



Principal Selection and Placement Pilot

Bayulu Remote Community School

- Schools online report
- School workforce profile report
- Outgoing principal survey report

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Principal Selection and Placement Pilot

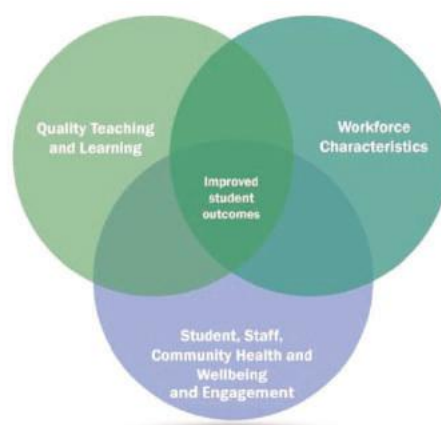
Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Conceptual Model for Workforce Planning and Development

Workforce Strategy
Improving Student Outcomes



School Profile

Welcome to the Principal Selection and Placement Pilot. This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff, Community Health and Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.



Quality Teaching and Learning

This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)

Schools Online - School Report

Contact Information

Code 5190
Name Bayulu Rem Com School
Physical Address Gogo Station Road
Via Fitzroy Crossing
6765
Postal Address
Phone 08 9163 8650
Fax 08 9191 5119

School Management

Principal

Martin Shepherd

Vice / Deputy Principal

Brooke Adam

Manager Corporate Services

Michelle Lovell



Region Management

Director of Education

Paul Bridge
Kimberley Education Regional Office

Note:

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

School Overview

Bayulu Remote Community School caters for students from Kindergarten to Year 6. Our school is located on Gooniyandi country, 15km from the town of Fitzroy Crossing in the Kimberley region.

Our vision is to provide a safe and stimulating environment where Aboriginal culture is embraced and celebrated, and students are encouraged to reach their academic potential so they become proud, strong and resilient members of the community.

Our priorities are:

- Successful students
- High quality teaching and leadership
- Relationships, partnerships and community

There's a deep sense of belonging at our school with staff building strong relationships with students and the community. Our school's commitment to every student's learning is tangible. We focus on reading, writing, mathematics and Aboriginal culture from the moment children start school, to ensure every child achieves their best.

Our community has a strong affinity with our school that goes back generations. It is visible in school assemblies, NAIDOC Week events and sports carnivals where the generations prior - parents, grandparents, uncles and aunts - come in to reminisce, look at old photos and share stories with our students.

The majority of our students live in one of six nearby indigenous communities: Bayulu, Gillaroong, Karnparmi, Joy Springs, Ngalingkadji and Mimi. Indigenous students comprise 92% of the student population, most of whom speak Kriol as their first language and Standard Australian English as an additional language. Connection to culture is very strong, with all students participating in either the Gooniyandi or Walmajarri language and cultural program.

We are proud to be one of Western Australia's leading remote schools having won the WA Premier's Excellence in Aboriginal Education Award in 2017 and been recognised as a finalist in 2016.

The school has a rich history as the first station school in Western Australia. Gogo School was established in February, 1957 and began in a cave on the side of the Parmarrjarti hills on Gogo Station. The children of the Parmarrjarti people who came to live on the station were the school's first students. In 1962 the Education Department constructed a single classroom and some teacher accommodation on a site 400 metres from the 'Cave School'. It is on this site that the school now proudly sits.

For more information about our school, please call (08) 9191 5093 or visit our Facebook page at <https://www.facebook.com/BayuluSchool/>

Programs

Department Endorsed Programs

Aboriginal Tutorial Assistance Scheme

Student Numbers (as at 2022 Semester 1)

Primary

| | Kin | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 | Total |
|-----------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| Full Time | (7) | 7 | 10 | 7 | 10 | 9 | 4 | 9 | 63 |
| Part Time | 11 | | | | | | | | |

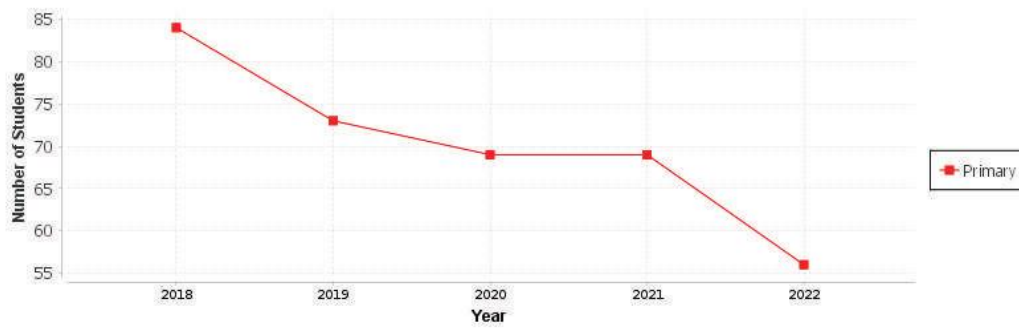
Note:

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Sex

| | Kin | PPR | Pri | Sec | Total |
|--------------|------------|------------|------------|------------|--------------|
| Male | 6 | 6 | 28 | | 40 |
| Female | 5 | 1 | 21 | | 27 |
| Total | 11 | 7 | 49 | | 67 |

Student Number Trends (based on 2022 Semester 1 Census Data)



2022 Semester 1

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|-------------------------|------|------|------|------|------|
| Primary (Excluding Kin) | 84 | 73 | 69 | 69 | 56 |
| Upper Secondary | 0 | 0 | 0 | 0 | 0 |
| Total | 84 | 73 | 69 | 69 | 56 |

Note:

The graph and table include only full-time students

Staff Numbers

| No | FTE | AB'L |
|----|-----|------|
|----|-----|------|

| | | | |
|--------------------------------------|---|-----|---|
| Principals | 1 | 1.0 | 0 |
| Associate / Deputy / Vice Principals | 1 | 1.0 | 0 |
| Total Administration Staff | 2 | 2.0 | 0 |

| | | | |
|----------------------|---|-----|---|
| Other Teaching Staff | 7 | 6.6 | 0 |
| Total Teaching Staff | 7 | 6.6 | 0 |

| | | | |
|----------------------------|----|-----|---|
| Clerical / Administrative | 2 | 1.0 | 1 |
| Gardening / Maintenance | 2 | 1.0 | 1 |
| Instructional | 5 | 3.7 | 4 |
| Other Allied Professionals | 2 | 1.2 | 1 |
| Total Allied Professionals | 11 | 6.8 | 7 |

| | | | |
|--------------|-----------|-------------|----------|
| Total | 20 | 15.4 | 7 |
|--------------|-----------|-------------|----------|

Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Percentages of students Above, At, and Below National Minimum Standard (NMS) Levels

| NAPLAN Numeracy | | | | | | | | | |
|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | 2018 | | | 2019 | | | 2021 | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| Above NMS | 27% | 20% | | 11% | 14% | | 11% | 0% | |
| At NMS | 45% | 20% | | 22% | 43% | | 33% | 33% | |
| Below NMS | 27% | 60% | | 67% | 43% | | 56% | 67% | |

| NAPLAN Reading | | | | | | | | | |
|----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | 2018 | | | 2019 | | | 2021 | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| Above NMS | 14% | 27% | | 25% | 0% | | 22% | 0% | |
| At NMS | 43% | 36% | | 62% | 33% | | 22% | 50% | |
| Below NMS | 43% | 36% | | 12% | 67% | | 56% | 50% | |

| NAPLAN Writing | | | | | | | | | |
|----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | 2018 | | | 2019 | | | 2021 | | |
| | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 | Year 3 | Year 5 | Year 7 |
| Above NMS | 36% | 18% | | 22% | 12% | | 25% | 0% | |
| At NMS | 14% | 9% | | 22% | 25% | | 12% | 38% | |
| Below NMS | 50% | 73% | | 56% | 62% | | 62% | 62% | |

Student-Centred Funding

Student-Centred Funding 2022

| | |
|--|-----------------------|
| Per Student Funding | \$509,228.00 |
| Student and School Characteristics | \$1,034,236.72 |
| Disability Adjustments | \$33,682.99 |
| Targeted Initiatives | \$79,570.56 |
| Operational Response Allocation | \$10,625.00 |
| Regional Allocation | \$0.00 |
| Total 2022 | \$1,667,343.27 |
| Transition Adjustment | \$0.00 |
| Total After Transition Adjustment | \$1,667,343.27 |

Per Student Funding - At Census

| | Funded Student FTE | | Amount |
|--------------|--------------------|-----------------|---------------------|
| | Below Threshold | Above Threshold | |
| Kindergarten | 11 | 0 | \$54,912.00 |
| Pre-primary | 7 | 0 | \$60,711.00 |
| Year 1 | 10 | 0 | \$86,730.00 |
| Year 2 | 7 | 0 | \$60,711.00 |
| Year 3 | 10 | 0 | \$86,730.00 |
| Year 4 | 9 | 0 | \$65,223.00 |
| Year 5 | 4 | 0 | \$28,988.00 |
| Year 6 | 9 | 0 | \$65,223.00 |
| Total | 67 | 0 | \$509,228.00 |

Student and School Characteristics Funding - At Census

| | Funded Student FTE | Amount |
|--|--------------------|-----------------------|
| Student Characteristics | | |
| Aboriginality | 66 | \$163,337.53 |
| Disability | 46 | \$146,560.44 |
| English as an Additional Language or Dialect | 21 | \$62,295.72 |
| Social Disadvantage | 58 | \$81,189.75 |
| Sub Total | | \$453,383.44 |
| School Characteristics | | |
| Enrolment-Linked Base | | \$403,279.63 |
| Locality | | \$177,573.65 |
| Sub Total | | \$580,853.28 |
| Total | | \$1,034,236.72 |

Targeted Initiatives (Detail)

| | Amount |
|--|--------------------|
| Targeted Initiative: Additional Aboriginal and Islander Education Officer (AIEO) FTE | \$22,853.58 |
| Targeted Initiative: In School State Funded Chaplaincy Program | \$27,024.00 |
| Targeted Initiative: Kimberley Schools Project | \$18,714.98 |
| Targeted Initiative: Preschool Reform Agreement | \$10,978.00 |
| Total | \$79,570.56 |

Operational Response Allocation (Detail)

| | Amount |
|---|--------------------|
| Operational Response: Additional Cleaning Time Coronavirus (COVID-19) | \$625.00 |
| Operational Response: Covid-19 Support to Schools | \$10,000.00 |
| Total | \$10,625.00 |



Workforce Characteristics

This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.



Department of **Education**

Bayulu Remote Community School

Five Year Profile: 2018 – 2022

Extracted as at PAYDAY: 23/06/2022

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

Bayulu Remote Community School Profile 2018 – 2022

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Bayulu Remote Community School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

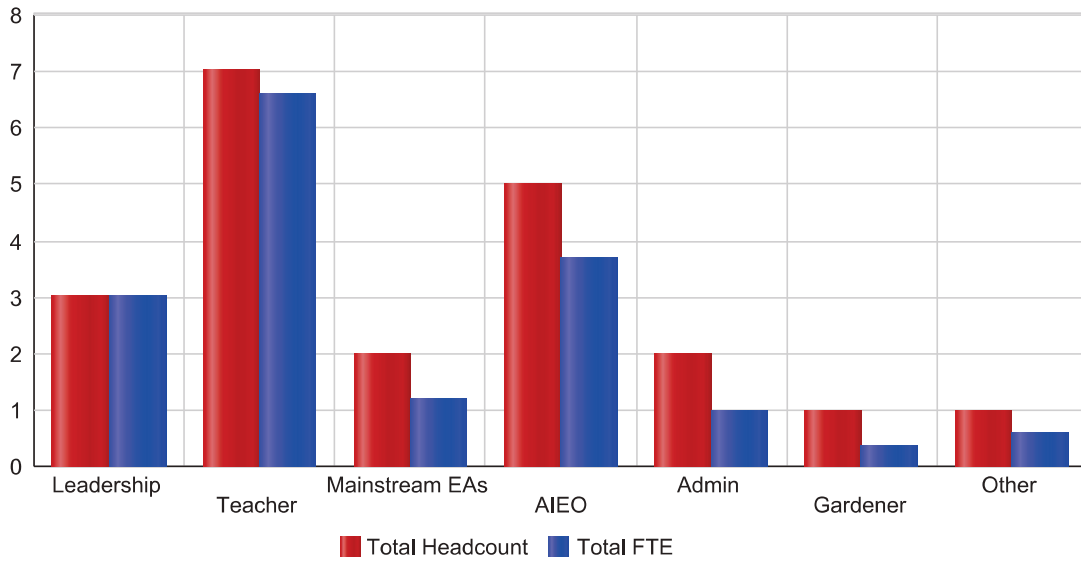
Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

Table 1 FTE and headcount of staff for occupation groups

| Occupation Group | Active Headcount | Active FTE | Inactive Headcount | Inactive FTE | Total Headcount | Total FTE |
|------------------|------------------|-------------|--------------------|--------------|-----------------|-------------|
| Leadership | 2 | 2.0 | 1 | 1.0 | 3 | 3.0 |
| Teacher | 7 | 6.6 | 0 | 0.0 | 7 | 6.6 |
| Mainstream EAs | 2 | 1.2 | 0 | 0.0 | 2 | 1.2 |
| AIEO | 5 | 3.7 | 0 | 0.0 | 5 | 3.7 |
| Admin | 2 | 1.0 | 0 | 0.0 | 2 | 1.0 |
| Gardener | 1 | 0.4 | 0 | 0.0 | 1 | 0.4 |
| Other | 1 | 0.6 | 0 | 0.0 | 1 | 0.6 |
| Total | 20 | 15.5 | 1 | 1.0 | 21 | 16.5 |

Figure 1 presents the FTE and headcount data from Table 1.

Figure 1 FTE and headcount of staff for occupation groups



2. Total Employment

Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2018-2022).

Table 2 Total employment FTE and headcount 2018-2022

| Year | Headcount | FTE |
|------|-----------|------|
| 2018 | 16 | 14.3 |
| 2019 | 17 | 14.6 |
| 2020 | 20 | 16.3 |
| 2021 | 18 | 15.2 |
| 2022 | 20 | 16.4 |

Figure 2 illustrates the above data.

Figure 2 Total employment FTE and headcount 2018-2022

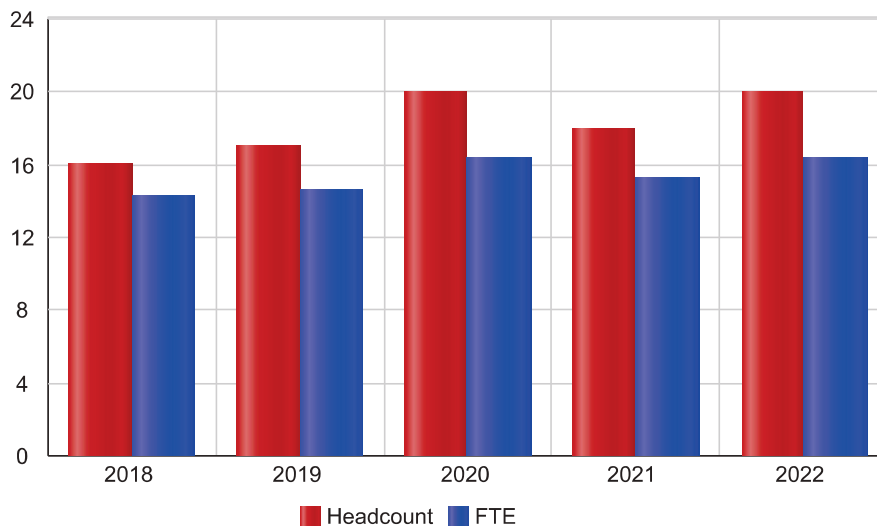


Table 3 Total employment headcount with proportion of full time employees

| Occupational Groups | Total Headcount | % Full Time | % Part Time |
|---------------------|-----------------|-------------|-------------|
| Leadership | 3 | 100% | 0% |
| Teacher | 7 | 86% | 14% |
| Mainstream EAs | 2 | 0% | 100% |

| Occupational Groups | Total Headcount | % Full Time | % Part Time |
|---------------------|-----------------|-------------|-------------|
| AIEO | 5 | 0% | 100% |
| Admin | 2 | 0% | 100% |
| Gardener | 1 | 0% | 100% |
| Other | 1 | 0% | 100% |
| Total | 21 | | |

Table 3 identifies the current proportion of full time employees for each occupational group.

Figure 3 Categories of staff employment

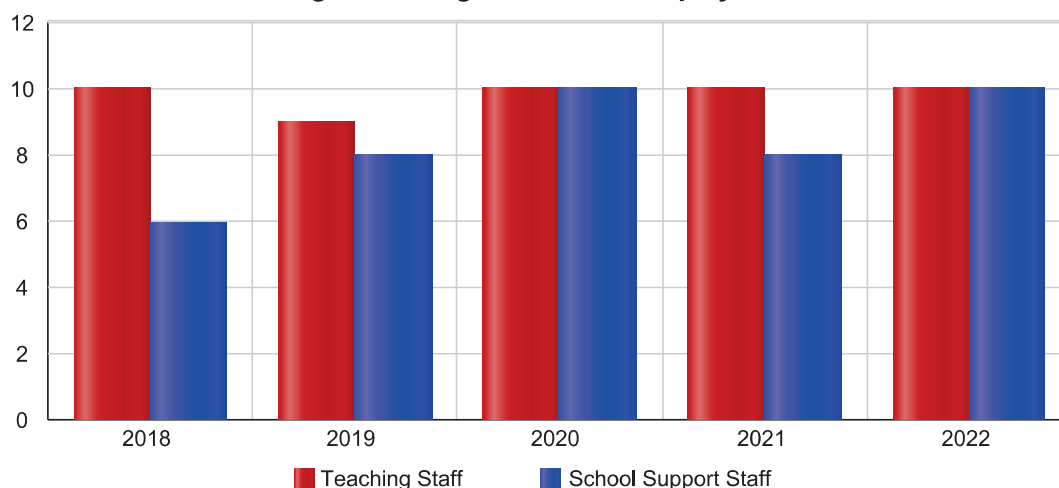


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2018.

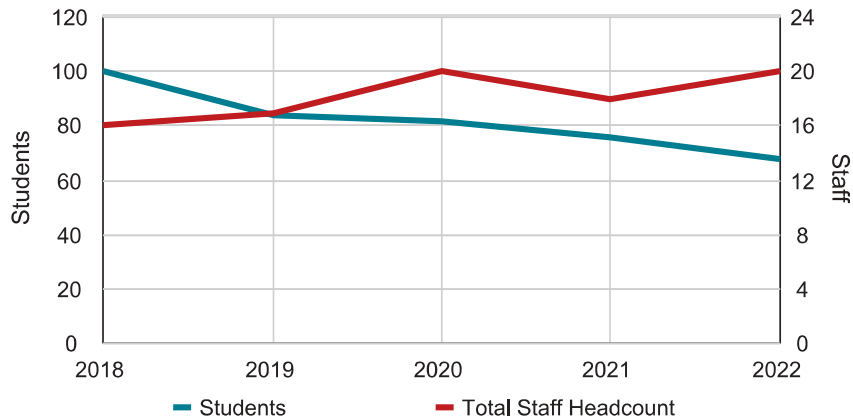
Table 4 Students and staff trend

| Year | Total Staff Headcount | Teaching Staff Headcount | School Support Staff Headcount | Students |
|------|-----------------------|--------------------------|--------------------------------|----------|
| 2018 | 16 | 10 | 6 | 99 |
| 2019 | 17 | 9 | 8 | 83 |
| 2020 | 20 | 10 | 10 | 81 |
| 2021 | 18 | 10 | 8 | 75 |
| 2022 | 20 | 10 | 10 | 67 |

* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

Figure 4 Students and Staff Trend



3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Bayulu Remote Community School using both headcount and FTE.

Table 5 Gender profile

| Year | All Staff (Headcount) | | Teaching Staff (Headcount) | | School Support Staff (Headcount) | |
|------|-----------------------|--------|----------------------------|--------|----------------------------------|--------|
| | Male | Female | Male | Female | Male | Female |
| 2018 | 1 | 15 | 1 | 9 | 0 | 6 |
| 2019 | 3 | 14 | 1 | 8 | 2 | 6 |
| 2020 | 2 | 18 | 0 | 10 | 2 | 8 |
| 2021 | 2 | 16 | 0 | 10 | 2 | 6 |
| 2022 | 4 | 16 | 1 | 9 | 3 | 7 |
| Year | All Staff (FTE) | | Teaching Staff (FTE) | | School Support Staff (FTE) | |
| | Male | Female | Male | Female | Male | Female |
| 2018 | 1.0 | 13.3 | 1.0 | 9.0 | 0.0 | 4.3 |
| 2019 | 2.3 | 12.3 | 1.0 | 8.0 | 1.3 | 4.3 |
| 2020 | 1.3 | 15.1 | 0.0 | 9.8 | 1.3 | 5.3 |
| 2021 | 1.3 | 13.9 | 0.0 | 9.6 | 1.3 | 4.3 |
| 2022 | 2.7 | 13.8 | 1.0 | 8.6 | 1.7 | 5.2 |

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2018 and currently in 2022.

Table 6 Women in Teaching Leadership roles

| Year | Leadership + HOD |
|------|------------------|
| 2018 | 2 |
| 2019 | 2 |
| 2020 | 2 |
| 2021 | 2 |
| 2022 | 2 |

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2018 and currently in 2022.

Table 6a Women in School Support Leadership roles

| Year | Manager Corporate Services |
|------|----------------------------|
| 2018 | 1 |
| 2019 | 1 |
| 2020 | 1 |
| 2021 | 1 |
| 2022 | 1 |

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2018 with the current 2022 data.

Table 7 Comparison of age profile data

| | 2018 | | | 2022 | | |
|----------|-----------|----------------|----------------------|-----------|----------------|----------------------|
| | All Staff | Teaching Staff | School Support Staff | All Staff | Teaching Staff | School Support Staff |
| Under 25 | 1 | 1 | 0 | 1 | 1 | 0 |
| 25 to 34 | 6 | 6 | 0 | 8 | 6 | 2 |
| 35 to 44 | 2 | 0 | 2 | 6 | 1 | 5 |
| 45 to 54 | 6 | 3 | 3 | 2 | 0 | 2 |
| 55 to 59 | 1 | 0 | 1 | 3 | 2 | 1 |

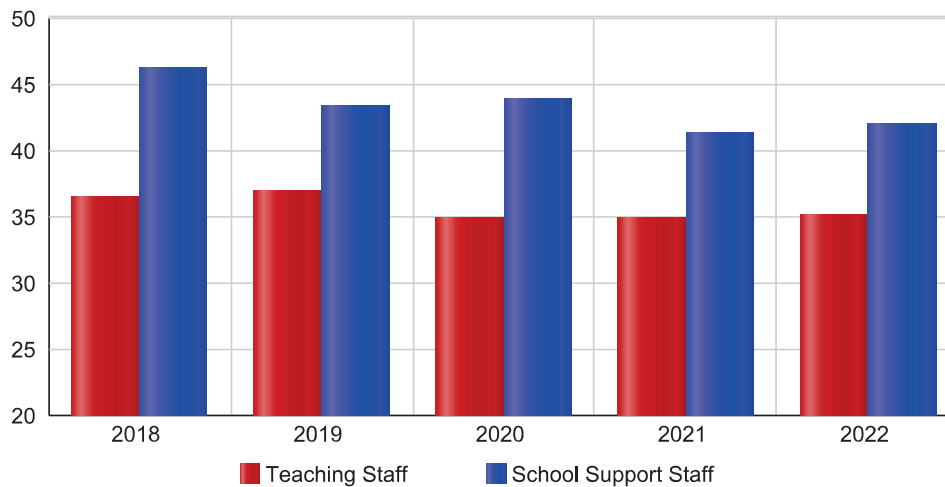
5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Table 8 Average age of all staff members 2018 to 2022

| Year | All Staff | Teaching Staff | School Support Staff | Males | Females |
|------|-----------|----------------|----------------------|-------|---------|
| 2018 | 40.2 | 36.5 | 46.2 | 54.6 | 39.2 |
| 2019 | 40 | 36.9 | 43.4 | 39.9 | 40 |
| 2020 | 39.6 | 35 | 43.8 | 33.1 | 40.3 |
| 2021 | 37.9 | 34.9 | 41.3 | 34.1 | 38.4 |
| 2022 | 38.7 | 35.1 | 42 | 41.8 | 38 |

Figure 5 Average age of teaching and school support staff members 2018 to 2022



6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 9 Diversity of staff members 2018 to 2022

| Year | Aboriginal and Torres Strait Islander | | Culturally and Linguistically Diverse (CALD) staff | | People with Disabilities | |
|------|---------------------------------------|-----|--|-----|--------------------------|-----|
| | Headcount | FTE | Headcount | FTE | Headcount | FTE |
| 2018 | 3 | 2.1 | 2 | 2.0 | 0 | 0.0 |
| 2019 | 5 | 3.4 | 1 | 1.0 | 0 | 0.0 |
| 2020 | 6 | 3.8 | 1 | 1.0 | 0 | 0.0 |
| 2021 | 4 | 2.9 | 2 | 2.0 | 0 | 0.0 |
| 2022 | 4 | 2.9 | 0 | 0.0 | 0 | 0.0 |

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Bayulu Remote Community School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

7.1 Sick and Personal Carers leave of teaching staff

Table 10 Sick leave for teaching staff

| Sick/Personal Carers Leave | Leave with evidence (days) | Leave without evidence (days) | Unpaid (days) | Average Sick/Carers leave per Teaching Staff FTE |
|----------------------------|----------------------------|-------------------------------|---------------|--|
| 2018 | 27.5 | 13.5 | 0 | 4.2 |
| 2019 | 27.5 | 25 | 0 | 5.8 |
| 2020 | 8.5 | 25.5 | 0 | 3.8 |
| 2021 | 34.5 | 42 | 0 | 8.3 |

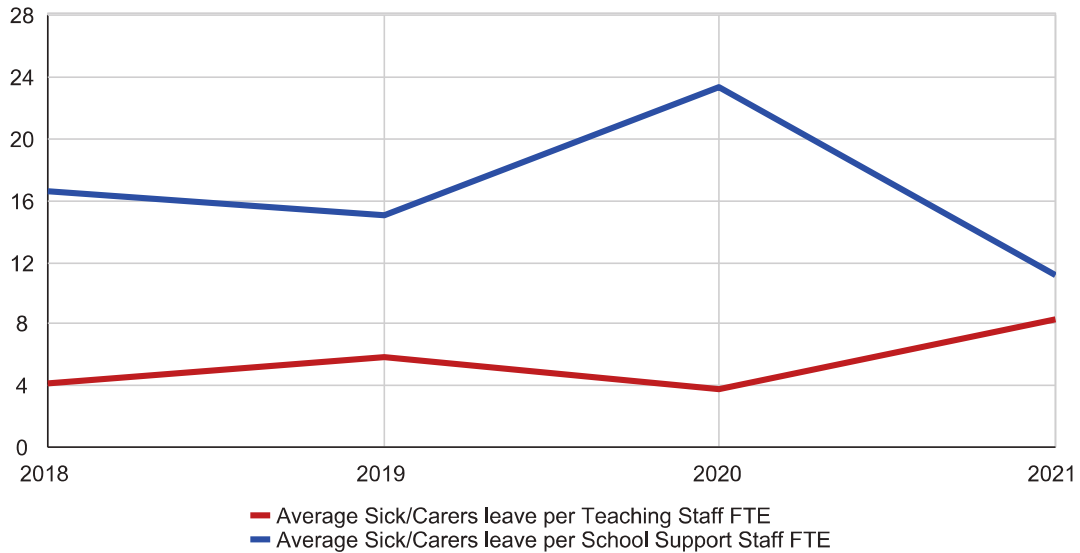
7.2 Sick and Personal Carers leave of school support staff

Table 11 Sick leave for school support staff

| Sick/Personal Carers Leave | Leave with evidence (days) | Leave without evidence (days) | Unpaid (days) | Average Sick/Carers leave per School Support Staff FTE |
|----------------------------|----------------------------|-------------------------------|---------------|--|
| 2018 | 56.2 | 11.1 | 6 | 16.5 |
| 2019 | 51.5 | 18.3 | 11.5 | 15.0 |
| 2020 | 104.2 | 28.7 | 16.4 | 23.4 |
| 2021 | 45 | 5.9 | 15.6 | 11.1 |

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2018 and 2022.

Figure 6 Sick and Personal Carers leave trends 2018 to 2022



8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

| Year | Resignations | Male | Female | Ave. Age | Rate of Resignation |
|--------------|--------------|----------|----------|----------|---------------------|
| 2020 | 0 | 0 | 0 | | 0.0% |
| 2021 | 1 | 1 | 0 | 30.7 | 5.4% |
| Total | 1 | 1 | 0 | | |

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

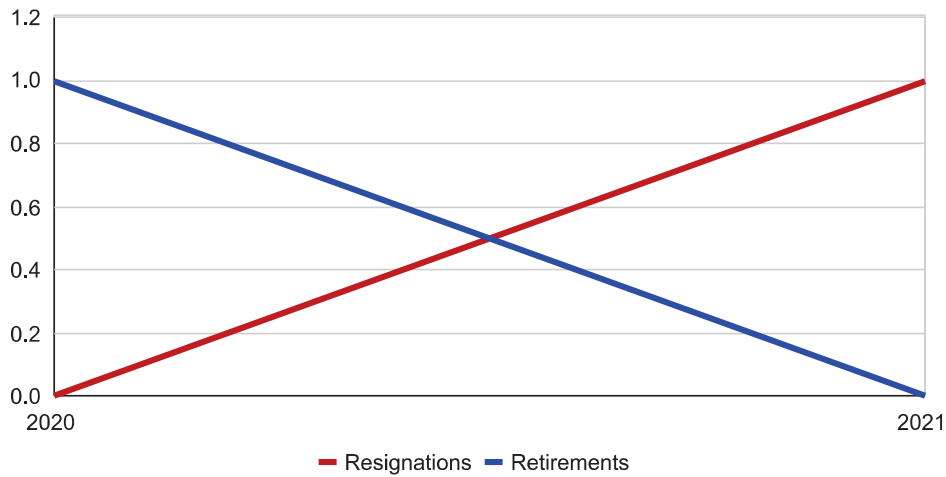
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

| Year | Retirements | Male | Female | Ave. Age | Rate of Retirement |
|--------------|-------------|----------|----------|----------|--------------------|
| 2020 | 1 | 0 | 1 | 59.8 | 5.4% |
| 2021 | 0 | 0 | 0 | | 0.0% |
| Total | 1 | 0 | 1 | | |

Figure 7 Comparison resignation and retirement numbers



8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Table 14 Possible Retirements as per age group

| Occupation Group | 55 to 59 | | 60 to 64 | | 65 to 69 | | 70 and over | |
|------------------|-----------|------------|-----------|------------|-----------|------------|-------------|------------|
| | Headcount | FTE | Headcount | FTE | Headcount | FTE | Headcount | FTE |
| Leadership | 1 | 1.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Teacher | 1 | 1.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| AIEO | 1 | 0.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 3 | 2.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

Figure 8 Potential retirements as per age group

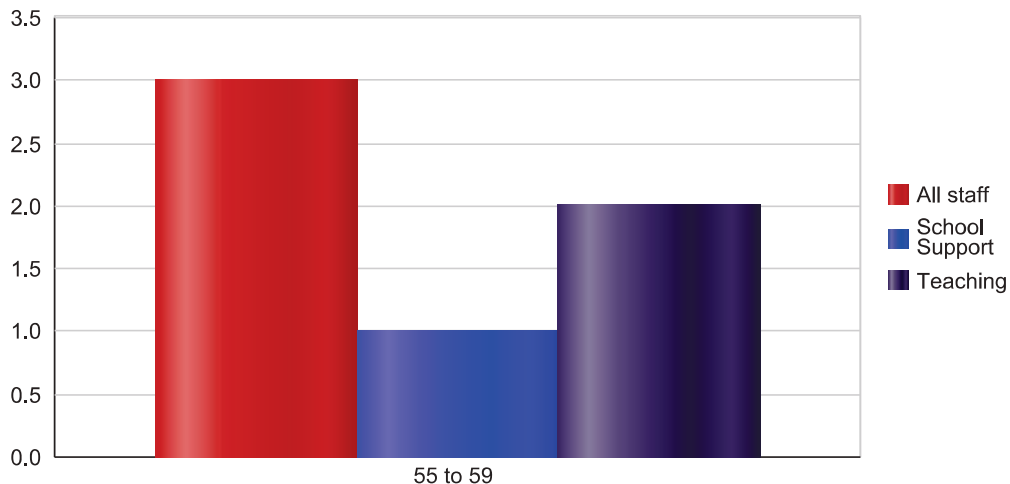


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

Table 15 Employment Class (Teachers)

| Year | Headcount | | Percentage | |
|------|-----------|------------|------------|------------|
| | Permanent | Fixed-Term | Permanent | Fixed-Term |
| 2018 | 7 | 3 | 70% | 30% |
| 2019 | 4 | 5 | 44% | 56% |
| 2020 | 6 | 4 | 60% | 40% |
| 2021 | 4 | 6 | 40% | 60% |
| 2022 | 6 | 4 | 60% | 40% |

Figure 9 Employment Class (Teachers)

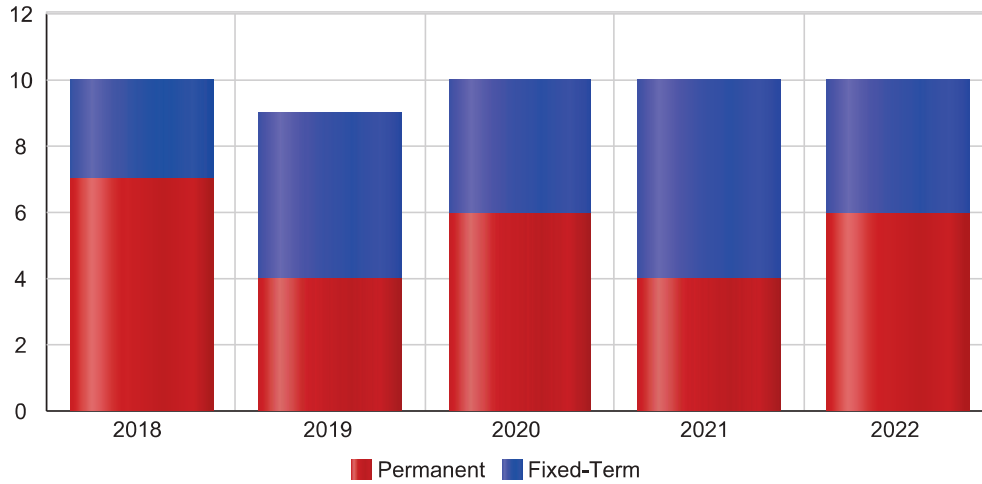
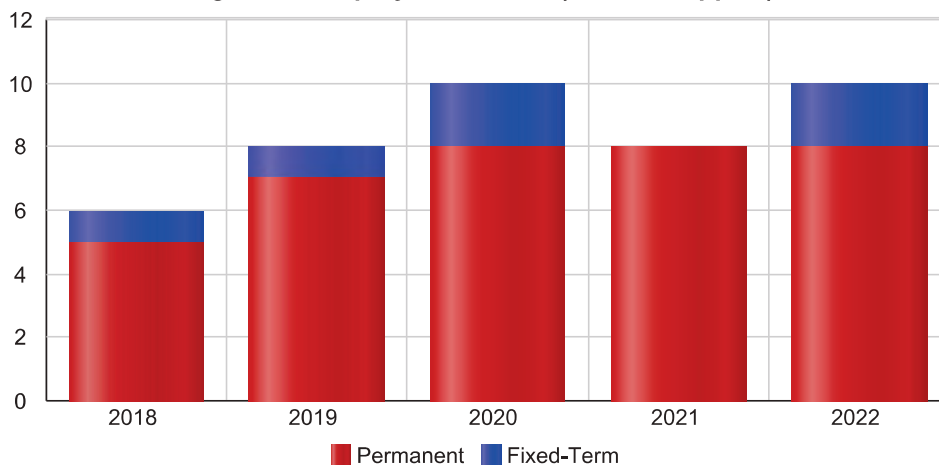


Table 15a Employment Class (School Support)

| Year | Headcount | | Percentage | |
|------|-----------|------------|------------|------------|
| | Permanent | Fixed-Term | Permanent | Fixed-Term |
| 2018 | 5 | 1 | 83% | 17% |
| 2019 | 7 | 1 | 88% | 12% |
| 2020 | 8 | 2 | 80% | 20% |
| 2021 | 8 | 0 | 100% | 0% |
| 2022 | 8 | 2 | 80% | 20% |

Figure 9a Employment Class (School Support)



9.1 Pay Grade

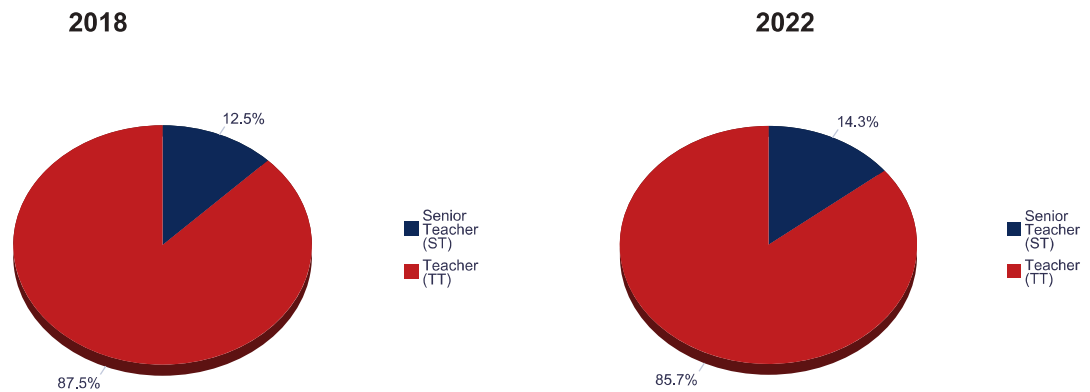
Table 16 provides the pay grade of teachers at Bayulu Remote Community School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

| Year | Senior Teacher (ST) | | Teacher (TT) | |
|------|---------------------|-----|--------------|-----|
| | Headcount | FTE | Headcount | FTE |
| 2018 | 1 | 1.0 | 7 | 7.0 |
| 2019 | 2 | 2.0 | 5 | 5.0 |
| 2020 | 2 | 2.0 | 6 | 5.8 |
| 2021 | 0 | 0.0 | 8 | 7.6 |
| 2022 | 1 | 1.0 | 6 | 5.6 |

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

Figure 10 Teacher pay grades 2018 and 2022



10.1 Accrued Leave as at 23/06/2022

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

Long service Leave is required to be cleared within 2 years of the leave becoming available.

For further information regarding the data presented below please contact Workforce Planning Branch.

Table 17 Accrued Long Service Leave - Days available

| Long Service Leave Days | Employee Group | | |
|-------------------------|----------------|----------------|-------|
| | Teach | School Support | Total |
| Less than 65 | 1 | 4 | 5 |
| Between 65 and 130 | 1 | 0 | 1 |

Table 18 Long Service Leave - Staff with next accrual in 2022 or 2023

| Long Service Leave Next Accrual | Employee Group | | |
|---------------------------------|----------------|----------------|-------|
| | Teach | School Support | Total |
| Next Accrual in 2022 | 0 | 1 | 1 |

Table 19 Accrued Annual Leave - Days available

| Annual Leave Days | Employee Group | | |
|-------------------|----------------|----------------|-------|
| | Teach | School Support | Total |
| Less than 20 | 1 | 1 | 2 |

Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave

| Other Leave | Employee Group | | |
|---|----------------|----------------|-------|
| | Teach | School Support | Total |
| Rural Teaching Leave | 1 | 0 | 1 |
| Employees on Deferred Salary Scheme Leave | 0 | 0 | 0 |
| Employees Accruing Deferred Salary Scheme Leave | 0 | 0 | 0 |



Student, Staff and Community Health and Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the survey of the outgoing principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
 - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
 - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
 - Search by location to find summary data about early childhood development outcomes in the area

Outgoing Principal’s handover survey report: Bayulu Remote Community School

| Whole school approaches/programs |
|---|
| The top five of the school’s key programs or approaches |
| Kimberley Schools Project (EDI) PBS (Positive Behaviour Support) Cultural Program Attendance Kindilink (3A) |

| Targeted programs |
|---|
| School-based programs that target specific groups of students |
| MacqLit |

| Professional learning |
|---|
| Most recent whole-school professional learning activities |
| Team Teach Kimberley Schools Project modules EAL/D Trauma informed practice Aboriginal Cultural Standards Framework |

| Student welfare | Yes | No | Details/Provider |
|---|-----|----|--|
| After school care provision | | 1 | |
| Pre-kindergarten program or partnership | 1 | | KSP Kindilink funded program for 0-3. FTE funded 0.3 (teacher and AIOE) school tops up the position. Staff need to be 3A trained |

| Canteen | Yes | No | Provider P and C | Provider Local business | Provider Other | Comments |
|-----------------------|-----|----|---------------------|-------------------------------|-------------------|--|
| Canteen | 1 | | | | 1 | school employs a canteen person |
| School breakfast club | 1 | | N/A | N/A | N/A | N/A |

| Days available | Mon | Tues | Wed | Thurs | Fri |
|-----------------------|-----|------|-----|-------|-----|
| Canteen | 1 | 1 | 1 | 1 | 1 |
| School breakfast club | 1 | 1 | 1 | 1 | 1 |

| Parent education |
|--------------------------|
| in-school / school based |

| School council/board Membership | Number of members |
|------------------------------------|-------------------|
| Principal | 1 |
| Staff | 2 |
| Parent representatives | 2 |
| Community representatives | 2 |
| Other | |

| Voluntary contributions In 2021 | % received |
|------------------------------------|------------|
| \$60.00 | 40% |

| | |
|---|-----|
| Capital works projects | |
| Are there any capital works projects in progress? | Nil |
| Are there any capital works projects pending in the next 18 months? | Nil |
| Have any capital works applications been submitted and awaiting a decision? | Nil |

Community based committees, excluding the Council/Board that this school operates

Cultural Program

Deed of Licence Agreements

Nil

Sponsorship arrangements

Nil

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement

Commendations

Four things that the school is doing well

- attendance
- implementation of the ACSF and school-based cultural program
- targeted teaching
- PBS implementation

Recommendations:

Four areas that would benefit from further improvement

- Transition strategies for students moving from primary to secondary schooling.
- Aboriginal staff representation on the finance committee.
- Parent engagement in school decision making.
- Continue to build the capacity of student leaders and their voice in planning.
- Continue to create scope and sequence documents for literacy and numeracy.