

Enfield Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Mr James Wratten

Principal

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Message from the Principal

2018 was a year of change and excellence at Enfield Public School.

We farewelled Mr Rick Daly as Principal and it was with much pleasure that I was able to take over the reigns from Mr Daly and lead this outstanding school and community. It was evident from Day 1 what a wonderful school this is – evident by the smiles and enthusiasm of the students, the professionalism and dedication of the staff and the support and pride in the school by our community.

2018 was a continuation of the excellent school programs both within and outside of the classrooms, as well as an opportunity to plan and implement for the next three years with the next iteration of the School Plan. With the school motto of 'Our Best Always' embedded in all that we do at Enfield PS, we continued to strive for the highest quality educational experiences for every student. The Department of Education's key target of 'every student being known, valued and cared for' was embodied into all we did in 2018.

School excellence has been in the vernacular all year especially from the leadership team.

Personally, I'd prefer to recount and reflect upon the efforts of my students, teaching staff and community who have all come together to enrich and provide a wealth of opportunities and experiences that have impact on the very fabric of who we are and what we want to be.

There are many stories in 2018 where students have displayed grit, determination and a work ethic that goes 'over and above' what is normally expected – whether that is in the classroom, on the sporting field, singing, dancing or speaking in front of others. All students were challenged in some way this year which put them out of their comfort zone and with hard work, persistence and effort they improved and succeeded.

The same goes to my staff who constantly gave up so much of their time 'over and above' any reasonable expectations to provide the students with opportunities to succeed. Despite the changes to staffing throughout the year, both planned and unplanned, they remained together as a supportive, collaborative and cohesive team who are in the service of the students in which they teach and whose efforts do not go unnoticed or unappreciated. For this I am incredibly thankful to have such a hardworking and professional team of teachers and administrators.

Finally, there is not one school that can achieve any real success without members of the community who constantly support the school. These wonderful individuals come together as a group to go 'over and above' to ensure the school has all the appropriate resources and opportunities. They too, have committed to a time of service towards this school.

At Enfield Public School, our excellence is built upon on our 'over and above' effort and service to others.

Thank you to all that made this year so successful!

Message from the school community

Hi everyone. For those that don't know me, my name is Emma and I am the 2018 P&C president, I am also Jack's mum!

First of all I would like to say a huge thank you to all of your families. This has been a remarkable year that would not have been possible without the families that volunteered to help out with events on the day, brought in donated goods or even just attended the events.

I would also like to thank those parents that volunteered for positions on the P&C this year and also those that attended the P&C meetings.

My job was made easier this year by having Ali as the Vice President. Ali was the previous President and served a full 3 years. Ali has certainly made the transition to President easier for me.

2018 saw Enfield go through a major change! We went through the appointment of a new Principal. I personally think we struck gold with Mr Wratten. It has been a pleasure working with Mr Wratten and his teaching team. The P&C's aim is to make things easier for them in regard to fundraising to allow purchases of additional resources and I really hope we have achieved this for them.

The P&C also has some sub committees that have also been working hard.

Natasha ran the fundraising committee and did a great job organising events throughout the year. In 2018 we raised approximately \$28,000 through direct fundraising and generated income such as grants. I am also pleased to announce that the very successful Gala Night that was held at the end of the year raised an astonishing \$2600. It was an amazing night that showcased the school's multicultural community.

Ali and Bronwyn are our faces of the uniform shop. The uniform shop supplies all our amazing school uniforms. In 2018 they also organised and ordered the leadership blazers and the new PSSA soccer uniforms.

The garden club co-ordinators Adam and Siobhan, have managed to accrue a large following of children to help out with their Fridays in the garden. The garden looks amazing and we are looking forward to eating pizzas that have been cooked in the new pizza oven. We also have the best looked after chooks in the world. A thank you to Charmaine for ensuring they are kept in good condition and keep on laying those eggs.

Finally, I would like to say good bye and good luck to those families that are leaving Enfield in 2018. Also good luck to those students in year 6 that are transitioning to high school.

Emma Perrot

EPS P&C President 2018

School background

School vision statement

Enfield Public School prepares young people for rewarding lives as engaged citizens in a complex, dynamic society. Children are at the centre of all decision-making and we ensure all students get the best start in life in a supportive and diverse school context. We actively value and encourage excellence through our high expectations and quality teaching and learning, which is underpinned by data and research-based best practice. Our students think critically and creatively, communicate effectively and authentically collaborate, preparing them for the real world in the 21st Century.

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 student population of 305 is diverse with 66% 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 future-focused learning.

The school offers a wide range of learning experiences; choir, dance, debating, public speaking, excursions, camps, drama and sports programs.

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 leadership team analysed whole school data and evidence and self assessed Enfield Public School's achievements in all 14 elements of Learning, Leading and Teaching. Overall there was an increase in many areas, particularly in areas that the school was previously delivering, that are now sustaining and growing. A highlight of the school's achievements was the excellent value added growth from K-6.

2018 School Excellence Framework Self Assessment Summary

- *LEARNING: Learning Culture*

2017: Sustaining and Growing

2018: Sustaining and Growing

- *LEARNING: Wellbeing*

2017: Excelling

2018: Sustaining and Growing

- *LEARNING: Curriculum*

2017: Sustaining and Growing

2018: Sustaining and Growing

- *LEARNING: Assessment*

2017: Delivering

2018: Sustaining and Growing

- *LEARNING: Reporting*

2017: Delivering

2018: Delivering

- *LEARNING: Student performance measures*

2017: Delivering

2018: Sustaining and Growing

- *TEACHING: Effective classroom practice*

2017: Delivering

2018: Sustaining and Growing

- *TEACHING: Data skills and use*

2017: Delivering

2018: Delivering

- *TEACHING: Professional standards*

2017: Delivering

2018: Delivering

- *TEACHING: Learning and development*

2017: Delivering

2018: Sustaining and Growing

- *LEADING: Educational leadership*

2017: Delivering

2018: Sustaining and Growing

- *LEADING: School planning, implementation and reporting*

2017: Delivering

2018: Sustaining and Growing

- *LEADING: School resources*

2017: Delivering

2018: Sustaining and Growing

- *LEADING: Management practices and processes*

2017: Delivering

2018: Sustaining and Growing

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching and Learning

Purpose

Differentiated, challenging learning experiences which are tailored to student needs and underpinned by high expectations, evidence and data.

Overall summary of progress

The main projects being implemented as part of **Strategic Direction 1** :

- Quality Teaching and Learning with the implementation of evidence based Literacy and Numeracy programs across the school and the increased knowledge and application of the Learning Progressions.
- The delivery of various evidence based Literacy and Numeracy Programs such as Language, Literacy and Learning (L3) across Kindergarten to Year 2, Targeted Early Numeracy (TEN) across K–2 and a consistent and structured Mathematics Program across Years 3–6 were fully implemented.
- Other support programs such as MultiLit and Synthetic Phonics were also implemented with great impact.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students show evidence of expected/above expected growth in Literacy and Numeracy	<ul style="list-style-type: none">• \$72 879 staffing allocation and \$29 577 flexible funding – paid for Student Learning Support Officer and teaching staff to support students with specific needs• \$145 758 staffing allocation and \$41 233 flexible funding from English Language Proficiency – paid for teaching staff to support students from a Non English Speaking Background• \$12 096 Literacy and Numeracy funding – paid for teachers to be trained in Literacy and Numeracy programs and Learning Progressions.	<ul style="list-style-type: none">• Student growth in 2018 from Year 3 to Year 5 and also Year 5 to Year 7 was above state and similar school averages.• In all areas students in the top 2 bands were over 40% highlighted by 64.3% of students in the top 2 bands in Year 3 Reading and 48.7% of students in the top 2 bands of Year 5 Numeracy.
Increased percentage of students feel engaged and challenged	<ul style="list-style-type: none">• QTSS Release funding (\$49 245) allowed members of the leadership team to directly work with their teams in the classroom – providing mentorship and shoulder to shoulder support in delivering engaging and challenging teaching and learning programs.	<ul style="list-style-type: none">• At the end of of 2018 42% of students felt they had high skills and were being challenged – this was an increase from 34% of students at the end of Term 1, 2018
All teaching programs reflect differentiation and the use of data to inform practice	<ul style="list-style-type: none">• QTSS Release funding (\$ 49 245) allowed members of the leadership team to directly work with their	<ul style="list-style-type: none">• Teaching and learning programs show evidence of revision based on feedback, assessment and tracking of student progress and achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs reflect differentiation and the use of data to inform practice	teams in the classroom – providing mentorship and shoulder to shoulder support in delivering teaching and learning programs that reflect differentiation and use data to inform practice.	<ul style="list-style-type: none">• Teaching and learning programs show evidence of revision based on feedback, assessment and tracking of student progress and achievement.

Next Steps

A review of literacy and numeracy programs and their impact will occur. The school will continue to implement evidence based Literacy and Numeracy programs such as L3, TEN and TOWN and continue to implement synthetic phonics. Teaching staff will collaborate and review teaching and learning programs to ensure high quality and consistency with student progress at the centre of all decision making.

Teaching programs will reflect the use of assessment data, differentiated learning and incorporate various teaching strategies that promote and put student thinking at the centre of effective learning.

All new untrained staff will receive professional learning in all the programs being implemented.

The school will host Instructional Rounds in 2019 and will develop a problem of practice based on the student learning needs at the school.



Strategic Direction 2

Connecting, Succeeding and Thriving

Purpose

Students are engaged, active and resilient learners who are equipped with the skills for today and tomorrow.

Overall summary of progress

Staff, students and the community have continued to develop and implement skills in creative and critical thinking as well as a greater confidence and resilience at the school.

The whole school Positive Behaviour for Learning has been evaluated and refined and will evolve in 2019 to reflect the needs of the school. A whole school and year PBL audit was conducted and used for 2019 planning. All staff (including support) are regularly and consistently awarding GOTCHA tickets. There is a whole school consistent approach to PBL that involves the community.

All school technology resources are being used to enhance future focused learning for all students and engage students in their learning. A dedicated *Makerspace* area has been created and being used by all classes. All teaching and learning programs cater for future focussed activities with all staff having a collective definition and understanding of what future focussed learning is and looks like.

The school continued to implement a *Mindfulness* program. All students are able to use strategies to self regulate and reflect from whole school Mindfulness program – with strategies that are sustainable. Tell Them From Me student/parent and teacher data was analysed by the staff and leadership team and utilised in future planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduction in SENTRAL incidents	<ul style="list-style-type: none">Professional Learning and Equity funding allowed PBL staff to work with a PBL Coach in evaluating and monitoring the schools PBL/B.L.A.S.T program.	<ul style="list-style-type: none">In 2018 there was a decrease in negative SENTRAL incidents.
Increase in BLAST stickers	<ul style="list-style-type: none">Professional Learning and Equity funding allowed PBL staff to work with a PBL Coach in evaluating and monitoring the schools PBL/B.L.A.S.T program.	<ul style="list-style-type: none">All staff were provided with increased positive behaviour BLAST stickers and there was an increase in students receiving GOTCHA awards on the playground.
Increased usage of common learning spaces	<ul style="list-style-type: none">School Operational funds were used to maintain existing resources in common learning spaces.	<ul style="list-style-type: none">The 'Learning Cloud' continued to be used for learning and meetings for the whole community.
Increased confidence in teachers to deliver future-focused learning experiences	<ul style="list-style-type: none">P&C supported the Lego Robotics purchasing at the school of \$10 000 as well as the installation of 5 interactive screens. The school was also able to provide funds for these projects.	<ul style="list-style-type: none">Lego Robotics were purchased and utilised by students.More technology was purchased including interactive screens, also more laptops and desktops.
All programs show evidence of critical and creative thinking processes.	<ul style="list-style-type: none">Professional learning funding was used to support staff who had not attended creative and critical workshops.	<ul style="list-style-type: none">Teaching and learning programs have been collaboratively planned to embed creative and critical thinking skills and opportunities across all learning areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in NAPLAN data	<ul style="list-style-type: none">• Literacy and Numeracy funding was allocated to look at NAPLAN data and use it to inform practice.	<ul style="list-style-type: none">• Growth in all areas was above state and similar school group averages for Year 3–5 and Year 5–7.

Next Steps

Future steps will include a 'rebranding' and 'relaunch' of the school's PBL/B.L.A.S.T program with a greater student voice.

SENTRAL data will continue to be analysed by the PBL team to look at areas of the school where programs can be targeted to minimise negative incidents throughout the school.

Alternative student wellbeing programs will be looked at and trialled in class groups to see the effectiveness.

The designated 'MakerSpace' area will continue to be worked on with the aim of completing the area throughout the year.



Strategic Direction 3

Partnerships in Learning

Purpose

Highly valued relationships are strengthened through an inclusive and connected school community enhancing the learning opportunities and outcomes for all.

Overall summary of progress

In 2018 there was an emphasis on having students, parents/carers and staff all partners in learning.

Greater student voice in many aspects of the school was provided through SRC and the community, parents/carers were provided communication about learning through the school newsletter, school app and Twitter. Tell Them From Me data was extensively used to look at existing programs and enhance programs to better suit the learning needs of the students and the community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent voice	<ul style="list-style-type: none">Funding was used to purchase a new school app to improve the two way communication.	<ul style="list-style-type: none">New School App was successfully implemented and is used extensively throughout the school community.A school Twitter account was established to promote the school and has over 120 followers. The Twitter account also shares key information from a wider scale with the community.
Increased community participation/involvement at school events	<ul style="list-style-type: none">Funding to enhance communication was used to promote school events.	<ul style="list-style-type: none">The school has always had a very supportive and active community with events. Feedback from parents/carers supported electronic communication – particularly information about future events that enabled working parents/carers to attend key events for their child.
Increased participation in Tell Them From Me survey	<ul style="list-style-type: none">QTSS funding and Principal support funding was used to enable key staff and leaders to analyse data from Tell Them From Me to inform future practice.	<ul style="list-style-type: none">In 2018 the school participated in all TTFM surveys with a greater number of participants from all stakeholders.
Increased take-up of See-Saw and other digital avenues	<ul style="list-style-type: none">Funding was used to purchase and support digital avenues that enhance partnerships in learning.	<ul style="list-style-type: none">Key staff started looking at apps that would best suit the needs of the community.

Next Steps

Strengthening partnerships in learning will continue to be a focus in 2019. This will include the school participating in a network Youth Empowerment initiative. Through the Wingara network of schools that EPS is part of – more parent learning opportunities will be provided.

Tell Them From Me will continue to be a data source for future planning with a greater number of parents/carers responding to the survey and more specific and targeted areas for response provided.



Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$12 353	Students/families requiring assistance either self nominate or are identified by classroom teachers and activities are subsidised or paid for out of socio economic background funding. We are also supported by a monthly donation from St Thomas Anglican church which goes towards identified students and families to ensure they are provided with an inclusive education.
Support for beginning teachers	\$13 786	The school had one beginning teacher who was mentored by key staff, particularly their direct team leader. The staff member was provided with extra release time to reflect goals in their PDP's, to finalise accreditation and to have both in school and out of school classroom visits to support their learning.
Targeted student support for refugees and new arrivals	0.2 staffing allocation	Intensive and individualised support in learning English was provided to identified students with an EAL/D teacher.
Aboriginal background loading	\$1 479	Funding was used to support the promotion of Aboriginal and Torres Strait Islander culture within school programs. Funding was also used in the whole school NAIDOC Week activities and celebration.
English language proficiency	1.4 staffing allocation and \$41 233 flexible funding	The school assessed the levels of English language proficiency and Principal and the leadership team have discussed with EAL/D teachers how language development of NESB students may be enhanced with students requiring intervention. There has been a greater focus on whole class support and individualised support provided to students just beginning to learn English.
Low level adjustment for disability	0.7 staffing allocation and \$29 577	Students requiring low level adjustment for disability have been identified and those students with Personalised Learning Plans have also been updated. Short sharp goals for 10 week plans for intervention have been identified and implemented. Both in class and individualised support was provided with Learning and Support Teacher intervention and work with School Learning Support Officers.
Quality Teaching, Successful Students (QTSS)	\$49 245	The leadership team have been provided with extra time to support their teams in class, working towards identified learning goals. This area of need was highlighted in responses from teachers in the Tell Them From Me survey.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	150	145	134	143
Girls	134	133	145	153

Our school enrolment continues to grow with the increase in enrolments due to changes in demographics of the area. Due to increased rents, our population is not always consistent, leading to some 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	2015	2016	2017	2018
K	94.8	95.5	95.7	96.4
1	95.8	95.2	94.2	94.2
2	96.8	96.4	95.5	94.9
3	95.2	96	94.6	95
4	94.5	96.1	94.5	94.2
5	95.1	95.4	96.9	96.6
6	94.3	95.9	95.8	94.8
All Years	95.3	95.8	95.2	95.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance patterns are monitored by the class teacher, Executive, HSLO and Principal. Students with an absence of two or more days have a letter sent home to the parent or 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 an 85% attendance pattern may be interviewed and a school improvement attendance program may be initiated.

Class sizes

Class	Total
AR0005	18
AR0007	19
AR0006	18
AR0029	23
AR0008	24
D18323	23
D14777	23
AR1002	30
AR1001	31
AR1003	31
AR1007	29
AR1005	29

Structure of classes

In 2018 EPS had 12 classes, 8 straight classes and 4 multi age classes. Cohorts of students are grouped depending on the number of children in each grade and reflect state recommended class size averages where possible (Eg Kindergarten classes 20 or less, year 1 classes 22 or less and year 2 classes 24 or less and 3–6 classes 30 students or less.) As teachers differentiate the curriculum to all students, there is no significant difference between being in a "straight" or multi age (composite) class.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	1.4
School Administration and Support Staff	2.57

*Full Time Equivalent

There are no staff that identifies as Aboriginal or Torres Strait Islander staff currently employed at Enfield Public School.

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	0

Professional learning and teacher accreditation

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

All teaching staff including Executive and the Principal are now accredited with NSW Education Standards Authority at the proficient teacher level.

All teachers accredited at Proficient Teacher continue to maintain their accreditation by meeting the Australian Professional Standards for Teachers by completing and recording their professional development as well as demonstrating their highly proficient teaching practice.

Professional Learning

Professional Learning is a key component of continuous improvement in quality professional practice and student outcomes. Professional learning refers to all training and development opportunities, formal and informal, individual and shared, that provide opportunities for professional discourse, interaction, practice, reflection and analysis. Professional learning can occur face-to-face, online or through other modes of delivery. Enfield Public School teaching staff participate in many of these modes of professional learning and staff have an understanding about the importance of engaging in ongoing professional learning throughout their career. In 2018, all teachers received quality professional learning opportunities; many teachers going on external professional learning courses that were linked to their Performance and Development Plan and their personal goal for the year.

Each school receives funds for professional learning from the Department of Education; these funds are used to pay for course fees, as well as the casual teacher employed to release the class teacher. In 2018, some of the professional learning funds were utilised to continue training in the L3 program (Language, Literacy and Learning). All K-2 staff are now trained in this program and are embedding the elements within their daily teaching of reading and writing.

School-based professional learning also continued to have prominence; relating to Department of Education system priorities and our new 2018-2020 school plan. The school's professional learning funding was closely aligned with the school plan in order for the desired outcomes associated with each strategic direction to be closely monitored and evaluated. Professional learning funds contributed to supporting the implementation of the 'Seven Steps to Writing Success' program, as well as implementing effective digital technology practices and the continued development of formative assessment and effective feedback practices. Staff received focused professional learning about the use of explicit and effective feedback strategies in literacy and numeracy in order to move each student forward in their learning.

As Enfield Public School is a member of the Wingara Community of Schools (CoS), in 2018 there was professional learning opportunities set aside to work together as a learning community. This included both a whole day and twilight learning sessions.

Staff also completed mandatory training in child protection, code of conduct, work, health and safety, anaphylaxis and CPR. All staff engaged in stage-based professional learning regularly and were also provided with opportunities to plan collaboratively through planning days. All teachers engaged in consultation regarding their own Performance and Development Plan, where they set goals that were whole school

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	113,894
Revenue	2,839,493
Appropriation	2,630,775
Sale of Goods and Services	344
Grants and Contributions	205,472
Gain and Loss	0
Other Revenue	0
Investment Income	2,903
Expenses	-2,679,481
Recurrent Expenses	-2,679,481
Employee Related	-2,324,202
Operating Expenses	-355,278
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	160,012
Balance Carried Forward	273,906

Enfield Public School has a Finance Committee which meets once per term.

The committee is comprised of the Principal, School Admin Manager and interested leadership and teaching staff.

The committee compiles budgets, reviews income and expenditure. It also collaboratively determines where resourcing is required if needs of particular programs or maintenance issues change.

The Principal is ultimately responsible for all financial decisions which must abide by Department of Education policy and any associated laws pertaining to handling and utilising Treasury Managed Funds.

The school began its project to install interactive screens in all EPS classrooms, a joint project with the EPS P&C. This will continue in 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,110,743
Base Per Capita	53,950
Base Location	0
Other Base	2,056,793
Equity Total	303,280
Equity Aboriginal	1,479
Equity Socio economic	12,353
Equity Language	186,992
Equity Disability	102,457
Targeted Total	60,146
Other Total	98,543
Grand Total	2,572,713

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

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

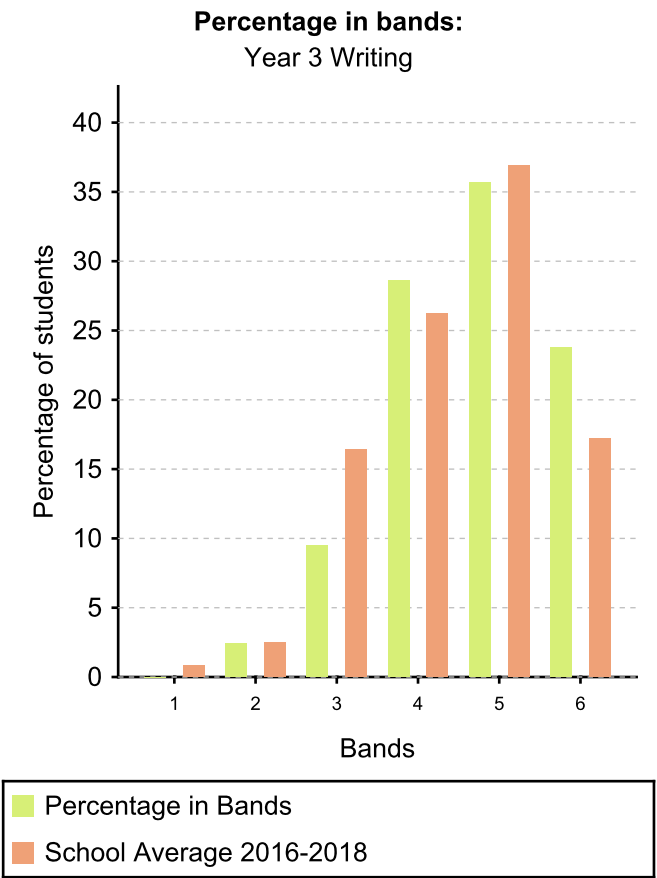
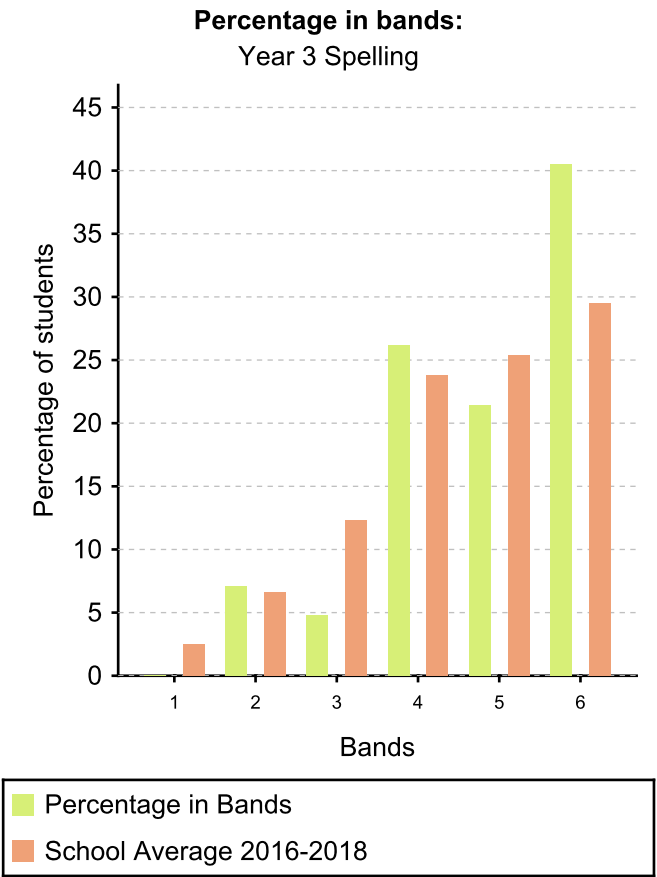
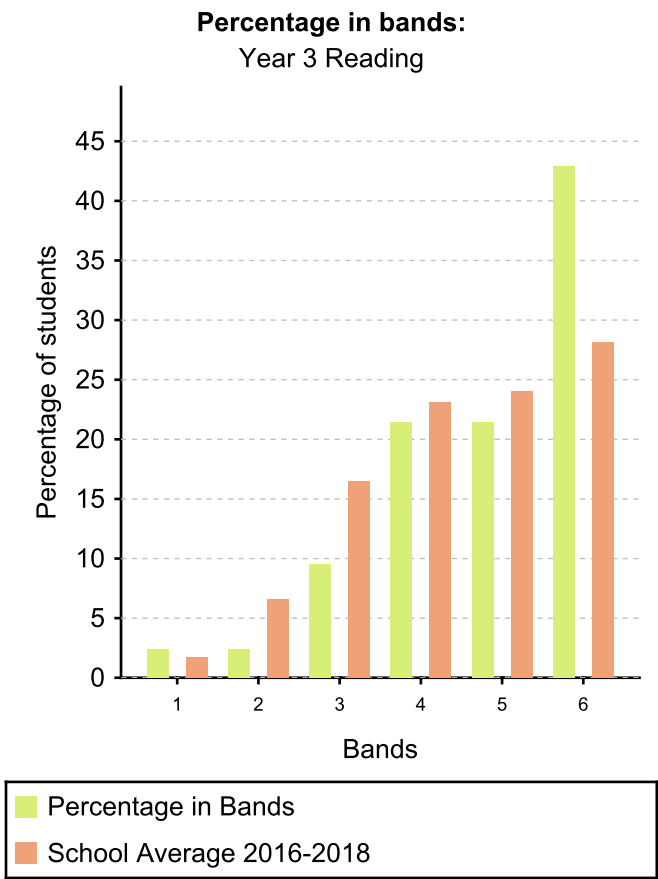
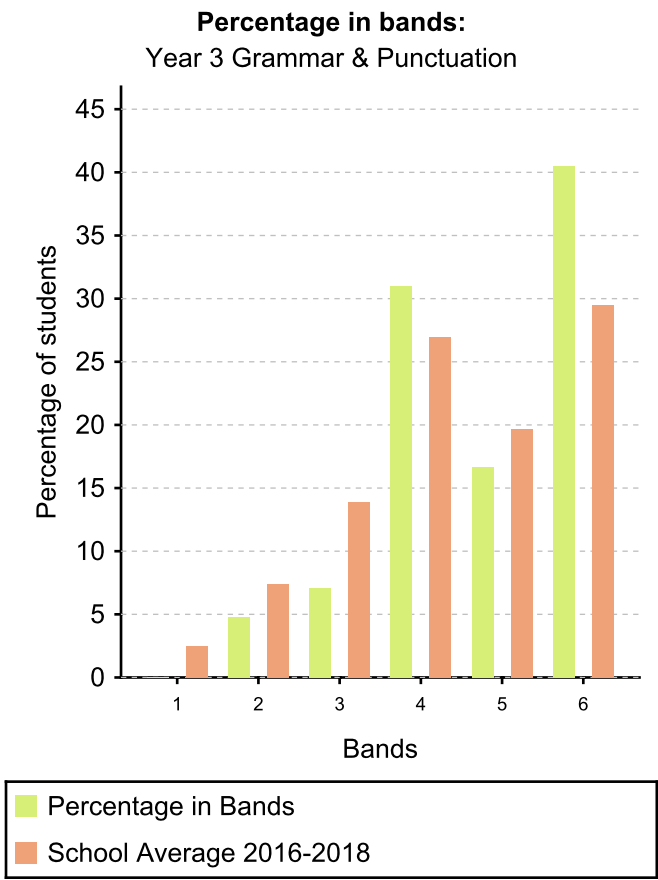
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, students in Year 3 and students in Year 5 participated in the NAPLAN assessments at EPS.

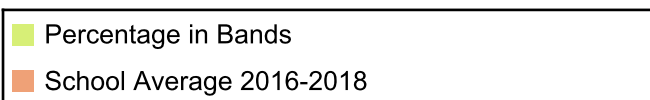
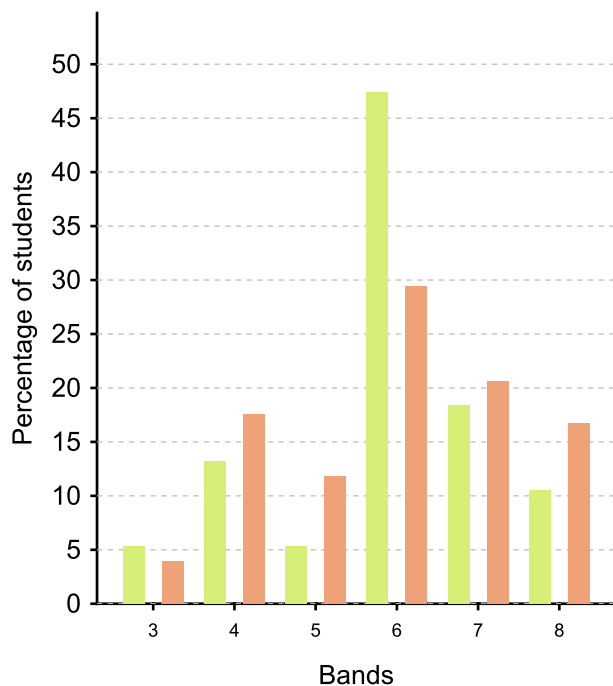
Growth in students from Year 3 to Year 5 and Year 5 to Year 7 was excellent with Reading and Grammar and Punctuation being well above both State average and Similar School Group average.

The My School website provides detailed information and data for national literacy testing.

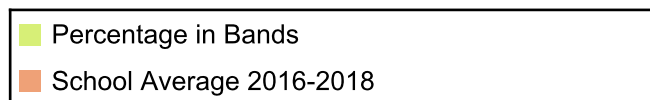
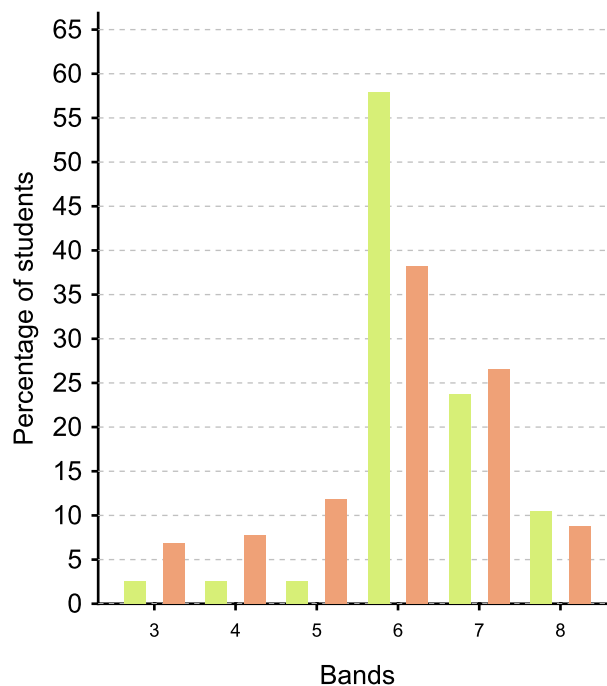
Go to <http://www.myschool.edu.au> to access the school data.



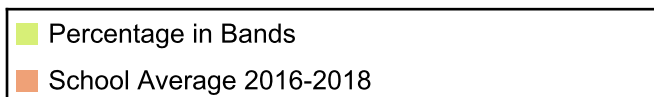
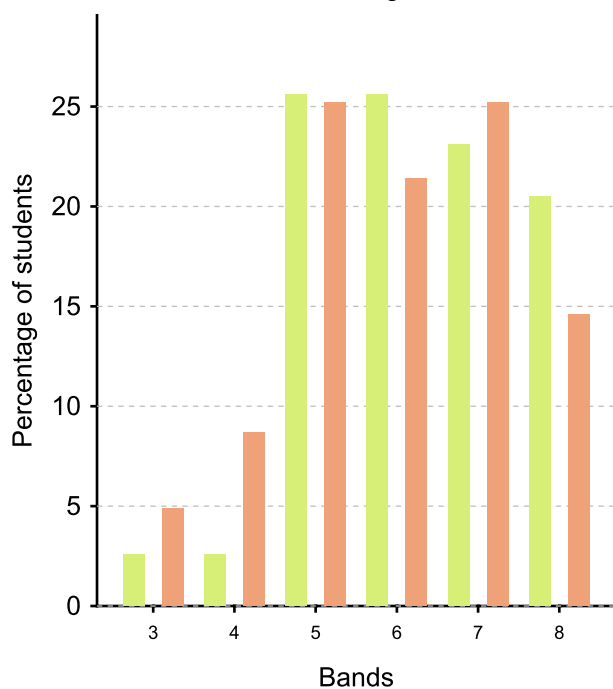
Percentage in bands:
Year 5 Grammar & Punctuation



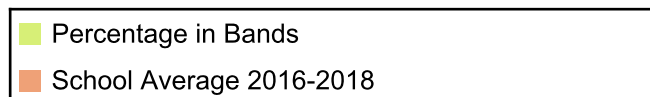
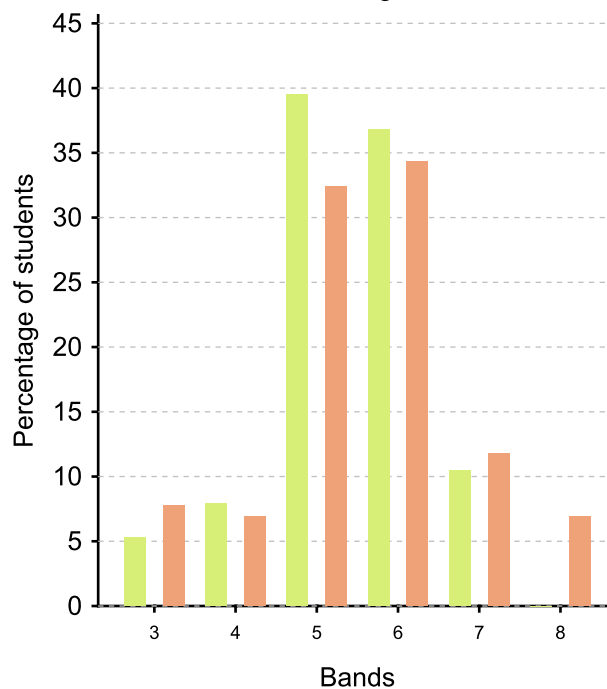
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



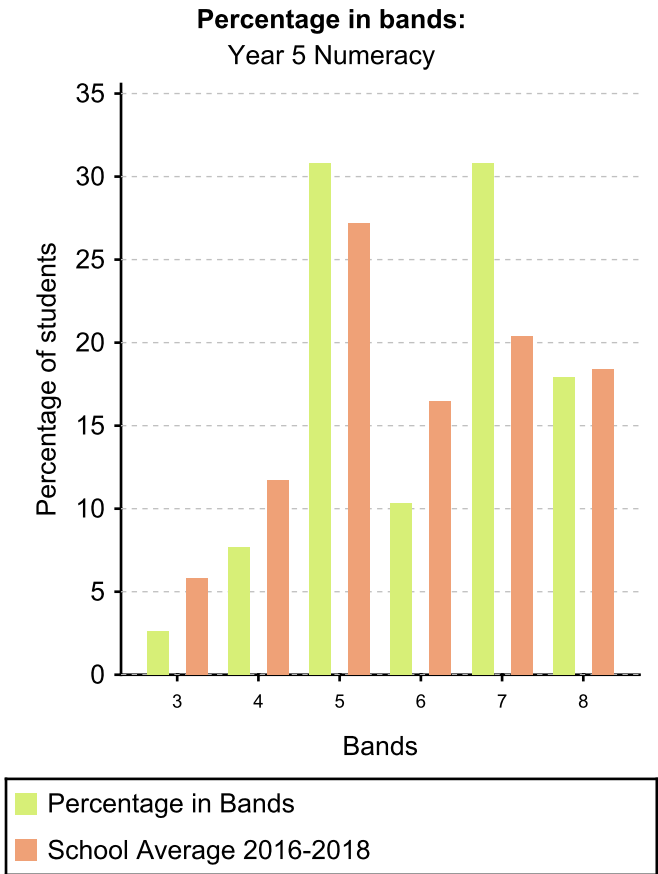
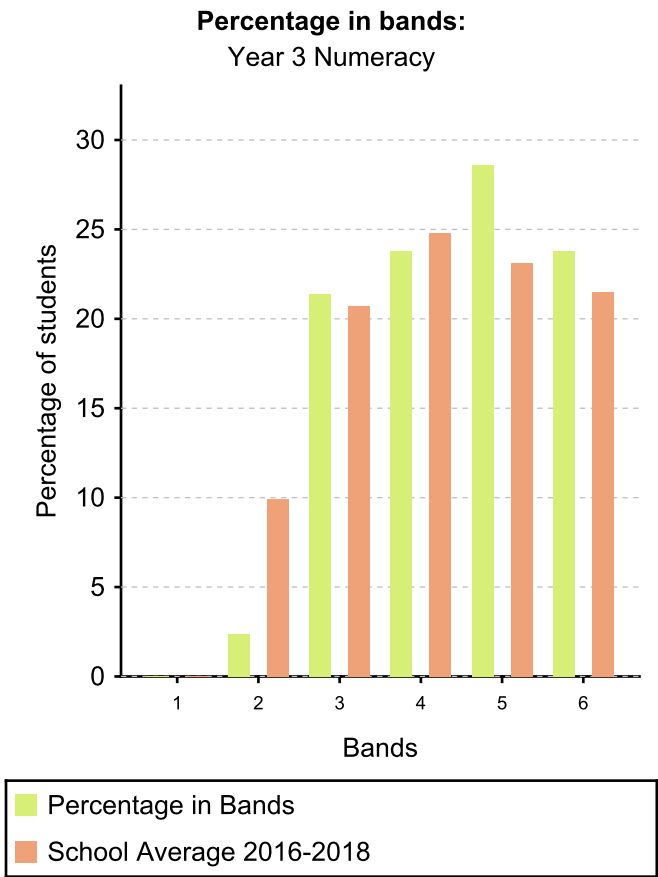
In 2018, students in Year 3 and students in Year 5 participated in the NAPLAN assessments at EPS.

Growth in students from Year 3 to Year 5 and Year 5 to Year 7 was excellent with Numeracy being well above both State average and Similar School Group average.

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.



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The Premier's Priority report provides the percentage of NAPLAN Reading and Numeracy results in the top 2 bands for a school, as specified in the Premier's Priority to improve education results. The school has steadily improved their NAPLAN results with 52.47% (2018) of students performing in the top two bands in Reading and Numeracy compared to 41.41% in 2017 and 37.97% in 2016.



Parent/caregiver, student, teacher satisfaction

TELL THEM FROM ME

In 2018, Enfield Public School continued to participate in the Tell Them From Me survey to capture the views of students, teachers and parents. Each year valuable data is collected providing an insight into student engagement, wellbeing and learning, teacher satisfaction and parental perception and involvement in the school. The responses are presented below.

Parents/Carers

The *Partners in Learning Parent Survey* is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale.

The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

This report provides results based on data from 41 respondents in this school who completed the Parent Survey between 28 Sep 2018 and 19 Oct 2018, State averages are in brackets.

1. Parents Feel Welcome at Enfield Public School **7.7** (7.4)
2. Parents are informed at Enfield Public School **6.3** (6.6)
3. Parents support learning at home at Enfield Public School **6.2** (6.3)
4. The school supports learning **6.7** (7.3)
5. Enfield Public School supports positive behaviour. **8.1** (7.7)
6. Safety at school. **7.5** (7.4)
7. Enfield Public School is inclusive. **6.8** (6.7)

Positive parent/carer comments about Enfield Public School include:

- The teachers are amazing, most of them. The Principal is great!! It very family orientated!!!
- Love the school! Staff have always been approachable and kids love them.
- Great community and great teachers and

Principal.

- Enfield is a genuinely friendly school with engagement across the social, emotional, academic and sporting spectrum. It's good that there is not that much focus on technology.
- The commitment of the parents group and teachers to provide resources and positive activities for the school community.
- Personalised and very community based
- The school has a lovely community feel about it.
- The students and teachers take pride in their school and this is evident by the interactions between staff and students.
- The school also instills it's values in the students and demonstrates the desirable behaviours it wants students to practice.

Areas for development from parents/carers include:

- Support gifted children (not just work as fast as the slowest child).
- More resources (such as reading, sports gear to play in school).
- Relevant community awareness programs.
- Sister schools in developing countries.
- Education of social issues (for example, have students vote for which charity should get funding support that month/qtr; requires succinct awareness program and easy voting system – like bottletops).
- Meaningful reports that also include social integration, difficulties, how we can best support at home.
- Information about extension programs or opportunities.
- Increased safety of students when in school through high fencing around the school; toilets positioned so no adults can enter and stay inside toilets.
- School grounds to be levelled to allow more running games and activities including handball, netball, basketball; less falling.
- More shade for outside play areas.
- A need for better technology for student learning and support for teachers to teach programs.
- New heating and the installation of air conditioning and fans for each classroom, purchase more electric pencil sharpeners.
- Incorporate art and music classes run by professionally trained art and music teachers as part of mainstream education in all year levels.
- Get rid of scripture in non-religious schools. Other states do not have this (SA) and i think it can be replaced entirely with ethics classes run by teachers, not volunteers.
- Facilitate an after school hours care program onsite – even if it means accepting students from other locations.
- Ensure teachers are supported – perhaps by arranging team teaching or extra time and opportunities for professional development to accomodate different levels of study/training or interests. I want to be assured the teachers are happy and able to cope with the stresses of their chosen career. (hint: pay them what they deserve!)
- Install an outside under cover area that considers

all weather – there is currently no outdoor place to accommodate the students that is entirely weather proof (or extend the existing one).

Students

The *TTFM Student Survey* is designed to provide the school with insight to guide school planning and help to identify school improvement initiatives. This report provides results based on data from 79 students in this school who completed the survey between 26 Sep 2018 and 23 Oct 2018.

Scores are represented as either a percentage or on the Likert-format (i.e., strongly agree to strongly disagree). A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

State averages are in brackets.

1. Student participation in school sports **85%** (83%)
2. Student participation in extracurricular activities **58%** (55%)
3. Students with a positive sense of belonging **73%** (81%)
4. Students with positive relationships **86%** (85%)
5. Students that value schooling outcomes **88%** (96%)
6. Students with positive homework behaviours **47%** (63%)
7. Students with positive behaviour at school **85%** (83%)
8. Students who are interested and motivated **65%** (78%)
9. Students try hard to succeed in their learning **86%** (88%)
10. Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. **8.0** (8.2)
11. Students find classroom instruction relevant to their everyday lives **7.5** (7.9)
12. Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn **7.6** (8.2)
13. Students who are victims of bullying **51%** (36%)
14. Students feel they have someone at school who consistently provides encouragement and can be turned to for advice **7.2** (7.7)
15. Students feel teachers are responsive to their needs and encourage independence with a democratic approach. **7.8** (8.4)
16. Students understand there are clear rules and expectations for classroom behaviour **6.6** (7.2)
17. School staff emphasise academic skills and hold high expectations for all students to succeed. **8.3** (8.7)

Staff

The *Focus on Learning Survey* is a self-evaluation tool for teachers and schools. This report provides results based on data from 13 respondents in this school who completed the Teacher Survey between 24 Sep 2018 and 23 Oct 2018.

The questions in the first part of the survey are grouped

to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlations of student achievement. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The State averages are in brackets.

Eight Drivers of Student Learning

1. Leadership **7.7** (7.1)
2. Collaboration **8.0** (7.8)
3. Learning Culture **8.3** (8.0)
4. Data Informs Practice **7.7** (7.8)
5. Teaching Strategies **8.0** (7.9)
6. Technology **7.3** (6.7)
7. Inclusive School **8.6** (8.2)
8. Parent Involvement **6.8** (6.8)

The questions in the Focus on Learning survey ask teachers to consider whether they present:

- challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through;
- planned learning opportunities which involve an intentional transfer of skills and knowledge;
- quality feedback that guides students' effort and attention; and
- support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for Enfield Public School are shown below. The scores for each of the *Four Dimensions of Classroom and School Practices* are scored on a ten-point scale and the State averages are in brackets.

1. Challenging and Visible Goals **7.6** (7.5)
2. Planned Learning Opportunities **8.1** (7.6)
3. Quality Feedback **7.3** (7.3)
4. Overcoming Obstacles to Learning **8.1** (7.7)



Policy requirements

Aboriginal education

Enfield Public School values and appreciates Aboriginal culture and promotes Aboriginal education throughout the school. All K–6 classes explore vital Aboriginal perspectives throughout their studies in History, Geography and Literacy. This expands all students' knowledge and understanding of the Indigenous Australians' contribution to our Australian heritage and identity. We proudly fly the Aboriginal flag next to the Australian flag in the school playground.

All formal assemblies include a personalised Acknowledgement of Country and involve our prefect body.

Through the theme 'Because of Her We Can', Enfield Public school commemorated NAIDOC Week celebrations during the year.



with additional language needs, to ensure these students develop the necessary skills required to access the academic language of classroom programs.

During 2018 the whole school once again acknowledged Australia's rich cultural diversity on Harmony Day. Students and staff dressed with a splash of orange colours, to represent harmony, and participated in a variety of activities within their classrooms to promote tolerance and understanding under the theme "Everyone Belongs".

Multicultural and anti-racism education

The rich cultural diversity within the Enfield Public School community provides valuable opportunities for multicultural education within the classrooms. Overall 65% of students at Enfield Public School come from a language background other than English. These students represent a total of 30 different language groups. In order, Korean, Arabic, Mandarin and Cantonese represent the major language groups other than English.

Units of work are planned by teachers across all stages to include a multicultural perspective, recognising and valuing the backgrounds and cultures of our students. Classroom teachers are supported by English as an Additional Language/Dialect (EAL/D) staff in meeting the learning needs of students with a Language Background other than English (LBOTE) and EAL/D students.

Classroom teachers are supported by EAL/D staff through team-teaching lessons or withdrawing students