 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.

2012 has been a very busy and productive year for Baryulgil Public School. Many new programs have been implemented within the school. The Indig Reader program is one such. A reading program written by Aboriginal people that provides great interest and learning opportunity for our students.

Computer based programs such as Mathletics and Reading Eggs have also been wonderful and have provided improvements in both numeracy and literacy areas.

Lynette and Bianca Mundine are working on a community based language program and we hope to be able to implement this into the school once complete and appropriate protocols are followed.

Lynette has also spent time researching the Djehuti Mathematics program which will be implemented in the school next year.

It has also been exciting to see the school grow in student numbers towards the end of the year. We have grown from 5 students to 12 students, with a possibility of growth to 15 students by the very end of 2012. These new students have increased the vitality and enthusiasm within the school and we are certainly better for it.

We now look forward to 2013 with great enthusiasm as the programs and learning opportunities we are able to provide will be unique and second to none.

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.

Greg Eather

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.

School context

Baryulgil Public School is an isolated, rural school and is a member of the Clarence Valley Community of Small Schools. Baryulgil Public School is located on the Clarence River, 85km north-west of Grafton. With a current enrolment of 11 Aboriginal students in years K-6, the school services the Aboriginal communities of Baryulgil and Malabugilmah, as well as families from neighbouring properties. In 2012, a weekly Kindergarten Orientation program was established which caters for at least 4 children aged 4-5 from both Baryulgil, Malabugilmah and surrounding communities.

Baryulgil Public School has a strong focus on improving Literacy and Numeracy outcomes and is well resourced with a high level of technology available. Teaching programs are relevant and engaging to students and are delivered within a caring and supportive learning environment. Students are afforded many opportunities to engage with children from other schools through sporting visits, combined excursions, cultural activities and teaching and learning initiatives.

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

Baryulgil Public School has, for much of the year, had an enrolment of eight students. However, towards the end of the 2012 we enrolled four new students. These include two Kindergarten, one Year 1 and one Year 4 students bringing our total enrolment to twelve.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>66.3</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>1</td>
<td>70.1</td>
<td>86.6</td>
<td>76.9</td>
<td>46.2</td>
<td>na</td>
</tr>
<tr>
<td>2</td>
<td>84.2</td>
<td>81.2</td>
<td>83.5</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>3</td>
<td>57.6</td>
<td>84.2</td>
<td>80.2</td>
<td>69.2</td>
<td>na</td>
</tr>
<tr>
<td>4</td>
<td>na</td>
<td>95.8</td>
<td>78.0</td>
<td>86.3</td>
<td>na</td>
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<tr>
<td>5</td>
<td>89.1</td>
<td>76.3</td>
<td>na</td>
<td>67.0</td>
<td>na</td>
</tr>
<tr>
<td>6</td>
<td>83.4</td>
<td>88.2</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Total</td>
<td>88.8</td>
<td>77.8</td>
<td>84.3</td>
<td>79.5</td>
<td>69.8</td>
</tr>
</tbody>
</table>

This year our attendance rate has dipped below what is considered acceptable. There are some special circumstances relating to this, however all of the Baryulgil School Community needs to work hard to improve the attendance rate of our students.

Staff information

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

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Staff establishment

<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 Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.31</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Baryulgil Public School has one permanent full time member of staff. The position is that of an AEO.

Staff retention

There was some staff changeover at the beginning of 2012 at Baryulgil Public School.

Mr Greg Eather returned to the school as substantive Principal at the start of 2012 after a 12 month period as relieving Principal at Palmers
Island Public School. Mr Andrew Patterson (Relieving Principal 2011) returned to Copmanhurst Public School to his substantive position.

Ms Bianca Telford was employed under as a temporary teacher for 4 days each week replacing Mrs Gorton-Smith, under various funding options that were utilized to enhance teaching programs in literacy and numeracy within the school.

Teacher qualifications

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

[Enter text here.]

<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>
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</table>

Financial summary

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

Date of financial summary: 30/11/2012

<table>
<thead>
<tr>
<th>Income</th>
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<tr>
<td>Balance brought forward</td>
<td>$97485.03</td>
</tr>
<tr>
<td>Global funds</td>
<td>43674.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>31680.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>355.00</td>
</tr>
<tr>
<td>Interest</td>
<td>3684.18</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>176878.61</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>5107.42</td>
</tr>
<tr>
<td>Excursions</td>
<td>2825.02</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7345.58</td>
</tr>
<tr>
<td>Library</td>
<td>456.27</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>150.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>58980.71</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1251.73</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>18101.93</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6613.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5357.01</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>106188.67</td>
</tr>
</tbody>
</table>

Balance carried forward: 70689.94

A full copy of the school’s 2012 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 2012

2012 included a number of great achievements from our students. Probably the highlight of the year was the success of Marcus in the small school’s times tables competition. Marcus won the preliminary round and eventually achieved a second place. This was an outstanding effort from a motivated student. Well done Marcus.

We also participated in the small schools swimming and athletics carnivals with varying degrees of success. Although most of students did not move on to further representation, this was not due to a lack of trying. As always, Baryulgil school students give 100%.

Last year, parent responses indicated that a major overnight excursion would be of benefit to the students. We were able to cater for this response this year and the excursion was a great success.

Achievements

Arts

This year Baryulgil Public School was successful in having Claymation figures and a subsequent short film displayed at the Grafton Regional Gallery for a number of weeks during the galleries Monster Exhibition.

A piece of artwork completed by Una was also displayed at the Small Schools Art
exhibition and drew favorable comments by many people.

In school art was particularly successful this year and the classroom remains a bright and cheerful learning area with the amount of student art on the walls.

We have also started work on some Aboriginal beadwork capably led by one of our local parents. This has been keenly worked on and the students look forward to the days when this activity takes place.

**Sport**

Our sporting year started early in the new year with our participation in the ‘Ulmarr and Friends’ swimming carnival and was quickly followed by the Clarence Small Schools swimming carnival. It was great to see so many of our students competing in all events. We visited Copmanhurst Public School for our annual cross-country race. Copmanhurst Public then hosted the athletics carnival where all students gave their best effort. After competing at Junction Hill in the Clarence Small Schools carnival, Zakiah was selected to compete at the Clarence District level for shot put however she was unable to attend as the date clashed with our major Sydney excursion.

The school sport was dominated early in the year with an introduction to golf. This sport was quickly adopted by the students and their skills and expertise surprised all.

Zumba was also introduced and was well received by the students for both its health benefits and the fun that was to be had in being part of the program.

**Other**

A number of excursions took place this year including a trip to Sydney with Harwood Island Public School and a camping adventure to The Gorge. The trip to Sydney was a fabulous experience for both teachers and students. Many new friends were made and many fears were overcome. Alex entertained us with his reflection of the Silverman in Chinatown. Una loved the Ghost Tour, Marcus thought the Museum was great, Eunice simply enjoyed the whole experience and Zakiah was the social organizer for the trip.

The trip to the Gorge was also a wonderful time for the students. Again, the opportunity was taken by all to meet and make friends with a whole range of different students. The walk to the falls was exhausting but well worth the effort. Probably the highlight of the year as far as school work is concerned was the second position Marcus obtained at the small schools times table challenge. This was a great effort from a conscientious and dedicated student.
Other activities included:

- NAIDOC celebrations at Grafton Public School.
- Visiting Science show at Nymboida Public School.
- Life Education van visit.
- Environmental Science day at Nymboida Public School.
- Dean Widder’s ‘Yarn-Up’ tour.
- Mobile library visits each fortnight.
- ‘Kindy-Time’ playgroup working well.
- Cultural visits for senior Aboriginal Studies students from local high schools.
- Yvonne Goolagong tennis clinic.
- A dog safety talk.

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 these 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)

Reading – NAPLAN Year 3

Owing to the small number of students sitting the 2012 NAPLAN, detailed results cannot be reported for privacy reasons.

Numeracy – NAPLAN Year 3

Owing to the small number of students sitting the 2012 NAPLAN, detailed results cannot be reported for privacy reasons.

Reading – NAPLAN Year 5

Owing to the small number of students sitting the 2012 NAPLAN, detailed results cannot be reported for privacy reasons.

Numeracy – NAPLAN Year 5

Owing to the small number of students sitting the 2012 NAPLAN, detailed results cannot be reported for privacy reasons.

Progress in reading

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Progress in numeracy

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives

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.

Plans are being put in place for timetabled Bundjalung language lessons to be taught by the school’s Aboriginal Education Officer (AEO) in 2013. This resource is being co-developed with an Aboriginal worker employed at Grafton Public school.
Multicultural education

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.

National partnership programs

Low SES National partnership program

This program is invaluable to the school, 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.

For more details, please refer to our School Plan which identifies targets, strategies and allocation of funds.

Other programs

Priority School Funding

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-5; and
- Utilizing Mathletics and Reading Eggs, which is an interactive computer generated website that enables students to systemically work through assigned task 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.

Progress on 2012 targets

Target 1

- All Year 3 students (2010) will achieve growth in writing at or above expected state growth between Year 3 NAPLAN 2010 and Year 5 NAPLAN 2012.
- All Year 3 students (2011) will achieve growth in Writing at or above expected state growth from Year 3 NAPLAN 2011 to Year 5 NAPLAN 2013.

Our achievements include:

It is not possible to report on NAPLAN results due to the small number of students who sit the NAPLAN at Baryulgil Public School.

Target 2

- To increase the number of Year 3 students achieving in the top three bands for Numeracy from 0 in NAPLAN (Year 3) 2010 to 1 in NAPLAN (Year 5) 2012.
- To increase the number of Year 3 students achieving in the top three bands for Numeracy from 0 in NAPLAN (Year3) 2011 to 2 in NAPLAN (Year 5) 2013.

Our achievements include:

It is not possible to report on NAPLAN results due to the small number of students who sit the NAPLAN at Baryulgil Public School.

Target 3

- Increase the percentage of Aboriginal parents/carers participating in the development of Personalised Learning Plans from 0% in 2011 to 100% in 2012.
- Improve the attendance rate of long term students by 5% from end 2011 to end 2012.

Our achievements include:

Some parents (50%) taking up the offer to participate in the development of Personalised Learning Plans.

The attendance rate of long term students improved by over 8% in 2012 which was above our stated target.
School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of communication and mathematics.

Educational and management practice

Communication

Background
Staff, students and parents were surveyed and participated in informal discussions throughout the year.

Findings and conclusions
Data gathered from these processes indicted that all parties believe that there are open channels of communication between all stakeholders and that the ways we communicate are effective. All stakeholders feel that they and their opinions are valued.
Parents like that the staff are approachable and available to discuss any concerns that they have. Parents also like that suggestions they put forward are considered and often acted upon. Students like that they are included in decision making and are informed of upcoming events.
Staff and parents feel comfortable approaching each other over any issue.

Future directions
Staff will ensure that the school newsletter continues to be regularly updated and sent both to parents and the wider community. The school will always be available to the wider community for support. Staff will continue to be open to discuss issues and ideas proposed by parents, students and the wider community.

Curriculum

Mathematics

Background
Staff, students and parents were surveyed and participated in informal discussions throughout the year.

Findings and conclusions
Parents and students agree that mathematics is an important subject.

Students and parents like that technology is integrated into all mathematics lessons, and see that it is a valuable tool for students of the 21st Century.
Students agree that the teacher helps them when needed.
Staff believe that using the tables practice session and use of technology has improved the way that they teach mathematics.

Future directions
Further refinement of our Numeracy program to include Dehuti Mathematics needs to occur in 2013.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

In June our school was included in the Dean Widders’ tour of North Coast Indigenous communities, where parent and community views on schooling were sought.

Parent responses during the Dean Widders’ tour and throughout the year have been overwhelmingly positive towards the school. All parents value the school and the benefits it provides for their children. The school is seen as a welcoming place that is the hub of this small community. 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.
Professional learning

Professional Learning was undertaken by both teaching and ancillary staff throughout 2012. This included:

- North Coast Quality Teaching Conference
- Moodle
- Live Life Well @ School
- Personalised Learning Plans
- AEO / AEW collegial meetings
- Child Protection
- SMART Data analysis
- Principal collegial meetings
- CPR Training
- Keeping Them safe Training
- Adobe Connect Training
- New scheme teacher accreditation training
- Promotion panel training
- Adobe connect training

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

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012—2014

Improve Literacy skills of all students with a focus on Writing.

2013 Targets to achieve this outcome include:

All Year 3 students (2011) will achieve growth in writing at or above expected state growth between Year 3 NAPLAN 2011 and Year 5 NAPLAN 2013.

All Year 3 students (2012) will achieve growth in writing at or above expected state growth between Year 3 NAPLAN 2012 and Year 5 NAPLAN 2014.

Strategies to achieve these targets include:

- Utilise PSP and National Partnership staffing support to teach Literacy in smaller groups and individually K-6 by employing a 0.1 temporary classroom teacher.
- Participate in T&D specifically targeting explicit teaching of Persuasive Writing.
- Use strategies specific to persuasive writing needs on SMART Data site.
- Analyse SMART Data to identify student Literacy needs and supporting strategies to include in teaching and learning programs.
- Engage with other small schools in debating and public speaking using the connected classroom.

School priority 2
Outcome for 2012–2014

To increase the level of Numeracy performance for all students. Teachers will have enhanced skills in the use of data to inform programming and planning for the teaching of Numeracy.

2013 Targets to achieve this outcome include:

To increase the number of Year 3 students achieving in the top three bands for Numeracy from 0 in NAPLAN (Year 3) 2012 to 1 in NAPLAN (Year 5) 2014.

To increase the number of Year 3 students achieving in the top three bands for Numeracy from 0 in NAPLAN (Year 3) 2011 to 2 in NAPLAN (Year 5) 2013.

Strategies to achieve these targets include:
• Utilise PSP and National Partnership staffing support by employing a 0.1 temporary teacher to teach Numeracy in smaller groups.
• Provide access to ‘Mathletics’ and “StudyLadder” programs for all students, and training for teachers in use of the program via video conference.
• Build on team teaching with Copmanhurst Public School (2011, 2012, 2013) to identify common aspects of Writing in need of improvement. Deliver lessons with students from both schools together and via connected classroom.
• Introduce the computer based literacy program, Reading Eggs” to the whole school.
• Implement the Multi-Lit program for identified by NAPLAN and school based testing.
• Introduce the Accelerated literacy program into the school. 2013) to identify common aspects of Numeracy in need of improvement. Deliver lessons with students from both schools together and via connected classroom.
• Incorporate NAPLAN style assessments into classroom teaching and learning programs.
• Staff to receive training in using ICT to enhance the teaching of Numeracy.
• Develop a whole school Numeracy assessment plan to help track student progress.
• Purchase and train AEO in the use of Djehuti Numeracy program. AEO works with individual students daily.

School priority 3
Outcome for 2012–2014
Increase Aboriginal student learning outcomes in Literacy and Numeracy to match or better outcomes of non-Aboriginal students.

Enhanced parent and community participation at school.

2013 Targets to achieve this outcome include:
• Increase the percentage of Aboriginal parents participating in the development of Personalised Learning Plans from 50% in 2012 to 100% in 2013.

Strategies to achieve these targets include:
• Implement the new Pre- Kinder – Yr12 Personalised Learning Plan Booklet.
• AEO to work in co-operation with Grafton Primary School AEW to develop a Bundjalung Language Program which will be used in both schools as an Aboriginal Language Program.

School priority 4
Outcome for 2012–2014
Improved overall student engagement and attendance through interesting, innovative, rewarding and challenging programs.

2013 Targets to achieve this outcome include:
• Improve the attendance rate of all students by 5% from end 2012 to end 2013.

Strategies to achieve these targets include:
• Pre-school age children attend ‘Kindy-Orientation’ at school each 2nd Thursday with their brothers and sisters.
• Continue to provide a healthy lunch once per week, fruit each day provided at recess and ‘Crunch & Sip’ at 10am.
• Reward regular attendees every three weeks through an attendance draw.
• Build on the enjoyment witnessed maintaining the school vegetable garden.
• Build on the ‘Team Teaching Across Schools’ with Copmanhurst Public in 2012 and develop a similar partnership with Grafton Public in 2013 as a prelude to future transition to high school programs.
• Reintroduce the breakfast program to encourage students to arrive at school on time and to attend regularly.

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
Lynette Donnelly: Aboriginal education Assistant
Genny Klenk: School Administration Manager
Bianca Telford: Classroom teacher
Dolly Robinson: Parent

School contact information
Baryulgil Public School
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Ph: 02 66472124
Fax: 02 66472151
Email: baryulgil-p.school@det.nsw.edu.au
Web: www.baryulgil-p.schools.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: