Enngonia Public School
Annual School Report

2011
Our school at a glance

Students

Primary enrolment in 2011 was 16. Of these students 11 were Aboriginal. Student numbers decreased towards the end of term 3. Preschool enrolment in 2011 was 13. Of these 7 were Aboriginal.

Staff

In 2011 there were 3 members of the teaching staff including the Principal. Other staff included 1 School Administrative Manager, 1 Cleaner, 1 General Assistant, 2 Aboriginal Education Officers, 1 Aboriginal School Learning Support Officer and 1 Tutor.

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

Significant programs and initiatives

The school was involved in a number of significant programs aimed at giving students additional educational support and opportunities throughout 2011. These were:

- Country Areas Program (CAP)
- Priority Schools Program (PSP)
- Low Socio-economic School Funding
- Reading to Learn
- Multilit
- Breakfast Program
- Crunch and Sip
- Live Life Well
- Active After School Communities Program
- Homework Centre

Student achievement in 2011

One year three and one year five student sat the NAPLAN Literacy and Numeracy assessments. Both students showed some improvement.

Messages

Principal’s message

Enngonia Public School has made progress in closing the gap between the achievements of all students. This is due to the ongoing training of staff, use of quality teaching strategies and the willingness of all staff to reflect on current practice and change where change is needed. Our students have also played a major part in this progress with their enthusiasm for learning and willingness to take responsibility for their actions and attitudes. Importantly parents and the wider community’s expectations that their children come to school to learn and the support they give the school and staff has also lead to progress being made. All are to be congratulated.

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

It has been a busy and exciting year. We are a small community with limited volunteers and as a cooperative committee we have succeeded in many great achievements and activities. I wish to thank the whole committee for the support they have shown the school and the P&C. Some of the activities that have been carried out in the past 12 months are: operating a fortnightly lunch roster, an entertainment movie night, a Halloween themed disco, super slice drives, sock-it drives, mini fete, several cake stalls and many fundraising raffles. In the past twelve months the P&C through its fundraising has been able to purchase for the Preschool a Flip it Video Camera, VAST Satellite decoder box, and tarp and sprinklers, and a shade sail for the school swimming pool. Overall I believe it has been a successful year, and I wish the Enngonia P&C every success for the future.

Kim Smith, P&C President.
Student representative’s message

2011 was a fun and exciting year. At school we did gardening, after school sport and lots of school work. We really like doing our work on the computers.

We went on an exciting excursion to Sydney. We went ten pin bowling with Kirinari Hostel students who used to go to Enngonia Public School. We also went to the Wildlife Park, Walking with Dinosaurs, the zoo, imax theatre and lots of other places.

Thanks to all the staff for a fun year.

School context

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

The school continues to move forward in closing the gap between all students through the use of the MULTILIT, individual programs and progress in developing Personal Learning Plans. The school continues its previously forged partnerships with the Aboriginal Children’s Educational Advancement Society and the Pymble Uniting Church’s City Aid to the Bush project. These organizations continue to provide additional financial and practical support.

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>14</td>
<td>11</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

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.
Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K-2</td>
<td>K</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>3-6</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

Structure of classes
Students are part of a multistage classroom. However the school is organised so that children are taught according to stage levels for literacy and numeracy.

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>2</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>Counselor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
</tr>
</tbody>
</table>

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

Staff retention
Staff retention rates are very high with only 1 member of staff who has completed less than 3 years teaching at the school.

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

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>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>28003.41</td>
</tr>
<tr>
<td>Global funds</td>
<td>58898.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>94784.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>9955.80</td>
</tr>
<tr>
<td>Interest</td>
<td>2456.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2817.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total income</td>
<td>196,916.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

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 2011 include:
- small schools’ Super Camp in Bourke;
- Outback Music Workshop;
- small schools’ Public Speaking;
- excursion to Sydney;
- sharing of information with an Icelandic school;
- visit by Corinella Primary School;
- art lessons by a local indigenous artist; and
- in-school technology workshops.

Sport

- Small Schools and District carnivals for athletics, swimming and cross country
- Outback Challenge
- Active After School Sports
- Swimming Lessons in Bourke

Other

The continuation of the partnership with the Pymble Uniting Church through their City Aid to the Bush Project led to the students from Enngonia enjoying an excursion to Sydney. We also continue our partnership with the Aboriginal Children’s Educational Advancement Society which has been instrumental in providing the school with software for use at school and in the home.

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)

Literacy – NAPLAN Year 3
One student participated.

Numeracy – NAPLAN Year 3
One student participated.

Literacy – NAPLAN Year 5
One student participated.

Numeracy – NAPLAN Year 5
One student participated.

Progress in literacy

Student cohort is too small to show any valid data or comparisons.

Progress in numeracy

Student cohort is too small to show any valid data or comparisons.

Minimum standards

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

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

The school was involved in a number of significant programs aimed at giving students additional educational support and opportunities throughout 2011.

- Country Areas Program (CAP);
- Priority Schools Programs (PSP);
- Low Socio-economic School Funding;
- Reading to Learn;
- Multilit;
- Jolly Phonics;
- Playgroup;
- Breakfast Program;
- Preschool Sensory Garden Project;
- Homework Centre;
- Active 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. The local AECG has held meetings and members have attended professional development workshops to aid them in implementing ideas. All these staff members play a vital role in promoting Aboriginal culture and educating staff in Aboriginal protocol and heritage. An Aboriginal Language Program is being set up and the staff is being in-serviced 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

Once again Years 3-6 participated in the Country Women Association’s International Poster Competition. The children researched information on Iceland.

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 to Learn and the employment of support and teaching staff to provide more face to face teaching time per week.

Other programs

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;
- Jeans for Genes Day;
- Cupcakes for a Cure; and
- Clean up School Day.

The School regularly contributes to the local community by volunteering the use of the hall. This year there were two elections, two CWA days, a visit by the eye doctor and playgroup sessions.

Pre-School

The Enngonia Preschool has had a hectic but exciting year. The Early Years Learning Framework (EYLF) has been consolidated and the National Quality Standards (NQS) are now taking effect. The Preschool saw its largest regular enrolment for a number of years as well as two casual teachers who both contributed a wealth of knowledge to the regular staff. The Preschool Advisory Committee met regularly throughout the year and many decisions were made which will assist in the future direction for the Preschool.

Progress on 2011 targets

The school’s targets for 2011 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 2011.
This target was not reached by all students, however, results have improved upon the previous year.
Our achievements include:
- data collection and analysis being conducted at regular intervals throughout each term; and
- identified areas for development are programmed;
- the Multilit program ensuring all year 6 students were reading at a Reading Recovery level of 30 or better;
- students receiving individual tuition improving by a minimum of 5 Reading Recovery levels throughout the year; and
- an improvement in comprehension.

Target 2
All students will achieve at least basic stage outcomes in each strand of the English syllabus in 2011.
Data analysis shows that a large majority of students achieved this target.
Our achievements include:
- all students showing a greater understanding of and need to use correct grammar and punctuation;
- data collection and analysis being conducted at regular intervals throughout each term; and
- identified areas for development are programmed.

Target 3
All students will achieve at least basic stage outcomes in each strand of the mathematics syllabus in 2011.
Data analysis shows that a large majority of students achieved this target.
Our achievements include:
- data collection and analysis being conducted on a regular basis;
- individual tuition for students with significant difficulties;
- continued use of Mathletics, Maths Made Easy and Rainforest Maths; and
- timetable site based professional learning as well as developing networks to share programming and resources with other P6 schools.

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 2011 our school carried out evaluations of Staff Welfare and Technology.

Educational and management practice
Staff Welfare
Background
The survey regarding staff welfare was aimed at teaching support and administrative staff. It was carried out through structured conversation, questionnaire and anecdotal evidence.

Findings and conclusions
- Communication: Staff was satisfied with the level of communication but felt it could be improved by varying methods of communication.
- Professional Learning: All staff was satisfied that the school was doing all it could to meet professional learning needs given the isolation and geographic distances to major centres.
- Career Development: All teaching staff felt that they were given regular opportunities to act in a higher position throughout the year. Staff was encouraged to take on responsibilities and show initiative in areas of interest to them.
• Decision Making: All staff was satisfied that they were consulted and advice was acted upon in decisions taken within the school.

• School Organisation: All staff had a positive response to school organisation and structure. All staff showed great flexibility and team spirit towards the needs of staff, students and school.

Future directions
The school will:
• use a greater variety of disseminating information to both staff, students, parents and the wider community. This will include school website, personal visits, student news sheets and blogs; and
• where possible professional learning will be held within the school or through on-line learning.

Curriculum
Technology
Background
The survey on the teaching of technology within the school was aimed at both staff and the wider community.

Findings and conclusions
• In the past the school has had an excellent reputation for teaching students technology to a high standard. However, over the past few years this has diminished due to a lack of teacher expertise in this area and a reliance on one off workshops over a number of terms.
• Parents and staff want to see lessons held on a regular weekly basis.
• Staff and students would like to be introduced to using ipods, flip cameras, e-book readers and other modern technological devices.
• While computer programs were being used on a regular basis in the classroom students needed to expand their skills.
• Parents wanted more information on the technology being used, websites and programs that were suitable for home use.
• Students should be taught basic programs that will be needed for higher learning.

Future directions
• Technology and programs will be upgraded as finances and needs arise.
• Regular updates on technology, websites and programs will be reported on in the school newsletter.
• Students will be encouraged to produce a student newsletter at least once each term.
• Regular technology lessons will be held at least once a week for all students with an emphasis on basic programs. This is possible due to the return to work by a teacher with high expertise in teaching technology.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school through a snapshot report prepared by the Dare to Lead team. Some comments were:

Parents
I am very happy with the school and my children love it. The best thing about it is the teachers and support staff (they sit down and have yarns with you about your kids and anything else). They encourage everyone to get involved in the school. I feel welcome at the school all the time – you can feel the warmth of the school. I expect that the school gives my child a good education. The teachers have high expectations of all the kids. They let you know how your children are going at school, say hello even outside the school, give you help and advice. They believe in the child.

Students
This is a good school because most of us are family and we have good friends. We learn so many things. We have lots of people who come and visit us – we want them to like our school. Everyone is treated fairly at this school – the teachers are fair. I like it when they give us hard stuff so we can learn more (the students felt that teachers had high expectations for all students).
The teachers keep telling us that we are smart and that we have to know that we are smart. They are fun to talk with, they listen to you, they give you hard stuff and easy stuff, they are kind and they care for you.

**Staff**

The general opinion is that the school is a happy, friendly place where staff and community are involved in decision making. Staff are encouraged and given opportunities to develop and learn new skills. They are happy with the programs that are in place to help students achieve. They generally believe more Aboriginal culture could be taught and are positive towards the introduction of a local Aboriginal language program into the preschool. They believe the school is very well resourced.

**Professional learning**

The whole of the school staff have been involved in training in the following areas:

- National Quality Framework;
- Early Years Learning Framework;
- Best Start;
- Live Life Well at School;
- Principal’s Conferences;
- Technology;
- 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 meet Western Region Benchmarks in reading.
- All students will achieve at least basic stage outcomes in each strand of the English K-6 syllabus.

**2012 Targets to achieve this outcome include:**

- all targeted students are working from individual learning plans;
- progression through MULTILIT program;
- consistent improvement in all areas of English K-6 syllabus for all students as shown by analysis of test results;
- evidence of Quality Teaching Framework embedded in teaching programs; and
- increased teacher knowledge in teaching reading and writing is evident in classroom practice.

**Strategies to achieve these targets include:**

- developing individual learning programs for targeted students from identified areas of need;
- employing SLSO and a MULTILIT tutor to deliver MULTILT and other targeted programs;
- timetable site based professional learning in literacy and numeracy delivery; and
- implementation and training of staff in EYLF, NQF and early years literacy.

**School priority 2**

**Outcome for 2012–2014**

All students will achieve at least basic stage outcomes in each strand of the Mathematics K-6 syllabus.

**2012 Targets to achieve this outcome include:**

- consistent improvement in all areas of the Mathematics K-6 syllabus for all students as shown by analysis of test results;
- evidence of Quality Teaching Framework embedded in teaching programs; and
- increased teacher knowledge in teaching mathematics being evident in classroom practice.
Strategies to achieve these targets include:
- implementation and training of staff in EYLF, NQF and early year’s numeracy;
- developing individual learning programs for targeted students from identified areas of the Mathematics K-6 syllabus; and
- continuing to use and develop quality teaching programs to further improve mathematics results. These include Maths Made Easy, Mathletics and other interactive resources as part of the daily K-6 program.

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 Classroom/Preschool Teacher
Patricia Smith Primary/Aboriginal Education Officer
Tracey Kelly Preschool/Aboriginal Education Officer
Christine White School Administration Manager

School contact information
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Web: www.enngonia-p.schools.nsw.edu.au
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: