

# 2020 Annual Report

## Enfield Public School



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# Introduction

The Annual Report for 2020 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

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Enfield Public School

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## School vision

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 298 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
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>Following all staff completing evaluation on Stepping Stones and Synthetic Phonics program in 2019 - decision made to have no textbooks for mathematics and numeracy as a focus in 2020.</p> <p>Staff put into practice the TELL training that the school participated in 2019.</p> <p>Staff designed and implemented quality remote teaching and learning programs and processes in literacy and numeracy due to remote learning (COVID-19.)</p>	<ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS)</li><li>• English language proficiency</li><li>• Socio-economic background</li><li>• Literacy and numeracy funding</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 4 2020.</p> <p>The problem of practice being: <b><i>How well are we teaching explicitly? - do students have clarity about what they are learning &amp; its purpose? - do teachers check that students understand new ideas and skills? - is there feedback based on the success criteria? - are teachers and students asking deep level questions?</i></b></p> <p>Findings from the Instructional Rounds Team were shared and discussed among the staff and the key areas of 'Student Talk' and 'LISC' were highlighted with the data used to inform future planning for school professional development.</p> <p>This aligned to the new school improvement plan 2021-2024 and the findings from the external validation conducted at Enfield PS in 2020.</p>	<ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS)</li><li>• Socio-economic background</li><li>• Professional Learning</li></ul>



## 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>• Due to COVID-19 restrictions the school 'MakerSpace' area that was previously targeted was put on hold with completion scheduled in 2021.</li><li>• The school was unable to continue its partnership with both the National Music mentoring program and the Literacy through Drama program with the Sydney Theatre Company due to COVID-19 but an Enfield PS 'Strings' Music group was targeted as a new offering for students in 2021.</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 finalising the installation of interactive screens in all learning environments and a major increase to its existing allocation of laptops (notebooks) and iPads to further support student learning.</li></ul>	<ul style="list-style-type: none"><li>• Low level adjustment for disability</li><li>• Socio-economic background</li><li>• P&amp;C</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)
Based on the school wide focus on refining and improving whole school PBL program, the school looked at its existing PBL (BLAST) program and highlighted the positive aspects and looked at areas of enhancing the program for a major relaunch in 2020. With COVID-19 having an impact on the planning some of the areas were highlighted for 2021. In 2020 the school was able to update whole school signage and change of mascot as well as updating of PBL programs and a greater student and community voice in PBL. A whole community launch is planned for 2021.	<ul style="list-style-type: none"><li>• Socio-economic background</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)
in 2019 the school evaluated its existing mindfulness program and decided on 'Smiling Minds' as its major focus in student wellbeing for 2020.	

## Progress towards achieving improvement measures

The program was launched to all students and the community when students returned to onsite learning with a dedicated session locked in weekly. The program was also extensively highlighted in the community.

Peer Support program was put on hold until 2021.





## 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>• The school had already 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. With COVID-19 and remote learning this platform was extensively used. Older stages also utilised Google Classroom as a vehicle for community engagement in the 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 allowing families to have access to programs and support during COVID-19.</li><li>• The school enhanced it's Facebook page and focus on supporting parents/carers as partners in learning. .</li></ul>	Socio-economic background

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

Evaluation	Funds Expended (Resources)
Partnership with the Wingara network of schools continued remotely through 2020 with targeted professional learning for staff and the continued support of the PEX HUB alliance with Australian Catholic University and it's pre-service teacher program	<ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS)</li><li>• Socio-economic background</li><li>• English language proficiency</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 (\$15 657.00)</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>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 481.00)</li> </ul>	Beginning Teachers Support Funding was provided to support a beginning teacher's induction and professional development, guided by the Australian Professional Standards for Teachers in a variety of ways including: <ul style="list-style-type: none"> <li>• observing other teachers' lessons</li> <li>• enabling other teachers to observe their lessons</li> <li>• engaging in collaborative practices</li> <li>• receiving structured feedback based on observation</li> <li>• evaluating impact of their teaching on student progress and achievement</li> <li>• implementing effective classroom management strategies</li> <li>• engaging in professional discussion and personal reflection</li> <li>• assessing and evaluating student work</li> <li>• planning quality lessons to maximise their impact on learning</li> <li>• compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	N/A	N/A
<b>Aboriginal background loading</b>	N/A	N/A
<b>English language proficiency</b>	1.2 staffing allocation and flexible funding  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$39 415.00)</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 (\$31 252.00)</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) (\$55 458.00)</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

**Quality Teaching, Successful Students (QTSS)**

**Funding Sources:**  
• Quality Teaching, Successful Students (QTSS) (\$55 458.00)

responses from teachers in the Tell Them From Me survey.



# Student information

## Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	134	143	154	145
Girls	145	153	150	153

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.7	96.4	94.3	94.3
1	94.2	94.2	93	91.7
2	95.5	94.9	94.2	95.1
3	94.6	95	94.1	93.7
4	94.5	94.2	94.7	94.1
5	96.9	96.6	93.5	95.9
6	95.8	94.8	96.1	94.5
All Years	95.2	95.2	94.2	94.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	10.51
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	1.2
School Administration and Support Staff	2.57

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	372,788
<b>Revenue</b>	2,976,193
Appropriation	2,832,785
Sale of Goods and Services	364
Grants and contributions	141,747
Investment income	897
Other revenue	400
<b>Expenses</b>	-3,068,161
Employee related	-2,610,861
Operating expenses	-457,300
<b>Surplus / deficit for the year</b>	-91,969
<b>Closing Balance</b>	280,820

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.

	2020 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	72,533
<b>Equity Total</b>	294,154
Equity - Aboriginal	0
Equity - Socio-economic	15,657
Equity - Language	170,676
Equity - Disability	107,821
<b>Base Total</b>	2,203,624
Base - Per Capita	73,113
Base - Location	0
Base - Other	2,130,511
<b>Other Total</b>	166,767
<b>Grand Total</b>	2,737,079

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In 2020 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:

- The school's administrative staff are helpful when I have a question or problem.
- Reports on my child's progress are written in terms I understand.
- My child is encouraged to do his or her best work.
- My child is clear about the rules for school behaviour.
- My child feels safe going to and from school
- School staff take an active role in making sure all students are included in school activities.
- The school is a welcoming and friendly environment on every level. Every interaction we have had from office to principal, teachers and P&C has been overwhelmingly positive and professional. We are every lucky to have our child at Enfield Public.
- The support and the way both the office staff and school staff handled remote learning was exemplary
- The teachers at EPS work hard to support all students.
- School leaders have supported me during stressful times
- I discuss learning problems of particular students with other teachers.
- I set high expectations for student learning
- My assessments help me understand where students are having difficulty
- I establish clear expectations for classroom behaviour
- When I present a new concept I try to link it to previously mastered skills and knowledge
- I work with parents to help solve problems interfering with their child's progress.
- I love the faculty and their willingness to all work together, collaborate and ensure everything is done for the purpose of student well being and educational improvement.
- The school is inclusive and has a strong emphasis on Wellbeing
- Collaborative planning sessions have been a great opportunity to increase communication, share ideas, resources, support each other, and plan together.

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

- Students have friends at school they can trust and who encourage them to make positive choices
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- Students try hard to succeed in their learning.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- School staff emphasise academic skills and hold high expectations for all students to succeed.

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
- Increase the number of students who do homework for their classes with a positive attitude and in a timely manner.
- Increase the percentage of students who are interested and motivated in their learning.
- Increase the percentage of students who feel challenged in their classrooms





# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

