



Enoggera State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Enoggera State School is a small school with approximately 300 students from Prep to Year 6. Within our student cohort, we have a small percentage of indigenous students, students of non-English speaking backgrounds, and students with disabilities. All backgrounds, religions and cultures are respected and valued, with our small size enabling us to provide a strong community feel where everyone is welcomed. With only 12 classroom teachers, our staff work collaboratively to achieve consistency across the whole school in providing a quality education for every student. Our school community values 'Every Child, Every Day, Every Opportunity' and the home-school partnership is positively nurtured to support the learning and well-being of our students. At Enoggera State School, we analyse a range of school performance data, including NAPLAN data, to evaluate and inform our teaching programs. A key component of our teacher learning program focuses on the teaching of reading, which has resulted in gains in student reading achievement. Early identification and intervention for students experiencing learning difficulties is strongly embedded within school support processes. Our school has introduced a new Early Partnership Program with our Pre Prep families in order to best prepare our youngest students for their first year of their formal education.

Also, teachers use classroom data to flexibly group students based on readiness to ensure that all students receive learning experiences appropriate to their levels. Furthermore, teachers regularly engage in a range of professional development activities as we strongly believe that the quality of teaching makes all of the difference.

Principal's Forward

Introduction

"Where Every Child Thrives" is the motto of Enoggera State School and this underpins the work that we do to ensure that all students attending Enoggera State School have the opportunity to excel in academics, sports and the arts. Our dedicated staff are focused on ensuring that they continually update and refine their skills in order to provide your children with the very best learning experiences based on the Australian Curriculum and individual learning needs.

We are very proud of our school and the achievements of both staff and students.

The purpose of this report is to provide you with information in a consistent way for all Queensland schools. It covers our progress and achievements in 2016 and how we plan to build on these in 2017.

School Progress towards its goals in 2016

Target	Results
100% Year 3 students to meet NMS in Reading and Writing	Achieved 100% NMS. Yr 3 Results in Reading similar to like schools and above like schools in Writing
90% Year 5 students to meet NMS in Writing	Achieved 100%. Yr 5 results in writing above like schools
100% Year 5 students to meet NMS in Reading	Continued positive trend in Yr 5 reading 89.5% - 2014, 96% - 2015, 96.6% - 2016
70% U2B Year 3 Reading, 50% U2B Year 5 Reading, 85% U2B Year 3 Writing, 25% U2B writing.	8 out of 10 areas in U2B improvement above positive threshold relative to Nation (2008 – 2016)
50%ile Yr 5 Writing Target	Achieved 58%ile
25% U2B in Yr 5 Writing	U2B increase from 16% 2015 - 30.8% 2016
80% A-C on assessment	Target exceeded in English in Yrs 1, 3, 4, 5 and 6

Future Outlook

Actions	Targets	Timelines
Implement whole-school reading framework to articulate processes for explicit teaching of reading skills and strategies and planning for the reading demands of curriculum units.	Enoggera Literacy Program reviewed and embedded for Semester 2 2017.	Terms 2-3
Provision of opportunities for U2 bands enhancement in Reading.	NAPLAN 2017 Yr 3 U2B – 70% Yr 5 U2B – 50%	Term 1 -4
Develop and implement Pre Prep and Prep school community partnership focussed on early identification of student need especially in the area of Reading.	All Prep students achieve Level 6 or more by the completion of Prep Year	Term 1 - 4
Provision of resources required to establish Pre Prep and Prep Early Intervention Program.	All early P-2 Staff trained in Jolly Phonics and have access to all required resources to implement effectively.	Term 1 -3
Refine the ability to collect, interpret and use data for improving student learning. Establish a short term data cycle.	NAPLAN 2017 Year 3 - 75%ile 100% NMS Year 5 - 65%ile 100% NMS	Term 1-4
Provision of professional development opportunities to best place all staff to support all students achieve school priorities.	All staff to develop and implement a PDP in line with school priorities.	Term 2 - 3

Actions	Targets	Timelines
Collaboratively research and document effective teaching strategies to be used across the school in Writing.	2017 85% A-C on assessment	Term 1-4
Review- the whole school curriculum plan to ensure that there is a depth of learning occurring across a variety of genres.	NAPLAN 2017 Year 3 - 81%ile 85% U2B 100% NMS	Term 3
Enhance Professional Development opportunities for the consistent teaching of writing.	Year 5 - 65%ile 40% U2B 100% NMS	Term 2-3

Actions	Targets	Timelines
Use data walls to show distance travelled at an individual level.	For reading progress	Term 2
Develop and implement a PD plan around goal setting and providing feedback to students.		Term 2
Develop and implement formal processes for the recording and monitoring of individual goals.		Term 2
Systemic scheduled meetings to discuss and plan individual intervention and support under Case Management for students demonstrating limited improvement.	All students not improving are identified and planning/ resources are put in place to achieve optimum outcomes.	Term 1- 4

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	227	111	116	12	95%
2015*	247	120	127	7	97%
2016	260	131	129	7	96%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Enoggera State School operates under an Enrolment Management Plan. Students enrolling for the 2016 school year and beyond were required to have their principal place of residence within the school's catchment area. Overall, our existing student population reside in the suburb of Enoggera and the surrounding suburbs of Everton Park, Alderley, Everton Hills, Newmarket, Grange, Mitchelton and Grovely. Our students have a range of cultural backgrounds, academic abilities and special interests. A small number of our students also have one or both parents in the Australian Defence Force.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	24	22
Year 4 – Year 7	30	29	28
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Enoggera State School the Australian Curriculum is used to deliver learning programs in English, Mathematics, Science, Geography and History. The Queensland Curriculum is used to deliver The Arts, Health and Physical Education, and Technology.

Our daily lessons are embedded within the Gradual Release of Responsibility model and incorporate a skills block to ensure the basic facts and essential skills are continually revised.

Our distinctive learning opportunities include:

- Language other than English- Chinese (Mandarin) for Years 4-6
- Learn to Swim for Prep to Year 6
- Drama Program for Prep to Year 6

Co-curricular Activities

At Enoggera State School we aim to develop the whole child and provide our students with a range of additional learning programs, some at additional cost to parents.

- Instrumental Music Program (Strings)- entry by audition for students in Years 3-6
- AusDance- Prep to Year 6
- Gymnastics- Prep to Year 1
- Camp- Years 5-6
- Interschool Sports Gala Days- Years 5-6
- Interschool Volleyball- Years 5-6
- Wakakirri Story Dance Competition- Year 3-6
- Before and After School Tennis

How Information and Communication Technologies are used to Assist Learning

We strive to incorporate digital technologies into our daily teaching and learning activities. All classrooms have interactive whiteboards and we had a dedicated computer lab. All classes have access to sets of iPads, ensuring that all students are able to access eLearning opportunities.

In 2016 we implement a BYO iPad program for students in Years 5-6 and explored expanding the program for students in Years 3-4 in future years.

Social Climate

Overview

Enoggera State School has a positive climate where students, staff and the parental community feel supported and valued. Individual learning and well-being is monitored by all staff from the classroom to the leadership team. Students also have access to our school Chaplain and the World Vision Kids Hope Mentor program.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	98%	96%
this is a good school (S2035)	100%	98%	100%
their child likes being at this school* (S2001)	100%	98%	100%
their child feels safe at this school* (S2002)	100%	98%	100%
their child's learning needs are being met at this school* (S2003)	100%	98%	96%
their child is making good progress at this school* (S2004)	97%	98%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	92%	92%
teachers at this school motivate their child to learn* (S2007)	100%	95%	96%
teachers at this school treat students fairly* (S2008)	100%	97%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%	100%
this school works with them to support their child's learning* (S2010)	100%	95%	88%
this school takes parents' opinions seriously* (S2011)	94%	95%	80%
student behaviour is well managed at this school* (S2012)	92%	93%	100%
this school looks for ways to improve* (S2013)	97%	100%	88%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school is well maintained* (S2014)	97%	95%	81%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	98%	100%	97%
they feel safe at their school* (S2037)	96%	98%	100%
their teachers motivate them to learn* (S2038)	98%	98%	99%
their teachers expect them to do their best* (S2039)	100%	95%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	94%
teachers treat students fairly at their school* (S2041)	98%	98%	97%
they can talk to their teachers about their concerns* (S2042)	95%	91%	96%
their school takes students' opinions seriously* (S2043)	93%	90%	93%
student behaviour is well managed at their school* (S2044)	96%	100%	97%
their school looks for ways to improve* (S2045)	98%	100%	97%
their school is well maintained* (S2046)	100%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	98%	98%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	92%	100%	94%
staff are well supported at their school (S2075)	85%	100%	94%
their school takes staff opinions seriously (S2076)	85%	93%	100%
their school looks for ways to improve (S2077)	92%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

As an Independent Public School we have a strong connection with our parents and community. Our school works closely with our School Council to build our strategic direction. The parents of students at Enoggera State School are valued as the first educators. We provide a transition program for students during their kindergarten year and value the skills and knowledge they come with when they start their formal schooling. We like to work with parents to support the educational and social-emotional needs of our students. We encourage parents to become involved in our school activities.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs are implemented as an integral component of our Pillars of Enoggera Program. This important learning is supported through classroom programs, our Guidance Officer and proactive Chaplaincy Programs.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	2	4	7
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Enoggera State School aims to reduce its environmental footprint by using solar power, recycling paper and ensuring water usage is kept to a minimal level. Sustainability and the impact of our actions on the environment are explicitly taught to students throughout the school year.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	115,074	1,776
2014-2015	41,251	1,307
2015-2016	189,571	1,189

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	21	14	0
Full-time Equivalent	16	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	3
Bachelor degree	16
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 12, 065.75

The major professional development initiatives are as follows:

- Lynn Sharratt – Putting faces on the Data and Case Management
- Reading Strategies

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	94%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	93%	80%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

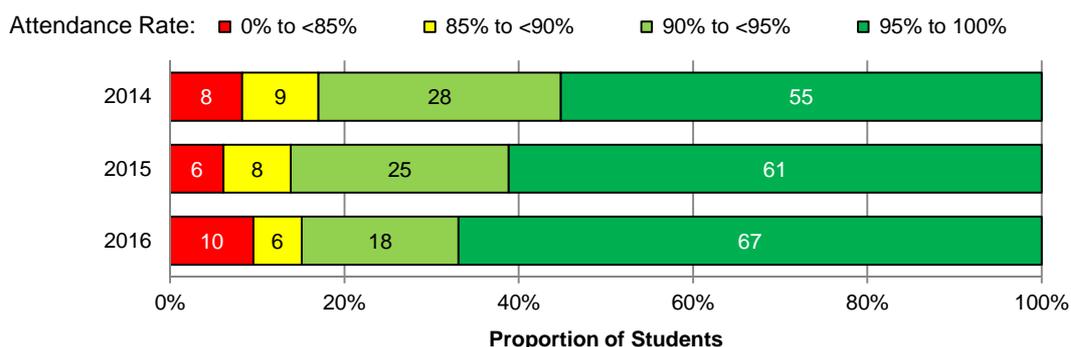
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	95%	95%	96%	94%	93%	90%					
2015	95%	95%	93%	96%	95%	97%	97%						
2016	95%	95%	94%	95%	97%	93%	97%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. Rolls are marked twice per day and unexplained absences are followed up by the classroom teacher. The school administration team follow up continued unexplained absences.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

