

## Enfield Public School

### 2019 Annual Report



1844

## Introduction

The Annual Report for 2019 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.

### School contact details

Enfield Public School

Beaumaris St

Enfield, 2136

[www.enfield-p.schools.nsw.edu.au](http://www.enfield-p.schools.nsw.edu.au)

[enfield-p.school@det.nsw.edu.au](mailto:enfield-p.school@det.nsw.edu.au)

9747 3514





## 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

Increased percentage of students show evidence of expected/above expected growth in Literacy and Numeracy

Increased percentage of students feel engaged and challenged

All teaching programs reflect differentiation and the use of data to inform practice

#### Progress towards achieving improvement measures

**Process 1:** Teachers: Design and implement consistent school-wide Literacy and Numeracy pedagogical practices that reflect research and ongoing data analysis from a range of sources. A culture of high expectations will be fostered through high quality, differentiated teaching and learning, meeting the needs of diverse learners.

Evaluation	Funds Expended (Resources)
<p>100% of PDP's completed and reviewed in consultation with peers and school leaders.</p> <p>All staff complete evaluation on Stepping Stones and Synthetic Phonics program through Google Survey/Survey Monkey</p> <p>100% of staff trained and completed all TELL tasks in Modules 5 and 6. All staff successful in gaining proficient in TELL course.</p> <p>101 students, 13 teachers, 57 parents completed the TTFM survey.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$30000.00)</li><li>• English language proficiency (\$10000.00)</li><li>• Socio-economic background (\$8000.00)</li></ul>

**Process 2:** Implement a whole-school approach where thinking is productive, purposeful and intentional, and at the centre of effective learning. It is valued, visible and actively promoted.

Evaluation	Funds Expended (Resources)
<p>• Instructional Rounds was conducted at Enfield PS in Term 2 2019. The problem of practice being:</p> <p><b><i>How well are we challenging all our students to learn?</i></b></p> <p>– <i>Are the tasks that they're engaged in rigorous?</i></p> <p>– <i>Does our questioning make student thinking visible?</i></p> <p>– <i>Does feedback move learning forward?</i></p> <p>Findings from the Instructional Rounds Team were shared and discussed among the staff and the key areas of 'Visible Thinking' and 'Questioning' were highlighted with the data used to inform future planning for school professional development.</p> <p>This aligned to the strategic direction of the whole school approach to thinking being productive, purposeful and at the centre of effective learning.</p> <ul style="list-style-type: none"><li>• Executive team adopted agile routines: SCRUM protocol in executive meetings (starting Term 3, Weeks 3, 6 and 8), 50 day retrospective protocol (to be completed at the end of Term 3), plan for Term 3 staff professional</li></ul>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$20000.00)</li><li>• Socio-economic background (\$5000.00)</li></ul>

## Progress towards achieving improvement measures

learning sessions (TELL and visible learning).

- Self assessment survey findings indicated that visible thinking routines was the area that staff felt they needed more professional learning on. All staff received *Making Thinking Visible* books.



## 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.

### Improvement Measures

Reduction in SENTRAL incidents

Increase in BLAST stickers

Increased usage of common learning spaces

Increased confidence in teachers to deliver future-focused learning experiences

All programs show evidence of critical and creative thinking processes.

Improvement in NAPLAN data

### Progress towards achieving improvement measures

**Process 1:** Build capacity of all staff to deliver future-focused programs, underpinned by pedagogy and research, to all students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• The school 'MakerSpace' area was targeted and a room of the school designated for use. The team visited other schools where 'MakerSpace' areas have been set up and in operation for a number of years and the team mapped out the implementation of the 'MakerSpace' area for 2020.</li><li>• The school continued it's partnership with both the National Music mentoring program and the Literacy through Drama program with the Sydney Theatre Company. Staff who had not previously worked with the programs had the opportunity to. The partnerships will continue in 2020.</li><li>• STEM units continued through stage planning in Literacy, Geography and Science and Technology successfully.</li><li>• Technology issues were highlighted to support future-focused program with the school and community funding the installation of interactive screens in all learning environments. The school planned for a major increase to its existing allocation of laptops (notebooks) and iPads to further support student learning.</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$2000.00)</li><li>• Socio-economic background (\$20000.00)</li></ul>

**Process 2:** Consolidating whole school Positive Behaviour for Learning (PBL) practices to ensure all students are known, valued and cared for, resulting in greater student ownership and engagement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• School wide focus on refining and improving whole school PBL program. The school looked at it's existing PBL (BLAST) program and highlighted the positive aspects and looked at areas of enhancing the program for a major relaunch in 2020. This included whole school signage and change of mascot, updating of PBL programs and a greater student and community voice in PBL.</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

**Process 3:** Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• The school evaluated it's existing mindfulness program and decided on</li></ul>	

## Progress towards achieving improvement measures

'Smiling Minds' as it's major focus in student wellbeing for 2020. Interested staff were identified as 'champions' and the school visited a neighbouring school to see its mindfulness program in action. The school applied and was successful in a grant to initiate and support 'Smiling Minds' in 2020 which will include whole school and community training in mindfulness and a tailored and targeted approach to implement 'Smiling Minds' in 2020.

- Peer Support program continued successfully in 2019 and in 2020 the aim is to have senior students of the school coordinate and implement student led activities to support mindfulness.





## 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.

#### Improvement Measures

Increased parent voice

Increased community participation/involvement at school events

Increased participation in Tell Them From Me survey

Increased take-up of See-Saw and other digital avenues

#### Progress towards achieving improvement measures

**Process 1:** Enhance community engagement by strengthening sustainable relationships with the local community to improve student learning and wellbeing outcomes.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Following SEESAW TPL a discussion with staff whether this direction/application is match fit for EPS and its future directions. The school identified SEESAW as a platform to support student learning and increase community engagement with a focus on not just communication but to support student learning.</li><li>• School communications were revised and a greater focus on learning, not just communication was highlighted. Designated weeks were distributed to stages to be highlighted in the newsletter – allowing the community 'into the classrooms.'</li><li>• Local community events and initiatives were prioritised and distributed to the community through the newsletter and the school app.</li><li>• The school enhanced it's Facebook page and focus on supporting parents/carers as partners in learning.</li><li>• Greater partnerships with local pre-schools were formed with EPS school staff visiting a number of local pre schools. This partnership assisted pre-schoolers with the transition to primary school. Having an ongoing relationship will future assist with local Kindergarten enrolments from one year to the next, and help ingoing students to familiarise themselves with staff and the school environment.</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

**Process 2:** Continue to prioritise participation in our Community of Schools (Wingara) initiatives, with a commitment to ongoing collaborative projects.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Partnership with the Wingara network of schools continued through 2020 with targeted professional learning for staff, community opportunities to develop better parenting techniques, an aspiring leaders program for identified staff and the continued support of the PEX HUB alliance with Australian Catholic University and it's pre-service teacher program.</li></ul>	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$2000.00)</li><li>• Socio-economic background (\$2000.00)</li><li>• English language proficiency (\$2000.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$12 770.00)</li> </ul>	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.
<b>Support for beginning teachers</b>	N/A	N/A
<b>Targeted student support for refugees and new arrivals</b>	0.2 staffing allocation	Intensive and individualised support in learning English was provided to identified students with an EAL/D teacher.
<b>Aboriginal background loading</b>	N/A	N/A
<b>English language proficiency</b>	0.8 staffing allocation and flexible funding  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$44 349.00)</li> </ul>	The school assessed the levels of English language proficiency. The 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.
<b>Low level adjustment for disability</b>	0.7 staffing allocation and flexible funding  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$29 793.00)</li> </ul>	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.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$52 504.00)</li> </ul>	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			
	2016	2017	2018	2019
Boys	145	134	143	154
Girls	133	145	153	150

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.5	95.7	96.4	94.3
1	95.2	94.2	94.2	93
2	96.4	95.5	94.9	94.2
3	96	94.6	95	94.1
4	96.1	94.5	94.2	94.7
5	95.4	96.9	96.6	93.5
6	95.9	95.8	94.8	96.1
All Years	95.8	95.2	95.2	94.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.5
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	2.87

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	273,906
<b>Revenue</b>	2,961,503
Appropriation	2,705,488
Sale of Goods and Services	741
Grants and contributions	252,062
Investment income	2,762
Other revenue	450
<b>Expenses</b>	-2,862,621
Employee related	-2,406,305
Operating expenses	-456,316
<b>Surplus / deficit for the year</b>	98,882

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.





## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	40,313
<b>Equity Total</b>	246,985
Equity - Aboriginal	0
Equity - Socio-economic	12,770
Equity - Language	129,721
Equity - Disability	104,494
<b>Base Total</b>	2,164,663
Base - Per Capita	69,453
Base - Location	0
Base - Other	2,095,210
<b>Other Total</b>	179,696
<b>Grand Total</b>	2,631,657

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.



## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.



## Parent/caregiver, student, teacher satisfaction

In 2019 the data from Tell Them From Me (TTFM) was used to gather data on parent/caregiver, student and teacher satisfaction at Enfield Public School.

There were a number of strengths identified by parents and staff through the TTFM survey including:

- a positive school culture
- a hard working and dedicated staff both teaching and administrative
- community feel of the school
- concerns are listened to and responded to
- a highly constructive, welcoming and active P&C
- all staff working hard for the betterment of all students
- collaboration of staff

Although feedback through TTFM was generally positive, areas that may benefit from future focus were:

- increased and more regular communication between parents/carers and teachers
- possibility of extra curricular programs, particularly in music
- an improvement in technology to support student learning
- strengthening the 'parents as partners' in their student's learning
- use of relevant data to make informed choices about the school

Through the use of 'Tell Them From Me' surveys, students indicated their satisfaction and experience at our school against a number of areas.

Our school scored significantly above the state norm in the following areas:

- Students have a high rate of participation in sports with an instructor at school, other than in a physical education class.
- Students have friends at school they can trust and who encourage them to make positive choices.
- Students do not get in trouble at school for disruptive or inappropriate behaviour
- Majority of students feel proud of their school

Areas for future focus with students are: –

- Increase the percentage of students who feel accepted and valued by their peers and by others at their school (currently just below state average)
- Increase the number of students who believe that schooling is useful in their everyday life and will have a strong bearing on their future (currently slightly below state average).
- Increase the percentage of students who do homework for their classes with a positive attitude and in a timely manner
- Increase the percentage of students who feel challenged in their classrooms

















# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

