

Enfield Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Enfield 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.

Rick Daly

Principal

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Message from the Principal

It gives me a lot of pleasure to present the 2016 Enfield Public School Annual Report.

This report outlines the great teaching and learning that occurs every day in many different formats to ensure that children are doing their best always. At EPS we aim to address the individual educational needs of all students and I trust the report gives you an insight into our practices and procedures.

This year saw the middle year of our three year planning cycle with the strategic directions outlined. The school Executive have worked with teachers and parents and carers to develop, modify and implement the school plan.

I trust this report gives you a good outline of the length and breadth of what we are attempting to achieve with all students at Enfield.

Rick Daly

Principal

Message from the school community

2016 was another successful year for the Enfield Public School P&C. Through our fundraising we raised \$23,000 in events such as EOT BBQs, Discos and other initiatives. These events act not only as effective fundraising activities, but also as social events for children and parents alike with the bonus of building a stronger connected community.

Our new plan in setting a fundraising calendar for each six months of the year worked well allowing the P&C to focus resources and the parent body to plan their year accordingly.

In 2016 we also saw a staggering \$22,000 raised in grants to cover the new play equipment and our soon to be

constructed solar kitchen.

Our P&C meetings continue to be friendly and informative; a place where I hope people feel opinions, ideas and concerns can be freely expressed and discussed. Our Executive works as a slick team and deserve enormous thanks for their continued support and commitment to their role.

The meetings always include much discussion on how to distribute the money raised, so as to best serve our children and our school. In 2016 we donated just under \$49,500 on behalf of the community to the school for the following:

- playground equipment
- resources for every classroom
- school excursion subsidies for all stages
- Stage 1 readers
- EOY and sports awards
- Year 6 farewell
- Netball bibs just under

Aside from the fundraising, our P&C continues to work on supporting the staff and developing our rich and diverse community to make it stronger and more cohesive. I look forward to seeing what, as a community, we can achieve in the future.

Thanks to everyone who has contributed in any way to the P&C whether it be ideas, cakes, helping at events, attending meetings or supporting the school. We had a lot of fun in 2016 and we really couldn't have done any of it without all of you!

Ali Matheson

President P&C

School background

School vision statement

Enfield Public School aims to provide an inclusive, equitable and stimulating environment for all members of the learning community. We actively value and encourage excellence, as well as strive to create tolerant, responsible and compassionate citizens with a passion for lifelong learning. We promote a culture and context which is underpinned by quality teaching and learning, providing opportunities for all students, ensuring engagement and success.

School context

Enfield Public School is located in the inner west of Sydney and is situated in a quiet residential area close to parks, playing fields and the local swimming pool. Our school is supported by an active Parents and Citizen Association. The strong community feel of the school is an outstanding feature which is highly valued by parents and carers.

The student population of 286 is diverse with 65% from a language background other than English.

The school is organised into stage-based learning teams, led by three executive staff members and has a strong focus on integrating technology into the curriculum.

Students also have the opportunity to participate in a wide range of learning experiences such as choir, dance, debating, public speaking, excursions, camps, drama and sports programs.

Our staff provide a quality, balanced program which addresses the academic, social, sporting, artistic, recreational and personal needs of all students. We aim to ensure our students exit Year 6 as independent and caring citizens with strong academic foundations who are committed to lifelong learning.

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.

***Learning Culture**

Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

***Wellbeing**

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Students are taught to accept responsibility for their own behaviours

as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

*Curriculum and Learning

School plans elaborate on what all students are expected to know, understand and do. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

*Assessment and Reporting

The school analyses internal and external assessment data to monitor, track and report on student and school performance. The school has surveyed parents, students and teachers using the Tell Them From Me Survey. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. Teachers state explicit learning criteria to students through (WILFT) "What I am Looking For" and (WALT) We are Learning today. Parents are updated on the progress of their children.

*Student Performance Measures

*Effective Classroom Practices

Teachers routinely review previous content and preview the learning planned for students in class.

All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

*School Performance Measures

The school achieves value-added results. Students are at or above national minimum standards on external performance measures. Students are showing expected growth on internal school performance measures.

*Data and Skill use

Teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions.

*Collaborative Practice

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

*Learning and development

Teachers participate in professional learning targeted to school priorities and their professional needs.

The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

*Professional Standards

Teachers understand and implement professional standards and curriculum requirements.

Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher-level accreditation.

Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

*Leadership

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school is committed to the development of leadership skills in staff and students.

Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

*School Planning Implementation and Reporting

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The three-year school plan has annual audits focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

*School Resources

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

*Management practices and processes

The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems.

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

Quality Teaching and Learning to create strong, confident and successful learners

Purpose

To provide a learning environment that has high expectations and quality teaching and learning programs which add value to students' literacy and numeracy levels. To inspire and assist students to become, independent confident and successful 21st century learners.

Overall summary of progress

In Stage teams teachers will assess, plan and deliver explicit, high quality teaching and learning programs which reflect the Quality Teaching Framework and the English and Mathematics syllabus.

Whole school approach to the collection and monitoring of student data and clear process for the moderation of assessment tasks to ensure consistent teacher judgement.

Ongoing analysis of internal and external data to set future targets and to provide meaningful and relevant feedback to students.

Learning and Support team to have a rigorous identification and monitoring process to ensure appropriate levels of support for students.

Integrate and update technology to ensure engagement and provide opportunities for innovative learning. Continually evaluate, maintain and supply quality multimodal resources to support school programs.

L3 instruction in years K–1

High quality teaching and learning 2–6 reflecting Focus on Reading strategies and changes to pedagogy and curriculum.

Teachers providing quality differentiated learning environments which use real texts, rich talk, problem solving, higher order thinking and student centred learning.

Explicit success criteria and assessment rubrics developed for students in all KLAS and made evident to the students.

Students with disabilities or high needs provided with personalised learning plans.

Teachers displaying confidence in using PLAN data authentically to teach, assess and track students. Students demonstrating competence in using technology to enhance and enrich their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students in years 2–6 working at appropriate levels according to PLAN data in literacy and Numeracy 3% growth	*achieved with students working at appropriate levels however only 2% growth in year 5 NAPLAN results	Professional learning budget increased to include Collaborative planning each term we have also included

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
In Year 3 and 5 NAPLAN Reading	*achieved with students working at appropriate levels however only 2% growth in year 5 NAPLAN results	support teachers
70% of students in each stage achieving an average or higher in school based assessments	*All teachers discussing strategies to be used in stage meetings, including collaboratively planning assessment strategies and ensuring students aware of learning intentions	regular stage meetings and regular planning of strategies
3% growth in Year 3 and Year 5 NAPLAN writing	Growth achieved in the head and tail of students but the "centre" did not make progress	Staff and stage meetings
80% of students 2–6 working at appropriate levels according to PLAN data in literacy and Numeracy	Achieved, regular updating of PLAN data, feedback to parents at parent teacher interviews	Teacher time and stage meetings

Next Steps

*Develop classroom walkthroughs and visit Wingara Community of school partners and undertake Problem of practice and professional learning and feedback to teachers

*As part of PDP's teachers partnering up to give and receive feedback twice a year

Strategic Direction 2

Provide a school culture that promotes a safe, respectful and positive learning environment.

Purpose

To work together as a learning community to encourage a positive culture and set of values based upon our 3 expectations, Learn for life, Show respect and Be safe. To use PBIS to achieve an inclusive culture where success is valued and a strong social conscience is developed. Students will be nurtured to become resilient and empathetic lifelong learners.

Overall summary of progress

Students

Learners will demonstrate their knowledge of our 3 expectations Learn for life, Show Respect and Be Safe. Learners will complete the 'Tell them from Me' survey honestly and effectively.

Community

Parents will volunteer and participate in community events. Parents will participate in the 'Tell them from me' survey.

Learning Support Team

Throughout 2016 the Learning support team continued to meet every fortnight. Students with learning needs were referred and programs devised. At EPS learning and support includes a mixture of in-class support and targeted small group withdrawal. 20 students have Personalised Learning Plans which are closely monitored and reviewed by the class teacher. Many of these students have curriculum adjustments to ensure they are achieving success and meeting learning outcomes. An additional support program at EPS is Multilit. (Making Up for Lost Time In Literacy, Macquarie University Special Education Program) Multilit is an intensive reading program targeting students 2–6 and this year 16 students had the opportunity to participate. Two more staff members have undertaken Multilit training this year. This year we were very lucky to have the services of Filocomo Optometrist at EPS. Dr Filocomo donated his time and completed a vision screening on all students in year 2. This identified any students who required additional vision support.

Speech Therapy continued at EPS in 2016. Inner West Speech Pathology visit every Thursday and support 5 students with their speech development.

Our Positive Behaviour for Learning program was evaluated by regional staff in August 2015.

The SET consists of a number of evaluation questions which are divided into seven sub-categories. These are;

- A. Expectations Defined
- B. Expectations Taught
- C. Rewarding Expected Behaviour
- D. Responding to Problems
- E. Monitoring and Decision-Making

1. Management

2. Connections with External PBL Personnel

Multiple sources of data are collected for the SET including;

- A review of school documents;
- discipline handbook
- school improvement plan for goals related to safe and positive learning environment
- instructional materials and
- meeting minutes
- Randomly selected staff and student interviews
- Site observations

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Strengths

- Staff have agreed to *three* core rules; 'Be Safe, Learn for Life and Show Respect Together'. These are visible in school documents such as the school strategic plan.
- The Enfield PS expectations are visible in 64% of locations visited during the SET.

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Areas for the Action Plan

- Consider increasing specific signage to include all school-wide settings including the canteen and front office to reinforce behavioural expectations in these settings.
- Embed regular audits of expectations signage, including the classroom matrix to ensure that all school wide settings have the rules or the expected behaviours clearly visible at all times.

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Strengths

- 82% of students interviewed identify at least two out of the three rules. 73% of students could identify all the school expectations.
- 89% of staff could easily identify the three school expectations.

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Strengths

- 64% of students interviewed indicated they had received a behaviour award over the last two months. This ranged from one to two a term.
- 89% of staff interviewed indicated they had delivered a reward to students over the last two months to reinforce expected behaviours.

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Areas for the Action Plan

- Consider encouraging staff to more frequently provide tangible rewards to encourage expected behaviours.
- Provide staff with professional learning to support the effective provision of verbal feedback and the ratio of four to one positive to negative interactions.

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Strengths

- 100% of staff interviewed were able to identify the distinction between major (executive managed) and minor (classroom teacher managed) behaviour.
- In 91% of locations visited the lockdown procedures were posted.
- 100% of staff were able to consistently articulate what the lockdown procedure involved.

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Areas for the Action Plan

- Continue to schedule audits throughout the year to ensure shared spaces have lockdown procedures in predictable, visible positions. Include strategies to remind staff of lockdown.
- Ensure that all versions of the emergency procedures are current. e.g. canteen
- Consider ways to support new and casual staff in responding to problem behaviour.

- Review team member roles to ensure that team roles include an active data manager with data

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% Parent/Carer attendance at Parent/Teacher interview	<p>We achieved 95% attendance at parent teacher interviews in 2016.</p> <p>We also held 2 parent training meetings in 2016 One on Wellbeing, introducing mindfulness and one on Reading programs and how to assist your child in improving their reading skills</p>	Two parent meetings conducted by Principal and Assistant Principal
75% Community attendance at community information evenings.	Difficult to attract large numbers at meetings .We had an average of 25 at each meeting	Principal and Assistant Principals attended.
Decrease negative incidents on SENTRAL By 10%	By teaching explicit strategies and have a check in check out for challenging students plus the refinement of detentions and Quiet Space	\$1,000 for furniture and equipment for the quiet Space
Increase the number of students who receive a yearly BLAST certificate by 10%	Professional Learning and revision of our PBL policy ensuring all staff are aware of implementation procedures	Staff meeting
100% of staff meaningfully connecting with the PBIS welfare program.	Professional Learning and revision of our PBL policy ensuring all staff are aware of implementation procedures	Staff meeting

Next Steps

Revise with all staff elements of PBL

Refine mentoring and check in check out procedures for vulnerable students

Replace BLAST stars with wristbands

Redevelop some classroom signs for PBL

Strategic Direction 3

Build and develop leadership capacity in all and to promote a professional learning community with a shared vision and purpose

Purpose

To have highly effective and skilled staff who continually reflect on their teaching practice, set goals and undertake steps to upskill and develop their practice.

To support teachers in their on-going professional development and build leadership capacity within the school.

For teachers to be responsive to students' needs and facilitators of learning to prepare students with skills for the 21st century.

Overall summary of progress

We will achieve our purpose through embedding Focus on Reading training for all teaching staff in the school. Teachers will continue to develop professional learning goals and map out individual areas for development in an on-going process.

We will further develop staff knowledge of the Professional Development Framework as well as the Quality Teaching Framework and Australian teaching Standards to scaffold and guide teachers with their professional development.

We will develop reflective practices with staff through a process of lesson observations and constructive feedback sessions, initially with a trusted colleague.

Introduction of classroom walk throughs from multiple members of class within a culture of continual school improvement and respect.

Professional learning opportunities will be shared within our Wingara Community of Schools, with knowledge and expertise within literacy, numeracy, technology and reflective practices being shared amongst the schools. Annual staff development sessions will continue to enhance and grow the relationship.

All staff need an awareness and understanding of their own professional learning and development. The Quality Teaching Framework and Australian Teaching Standards will be used as guideline and a framework for professional growth.

Our staff will need to be open and reflective with themselves and others through a culture of constructive feedback and respect. Executive staff require an awareness and understanding of the needs and aspirations of the teachers which they supervise.

They need to understand the principles of reflective practice and constructive collegial feedback in order to facilitate the process with others.

Professional Relationships between staff within our Community of Schools will be further developed as a support network.

The school is part of the Wingara Community of Schools network. This is comprised of schools including South Strathfield Public School, Homebush West Public School, Homebush Public School, Marie Bashier Public School and Enfield Public School. We undertake professional learning together and Principals meet regularly to engage in professional learning.

v 85% of teaching staff participating in ongoing lesson observations and reflective feedback

v 100% of teaching programs reflecting Focus on Reading including explicit instruction, planned differentiation and rich, quality texts.

v 100% comply with the Great Teaching, Inspired Learning reform

- v 20% classroom teaching staff delivering Professional Learning sessions within school
- v 10% classroom teaching staff delivering professional learning sessions for community of schools

Our staff will be able to deliver effective teaching across all key learning areas through implementing the principles of Focus on Reading. Clear and explicit teaching will be evident along with the use of rich and varied texts which are relevant to our students and community.

The practice of reflecting on teaching as well as providing and receiving constructive feedback will be embedded within our school culture of continual professional learning and development. This will be evident through the use of lesson observations and feedback sessions, moving to classroom walkthroughs and subsequent feedback.

All staff will demonstrate a knowledge and understanding of the Australian Teaching Standards and comply with the Great Teaching, Inspired Learning reform.

Leadership capabilities with staff will develop, ensuring sustainability of programs and the enhancement of careers.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
85% of teaching staff participating in ongoing lesson observations and reflective feedback	95% of staff participated in Classroom walkthroughs	\$5,000 on Classroom walkthroughs teacher professional learning
90% of teaching programs reflecting Focus on Reading including explicit instruction, planned differentiation and rich, quality texts.	Teachers have implemented Super 6 Strategies in all teaching and learning programs, Particularly focusing on learning Intentions	2 Staff meetings professional learning and stage meetings
20% classroom teaching staff delivering Professional Learning sessions within school	Teachers transferring of skills through sharing professional learning with staff	Staff meetings
10% classroom teaching staff delivering professional learning sessions for community of schools	Teachers transferring of skills through sharing professional learning with staff	Staff meetings

Next Steps

Continue with Classroom walkthroughs and Instructional Rounds and align NSW Teaching standard elements to professional Development Goals of all teachers

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students have personalised learning Plans monitored by class teacher and Learning Support Team.	Time for teachers to develop PLP's from assistance with LST coordinator \$500
English language proficiency	*Employment of 1 ESL teacher 5 days per week and 1 ESL teacher 2 days per week	English Language Proficiency \$175,409
Low level adjustment for disability	Students supported with the employment of a Learning and Support Teacher (LAST 4 days per week)and School Learning support officers (SLSO) 3 five days per week providing intensive support in the classroom in the implementation of Individual Education Plans.	Low level adjustment for disability \$105,693
Quality Teaching, Successful Students (QTSS)	Teachers undertaking professional learning in coordination with their Personalised learning Plans negotiated with their supervising teacher/Assistant Principals	\$17,192 collaborative planning and professional development
Socio-economic background	Further develop awareness of staff of vulnerable families and those that may need Psychological/financial support	\$11,140 assisting students and families and building staff capacity
Support for beginning teachers	Teachers meet with their Supervisors and negotiate their Personalised learning Plan Goals .A program of mentoring and support ids then developed. This may include individual meetings, classroom observations and mentoring, school visits and professional learning and reflection.	24 days per year casual replacement for collaborative planning \$9,600 • Support for beginning teachers (\$0.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	151	154	150	145
Girls	123	145	134	133

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	96.1	94.8	95.5
1	96.3	96.5	95.8	95.2
2	95	95.1	96.8	96.4
3	96.3	94.4	95.2	96
4	95.2	96	94.5	96.1
5	95.3	95.2	95.1	95.4
6	95.3	93.9	94.3	95.9
All Years	95.9	95.4	95.3	95.8
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	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The school liaises with Home School Liaison officer to manage and work with families that may require assistance to regularise school attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	1.4
School Administration & Support Staff	2.57
Other Positions	0.1

*Full Time Equivalent

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	70

Professional learning and teacher accreditation

The NSW Department of education introduced Performance Development Plans in 2015, giving schools the flexibility to differentiate professional learning of all staff. This has enabled us to develop collaborative and supportive approaches to further developing and refining skills to improve student learning outcomes. Teachers meet with their supervising Assistant Principals on a regular basis each term in order to refine and collaboratively plan. Staff have attended the following professional learning experiences.

- Focus on Reading Leader yr 3–6 Training
- Cert 3 Businessadministration
- L3 Language Learningand Literacy for Early stage 1 andstage 1 learners
- Specialist Anaphylaxis and CPR training
- Excel 2010 training
- Supporting ESL students across the curriculum

- Road safety education
- Turf maintenance for General Assistants
 - Chain saw safety for General Assistants
 - K–10 New mathematics curriculum
 - Consultative decision making
 - Library network meeting
 - SMART training chemical safety
 - Women in educational leadership conference
 - Core financial literacy in public schools
 - Working scientifically–K–6 Science and technology
 - Integrating Ipads to enhance learning
 - Live Life Well– healthy eating healthy learning
 - 21st Century curriculum design
 - Teaching English as a second language
 - Reading recovery ongoing professional learning
 - Mathematics –transitioning from stage 3 to stage 4
 - SASS conference for front office staff
 - Basketball coaching level 1
 - Thinking while moving in Maths
 - Fundamental movement skills in K–3 students
 - Operation Art Visual arts workshop
 - Use of tablets in 21st century curriculum
 - Cross country official–running a carnival
 - Softball coaching accreditation level 1 & 2
 - Ipads A–z
 - Certificate 3 Office administration

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

Income	\$
Balance brought forward	0.00
Global funds	227 526.21
Tied funds	176 827.29
School & community sources	179 202.90
Interest	3 589.85
Trust receipts	9 168.30
Canteen	0.00
Total income	754 934.06
Expenditure	
Teaching & learning	
Key learning areas	17 267.47
Excursions	57 819.02
Extracurricular dissections	35 860.23
Library	6 933.61
Training & development	3 428.95
Tied funds	132 708.68
Short term relief	61 118.15
Administration & office	91 444.71
School-operated canteen	0.00
Utilities	28 717.60
Maintenance	18 779.26
Trust accounts	13 506.30
Capital programs	0.00
Total expenditure	467 583.98
Balance carried forward	287 350.08

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	320 609.44
(2a) Appropriation	290 687.21
(2b) Sale of Goods and Services	363.64
(2c) Grants and Contributions	29 305.35
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	253.24
Expenses	-126 246.59
Recurrent Expenses	-126 246.59
(3a) Employee Related	-61 251.34
(3b) Operating Expenses	-64 995.25
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	194 362.85
Balance Carried Forward	194 362.85

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 997 723.23
Base Per Capita	15 303.61
Base Location	0.00
Other Base	1 982 419.62
Equity Total	294 096.06
Equity Aboriginal	1 854.37
Equity Socio economic	11 140.13
Equity Language	175 408.85
Equity Disability	105 692.70
Targeted Total	47 900.01
Other Total	59 719.86
Grand Total	2 399 439.16

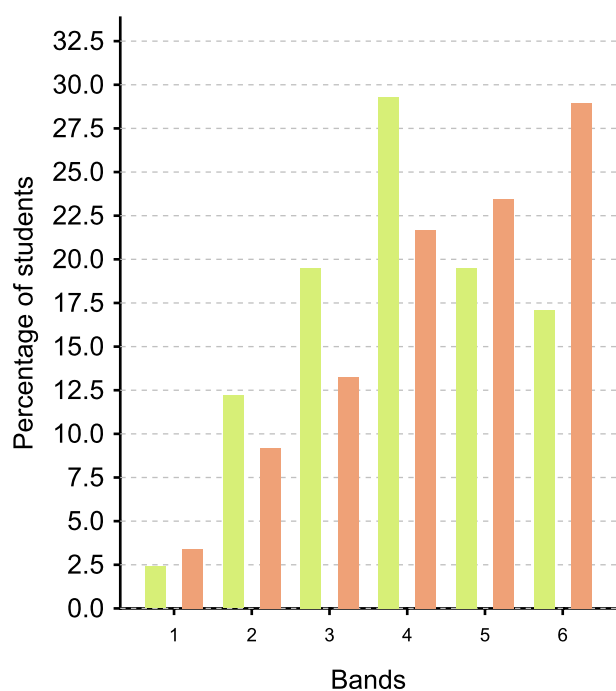
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

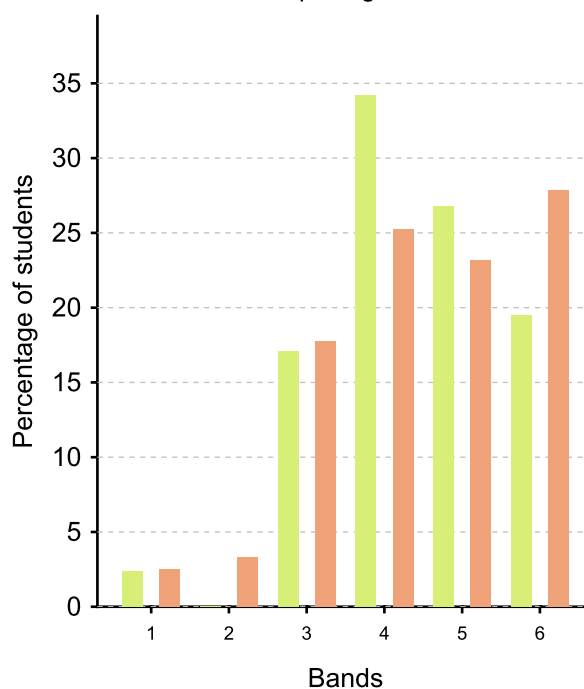
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



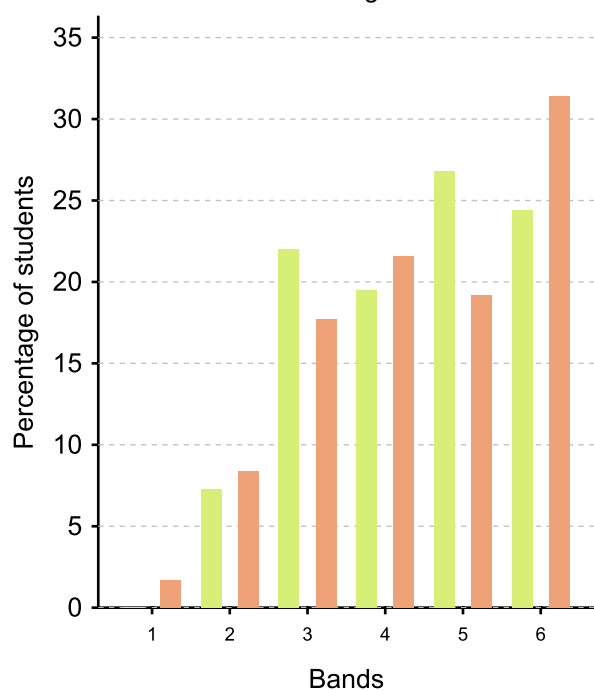
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



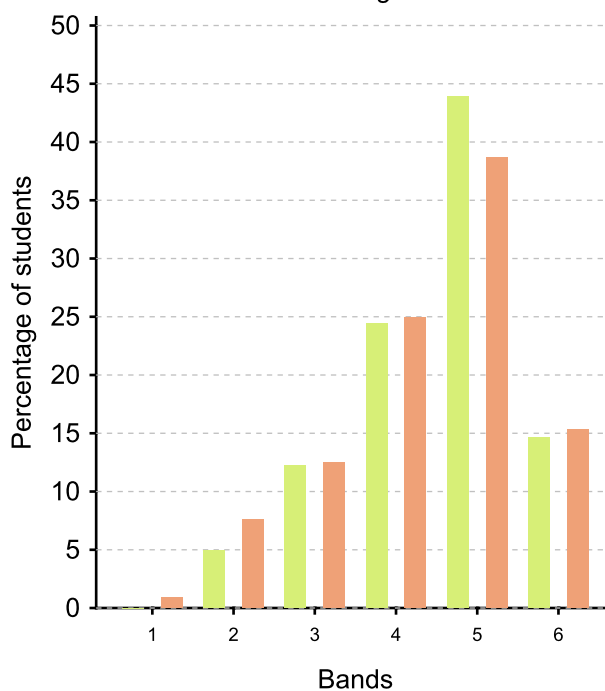
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



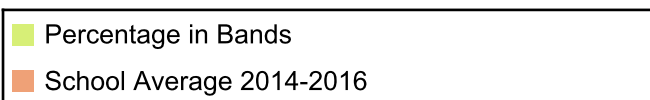
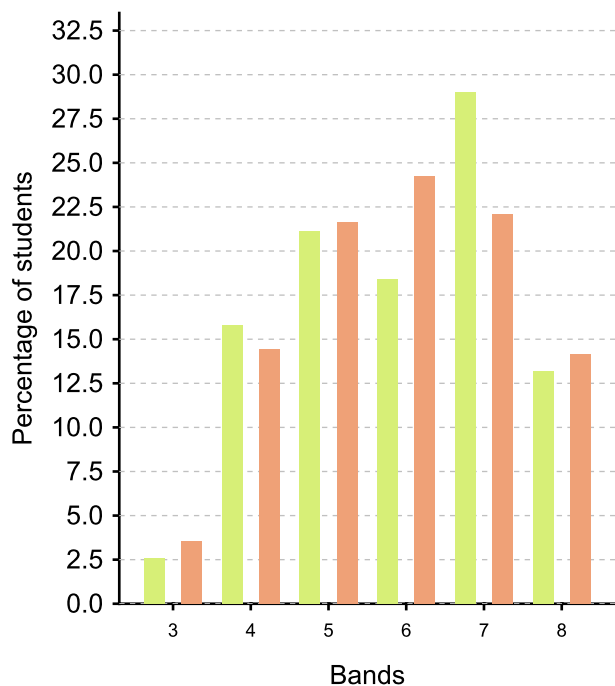
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

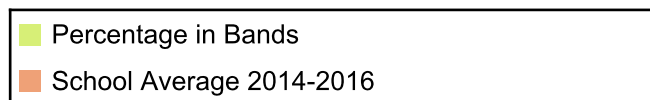
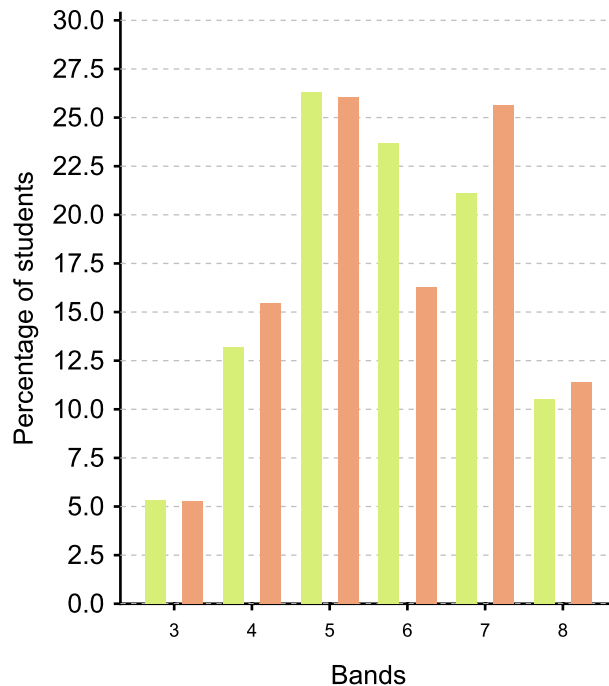


Percentage in Bands
School Average 2014-2016

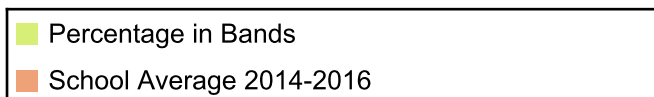
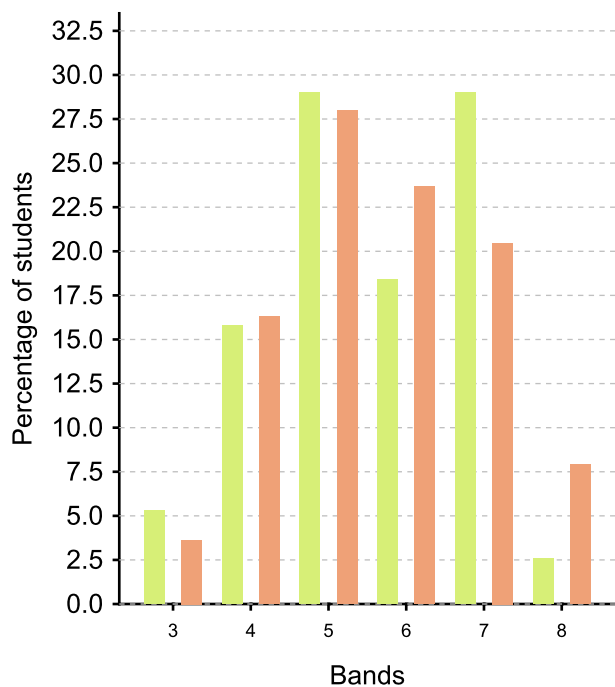
Percentage in bands:
Year 5 Grammar & Punctuation



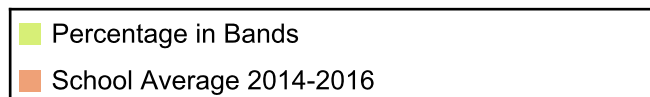
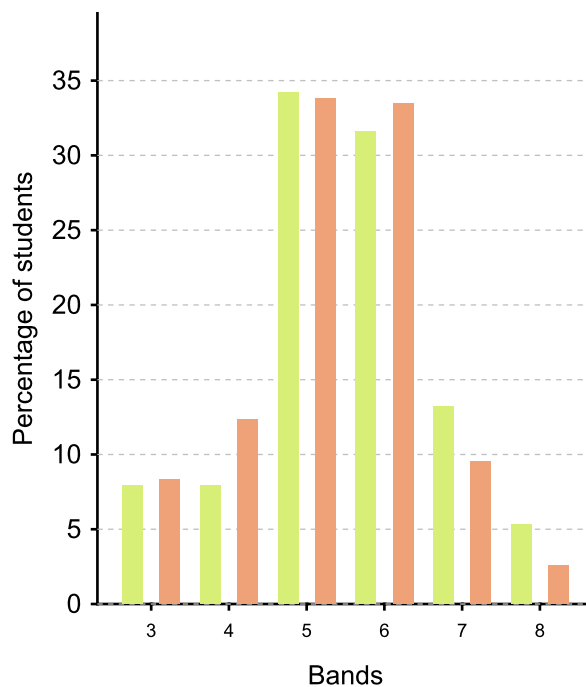
Percentage in bands:
Year 5 Spelling



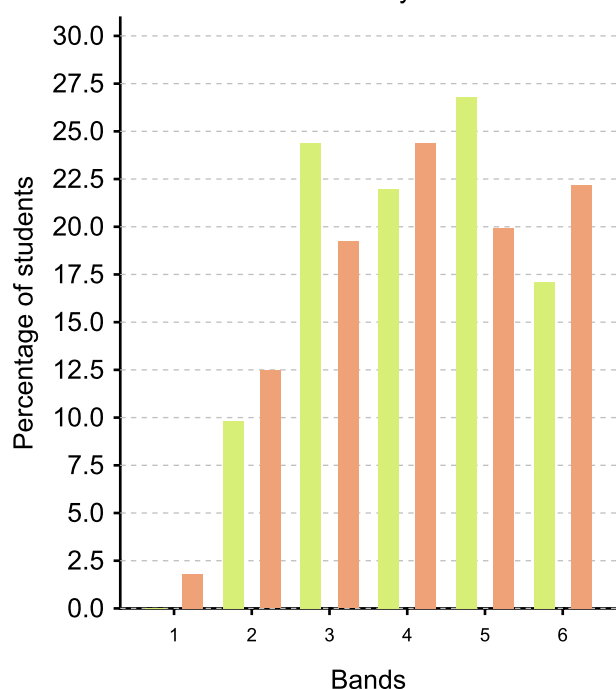
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

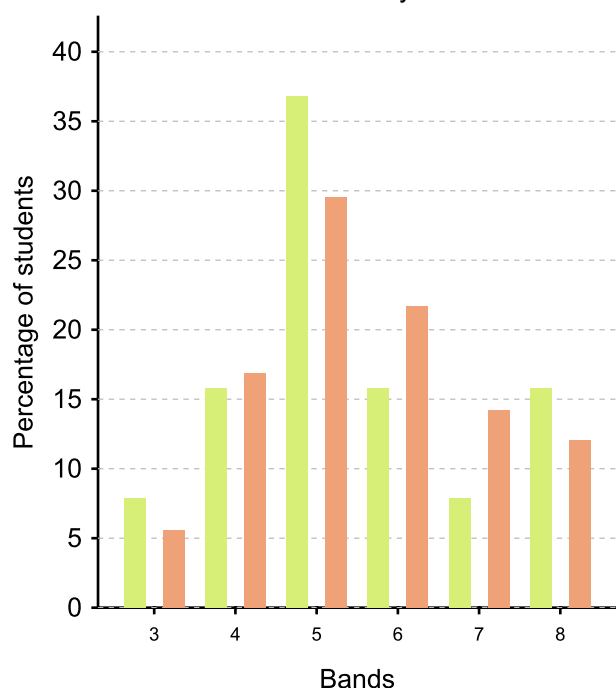


Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

In 2016 our school took part in the *Tell Them From Me*

student survey. The survey provided us with valuable feedback on what our students think about school life, how engaged they are with school and the different ways that teachers interact with them.

This survey will help your school better understand how to improve student wellbeing and engagement. It will help the school identify what works to improve student outcomes.

This survey measured 20 indicators based on the most recent research on school and classroom effectiveness. Our results are compared with NSW pilot norms, which are based on the results for all students using the TTFM survey in NSW Primary School Pilot 2014 from years 4–6.

Interesting points

- Students are interested and motivated in their learning. 95% of girls and 58% of boys in our school were interested or motivated to learn.
- Students felt they were victims of physical, social, or verbal bullying (including over the internet)

35% of students in our school, with 28% girls and 41% boys.

Highlights:

- Students feel accepted and valued by their peers and by others at their school.

87% of students in the school had a high sense of belonging; the NSW pilot norm was 84%

- Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

94% of students in this school valued school outcomes; the NSW pilot norm was 94%

- Students that do not get in trouble eat school for disruptive or inappropriate behaviour.

92% of students had positive behaviour; the pilot norm was 88%

- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

Positive student–teacher relations were rated in our school as 8 out of 10

Policy requirements

Aboriginal education

We have 3 Aboriginal students enrolled at our school. Aboriginal education was enhanced at our school in 2016 with the support of regional Aboriginal education and engagement officer, revising training the staff in The 8 Ways of Learning. Strong relationships with families were further enhanced through the schools commitment to ensuring Aboriginal education for all students was a priority area and classroom teachers ensured indigenous perspectives were embedded in

teaching and learning programs. The SRC also led the Great Book Swap and donated money to the Indigenous literacy Foundation.

Multicultural and anti-racism education

Enfield Public School English as an Additional Language or Dialect (EAL/D) program was taught in 2016 by Ms Vicki Houteas and Ms Heidi Brunero-Richards. The program ensures families from culturally and linguistically diverse communities receive a comprehensive introduction to school and language development.

In 2016, there were 63% students enrolled had a Language Background other than English (LBOTE). Our allocation for 2016 has been 5 days with an additional 3 days. The EAL/D program was delivered via direct, collaborative and resource teaching models. Our aim, is to improve the learning outcomes of LBOTE students in all learning areas.

All teachers and students undertake training in respectful relationships, anti-racism and cultural inclusion and being tolerant and inclusive to all in our community.

Other school programs

PSSA Soccer

The Junior and Senior Boys PSSA soccer team worked hard to improve their trapping, kicking and passing skills. Ms Strong and Mr Marvell held training sessions once a week after school to practice skills and talk about positions and strategy. Students had turns at being Captain, which helped develop communication and leadership skills. The boys enjoyed a sense of camaraderie and approached each game with a sense of excitement and anticipation. Despite not making it through to the semi-finals, all players improved their skills and thoroughly enjoyed the season.

Debating

Ten Stage 3 students participated in the Granville/Strathfield Debating Program. Under the guidance of Ms Strong, students met once a week at lunchtime to discuss debating topics, research facts and statistics and write persuasive speeches. The team participated in six debates, with students rotating through the different speaker roles. Enfield P.S. hosted two debates, which were observed by other Stage 3 classes. Ms Strong enjoyed coaching the team as they were highly motivated, enthusiastic and eager to continually improve their skills. The debaters should be very proud of the increasingly sophisticated arguments they could write and deliver by the end of the debating season.

Coding and Robotics

Throughout 2016, students from Kindergarten to Year 6 have engaged in Coding, facilitated by LaST/EALD teacher Ms Heidi Brunero. The initial focus group was Years 3–6, with gradual exposure to the Kindergarten to Year 2 group throughout the year.

All students were introduced to simple apps such as Daisy the Dino and Scratch Junior using the school iPads. Students from Years 2 to 6 worked through the Accelerated Course from code.org. Teacher-led, paired and individual lesson approaches were used to guide the students through the course. Students progressed through the course using personal usernames and passwords and progress was monitored by Ms Brunero.

During Term 4, a group of 20 students who successfully progressed through the Accelerated Course through code.org were selected to participate in a Robotics Project, led by teacher Mr Eric Jewson from Croydon Park Public School. Each Monday, the students used Lego Mindstorms EV3 to create a robot and then coded the robot to navigate through an obstacle course.

During the last shared session, each group presented their code, their robot's attempt and a presentation to promote their robot. Each group recorded a video of the end result and edited movies to share with their classes.

EPS K–6 students participated in Hour of Code during the last three weeks of Term 4 through code.org. Students had the opportunity to work through new tutorials available on the site.

Seven Steps to Writing Success

In March 2016, LaST/EALD teacher Ms Heidi Brunero, completed the two day Seven Steps to Writing Coach Workshop held in Terrey Hills. EPS purchased the Seven Steps Toolkit to support the implementation of this writing resource from Years 2 to 6.

In Ms Brunero's role as a Support Teacher, she modelled the implementation of this resource through demonstration and team teaching lessons from Years 2 to 6 throughout the year. Staff Professional Learning sessions were also held for EPS staff during Terms 2 and 3 and for the wider community of schools through a presentation at the Wingara Group of Schools (Our community of Schools including South Strathfield P.S., Homebush P.S. Homebush West P.S. Marie Bashier P.S. and Enfield P.S.) in Term 3.

Extension Maths

LaST/EALD teacher Ms Brunero supported Year 2, 5 and 6 Extension Maths students throughout the year using an investigation-based approach to Numeracy using the iMaths series of investigations, trialling the online component with some students. Students were withdrawn from their mainstream class for one session per week to initially consolidate the skills needed for the chosen investigation and then set about to solve the investigation in pairs using technology to present their findings.

The iMaths Investigations build and develop a student's understanding of the maths concepts, improve their mathematical fluency and problem solving skills, and provide real-life contexts in which they can develop higher-order reasoning.

Students Representative Council:

In 2016, students across Years 2–6 were elected to form the Student Representative Council, along with school captains and prefects. This year, we raised awareness and money for a variety of causes. We organised and held events for Harmony Day, Autism Awareness Day, the Indigenous Literacy Foundation Book Swap, the Exodus Foundation Can Drive and 'Braid to Aid – Mufti for Haiti' Day. The SRC cultivated and refined their leadership and organisational skills for a variety of charities including Beyond Blue. The SRC not only took a local community perspective, but a global perspective with our 'Braid to Aid – Mufti for Haiti Day', raising over \$1000 for the people of Haiti. Members of the SRC also provided feedback in revamping our Behaviour Code of Conduct and were a part of the new anti-bullying program "You Can Sit With Me", assisting to create a more inclusive playground. The SRC Coordinators in 2016 were Mr Saysanith and Ms Fanning.

An excellent year for our SRC members and well done on their dedication and perseverance.

Public Schools Sports Association Softball:

This year, Enfield selected four PSSA softball teams: Senior Girls and Boys and Junior Girls and Boys. We started the season with a lot of interest from students to try out for the teams. All our teams worked together and showed commendable sportsmanship skills and perseverance. Friday morning trainings allowed for the coaches and teams to focus on fundamental movement skills, consolidation of the rules of Softball and strategy. All our teams worked hard and we saw improvements in all teams. Congratulations to all our students and to our Senior Boys who made the semi-finals. The teams were coached by Mr Stevens and Mr Saysanith.

Stage 2 Camp:

In Term 2, 60 stage 2 students travelled to 'The Great Aussie Bush Camp' in Kincumber for 2 days, accompanied by Mr Stevens, Mr Saysanith, Ms Fanning and Mrs Neilsen. We travelled to the Central Coast and participated in engaging activities such as: archery, ultimate Frisbee, the giant swing and canoeing. It was the first time some stage 2 students were away from home and the staff at EPS and at the Camp ensured that all students were looked after and enjoyed their time.

Technology Committee:

The Technology Committee of 2016 consisted of Mrs Lattuca, Mr Saysanith, Mrs Romera, Ms Sharpe, Miss Fisher, Mr Marvell and Mrs Alexander. The Technology Committee considered 21st Century Learning

opportunities, community engagement through technology, management of our existing fleet and assisted our staff with new printers, iPads and LMBR. The committee continued to engage in a termly contract with a technology service named Xenotech, which assisted in managing our existing fleet and with termly maintenance.

Mural

In May this year, a Mural Committee was formed including staff members Ms Leanne Sharp, Ms Vicki Houteas, Mr Buster Marvel, Ms Heidi Brunero and Mr Rick Daly. Several tenders were received by the school to create a mural on the wall of the canteen building. Students viewed examples of the tendered works and voted to accept Mr Rodney Monk, an artist and teacher from Summer Hill Public School as being the successful applicant. The committee and artist met several times and communicated frequently to establish the design concept around silhouettes of children playing in an Australian setting, including native flora and fauna. Work commenced in Term 4.

"Our Spectacular" Concert

In September our school participated in the "Our Spectacular" concert at the Sydney Opera House. This is an initiative of schools in the Granville, Holroyd, Strathfield and Canterbury districts to showcase quality creative arts programs. Our school is one of 32 schools that provides a dance and students also participate in a 500 student voice choir. The theme of 2016 was "Showtime" celebrating and remembering the music and dance from classic movies and shows from the 20th and 21st centuries. This was a great opportunity for students to perform at the infamous Sydney Opera House in the concert hall, and realise and understand that anything is possible through skill development, hard work and great teaching and learning.

A truly memorable experience, highlighting the Enfield Public School motto, "Our Best Always".