

2021 Annual Report

Enfield Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Message from the principal

2020 certainly threw us all some challenges which continued and increased throughout 2021.

Our world and the way we operate has changed significantly. Throughout 2021 the things we took for granted were now based on the ebbs and flows of the pandemic and government restrictions.

This was the new world that we all now live in and it is absolutely necessary for schools, parents/carers, workplaces and students to adapt, if we are to endure and hopefully flourish.

Despite these events and challenges, we continued to see daily, our students and staff demonstrate incredible resilience in this new world. It certainly has been challenging despite the best efforts of the school and community to support students and positively guide them through these challenging times.

We are all hopeful and optimistic about the future of our students and the post pandemic world we all now live in.

IN 2020 we all learnt a lot from the first lockdown period and I was particularly proud of the way the teachers and administration team at EPS pivoted to ensure this longer period of isolation in 2021 was not wasted.

What became evident, was that all students needed to be in the classroom with their teachers on hand to adapt, encourage, question, provide feedback and re-explain concepts no matter how well they performed.

That is the art of a great teacher and school.

EPS staff continued to do 'Our Best Always' as did our parents/carers/ and families throughout this period and for that, I am grateful that we are a community that truly cares and is heavily invested in students' success.

I would like to congratulate our Year 6 students. As a group, they have been challenged more than most because their final primary stage of their education was disrupted.

They have missed out on many opportunities due to the lockdown, but despite their various disappointments, they all took it in their stride and got on with things and will hopefully transition positively into secondary school.

As a community we need to thank all EPS staff for their hard work, professionalism and care during 2021. They give up many evenings, weekends and holidays to plan wonderful opportunities for the students of EPS. Led by an amazing executive team, EPS continued to build a positive culture with a clear purpose in providing a high quality education for all students.

No school can function effectively without the support of its community. The school's P&C is a great support organisation for the school. I would like to thank the P&C and the numerous volunteers for their fantastic and ongoing support in such a challenging year. In 2021 we farewelled some incredible parents/carers who have given so much to the school

community for over a decade. Thank you to Ali Mathison, Emma Perrott, Samantha Pearce and particularly Andrew Pearce - your legacy at EPS will be remembered forever.

Finally, I'd like to acknowledge the most important people at our school - the students. You have met the challenges of school and lockdown with a positive and resilient attitude and a beautiful heart.

James Wratten

A proud EPS Principal

School vision

Enfield Public School's motto is 'Our Best Always' and we endeavour to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

We support the development of students with a focus on student wellbeing, student academic growth and social success.

Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

We actively value and encourage excellence through these high expectations and quality teaching and learning, which is underpinned by data and research-based best practice.

Our vision is to be partners in learning and to collaboratively empower students to become confident, resilient, self-directed and successful learners.

School context

Enfield Primary School is located in the inner west of Sydney and is proudly built on Gadigal land, home to the Wangal Clan. The current student enrolment is 250. The school is situated in a quiet residential area close to parks, playing fields and the local swimming pool.

The school culture is one of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. Our school is supported by a strong, vibrant and diverse multi-cultural community, with approximately 65% of the student population coming from a language background other than English. Approximately 2% of our students identify as Aboriginal.

Our learning environment reflects strong student wellbeing principles with an established whole school Positive Behaviour for Learning (PBL) and Smiling Mind mindfulness program in place. The school also offers a wide range of opportunities for students in sport, technology, and creative and performing arts, enabling our students to excel through a range of different experiences.

Through our situational analysis and a recent external validation, we identified several areas that will assist our school to work towards improvement. These include:

- developing greater consistency in data driven practices to provide greater *evidence of impact* of data
- building teacher capacity to better meet student needs through specific differentiation
- implementation of explicit teaching practices that are underpinned by the *What Works Best* document
- promoting high expectations

The school has established systems and processes to support students with additional learning needs. These include referrals to the Learning Support Team (LST) and explicit and targeted small group intervention to meet individual needs. The school will continually monitor student performance and achievement data to determine areas of need and future teaching and learning.

The school enjoys strong partnerships in learning with many areas of our local community including an active Parents and Citizens Association (P&C), the local council, local sporting and social clubs and agencies as well as the Sub Branch of the Enfield/Croydon Park RSL.

This plan has been developed with authentic community consultation with parents/carers, staff and students.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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: Student growth and attainment

Purpose

To maximise learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas. Embed data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

Integration funding support: \$122,775.00
Low level adjustment for disability: \$31,252.00
Literacy and numeracy: \$8,500.00
Literacy and numeracy intervention: \$47,000.00
Socio-economic background: \$14,606.00
English language proficiency: \$63,279.00
Professional learning: \$8,000.00
QTSS release: \$15,000.00
School support allocation (principal support): \$16,532.61

Summary of progress

A review of data processes at the end of 2020 as part of the Situational Analysis, identified pockets of excellent data practices to inform teaching within the school. However, there was a lack of consistency between the stages and from class to class.

School procedures and protocols were developed by the School Leadership Team that reinforced the purpose of collecting data by aligning it to the research (WWB and Sharratt's work on School Improvement), as well as the development of a whole school assessment schedule and data collection procedures.

A shift in approach for reviewing and analysing data began continued to evolve in 2021 with the utilisation of the Quality Teaching Successful Students staffing allocation across the school as well as scheduled collaborative sessions, highlighting consistent approaches to effective and explicit literacy and numeracy practices. This allocation enabled all teaching staff to meet to work on a variety of tasks from assessment development, scope and sequences development and time to analyse assessment data.

We maintained a strong focus on both of our Strategic Direction 1 initiatives throughout 2021. In particular, quality assessment practices became pivotal in ensuring we were providing students with the opportunity to engage with their learning and, where applicable, maintain high standards of engagement in learning with levels of structured support.

Notable success came in the form of our; whole-school monitoring of data reading and mathematics, regular data discussions scheduled for stage teams and the COVID Intensive Learning Support Program (COVID ILSP) to analyse progress and growth as well as our ability to maintain a level of authenticity to our assessment practices.

As a result of our systematic approach and best practice interventions growth was made toward the majority of our system negotiated targets- despite the challenges faced in 2021 with COVID-19.

Our whole-school monitoring of data improved and prioritised the key components of quality, authentic assessment, however, due to the nature of the remote learning environment, we were not confident in our capacity to ensure validity, reliability and objectivity of tasks. Planned data literacy professional learning around NAPLAN, SCOUT and ALAN was highlighted and prioritised for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Top 2 bands: Numeracy</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from a baseline of 45.62% to at least 48.91% (lower bound system-negotiated target).</p>	<ul style="list-style-type: none"> • 41.382% of students achieved in the top two bands in NAPLAN numeracy indicating progress the lower-bound target.
<p>Top 2 Bands: Reading</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases from a baseline of 48.25% to at least 52.13% (lower bound system-negotiated target).</p>	<ul style="list-style-type: none"> • 51.72% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Strategic Direction 2: Effective classroom practice

Purpose

To maximise student success through explicit teaching practice, reducing the cognitive burden of learning new and complex concepts and skills as well as helping students develop a deep understanding in all learning areas.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data use in teaching
- Explicit Teaching

Resources allocated to this strategic direction

Literacy and numeracy: \$2,500.00

QTSS release: \$25,000.00

Summary of progress

Systematic reflection allowed us to identify gains in the Key areas of Strategic Direction 2: Explicit Teaching.

The school leadership team worked across each stage to build the structured evaluation of whole school practices building the teams capacity to confidently deliver evidence and recommendations that would see the strengthening of our whole school curriculum monitoring processes.

Effective classroom practice was strengthened by carefully curated evidence based professional learning opportunities engaged in by all staff, under the guidance of our leadership team.

High potential, Gifted Education (HPGE) was an area that was highlighted for school wide improvement in 2022.

The continuation of the school's involvement in Instructional Rounds meant quality lesson delivery was established with a grounding of high-impact teaching strategies based on teacher identified priority areas. This will be strengthened in 2022 with more onsite instruction and observation.

Structures were embedded to promote collaboration between colleagues internally and a focus more widely among our network of schools with involvement in initiatives including the 'Strathfield Network Middle Leaders Network' focussing on strengthening partnerships, boosting professional dialogue and promoting collaboration that will drive ongoing improvement in teaching practice.

Our next steps for 2022 include broadening our evidence of differentiation to ensure HPGE is prioritised, engaging with the new reflective practice model to map teacher progress and obtain deeper levels of student feedback and using group sharing structure for our internal PDP processes from the beginning of 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers have a shared understanding of student assessment and data concepts. They analyse and interpret numeracy data to inform planning, identify interventions and modify teaching practice.	<ul style="list-style-type: none">• Delay in implementing initiatives in 2021 have required this work to be postponed to 2022. To date there has been an overall increase of staff who were able to fulfil this progress measure.• Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and use while the element of assessment has remained at sustaining and growing.
All teachers have applied some observable, explicit and evidence-based teaching practices in numeracy.	<ul style="list-style-type: none">• Delay in implementing initiatives in 2021 have required this work to be postponed to 2022. To date there has been a slight increase in the percentage of staff who were able to fulfil this progress measure.

All teachers have applied some observable, explicit and evidence-based teaching practices in numeracy.

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.

Strategic Direction 3: Collaborative and reflective practice

Purpose

To excel in teacher capacity to engage student learners and improve educational outcomes through the identification and sharing of best practice, harnessing the expertise of the collective and improving overall teacher quality as well as student outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations

Resources allocated to this strategic direction

Professional learning: \$12,499.78

QTSS release: \$15,000.00

Aboriginal background: \$700.00

Summary of progress

High Expectations

All teaching staff reviewed research and participated in professional learning on High Expectations and how it aligned with DoE's What Works Best Framework.

The overarching strategies that are being embedded regarding high expectations in teaching and learning are:

- *Consistently challenge all students to learn new things.
- *Establish clear and consistent expectations for learning and behaviour.
- *Guide and support students towards meeting expectations.
- *Engage with parents and carers to encourage them to hold high expectations of their children.

Stage teams collaboratively developed during planned collaborative learning time elements from the WWB document - mainly explicit teaching aligning with school scope and sequences and programmed units of work across all Key Learning Areas. This also aligned with expectations of achievement according to the syllabus. Stage teams developed and used the student data wall tracking system to ascertain whether students met expectations with data conversations embedded into regular stage meetings.

Teachers took a facilitative role and supported students to make choices about their learning and provided increasingly more complex tasks that considered the prior knowledge and ability of each student - consistent through remote learning. Teachers also asked challenging questions that required deeper thinking and problem solving. Teachers provided students with quality examples and exemplars of responses and learning tasks. Class and support teachers informed parents and carers of their child's progress and learning goals as well as learning expectations through communication methods with parents and carers including interviews, phone/video calls, emails and use of online apps such as Google Drive and SeeSaw.

Targeted interviews with parents of students working below and above expectations were also conducted and Individual Education Plans were developed.

Attendance procedures were revisited and high expectations for attendance both onsite and during remote learning were applied.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Attendance</p> <p>An uplift of 2% of students attending greater than 90% of the time.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 8% but this figure is inaccurate with the impact of COVID-19 and periods of remote learning.
<p>All staff engage in a planned observation of classroom teaching practice in numeracy, with feedback, to improve professional knowledge and practice.</p>	<ul style="list-style-type: none"> • Delayed initiatives in 2021 have required this work to be postponed to 2022. To date approximately 60% of staff were able to fulfil this progress measure.
<p>All staff engage in regular and planned opportunities to engage in professional discussion and collaboration to improve teaching and learning in numeracy.</p>	<ul style="list-style-type: none"> • Internal staff surveys indicates an increase of staff actively collaborating within the school but delayed initiatives in 2021 have not enabled staff to collaborate with practitioners from other schools to reflect and improve upon teaching practice.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$122,775.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Enfield Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in:</p> <p>Students received support for adjustments and learning programs during in class/ playground time by School Learning Support Officers (SLSO's). Teachers and members of the Learning Support Team (school counsellor ,Learning Support Teacher) conducted regular assessments to identify the needs of the students. An Individual Education Plan was developed by the class teacher in consultation with the parent where academic and at times behavioural or social-emotional goals were set. The IEP was reviewed every term and updated. Some students were withdrawn for specific intervention programs such as MultiLit. Overall, students who received IFS demonstrated significant growth in academic and other relevant goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ongoing data demonstrates that students are improving. Some students are improving at a rate greater than 12 months growth while other students are demonstrating limited improvement. Part of the issue was disengagement from some students with their learning during lockdown periods despite regular check-ins by teaching and learning support staff, the provision of technology resources and adjustments to online programs. A review of intervention programs will lead to the decision to broaden our intervention programs. Learning and support staff will continue to receive training in the evidenced based programs and tailor these to support the needs of students.</p>
<p>Socio-economic background</p> <p>\$14,606.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Enfield Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources • engage with external providers to support student engagement and retention • professional development of staff to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p>

<p>Socio-economic background</p> <p>\$14,606.00</p>	<p>student improvement evidenced by:</p> <ul style="list-style-type: none"> • Average scaled growth from Year 3 to Year 5 above State and SSSG in Reading, Spelling, Grammar and Punctuation and Numeracy. • At or Above Expected Growth above both state and SSSG in Spelling, Grammar and Punctuation and Numeracy. • An increase of Year 5 students in the top 2 bands of NAPLAN in Spelling, Reading and Grammar and Punctuation. • An increase of Year 3 students in the top 2 bands in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to prioritise the literacy and numeracy support to continue our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$700.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Enfield Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in:</p> <p>100% of our Aboriginal families engaging in the initial planned PLP process however focus shifted to daily support to maintain engagement during learning from home and subsequently ensuring our students returned back to school. Frequent engagement over the phone during learning from home facilitated strong relational trust and conversations became richer resulting in deeper collaboration to meet learner needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, we will continue to openly engage with our network's Aboriginal Engagement Officers (AEO) and Home School Liaison Officers (HSLO) to maintain attendance and collaboratively address literacy and numeracy targets. Our Koori Kids will continue to gain targeted learning assistance and support (LaS) with a particular emphasis on enabling strength through culture with the Strathfield Network 'Koori Connections Program.'</p>
<p>English language proficiency</p> <p>\$63,279.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Enfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support

<p>English language proficiency</p> <p>\$63,279.00</p>	<p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • student progress showing high growth on the EAL/D learning progressions, with an increase of EAL/D students achieving expected or above expected growth. • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. • Student work samples were analysed to identify student proficiency using the EAL/D learning progressions and, as a result, staff were able to tailor programs to best meet EAL/D learner needs resulting in higher levels of engagement, openness to feedback and ability to demonstrate mastery of new learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To capitalise on teacher confidence and their capacity to design integrated literacy units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p> <p>In 2022, we will continue to provide specialist support and professional learning opportunities in the form of mentoring, co-teaching and co-planning and strengthen teacher confidence in;</p> <ul style="list-style-type: none"> - engaging with and assessing student proficiency against the EAL/D learning progressions - designing integrated units across all key learning areas (KLAs) that reflect the needs of EAL/D learners.
<p>Low level adjustment for disability</p> <p>\$31,252.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Enfield Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (eg MultiLit) to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <p>Our School Learning Support Officers (SLSOs) and Learning Support Team(LST) have continued to build on the principles of the 'Enhancing Classroom Practice with SLSOs' training which included increased regularity of meetings between classroom teachers (CRTs) and SLSOs to discuss lesson planning, feedback and reflection along with embedded practices to enhance SLSO understanding of the concepts and information being taught, skills to be learned/applied.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 we will;</p> <ul style="list-style-type: none"> - engage with DoE Learning and Wellbeing team and other experts from a

<p>Low level adjustment for disability</p> <p>\$31,252.00</p>	<p>variety of sources to provide targeted professional learning for staff across Community of Schools to build staff capacity.</p> <p>- further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$11,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Enfield Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Data use in teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in:</p> <p>All teaching staff have developed greater consistency in the implementation of evidenced based explicit teaching strategies. The direct focus has been on literacy and specifically the implementation of phonological and phonemic awareness, reading fluency, development of vocabulary and comprehension.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The focus will be in Numeracy in 2022 and the implementation of quality mathematics teaching with the removal of grade based text books and incorporating Numeracy Hub resources and Big Ideas (connecting mathematical understandings into a coherent whole) into our teaching and learning.</p>
<p>QTSS release</p> <p>\$55,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Enfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Explicit Teaching • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • providing release to establish collaborative teaching practices, allowing teachers to work together and learn from each other through observation

<p>QTSS release</p> <p>\$55,000.00</p>	<p>and discussion</p> <ul style="list-style-type: none"> • providing mentoring and coaching support by the school leadership team, to ensure the ongoing development and improvement of all teachers strengthening quality teaching practices through the analysis of student data to drive ongoing, school-wide improvement in teaching practice and student results • strengthening quality teaching practices through the analysis of student data to drive ongoing, school-wide improvement in teaching practice and student results. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, we will ensure the school leadership team, including aspiring leaders, are provided with regular opportunities to facilitate specialist programs and a quality, inclusive professional learning environment that enables learning and growth in every teacher. This will be achieved through a new model of collaborative Professional Development Plans (PDPs), reflective practice and mentoring initiatives that promote engagement in new learning with layers of structure and support.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Enfield Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>Supported and identified staff have completed data literacy professional learning on NAPLAN, Check-In and ALAN assessment measures. Identified K-2 students have improved significantly in literacy and numeracy. The majority of students - particularly from Stage 1, on average exceeded 12 months growth in reading. This has occurred due to the broadening of the targeted intervention on not only learning support students but students who are almost at proficiency standards or just above.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Maintaining high levels of data literacy with new staff by ensuring they;</p> <ul style="list-style-type: none"> - have completed their Mandatory Scout Training, Scout Data Literacy professional learning and/or ALAN data literacy professional learning. - maintain the school's 5 weekly data collection procedures - Engage the new APCI in leading staff to; - build on the shoulder-shoulder model of coaching and mentoring provided during 2021 to analyse their own class data after NAPLAN and Check-In2022. - strengthen evidence-based teaching and learning practice within the classroom around target areas of formative and summative assessment measures, feedback and self-assessment. <p>Intervention Programs will continue in 2022, along with a deeper focus on Numeracy performance.</p>

<p>COVID ILSP</p> <p>\$79,649.84</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy. • employing staff to provide online tuition to student groups in literacy/numeracy • providing intensive small group tuition for identified students who were identified as significantly impacted by COVID-19 • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in:</p> <p>Identified students have improved in significantly in Reading and Numeracy results.</p> <p>All cohorts from Year 1 - Year 6 on average exceeded 12 months growth, particularly in reading.</p> <p>Reading growth targets in NAPLAN were exceeded in 2021. This has occurred due to the broadening of the targeted intervention on not only learning support students but students who are almost at proficiency standards of just above.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	143	154	145	127
Girls	153	150	153	133

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	94.3	94.3	95.1
1	94.2	93	91.7	94.8
2	94.9	94.2	95.1	95.8
3	95	94.1	93.7	96.6
4	94.2	94.7	94.1	95.7
5	96.6	93.5	95.9	93.7
6	94.8	96.1	94.5	94.9
All Years	95.2	94.2	94.2	95.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	8.31
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	0.8
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	280,820
Revenue	2,879,257
Appropriation	2,746,486
Sale of Goods and Services	364
Grants and contributions	131,196
Investment income	411
Other revenue	800
Expenses	-2,913,072
Employee related	-2,496,438
Operating expenses	-416,634
Surplus / deficit for the year	-33,815
Closing Balance	247,005

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.

	2021 SBAR Adjustments (\$)
Targeted Total	122,775
Equity Total	278,014
Equity - Aboriginal	700
Equity - Socio-economic	14,606
Equity - Language	152,973
Equity - Disability	109,734
Base Total	1,972,042
Base - Per Capita	73,462
Base - Location	0
Base - Other	1,898,580
Other Total	176,887
Grand Total	2,549,718

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

ENFIELD PUBLIC SCHOOL- 2021 Parent/Carer Remote Learning Survey

60 responses

Range of responses K-6

Survey period 24/8/21 - 30/8/21

1. **As a parent/carer, I feel well informed about my child's Remote Learning routines:** 85% of responses STRONGLY AGREED or AGREED
2. **My child can access their daily learning tasks with ease and displays a good understanding of how to complete their work :** 81.6% of responses STRONGLY AGREED or AGREED
3. **The amount of work presented to my child is appropriate for their learning needs:** 80% of responses STRONGLY AGREED or AGREED
4. **My child generally enjoys the range of learning activities provided for them:** 76.6% of responses STRONGLY AGREED or AGREED
5. **My child generally attends Zoom meetings and enjoys engaging online with teachers and peers:** 81.7% of responses STRONGLY AGREED or AGREED
6. **I can easily engage with my child's teacher during Remote Learning, if needed:** 86.7% of responses STRONGLY AGREED or AGREED

WHAT HAS THE SCHOOL DONE MOST POSITIVELY DURING REMOTE LEARNING?

- The teachers have been great at responding to the children's questions, the zooms are fantastic. Overall great dedication from the staff.
- We have more teachers available for a class, and this makes a lot better in the quality of our feedback on the children's work.
- Engaging with the students in various ways including fun stuff
- Encouraging the children just to do their best and not putting pressure on them.
- Answering questions and being understanding about mental health coming first
- A variety of tasks, no pressure, easy communication
- Creative, interesting, engaging work. Lots of class interaction. Special note about the science and geography topics being engaging and interesting. We're appreciative of the continuing encouragement to be physically active. My son likes that the pattern is consistent (eg one topic for maths going for a week, a little bit each day). The weekly schedule is helpful so we know what's expected each day.
- Provided ample resources via home learning packs despite it being a massive task for all staff involved
- Reassuring the children that they are doing their best during this difficult time.
- School has tried to maintain socialising in this difficult period of social distancing.
- Communicated well to us parents
- Provide a laptop for ... because she was using a tablet which didn't seem to be friendly enough for editing pdf and word documents
- Connecting digitally daily via Zoom in the mornings to set them up for the day.d
- ...really enjoys the zoom meetings and interactive activities
- Engaged in creative activities, critical thinking activities, and physical activities more independently.
- The amount of teacher engagement through zooms & prerecorded videos has been amazing this year. The amount of work is just right too!
- Lots of encouragement for the kids, good communication, provision of paperwork to decrease screen time (keep going with this please!!)- we love EPS.
- Home learning packs and guidance for parents
- The lessons are engaging, the feedback teachers give the students is great and teachers engaging the students in the zoom is fantastic
- Clear instructions through Google Classroom on the work for the day.
- I am grateful for the teachers who brings positive encouragement to my child especially with tasks given where my child really put much effort completing them. The comments are encouraging and thank you for the materials which are really helpful and fun!
- provided collaborative learning where possible. put up learning materials and timetables early / on time. responded to student and parent communication quickly. provided variety of online learning activities.
- The teachers have worked very hard under very difficult circumstances and so many changes. We really appreciate what they're doing and thank them so much for their efforts. There have been many improvements each day.
- Communication has been great. Teachers and management are doing a wonderful job to keep the community connected. Well done!
- Everything! The whole process feels organized & easy to understand. The learning packs are great!
- Fantastic communication via seesaw and school app and zooms. ... favourite day of the week is her class Zoom day.
- Teacher providing update on my child's online work progress
- Introduced fun learning opportunities and self paced projects

- Set up a good balance of online and offline activities. The zoo zoom. Book week activities were something fun to do, a nice break. Gave the kids permission to chill and read books - more than usual. (more quiet reading time / quiet activity time!). Really positive voice messages from the teacher, very quick to respond and to everything! I am impressed, there are loads of kids.
- PERSONAL FEEDBACK TO STUDENTS AND PARENTS FROM CLASSROOM TEACHER
- Coped and provide learning students could undertake largely by themselves
- Everything! Great resources, school packs, zoom sessions, variety of work, manageable workload
- Great communication all around. Stage ... teachers have put in a huge effort to help the kids engage well, have fun, and spend time interacting with their peers. They have also been very willing to do whatever is needed for ... learning e.g. providing prayer work to decrease screen time.

WHAT COULD THE SCHOOL IMPROVE ON DURING REMOTE LEARNING?

- History & science are need to more explain for her easily. She doesn't understand when she saw several times.
- I don't really have much visibility on what he is doing and how he is doing. Is he performing at/below/above stage level?
- Some class zooms do go for a bit long! Some for well over an hour. He's pretty zapped after long zooms.
- My child loses focus quite easily, he enjoys the interactive tasks and working in small group doing hands on tasks.
- A way for parents to alert teachers if a task is missing info. And a way for other parents to know that the issue has been raised so the teachers won't get overwhelmed with lots of requests to fix the same thing.
- Sometimes when the teachers communicate via the class stream the details are lost among the kids messaging each other. One teacher post per day would be helpful for the kids to know where to find everything for that day.
- Opportunities to socialise with others in same year but different class via zoom
- Announcing zoom meetings the day before so working parents can plan their work day the day or two before.
- Difficult this time to know exactly the work assigned as I can't access the Google classroom room, perhaps a family issue rather than school, but makes it more difficult than previously to gauge how things are progressing. Is there a possibility of less work assigned on sports days to engage more physical activity at home?
- More regularly short Zoom sessions to keep engaged.
- My child enjoys the joint group activities, particularly because they haven't been able to interact with other children for quite some time, so perhaps including more of them
- Perhaps hold year wide collaboration opportunities so children can engage with students from other classes
- Set times for actual lessons, where a teacher is present and providing a lesson at least once a day.
- My son really enjoyed picking up a class book from the school and reading that as he does not always engage well with online books. It would be good to provide more opportunities for the students to borrow physical books, and this would help balance out screen time a little.
- Try to stagger the zoom meetings across the year groups so siblings who have to share a computer doesn't miss out on a meeting because they are on at the same time
- It would be beneficial for parents to know whether the level of engagement and effort being put in at home is similar to what they do at school. Not knowing what the standard is makes it more challenging to ensure that my child is meeting expectations.

ENFIELD PUBLIC SCHOOL- 2021 Semester 2 Tell Them From Me Survey (Student)

In 2021 the data from Tell Them From Me (TTFM) was used to gather data on student satisfaction at Enfield Public School.

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 that do not get in trouble at school for disruptive or inappropriate behaviour.
- There is an increase in the percentage of students who feel challenged in their classrooms.
- There is a decrease in students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet.
- There is an increase in students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 73% of students feel proud of their school.

Areas for future focus with students are: -

- Increase the percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.
- Increase the number of students who feel accepted and valued by their peers and by others at their school.
- Increase the percentage of students who believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 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 are interested and motivated in their learning.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.