School context statement
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 26 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 partnership 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.

Principals Message
We have had a great year at Enngonia Public School. This year the teaching staff positions have remained consistent which ensured all professional learning expectations were met.

Enrolments throughout the year fluctuated and in term 4 the school had 19 students. With only one Year 6 student this year, numbers are expected to stay the same for 2015.

Due to the larger cohort of Kindergarten and Year 1 students the school was split into two classes. This has been very successful in improving literacy and numeracy outcomes.

Our Pre-school has remained strong with an increase in enrolments to 15 students. The Pre-school staff are constantly improving and creating new and innovative ideas for the preschool students.

All teaching staff this year have undertaken the Bronze Medallion Training. This has allowed all students from Pre-School to Year 6 to use the pool.

This year students participated in a combined schools camp at Weilmoringle. The camp involved 4 small schools and 40 students. Students were taught lessons by a variety of professionals including tennis, art, music, football, traditional Indigenous stories and communication skills activities.

Students went on an excursion to Dubbo with Wanaaring and Weilmoringle for 5 days. This involved 38 students, 10 teachers and parents. The students visited Wellington Caves, Dubbo Gaol, Dubbo Zoo and also included a Zoo Snooze.

The Enngonia P&C purchased a new bus and sports shed this year. We have also installed a new pool filter system to allow for the continued use of the school pool. These funds were donated by Pymble Ladies College.

This year we have undertaken many activities at school. Some of the highlights include the athletics carnival, NAIDOC Day, Rugby League Outback Challenge, Healthy Outback Kids Cooking, Goodooga Indigenous Games and Jump Rope for Heart. All students were a credit to the school and they must be congratulated on their positive attitude at all times.

I look forward to another great year next year.

Melissa Harrison
Principal
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 2014 the school had an increase in enrolments with 5 students in Kindergarten and other families returning to the school. This has seen an increase to 19 students enrolled in the Primary.

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, student mobility, specialist medical treatment and family commitments.

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>
<td></td>
</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>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 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.

<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></td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

Staff this year have focused on Early Childhood professional Development.

- 1 staff member completed Early Years Learning Conference
- 1 staff member completed Pre-School Programming course
- 1 staff member is completing Cert III in Early Childhood studies
- 1 staff member is completing Bachelor of Teaching and Learning In-service (Early Childhood)

Staff have also completed training for development for primary school.

- 1 staff member completed Early Action for Success conference
- 1 staff member completed Early Action for Success workshop

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
- 4 staff members have completed CPR
- 4 Staff members have completed Bronze Medallion
- 1 staff member completed Principal Leadership
- 1 staff member completed Financial Rollover

- 2 Staff members completed finance management
- 1 staff member has completed “It’s all about Me” training

Two staff members are currently undertaking the professional learning hours as part of the accreditation process. Both staff members have completed both registered and non-registered courses in 2014.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>67548.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>60876.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>72701.95</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>28071.75</td>
</tr>
<tr>
<td>Interest</td>
<td>2276.13</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12661.98</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>244136.70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>4316.40</td>
</tr>
<tr>
<td>Excursions</td>
<td>7510.33</td>
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<tr>
<td>Extracurricular dissections</td>
<td>3842.18</td>
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<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2428.01</td>
</tr>
<tr>
<td>Tied funds</td>
<td>45963.75</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2588.09</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>13201.31</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>14472.43</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13423.50</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>15185.31</td>
</tr>
<tr>
<td>Capital programs</td>
<td>11968.18</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>134899.49</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>109237.21</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014
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 2014 include:

Arts
- The Gruffalo Play
- Olga the Brolga Play
- Que Sera Dance dance
- Dancing imbedded in morning roll call
- CWA Botswana Performance

Sport
- Small Schools and District carnivals for athletics, swimming and cross country
- Outback Challenge
- Small Schools Sports camp
- Jump Rope for heart
- Active After School Sports
- Swimming Lessons in Bourke
- Excursion to Dubbo
- Daily swimming in school pool
- Football Clinics
- Horse Sports
- Goodooga Indigenous Games

Other
- NAIDOC Day
- Healthy Outback Kids Cooking
- Healthy Harold
- Police Station visit
- Knox transition excursion
- PLC/Knox Enngonia excursion

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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.

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
One student sat this assessment

NAPLAN Year 3 - Numeracy
One student sat this assessment

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 – Policy and equity funding
The school was involved in a number of significant programs aimed at giving students additional educational support and opportunities throughout 2014.
- Low Socio-economic School Funding
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. Programming 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 and anti-racism

Students in Years K-6 participated in the Country Women Association’s International Country of Study. Students studied Botswana and presented their research at an International day organised by the CWA.

Aboriginal background

Funding is used to employ two Aboriginal Education Officers, one in pre-school and the other in the Primary School. Remaining flexible funding is allocated to assist students in expanding their background knowledge through physical and virtual excursions.

Socio-economic background

Funding is used to employ a second teacher in the primary school. This has allowed the school to be separated into two classes and gives students access to more personalised learning.

Learning and Support

Flexible funding is allocated to support students in expanding their background knowledge through physical and virtual excursions.

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:

Literacy

Outcomes from 2012–2014

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

Evidence of achievement of outcomes in 2014:

- 42% of K-2 students have met the regional reading outcomes. This decrease
can be accounted for by student mobility and poor attendance by a select number of students.

- All students 3-6 have improved their reading levels with 40% of students making significant progress this year.
- 30% of students are at or above their expected reading level.

**Strategies to achieve these outcomes in 2014**

- 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 2014:**

- 57% 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:**

- An additional teacher will be employed so that every student will receive daily concept tuition.
- Purchase resources to align with the new Mathematics syllabus.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents were generally happy with the running of the school. An improvement was seen this year in the opportunities offered for self-directed learning.

Parents felt that more emphasis needed to be placed on community involvement, high quality programs and anti-bullying programs.

Staff felt that more opportunities for professional development were offered this year, with courses running in Bourke and more professional learning offered through video conferences.

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**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**School Planning Process:**

- **2014 August-** Western Plains network meeting, Principal attended. Discussed the direction of the SMP.
- **2014 August-** Initial Document created
- **2014 September-** Survey sent to parents and community for input.
- **2014- October-** Surveys returned. Based on information gathered, parents and community would like to see more open days in the classroom, better organised
homework programs and a focus on anti-bullying programs.

- **2014 November** - Western Plains meeting, Principal attended. Further development of the SMP.
- **2014 November** - 2015 budget under review to ascertain spending for significant learning activities
- **2014 November** - Staff meetings to plan the SMP.
- **2014 December** - School management plan completed.

**Strategic Directions and Purpose**

**Strategic Direction 1: Student Engagement**
To develop a school culture in which students have the confidence to take responsibility for their ongoing learning. Students will develop a lifelong love of learning that will help them to make connections within and beyond the school.

**Strategic Direction 2: Quality Teaching**
To develop a school culture in which staff members take responsibility for their ongoing learning, strive for innovation and improvement and who make strong connections within and beyond the school.

To engage the students in a high quality teaching environment that creates successful and confident learners.

**Strategic Direction 3: Community Partnerships**
To work with the whole community where the school understands the context, and values the input of all community members to build a stronger school.

**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