



Enfield Primary School

2020 annual report to the community

Enfield Primary School Number: 660

Partnership: Torrens

School principal:

Mrs Bec Knight

Signature

Governing council chair:

Allison Dutton-Briant

Date of endorsement:

11 March 2021



Government
of South Australia
Department for Education

Context and highlights

Enfield Primary School is a Reception to year 7 school, including a Department for Education Junior Primary Special Class. We are situated centrally within the Enfield community and is part of an integrated services center that works in partnership with local and state service providers, including C.a.F.E Enfield Children's Centre & Preschool, Learning Together, and Child Youth and Women's Health Services.

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 is underpinned by an inquiry approach to learning that develops a growth mindset and allows students to be full and active participants in their learning. We ensure opportunities for strong, cross-curricular skill development and 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 11 different nationalities with more than 50% of our students born overseas and learning English as a second language, and at least 25% of our students who identify as Aboriginal or Torres Strait Islander.

OSHC and the Vacation Care programs are an integral service for our school and community. We gained a rating of Exceeding 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

2020 Highlights:

- Strong support as staff team and from community in responding to COVID-19 restrictions, lockdowns and recommended actions that needed to be implemented.
- Music Strategy Field Officer based onsite, supported all teachers to plan for and implement music teaching and learning in all classrooms. 4 teachers accessed further music training and school 3 year music plan developed.
- Sports Day held with great community support
- End of Year concert held to showcase music teaching and learning, with all classes performing, including singing and playing the range of new musical instruments purchased this year.

Governing council report

The Governing Council is extremely grateful for the amazing work, support, and effort our school community and local community provided to all our students in navigating the year of the pandemic. 2020 was an exceptionally challenging year for everyone and all should be congratulated on their efforts. The Governing Council also found itself affected by the restrictions and held many a meeting via Zoom in order to keep connected with the activities within the school community.

The school had many achievements, notably the outstanding efforts of all staff to deliver home schooling for those children who were unable to attend school due to COVID19 closures and restrictions, and those that were able to attend school and assist in the classrooms for all families who were deemed "essential workers". Also, the OHSC staff that kept our service running for all those students of families who were deemed "essential workers".

Points of interest:

- We reached record numbers of students attending our school during 2020; 204 in total and 39 representing our Aboriginal community.
- Our school embraces its multicultural community and has over 15 different nationalities represented, with over 50% learning English as a second language.
- Unfortunately, we were unable to hold our Mother's Day stall but with the remarkable workings of Vanessa (our finance officer), we were able to hold our Father's Day stall with the use of pre purchased vouchers and this was a great success.
- Due to restrictions, many events were cancelled, including SAPSASA sports and swimming, but students continued to thrive in other arenas. Sports Day was held with little disruption to our students who fought hard for their teams.
- OSHC cleared its debt and is now focussing on ongoing improvements to the service and space provided whilst continuing to maintain an Exceeding rating.
- The introduction of Subway lunch orders has been a hit with the students.
- Graduation could be held; it was a fantastic opportunity to farewell our wonderful young people and for them to farewell their primary school years, be it slightly different to previous years.
- Many major works were completed on the school and the grounds. More are in the pipeline for review and or completion in 2021.

Quality improvement planning

SIP LITERACY – Writing. We have progressed this improvement goal through the following challenge of teaching practice: to explicitly teach the craft of writing and language conventions, focussing on developing the range and precision of vocabulary and language choices.

The Writing actions and outcomes achieved in 2020 included:

- Initial implementation of the Seven Steps to Writing approach to reinforce whole school practice and provide a vehicle for exploring authorial and vocabulary
- Teaching planning and programming utilised the Teaching and Learning cycle from the Department's Literacy Guidebook to support enhanced planning
- Teachers worked intensively in action research sprint cycles to deliberately practice selected strategies e.g. Bump It Up Walls (Formative Assessment)
- Our early years teachers implemented a new assessment & teaching tool (Heggerty) to support their phonological awareness skills and targeted intervention for both Reading and Writing
- We trialled MacqLit for selected Year 3-7 students and this has progressed their decoding skills to increase their Spelling, Reading and Writing achievement levels

Next steps will be to continue to refine and implement our teaching challenge of practice as per our 2021 site improvement plan. In particular, we will be aiming to develop students' capacity to transfer and apply their learning in extended writing opportunities.

SIP NUMERACY– Number Sense and Fluency. We have progressed this improvement goal through the following challenge of teaching practice: to implement a shared common practice R-7 based on the Big Ideas in Number (Trusting the Count, Place Value and Multiplicative Thinking), focussing on developing flexible mental objects and part-part-whole.

The Numeracy actions and outcomes achieved in 2020 included:

- Teachers are more effectively using the Big Ideas in Number diagnostic data and assessment to differentiate intervention in the classroom based on building fluency and number sense.
- More teachers were utilising problem solving in their teaching programming to model calculation strategies and to explore mathematical language

Next steps will be to continue to refine and implement our teaching challenge of practice as per our 2021 site improvement plan for Numeracy. In particular, we will be aiming to ensure our learning design is consistently informed by effective formative and diagnostic assessment, followed by instructional routines to develop fluency and number sense.

Underpinning these areas, was a focus on developing and improving the Learning Design, which would identify specific/ targeted learning intentions and success criteria.

Improvement: Aboriginal learners

Our Aboriginal students are tracked as a key cohort, and their achievement and progress data is used to target the teaching and learning at class (differentiation, formative assessment and engaging learning design) and at a whole site level (intervention programs, targeted support and making cultural connections).

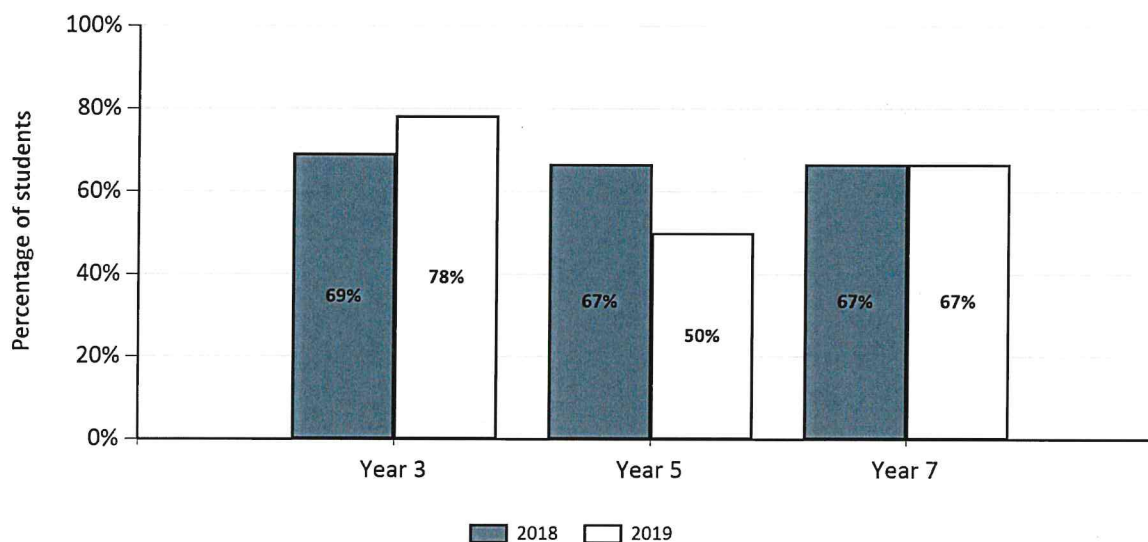
In terms 3 and 4, our ACEO started to build stronger connections with our aboriginal families, discussing their questions, sharing what is happening at school with them, and providing targeted support. Next steps in 2021, will be to build on this work and have our families more involved in school life/ events and provide authentic opportunities for them to have a voice in strengthening our community connections and the acknowledgement and celebration of aboriginal culture and heritage.

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

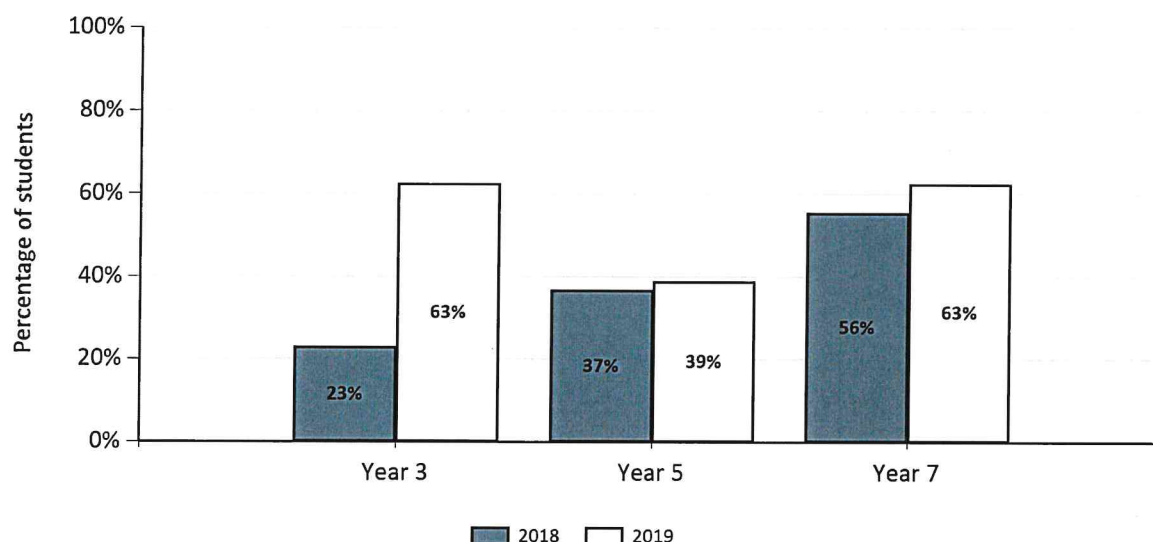


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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	*	35%	25%
Middle progress group	55%	53%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	*	*	25%
Middle progress group	64%	56%	50%
Lower progress group	*	33%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	23	24	8	5	35%	21%
Year 3 2017-2019 Average	16.0	16.3	4.0	2.7	25%	16%
Year 5 2019	18	18	2	0	11%	0%
Year 5 2017-2019 Average	18.7	19.0	3.7	2.0	20%	11%
Year 7 2019	24	24	5	6	21%	25%
Year 7 2017-2019 Average	23.7	23.7	3.3	3.0	14%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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 usually made to the current year (i.e. 2020) DfE SEA NAPLAN benchmarks and targets to understand if students are below, at or above their age appropriate level. However, NAPLAN was not undertaken in 2020 and so the analysis of school performance in this Annual Report will be based on PAT-R/M. We acknowledge that often our data has fewer than 20 students in some year levels and therefore small changes in students can cause large changes in the percentages shown in the data. This can make it more difficult to draw reliable conclusions about performance from year to year.

Analysis of Literacy data indicates:

- Children achieving 1 year growth in EALD Writing assessment level is less than last year. (58% compared to 75% in 2019). Of the students that did not progress at least level, the majority made notable progress within the level.
- Most classes had 40-60% of their students move at least one EALD Writing level.
- Areas of concern are consistently around sentence structure and word groups.
- We have made significant improvement in reading, particularly for years 3/4, 5/6 to levels of 85% achieving the SEA standard in 2020. Only 3 students did not achieve the SEA in Year 6 in 2020.
- We had significant growth as measured by the Heggerty assessment tool in the JP (i.e. at least 1.0 Effect Size in 3 out of 4 classes).
- Phonic screening test showed a 10% improvement from 2019.
- Reading for students entering the upper year levels is an area of concern are around transference of summarising, synthesising and inferencing skills.
- ATSI Reading achievement fluctuates between 50%-100% of Aboriginal students achieving the SEA.

Analysis of Maths data indicates:

- All year levels have demonstrated growth to SEA levels of approximately 50-70% across year levels, with the exception of Year 7 (i.e. 35%). A larger number of students did not achieve the SEA in Year 6 in 2020 (i.e. 8 students). This evidence further confirms our need to continue to focus on improvement goal 2.
- When looking at the PATM question analysis, the results indicated that for questions of easier difficulty we need to continue develop students' number and place value skills.
- For the questions that are of a higher difficulty, we noticed that we need to continue to develop students' skills in patterning, and dealing with larger or complex numbers, & problem solving, particularly selecting a computation method.
- ATSI Maths achievement fluctuates between 50%-100% of Aboriginal students achievement the SEA.

Attendance

Year level	2017	2018	2019	2020
Reception	88.6%	86.5%	84.5%	85.2%
Year 1	87.7%	87.1%	84.4%	84.6%
Year 2	88.5%	87.9%	89.0%	84.6%
Year 3	88.5%	80.9%	85.9%	86.0%
Year 4	80.8%	87.1%	80.4%	88.0%
Year 5	84.2%	88.7%	90.1%	78.0%
Year 6	89.6%	86.3%	90.4%	82.1%
Year 7	86.8%	83.4%	82.0%	85.4%
Primary Other	85.3%	87.1%	83.2%	86.7%
Total	86.9%	86.2%	85.8%	84.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance rates were significantly impacted by COVID-19, but we endeavored to maintain our tracking and monitoring of all students through our school policy and procedures. In response to the COVID guidelines and recommended actions, we established a Vulnerable Students team, comprised of our Assistant Principal, AET and EALD teacher who would meet regularly to track identified student attendance and connect with their families. These check-ins kept families connected with school and appropriate actions were implemented to either provide work, enable students to return to school and or connect the family with necessary services for support.

Behaviour support comment

The analysis of our SBM data indicated an increase in incidents from term 2 onwards, with 'defiance', 'threatening the safety and wellbeing of self & others', 'verbal harassment' and 'leaving the classroom' being most prevalent incidences reported. This was a direct impact of COVID which caused many disruptions to usual routines for students and families.

We engaged in 'Interception' training and this was implemented in all classrooms and as targeted small group intervention in Term 3/4 to successfully support improved conditions for classroom learning. In 2021, the school is committed to developing and implementing strategies from the Berry Street Education Model to further enhance and provided effective behaviour support.

Client opinion summary

The Term 3, 2020 Student Survey shows that the following items/domains were rated the highest (positive agreement levels):

- Connectedness to School (97%)
- Important adult at school (95%)
- Emotional engagement with teachers (97%)

This reflects one of our strengths to maintain the positive and consistent behaviour strategies for students to be able to approach teachers and see that areas identified are follow-up. The areas we are continuing to focus and develop aspects of bullying, peer belonging and perseverance.

The Parent Engagement Survey had a total of 39 parents respond in 2020. The majority of survey items were in high agreement (i.e. >90% Agree or Strongly Agree). In particular, there was strong agreement that parents feel that their child is important to the school. For some parents (approximately 4-9), they would like more opportunities to have input into their child's learning and tips for support.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	6.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	10.2%
Transfer to SA Govt School	49	83.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

At Enfield Primary School procedures are in place that meet the DfE 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

Qualifications held by the teaching workforce 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	35
Post Graduate Qualifications	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	19.4	0.9	9.3
Persons	0	23	1	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$3,059,488
Grants: Commonwealth	\$1,200
Parent Contributions	\$54,727
Fund Raising	\$864
Other	\$39,221

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

2020 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 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	AET and ACEO worked track and monitor aboriginal students' attendance, plus direct support to families to maintain and build connection and trust for families with school. Targeted literacy intervention delivered.	Increased aboriginal family engagement with school and parent group with ACEO.
	Improved outcomes for students with an additional language or dialect	Employment of EALD teacher. Implementation of targeted, small group Literacy intervention based on Jolly Phonics/ Grammar and Heggerty Phonics program.	Student achievement shown notable growth.
	Inclusive Education Support Program	Increased SSO hours for identified students with a One Plan, and for access to specific intervention support/ programs.	Greater number of students identified and receiving specific support.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Implementation of targeted intervention programs: MacqLit, small group Maths based on the Big Ideas in Number. Buy in of speech pathologist, one day per week. Release provided for teachers to enable writing on One Plans and supporting documentation.	Whole school One Plan/ IESP cycle established and documents being effectively used. Student making progress against SMART goals.
Program funding for all students	Australian Curriculum	Training & development and delivery of improved Learning Design and assessment processes. Coaching/ mentoring of all teachers with Coordinator Teaching & Learning.	Achieved 2020 SIP targets in Literacy and Numeracy.
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Implementation of Heggerty Phonics program and associated resources. Increased decodable readers for JP classes to support improved reading.	10% improvement in Year 1 Phonics Screening.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable