**Principal’s message**

Thank you to all the staff, students, parents and community members for your support of the school in 2012. It was a busy and productive year that was enjoyed by all. We saw much improved results in Literacy this year. This was, in part due to a dedicated staff, students who are eager to learn and supportive parents and community members but also to the ongoing professional learning and quality teaching that continues to be a focus of this school.

The school has also, with very generous support from outside organisations, acquired a bus through the Variety Club. This will further enhance the learning opportunities of all students.

The school has continued to update resources on a regular basis in all curriculum areas.

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.

**Rosemary Earle**
Principal

**P & C message**

We have had a very busy year. Our small band of volunteers has once again done a fantastic job of organizing and running fundraising events throughout the year. Activities undertaken during 2012 include bingo and movie nights, talent quest, cake stalls, raffles, fortnightly special lunches, our joint catering venture with the Enngonia Race Club at the Enngonia Field Day and the printing and publishing of our recipe book. Current sales stand at over 70 copies. Thank you to everyone who has generously donated items or supported us in any way. In the past 12 months we have purchased 2 Aussie Mozzie traps for the school. No other purchases have been made as our focus of attention has been on raising money to buy a bus through the Variety Club. We have had extremely generous support from the Pymble Uniting Church and St Vincent’s in this venture.

**Henry Earle, President.**

**Student representative’s message**

This year we did a lot of activities. We went on an excursion to Newcastle where we went on a giant swing, a flying fox, ran up sand dunes and learned fencing (the sport!) We went to Bourke for swimming and also to 2 WEB, PCYC and public speaking. We went to a science workshop and learnt about static electricity. At school we did lots of art, schoolwork and sports like golf, tennis and AFL. Pymble and Knox students came and we did lots of painting and sport with them. We had a fun year. Thanks to all the teachers and other staff.

**Enngonia Public School student body.**

**School context**

Enngonia Public School is located 97km north of Bourke in Western NSW. The village has a population of approximately 100. The school is a P6 and has 20 students. This number includes preschool children. Aboriginal students comprise approximately 80% of the student population. Enrolments have been fairly stable over the past year with a minimal change in numbers. The school continues to move forward in closing the gap between all students through the use of the MULTILIT, Personalised Learning Plans and Individual Education Programs.

Enngonia Public School has been extremely fortunate to continue the partnerships with the Aboriginal Children’s Educational Advancement Society and the Pymble Uniting Church’s City Aid to the Bush project. These organisations have provided, or enabled the school to provide, technological equipment and programs beyond what is normally available. The school is also developing partnerships with independent schools that are providing experiences in subject areas not usually available to our students. The installation of the connected classroom and updating of internet services has further broken down geographic and social isolation.
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

In 2012 the school saw its largest intake of Kindergarten children for some years. This increase has kept the total number of students at 12 for the Primary section and 8 for the Preschool.

Management of non-attendance

The school continues to work towards improving attendance through:

- personal Attendance Plans;
- encouraging temporary enrolment when in other school areas;
- improving partnerships between staff, parents/carers, ACLO, ASLO and HSLO;
- improving staff knowledge of Departmental Attendance policies and procedures and;
- building networks with other relevant agencies.

Staff information

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

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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

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

Three local Aboriginal people are employed as Aboriginal Education Officers or Learning Support Officers in the school. This is approximately 45% of the total staff who work with students on a daily basis.

Note: Attendance rates for central schools are for K-6.
Staff retention
The majority of the staff has been employed at the school for 5 or more years. Two staff changes include the Principal who will be transferring at the end of 2012 after 4 years of service and a Preschool teacher employed for 12 months on a temporary basis.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$ 57499.85</td>
</tr>
<tr>
<td>Global funds</td>
<td>56808.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95430.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>33506.67</td>
</tr>
<tr>
<td>Interest</td>
<td>3133.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1115.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>247494.08</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas: 2912.68
- Excursions: 2681.25
- Extracurricular dissections: 11313.51
Library: 221.82
Training & development: 3855.25
Tied funds: 92267.19
Casual relief teachers: 0.00
Administration & office: 47559.73
School-operated canteen: 0.00
Utilities: 14535.36
Maintenance: 3436.51
Trust accounts: 1642.88
Capital programs: 0.00
Total expenditure: 180426.18
Balance carried forward: 67067.90

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the P and C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012
Taking into account the school’s geographic isolation and low socio-economic status every effort is made to provide a wide variety of opportunities and events that extend and develop students’ experiences. The school combines on a frequent basis with other small schools to provide a variety of social interactions as well as cultural, sporting and artistic events.

Achievements

Arts
Highlights for 2012 include:
- Musica Viva:
- small schools’ Public Speaking;
- puppet show
- drumming workshop
- in school technology workshops.

Sport
- Small Schools and District carnivals for athletics, swimming and cross country
- Outback Challenge
- Tennis, football and golf lessons
- Active After School Sports
- Swimming Lessons in Bourke
- Excursion to Newcastle camp

Other
The continuation of the partnership with the Pymble Uniting Church through their City Aid to the Bush Project led to the school achieving their long term goal of acquiring a bus. We greatly appreciate their generosity as well as the generosity of St Vincent’s and the community.
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
Two students sat this assessment.

Numeracy – NAPLAN Year 3
Two students sat this assessment.

Reading – NAPLAN Year 5
No Year 5 students sat this assessment.

Numeracy – NAPLAN Year 5
No Year 5 students sat this assessment.

Progress in reading and numeracy

Due to the small number of students involved it is difficult to determine any patterns against the current state cohort.

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

The school was involved in a number of significant programs aimed at giving students additional educational support and opportunities throughout 2012.

- Country Areas Program (CAP);
- Priority Schools Programs (PSP);
- Low Socio-economic School Funding;
- Multilit;
- Jolly Phonics;
- Playgroup;
- Breakfast Program;
- Preschool Sensory Garden Project;
- After School Learning Centre;
- Active After School Sport;
- Crunch and Sip; and
- Live Life Well.

Aboriginal education

The school continues to focus its attention on Aboriginal Education. Two Aboriginal Education Officers and one Aboriginal Learning Support Officer are employed to assist both staff and students in welfare, tutoring and community issues. They have attended in-services in Literacy, Numeracy and Special Needs.

All staff members play a vital role in promoting Aboriginal culture and educating staff in Aboriginal protocol and heritage. An Aboriginal Language Program is continuing in the preschool and the staff is continually updated in the Aboriginal Pedagogies program and Aboriginal Education Policy Training.

All students are encouraged to broaden their knowledge of Aboriginal heritage and cultural traditions through the integration of Aboriginal perspectives across all curriculum areas.

Multicultural education

Students in Years 3-6 participated in the Country Women Association’s International Poster Competition. The children researched information on East Timor.

National partnership programs

The school receives money under the Low Socio-economic funding program. This has allowed the school to provide special programs such as MULTILIT, Reading Eggs and the employment of support and teaching staff to provide more face to face teaching time per week. These programs have led to a significant improvement in reading levels as well as improved spelling and comprehension levels across the school.
Respect and responsibility

Each year the students are encouraged to show respect for themselves and others. This is achieved through Fundraising and Community involvement. The school has been involved in the following events:

- Australia’s Biggest Morning Tea;
- SASS special morning tea;
- Golden Circle Fun Run;
- Red Nose Day;
- Canteen National Bandana Day
- Cupcakes for a Cure; and
- Clean up School Day.

This year the School held a Korean memorial morning tea to honour those who fought in this war and a commemorative plaque was placed in the school grounds.

Pre-school

Enngonia Preschool student enrolments have grown throughout the year, ending with a large class. There will be 6 children “graduating” Pre-school and moving into Kindergarten next year. The Early Years Learning Framework (EYLF) has been consolidated and the National Quality Standards (NQS) have now been implemented. Regular transition classes have meant that all children will have a smooth entry into the primary School. Staff, parents and children had informal meetings to discuss the children’s progress and the preschool Advisory Committee met regularly to help in the future direction of the Pre-school.

Progress on 2012 targets

The school’s targets for 2012 have aimed to achieve a quality education for all students especially in the areas of literacy and numeracy in line with the aim of ‘closing the gap’ between indigenous and non-indigenous students.

Target 1

All students will meet Western Region benchmarks in reading in 2012.

While this target was not achieved there has been a very significant improvement, with most students reading with increased comprehension at appropriate stage or age levels.

Our achievements include:

- data collection and analysis being conducted at regular intervals throughout each term;
- identified areas for development are programmed;
- the Multilit program ensuring all students from years 2 to 6 are reading at a stage appropriate level; and
- significant improvement in comprehension.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of PDHPE.

Background

Information on this Key Learning Area was gained through surveying, observation, anecdotal evidence and structured conversations throughout 2012.

Findings and conclusions

- Classroom and playground observation has shown that while general behavior is of the expected high standard there are still some incidences of bullying, unkindness and impolite conversation.
- Staff stated that the teaching of values was an area that should be improved, especially teaching acceptance and kindness toward each other and the wider community.
- Parents and caregivers stated they would like to see a more structured approach to values education.
Future directions

- Values education will be a focus across the school in 2013.
- Regular values lessons will be taught at least once per fortnight.
- Students will be encouraged to provide sponsorship to a needy community in Cambodia on a regular basis.
- A whole school program will be implemented that encourages positive behavior towards others.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school through either a survey, structured conversation or both. These were held on a regular basis throughout the year.

Parents

All parents or caregivers stated they were happy to very happy with staff interactions with students and teaching methods being used. They approved of what their children were taught but stated they would like to see more Values Education. They all appeared to be happy with the proactive approach to and the Discipline Policy of the school. All parents and caregivers appreciated the “family” atmosphere of the school and stated their children enjoyed coming to school.

Students

All students surveyed indicated they liked coming to school, giving either enjoying learning or because school was a fun place to be. Students indicated they liked how and what they were taught. They stated high approval of teacher’s ability to teach and the showing of kindness and willingness to help students when they were having difficulty learning. The overall majority of pupils stated they would like to do more mathematics, literacy, computing and art.

Staff

Staff surveyed stated that the climate of the school was positive towards staff and students as well as being welcoming towards parents, community members and visitors. Interaction between staff was good, especially in sharing information about individual students learning needs. All felt the attendance of most students had improved and that the encouraging of the wearing of uniforms was engendering pride in students and the school. All stated that the MULTILIT program and individual tutoring was playing a major part in the significant improvement across all Key Learning Areas but especially in Reading.

Professional learning

School staff have been involved in training in the following areas:

- National Quality Framework;
- Early Years Learning Framework;
- Best Start Assessment;
- Smart Data Analysis;
- Teaching Gifted and Talented Students;
- MULTILIT update;
- Autism Spectrum Disorders;
- Autism Community Forum;
- Principal’s Conferences;
- Literacy K-2
- Numeracy K-2
- Emergency Procedures
- Aboriginal Pedagogy; and
- Keep Them Safe.
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

All students will read at an age or grade level consistent with Western Region or Stage expectations.

2013 Targets to achieve this outcome include:

- All targeted students are working from personalised learning plans
- Progression through MULTILIT program
- Evidence of Quality Teaching evident in teaching programs.

Strategies to achieve these targets include:

- Develop PLPs for all students from identified areas of English and Mathematics K-6 syllabus and NAPLAN item analysis.
- Continue to employ tutor and SLSO to deliver MULTILIT and other individual tuition.
- Continue to use and develop quality teaching programs to further improve literacy and numeracy results. These include Jolly Phonics, Reading and Writing Eggs, Mathletics and other interactive resources as part of the daily K-6 program.

School priority 2

Outcome for 2012–2014

All students will achieve a Stage appropriate understanding of Mathematical language, basic concepts and common formulas in at least the Number and Space strands of the Mathematics K-6 syllabus.

2013 Targets to achieve this outcome include:

- Consistent improvement in understanding of Mathematical language, basic concepts and common formulas in at least the Number and Space strands as shown by analysis of test results.
- Identified areas for development are programmed.
- Increased teacher knowledge in teaching reading, writing and mathematics is evident in classroom practice.

Strategies to achieve these targets include:

- Timetable site based professional learning to build teacher knowledge in literacy and numeracy delivery and support development of PLPs
- Employ additional teaching staff to increase opportunities for explicit teaching of basic mathematical facts and concepts.
- Apply and analyse data from NAPLAN, Waddington’s Reading Test, Running Records, MULTILIT testing, BURT and South Australian spelling test and mathematics on a weekly, term or semester basis.
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.

Rosemary Earle: Principal.
Linda Oldfield: Preschool and Classroom teacher.
Christine White: School Administration Manager.

School contact information

Enngonia Public School
Belalie Street, Enngonia NSW 2840
Ph: 02 68747550
Fax: 02 68747623
Email: enngonia-p.school@det.nsw.edu.au

Web: [Enter here.]

School Code: 3626

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: