

Enfield Public School Annual Report



2017



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Introduction

The Annual Report for 2017 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 2017 Enfield Public School Annual Report.

This report outlines the innovative teaching and learning that occurs every day in many different formats to ensure that children are known, valued and cared for, 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 final 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 comprehensive outline of the length and breadth of what we are attempting to achieve with all students at Enfield Public School

Rick Daly Principal 2107

Message from the school community

2017 has been yet another wonderful year to be part of the Enfield Public School P&C. We've seen a lot of new helpers come forward this year in all sorts of areas such as writing grants, caring for our gardens, helping at fundraisers and contributing to meetings. New volunteers not only make it easier on the parents who have been helping for many years, but they also bring new ideas and fresh perspectives which is so important for an evolving and growing P&C.

In 2017 we have seen some of our traditional fundraising, such as the much-loved End of Term BBQs, the Walkathon and Gala Night, as well as some new ideas, like the Mother's Day photos. Not only was this such a fun day getting to know each child and trying to make them laugh, but it seemed far more popular than the usual stall.

The school garden has come leaps and bounds this year, with the arrival of our native bees and some new garden beds, plants, chickens and our beloved scarecrow. A big thank you all those who look after our chickens every school holiday. Our local MP, Jodi McKay, thinks our chook eggs are the best!

Our volunteer-run uniform shop has had an exciting year with a record number of purchases, a revamp of the layout and a fabulous team who are always a pleasure to deal with! The shop provides a valuable service for our community with its online and face to face ordering and continues to raise money for our school. Thank you to all who support it.

Some of the financial ways the EPS P&C have supported the school in 2017 have been through:

- Supplementing the cost of excursions for all years
- Assisting with the costs of Year 6 Farewell
- Assisting with classroom resources in all classes
- Purchasing new blazers for future leadership teams
- Outdoor seating for students and parents
- Presentation Day prizes
- *Cooking with Kerry* classes for all students

Our P&C aims to work with the school to reach our shared goals in bringing value to the school and enhancing the education of our children. We achieve this by fostering a strong partnership with the school principal, teachers, staff and families. These partnerships drive us forward to continually achieve more for our happy, positive school and strive to make it the inspiring place it has become for all who enter its doors.

Ali Matheson.

P&C President

2017

Message from the students

Sacrifices, Challenges and Experience

As a school captain, I have always tried to model a behaviour that upholds our school motto "*Our Best Always*" every day. I have represented the school in various public events and inter competitions like the ANZAC Day service in Burwood Park. I have also played in school sports teams and represented the school in zone swimming. I met new people and welcomed them into the school e.g. authors, illustrators and special guests. One of the highlights was working with the school leadership team to bring table tennis to our school for the first time!

School captaincy is not about missing recesses and lunch. It is not about bossing people around. So don't let people tell you otherwise. It is about helping and contributing to make the school a better place. Most importantly I have had loads of fun while learning leadership skills. For example, the captains and prefects attended a leadership day where we used recycled materials to hold an egg in and drop it from a certain height that it won't crack. I did my best with our group to find a way it won't crack in the container, then got chosen to release the egg from the top. Our egg didn't break and I learnt about team work.

So, I would like to conclude by saying that if you have an opportunity to be part of the school leadership team, grab it because it gives you an experience next to none

Aman Shaw

School Captain 2017

What does it mean to be captain?

This report would have been very different at the start of the year. As I heard my name being called for the girl captain of 2017 I was hit with so many emotions such as shock, surprise and excitement and questions like, how did I get the honour of this role. I also thought, ok, this will be easy, I just have to wear a badge and be nice to everyone, but I was wrong like everyone who thought that.

Yes, captains do have to wear badges and be nice to everyone but that's not just it. Being captain has its hardships like, making speeches, improvising in tough situations, planning and hosting events, solving problems in and outside of school, working with your peers and teachers, getting the honour of welcoming special guests, being a role model to everyone and knowing that there are students that look up to you.

Being captain also gave me the opportunity of seeing the school in way I haven't before.

Being captain is fun and great but it also comes with its downsides and remember captains aren't perfect we make our mistakes but I believe the way you solve the issues and the way you improve our school, better than it already is, that is what makes you a good captain.

Thank you all for making my leadership experience something to remember.

By Erika Okhubo-Fleming

School Captain 2017

School background

School vision statement

Enfield Public School aims to provide an inclusive, equitable and stimulating environment for all members of the learning community, where every child is known, valued and cared for.

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

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.

The school executive and then the staff reflected on our progress in these areas and then plotted them on a scale from ***Delivering to Sustaining and Growing to Excelling***.

The following areas and grading include

Domain –Learning

Learning and Culture–Sustaining and Growing

Wellbeing–Excelling

Curriculum and Learning –Sustaining and Growing

Assessment and reporting– Delivering

Student Performance measures–Delivering

Domain–Teaching

Effective Classroom Practice–Delivering

Data Skills and Use–Delivering

Collaborative Practice–Sustaining and growing

Teaching & Learning–Delivering

Professional Standards–Delivering

Domain–Leading

Leadership–Delivering

School Planning, Implementation and reporting–Delivering

School resources–Delivering

Management Practices and Processes–Delivering

Our self-assessment process will assist the school to refine our school plan for 2018–2020, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: see the DoE website

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

All staff have Learning Intentions and Success Criteria displayed for students in classrooms and learning spaces for each lesson. The stage based collaborative learning has led to improved teaching and learning strategies and improved engagement of all students. Learning is differentiated, Learning Intentions displayed for all lessons and Success Criteria clearly outlined to students. The wellbeing programs introduced has led to improved self regulation and engagement of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students in years 2–6 working at appropriate levels according to PLAN data in literacy and Numeracy 3% growth in Year 3 and 5 NAPLAN Reading	2 Executive days • Quality Teaching, Successful Students (QTSS) (\$0.00) whole staff meeting Exec and stage committee meetings LST meeting Principal and counsellor time	Evaluation and reflection of all programs Summer, winter Autumn Spring Feedback from staff and committee reports Survey of parents re BYOD and exec decision in 2018 Review of positives and negatives of LST process and any outstanding students
70% of students in each stage achieving an average or higher in school based assessments	See 2017 Annual Financial Statement	Analysis of progress made by students indicates that substantial growth has been made in the middle band of students (The Belly). In (The Head) students continue to make reasonable progress, however consideration to programs that may stretch students who are already achieving should be given some thought. Those students in (the tail) have made some progress, however after a given amount of intervention, if students are not able to improve, these students are referred to the schools Learning And support Team where in consultation with their class teacher and the EALS and LAST, and their parents or caregivers, a Personalised Learning Plan is developed. This is then reviewed each semester and updated.
3% growth in Year 3 and Year 5 NAPLAN writing	See 2017 Annual Financial Statement	Please see graphs. There has been an increase in growth achieved, mainly in the Middle group of students.
80% of students 2–6 working at appropriate levels according to PLAN data in literacy and Numeracy	See 2017 Annual Financial Statement	PLAN data is reviewed each term and students are plotted on the scales.

Next Steps

In the development of the 2018–2020 plan, the strategic direction of Quality Teaching and Learning, programs need to be further developed amongst staff. The idea of what contemporary learning models look like and the connection with the Australian teaching standards, individualised professional learning plans and professional learning of staff needs to be

further developed.



Strategic Direction 2

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

Purpose

Engage in ongoing professional learning in PBIS to ensure staff are constantly reflecting and refining positive welfare practices.

Overall summary of progress

The school has made real and effective progress with these goals and as part of the evaluation of the 2015–2017 school plan and development of the 2018–2020 plan. The effective implementation of PBL, mindfulness, Stronger Minds, Peer Support and other wellbeing programs, including White Ribbon Day has meant that our school community has a strong and authentic culture that provides a safe respectful and positive learning environment where every child is known, valued and cared for.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% Parent/Carer attendance at Parent/Teacher interview	See 2017 Annual School Financial Statement	Along with the meet the teacher meeting at the beginning of the school year we have excellent attendance at parent teacher meetings; teachers making themselves available to meet with parents at mutually convenient times
75% Community attendance at community information evenings.	See 2017 Annual School Financial Statement	We conducted a number of parent forums through out the year including topics such as Cybersafety and Contemporary learning and literature through drama. The "Tell them from Me" surveys and fortnightly assemblies have been well attended meeting targets set.
Decrease negative incidents on SENTRAL By 10%	See 2017 Annual School Financial Statement	Clipboards were regularly monitored from playground supervision from Learning Support Team along with a revamp of our Positive Behaviour for Learning BLAST targets, more explicit statements about the rules taught to students and identifying on a fortnightly basis % of incidents. Targets achieved.
Increase the number of students who receive a yearly BLAST certificate by 10%	See 2017 Annual School Financial Statement	A revamp of our termly BLAST assemblies with the awarding of BLAST wristbands and displaying students names in the hall honour board. Teachers discussing explicitly with students in class and unpacking of expected behaviour. Target achieved.
100% of staff meaningfully connecting with the PBIS welfare program.	See 2017 Annual School Financial Statement	Following the revamp of our PBL system staff meeting revising the changes and reinforcing shared language and expected practices. Targets successfully achieved.

Next Steps

Staff

Acknowledge and support inclusive teaching practices and collaboration with all members of the learning community.

Build a positive school culture through inspiring and motivating all staff to focus on students' positive behaviour for learning and participate in ongoing professional learning.

Students

Students consistently model and demonstrate the school *BLAST* program of Learn for Life, Show Respect and Be Safe In all areas of school life. Our students possess confidence and exhibit leadership skills.

Parents:

Support a culture of change and positive partnerships with staff for the benefit of students.

Community partners:

School initiatives and community partnerships will be strengthened to continue to facilitate our positive culture and learning community.



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

Our school community continues to build a strong and vibrant culture of distributed leadership. A visible leadership strategy by the Principal and Executive led to all staff members feel authentically valued and developed. Regular supervision and support is provided to all teachers and support staff. A clear understanding of our products and practices whereby the goal of increasing engagement and learning outcomes of all students. Parents and community members are regularly consulted

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of teaching staff participating in ongoing lesson observations and reflective feedback	see 2017 Annual Financial Statement	Undertake classroom walkthroughs to collect data on school wide practices Professional learning for staff on the effective use of Learning intentions, success criteria and formative assessment Review classroom walkthrough data and set new directions
90% of teaching programs reflecting Focus on Reading including explicit instruction, planned differentiation and rich, quality texts.	see 2017 Annual Financial Statement	Staff trained in the effective use of Words Their Way to support spelling and vocabulary Introduce 7 steps to writing resource to staff through professional learning sessions Classes yr 2– 6 participate in 2 demonstration lessons on implementing 7 steps to writing
20% classroom teaching staff delivering Professional Learning sessions within school	see 2017 Annual Financial Statement	All staff undertook professional learning both whole staff and individual training linked to the individual Professional Learning Plan negotiated with Supervising Assistant Principals. Staff members then led professional learning sessions throughout the year.
10% classroom teaching staff delivering professional learning sessions for community of schools	see 2017 Annual Financial Statement	Engagement with Wingara Community of Schools and PEX Hub to share information throughout the year at joint professional learning sessions.

Next Steps

Establish committees and set goals, strategies and budgets for 2018–2020 School Plan

Participate in community of practice Professional Experience Hub (Pex Hub) partnership with Strathfield South PS and Australian Catholic University to develop mentoring skills

Continue to participate in Pex Hub initiative to refine mentoring and coaching skills, expanding the program each year by 2 teachers per year.

Executive staff to undertake 360 degree peer and self reflective survey on leadership capabilities within aspiring principals project and continue to refine coaching and mentoring skills

Aspiring Executive staff members to attend leadership training workshops

Executive staff to develop focus for spiral of inquiry and begin coaching sessions with principals

Executive staff to continue coaching sessions and implementing spiral of inquiry – collecting evidence

Executive staff to present results from spiral of inquiry



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	See 2017 Annual Financial Statement	All staff are aware of the 8 Ways of learning and have undertaken Aboriginal perspectives in the units of work they are teaching.
English language proficiency	See 2017 Annual Financial Statement	We have assessed the levels of English language proficiency and Principal and executive have discussed with ESL teachers how language development of NESB students may be enhanced with students requiring intervention.
Low level adjustment for disability	See 2017 Annual Financial Statement	Students requiring low level adjustment for disability have been identified and those students with PDP's have also been updated. Short sharp goals for 10 week plans for intervention have been identified and implemented.
Quality Teaching, Successful Students (QTSS)	See 2017 Annual Financial Statement	Executive staff have been released to provide mentoring for beginning teachers. This is streamlined with Teacher PDP's and these have been signed off by supervising executive staff when they meet each term.
Socio-economic background	See 2017 Annual Financial Statement	Students requiring assistance either self nominate or are identified by classroom teachers and activities are subsidised or paid for out of needy student funds. We are also supported by a monthly donation from St Thomas Anglican church.
Support for beginning teachers	See 2017 Annual Financial Statement	Teachers are mentored by Executive staff and provided with extra release time to reflect goals in their PDP's.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	154	150	145	134
Girls	145	134	133	145

Our school enrolment continues to grow with the slow increase in enrolments due to change in demographics of the area .Due to increased rents, our population is not always consistent, leading to instability in enrolments at the beginning of the school year. With increased density of housing stock it is anticipated that enrolments will continue to slowly increase.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	94.8	95.5	95.7
1	96.5	95.8	95.2	94.2
2	95.1	96.8	96.4	95.5
3	94.4	95.2	96	94.6
4	96	94.5	96.1	94.5
5	95.2	95.1	95.4	96.9
6	93.9	94.3	95.9	95.8
All Years	95.4	95.3	95.8	95.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance patterns are monitored by the class teacher, Executive and Principal. Students with an absence of two or more days have a letter sent home to the parent of guardian by the classroom teacher . Chronic non attendance results in the principal contacting the family to discuss how students

attendance may be improved. Home School Liaison Officer visits the school each term and students with less than a 85% attendance pattern may be interviewed and a school improvement attendance program may be initiated.

Class sizes

Class	Total
AR0005	21
AR0007	19
AR0006	20
AR0029	26
AR0008	24
D14777	24
AR1003	28
AR1002	27
AR1001	28
AR1004	26
AR1005	21
AR1007	20

Structure of classes

In 2017 EPS had 12 classes, 8 straight classes and 4 composite classes . Cohorts of students are grouped depending of the number of children in each grade. Kindergarten classes are no more than 20 , year 1 classes no more than 22 and year 2–6 classes no more than 30 students. As teachers differentiate the curriculum to all students, there is no significant difference between being in a "straight" or composite class.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.17
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	1.4
School Counsellor	0
School Administration & Support Staff	2.57
Other Positions	0

*Full Time Equivalent

The EPS community does not have any Indigenous members of staff.

Workforce retention

The workforce remains reasonably stable, with the Principal retiring at the end of the 2017 school year. A number of teachers have taken maternity leave (2) and two have taken leave without pay to travel overseas. As our enrolment population is somewhat flexible, a number of temporary teachers are employed.

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	

Professional learning and teacher accreditation

Teachers continue to develop their Professional Learning plans in consultation with their supervisors and in line with the School Plan.

Wellbeing programs and literacy and numeracy, have been the focus of Professional learning through the year. Classroom walkthroughs, as part of our

collaboration with our *Wingara* Community of Schools has been an excellent way to value add to our training and development.

Other training include

- 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 an additional language or dialect
- Reading recovery ongoing professional learning
- Mathematics –transitioning from Stage 3 to Stage 4
- SASS conference for 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
- L3 Language Learning and Literacy for Early Stage 1 and Stage 1 learner
- Specialist Anaphylaxis and CPR training
- Excel 2010 training

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	194,363
Revenue	2,698,627
Appropriation	2,480,839
Sale of Goods and Services	364
Grants and Contributions	214,295
Gain and Loss	0
Other Revenue	0
Investment Income	3,129
Expenses	-2,779,096
Recurrent Expenses	-2,779,096
Employee Related	-2,367,645
Operating Expenses	-411,451
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-80,469
Balance Carried Forward	113,894

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,930,042
Base Per Capita	42,486
Base Location	0
Other Base	1,887,556
Equity Total	284,955
Equity Aboriginal	1,972
Equity Socio economic	12,987
Equity Language	161,939
Equity Disability	108,056
Targeted Total	63,073
Other Total	69,777
Grand Total	2,347,847

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

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

School performance

School-based assessment

Students are regularly assessed in class in all key learning areas and this is reported to parents and carers twice yearly. Parents are also informed in a face to face parent teacher interview at the end of term 1.

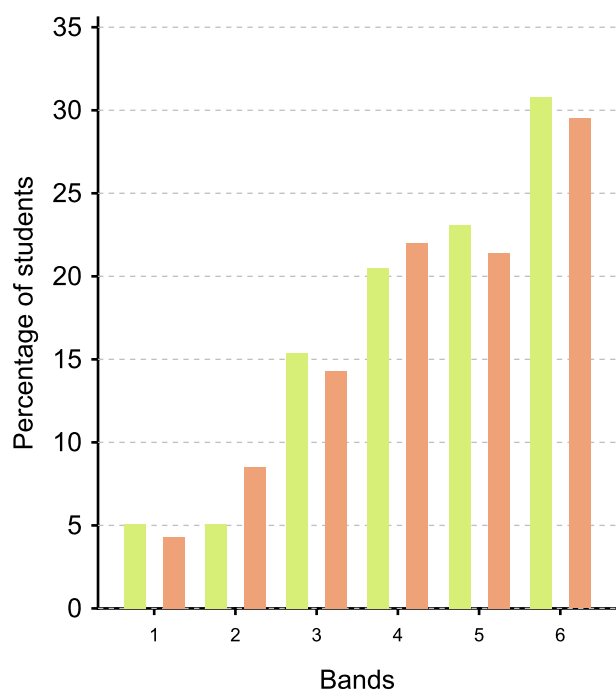
Students in kindergarten are assessed in their first weeks of school through

- Best Start .This is then communicated to parents and carers at the end of term 1.
- Literacy and numeracy achievement against the literacy and numeracy continuums are entered through PLAN data

NAPLAN

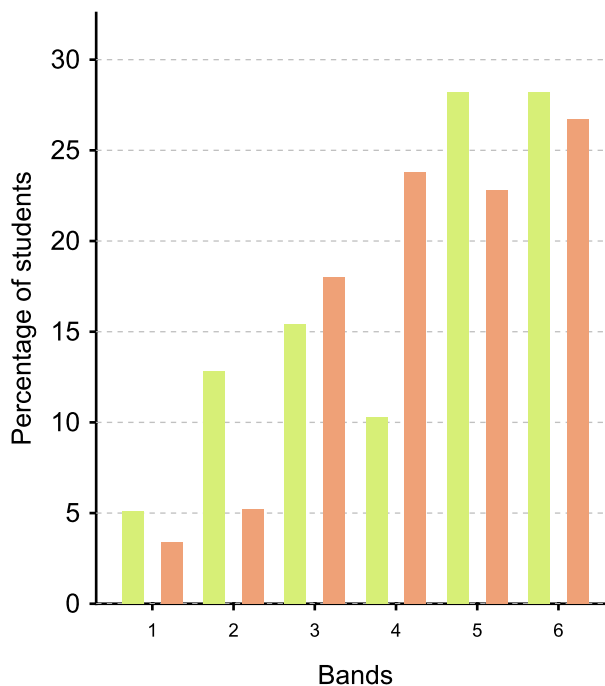
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



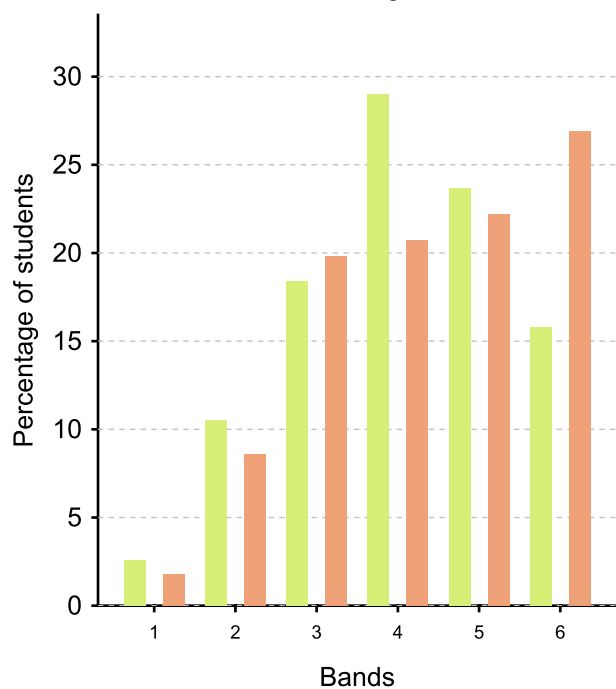
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



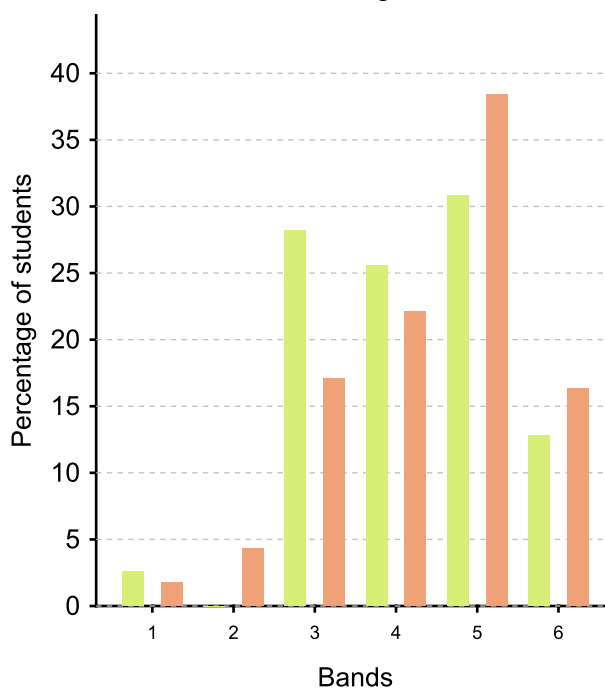
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



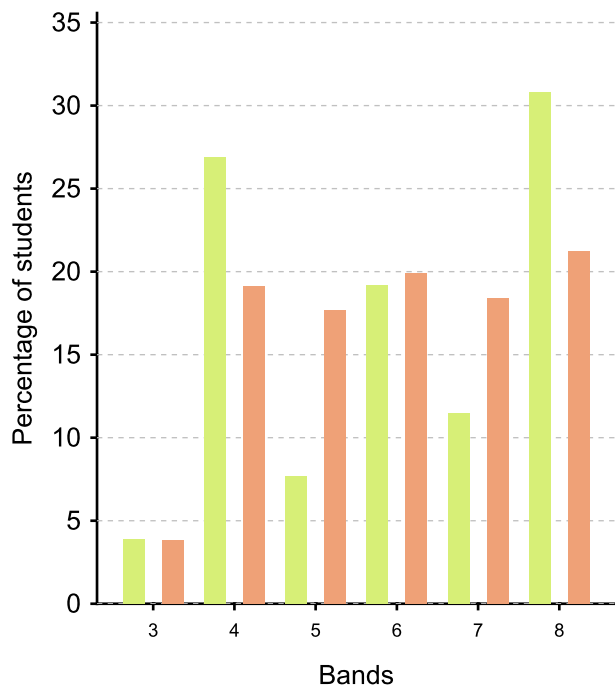
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

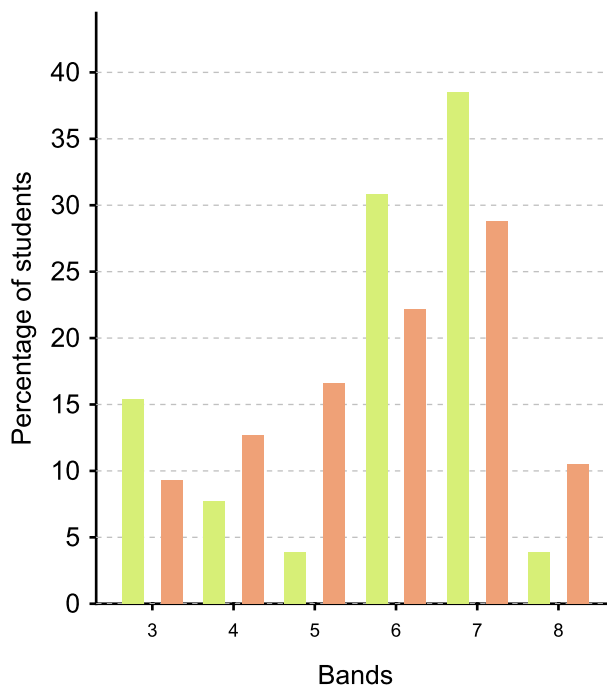


Percentage in Bands
School Average 2015-2017

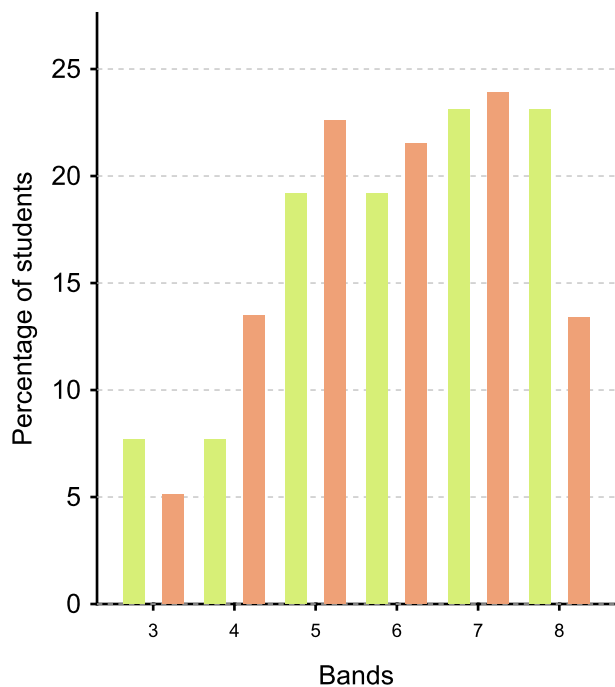
Percentage in bands:
Year 5 Grammar & Punctuation



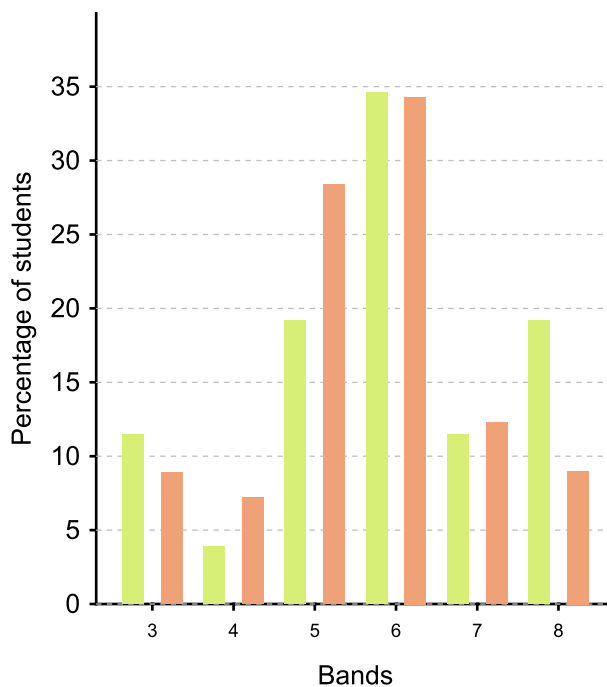
Percentage in bands:
Year 5 Spelling



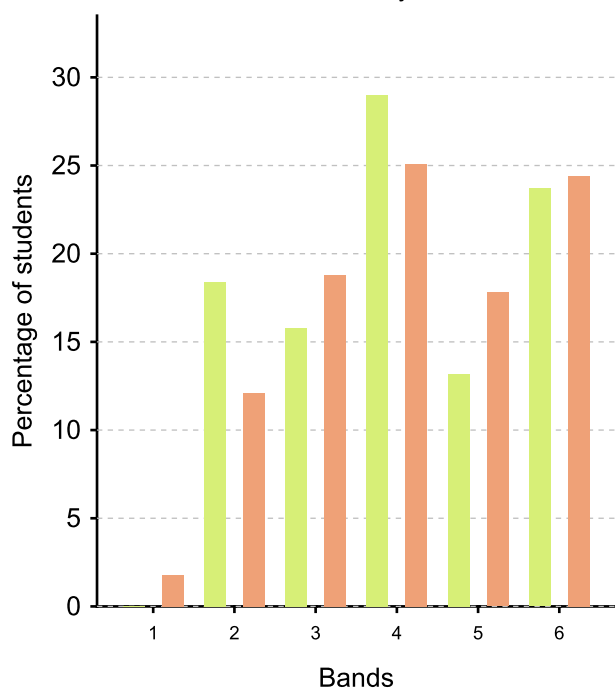
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

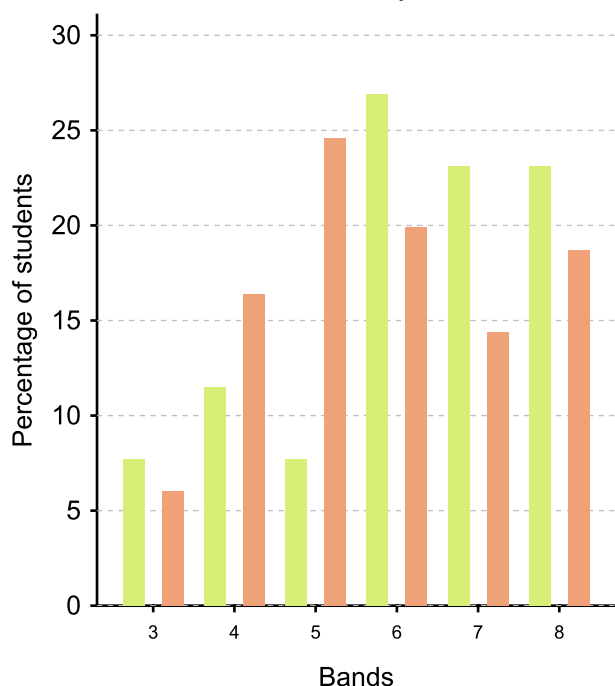


Percentage in bands:
Year 3 Numeracy



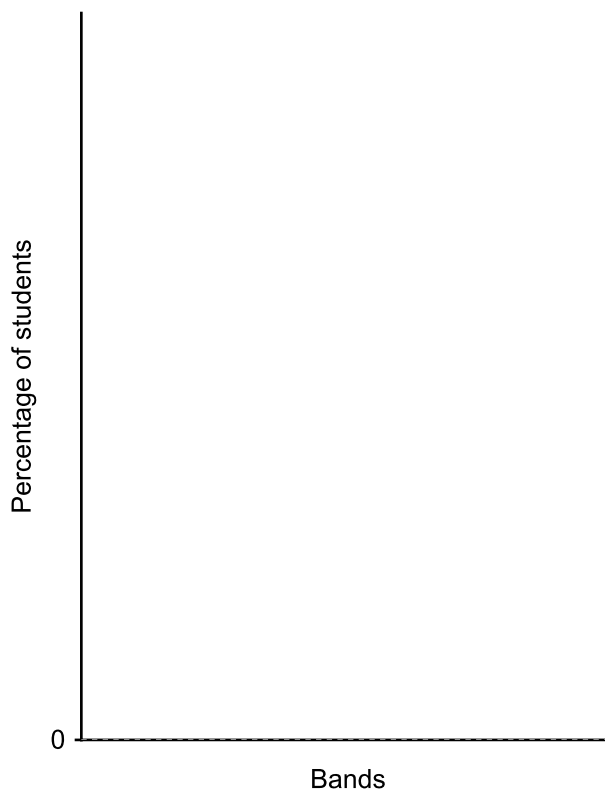
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Parent/caregiver, student, teacher satisfaction

The parents teachers and students were all surveyed during 2017 with the Tell Them from Me survey. 38 Students in year 4, 22 in year 5 and 33 in year 6 responded to the report.

Teachers were surveyed and 11 teachers responded, 48 parents responded to the report.

Issues surveyed with parents included if they feel welcome, is the school inclusive, do individuals feel safe at school does the school support positive behaviour, does the school support learning ,do parents support learning at home and are parents informed.

Results for EPS performed well above state average on all areas.

In terms of student responses

This survey measures 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 TIFM 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 95%

- Students that do not get in trouble at 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

The school implements the DoE Aboriginal Education Policy and ensure Aboriginal perspectives are included in all Key Learning Areas.

Multicultural and anti-racism education

The school implements the departments Multicultural and Anti–Racism policies and ensures all key learning areas have a positive and inclusive regard for all members of our community, and that issues of racism or anti–discrimination are dealt with swiftly and following NSW government guidelines.

Other school programs

ART Show

Our Bi Annual Art Show allowed our community

to ‘ESCAPE’ the everyday.

All students successfully contributed 2D and 3D objects of art to the wonderfully, successful exhibition – a highlight of the 2017 Education Week festivities. Ms Anderson cleverly mastered a Filmpond of the event and this film is now accessible from our Webpage.

Crazy Creative cardboard designs were displayed proudly in a separate exhibition. These pieces were crafted at home with support from parents. All pieces were uniquely crafted and led to conversations and connections to our community.

Feedback throughout the week and beyond was extremely positive and encouraging. Our Art Shows are strengthening and expanding each year and we look forward to displaying our creative talents again in the future.

Your child’s library books are now overdue. Please return them to school this week.

Alternatively, forward the replacement costs so your child can continue to borrow. If you locate the book/s during the holidays a refund will be given next year.

Library Program

Our Library program supplements and augments classroom teaching and learning. Together class teachers and the teacher librarian plan to foster a positive attitude towards reading for leisure as well developing programs which assist students to locate, to research and to utilise the facilities.

EPS allocates three days/week for the position of teacher librarian which is delivered as part of the Relief from Face to Face teaching entitlement for classroom teachers. In addition, an assistant is assigned to the Library for one day per week. In 2017 Mrs Marilyn Dale retired from this position. It is temporarily being held by Mrs Susan Borel. Classes are timetabled to attend library once a week; K–2 students appreciate 45 minutes whilst the students in Years 3– 6 engage in 60 minute lessons.

The library is supported by a significant budget which permits the collection to be up–to–date, appropriate and tempting to a diverse range of interests and requirements. Staff and students are keen users of the resources which are displayed in a motivating and welcoming manner.

Students excitedly partook in our annual **Book Parade** whilst the **Staff Pantomime**, concluding the parade, was again a hoot. The annual **Book Fair** allowed students to do a bit of shopping on site and in turn supporting the school with fundraising. All K– 2 students participated in the **Premier’s Reading Challenge**, whilst 28 students in Years 3 – 6 completed their challenge, independently, which is a threefold improvement on the previous year.

The **Book Club** organised, by two very capable parents gave students an opportunity to purchase books whilst at the same time raising worthwhile funds for the library. 20 % of all money raised from Book Club comes back to the school.

A diverse range of well-known **Australian authors visited** our school, inspiring readers and writers in all grades. Gary Eck, Belinda Murrell, Katrina Nannestad and Matt Stanton engaged our audiences enthusiastically and in return received a new fan base from our community.

2017 saw the opening of a **Corridor Library** for parents to donate books and borrow. We are looking forward to our community enjoying some time to read for pleasure as we trust their children do. Late term 4 the **Library opened a Facebook** page to engage, inform and connect to parents on a literary level using social media. At present we have a small but increasingly interested band of followers who are enjoying this new form of communication.

Choir

This year our choir was made up of 20 students from Years 3–6. We practised every Monday after lunch during CAPA groups, and learnt all our songs for *Our Spectacular*. The choir performed at special school assemblies and ceremonies. We also attended three rehearsals with the other school choirs that were involved. We really enjoyed our bus ride to each rehearsal. We would start the journey being the only school on the bus and then we would pick up Birrong Public School and Regents Park Public School along the way. The rehearsals were held at Granville South Performing Art High School. The best part of all was the night of *Our Spectacular*. We had such a memorable night performing all our songs for our parents, family and friends, at the Sydney Opera House. We truly were made to believe, 'anything is possible'.

Peer Support

This year our Peer Support unit was Promoting Harmony. This unit was all about valuing everyone in our school community. We learnt the importance of treating people with respect, and how we share similarities and differences because we are unique. **Each** week we would meet for Peer Support in the same classroom with the same group. Year 6 leaders were paired with Year 5 helpers and together they would lead a lesson. The briefing and debriefing session each week was very insightful. Leaders were able to openly share the difficulties they encountered and together we celebrated the wins. This program integrated beautifully with our PBL and Friendly Schools program.

ICT Committee

The ICT committee were responsible for the update of various Apps this year, to enhance teaching and learning. We added to our fleet of laptops and upgraded numerous desktops. This year we also wrote the K–6 scope and sequence for ICT. In term four we

invited Ms Angie Munns, Assistant principal from Strathfield South Public School, to come and share with us her school's BYOD policy. We have looked in to it and discussed the pros and cons. We've issued a parent survey asking for feedback and will evaluate this data to inform our future direction with this initiative. In term three the Executive team attended the Futures Learning Instructional Tour which saw us visiting three schools in the western suburbs of Sydney that are leading the way in future-focused learning. This insightful tour helped guide future directions for future focused learning at Enfield Public

Coding and Robotics 2017

The beginning of 2017 saw the introduction of robotics through the purchase of the Sphero Robotics Kit. This SPRK+ Power Pack along with the SpheroEdu app installed on the school iPads, allowed the opportunity to roll out the introduction of Spheros from Years 2–6 in class time with the guidance of Ms Brunero (LaST).

In May of 2017, the inaugural Code Club was formed with 24 students declaring an interest in furthering their knowledge of coding with Spheros. The club met before school on Wednesday mornings from 8:15–9 led by Ms Brunero. EPS created a Filmpod Video featured on the school website to showcase this initiative. https://www.filmpod.com/pods/enfieldps/films/aqaq-q19_1x1

In August of this year, a second Girls Code Club of 24 students was initiated to address the need for greater participation in the area of STEM for our female students, led by Ms Strong and Ms Brunero.

Dance

Students at Enfield Public School continued to enhance their skills in Dance in 2017. Our Dance Troupe was successful in their audition for the Our Spectacular concert and had the exciting opportunity to perform their fantastic routine at the Sydney Opera House. Fitting in with the theme 'Around the World', the troupe performed their routine to traditional Indian music and the item was called Bollywood Dreams. The dance represented the colourful diversity of India and this showed in their energy and powerful arm movements. Our dance group was appraised for their bright glamorous costumes, shiny turbans and incredible timing and coordination. All students developed their skills in dance during weekly lunch time practices as well as practicing their routine during weekly CAPA groups. Parents were invited to attend our assembly performances including a special performance as part of education week. This was an extremely memorable experience for all students who participated. Students in K–2 were given the opportunity to develop their dance skills during weekly sessions of Footsteps which was no doubt an enjoyable experience for all.

Garden Bee Hive

This year our Garden was lucky enough to receive a

gift from our neighbours at Homebush West Public School. The gift came in the form of a box and is home to hundreds of tiny living creatures. SRC students from our school and parents from our Garden Club attended a special bee hive splitting ceremony at their school and were given the opportunity to taste some delicious honey on the day. Our native Australian Stingless Bees are a new addition to our garden and have no doubt sparked the curiosity of our students. We look forward to splitting our hive when the time comes and sharing this gift with other schools in our Wingara community.

EALD in Enfield Public School 2017

In 2017, 64% of students had a language background other than English with many different and diverse cultures represented in this data. Enfield Public School has an allocation of one fulltime and one 2day a week EALD teaching staff. The teachers work in both team teaching, withdrawal and collaborative model implementing effective programs.

Teachers at Enfield Public school embed strategies to cater for English as an Additional Language or Dialect (EALD) into their teaching with differentiated programs as required.

The impact of our inclusive practices was demonstrated by EALD students participating successfully in all aspects of school life. Examples being NAPLAN and ICAS results, debating, public speaking and all areas of sport and performing arts.

Literacy Committee

2017 saw the continued implementation of the Seven Steps writing program in years 2 – 6. Teachers focus on different aspects of writing including idea generation, planning and structuring writing. These are delivered in short, regular lessons throughout the week. Professional learning for teachers involved discussions of strategies and resources within stage meetings as well as collaborative planning opportunities.

L3 in kindergarten and year 1 continued with 2 more teachers undertaking training and development to be accredited as L3 teachers.

Links have been established with the Sydney Theatre Company to teach process drama within literacy lessons. All executive staff participated in professional learning workshops and 4 class teachers were linked with a teaching artist to develop and implement English lesson embedding drama practices. Professor Robyn Ewing from Sydney University provided a parent workshop to inform the community of the teaching practice and highlight new and innovative ways of teaching English skills and engaging students.

A number of resources have been purchased to support teaching and learning within classrooms including Apps for iPads, home and class readers.

Maths Committee

The Maths Committee met each term to discuss

numeracy-related issues. Numeracy resources were purchased to complement existing school resources and further enhance the development of students' numeracy skills. The Stepping Stones numeracy program was investigated and will be used in 2018. Staff were given training on Stepping Stones, which contains a variety of online tools and resources for teachers to tailor maths instruction to student needs. The committee liaised with Learning Links to implement the Counting for Life program in 2018.

Members: Jen Strong, Ian Stevens, Diana Rouggos

Multicultural Education at Enfield Public School 2017

Enfield Public School continues to provide Multicultural Education through a range of initiatives

1. Classroom teachers, librarian, support staff and EALD teachers work collaboratively to develop strategies that best cater for students and their individual needs.
2. Teachers recognise and respond to the cultural needs of the school community.
3. All students were presented with inclusive teaching practices which recognise and value the cultural backgrounds of all students. Tolerant attitudes towards different cultures, religions and world views were promoted.
4. Teaching and learning programs which investigated different cultures in the community. This was highlighted and celebrated in our Multicultural Fiesta and Concert 2017 which brought together the school community in celebration of our diverse cultural backgrounds.
5. **Netball**

This year for the first time, Enfield's PSSA netballers played as a mixed team. There were 4 netball teams: Senior A and B and Junior A and B. Each week we had challenging games against schools with experienced players. Enfield's Netballers always turned up ready for the challenge. All of the Netball teams showed excellent sportsmanship and perseverance throughout the tournament. Wednesday trainings had a focus each week and as coaches we could see the development of the players each week. At the end of the season Enfield held two friendly games against Strathfield South Public School. Congratulations to all of the Netballers who proudly represented Enfield public School each week. The teams were coached by Miss Herbert and Mrs Braga

PSSA Softball:

This year, Enfield Public School selected four PSSA softball teams: Senior Girls and Boys and Junior Girls and Boys. We started the summer season with a lot of interest from students to tryout for the teams. All our teams showed commitment and commendable sportsmanship throughout the season. We continued to develop our perseverance skills and knowledge of Softball rules, increasingly discussing tactics and building

on skills. Friday morning trainings allowed for the coaches and teams to focus on building general softball skills of throwing, catching and batting as well as familiarity with the rules. Congratulations to all our students and to the Junior Boys who made it into the top three. The teams were coached by Mr Saysanith and Miss Herbert.

inside the school, installing a changeable noticeboard outside the school, 'GOTCHA' raffle tickets – to acknowledge students with appropriate behaviour and changing our BLAST stars to silicon wristbands – given to students at the end of the term, with their name displayed in the hall.

Students Representative Council

This year the SRC undertook a variety of projects to fund raise and raise awareness at school. The Council would meet several times a term to discuss ideas and reflect on initiatives.

The key focus areas this year were:

- Come sit with me – the SRC members were given special wrist bands which acted as a symbol of friendship. The purpose of these were to let other students know that when they felt lonely or left out on the playground, they could approach the wearers of the band and sit with them.
- Crazy Hair day – Student brought a gold coin donation to school and came along with very unusual and creative hair styles. All proceeds went to the schooling of children in Haiti.
- Ice cream spiders stall and lolly guessing competition – all proceeds from this event went towards Kids with Cancer.
- Ride your bike to school day / Harmony day
- Nude food Initiative – Students were encouraged to bring lunch boxes to school with no disposable rubbish each Thursday. A whole school competition was held to determine which class brought the most Nude Food to School over the six week period. This initiative was piloted in term four. The SRC hopes to continue it throughout 2018.
- RSPCA cupcake stall – families were very generous in donating cupcakes to the school. These were then sold by the SRC at recess and lunch. All proceeds went towards animals in need at the RSPCA.
- Students also organised the Can drive to raise funds for the disadvantaged in our community to collect and donate non-perishable food items for those in need at Christmas.

Wellbeing Committee

Enfield PS continued to see the implementation of various Wellbeing programs across K–6. Teachers were issued with our updated Behaviour Code of Conduct "BLAST", reflecting the principles of Positive Behaviour for Learning. We implemented the 'Strong Minds' program in Term 2, based off Positive Psychology, and continued to support the development of social skills through the 'Friendly Schools' program and purchasing story books to support both the Friendly Schools program and to support identifying feelings and emotions.

Another priority was to increase the visibility and engagement of our BLAST program K–6. These measures included: changing the BLAST signs