



SCHOOL CONTEXT STATEMENT - 2020

School number: 0660

School name: Enfield Primary School

School Profile:

Enfield Primary School is a Reception to year 7 school, including Department for Education Junior Primary Special Class. We are situated centrally within the Enfield community and 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 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 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 most 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*

Vision/ Motto

Empowering students to learn and achieve.

Purpose/ Aim

1 year's growth for 1 year's work for every learner.

Values

Respect - myself, others, property and the environment

Achievement - successfully being the best that I can be

Belonging – feeling connected with others and knowing who I am

Diversity – celebrating the similarities & differences between you and me

1. General information

School Principal name:	Rebecca Knight
Assistant Principal's name:	David Ward
Year of opening:	1953 (new buildings 1973)
Postal Address:	Clarice Ave, Enfield SA 5085
Location Address:	Clarice Ave, Enfield SA 5085
DECD Region:	Northern Adelaide
Geographical location– ie road distance from GPO	
Telephone number:	8343 6555
Fax Number:	8349 7825
School website address:	www.enfieldps.sa.edu.au
School e-mail address:	dl.0660.info@schools.sa.edu.au
Child Parent Centre (CPC) attached:	No
Out of School Hours Care (OSHC) service:	Yes

February Week 2 Enrolment Census - FTE student enrolment

	2014	2015	2016	2017	2018	2019	2020
Reception	19	22	26	25	22	26	28
Year 1	17	18	15	30	24	23	30
Year 2	12	15	15	16	31	27	25
Year 3	23	11	17	12	13	27	32
Year 4	26	24	12	18	17	12	25
Year 5	18	25	22	19	20	18	17
Year 6	13	18	23	21	24	20	17
Year 7	17	13	20	24	27	24	22
Junior Primary Special	8	8	8	8	6	8	8
Total	153	154	158	173	184	185	204
NESB enrolment	77	76	66	71	75	79	114
Aboriginal enrolment	35	31	27	32	-	-	39

Student enrolment trends:

The school slowly decreased for in size since opening due to the changing demographics of the local area. But, since 2015, this has been changing and school enrolments have seen an increasing trend. The area around the school changed significantly, particularly in the number of new affordable housing being built, bringing more new families into the area.

Staffing numbers (as at February census):

Principal	1.0
Assistant Principal/ Counsellor	1.0
Coordinator – Teaching & Learning	1.0
Mainstream classes	9
Special Class	1
Literacy Intervention & EALD	1.6
Maths Intervention	0.6
Teacher Librarian	0.4
ACEO	30 hours
SSO	8 staff
Grounds	10 hr p/wk

- Public transport access: Main North Rd Stop 20
- There are other services located on the same site. They are:
 - Family Dare Care Payroll Centre
 - Learning Together
 - Learning Together at Home
 - CYWHS nurses
 - C.a.F.E Enfield Children’s Centre and Preschool

2. Students (and their welfare)

General characteristics

Enfield Primary School is complex with students from diverse backgrounds and needs. The School is Category 2 (Index of Educational Disadvantage) and our challenge is to provide a socially just curriculum which meets the needs of all students. The student population has become more multi-cultural with an increasing number of students enrolling from overseas.

- Student well-being programs

The school runs several programs that cater for student Wellbeing. They are:

Breakfast Club

Getting Started Program – this is based on *Play is the Way, Restorative* and is delivered across the school in the two weeks at the beginning of the year and the first week back every term. There is a theme, related to our school values, and

encourages students and staff to build relationships, establish expectations and build a strong team that belongs, is focussed on learning and has a positive disposition to learning and being at school.

3. Curriculum

Subject offerings:

- All teaching programs are planned using the Australian Curriculum and Teaching for Effective Learning (TfEL).
- NIT subjects include: Science, PE/ Health, Italian
- Students access the Child Protection Curriculum

Intervention:

- Differentiated learning programs planned at classroom level
- Early Intervention (Reception – Year 2/3): 3 x 50min Literacy Blocks. Students are assessed, then grouped according to their needs and work with class teacher, specialist teacher or SSO to develop strong foundations that lead to reading and are based on the Big 6: oral language, phonological awareness and phonics for reading & spelling.
- Targeted Intervention (Year 3/4-7): Students receive targeted Literacy intervention, individually or in small groups, with specialist teachers and/ or SSOs. Intervention is implemented term by term and is focussed on reading and comprehension development. Planning and target setting is managed through Learning Support Plans and reviewed termly.
- Specific Intervention (Reception – Year 7): Students who have been identified as SWD, EALD or ATSI sometime qualify for additional support through DECD verification and approval processes. These students receive additional, targeted support from special teachers and SSOs based on recommendations from assessment reports.

Teaching methodology:

Staff use and are encouraged to use a wide range of methodologies to support the different learning styles of students and to meet the needs of the diverse student population. We aim to develop in students a sense of identity, to empower them to be able to contribute, to be creative, to take risks, generate ideas, critically reflect and feel connected with others in the world. Literacy and Numeracy are part of all areas of learning.

Staff have had extensive training in Differentiation and the TfEL Framework and use these to underpin their programming and planning.

Student assessment procedures and reporting

Our Assessment, Recording and Reporting policy reflect current DfE policy. All students have Individual Learning Plans which are written twice a year. 3 Way Conferences coincide with the timing of the Individual learning Plans to allow teachers, students and parents to discuss the learning goals in the plan.

Joint programmes:

The school has strong links to C.a.F.E (Children and Families Everywhere) Enfield Children's Centre & Preschool. This centre incorporates DECD, CYWHS, and Enfield Community Child Care.

SPOTed (Special ED, Occupational Therapy) playgroup (Gymbaroo) runs on Tuesday and is jointly funded by the school, Children's Centre and Family Day Care.

5. Sporting Activities

The school is involved in various SAPSASA sports. Most of these sports are offered as a Friday afternoon interschool sports program. Various skills coaching sessions are held throughout the year. A school Sports Day is held each year. Coaching clinics are promoted at various times during the year. R-7 students have term time swimming lessons at the Adelaide Aquatic Centre.

6. Other Co-Curricular Activities

The school choir participates in the Festival of Music each year.

7. Staff (and their welfare)

- Staff profile
The teaching staff has a good mix of highly experienced teachers and teachers in their first few years of service. Experienced teachers actively support their colleagues.
- Leadership structure
The Principal and Senior Leader make up the leadership team. The team meets weekly.
- Staff support systems
Collegiate support is seen as fundamental to the promotion of our school ethos. It currently is evident in support for student behaviour management and of achievement of individual growth plans – both professional and personal.

Teachers work in Learning Teams which focus on planning for at least one year's growth, for one year's learning, for every student. They meet to share and support professional growth in pedagogy and ensure planning is data & evidence based.

- Performance & Development
The school has a Performance Management Policy in place. The main features of the policy are:
 - Personal Portfolios - All staff are encouraged to keep a Personal Portfolio which documents their career highlights, their personal / professional development, certificates and qualifications to support their work as professional educators.
 - Each year all staff create a personal Performance & Development Plan, in line with DfE requirements. This is shared with colleagues and leadership as part of termly 'one-on-one' meetings and as part of the Learning Team structure. This also aligns to the Step 9 process for identified teachers.
 - All staff meet with the Principal to formulate a Personal Development Plan which is aligned to the Australian Professional Standards for Teachers, their J&P and site priority areas. Written feedback is provided annually.

Ancillary Staff meet fortnightly (as a group) with the Principal to discuss their personal and professional needs.

- Staff utilisation policies
Staff negotiate annually for the use of NIT allocation.
The school utilises funding from SAPSASA, Learning Together to employ additional SSO time for Administration and Finance related to their programs.
- Access to special staff
Regional specialist staff are accessed via a referral process.

8. School Facilities

- Buildings and grounds
The school is an open space design with three separate units in use. Extensive refurbishment has occurred in recent years resulting in:
SmartBoards being installed in all classes
Wet areas upgraded
External painting
Upgraded asphalt
New signage
- Heating and cooling
All classrooms have reverse cycle air conditioning.
- Specialist facilities and equipment
New Gym which is used for PE and whole school events
Refurbished library
- Staff facilities
all staff have access to computers in their work areas
- Access for students and staff with disabilities
limited access to some parts of the school for students and/ or staff with disabilities

9. School Operations

- Decision making structures
The school operates committees to support democratic decision-making. Current Committees are: Leadership Team; Staff Meeting; Administration; Personal Advisory Committee; Governing Council; Finance Advisory Committee, and Wellbeing & Events Committee.

The school's Decision Making Policy is in place and used as the basis for decision making in all areas of school life.
- Other communication
Newsletters are published fortnightly.
Parent Information booklets are made available to all new enrolling students and their families.

Staff communication is via a weekly Bulletin and electronic daybook.
The school has a Policy Folder available for all staff and an Information Book for parents.

Newsletters and other relevant school information are distributed via email.

The school website is constantly being upgraded to provide families more information

- School financial position
The school is in a very sound financial position

10. Local Community

- General characteristics
Enfield Primary School is a small school situated in the inner northern metropolitan area. The housing surrounding the school comprises a mixture of short/long term and emergency housing (Housing SA), private rental accommodation and owner occupied dwellings (mainly older residents). Older houses are being replaced by higher density housing. There are many single parent households in the suburb.
- Parent and community involvement
The Governing Council effectively governs the school.
Parents are welcomed in classrooms and are valued for their knowledge of their child and their support in their learning. Parents/grandparents support our students in many ways, from taking part in classroom lessons, fitness activities, excursions and camps. There are opportunities for parents to provide volunteer support given to our children. All volunteers have current police clearances.
Community Mentoring operates at Enfield Primary School. A number of Year 5, 6 & 7 students receive support from volunteer mentors
- Feeder or destination schools
Students enter Enfield Primary School from a range of local Pre-schools with CaFE Enfield Children's Centre and Enfield Folland Park Kindergarten being the main feeder sites.
Most Year 7 students enrol at Roma Mitchell Secondary College which is the locally zoned school.
- Other local care and educational facilities
CaFE- Enfield Childcare and Preschool
CaFE Enfield Childcare and Preschool provides care and education together as part of the Children's Centre. It operates as a separate incorporated body (community based) and the current Director of Education and Care is Ms Joan Gilbert.
- Other local facilities
- Accessibility
The school is accessible via Bus route 222. Bus stop 20 on Main North Road
- Local Government body
Port Adelaide / Enfield Council

12. Further Comments