

2010 Annual School Report Enngonia Public School

NSW Public Schools – Leading the way



Our school at a glance

Students

Student enrolment in 2010 was 10 however this number rose towards the end of Term 4. Of these students 9 were Aboriginal. There were 7 preschool students with the majority being Aboriginal.

Staff

In 2010 there were 3 members of the teaching staff including the Principal. Other staff included 1 School Administration Manager, 1 Cleaner, 1 General Assistant, 2 Aboriginal Education Officers, 1 Aboriginal School Learning Support Officer and 1 tutor.

All teaching staff meets 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 2010. These were;

- Country Areas Program (CAP)
- Priority Schools Programs (PSP)
- Building the Education Revolution
- Technology for Learning
- Low Socio-economic School Funding
- Reading to Learn
- Multilit
- Playgroup
- Breakfast Program
- School Garden Project
- Homework Centre
- Computers in Homes through City Aid to the Bush Partnership
- Active After School Communities Program
- Books in Homes

Student achievement in 2010

There were no Year 3 students who sat the NAPLAN. Year 5 students who sat the NAPLAN literacy and numeracy assessments showed some progress.

Messages

Principal's message

Enngonia Public School continues to move forward in closing the gap between all students. This is mainly due to the dedication and willingness of staff to try new methods of teaching and learning, the enthusiasm of students and a supportive parent and community body.

The school has been extremely fortunate to forge partnerships with the Aboriginal Children's Educational Advancement Society and the Pymble Uniting Church's City Aid to the Bush project. These organizations have provided or enabled the school to provide equipment and materials beyond what is normally available. They have enabled us, to a degree, to begin to break down the tyranny of geographic and social isolation. We look forward to continuing these valuable partnerships.

I look forward to the school's continued growth and progression in all areas.

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

Congratulations to the school on a successful and busy year. We would like to wish the graduating year six students, Clayton Barker, Demi Kelly, Billy Pagett and Adam Smith well in their future endeavours and know they will be successful at High School.

Many thanks to all the volunteers who have worked in the school throughout the year and also assisted with fundraising through cake stalls and other activities.

Colin Stone P & C. President

Student representative's message

This year the SRC, which consists of the whole school decided to raise money for UNICEF. We raised money for the children in Mozambique because it is a poor country. Our aim was to raise enough money for a 'School in a Box'. School equipment like books and stationery is put in a box and sent to Mozambique in Africa. We also had SRC meetings about new sports equipment, and a Wii console. We did a variety of jobs and fund raising activities to raise money.

Enngonia Public School SRC

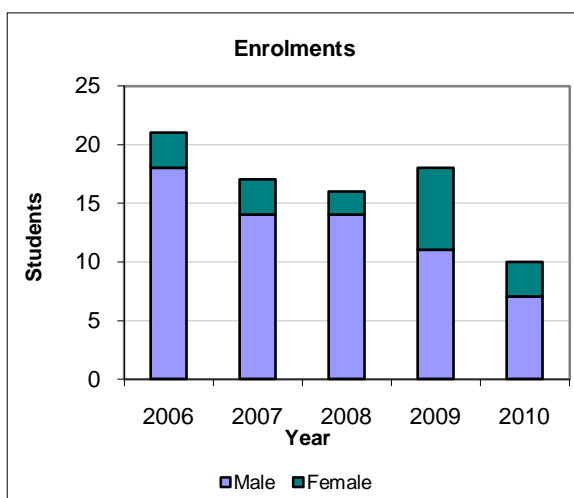
School context

Student information

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

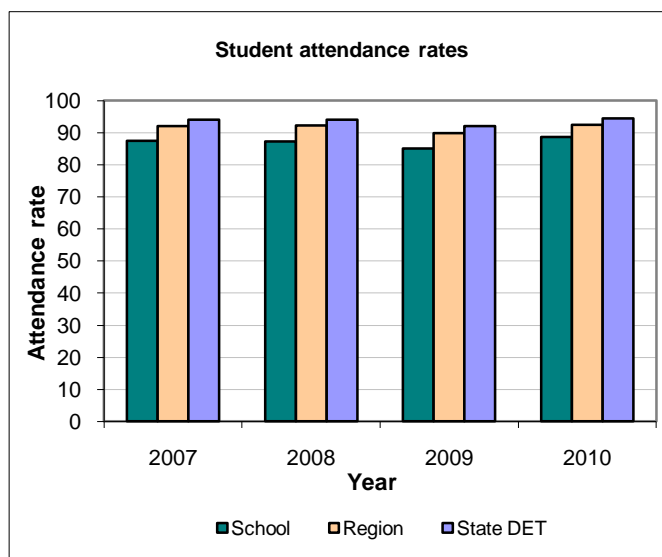
Student enrolment profile

The school is a P6. Enrolments have fluctuated throughout the year with loss of numbers through community members being transferred or families moving to larger centres when children begin High School.



Student attendance profile

The school has recorded an improvement in attendance rates this year. The school continues to have a high mobility rate and missing students.



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 and HSLO
- Improving staff knowledge of Departmental Attendance policies and procedures

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Roll Class	Year	Total per Year	Total in Class
K-6	1	3	10
K-6	3	1	10
K-6	5	3	10
K-6	6	3	10

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

Position	Number
Principal (Teaching)	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teachers	0
Classroom Teachers (Part time)	2
Teacher of Emotional Disabilities	0
Teacher of Mild Intellectual Disabilities	0
Teacher of Reading Recovery	0
Support Teacher Learning Assistance	0
Teacher Librarian	0
Teacher of ESL	0
Counselor	0
School Administrative & Support Staff	5
Total	8

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

Three local Aboriginal people 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.

Staff retention

Staff retention rates are very high. Five staff members have been at the school for between ten and seventeen years. The other three staff members have served at least two years.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2010
Income	\$
Balance brought forward	38 629.24
Global funds	52 099.32
Tied funds	81 603.75
School & community sources	10 672.00
Interest	2 024.80
Trust receipts	4 387.79
Canteen	0.00
Total income	189 416.90
Expenditure	
Teaching & learning	
Key learning areas	5 373.99
Excursions	2 387.29
Extracurricular dissections	10 553.58
Library	60.00
Training & development	8 890.11
Tied funds	77 767.29
Casual relief teachers	0.00
Administration & office	26 107.62
School-operated canteen	0.00
Utilities	13 328.99
Maintenance	9 545.87
Trust accounts	7 398.85
Capital programs	0.00
Total expenditure	161 413.59
Balance carried forward	28 003.31

Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Due to the school's geographic isolation and low socio-economic status extensive exposure to a variety of cultural, sporting and artistic events is limited. However every effort is made to provide quality experiences in the areas mentioned above when opportunities arise, either as an individual school or in conjunction with other small schools in the area.

Achievements

Arts

Highlights for 2010 include;

- Operation Art
- Music workshops and performance with the 'Four June's
- Digital photography
- Small Schools Public Speaking
- Excursion to Broken Hill

Sport

- Quality Sports Camp at Weilmoringle
- Small Schools, District and Regional carnivals for athletics, swimming and cross country
- Ronnie Gibbs Country Rugby league football clinic
- Active After School Sports
- Golfing Clinic
- Swimming Clinics in Bourke
- Sports with PCYC

Other

This year saw the establishment of a partnership with the Pymble Uniting Church through their City Aid to the Bush Project. The project was able to give the family of each student a new laptop computer for home use. This project will be maintained throughout the coming year as the need arises. They have also been able to provide support in organizing excursions and camps. 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

Not Applicable

Numeracy – NAPLAN Year 3

Not Applicable

Literacy – NAPLAN Year 5

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

Numeracy – NAPLAN Year 5

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

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.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010

Not Applicable

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

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 2010. These were;

- Country Areas Program (CAP)
- Priority Schools Programs (PSP)
- Building the Education Revolution
- Technology for Learning
- Low Socio-economic School Funding
- Reading to Learn
- Multilit
- Jolly Phonics
- Playgroup
- Breakfast Program
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- Computers for Homes through City Aid to the Bush Partnership
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- Books in Homes

Aboriginal education

Aboriginal Education continues to be a focus within the school. The school employs two Aboriginal Education Officers and one Aboriginal Learning Support Officer. These staff members assist both staff and students in welfare, tutoring and community issues. This year an attempt has been made to re-establish the local AECG. All these staff members play a vital role in promoting Aboriginal culture and educating staff in Aboriginal protocol and heritage. All students are encouraged to build on their Aboriginal heritage and cultural traditions through the integration of Aboriginal perspectives across all curriculum areas. Our students have shown a growth in reading and spelling through the use of the MULTILIT Program and Personal Learning Plans.

Multicultural education

Years 3-6 continue to participate in the Country Women Association's International Poster Competition. This year children researched information on Egypt. One of our students won the Regional first prize. We also studied and participated in a mock Mozambique school day.

The children were very surprised at the conditions of students in third world countries.

Respect and responsibility

Students are encouraged to show respect for themselves and others. Fundraising is one way the pupils have shown their concern for others. The school has hosted the following events;

- Australia's Biggest Morning Tea
- Golden Circle Fun Run
- Red Nose Day
- Jeans for Genes Day
- Juvenile Diabetes Day
- UNICEF Day of Change

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. It has also enabled the school to continue to update resources in both literacy and numeracy.

Connected learning

Due to the schools geographic isolation this initiative is still in the implementation stage.

Other programs

Priority Schools Program

Our school continues to receive financial support through the Priority Schools Program (PSP). In 2010 we received \$10 800 which helped fund a teacher for an extra half day per week.

Country Areas Program

In 2010 the Country Areas Program (CAP) funds totaled \$12 0. This funding was used to assist with the cost of funding ICT training for staff and students through iTeach 21 and to subsidise travel for students to access new opportunities out of their home environment. It has also given the school the opportunity to establish an After School Learning Centre and pay for 2 hours per week supervision.

Pre-School

The Enngonia Preschool had a busy, vibrant year. The introduction of the Early Years Learning Framework (EYLF) has been implemented and will continue to be consolidated from 2011 onwards. The preschoolers combined with the Primary School for a number of workshops including the very popular Crocodile Man, The June's and Southern Highlands Christian School. On a sadder note one of our preschool teachers, Julie Cullenward, has left the preschool after many successful years of teaching. Julie's many talents will be missed and we wish her well for the future. We look forward to meeting our new teacher who will be coming to us from Western Australia and is Early Childhood trained.

Progress on 2010 targets

The school's targets for 2010 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

- 66% of students meet Western Region benchmarks in reading in 2010.

This target was achieved.

Our achievements include:

- The introduction of the MULTILIT program which has seen all children increase their reading levels.
- Stage One students who are achieving below stage expectations had Personal Learning Plans and received individual tuition on a daily basis
- The majority of students in the school received individual tuition in comprehension skills.

Target 2

- 70% of all year 5 students achieve Minimum Growth Rates in Literacy and Numeracy for NAPLAN in 2010.

Data analysis shows that this target was not achieved however some progress was made.

Our achievements include:

- The introduction of computer based learning to encourage and motivate learning towards mastery levels in numeracy.
- Individual tuition for all students who achieve below their minimum stage level.
- Purchase of Literacy and Numeracy resources.

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 2010 our school carried out evaluations of Technology and Human Society and Investigating the Environment.

Educational and management practice

Technology

Background

The survey regarding the effective management of technology within the school was aimed mainly at teaching, support and administrative staff. It was carried out through structured conversation, observation and anecdotal evidence collected throughout the year.

Findings and conclusions

- That all staff have developed confidence in using computers and Smartboards as teaching tools due to ongoing training.
- Staff still required more computer training in basic functions and troubleshooting simple problems.
- The installation of the new server and network has made the management and use of computers more efficient and user friendly.
- Continued employment of an IT technical person to keep computers functioning efficiently.
- When the IT experts come to fix, install or maintain equipment it is important that they spend time with school staff explaining and demonstrating simple troubleshooting strategies.

- That improvement of the poor internet connection continues to be a priority so Connected Classroom can be used to best advantage when it is installed.

Future directions

The school will;

- Continue to undertake professional training to develop an understanding of various computer programs for educational use.
- Continue to develop skills in the use of the computer and simple maintenance.
- Continue to employ an IT technician for a limited time each week or fortnight.

Curriculum

Human Society and Investigating the Environment.

Background

Students are encouraged to work in groups or are paired with an older student given the wide age and ability range within the school. This also allows for cooperative learning and peer tutoring to take place.

Findings and conclusions

- Not enough quality time was being spent in teaching HSIE.
- While HSIE is being integrated into other Key Learning Areas, especially literacy, this needs to be developed in a more systematic way.
- Multistage COGs units are an excellent framework but more thought must go into making the units relevant to the local area and community.
- While excursions are an educational necessity more thought must be given to holding incursions using the local community and knowledge.

Future directions

The school will;

- Timetable more time for HSIE
- Consider employing a person to modify COGS units so they are more relevant to the local community

- Continue to systematically integrate COGs units across all Key Learning Areas.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

In general parents and carers have a positive attitude towards the school. They have a high level of satisfaction in regards to behaviour expectations and management, educational expectations and resourcing of the school.

Most of the group was aware that changes had taken place within the school/classroom over the past year and stated they thought they had been positive and agreed with them.

The majority of students were satisfied or very satisfied with school life however some felt they were not really being challenged or had much control over what they learnt. Some students were also slightly dissatisfied with the small amount of Aboriginal perspectives in lessons.

School staff was generally satisfied with school management and classroom experience. However they felt more training was required in the following areas; embedding Quality Teaching elements into all KLA's, technology and the inclusion of Aboriginal perspectives into daily lessons. Staff also saw the need for more parental/carers/community involvement in their children's education.

Professional learning

All members of staff participated in a variety of Professional Learning opportunities. These included;

- Jolly Phonics
- Reading to Learn
- MULTILIT
- Smartboard training
- Blended Learning
- Murdi Paarki Educational Forum
- '8 Ways of Knowing'
- Photostories
- Mark Treadwell Teaching for the 21st Century
- Take Home teaching aids with Julie Loxley
- First Aid
- Anaphylaxis and Emergency Training
- Learning to Read

- Teaching Children with Learning Difficulties
- Preschool Conference and workshop
- Principal's Conferences
- CAP Planning Days
- School Education Group Planning Days
- Bronze Medallion

School development 2009 – 2011

Targets for 2011

Enngonia Public School continues to be part of the Commonwealth Government's National Partnership to fund low socio-economic schools. The emphasis continues to be on improving both literacy and numeracy results for all students and to close the gap between Aboriginal and Non-Aboriginal students.

Target 1

All students will meet Western Region benchmarks in reading in 2011.

Strategies to achieve this target include:

- Data collection and analysis will be conducted at regular intervals throughout each term
- Continued use of programs that have proven to significantly improve student results
- Timetable site based professional learning as well as developing networks to share programming and resources with other P6 schools

Our success will be measured by;

- All students meeting Western Region benchmarks in 2011
- Identified areas for development are programmed
- Evidence of Quality Teaching framework embedded in teaching programs.

Target 2

All students will achieve at least basic stage outcomes in each strand of the English syllabus in 2011.

Strategies to achieve this target include:

- Develop individual learning programs for targeted students from identified area of need with focus on using Computer Assisted Learning
- Employ Learning Support Officer and tutor to deliver MULTILIT and other programs
- Develop quality teaching programs to further improve reading and spelling results

Our success will be measured by;

- Consistent improvement in all areas of English syllabus for each student
- All targeted students working from individual learning plans

Target 3

All students will achieve at least basic stage outcomes in each strand of the mathematics syllabus in 2011.

Strategies to achieve this target include:

- Data collection and analysis will be conducted at regular intervals throughout each term
- Develop individual learning programs for targeted students from identified area of need with focus on using Computer Assisted Learning
- All targeted students working from individual learning plans

Our success will be measured by;

- Consistent improvement in all areas of Mathematics syllabus for each student

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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 Teaching Principal

Linda Oldfield Part-time Teacher

Julie Cullenward Part-time Teacher Preschool

Patricia Smith Aboriginal Education Officer

Christine White Senior Office Manager

School contact information

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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:

<http://www.schools.nsw.edu.au/asr>