Enfield Primary School
2017 Annual Report
to the School Community

Enfield Primary School Number: 660

Partnership: Torrens

Name of School Principal: _____Rebecca Knight_____

Name of Governing Council Chair: _____Simon Hodgson_____

Date of Endorsement: _____20/3/2018_____

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.

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.

OSHC and the Vacation Care programs are an integral service for our school and community. We gained a rating of Exceeding in our recent assessment (2016) and pride ourselves on providing a dynamic, high quality service that reflects the values of the school: Respect, Belonging, Diversity & Achievement; and bringing our school motto to life: Empowering students to learn and achieve

Highlights for 2017:
- Starting the process to plan and design our facilities upgrade as part of the DECD STEM project
- Reception and Reception/ Year 1 class designed and installed a sensory garden as an inquiry project
- Exciting incursions and excursions provided opportunities to support and deepen learning programs, develop skills and have fun
- Community Cinema evening as a joint project with Learning Together and C.a.F.E Enfield Children's Centre
- Working together with Learning Together and C.a.F.E Enfield Children's Centre to start using the Kids Matter framework for a cross site connection and language
- Update our school website and established a Facebook page to promote the school and connect with our community
- Fantastic end of year concert with all classes performing for families

Governing Council Report

The Governing Council has been very active this year developing an understanding of its role, implementing fundraising and fun events to promote our school; connecting with the local community.

A significant amount of work this year was focussed on our Out of School Hours Care (OSHC) service, to improve its financial position based on advice from finance audit finding, and increase enrolments; ultimately ensuring we have a stronger and viable service for our families.

Highlights and outcomes for 2017 include:
- Holding a successful Father's Day Stall
- Attending Governing Council training together and strengthening the group a a team
- Developed a project idea which was entered into the Fund my Neighbourhood project. We were unsuccessful but we plan to try again in 2018. This project sees Enfield Primary School joining forces with the Learning Together program and C.a.F.E Enfield Children's Centre as we share the grounds. This will be a project that will benefit all families and children that access out services.
- Reviewed and updated the financial management processes for OSHC and developed a detailed financial plan which details strategies to promote of the service, increase enrolments and improve the resources available.

Improvement Planning and Outcomes

LITERACY
There were two priorities in Literacy in 2017. The first, was trialling spelling assessments to decide on a whole-school assessment to track and monitor growth. The second was ensuring whole-site implementation if Literacy blocks based on the Jolly Phonics and Jolly Grammar framework. Underpinning both of these was a commitment to collate and analyse data to inform our decision making relating to intervention, support and planning.

Outcomes included:
- Strengthened and consistent practice during Literacy Blocks.
- Use of data to highlight gaps in student knowledge and ensure targeted learning and intervention.
- Improved reporting to gain support for students from non-English speaking backgrounds and through the referral and verification process for students with disabilities.
- Whole-school agreement to use the Westwood spelling test as a yearly measure and the one word spelling test a diagnostic tool

NUMERACY
The key priority was developing consistent practice for the teaching and learning of mathematics and numeracy, wit the focus on language, counting and calculating processes. Teachers worked in teams according to year levels to set goals and explore training & development opportunities; building on current knowledge and understanding.

Outcomes included:
- Professional dialogue, reflection on current practice and critical questioning to drive conversation, planning and target setting.
- Connecting with key thinkers and research to guide work; including Jo Boaler, Di Siemon's Big Ideas in Number, Lisa-Jane O'Connor counting strategies
- Every teaching implementing key changes in their planning to promote a positive mindset in maths, modelling and developing mathematical language, and counting & calculation strategies.
- Trialling the PAT- Early Years Maths assessment

CONNECTED-CURRICULUM
This was a broader area of planned improvement. Key priorities were deepening teacher knowledge and understanding of the Australian Curriculum, particularly looking at the inquiry we can develop; exploring how to harness student voice as part of the learning design, and establishing Technologies as a specialist subject to start thinking about STEM. This priority area morphed over the year once we discovered work by Kath Murdoch exploring the inquiry-approach to learning.
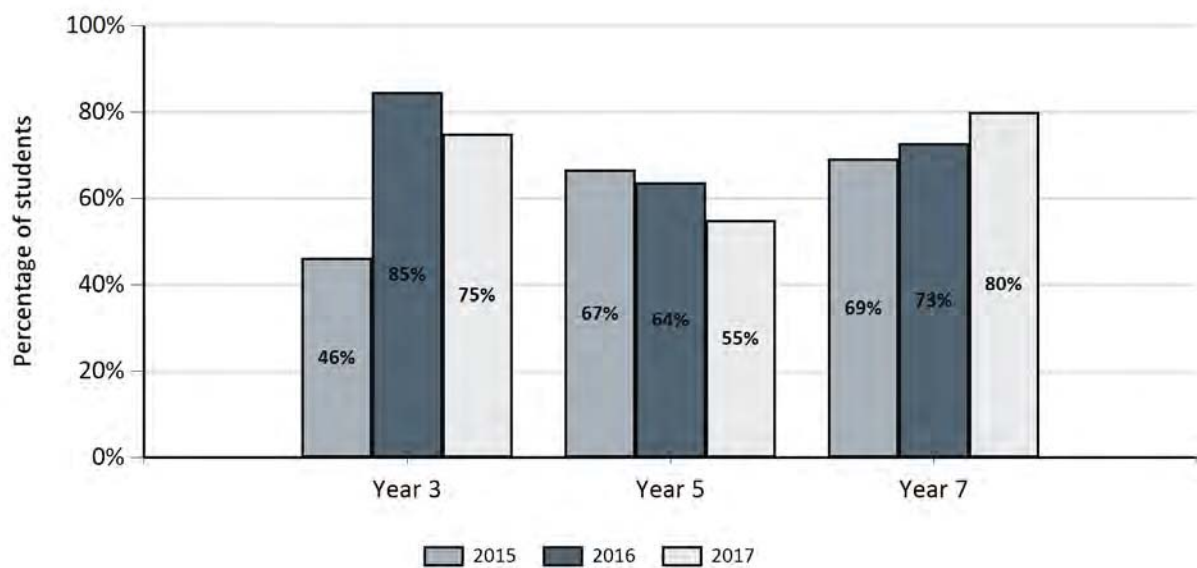
Outcomes included:
- Technologies being successfully implemented as an R-7 subject. Developments and work in this subject support our building plans and as a showcase of an inquiry-approach to learning.
- Purchasing Kath Murdoch's book for all staff members and using it as part of ongoing professional learning as staff start to trial strategies and ideas in their teaching. This was supported, utilising a coaching model, by our Partnership Senior Leader, Learning Improvement Primary (SLLIP). Teachers were released to discuss, reflect and develop their planning.
- A key success of the first steps into the inquiry-approach to learning was the successful unit of work between the Reception and Reception/ Year 1 class, who planned and created a sensory garden in our school grounds.

Performance Summary

NAPLAN Proficiency

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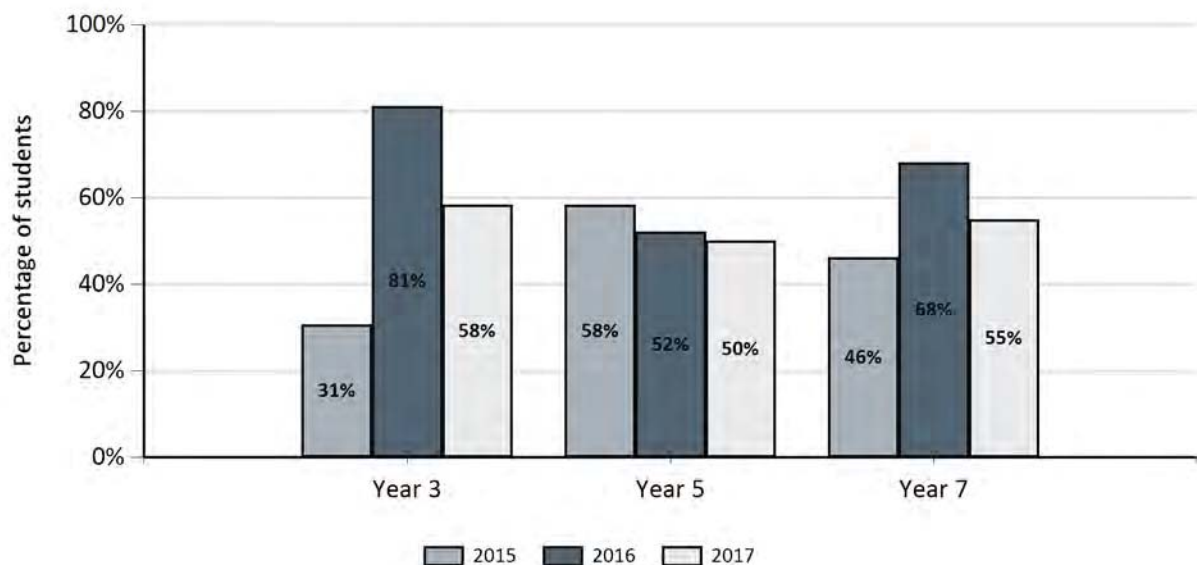
Reading

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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, July 2017.
*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 2015 to 2017 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)
Upper progress group	33%	27%	25%
Middle progress group	33%	47%	50%
Lower progress group	33%	27%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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)
Upper progress group	22%	7%	25%
Middle progress group	33%	47%	50%
Lower progress group	44%	47%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	12	12	2	3	17%	25%
Year 3 2015-17 Average	12.7	13.7	3.3	2.3	26%	17%
Year 5 2017	20	20	6	6	30%	30%
Year 5 2015-17 Average	22.0	22.3	4.0	2.3	18%	10%
Year 7 2017	20	20	3	2	15%	10%
Year 7 2015-17 Average	18.3	18.3	3.0	2.0	16%	11%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**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. Also, as a school that often has fewer than 20 students in year levels sitting NAPLAN, small changes in students can cause large changes in the percentages shown in the previous graphs. This can make it more difficult to draw reliable conclusions about performance from year to year.

Positive Trends for 2017 (based on DECD Standards of Educational Achievement - SEA)

NAPLAN - Reading
- 75% of Year 3 students achieved at or above the SEA
- 55% of Year 5 students achieved at or above the SEA, with 66% demonstrating middle and upper level growth
- 80% of Year 7 students achieved at or above the SEA, with 74% demonstrating middle and upper level growth
- Students achieved in the highest 2 bands: Year 3 - 2, Year 5 - 6, Year 7 - 3

NAPLAN - Numeracy
- 58% of Year 3 students achieved at or above the SEA
- 50% of Year 5 students achieved at or above the SEA, with 55% demonstrating middle and upper level growth
- 55% of Year 7 students achieved at or above the SEA, with 54% demonstrating middle and upper level growth
- Students achieved in the highest 2 bands: Year 3 - 3, Year 5 - 6, Year 7 - 2

Running Records
- 27.5% of Year 1 students achieved at or above the SEA
- 53% of Year 2 students achieved at or above the SEA

PAT-Reading
- Students achieving SEA benchmarks have increased for every year level Years 3-7, ranging from 8 in year 3 to 28% in year 6

PAT-Maths
- Students achieving SEA benchmarks have increased for in year levels Years 5 and 6

Data (NAPLAN & PAT) shows that students who remain at Enfield Primary School demonstrate growth in all areas and that many demonstrate at least a year's growth, based on the SEA benchmarks.

Attendance

Year level	2014	2015	2016	2017
Reception	90.0%	88.1%	92.5%	88.6%
Year 1	87.9%	89.3%	86.2%	87.7%
Year 2	88.9%	86.5%	90.9%	88.5%
Year 3	92.3%	85.8%	87.4%	88.5%
Year 4	89.6%	90.4%	95.1%	80.8%
Year 5	91.4%	89.5%	90.1%	84.2%
Year 6	87.8%	89.9%	91.4%	89.6%
Year 7	87.2%	83.8%	86.8%	86.8%
Primary Other	87.6%	89.3%	87.8%	85.3%
Total	89.5%	88.4%	89.9%	86.9%

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 Leadership, teachers and front office staff in line with our site Attendance Policy.

Each week, we look carefully over our attendance data to ensure that we were tracking students at risk and making the effort to touch base with families when required. Our process requires teachers to touch base with families when students have been away and in those cases of urgency, the leadership team also invest time in tracking students whose attendance is down. We have currently got just 4 students who remain active on our Attendance Officers case list. Again, we con.

Behaviour Management Comment

2017 was a successful year with regards to developing a strong Student Behaviour Management process across the school. We met regularly as a whole staff to analyse the data collected at the end of each term and make informed decisions about how best to support those students who were disengaged and help them focus better in class.
We also refined and updated our harassment and Bullying policy which was introduced to students in term 3. While we have seen positive improvements for students in this area, we are still working hard to skill our students at being able to sort issues in a more productive way.

Client Opinion Summary

Feedback from staff, students and our parents/ caregivers, through this survey, continues to be very positive and showing high satisfaction with the school and the learning programs and experiences.

The highest rated areas were:
- Parents: Teachers at this school expect their child to do their best; and their child feels safe at this school.
- Staff: Teachers at this school expect students to do their best; and this school looks for ways to improve.
- Students: My teachers expect me to do my best; and my teachers motivate me to learn.

Areas highlighted for improvement:
- Parents: Student behaviour management.
- Staff: Student behaviour management and how well the school, is maintained.
- Students: Student behaviour management, feeling safe at school and how well the school is maintained.

Work was already underway to improve in these areas before the end of 2017 and based on our self-review processes will form part of the 2018 Site Improvement Plan.

The STEM building works that are due to start in 2018 should also give our school a significant facelift, supporting our improvement work and pedagogical shift focussed on an inquiry-approach to learning.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	6	9.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	12.7%
Transfer to SA Govt School	49	77.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

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	33
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	1.0	5.8
Persons	0	20	1	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	$338 161.99
Grants: Commonwealth	$16 500.00
Parent Contributions	$48 257.63
Fund Raising	$170.52
Other	6280.75

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

2017 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 2017 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	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	Employment of EALD teacher who tracks and monitors student progress, provides PD & support to teachers, works in classes as part of whole-school Literacy blocks and leads the EALD levelling process (writing assessments).	All students demonstrated growth.
	Improved Outcomes for Students with Disabilities	Special Class funding goes directly to employment of a teacher, full time SSO and resourcing. Mainstream funding supports employment of SSOs to deliver targeted intervention and support for identified students.	All students demonstrated academic and social growth.
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	Support staffing of Literacy blocks to enable targeted teaching Reception to Year 7 with class teacher, Intervention Teacher and SSO, 3 x 50min per week. Cohorts, particularly EALD and ATSI supported. Additional support with Literacy & Numeracy interventions for identified students.	Increased student engagement and confidence Positive teacher and community feedback Student growth tracked regularly and analysis used to inform planning
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Release for staff to work with SLLIP to develop and improve Learning & Task Design, attend a range of PD linked to the SIP and purchase of book for every teacher (inquiry-approach to learning).	Observed practice showing use of inquiry-based and number strategies.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Additional Leadership in the school providing oversight of student support/ intervention and wellbeing: staff, students and families. Aiming to improve student engagement and enable student to achieve individual goals.	Better connection to services, parent/ family involvement, use of DECD services