

# 2022 Annual Report

## Enfield Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## 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 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 Wangal land, home to the Eora Nation. The current student enrolment is 230. 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 the most 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	2022 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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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

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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

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### Summary of progress

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Throughout 2022 we continued to focus on quality teaching in numeracy. The school leadership team led high impact professional learning, using resources from the Department of Education's Universal Resources Hub and an external mathematics consultant. This led to increased teacher confidence in the teaching of numeracy across K-6. Although we have not met our 2022 NAPLAN targets in numeracy other data sources such as the Term 4 Check-In assessments, indicated growth and improvement for both Year 3 and 5 in numeracy.

Additionally, the school leadership team worked with the Learning, Teaching and Leading Coordinator to develop a Theory of Action. The Learning, Teaching and Leading Coordinator assisted the school to analyse various data sources in order to identify areas of need. Analysis of NAPLAN data (2021 and 2022) highlighted the areas of measurement and multiplicative strategies for further development. The decision was made to continue with onsite professional learning, particularly in measurement and multiplicative strategies as well as to revise the whole school mathematics scope and sequence. At the end of 2022 it was decided to await the release of the new *Mathematics K-10* syllabus before revising the whole school scope and sequence.

In 2022 the school implemented a whole school assessment schedule, which included both internal and external measures. Data was analysed by stage teams regularly at collaborative planning sessions and class programs adjusted accordingly. This data was also used to identify students for target groups, notably extension mathematics groups for students in years 2-6. This provided more able students with an opportunity to further stretch and enrich their problem solving skills.

In the area of Reading, K-2 classes trialled new units of work from the Department of Education (DoE). Staff were upskilled in the new *English K-10* syllabus, component A and B ready for the mandatory implementation in 2023. This has led to a significant change in classroom practices, with a shift to using decodable texts for reading instruction.

Classes 3-6 trialled lessons from the the DoE's *Improving Reading Comprehension Years 3-8* publication. These lessons involved evidence based, explicit whole class strategies for reading instruction.

The online comprehension program CARS and STARS was also explicitly taught in all grades 3-6.

The 2022 NAPLAN data indicated that the Year 3 cohort was below the state average and this was also confirmed by the Term 4 Check-in. As a result this year group will be the target for additional support in 2023.

The COVID Intensive Learning Support Program (COVID ILSP) continued, participants demonstrated significant growth in the area of phonemic awareness and reading.

Our whole-school monitoring of data continued to improved and was prioritised.

Developing staff confidence and capacity to work with a range of data sources will continue in 2023.

### Progress towards achieving improvement measures

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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><b>Top 2 bands: Numeracy</b></p> <p>Uplift of 6.58% of students achieving in the top two bands in NAPLAN numeracy.</p>	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 41.82% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.</li> <li>• Term 4 Check-in data indicated that the whole school focus on numeracy had an impact with Year 5 students achieving 5.2% more than the state average and Year 3 students achieving 2.8% more.</li> </ul>
<p><b>Top 2 Bands: Reading</b></p> <p>Uplift of 7.75% of students achieving in the top two bands in NAPLAN reading.</p>	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 41.38% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in a whole school focus on the teaching of reading.</li> <li>• Term 4 Check-in assessments for year 5 demonstrated improvements, results showing 2.8% above SSG and 5.1% above the state average.</li> <li>• Term 3 Check-in results indicated that Year 3 were below the SSG and State average. The school will continue to focus on explicit reading instruction in 2023.</li> </ul>
<p><b>Expected growth in Numeracy</b></p> <p>Uplift of 4.15% of students achieving expected growth in NAPLAN numeracy.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p><b>Expected growth in Reading</b></p> <p>Uplift of 2.98% of students achieving expected growth in NAPLAN reading.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

## 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

### Summary of progress

Systematic reflection allowed us to identify gains in the key areas of **Strategic Direction 2: Data Use In Teaching**

School leaders worked with stage teams to create assessment schedules and build whole school data collection practices. The aim was to increase teacher capacity to confidently, and systematically analyse, interpret and extrapolate a range of data to inform planning, identify interventions and modify teaching practice.

Our next steps for 2023:

Ongoing development of teacher knowledge around data collection and data concepts, including selecting relevant, valid and evidence-based assessment tasks which are appropriate to evaluate the outcomes and skills in the new syllabuses.

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

Throughout 2022, the school leadership team led evidence-based professional learning in numeracy. The school focused on using the Department of Education's (DoE) Universal Resources Hub, CESE's *What Works Best* document, the *Literacy and Numeracy Guides* and an external mathematics consultant to build a consistent approach to explicit teaching practices. These documents underpinned professional learning undertaken at the school to build a consistent and evidence based learning culture.

The aim of the professional learning was for teachers to develop a strong understanding of mathematical content and strategies to support classroom implementation. Teachers developed a deep knowledge of explicit, quality teaching and learning practices in numeracy. An additional focus was on teacher questioning. Teachers reflected upon their current use of question types and endeavoured to incorporate a wider variety of questioning techniques to encourage deep thinking.

95% of staff indicated that they had deepened their understanding of mathematical content and strategies to support the delivery of quality teaching practices.

The school will now focus on delivering professional learning on the *Mathematics K-10* syllabus, to assist staff in future implementation.

The school's continued involvement in Instructional Rounds has led to effective data collection around current classroom practices. All class teachers were observed teaching a high quality lesson in numeracy. The Instructional Rounds team provided feedback and recommendations for future directions for both teacher professional learning and classroom practice to improve student outcomes. The Instructional Rounds findings will drive 2023 planning.

### 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 deep understanding	• To date there has been an overall increase of staff who were able to fulfil

of student assessment and data concepts. They systematically analyse, interpret and extrapolate a range of data to inform planning, identify interventions and modify teaching practice.	<p>this progress measure. However, changes to syllabuses mean further development of staff understandings of new assessment procedures to evaluate student progress are required</p> <ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at <i>Delivering</i> in the element of Data Skills and Use while the element of Assessment has remained at <i>Sustaining and Growing</i>.</li> </ul>
All teachers are confident in applying observable, explicit and evidence-based teaching practices in numeracy and some in literacy.	<ul style="list-style-type: none"> <li>• 95% of staff indicated they had quality understanding of syllabus content and the tools to support them to deliver quality teaching practices.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at <i>Sustaining and Growing</i> in the themes of Explicit Teaching and Learning Programs.</li> <li>• Systematic analyses of Instructional Rounds findings identified and directed areas for future professional learning and explicit teaching practices.</li> </ul>



## Strategic Direction 3: Collaborative and reflective practice

### Purpose

To excel in teacher capacity to engage student learners and improve educational and wellbeing 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

### Summary of progress

In 2022, all staff engaged in learning opportunities to embed a culture of high expectations through collaborative and reflective practices. The culture of collaborative inquiry was strengthened to drive ongoing school-wide improvements in teaching practice and student progress. All teaching staff reviewed research and participated in professional learning on High Expectations and how they aligned with the CESE document *What Works Best*.

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

- Engaging in specific, targeted and data-informed professional learning opportunities for all staff members
- Strengthening teacher capabilities and collective pedagogical practice within stage groups and across the whole school
- Guide and support students to set and reach achievable goals
- Providing structured time for staff members to collaborate, analyse, plan and amend current teaching and learning programs to best meet the needs of their students
- Engagement in reflective classroom observations to reflect on the AITSL *High Quality Professional Learning Cycle*
- Focus on the development of teacher capacity to effectively adopt and improve quality teaching practices in numeracy

### Attendance:

Attendance data was analysed to identify patterns in student attendance and examine trends in absences across the school. The data highlighted the impact of COVID-19 and return to onsite school procedures.

In 2023, a focus will be to increase the number of students attending school more than 90%, whilst also targeting and supporting families of students who are displaying concerning attendance patterns. Strong links between the school and the Home School Liaison Officer (HSLO) will continue to best support the students at Enfield. Additionally, students meeting attendance requirements will be recognised and celebrated within the school community.

### Collaborative Practices:

All staff engaged in collaborative and reflective sessions with their stage groups throughout the year to embed a culture of high expectations. The aim was to drive ongoing school-wide improvements in teaching within and beyond the classroom. These sessions were regular and planned opportunities for teachers to engage in professional discussion and collaboration to improve teaching and learning programs. Strengthening teaching practices through planned collaborative and reflective sessions positively impacted student learning outcomes in the classroom.

In 2023, collaborative sessions will continue with a focus on data analysis and applying data-informed practices in differentiating teaching and learning programs to reflect the needs of all students. Additionally, staff will collaborate to construct new learning scope and sequences for English and mathematics, aligned to the new K-10 syllabus implementation from the Department of Education.

### High-Impact Professional Learning

Staff engaged in whole-school numeracy professional learning sessions run by the EPS leadership team to build teachers' understanding of effective strategies for teaching numeracy skills and knowledge. A focus was placed on incorporating evidence-based numeracy activities and lessons from the Department of Education Universal Resource Hub to meet the learning needs of all students in classrooms, including High Performance and Gifted Education.

Teachers provided increasingly more complex tasks that considered the prior knowledge and ability of each student and embedded more complex level questioning. Such questions required deeper thinking and problem-solving skills, providing opportunities for students to justify their thinking through open-ended questions. Class teachers and specialist staff 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, Student-Led Conferences, phone/video calls, emails and use of online apps such as Google Drive and SeeSaw.

In 2023, teachers will engage in professional learning sessions to support the use of evidence-based lessons and teaching programs across literacy. Professional Learning around the use of questioning, with a particular focus on questions that specifically move students learning forwards by reflecting the Learning Intention and Success Criteria (LISC) of the lesson will be continued.

Furthermore, a strong focus will be placed on unpacking, understanding and upskilling staff in applying and using the new K-10 syllabus in both mathematics and English. The appointment of an Assistant Principal, Curriculum and Instruction will support strong instructional leadership models in all schools, coordinate professional learning for teachers, monitor student outcomes, and support families to be key partners in student learning.

### 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
<b>Attendance</b>  An uplift of 4.46% of students attending greater than 90% of the time.	<ul style="list-style-type: none"> <li>• The target for the number of students attending greater than 90% of the time was not met, with only 54% of students attending greater than 90% of the time. Although we did not reach target, students attending more than 90% of the time were above the average in the state, network and in our Similar Schools Group (SSG).</li> <li>• The overall attendance rate for 2022 is above the state, network and SSG group at 87.7% and students attending school 90% or better was also above state, network and SSG averages.</li> </ul>
All staff engage in a planned observation of classroom teaching practice in both numeracy and literacy, with feedback, to improve professional knowledge and practice.	<ul style="list-style-type: none"> <li>• 100% of teachers recorded themselves completing a 20-minute lesson and analysed the number of questions and types of questions used in the lesson. Staff engaged in data analysis and engaged in reflective practices to identify strengths and areas for future development of the effective use of questioning in the classroom.</li> <li>• All staff working onsite during Instructional Rounds engaged in a reflective observation process around the Problem of Practice - <i>Are we supporting our students to think mathematically?</i> Staff reflected on the overall mathematical findings of the Instructional Rounds process and alongside the leadership team, identified areas for future focus in the coming academic school year.</li> </ul>
All staff engage in regular and planned opportunities to engage in professional discussion and collaboration to improve teaching and learning in numeracy and literacy.	<ul style="list-style-type: none"> <li>• 100% of teaching staff engaged in approximately 40 hours of regular and planned collaborative sessions throughout 2022 with other staff members within the school context.</li> <li>• Majority of staff indicated through the <i>Tell Them From Me</i> staff survey data that collaborative and reflective time with their stage teams was one of the most beneficial uses of time in programming, planning and analysing the needs of students within their stages</li> <li>• An increase in collaboration with practitioners and colleagues from other schools to reflect and improve upon teaching practice has occurred through various initiatives such as the <i>Middle Leaders Program</i>, <i>Koori Connections Initiative</i> and the <i>HPGE Enfield, Strathfield North and Mortlake</i> teams.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$108,476.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around understanding autism, hearing loss and vision loss.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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. A Personalised Learning Plan (PLP) was developed by the class teacher in consultation with the parent where academic and at times behavioural or social-emotional goals were set. The PLP 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><b>After evaluation, the next steps to support our students will be:</b> Ongoing data demonstrates that funded students are improving with some students improving at a rate greater than 12 months growth. Parent/carer satisfaction demonstrates that all families are positive about the integration funding and how the school utilises this resource to better improve academic and social outcomes. A review of intervention programs determined learning and support staff will continue to receive training in the evidenced based programs and tailor these to support the needs of students. This will be achieved through continuation in network meetings and learning opportunities.</p>
<p>Socio-economic background</p> <p>\$15,663.06</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• staff release to increase community engagement</li> </ul>

<p>Socio-economic background</p> <p>\$15,663.06</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Students making appropriate progress and evidence of support programs in place</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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. Also to improve parent/carer consultation and communication in providing support to students.</p>
<p>Aboriginal background</p> <p>\$4,723.25</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assessment data illustrates that all students are improving with additional support structures and evidence based intervention programs, however a number of students will require ongoing intensive support. Student and parent/carers feedback indicate that the Koori Connections program is a great opportunity to learn about country and to connect with other Aboriginal students in the area. This program will continue to be supported and be funded for all Aboriginal students</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of existing programs and structures.</p>
<p>English language proficiency</p> <p>\$122,989.16</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school receives a flexible funding allocation to support students with a non-English speaking background. Targeted EAL/D support occurs each day with small groups focusing on English language development in oral interaction, reading and responding</p>

<p>English language proficiency</p> <p>\$122,989.16</p>	<p>and writing as well as whole class support and team teaching with classroom teaching. EAL/D teachers use various tools to assist with assessment for learning, planning, programming and reporting progress. Specific funding was used to utilise EAL/D staff to support NAP students with intensive English language support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Developing staff capacity and expertise is still a priority to support EAL/D students. The school will need to continually connect with network specialists to ensure student needs are being met. Greater data analysis and developing targeted support for EAL/D students will be strengthened and a greater use of the EAL/D Learning Progression tool will be future priorities.</p>
<p>Low level adjustment for disability</p> <p>\$107,942.12</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention (MiniLit) to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school's Learning and Support staffing allocation is 0.7 FTE - or 3.5 days/week to support student learning needs. The remaining amount of funding was used flexibly to top up the Learning and Support Teacher allocation to a full-time position and to employ additional School Learning Support Officers (SLSO). The staff supported students that required additional academic support during class time with a focus on literacy and numeracy. The SLSO's implemented either targeted programs (eg MultiLit) to some of the students who required adjustments. Student progress was monitored throughout the program, with some students completing the program in 2022. Others will continue to require intervention support in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Assessment data illustrates that all students are improving with additional support structures and evidence based intervention programs, however a number of students will require ongoing intensive support.</p>
<p>Professional learning</p> <p>\$18,102.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Enfield Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</li> </ul>



<p>Professional learning</p> <p>\$18,102.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Enfield Public School.</p> <p>This included supporting scheduled collaborative planning for all staff on a fortnightly basis where targeted whole school and individual professional learning was implemented.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>* Whole school PL on Numeracy aligned to the new Literacy and Numeracy hub and developing a targeted action plan for teachers to locate, teach and review practices in Numeracy.</li> <li>* School leadership team to lead the implementation of the Numeracy plan including external PL to update skills and practices in Numeracy - aligned to the new mandatory K-2 syllabus (2022) and 3-6 (2023)</li> <li>* Mandatory professional learning time for all staff to complete mandatory training.</li> <li>* Instructional Rounds as a PL process to work on a problem of practice tailored to the Numeracy targets of the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Analysis of data highlights a greater % of teachers completing all mandatory training in a shorter time frame due to the early year focus on mandatory professional learning.</p> <p>The collaborative planning approach that provides teachers with scheduled fortnightly time as a team was rated very high by teachers and analysis showed a greater consistency in classroom teaching and learning.</p> <p>The PL led by the school leadership team was well received by staff with the whole school focus on Numeracy highly supported and positive</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The model for PL will continue in 2023 with a whole year PL plan developed that will look at mandatory PL in Term 1 and then a whole school targeted approach based on data to PL for Term 2 and 3. This will be reinforced through collaborative planning time as well as scheduled fortnightly PL sessions.</p>
<p>Literacy and numeracy</p> <p>\$11,003.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></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. Individualised support has been provided to students who require intervention.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The focus will be in Literacy in 2023 and the implementation of mandatory syllabus (K-2) and preparing for K-6 in 2024</p>
<p>QTSS release</p> <p>\$50,565.00</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>QTSS release</p> <p>\$50,565.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers applied the effective use of data to understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class. The school leadership team, including aspiring leaders, were provided with regular opportunities to facilitate specialist programs and a quality, inclusive professional learning environment that enables learning and growth in every teacher.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, we will ensure the school leadership team, including aspiring leaders, are continued to be 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 an improved 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>\$48,267.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• 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</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Data supported the school programs in this area and how the programs made a significant impact on student growth. In 2023 this funding will be incorporated into the APC&amp;I position.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The aim will be to continue to maintain high levels of data literacy with new staff by ensuring they; * 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; 1. build on the shoulder-shoulder model of coaching and mentoring provided during 2022 to analyse their own class data after NAPLAN and Check In 2022. 2. strengthen evidence-based teaching and learning practice within the</p>

<p>Literacy and numeracy intervention</p> <p>\$48,267.00</p>	<p>classroom around target areas of formative and summative assessment measures, feedback and self-assessment.</p> <p>3. Use school funding to enable intervention programs to continue in 2023, along with a deeper focus on literacy performance.</p>
<p>COVID ILSP</p> <p>\$66,120.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students who were identified as having learning gaps due to the impact of COVID-19.</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>End of year data shows small group tuition has significantly impacted student learning in literacy for both Year 1 and 3-6 students. Overall CILSP students have made significant progress in literacy, even with inconsistent withdrawal of CILSP 3-6 support, due to the teacher casual shortage, that resulted in the frequent collapse of this program.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Students will be closely monitored by classroom teachers and support staff in 2023</p> <p>The COVID ILSP team will pass on content specific information/results to 2023 classroom teachers and information has been updated in PLAN 2.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	154	145	127	122
Girls	150	153	133	124

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	94.3	95.1	86.1
1	93.0	91.7	94.8	86.5
2	94.2	95.1	95.8	89.9
3	94.1	93.7	96.6	88.5
4	94.7	94.1	95.7	90.9
5	93.5	95.9	93.7	90.1
6	96.1	94.5	94.9	88.4
All Years	94.2	94.2	95.3	88.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	8.26
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.47

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	219,657
<b>Revenue</b>	2,994,777
Appropriation	2,802,204
Sale of Goods and Services	114
Grants and contributions	188,423
Investment income	3,083
Other revenue	954
<b>Expenses</b>	-2,887,233
Employee related	-2,458,735
Operating expenses	-428,498
<b>Surplus / deficit for the year</b>	107,544
<b>Closing Balance</b>	327,201

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	108,476
<b>Equity Total</b>	251,318
Equity - Aboriginal	4,723
Equity - Socio-economic	15,663
Equity - Language	122,989
Equity - Disability	107,942
<b>Base Total</b>	1,991,653
Base - Per Capita	65,697
Base - Location	0
Base - Other	1,925,956
<b>Other Total</b>	183,113
<b>Grand Total</b>	2,534,560

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.

## Parent/caregiver, student, teacher satisfaction

### ENFIELD PUBLIC SCHOOL- 2022 Semester 2 Tell Them From Me Survey (Parent/Carer)

In 2022 the data from Tell Them From Me (TTFM) was used to gather data on parent/carer satisfaction at Enfield Public School.

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

- Parents/carers feel welcome when they visit the school.
- The school's administrative staff are helpful when I have a question or problem.
- 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 at school.
- 88% of responses Strongly Agree / Agree in recommending the school to other parents.

Areas for future focus with parents/carers are: -

- Looking at scheduling parent activities at times when parents can attend
- Better informing families about their child's progress in school subjects and their social and emotional development
- Working towards a greater prevention to bullying
- Creating better opportunities for students who are learning at a slower pace.

### ENFIELD PUBLIC SCHOOL- 2022 Semester 2 Tell Them From Me Survey (Student)

In 2022 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 had 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 have positive behaviours at school
- Students feel proud of the school.
- Students are treated with fairness and respect by their teachers and other students in regards to their cultural background

Areas for future focus with students are: -

- A greater percentage of students feeling accepted and valued by their peers and by others at school.
- An increase in students completing homework for their classes with a positive attitude and in a timely manner
- Increasing the amount of challenge for students in English and mathematics classes



# 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 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

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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.