

Enngonia Public School Annual Report



2017



3626

Introduction

The Annual Report for 2017 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 we have had a change in teaching positions and thank Fiona Secomb for all her efforts and commitment over the past 4 years. We have also welcomed Jemma Petty to the staff and are excited for her to continue in the Pre-school role for the rest of 2018. All staff have worked hard to maintain a positive learning environment for all students.

Enrolments have fluctuated throughout the year, with 22 students enrolled in K-6 at the beginning of 2017, and an enrolment of 24 at the end of the year. Numbers in the primary are expected to increase in 2018 with 4 kindergarten students starting. Again this year the primary school was split into two rooms; K-1 and 2-6. 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 implemented in K-1 which will continue into 2018.

Our pre-school has remained strong with 10 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 third and final 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 Super camp held at Nyngan. The camp involved eleven small schools, as well as high schools from Sydney with approximately 130 students in attendance. Activities were run by staff and students of Knox Grammar School, Pymble Ladies College and Ravenswood School for Girls. The students participated in art, robotics, athletics, music, gymnastics and drama.

This year six students spent a week at Knox Grammar school and Pymble Ladies College to experience a large urban school. Students participated in daily lessons at their respective school's, as well as the afternoon/night boarding school routine. Our major excursion was to Jindabyne Sport and Recreation Camp. Students skied each day at Blue Cow, accompanied by ski instructors from the sport and rec centre, Perisher ski school and Enngonia staff. By the end of the trip all students were able to ski and ride chair lifts. The students were a credit to Enngonia Public School with their positive attitudes and enthusiasm to learn and master a new skill.

This year we have undertaken four renovation projects to improve the grounds of Enngonia PS. Stage 3 of the Preschool playground has been completed which involved the construction of a mud pit and kitchen, bike track and dry river creek bed. We have also irrigated the back oval. This allowed for the oval to be better utilised by students throughout the year, as well as preventing the loss of top soil through erosion. A new vegetable garden has been constructed with a shade sail over the top to protect the plants. We already have some vegetables growing, and hope to use these ingredients to cook in the future. The school has also purchased new school signage to inform parents and community of current school events.

The school has undertaken many activities this year with some of the highlights being Swimming carnival, Healthy Harold, Outback Challenge, Goodooga Indigenous Games, Warrumbungle Young Leaders Camp, Athletics carnival, NAIDOC Day, Illustrator Day, CWA public speaking, Knox and PLC excursion 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.

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

The goals in strategic direction one have progressed over the three year period. Most students consistently achieve their PLP goals. Strategies put in place over the three year period have been:

- L3 literacy routine in place K–6
- TEN maths based program for K–2
- Employment of a Learning and Support Officer one day a week
- Consistent access of services for students for Speech programs
- Early Action for success Instructional Leader

The preschool playground has been completed over the three year period and is now in use to create a flowing indoor/outdoor environment, meeting the NQF requirements. The stages over the past three years have been:

- Stage 1– Consult with a preschool landscape designer. Put in fences and remove unwanted paths and features
- Stage 2– First stage consisting of a cubby house, tepee and gardens developed.
- Stage 3– Mud kitchen, dry river creek bed and multi–sensory bike path constructed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of students will reach their individual learning goals as shown on their Personalised learning plans.	\$624.39 Literacy and Numeracy \$1212.23 Early Action for Success	Analysis of PLAN Data Modelling and feedback from Instructional Leader PLP's. Parent feedback during PLP interviews. Observations, reflections and future directions
<ul style="list-style-type: none">• The pre–school playground will be completed and utilised to meet the NQF indoor/outdoor learning space requirements.	\$27717.52 Capital	The Preschool playground has been completed over the past 3 years. It is now in use and meets the NQF requirements.

Next Steps

For the next three years the focus of strategic direction one is changing. The two areas of focus will be:

- Personalised Learning– Deliver quality, student centred experiences which allow students to become confident and resilient learners and develop positive self–esteem.
- Student Wellbeing– Implement a whole school program that will allow students to develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.

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

The goals in Strategic Direction two have been achieved over the past three years. Staff complete their PDP's each year, and their goals are used to guide teacher and SASS professional learning throughout the year.

Parents are kept informed of staff professional learning and school events through:

- Weekly Newsletters
- School Facebook Page
- Informal meetings
- P&C Meetings

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	<p>\$ 1036.38 TPL course fees</p> <p>\$ 1462.74 TPL travel and accommodation</p>	<p>PDP for next year developed to reflect learning. Annual review of current PDP. Staff reflect on programs to shape future directions. Wellbeing Framework action plan, ongoing pre-school action plan, progress notes in QIP.</p>
<ul style="list-style-type: none">• TPL process is valued by parents and community with 80% expressing satisfaction through informal meetings and survey feedback.	<p>\$822.56 Hospitalities</p>	<p>Parent feedback is collected in PLP sessions about their knowledge of student learning programs.</p>

Next Steps

For the next three years the goals of strategic direction two are changing. The focus will be:

- Collaborative practice– Develop and implement collaborative partnerships with learning alliances, counselling, wellbeing services and other organisations
- Evaluative practice– Develop an evaluation practice that guides, supports and shares teacher professional learning to improve the delivery of quality literacy and numeracy practices across the 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

The goals of strategic direction three have been achieved over the past three years. Most of these goals are now embedded practice within the school.

Improvements have been:

- One community event each term
- Members of community completing TAFE certificates through the school
- Parents and community members sharing skills with the students such as language and art.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 60% of the school community will take an active role in all areas of the school	\$887.56 Aboriginal Background \$2331.36 Community Grant	Parents attend presentations, cultural events and meetings held at the school throughout the year.

Next Steps

For the next three years the focus of strategic direction one is changing. The two areas of focus will be:

- Community partnerships– Develop programs and initiatives that allow parents and community partners to share their skills to enhance students' learning.
- Community Engagement– Actively engage parents and the broader school community in supporting the reinforcement of student learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$14630.02	<ul style="list-style-type: none"> • Bus rego and insurance to ensure students were able to participate in events • Improved school ground resources • Awards and rewards to celebrate and acknowledge student achievement.
Low level adjustment for disability	\$3854.89	<ul style="list-style-type: none"> • Employment of staff and use of resources to ensure that all students are provided with opportunities to extend their background knowledge and be provided with experiences they would not otherwise have had.
Socio-economic background	\$38296.14	<ul style="list-style-type: none"> • Employment of a second classroom teacher, ensuring that two classes operated five days a week, • The use of resources to improve students background knowledge and ensure that all students were able to participate in the schools major excursion to the Snowy Mountains.
Early Action for Success	Course Fees: \$1212.23 Teacher Wages: \$4261.24 Resources: 2012.09	<ul style="list-style-type: none"> • Training and Support from Instructional Leader • Purchasing of equipment and resources for literacy and numeracy
Personalised Learning support for Aboriginal Students in Years 4, 6, 8 and 10		This allocation now comes under Aboriginal Background.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	11	11	11	13
Girls	5	5	7	8

In 2017 student enrolments have fluctuated throughout the year. Currently there are 24 students in the primary, with 14 boys and 10 girls. There are 10 students enrolled in Preschool, with 3 boys and 7 girls.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	87.1	87.4	90.9	87.6
1	92.6	85.4	89	95.6
2	86.3	83.9	86.9	91.5
3	100	86.2	92.9	86.9
4	73.1	97.6	97.6	94.6
5	87.6	90.9	95.2	94
6	91.9	93.9	94	96.4
All Years	87.3	87.3	91.8	92.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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. In term 3 this year many students were away due to sickness. 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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.48
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.5
Other Positions	0

*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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This year most funds have been expended.

A large amount of money is in capital for the construction of a COLA.

Receipts	\$
Balance brought forward	113,565
Global funds	65,866
Tied funds	111,377
School & community sources	6,001
Interest	1,851
Trust receipts	3,924
Canteen	0
Total Receipts	189,020
Payments	
Teaching & learning	
Key Learning Areas	1,974
Excursions	3,464
Extracurricular dissections	8,016
Library	0
Training & Development	0
Tied Funds Payments	92,154
Short Term Relief	11,001
Administration & Office	15,071
Canteen Payments	0
Utilities	12,364
Maintenance	5,531
Trust Payments	3,923
Capital Programs	41,867
Total Payments	195,365
Balance carried forward	107,220

The information provided in the financial summary includes reporting from 1 December 2016 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	117,449
Appropriation	109,695
Sale of Goods and Services	0
Grants and Contributions	7,755
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-15,809
Recurrent Expenses	-15,809
Employee Related	-9,268
Operating Expenses	-6,540
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	101,641
Balance Carried Forward	101,641

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The SAP Finances show the expense for term 4. This still includes the money set aside for the construction of a COLA.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	390,554
Base Per Capita	3,255
Base Location	37,609
Other Base	349,690
Equity Total	172,685
Equity Aboriginal	121,430
Equity Socio economic	38,440
Equity Language	0
Equity Disability	12,815
Targeted Total	0
Other Total	102,960
Grand Total	666,199

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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, Grammar and Punctuation)

Two students sat this assessment

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

Two students sat this assessment

NAPLAN Year 3– Numeracy

Two students sat this assessment

NAPLAN Year 5– Numeracy

Two Students sat this assessment

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 wellbeing and health services working closely with staff and students.

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.

Multicultural and anti-racism education

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

Students participated in cultural lessons in Aboriginal Language run by members of the local community.

Students also took part in an anti-bullying program that ran for terms one and two.