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 Personalised Learning Plans and Individual Education Programs.

Enngonia Public School has been extremely fortunate to continue the partnerships with Pymble Uniting Church’s City Aid to the Bush project. This organisation has provided, or enabled the school to provide, 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.

Principal’s message
This year saw the introduction of two new staff members to the school. All position appointed at the start of the year remained for the entire year, which ensured all professional learning expectation were met.

Enrolments throughout the year fluctuated but have remained stable at 15 for terms 3 and 4. There are no Year 6 students for 2013 so the school will grow in 2014, with an expected enrolment of 19.

Due to the large cohort of kindergarten this year we split the school into two classes. This has been very successful and is steadily improving literacy and numeracy outcomes.

Our Pre-School has remained strong this year with 10 students enrolled. The pre-school has undergone the accreditation process this year and has achieved the result of ‘Meeting Standards’. This result is a credit to the pre-school teachers’ tireless effort throughout the year.

Students participated in a combined schools camp this year that involved 10 small schools and over 100 students. The camp was held in Nyngan and went for 1 week. Students were taught lessons by a variety of professionals including tennis, technology, environment education, circus skills, music and drama.

Students went on an excursion to the Gold Coast with Wanaaring and Weilmoringle for 6 days. This involved 38 students, 10 Teachers and Parents and 2 bus drivers. The students visited Sea World, Dream World and spent a day at the beach with Kurrawa Surf Life Saving Club.

Enngonia Public School purchased new pre-school climbing equipment. This equipment is designed specifically for pre-school students to use and is appropriate for their height.

PM readers and Comprehension Boxes were also purchased to help students in their literacy development. The students especially enjoy using the comprehension boxes as a part of their daily literacy sessions.

This year we have undertaken many activities at school. Some of the highlights include the athletics carnival, gymnastics program, Rugby League Outback Challenge and the Reptile Show. All students were a credit to the school and they must be congratulated on their positive attitude at all times.

Melissa Harrison
Principal

P & C and/or School Council message
The Enngonia P&C have had a very busy year. We have participated in different fundraising events throughout the year. Activities include bingo and movie nights, cake stalls, raffles, special lunches, catering, running the soft drink stall at the Enngonia Races and selling cookbooks.

We have supported the school through purchasing more sand and edging for the sandpit and paying for the three day gymnastic program for the students.

The P & C have also been fund raising for a shed for the school bus. This has been an ongoing project and will be purchased and installed next year.
Student representative’s message

We had a great year at school. We learnt about the country Morocco. The capital is Rabat and they dance with swords. We also went to the swimming and athletics carnivals and did gymnastics at school.

We had lots of fun going to the Gold Coast and going to the beach and bowling. We also liked Dream World and playing with the foam balls and all the rides.

We also liked Knox and Pymble coming to visit us. We did craft and science experiments with them and we showed them how to make johny cakes.

One of our favourite things to do is swim in our school pool. It has been a fun year!

Shayde Edwards Year 4 and Samuel Stone Year 2

Student information

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

Student enrolment profile

In 2013 the school saw a large intake of Kindergarten children for the second year. This has increased the total number of students at 15 for the Primary section and 10 for the Preschool.

Student attendance profile

The majority of students attend on a regular basis however some student’s attendance is below the state average. This is due to geographic isolation from major centres, specialist medical treatment and family commitments.

Management of non-attendance

Student attendance increased from 81.4 in 2012 to 90.2 in 2013. Strategies to increase it to the state target of 92% include: raffle prizes for missing 4 or less days a term and liaising with HSLO officers.

Workforce information

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

Workforce composition

<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>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>Total</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Three local Aboriginal workers 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.

Teacher qualifications

All teaching staff meet 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>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Casual relief teachers</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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 frequently combines with other small schools to provide a variety of social interactions as well as cultural, sporting and artistic occasions.

Highlights for 2013 include:

**Arts**
- Musica Viva
- James and the Giant Peach Play
- Wombat Stew Play
- ‘Good Times’ dance
- Dancing imbedded in morning roll call
- Small schools super camp
- Salvation Army Band

**Sport**
- Small Schools and District carnivals for athletics, swimming and cross country
- Outback Challenge
- Gymnastics workshop
- Small schools sports day
- Little athletics workshop
- Active After School Sports
- Swimming Lessons in Bourke
- Excursion to the Gold Coast
- Swimming in school pool daily

**Other**
- Small Schools environment day
- Reptile Show
- Healthy Harold

**Academic achievements**

**NAPLAN**

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

100% of students in years 3 and 5 sat the NAPLAN in 2013.
Due to the small number of students involved it is difficult to determine any patterns against the current state cohort.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Students showed better results in reading than in writing. There was little difference between spelling and punctuation and grammar.

**NAPLAN Year 3 - Numeracy**

In year 3 students showed little or no difference between Measurement, Data and Space, Geometry, Number, Patterns and Algebra.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

One student sat this assessment.

**NAPLAN Year 5 - Numeracy**

One student sat this assessment.

**Significant programs and initiatives**

The school was involved in a number of significant programs aimed at giving students additional educational support and opportunities throughout 2013.

- Low Socio-economic School Funding;
- Jolly Phonics;
- Playgroup;
- Active After School Sport;
- Crunch and Sip;
- Mathletics
- Reading Eggs
- Tutor Program
- Transition Program

**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.

All staff members play a vital role in promoting Aboriginal culture and educating staff in Aboriginal protocol and heritage. An Aboriginal Language Program is currently being implemented in the preschool and programing for all stages is influenced by the 8 ways Aboriginal Pedagogy and the 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 K-4 participated in the Country Women Association’s International Country of Study. Students studied Morocco and presented their research at an International day organised by the CWA.

**National partnerships**

The school receives money under the Low Socio-economic funding program. This has allowed the school to provide special programs and assistance for students using:

- Personalised tutor programs
- Reading Eggs
- 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.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Ongoing assessment schedule throughout the year
- NAPLAN results
- Classroom observations

**School planning 2012—2014: progress in 2013**

**School priority 1**
Literacy

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- All students K-2 have improved their reading levels with 60% meeting regional targets.
- All students 3-6 have improved their reading levels with 40% of students making significant progress this year.
- 20% of students in years 3-6 are above regional targets.

Strategies to achieve these outcomes in 2014:

- Continue to employ a tutor and an SLSO to deliver individualized tuition.
- Continue to use and develop quality teaching programs to further improve literacy results. These include jolly phonics, reading eggs and spell city and other interactive resources as a part of the daily literacy program.
- Each student works on their own personalised literacy program.

School priority 2

Numeracy

Outcomes from 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.

Evidence of progress towards outcomes in 2013:

- 70% of students in K-2 are working at or above their stage level in all areas of Mathematics.
- All students 3-6 have made significant progress in the Number and Space strands of Mathematics.

Strategies to achieve these outcomes in 2014:

- Continue to employ a tutor and an SLSO to deliver individualised tuition.
- An additional teacher will be employed so that every student will receive daily concept tuition.
- Purchase resources to align with the new Mathematics syllabus.

Professional learning

Staff this year have focused on Early Childhood professional Development.

- 1 staff member completed Early Years Learning Framework development
- 5 staff members completed National Quality Framework development
- 9 staff members completed Pre-School Accreditation process and information

Staff have also completed training for development for primary school.

- 1 staff member completed Best Start assessment and implementation
- 4 staff members completed New English syllabus implementation
- 4 staff members completed Smart Data analysis

Staff have also completed additional training.

- 8 staff members have completed Code of Conduct
- 9 staff members have completed Child Protection
- 9 staff members have completed Work Health and Safety
- 9 staff members have completed First Aid
- 1 staff member completed Principal Leadership
- 1 staff member completed OASIS

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Comments were very positive and their responses are presented below.
The students, parents and teachers all agreed that the school had high expectations of students.

Parents felt that information about their child’s progress was communicated effectively.

Teachers felt that opportunities for professional development was hindered by geographical isolation.

Both staff and students identified a need to improve self-directed learning experiences.

Program evaluations

Creative Arts

Background
Creative arts is embedded in daily school routine. Students dance each morning as a part of morning roll call.

Creative art lessons are completed once a week in 1 ½ hr sessions. It is also integrated into all Connected Outcome Group (COGS) units each term.

Students have also participated in workshops and performances throughout the year to assist in the development of creative arts.

We have also had visiting performances from Musica Viva and the Salvation Army Band.

Findings and conclusions

All students have made a great improvement in Creative Arts this year. They have the ability to keep and maintain rhythm in dance. They are able to choreograph their own dance moves and consistently perform them as a group dance.

In drama and music students have shown the ability to identify and respond to different types of music through actions.

This has increased students self confidence in public speaking and in social interactions with new students.

In art they are able to demonstrate a strong engagement and have high expectations of their own artworks.

Future directions

Invite local artists to the school run workshops with the students.

Investigate options for students to participate in instrument lessons.

Continue exposing students to different styles and forms of dance, drama, music and art.

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.

Melissa Harrison: Principal
Linda Oldfield: Classroom and Pre-School Teacher
Fiona Secomb: Classroom and Pre-School Teacher
Heather Stone: Classroom Teacher
Christine White: SAM

School contact information

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Fax: 68 747 623
Email: enngonia-p.school@det.nsw.edu.au
Web: www.enngonia-p.schools.nsw.edu.au
School Code: 3626

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: