

Introduction

The Annual Report for 2016 is provided to the community of Enngonia Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Melissa Harrison

Principal

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Message from the Principal

We have had a fantastic year at Enngonia Public School and Pre-school. This year all teaching staff positions have remained consistent which has ensured a positive learning environment for students.

Enrolments throughout the primary have remained consistent, with 18 students enrolled in K-6. Numbers in the primary are expected to increase in 2017 with 4 kindergarten students starting. Again this year the primary school was split into two rooms; K-2 and 3-6. This successful strategy has helped to improve all student outcomes, and allowed for the L3 model of literacy to be implemented K-6. A TEN based maths program has also been developed and is in effect in K-2 and will continue into 2017.

Our pre-school has remained strong with 13 students enrolled. The pre-school staff have continuously improved their knowledge this year to provide students with innovative and highly engaging learning programs that focus on student directed learning. The outdoor area of the preschool has had its second stage completed. With the changes that have been made there has been an improvement in students' engagement in the indoor/outdoor learning environment.

All teachers have maintained their Bronze Medallion training to ensure that the pool can be safely used by all students from Preschool to Year 6.

In term 1 students participated in a mini schools' camp held at Enngonia PS. The camp involved four schools with approximately 45 students. Activities were run by staff, community members and students from Knox Grammar School. The students participated in art, tennis, Healthy Harold, movie making, drama, soccer, bush tucker walks, swimming and science. Five students this year also visited Knox Grammar school and Pymble Ladies College for a week to experience a large urban school. Students participated in daily lessons at their respective school, as well as the afternoon/night boarding school routine. Our major excursion was to Lake Burrendong Sport and Recreation Camp. The excursion was a combined excursion with Wanaaring Public School. Students engaged in activities such as BMX riding, kayaking, low ropes, slip n slide, bush craft, and a camp oven lunch. The students has a wonderful time learning new skills and meeting new people.

This year we have undertaken two renovation projects to improve the grounds of Enngonia PS. Stage 2 of the Preschool playground has been completed which has involved the construction of a cubby house, stage, yarning circle and gardens. The work on the playground will continue in 2017. We have also refurbished the toilet block and fixed the absorption trenches on the back oval. This has allowed for the toilet block to be more practical for the students to use, and ensured that the back oval is also used more efficiently.

The school has undertaken many activities this year with some of the highlights being Swimming carnival, Healthy Harold, Outback Challenge, Environment Day, Healthy Outback Kids cooking, emotions workshops, Athletics carnival, NAIDOC Day and a Science Day. All students were a credit to the school and must be congratulated on their positive attitudes at all times.

We look forward to another great year next year.

Regards,

Melissa Harrison

Principal

School background

School vision statement

At Enngonia Public School, we believe that learning is inclusive and community based. Enngonia Public School promotes a safe and collaborative learning environment that focuses on providing students with the skills and knowledge to make positive choices. Students are encouraged to strive for success and become confident learners in all aspects of their growth.

School context

Enngonia Public School is a P6 school with an enrolment of 32. It is located 100km north of Bourke in Western NSW. The school has a Preschool component as well as K–6 . 68.75% of the student population identify as Aboriginal.

Enrolments remain stable with minimal change in numbers. Enngonia Public School continues to move forward in improving students' results through the use of Personalised Learning Plans (PLPs) and Individual Education Programs (IEPs).

The school also participates in the Early Action for Success program which aims to improve K–2 student outcomes in literacy and numeracy. The school has developed a strong partnership with Pymble Uniting Church and their 'Uniting City and Country' program. This organisation has provided significant support in a number of formats.

The school is also developing partnerships with a number of independent schools to provide students with opportunities in a variety of subject areas.

A strong partnership with the small schools in the Western Plains Network provides professional and educational support.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Enngonia Public school has focused on 8 elements, covering all three domains of the school excellence framework.

Learning:	Teaching:	Leading:
– Learning Culture Reporting	– Effective Classroom Practice	– School Planning, Implementation and
– Assessment and Reporting		– Management Practices and Processes
– Student Performance Measures		

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Engagement

Purpose

To develop a school culture in which students have the confidence to take responsibility for their on going learning. Students will develop a life long love of learning that will help them to make connections within and beyond the school.

Overall summary of progress

- Process 1 TPL for staff in various current, evidence based pedagogical strategies and initiatives: This year the school has implemented L3 in K–6. This program has been extremely effective in organising our literacy programs to meet individual students' needs. Staff have completed OPL KL3 and Stage 1 L3. Staff have also completed TEN training. This has seen the implementation of a new maths program in K–2 which is proving to be highly effective and once again meeting the individual students' needs. All students progress is now tracked using PLAN and mathematics assessment tasks are given each term, using the TEN framework. The focus of this process was 'Effective Classroom Practice' and 'Assessment and Reporting'.
- Process 2 Collaboratively plan and develop a high quality outdoor learning environment: This year we have completed stage 2 of the Preschool playground. This has seen the installation of a yarning circle, cubby house, stage and garden. The Preschool students are using this part of the playground and find the new environment highly engaging. It has improved the flow of our indoor/outdoor learning environment. The focus of this process was 'School Planning, Implementation and Reporting'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of students will reach their individual learning goals as shown on their Personalised learning plans.	All training completed—other than preschool L3. New programs being implemented K–6 with L3 and TEN maths program for K–2	\$4839.22
<ul style="list-style-type: none">• The pre–school playground will be completed and utilised to meet the NQF indoor/outdoor learning space requirements.	Playground stage 2 completed on time and in use.	\$26969.18

Next Steps

- Process 1 TPL for staff in various current, evidence based pedagogical strategies and initiatives: Next year we will be re–working the structure of the classroom to ensure that all students will have individualised learning goals. The L3 model for literacy will continue to be implemented and adjusted to best suit the needs of the school. The new maths program with a TEN focus will continue to be implemented. The school will also have an Instructional Leader through the Early Action for Success program and their feedback will also be integrated into the programs.
- Process 2 Collaboratively plan and develop a high quality outdoor learning environment: Stage 3 of the Preschool playground will be completed next year. This will be the final stage of the project and will allow the Preschool playground to be fully operational.

Strategic Direction 2

Quality Teaching

Purpose

To develop a school culture in which staff members take responsibility for their on going learning, strive for innovation and improvement and who make strong connections within and beyond the school.

To engage the students in high quality teaching environments that create successful and confident learners.

Overall summary of progress

- Process 1 Staff work collaboratively to develop and maintain personal learning plans that reflect school plan targets: All teaching staff have completed their PDP's. The main goals for staff were the completion of L3 and TEN training and the implementation of these programs in a K–6 setting. Strong evidence of PDP goals can be seen in the changes in classroom practice. The focus of this process was 'Effective Classroom Practice'.
- Process 2 TPL for staff in various current, evidence based pedagogical strategies and initiatives including anti-bullying and behaviour management: Staff have undertaken a variety of training courses throughout the year, that have strengthened teacher knowledge and helped to create safe and supportive learning environments for students. The focus has shifted from anti-bullying to specific learning needs, training, as well as the teaching standards. The focus of this process was 'Learning Culture'.
- Process 3 Communication with parents and community about TPL and how it related to the school plan and student achievement: This process did not occur in the manner which is was intended and will be the main focus of 2017. This year TPL was communicated through newsletters but needs to take on other platforms and modes to become an effective practice. The focus of this process was 'Management Practices and Processes.'

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of teaching staff members work with strategically developed personal professional learning plans with needs aligned to the school plan	All staff this year have achieved their PDP goals. TPL has been successful for the year and staff knowledge has grown.	\$2456.94
<ul style="list-style-type: none">• TPL process is valued by parents and community with 80% expressing satisfaction through informal meetings and survey feedback.	PI has been communicated to parents, but it has not been effective. New strategies will be put in place for next year.	\$0

Next Steps

- Process 1 Staff work collaboratively to develop and maintain personal learning plans that reflect school plan targets: Next year all staff in the school will complete a PDP and track their goals and achievements. Next year will also focus on the consolidation of L3 and TEN programs.
- Process 2 TPL for staff in various current, evidence based pedagogical strategies and initiatives including anti-bullying and behaviour management: Next year the emphasis for other training will continue to focus around learning difficulties and special needs. This will ensure that all staff have a deep knowledge and understanding of various processes to teach all students.

- Process 3 Communication with parents and community about TPL and how it related to the school plan and student achievement: Next year new modes of communication will be trialed to find the best method to ensure that parents and community have a better understanding of teaching practices that are being implemented. This will include communication in both the Preschool and Primary School.

Strategic Direction 3

Community Engagement

Purpose

To develop positive and trusting relationships which support an inclusive school culture and meet the needs of the whole community. School planning will be undertaken in a respectful partnership with an informed school community, building understanding and mutual support.

Overall summary of progress

- Process 1 Community members will be given opportunities to complete their education based traineeships in the school: Community members have completed their traineeships during 2015 and 2016.
- Process 2 Parents and community partners will be provided with opportunities to share their skills to enhance students' learning: Process has begun to achieve this goal. In 2016 a unit of work called 'Past in the Present' was taught, based on the history of the local area. This was enjoyed by the students and involved some members of the local community. The focus of this process was 'Management practices and processes'.
- Process 3 Staff will create partnerships with community members to develop school events: This year these events were a great success, with one event run each term being supported by the whole community. These events will continue in 2017 as embedded practice. The focus of this process was 'Management practices and processes'.
- Process 4 Staff will negotiate PLP's with parents for all students: PLPs were used by staff and all students have achieved their individual PLP goals, and meetings were held once this year to communicate progress to parents. The focus of this process was 'Learning Culture' and 'Assessment and Reporting'.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 60% of the school community will take an active role in all areas of the school	<p>The past in the present unit has been successful and a great start to creating community partnerships next year.</p> <p>All community events were well received and attended. We hope to do one a term again next year</p> <p>PLPs have only been done once this year and while they have been used by staff, and students have achieved their personal goals, more regular discussions need to be developed with parents in the future</p>	\$2841.45

Next Steps

- Process 2 Parents and community partners will be provided with opportunities to share their skills to enhance students' learning: In 2017 there will be a stronger focus to have community members involved in leading the teaching of skills in the school. Some ideas that have been given are Indigenous dance, art programs, history programs.
- Process 3 Staff will create partnerships with community members to develop school events: Due to the success of these programs this year, they will be implemented the same way in 2017 and become embedded practice. This process will not be tracked in 2017.
- Process 4 Staff will negotiate PLP's with parents for all students: PLPs will be written in collaboration with parents

and more regular communication practices will be put in place.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students have had opportunities to extend their background knowledge and be provided with experiences they otherwise would not have had.	4427.40
Low level adjustment for disability	Students have had opportunities to extend their background knowledge and be provided with experiences they otherwise would not have had. Students have been supported through the employment of Teachers and Student Learning Support Officers while undertaking these experiences	2663.94
Socio-economic background	Employed a second teacher to allow classes to be split into K-2 and 3-6 four days a week. Pre-school resources are being updated to meet the developmental needs of students. Equipment purchased for stage 2 of the playground. Improvements made to the outdoor learning environment for primary students.	\$34810.50
Early Action for Success	L3 is now implemented throughout the school with results tracked using PLAN. All students have made significant improvement in literacy this year. TEN maths program is now being implemented K-2 with pleasing results.	\$20081.22
Personalised Learning support for Aboriginal Students in Years 4, 6, 8 and 10	Extra SASS staff have been employed throughout the year to assist student learning.	\$2390

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	10	11	11	11
Girls	5	5	5	7

In 2016 enrolments increased from 2015. This is due to six Kindergarten students starting and only one Year 6 leaving. Currently there are 18 students in the primary, with 7 girls and 11 boys enrolled.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.3	87.1	87.4	90.9
1	91.9	92.6	85.4	89
2	90	86.3	83.9	86.9
3	87.1	100	86.2	92.9
4	95.6	73.1	97.6	97.6
5	87.5	87.6	90.9	95.2
6		91.9	93.9	94
All Years	90.2	87.3	87.3	91.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6		94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The majority of students attend school on a regular basis, however, some student attendance is below the state average. This is due to geographic isolation from major centres, student mobility, specialist medical treatment and family commitments. The school works closely with the Home School Liaison Officers to ensure that all students attend school regularly.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.78
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	2.5
Other Positions	0.1

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

One staff member has completed maintenance period one.

Two staff members that are pre 2004 teachers have begun maintenance period one.

One staff member continues to complete maintenance period one.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	81 704.22
Global funds	98 174.45
Tied funds	112 528.13
School & community sources	0.00
Interest	2 391.06
Trust receipts	3 018.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	649.14
Excursions	335.72
Extracurricular dissections	18 654.76
Library	0.00
Training & development	0.00
Tied funds	83 938.91
Short term relief	16 348.21
Administration & office	47 854.23
School-operated canteen	0.00
Utilities	13 421.93
Maintenance	4 040.97
Trust accounts	2 701.50
Capital programs	10 432.72
Total expenditure	0.00
Balance carried forward	0.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

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

Three students sat this assessment.

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

One students sat this assessment.

NAPLAN Year 3 – Numeracy

Three students sat this assessment

NAPLAN Year 5 – Numeracy

One students sat this assessment.

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek 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. Parents stated that the school is a friendly and inviting place for their children. Parents felt that more emphasis needs to be placed on parent involvement with school activities such as art and dance workshops.

Policy requirements

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. 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.