Enoggera State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

With approximately 300 students from Prep to Year 6, Enoggera State School is large enough to offer a full range of curriculum and extra curricula offerings, but still small enough to provide a friendly, caring environment where students thrive academically and socially. We support the needs of each student while encouraging every child to become active participants in their education. 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 13 classroom teachers, our staff work collaboratively to achieve consistency across the whole school in providing a quality education. In attaining our school vision of 'Every Child, Every Success', our community is committed to providing quality curriculum and teaching, positive home-school partnerships, strong school leadership and a safe and orderly learning environment. This is highlighted in our school pillars of Learning, Relationships and Safety.

School progress towards its goals in 2018

Improvement Priority 1

Embed the school's approach to the teaching of Reading

Actions	Progress
Implement whole-school reading framework	Framework reviewed and embedded
Provision of opportunities for U2 band enhancement in Reading.	U2 Band NAPLAN results Y3 61% Y5 50%
Embed Pre Prep and Prep school community partnership	Process in place
Embed the ability to collect, interpret and use data for improving student learning.	Data cycle established
Staff to develop and implement a PDP	100% of staff have a PDP in place
Maintenance of small class groupings	Strategy continued

Improvement Priority 2

Ensure through a process of goal/ target setting that each individual is able to achieve their personal best outcomes.

Use of data walls and goal setting to show individual distance travelled	All students are tracked via data wall for reading progress
Embed systemic scheduled meetings to discuss and plan individual intervention and support	Planning/ resources in place
Build capacity of Year Level Co-ordinators to drive consistent data collection and analysis to inform Year Level unit planning	Year Level Co-Ordinators actively engaged in Planning cycle with the Head of Curriculum

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Future outlook

Improvement Priority 1

Embed the school's approach to the teaching of Reading

Actions	Targets	Timelines
Document the ESS pedagogical approach to reading	Enoggera SS Reading Placement developed and documented	Terms 1-4
Embed the ESS pedagogical approach to reading in all KLA areas	Units of work unpacked to document reading demands	Terms 1-4

Improvement Priority 2

Embed the school's approach to the teaching of Writing

Actions	Targets	Timelines
Implement a whole school writing framework	Enoggera SS Writing Placement reviewed and refined	Terms 2-4
Unpack the writing demands of the curriculum	Units of work unpacked to document writing demands	Terms 2-4
Support staff to implement student goal setting and feedback in Writing	NAPLAN Writing Y3 U2B 55% Y5 U2B 25%	Terms 2-4

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	260	290	284
Girls	131	165	160
Boys	129	125	124
Indigenous	7	14	10
Enrolment continuity (Feb. – Nov.)	96%	96%	93%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Enoggera State School operates under an Enrolment Management Plan. Students enrolling from the 2016 school year were required to reside within the school's catchment area. 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	21
Year 4 – Year 6	28	21	24

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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, History, The Arts, Health and Physical Education, and Technology.

Co-curricular activities

As Enoggera State School we aim to develop the whole child and provide or students with a range of additional learning programs. There is additional cost to parents for some of these programs

- Instrumental music program (Strings)- entry by audition for students in Years 3-6
- AusDance- Prep to Year 6
- Camp- Years 5-6
- Interschool sports gala days- Years 5-6
- Sports Program- Years 4-6
- Wakakirri Story Dance Competition- Year 4-6
- Before and after school tennis

How information and communication technologies are used to assist learning

At Enoggera State School, we incorporate digital technologies into our daily teaching and learning activities. All classrooms have interactive whiteboards and all classes have access to sets of iPads, ensuring that all students are able to access eLearning opportunities.

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	98%	98%
• this is a good school (S2035)	100%	93%	96%
• their child likes being at this school* (S2001)	100%	100%	96%
• their child feels safe at this school* (S2002)	100%	98%	96%
• their child's learning needs are being met at this school* (S2003)	96%	95%	96%
• their child is making good progress at this school* (S2004)	96%	98%	98%
• teachers at this school expect their child to do his or her best* (S2005)	92%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	96%	96%
• teachers at this school motivate their child to learn* (S2007)	96%	94%	98%
• teachers at this school treat students fairly* (S2008)	100%	96%	96%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	96%
• this school works with them to support their child's learning* (S2010)	88%	89%	90%
• this school takes parents' opinions seriously* (S2011)	80%	73%	80%
• student behaviour is well managed at this school* (S2012)	100%	91%	92%
• this school looks for ways to improve* (S2013)	88%	91%	90%
• this school is well maintained* (S2014)	81%	84%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	97%
• they like being at their school* (S2036)	97%	99%	98%
• they feel safe at their school* (S2037)	100%	100%	96%
• their teachers motivate them to learn* (S2038)	99%	100%	97%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	97%
• teachers treat students fairly at their school* (S2041)	97%	97%	93%
• they can talk to their teachers about their concerns* (S2042)	96%	93%	92%
• their school takes students' opinions seriously* (S2043)	93%	96%	90%
• student behaviour is well managed at their school* (S2044)	97%	97%	96%
• their school looks for ways to improve* (S2045)	97%	99%	98%
• their school is well maintained* (S2046)	96%	97%	99%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	99%	99%	98%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	90%	94%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	94%
• they receive useful feedback about their work at their school (S2071)	94%	86%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	93%	89%
• 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)	94%	95%	97%
• staff are well supported at their school (S2075)	94%	90%	91%
• their school takes staff opinions seriously (S2076)	100%	85%	90%
• their school looks for ways to improve (S2077)	100%	95%	97%
• their school is well maintained (S2078)	100%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	100%	90%	90%

* 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. We work with parents to support the educational and social-emotional needs of our students.

Respectful relationships education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	7	7	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	189,571	101,075	170,327
Water (kL)	1,189	1,955	3,041

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

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4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	26	15	0
Full-time equivalents	20	10	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	21
Diploma	
Certificate	

*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 2018 were $12 248

The major professional development initiatives are as follows:

- Professional Development with a focus on reading pedagogy and practice
- Mentoring

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

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Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	94%
Attendance rate for Indigenous** students at this school	80%	87%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

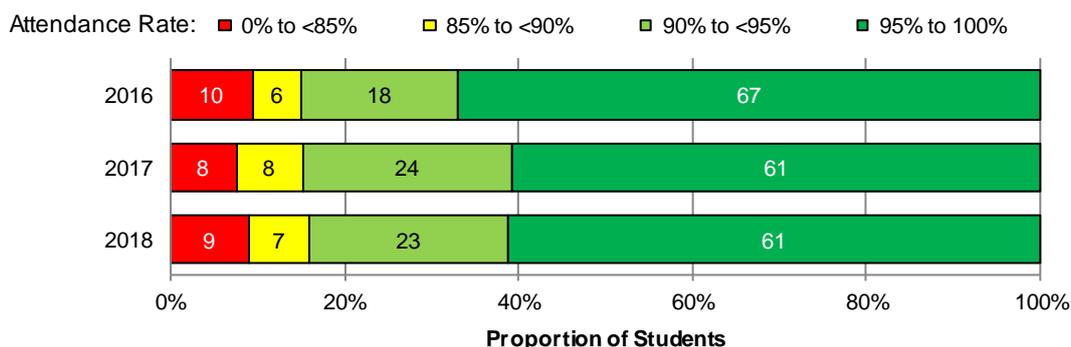| Year level	2016	2017	2018
Prep	95%	94%	96%
Year 1	95%	94%	95%
Year 2	94%	95%	94%
Year 3	95%	94%	95%
Year 4	97%	94%	91%
Year 5	93%	96%	94%
Year 6	97%	95%	95%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	10	6	18	67
2017	8	8	24	61
2018	9	7	23	61

Proportion of Students (0% – 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

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