North Ingle School
2016 Annual Report to the School Community

North Ingle School Number: 1183
Partnership: Montague

Name of School Principal: Dina Zunis

Name of Governing Council Chair: Jamie White

Date of Endorsement: 14/2/2017

School Context and Highlights

North Ingle School is a small community school catering for approximately 137 students from Reception to Year 7. There is a school based Preschool on site with 30 enrolments. The school is located approximately 16 km North of Adelaide and was opened in 1973.
The school is part of The Montague Partnership within the Northern Adelaide Region. The school community is very supportive of school programs and has high expectations of student participation and learner achievement.
North Ingle School has a Category 3 Index of Disadvantage, comprising of approximately 35% of students eligible for School Card, 13 identified as students with disabilities who have a Negotiated Education Plan (NEP), 12 students identified with Aboriginal or Torres Strait Islander cultures and have an Individual Learning Plan (ILP), 49 students (17%) are from culturally and linguistically diverse backgrounds who have English as an Additional Language or Dialect (EALD). Students identify with nineteen cultural backgrounds within our school community.

2016 Highlights:
• 60% of Yr 1 & 65% of Yr 2 students met the SEA Running Records benchmark of Level 15 and Level 21 respectively
• 66.7 % in Yr 3, 60% in Yr 5 and 75% in Yr 7 reached NAPLAN Reading Benchmarks
• 72% in Yr 3, 62.5% in Yr 5 and 58.3% in Yr 7 reached NAPLAN Numeracy Benchmarks
• 44.4% in Yr 3 Reading and 33.3% in Yr 3 Numeracy achieved in the Higher Bands which represented an increase from 2015 results
• 40% in Yr 5 Reading and 66.7% in Yr 5 Numeracy retained their higher bands from Yr 3 higher band NAPLAN results
• Year 6/7 Aquatics at West Lakes and R-5 Swimming Program
• Main school events included Book Week, Scholastic Book Fair, Jump Rope for Heart, Reconciliation Week, Harmony Day, Wheels Day, School Disco, Year 7 Graduation, fortnightly assemblies, Terrific Kids Awards from the Kiwanis Club, Instrumental Music Evening and our spectacular End of Year School Concert.
• Excursions and Incursions have included Maritime & Adelaide Museum, Fringe Festival, Helping Hand Aged Care and Animals Anonymous Science Show
The Fundraising & Canteen Committee coordinated several successful events in the year including our Mother's & Father's Day stalls, Sports Day Lunches, School Disco, 2 successful Bunning's BBQ Fund-raisers
• Library refurbishment
• Commencement of Preschool one million dollar upgrade
• Approval for DECD Security Fencing in 2017
• ICT infrastructure upgrade
•Trialling Auslan as the LOTE Language in 2017

Governing Council Report

The Governing Council this year has been very active in focusing on the Site Improvement Plan as well as reviewing school polices, budget management, and looking forward to the future with added resources to support teaching and learning. Our school continues to make progress in our education functions as well as retaining high quality staff to in all facets of the school.

This year there have been many highlights and I would like to acknowledge that the Governing Council has played a part in the decision making process in the following aspects of the school
• Million Dollar Upgrade to refurbish the preschool.
• Appointment of a new Pastoral Care Worker
• New security fencing for the entire school, enabling a safer environment for all staff and students
• Upgraded ICT infrastructure for the school.
• Exemplary Financial Audit Report.
• Review of School Sun Smart Policy in line with SA Cancer Council and DECD expectations
• Review of our School Uniform Policy to match current requirements.
• Our Volunteers who run our committees on PACE, Canteen, OSHC
• The fundraising this year that enabled a significant portion of the money raised to refurbish the library area with new carpet and furniture.
• Governing Council endorsed the transition to Auslan as the LOTE language for 2017
• The employment of a Pastoral Care Worker to support the well-being of students and families at school.
• Overseeing the OSHC Service provided by Camp Australia
• Review of our 3 year Site Improvement Plan with priorities of Student Attendance, Literacy, Numeracy and Student Well-Being and moving forward with a new 3 year plan in 2017.
• RAN Training for all Governing Council Members and volunteers
• Success of Konnective App for the school newsletter and other school community information
• SRC Executive team involvement with Governing Council and their reporting at the Governing Council meetings.
This year our school continues to attract and retain high quality teaching and administration staff who are committed and focused on improving our education standards to the highest level so that every child receives the very best learning opportunities, whilst upholding the school values of Respect, Integrity, Caring,Commitment and Honesty.
I would also like to thank my Governing Council members, Principal Dina Zunis, the staff, parents, friends and the students for a wonderful year as it is a privilege to be the Chair of the school.

Yours Sincerely
Jamie White
Chairperson

Improvement Planning and Outcomes

2016 Site Improvement Plan priorities focused on Student Attendance, Reading, Numeracy and Student Well-Being.

PRIORITY 1: Student Attendance
Attendance attainment decreased from 91.7% in 2015 to 89.9% in 2016, partly as a result of the absence of one particular since 2014, chronic health conditions, families moving interstate with whereabouts unknown, lack of transport, walking distance and family reasons have contributed to chronic lateness. Although data appears low, there has been significant improvement in overall attendance and lateness with some students.
Actions &Recommendations:
• The school will continue to have high expectations of attendance and encourage greater communication with families and work in conjunction with the Social Worker of Attendance and Engagement. • Unexplained absences will continue to be followed up as required via notes, Dojo App, calls home, face to face discussions and student attendance plans implemented where necessary • The SRC Executive recommended in 2017 Attendance Certificates to be presented to students who attend school regularly at school assemblies to acknowledge its importance • Indigenous students will continue to be monitored with the support of the ACEO

PRIORITY 2: Improve Literacy outcomes in Reading
Running Records targets:
8 out of 17 Reception students achieved the SEA of 6 or above; 7 out of 15 Year 1 students achieved the SEA of 15 or above; 14 out of 16 Year 2 students achieved 21 or above; 14 out of 21 Year 3 students reached 28 or above.
Actions & Recommendations:
• Revisit Literacy Agreements in Guided Reading, the Gradual Release of Responsibility and Modelled Reading in alignment to current classroom practice and pedagogy • PD release with Reading Support Teacher • Continue with Running Record data collection and analysis as a minimum twice a term • Running Record data wall to track and monitor student growth • Teachers will continue to explicitly teach the comprehension strategies with greater emphasis on 30+ Running Record levels • Working with the Montague Partnership on common agreements with oral reading and pedagogies • Data will continue to be collected each term to inform teaching at school and partnership level using Markit • Ongoing purchases of new Guided Reading resources • Parent Reading Workshops to support reading at home • SSO staff continue to support children during the designated Literacy Block

PRIORITY 3: Improve Numeracy Outcomes
In Year 3 NAPLAN 13 out of 18 students achieved Band 3 or above; in Year 5 - 10 out of 16 achieved Band 5 or above and in Year 7 - 7 out of 12 achieved Band 6 or above.
Actions & Recommendations:
• Ongoing review of the whole school Numeracy Agreement • Continue with Quick Smart Numeracy Intervention with identified students • Working with the Montague Partnership on agreements to implement mental routines, problematized situations & effective pedagogies • Continue to focus on Feedback and Student Voice in Learning
PRIORITY 4: Student Well-Being - Promote a safe school environment that is free from bullying, harassment and violence.
Actions & Recommendations:
•Continue to implement restorative justice principles, the school values and Program Achieve strategies • Two year appointment of a Pastoral Care Worker • Safety Ambassadors support students in the yard • Student Behaviour Plans continue to be implemented to support student development • Continue to work with the Montague Partnership Behaviour Coach to support teacher practice, provide ongoing professional learning and develop Crisis Management Plans where necessary • Teachers completed the Behaviour Online Training Course
2017 -2019 Site Priorities - Attendance, Literacy, Numeracy and Digital Technologies

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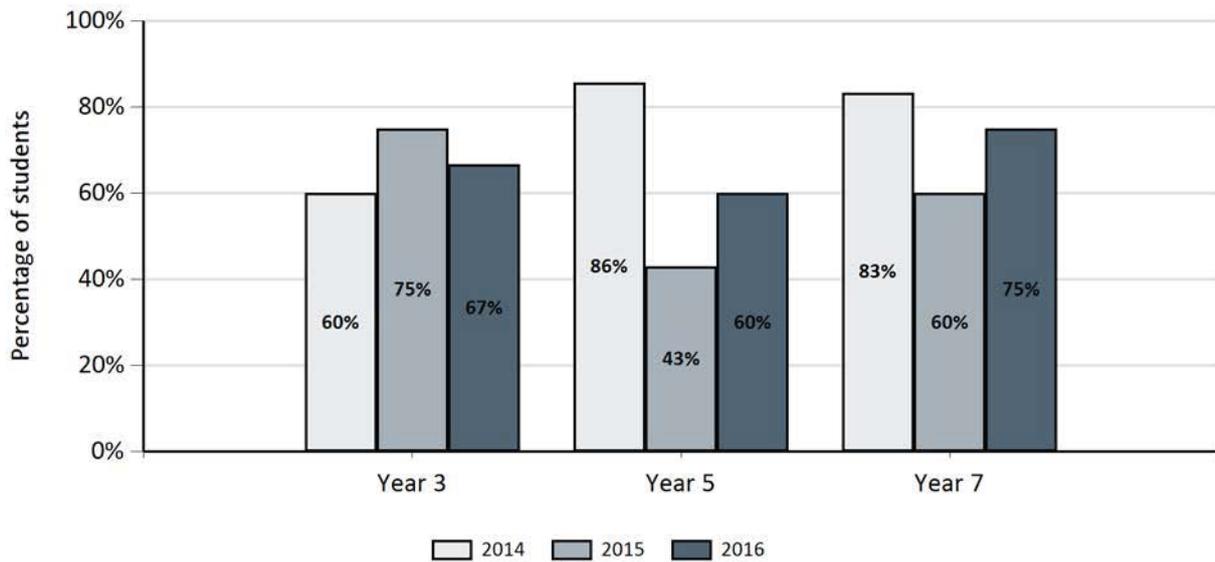
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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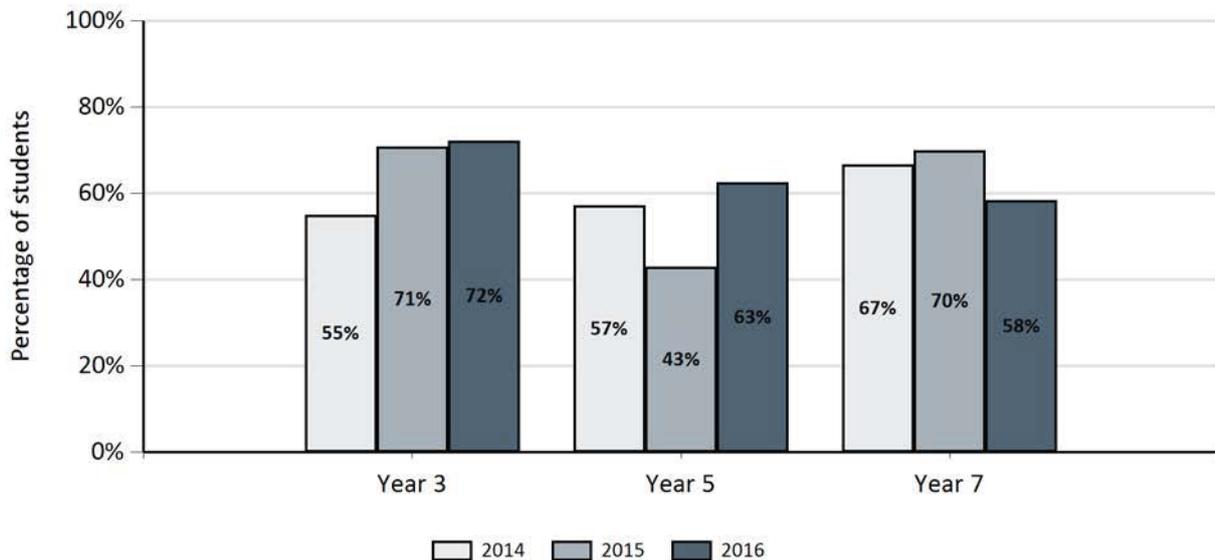
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	54%	18%	25%
Middle progress group	31%	55%	50%
Upper progress group	15%	27%	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	38%	30%	25%
Middle progress group	38%	40%	50%
Upper progress group	23%	30%	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	18	18	8	6	44%	33%
Year 3 2014-16 Average	20.7	20.7	7.0	4.7	34%	23%
Year 5 2016	15	16	2	2	13%	13%
Year 5 2014-16 Average	14.3	14.7	2.0	1.7	14%	11%
Year 7 2016	12	12	1	0	8%	0%
Year 7 2014-16 Average	12.7	12.7	2.3	1.3	18%	11%

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

NAPLAN Reading data shows increase in proficiency bands in Year 5 from 43% to 60% and Year 7 from 60% to 75%in 2016
In Year 3 NAPLAN - 12 out of 18 achieved Band 3 or above; in Year 5 - 9 out of 16 achieved Band 5 or above; and in Year 7:
- 9 out of 12 achieved Band 6 or above. There was a slight decrease from 75% in 2015 to 68% reaching SEA for Year 3
Reading in 2016.
Reading Target was to increase the percentage of students achieving in the higher bands by 12 months growth.
Year 3: Bands 5 and 6 - 8 out of 18 Year 5: Bands 7 and 8 - 2 out of 16 Year 7: Bands 8 and 9 - 1 out of 12
PAT-R Comprehension Scale Scores achieved:
Year 3: 100 or above -18 out of 21 Year 4: 110 or above -14 out of 21 Year 5: 115 or above - 9 out of 17
Year 6: 120 or above - 9 out of 12 Year 7: 124 or above - 8 out of 12

The designated Literacy Block inclusive of the Big 6 Reading components, explicit instruction in inferential questioning and
consistency in teacher practice continues to be a focus in the reading program of the school.
NAPLAN Numeracy data shows increase in proficiency bands in Year 3 from 71% to 72% and Year 5 from 43% to 73%   In
Year 3 NAPLAN 13 out of18 students achieved Band 3 or above; in Year 5 - 10 out of 16 achieved Band 5 or above and in
Year 7 - 7 out of 12 achieved Band 6 or above. There was a slight decrease from 70% to 58%in Year 7 Numeracy;
Numeracy Target was to increase the percentage of students achieving in the higher bands by 12 months growth
Year 3: Bands 5 and 6 – 6 out of 18 Year 5: Bands 7 and 8 - 2 out of 16 Year 7: Bands 8 and 9 – 0 out of 12
PAT-M Mathematics Scale Scores achieved:
Year 3: 110 or above -10 out of 21   Year 4: 115 or above -11 out of 21 (+ 3 students on 114.8)
Year 5: 120 or above - 6 out of 17   Year 6: 124 or above - 6 out of 12   Year 7: 125 or above - 4 out of 12 (+3 on 124.9)

Natural Maths strategies are applied to support mental routines, problematised situations, fluency and reasoning
12 students completed Quicksmart Numeracy Intervention
12 achieved 100% in addition
11 achieved 100% in subtraction
4 achieved 100% in multiplication
4 achieved 100% in division
The students who achieved 100% in multiplication and division had not started those operations at all. The recognition of
number families and number facts assisted recall. Three of these students started at about 65% and reached 100%. One
student started at 42% and achieved 100%.

Staff continue to address effective pedagogical practices including the use of specific feedback to challenge student thinking
and improve learning outcomes. Agreements in both Literacy and Numeracy continue to be revised both at school and
partnership level to support consistency and understanding. Professional learning and intentional PLC foci in reading and
numeracy across the partnership have been a critical support agent for improvement in teacher practice and outcomes for
students. Learning Design, Assessment and Moderation will be a focus in 2017 as part of the Learning Improvement Strategy
and aiming for more consistent A-E reporting.

Attendance

Year level	2014	2015	2016
Reception	92.7%	90.2%	87.8%
Year 01	89.0%	91.1%	86.3%
Year 02	90.9%	92.8%	93.8%
Year 03	90.9%	91.6%	91.5%
Year 04	90.9%	93.2%	91.6%
Year 05	91.4%	89.8%	86.0%
Year 06	92.2%	93.4%	92.3%
Year 07	90.4%	91.8%	90.5%
Total	91.1%	91.7%	89.9%

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

Attendance Comment

Attendance in 2016 has presented at its lowest since 2014. Illness, family holidays, student lateness, limited transport access and chronic non attendance have contributed to student absenteeism,impacting on data results. The school continues to make contact with families, the Attendance and Engagement Social Worker and follow the School Attendance Policy. Teachers and administrators record evidence of phone calls, conversations and notes sent home. Attendance Improvement Plans have been developed to support some families, which has resulted in significant improved student attendance.

Behaviour Management Comment

The school continues to apply Restorative Justice Principles, Program Achieve strategies and using student voice to optimize the social, emotional, and academic outcomes of all young people.
Incidents of violence were represented by 5 students resulting in 6 suspensions in 2016. The involvement in the Behavior Coach trial, enabled teachers to complete an Online Course and develop Crisis Management Plans. The school utilized RAAP funding and behaviour supplementary funding to support identified students.
Safety Ambassadors have been pro-active in setting up yard games to increase play opportunities. A Cyberbullying Survey identified 25% have experienced online bullying. SAPOL will be conducting workshops in 2017for the school community.

Client Opinion Summary

Student Survey Responses:
42 students completed the survey. All but two questions answered ranged from 4.0 - 4.8 on the average rating scale to 5, with positive responses stating, '4.8 My teachers expects me to do my best; 4.5 My school looks for ways to improve; 4.4 My teachers motivate me to learn; 4.2 My teachers provide me with useful feedback; 4.2 'I can talk to my teachers about my concerns;
Areas just below 4.0, we will continue to address and prioritize are 'Student behavior is well managed at my school' and 'The school is well maintained.'

Parent Survey Responses:
13 parents completed the survey. All questions answered ranged between 4.1 - 4.7 on the average rating scale to 5, with positive responses stating, 4.7' My child feels safe at this school', 4.5 (100%) 'Teachers at this school expect my child to do his/her best, 4.4 'Teachers at this school provide my child with useful feedback'.
On 4.2 or 82% Agree & Strongly Agree that student behavior is managed well at this school. This has been the highest and positive response over the last 4 years, as the average has been on 3.9. Working closely with families to support behaviour development reflects this as a strength for our community.

Staff Survey Responses:
6 staff completed the survey. All questions answered ranged between 3.8 - 5.0 on the average rating scale to 5.
5.0 'Teachers at this school expect students to do their best,' On 4.8 it highlighted' Parents at this school can talk to teachers, Teachers at this school expect students to do their best, Parents at this school can talk to teachers about their concerns, This school looks for ways to improve, Teachers at this school motivate students to learn.'
Areas just below 4.0, we will continue to address and prioritize is 'Student behavior is well managed at my school' and 'The school is well maintained.'

The school values Opinion Surveys and will continue to work with staff, students and parents to address and review our behavior management processes as a collective and maintaining of the school grounds as highlighted across the range of stakeholders. The security fence will work positively towards the aesthetics, maintenance and upkeep of the physical environment around the school.

Overall, there have been positive responses documented from staff, students and parents from the 2016 surveys. We continue to work as a collective towards continual improvement for the students of this school.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	12.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	3.0%
Transfer to SA Govt School	28	84.8%
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

All our staff, parent volunteers, Governing Council members and third party providers who work on site present with a current DCSI child related clearance. An induction and RAN training must also be completed. A hard copy of the approved clearance is presented to the Principal and kept on site. All approved clearances are entered onto EDSAS by the Administration Officer. The Teacher Registration Board endorses all clearances of their employees prior to any appointment to the school. Records are also kept on Eduportal of staff trained in the Keeping Safe Child Protection Curriculum.

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	19
Post Graduate Qualifications	0

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	9.8	0.0	4.4
Persons	0	12	0	9

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

Financial Statement

Funding Source	Amount
Grants: State	$ 1,432,653.44
Grants: Commonwealth	$ 8,400.00
Parent Contributions	$ 37,299.00
Fund Raising	$ 9,213.09
Other	

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	The Deputy Principal has a counseling component and worked in collaboration with staff to make referrals to support services, work alongside families, lead a boys social skills program and develop student behavior plans	Improved safety, engagement and participation in the learning programs
	Improved Outcomes for Students with an Additional Language or Dialect	EALD teacher supported students in the classroom and in small groups in text type writing, reading and recording oral transcripts in the early years	SEA achieved in Writing Year 3 -4 out of 4 Year 5- 5 out of 5 Year 7-3 out of 3
	Improved Outcomes for Students with Disabilities	13 NEP's (7-D Levels, 5-A Levels and 1-C Level) were reviewed in consultation with the class teacher, student and parent. Identifying strengths, targets & areas of development within the Australian Curriculum	New SMART goals set, following review and consultation of current goals
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	N/A	N/A
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	SSO allocation supported Yr 4-7 Quick Smart Numeracy and a 0.4 intervention teacher to support text type writing In NAPLAN Writing - Year 3 -14 out of 16 achieved SEA; Year 5 - 8 out of 13; Year 7 - 11out of 12.	Quicksmart 12 achieved 100% in addition and 9 achieved 100% in subtraction
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	N/A	N/A