2009 Annual School Report
Enngonia

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

Students
Student enrolment in 2009 was 19 (Preschool-6). Aboriginal students comprised 95% of the school cohort. There were 6 preschool students. Aboriginal students comprised 84%.

Staff
In 2009 there were 4 members of the teaching staff including the Principal. Other staff included 1 Senior Administration Manager, 1 Cleaner, 1 General Assistant, 2 Aboriginal Education Officers and 2 Aboriginal Tutors
All teaching staff meets the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
The school ran a number of significant programs to give extra educational support throughout 2009. These were:

- Country Areas Program (CAP)
- Priority Schools Programs (PSP)
- Building the Education Revolution
- National School Pride
- Technology for Learning
- Low Socio-economic School funding
- Reading to Learn
- Playgroup
- Breakfast Program
- School Garden Project

Student achievement in 2009

There were no Year 3 students who sat the NAPLAN. Year 5 students who sat the NAPLAN literacy and numeracy assessments showed that progress was being maintained.

Messages

Principal's message
Thank you to the staff, students, parents and community members for all your support of the school in 2009. It was an extremely busy and productive year.

We have a school of dedicated staff, students who are eager to learn and supportive parents and community members.

The school has continued to up-date resources on a regular basis especially in the areas of technology, reading and mathematics. This was due in part to a donation received from the Aboriginal Children's Educational Advancement Society for the specific purchase of computer based learning programs.

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

P&C message
Thank you to the small but dedicated group of workers who volunteered to work in our school this year. They helped in the canteen and assisted with the catering for the annual technology camp which is a busy but worthwhile time for all.

Congratulations to the school for their successes over the year. We wish the following year six students a highly successful and satisfying time at High School; Reuben Barker, Jake Booth, Adrian Shillingsworth and Scott Writer.

Patricia McMaster  P & C. President

Student representative’s message
This year has been great. We had an interesting time at the Technology Camp learning different things and meeting new and old friends. Two students went to Stewart House and had a great time. Everyone had an exciting time at Lake Burrendong, Western Plains Zoo and Old Dubbo Gaol. We did lots of things we don't get to do at school. We are looking forward to next year.

Enngonia Public School Student Body
School context

Student information

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

Student enrolment profile

The school is a P6. Enrolments have fluctuated throughout the year.

![Enrolments chart]

Student attendance profile

The school had a high rate of mobility in 2009.

![Student attendance rates chart]

Management of non-attendance

The school has a variety of programs in place to increase attendance.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>Pre</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

Structure of classes

The students are divided into lower and upper primary to allow for the differing developmental and academic requirements of younger and older children. The individual needs of each child is catered to within this structure.

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>Teaching Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers (part time)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian (part time)</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Officer K-6</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Education Officer Preschool (part time)</td>
<td>1</td>
</tr>
<tr>
<td>Aboriginal Tutors</td>
<td>3</td>
</tr>
<tr>
<td>General Assistant (part time)</td>
<td>1</td>
</tr>
<tr>
<td>Cleaner</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>
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>25%</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>43 558.06</td>
</tr>
<tr>
<td>Global funds</td>
<td>54 722.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>45 750.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>26 490.40</td>
</tr>
<tr>
<td>Interest</td>
<td>1 790.39</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>745.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>173 056.92</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 7 378.18
- Excursions: 2 400.00
- Extracurricular dissections: 18 276.80

Library: 606.36
Training & development: 4 213.08
Tied funds: 47 125.30
Casual relief teachers: 0.00
Administration & office: 34 619.42
School-operated canteen: 0.00
Utilities: 12 014.56
Maintenance: 5 075.02
Trust accounts: 2 718.96
Capital programs: 0.00
Total expenditure: 134 427.68
Balance carried forward: 38 629.24

A full copy of the school's 2009 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 2009

Achievements

Arts

Highlights for 2009 include:
- Weekly Aboriginal art lessons in K-6 and preschool with Millie Shillingsworth, Patricia Smith and Tracey Kelly;
- Aboriginal murals for the playground;
- Operation Art;
- Musica Viva;
- Moran Photographic Competition
- Music workshops and performance with the ‘Four Junes’;
- Creating Wiki Spaces;

Sport

- Quality Sports Camp at Wanaaring;
- Small Schools, District and Regional carnivals for athletics, swimming and cross country;
- Tennis coaching clinic;
- Ronnie Gibbs Country Rugby League football clinic;
- Active After School Sport
- Excursion to Burrendong Sport and Recreation Camp

Other

This year marked the 125th Anniversary of Enngonia Public School. A weekend of celebrations was held and many past and present members of staff, students, and the community attended the festivities. Congratulations to all those who have helped the School be a place of quality teaching and learning. We look forward to continuing to provide a quality education in this technological age.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3) Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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

**Literacy – NAPLAN Year 3**

No Year 3 students took part in this assessment.

**Numeracy – NAPLAN Year 3**

No Year 3 students took part in this assessment.

**Literacy – NAPLAN Year 5**

**Progress in literacy**

**Reading**

**Numeracy – NAPLAN Year 5**

**Progress in numeracy**

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

No Year 3 students attempted the NAPLAN this year.

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

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

Aboriginal education
The school employs two Aboriginal Education Officers: Patricia Smith, who assists teachers and students in the primary school, and Tracey Kelly, who is employed in the Preschool. Both these staff members also play a vital role in promoting Aboriginal Art and cultural understanding within the school.

Two Aboriginal tutors, Glen Campbell and Suzie Booth have also been employed through either school or CDEP funds. While acting as tutors to the students they also provide valuable cultural information to other staff members.

Millie Shillingsworth, another Aboriginal Tutor, has been employed to promote and teach Aboriginal Art within the school.

All students are encouraged to learn about their Aboriginal heritage and cultural traditions. Where it is applicable Aboriginal perspectives are integrated into curriculum areas.

Elders and other community members are encouraged and welcomed by school staff to share in the children’s learning experiences.

NAIDOC week was celebrated with an arts, crafts and sports day. The children also cooked Johnny cakes.

Multicultural education
Years 3-6 continue to participate in the Country Women Association’s international poster competition. This year children researched information on Egypt.

We were also fortunate to have Lynn Mallon present multicultural cooking. Students prepared, cooked then ate a variety of dishes from many parts of the world. This was enjoyed by all.

Respect and responsibility
Students are encouraged to show respect for themselves and others. Fund raising is one way the pupils have shown their concern for others. The school has hosted the following events:

- Australia’s Biggest Morning Tea;
- Drought Bus;
- Golden Circle Fun Run;
- Victorian Bushfire Appeal;
- Red Nose Day;
- Jeans for Genes Day;
- Life Education Van programs and
- Crocodile Encounters.

Priority Schools Program
Our school continues to receive financial support through the Priority Schools Program (PSP). In 2009 we received $8,924 which helped to fund a teacher for an extra half day a week.

The funding was also used to support the achievement of the school’s literacy and numeracy targets.

Country Areas Program
In 2009 the Country Areas program (CAP) School Plan funds totalled $11,766. This funding was used to assist with the cost of running the Technology Camp. It was also used to subsidise travel for students to access new opportunities out of their home environment.

Community Use of School Facilities
The school continues to be a support for the local community. The hall has been used for elections, local organisations, playgroup, eye clinic, women’s days and CWA events.

Technology
The school continues to provide an excellent education in technological skills for all students. This year we received desk top computers. This has meant that there is almost one computer per child. We also had repairs done on the satellite dish and internet system. Children now have access to a more reliable internet service. The school has introduced internet based learning programs such as Mathletics.

The successful Technology Camp was held again this year. It was a three day camp with students from the Bourke-Walgett School of Distance Education, Weilmoringle, Wanaaring, Marra Creek and Louth Public Schools attending. The focus for the camp was on Wiki Spaces, Photo story, Art and Drama.

Reading to Learn
Reading to Learn continues to be part of the daily literacy program within the school. It has resulted in an improvement in both engagement and literacy outcomes in some areas.

Jolly Phonics
The Jolly Phonics program continues to help our younger students learn their sounds using songs and actions. It has helped keep them motivated resulting in an improvement in reading and spelling achievement.
Pre-School

Once again the Preschool has had a very busy and successful year. Community participation has increased thanks to the continuation of Playgroup in partnership with Families First New South Wales.

Preschoolers joined in with the Primary School for a number of special activities including shows such as Crocodile Encounters, The Life Education Van, visits by specialist sport’s coaches, Naidoc activities, Southern Highland Christian School, ‘The Junes’ music workshop, Aboriginal Medical Service and special playgroup events.

The Preschool also became involved in the school garden project.

The Preschool Advisory Committee has met regularly and the input from these meetings has been implemented. One of the initiatives of this group of parents was to plan and run a ‘Johnny Cake’ making day. New initiatives have been the purchase of a “reading couch”, cubby house and Aboriginal dolls, books and puzzles. Thank you to Families First NSW for these birth to kindergarten early literacy resources.

Progress on 2009 targets

The school’s targets for 2009 have aimed to achieve quality education and learning for all students especially in the areas of Literacy and Numeracy. We have also strived to provide the skills, values and attitudes needed for personal growth and community cohesion.

Target 1

The majority of students will make significant progress towards achieving the outcomes for talking and listening at the appropriate stage, when Term 1 benchmarking results are compared with Term 4 assessment tasks.

Our achievements include:

- The majority of students have shown significant progress towards achieving outcomes in talking and listening at their appropriate stage level.
- Students lead assemblies and speak at official school functions with increasing confidence.
- Stage 2 and 3 students have increased skills in preparing for debates.

Target 2

The majority of Year 3 and Year 5 students achieve Band 3 or above in the National Testing for the measurement and data strand of numeracy.

Our achievements include:

- The majority of students have shown significant progress towards achieving the national minimum standard in Numeracy.
- The successful implementation of Mathletics.
- Staff members have participated in professional learning that has helped students become more proficient in all areas of Numeracy.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of literacy, numeracy and satisfaction with school culture.

The survey was aimed at parents, students and staff and was carried out through written and verbal surveys across the community.

Educational and management practice

Background

The survey on school culture was aimed at parents, students and staff and was carried out through written and verbal surveys across the community.

Findings and conclusions

Generally, comments were positive and an analysis of the surveys found that:

- The staff understood the need to develop relationships with parents and the wider community in an effort to encourage more involvement in their children’s education.
- Overall, parents were satisfied with the climate and ethos of the school. However, a common suggestion was the introduction of more Aboriginal content into the curriculum.
- Students stated they felt safe at school, enjoyed learning and that staff were fair and understanding of their needs.

Future directions

The school will:

- Continue to encourage parents and community members to become actively involved in their children's education.
through social functions and school and community educational workshops.

- Purchase resources with an Aboriginal perspective that can be integrated across all curriculum areas.
- Establish a Homework Centre to assist in improving educational achievement in Literacy and Numeracy across all Stages.

Curriculum

Literacy and Numeracy

Background

The students are divided into lower and upper primary to allow for the differing developmental and academic requirements of younger and older children.

Findings and conclusions

An analysis of the data showed the following:

- All teaching staff felt the need for ongoing in-service training on the latest strategies and teaching methods, especially those that will have the greatest impact on student learning and outcomes.
- A need for developing skills in analysing assessment data and implementing change within the classroom and on an individual basis.
- Parents felt their children generally enjoyed both English and Mathematics especially tasks that involved the use of technology.
- The need for continued improvement on student achievement in Literacy and Numeracy.

Future directions

- The school will employ a part-time support teacher and support aid to assist with assessments, compilation of Personalised Learning Plans and providing individual support for targeted students.
- Provision of high quality computer and other resources to facilitate and provide motivation for learning basic skills in Literacy and Numeracy.
- Continued employment and training of Aboriginal tutors to provide small group and individual support.
- The provision of high quality and relevant training to all staff in teaching and learning strategies that have the greatest impact on student learning.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Parents, students and teachers are generally satisfied with the educational achievements of the school.

Professional learning

All members of staff participated in a variety of Professional Learning opportunities. These included:

- Best Start training;
- Non Violent Crisis Intervention training;
- IKI workshops;
- Attendance at annual Aboriginal Preschool Conference and workshop;
- Attendance at Principal’s Conferences;
- Staff Development Days including “Fish Philosophy”;
- Occupational Health and Safety Instruction;
- Smartboard training;
- Wiki and Photoshop workshops;
- Public Speaking for Small Schools and
- “Dare to Lead” workshop.

School development 2009 – 2011

Targets for 2010

Enngonia Public School is part of a new initiative of the Commonwealth Government for low socio-economic schools. The emphasis is to improve literacy and numeracy results for all students and to close the gap between Aboriginal and Non-Aboriginal students.
Target 1
- To ensure 66% of students’ meet western region benchmark in reading in 2010.

Target 2
- To ensure 70% of year 5 students achieve Minimum Growth Rates for NAPLAN in 2010.

Strategies to achieve these targets include:

- Develop quality teaching programs to further improve reading and spelling results.

- Continue interactive Jolly Phonics, Reading and Writing Eggs and other interactive resources as part of the daily K-2 teaching program.

- Timetable site based professional learning to build teacher knowledge in technology, writing, reading and language conventions.

- Develop individual learning programs for targeted students from identified areas of need with a focus on using Computer Assisted Learning

Our success will be measured by:

- Increase in each student’s reading achievement by at least 4 reading levels or more during 2010

- Evidence of Quality teaching framework embedded in teaching programs

- Increased teacher knowledge in reading and writing conventions

- All targeted students working from individual learning plans

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, Teacher
Julie Cullenward, Preschool Teacher
Patricia Smith, Aboriginal Education Officer
Molly Kelly, Aboriginal Education Officer, Preschool
Patricia McMaster, P & C. President
Glen Campbell, Aboriginal Tutor and Community Member

School contact information
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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: