Enfield Primary School
2016 Annual Report to the School Community

Government of South Australia
Department for Education and Child Development

Enfield Primary School Number: 660

Partnership: Torrens

Name of School Principal: Bec Knight

Name of Governing Council Chair: Kylie Baxter

Date of Endorsement: 28/02/17

School Context and Highlights

Enfield Primary School is a Reception to year 7 school, including DECD Junior Primary Special Class, which is situated centrally within the Enfield community. It is part of an integrated services centre that works in partnership with local and state service providers, including C.a.F.E Enfield Children's Centre & Preschool, Learning Together, Child Youth and Women's Health Services, Families SA and various community welfare organisations.

We have a strong teaching focus on literacy, numeracy and student wellbeing that is evidence informed and differentiated to ensure intellectual stretch for all our students. This provides opportunities for strong, cross-curricular skill development and students understanding themselves as powerful learners. It also enables us to draw on the varied interests, strengths and cultural diversity of our site. All students have an Individual Learning Plan which sets goals for their learning and are reviewed with parents, teachers and students twice a year, and these form the basis of all specialist intervention programs.

We are very proud of our multicultural community and the way educators, students and the community work together and support each other. The school caters for students from more than 16 different nationalities with more than 50 per cent of our students born overseas and learning English as a second language. Therefore, several intervention programs exist to support our English as a second language, Aboriginal and special education students.

HIGHLIGHTS FOR 2016:
- Strengthened links with C.a.F.E Enfield Children's Centre through school events and Local Governance
- New school mural to brighten up our courtyard area
- Positive External Review process that highlighted lots of positives about EPS and the improvement work we have been doing
- School events & visitors: Book Fair, Reconciliation Day, Harmony Day
- Celebrating the fantastic work of our SSOs in SSO Week and teachers on World Teachers Day
- Open morning in Term 1 instead of an Acquaintance Night. This was well attended and we received lots of positive feedback from families about the change in format.
- Sports clinics and SAPSASA events with two Year 7 students going on to represent at state level

Governing Council Report

This year the governing council has been focusing on how to be more visible to our community and to be more active in their role supporting the decision making and improvement cycle processes. They supported the installation of the new mural and organised a working bee to start developing the grounds. We now have some lovely planted areas with native plants that will link with future plans for grounds development and Nature Play joint project with C.a.F.E Enfield Children's Centre.

Next year they intend to build on this and look for more opportunities to have working bees, parent information sessions or open mornings, being visible to the community and to fundraise to support Governing Council projects and the Out of School Hours Care (OSHC) program.

We were very excited with the results of our National Quality Framework Assessment where our OSHC program received a rating of Exceeding.

Improvement Planning and Outcomes

NUMERACY
Implement professional development and evaluation processes that will inform the initial stages of a whole-school approach to the learning and teaching of Maths/ Numeracy. 2016 heralded an emphasis on the learning and teaching in Maths/ Numeracy, focussing on the development of teacher knowledge and understanding of the 'big ideas' and key concepts. Training and development was provided by Mike Chartres who led us through a process of challenging traditional models of teaching and enabling us to see the key questions and learning experiences for students.
Mike worked with the whole-staff and with the class teachers in Learning Teams (PLCs) to target his support and develop their professional knowledge and confidence. Teachers utilised a unit planner to guide their thinking in developing units of work and then implementing them with students. This strategy saw an increase in student engagement through hands-on tasks, investigations and problem solving. It enabled teachers to question their practice and evaluate the data & evidence we collect. This was also supported through professional development around collaborative moderation, which was an initiative from the Partnership.
As a result of site self-review processes, staff were strongly in favour of continuing professional development with Mike Chartres as the process had supported their individual learning needs. Feedback noted changes in practice and the learning experiences had by students, a need for better diagnostic tests to analyse student needs and the need for developing a whole-site Maths/ Numeracy Agreement.

LITERACY
Ensure there is a stronger understanding of reading and reading comprehension skill development across the school; reception to year 7.Familiarisation with the updated Literacy Agreement and ensuring agreed practice is evident in the learning and teaching of reading.
In Literacy a key strategy implemented was a more targeted approach to intervention for years 3-7. This was based on the current successful Literacy Block model being used in the Junior Primary classes, which are based on Screening of Phonetic Awareness (SPA) and the Jolly Phonics program. For years 3-7, students were identified using PAT-R data, in particular students achieving stanine 3 and 4.
The Literacy committee finalised an updated draft of the site Literacy Agreement and presented this to staff. This document is based on the Big 6 and identifies common, agreed practice for Enfield Primary School.
Through regular data analysis and discussions in Learning Teams, teachers were able to identify students working below, at, or above the benchmarks in the DECD Standard of Educational Achievement (SEA). It also enabled teachers to share practice, check if the agreed practice for reading was included in each other's planning, and share good practice to inform planning.

AUSTRALIAN CURRICULUM
In term 3, 4 teachers attended Partnership training as collaborative moderation facilitators. They provided information for staff around collecting a portfolio of evidence (Numeracy) and then led the process for our staff and teachers from Klemzig. This process allowed for professional dialogue and sharing of ideas and practice across sites.
Feedback is that staff are keen to continue this process and use it as part of their professional dialogue and analysis to inform planning. It is early in the process to see any major outcomes for learning, but it has been a very valuable tool in providing opportunities for professional conversations and deepening knowledge about the Australian Curriculum.

Planning for 2017 will build on the above mentioned areas and be guided by the External Review Directions.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
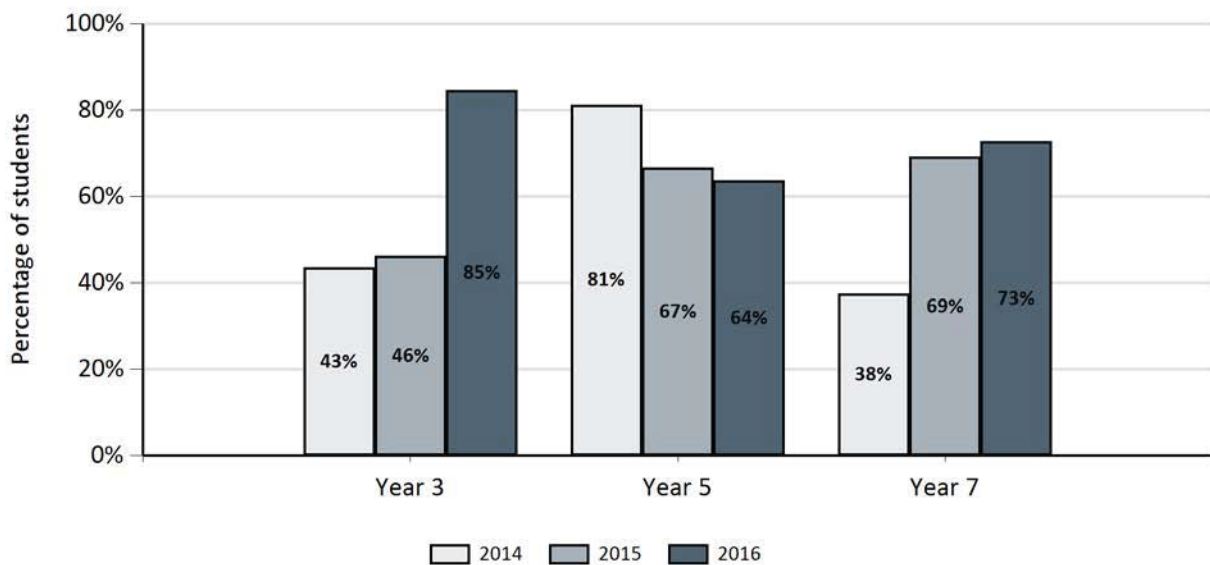
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
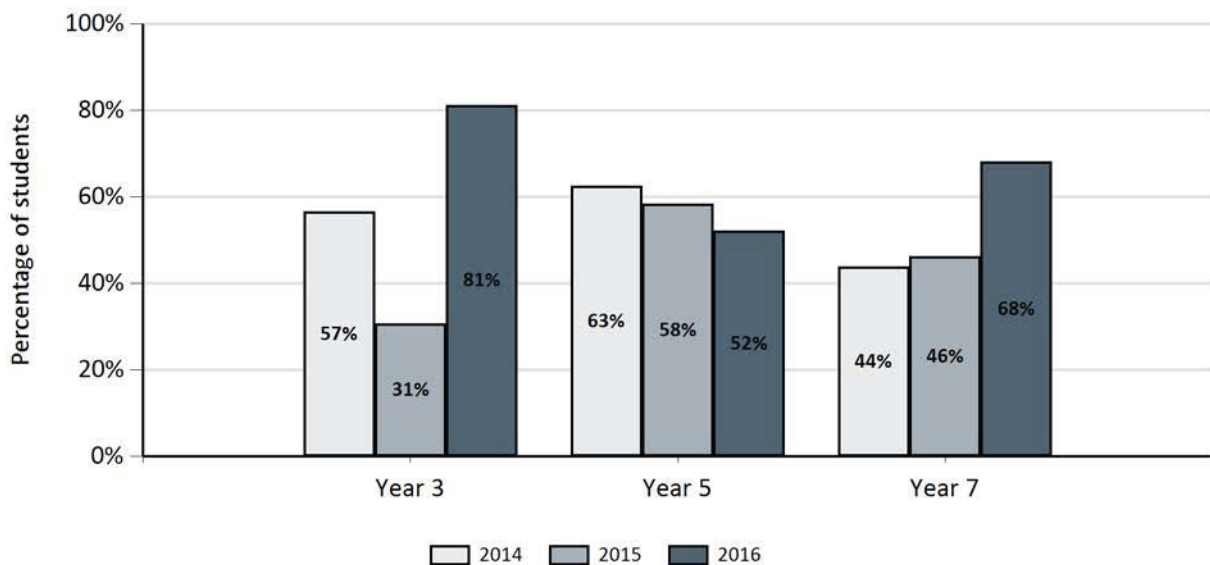
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	31%	0%	25%
Middle progress group	44%	77%	50%
Upper progress group	25%	23%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	27%	23%	25%
Middle progress group	47%	38%	50%
Upper progress group	27%	38%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	13	16	4	2	31%	13%
Year 3 2014-16 Average	16.3	17.3	3.7	2.3	22%	13%
Year 5 2016	22	23	1	0	5%	0%
Year 5 2014-16 Average	20.7	21.0	3.3	1.0	16%	5%
Year 7 2016	22	22	3	4	14%	18%
Year 7 2014-16 Average	17.0	17.0	2.3	1.3	14%	8%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

At Enfield Primary we acknowledge that each cohort of students is different and as such our data & evidence analysis notes their starting level and maps growth along the way. Comparisons are also made to the DECD SEA benchmarks and targets to understand if students are below, at or above their age appropriate level.

Positive Trends for 2016:
• NAPLAN Reading:
o 81% of Year 3 students achieved at or above the SEA benchmarks
o 69% of Year 5 students demonstrated middle to upper level growth from their year 3 tests
o 100% of Year 7 students demonstrated middle to upper level growth from their year 5 tests
o 8/22 Year 7 students were at EPS as year 3 students. 7/8 maintained at/ above the SEA benchmarks;
o 15/23 Year 5 students were at EPS as year 3 students: 4/15 maintained at/ above the SEA; 5/15 went from below to at/ above; 9/15 demonstrated significant growth in their mean score (between year 3-5 = +80 points) with highest growth +221.4
• NAPLAN Numeracy:
o 81% of Year 3 students achieved at or above the SEA benchmark
o 74% of Year 5 students demonstrated middle to upper level growth from their year 3 tests
o 76% of Year 7 students demonstrated middle to upper level growth from their year 5 tests
o 8/22 students were at EPS as year 3 students: 6/8 maintained at/ above the SEA benchmarks
o 15/23 Year 5 students were at EPS as year 3 students: 7/15 maintained at/ above the SEA benchmarks; 4/15 went from below SEA in year 3 to at SEA in year 5;
• Running Records (RR):
o We will see a better indication of growth and achievement in 2017 as we started using a whole school Running Record Assessment tool this year.
o REC – 65% (17/26) achieved SEA in term 3; 63% (19/30) achieved the school target RR in term 4
o Year 1 – 40% (6/15) achieved SEA in term 3; 36% (5/14) achieved the school target RR in term 4
o Year 2 – 34% (7/21) achieved SEA in term 3; 84% (10/12) achieved the school target RR in term 4
• PAT-R:
o Students achieving SEA benchmarks: Years 4-7 at least 50%
o Students maintain or reach SEA benchmarks since 2015: 57% (9/16) Year 7; 62% (11/18) Year 6: 56% (10/18) Year 5; 63% (5/8) Year 4
• PAT-M
o Students achieving SEA benchmarks: Years 3, 4 & 7 at least 50%
o Students maintain or reach SEA benchmarks: 57% (9/16) Year 7; 27% (5/19) Year 6; 34% (6/18) Year 5; 63% (5/8) Year 4

Please note, that as a school that often has fewer than 20 students eligible to sit NAPLAN in each level, small changes in the number of our students can cause larger changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Attendance

Year level	2014	2015	2016
Reception	90.0%	88.1%	92.5%
Year 01	87.9%	89.3%	86.2%
Year 02	88.9%	86.5%	90.9%
Year 03	92.3%	85.8%	87.4%
Year 04	89.6%	90.4%	95.1%
Year 05	91.4%	89.5%	90.1%
Year 06	87.8%	89.9%	91.4%
Year 07	87.2%	83.8%	86.8%
Primary Other	87.6%	89.3%	87.9%
Total	89.5%	88.4%	89.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance is closely monitored by our Senior Leader, teachers and front office staff in line with our site Attendance Policy. Students with attendance concerns, are identified and families are invited in for a meeting to discuss their child's attendance. We then work with them to develop an Attendance Plan. High level concerns are referred onto the DECD Social Worker Attendance & Engagement.

As with assessment data a few students can have a large effect on our data and often a few students/ families with ongoing attendance concerns will bring the attendance percentage down.

Behaviour Management Comment

At Enfield Primary we work hard with students to develop strong relationships through our Getting Started program, which is based around our four school values: Respect, Belonging, Achievement & Diversity. We are passionate about creating a safe environment for all students and work with them to solve conflict using Restorative Justice questioning. All teachers follow the school Behaviour Policy to ensure consistency in our dealings with students and to support them to take responsibility for their actions and work through the logical and reasonable consequences.

Re-focussing and re-engagement is high as can be seen by the number of office timeouts and the small number of suspensions. We prefer to take a proactive approach whereby the students feel

Client Opinion Summary

Overall students and staff feedback is positive and suggests high satisfaction with the school. The results also support the findings of the External Review which commented on the strong culture and views held by staff, students and the community in regards to the importance of learning. Enfield Primary is a place where we come together to learn.

 Particular highlights identified:
- High expectations of students to do their best
- Being treated fairly
- Students able to talk to teachers about their concerns
- Teachers providing students with feedback about their learning
- Teachers motivating students to learn

Lowest ratings were given to the overall maintenance of the school, teachers feeling well supported and student and teacher opinions being taken seriously. The last two points will be addressed in 2017 as an External Review Direction identified the need to have better processes to regularly review key site policies and processes.

Unfortunately, no families completed this survey so there are no results to comment on. We will examine and evaluate the process we used this year to distribute and communicate with parents about completing this survey and make changes for 2017.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	11	15.7%
Other	1	1.4%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	8.6%
Transfer to SA Govt School	52	74.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

At Enfield Primary School procedures are in place that meet the DECD requirements and ensure people working on our site have current relevant history screening. This includes:
• Database of all volunteers and service providers maintained by the Front Office Manager
• Copies of current, relevant history screening & mandated certificates sighted and copied for records

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	34
Post Graduate Qualifications	7

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	15.7	0.9	5.2
Persons	0	20	1	9

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	$44 683.81
Grants: Commonwealth	$22 000.00
Parent Contributions	$36 926.20
Fund Raising	$1 159.11
Other	$1 000.00

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities		
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy		
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding		
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		