North Ingle School
2019 annual report
to the school community

Government of South Australia
Department for Education

North Ingle School Number: 1183
Partnership: Montague

Name of school principal: Dina Zunis

Name of governing council chairperson: Jamie White

Date of endorsement: 11th February 2020

School context and highlights

North Ingle School is a small community school catering for approximately 164 students from Reception to Year 7, adjoined with a school based Preschool on site reaching 20 enrolments in 2019. The school is located approximately 16 km North of Adelaide and was opened in 1973 and is part of The Montague Partnership within the Northern Adelaide Region.
North Ingle has a strong commitment to providing high quality teaching and learning programs within a safe and stimulating environment, to develop children as confident, resilient, socially competent individuals with a passion for learning. We aim to maintain positive working relationships with staff, students, families, extensive volunteers and the broader community.
North Ingle School has a Category 3 Index of Disadvantage, comprising approximately 37% of students eligible for School Card, 18 identified as students with disabilities and 12 students identified as Aboriginal with completed One Plan.
58 students (35.3%) are from culturally and linguistically diverse backgrounds who have English as an Additional Language or Dialect (EALD). Students identify with 20 cultural backgrounds within our school community.

In 2019, the school was characterised by:
• Continued increase in student enrolments R-7 since 2013
• Significant growth in Year 3, 5 and 7 NAPLAN Reading results and Year 5 and 7 Numeracy over a three year period
• A whole school commitment to Synthetic Phonics, Phonological Awareness, Running Records, Modelled and Guided Reading
• Quality professional learning in Reading facilitated by Australian Literacy Consultant & Educator Stephen Graham
• A highly committed staff focused on learner literacy improvement
• External School Review highlighted the school is using effective improvement planning and monitoring processes to raise student achievement
• Whole school events included Sports Day,Sporting Schools Program, the Colour Walk, Book Week, Reconciliation Week, Harmony Day, School Disco, Terrific Kids Awards, Instrumental Music Evening and End of Year Concert
• Camps, Excursions & Incursions have included Woodhouse Camp, the Art Gallery, Adelaide Fringe, Maritime Museum, Scientific Circus, Farm Barn, Dusty Feet Mob, Life Ed Van, Big Rocking Horse, Year 6/7Aquatics and R-5 Swimming
• An overwhelming 42 volunteers who have given their time and effort to assist in classroom learning programs, the canteen, school disco and other whole school fund-raisers.

A commendable effort of achievements.

Governing council report

The North Ingle School is a school of opportunity but also encompass a culture of excellence through leadership by the Principal Dina Zunis and Deputy Averil Pope. The teaching staff and SSO support staff are continually engaged in professional learning to provide best practices for all learners. Our teaching staff are to be complimented on their willingness to evaluate and promote effective teaching methods that support every child at North Ingle. The School has a diverse student population with a committed Governing Council. The interaction between staff and students creates wellbeing and harmony and an environment where we encourage initiative, free thinking and value all input from students to make our school better. Ten years ago I came to this school and was nominated Chairperson, a position I have held in high regard for 9 years and it has been my privilege to serve under the current Principal Dina, who is highly regarded both within and outside our school district. Like any school we have had challenges but these are overcome with input and focus from not only our internal staff, support services but also our parents who entrust us with their children's education. Lastly, I would like to thank all of the volunteers who tirelessly work at our school functions, committees and the canteen your efforts are truly valued and appreciated.
Highlights of the school year include:
•2019 External School Review and it's favorable comments from the Review Officer in commending the effective conditions for student learning, improvement planning and monitoring processes to improve student achievement.
•Positive and accredited growth in the schools NAPLAN results in Reading and Numeracy for Years 3 5 and 7
•A clear focus in Reading and Phonics learning Preschool - Year 7
•Increase in school attendance by students to 92.6%
•The continued growth of the OSHC service to the School Community
•3 year SIte Improvement Plan (SIP) with clear direction, focus and action. The SIP includes levels of input from the Leadership team, Staff, Students and the Governing Council
•Governing Council Training in the role of Governance of the School and their responsibilities and practices.
•Reviewed Sun Smart & Grievance Policies
•Nature Play area
•New Hall projector & screen
•Nominations of staff for the Public Teaching Awards
•North Ingle was one of 10 pilot schools for the new EMS
•The joint approval and commencement of the Basketball Courts.

Jamie White
Chairperson

q

Improvement planning - review and evaluate

GOAL1: Developing balanced readers through explicit modelled and guided reading informed by rigorous assessment.
Running Records
10/21 (48%) Reception students achieved the SEA of Level 5 and above.
17/27 (63%) Year 1 students achieved the SEA of Level 13 and above.
19/24 (79%) Year 2 students met SEA of Level 21 and above
R-7 Reading intervention will continue in 2020 with the Reading Intervention Teacher for students who have not met the SEA.
Every student will be tracked and monitored through a Running Record twice each term.
NAPLAN Targets:
12/14 (86%) Year 3 students achieved the SEA in NAPLAN Reading Band 3 and above
15/16 (94%) Year 5 students achieved the SEA in NAPLAN Reading Band 5 and above
21/23 (91%) Year 7 students achieved the SEA in NAPLAN Reading Band 6 and above

PAT-R Assessment
PAT System Performance have identified that there are significant differences in results for PAT Reading between the 4th and 5th edition, therefore cannot be used to compare student's individual result to previous years or to measure student growth.
Teachers used the online results to diagnose individual student responses and to inform next steps in teaching.

GOAL 2: Developing knowledge, skills and understanding in Phonics and Phonological Awareness.
16/27 (59%) achieved benchmark of 28 and above in the 2019 Year 1 Phonics Screening Test. This is a significant improvement from the 2018 results where 9/26 (34%) achieved the benchmark.
In Term 3 this year we tracked and re-assessed the 2018 Year 1 cohort and demonstrated improvement where 18/27 (67%) reached the benchmark. A commended improvement in the results whilst acknowledging the deep and narrow focus on Synthetic Phonics as a school.

GOAL 3: Developing knowledge, skills and understanding in Big Ideas in Number.
NAPLAN Targets:
11/14 (79%) Year 3 students achieved the SEA in NAPLAN Numeracy Band 3 and above
14/16 (88%) Year 5 students achieved the SEA in NAPLAN Numeracy Band 5 and above
19/23 (83%) Year 7 students achieved the SEA in NAPLAN Numeracy Band 6 and above

Results in PAT-M indicate higher gain of 2-3 bands for QuickSmart students than their average achieving peers.
PAT-M Mathematics Scale Scores achieved:
Year 3: 101 or above -11/15 (73%) Year 4: 110 or above -14/16 (88%) Year 5: 112 or above -14/15 (93%) Year 6: 120 or above – 16/19(84%) Year 7:121 or above - 18/23 (78%). Improved growth saw 2018 Year 3 cohort percentage rise from 81% to 88% and Year 5 cohort increase from 80% to 84%.
Actions & Recommendations:
Continue development and utilisation of Big Ideas in Number resource packs and assessments in Trusting the Count
Continue with Quicksmart Numeracy Intervention with identified students from PAT M Data and NAPLAN Numeracy results

Quicksmart Numeracy Intervention: 12 students from Years 4-7.
11/12 achieved 100% in addition
11/12 achieved 100% in subtraction
11/12 achieved 100% in multiplication
5/6 achieved 100% in division
Automaticity improved over the 4 operations for all students by more than 3-8 seconds. The results show that strategies ⊞

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.
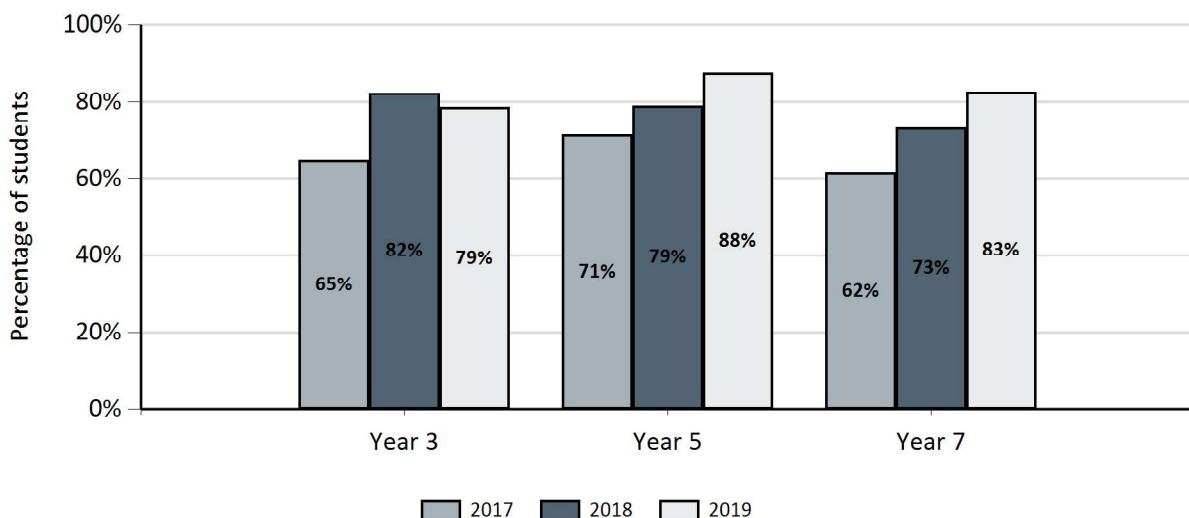
Reading
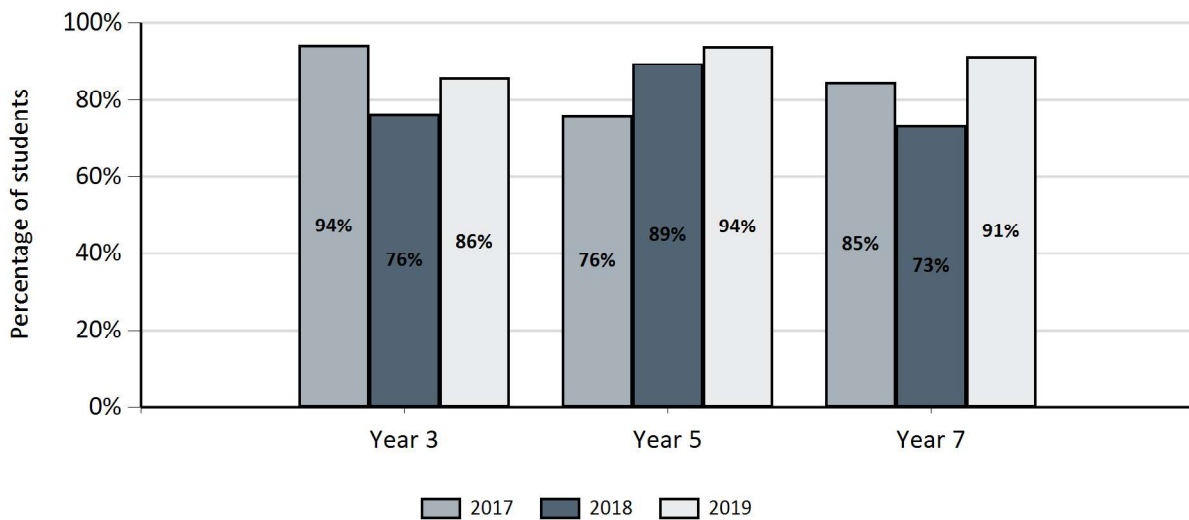
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*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 2017 to 2019 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	31%	38%	25%
Middle progress group	62%	38%	50%
Lower progress group	6%	24%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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	31%	48%	25%
Middle progress group	50%	43%	50%
Lower progress group	19%	10%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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	14	14	6	3	43%	21%
Year 3 2017-19 average	16.0	16.0	5.7	4.3	35%	27%
Year 5 2019	16	16	7	3	44%	19%
Year 5 2017-19 average	18.7	18.7	5.3	2.7	29%	14%
Year 7 2019	23	23	2	2	9%	9%
Year 7 2017-19 average	17.0	17.0	2.0	2.7	12%	16%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.
^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

NAPLAN Reading
Year 5 data demonstrates a sustained growth from 2017 to 2019 in Reading. This is to be commended. Year 3 and 7 data shows an increased growth over a two year period.
In Year 3, Reading 86% -12/14 achieved Band 3 or above excluding one exemption, with seven students achieving in the upper two bands. In Year 5, 94% - 15/16 achieved Band 5 or above with seven achieving in the upper two bands. In Year 7 91% - 21/23 achieved Band 6 or above with two achieving in the upper two bands. Thirteen students achieved Band 7.
No students in Year 5 &7 were exempt from the tests.
Year 3-5 progress from 2017-2019 equates to the state average of 25% in the upper and lower progress groups and 50% in the middle progress group. Year 3-5 progression indicates 31% for the upper progress group, 62% in the middle progress group and 6% in the lower progress group.
Year 5-7 progression indicates an increase of 38% for the upper progress group, 38% in the middle progress group and 24% in the lower progress group for this cohort.
The school will continue to focus on Explicit, Guided & Modelled Reading through the development of agreed Statements of Practice. Running Records analysis will continue in the moderation and assessment process in 2020 aiming for a more consistent whole school approach through Learning Design,Assessment and Moderation. A Preschool - 7 Synthetic Phonics program will be further implemented using the Letters and Sounds Framework.

NAPLAN Numeracy
Year 5 and 7 data demonstrated an observable consistent increased growth over a three year period from 2017 to 2019 in NAPLAN Numeracy. This is to be commended.
In Year 3 Numeracy - 79% -11/14 achieved Band 3 or above excluding one exemption, with three students achieving in the upper two bands. In Year 5 88% - 14/16 achieved Band 5 or above with three achieving in the upper two bands. In Year 7 83% 19/23 achieved Band 6 or above with two achieving in the upper two bands. Thirteen students achieved Band 7.
Year 3-5 progression indicates 31% for the upper progress group, 50% in the middle progress group and 19% in the lower progress group. Year 5-7 progression indicates 48% for the upper progress group, 43% in the middle progress group and 10% in the lower progress group for this cohort.
Teachers have been focusing on Trusting the Count, Place Value, automaticity through the Numeracy QuickSmart program and frequently exploring problem solving tasks in student teams. Teacher quality and consistency are to be commended and acknowledged. Teachers will continue to prioritise Trusting the Count and Place Value strategies as part of their weekly maths programming. A Numeracy satellite group will be established next year for teachers to be part of sharing good practice and resources.
Embedding a Preschool - Year 7 Synthetic Phonics Program will be a priority in 2020. The Year 1 Phonics Screener will be used as an assessment tool to collect data for every learner as part of a whole school consistent approach.

Attendance

Year level	2016	2017	2018	2019
Reception	87.8%	92.1%	94.0%	88.8%
Year 1	86.3%	92.6%	91.9%	92.9%
Year 2	93.8%	91.0%	91.6%	93.6%
Year 3	91.5%	94.6%	92.6%	92.9%
Year 4	91.6%	92.5%	93.8%	93.6%
Year 5	86.0%	95.1%	93.1%	93.9%
Year 6	92.3%	89.1%	92.5%	91.3%
Year 7	90.5%	91.0%	85.9%	93.7%
Total	89.9%	92.3%	92.1%	92.6%

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

Attendance comment

There has been significant and steady improvement in attendance since 2016, increasing from 89.9% to 92.6% over a 4 year period. Attendance Certificates continue to be presented to students each term who meet the SEA Target of 95% and above. In Term1-96, Term 2-76, Term 3-74, Term 4-83 achieved the SEA target from a current enrolment of 164 students.
The school will continue to monitor daily attendance and maintain strong communication with families,the Social Worker & Engagement Officer and Child Well-being Practitioner. Attendance Plans have been developed to support families and students.

Behaviour support comment

The school continues to work in consultation with families, the Behaviour Coach, the Special Educator and the Boys Social Skills Group Co-ordinator to support student behaviour. Eight students were suspended for violence this year. The school accessed and applied through an application process for further Inclusive Education Support Program Funding which supported students identified with complex and challenging behaviours. External mentoring has contributed to a reduction of violent incidents.
Student Safety Ambassadors support students during play breaks. SAPOL conducted Cyber-Bullying Workshops for the primary students and our parent community. A presentation from the Sammy D Foundation was arranged to support non-violent behaviours.

Client opinion summary

Opinion Surveys were distributed to students,staff and parents/caregivers. They are intended to provide the school feedback about what we are doing well and areas for further improvement using a scale of agreement levels, from strongly disagree to strongly agree. Overall parents, students and staff indicated consistently high levels of satisfaction and agreement in all areas surveyed.

57 Yr 5-7 students completed the survey. All questions answered ranged between 3.1-4.5 on the average rating scale to 5.
The survey indicates a positive rating of 4.2 and above in the following areas:
My teachers expect me to do my best
My school looks for ways to improve
My teachers provide me with useful feedback about my school work
My teacher motivates me to learn
12 students disagreed that student behaviour is well managed at this school. This will be addressed further next year with the SRC, staff and parents.

20 staff completed the survey. The survey indicates a positive rating between Agree to Strongly Agree in the following areas:
Quality of teaching and learning, Support of Learning, Relationships and Communication, Leadership and Decision-making.
I am impressed with the time given to explicit teaching, discussion and listening to student understanding.
Teachers have high expectations of what they believe the students can achieve.
The PD available and SIP reinforce and guide our teaching and learning.
I believe that students are well supported within our site by teachers, SSO's and leadership. Additionally, teachers communicate with parents and leadership regularly discussing any concerns we have for student well being, academic progress and behaviour. Leadership support students, families and teachers to resolve concerns that arise.
Great leadership that involve staff in decision making.
I believe the Leadership team at North Ingle are supportive, fair, visible and clear communicators. Leadership have always been approachable.

10 parents completed the survey. All questions answered ranged between 3.7-4.6 on the average rating scale to 5.0.
The survey indicates a positive rating 4.4-4.6 in these areas:
I can talk to my child's teacher about my concerns
My child feels safe at this school
Student behaviour is well managed at this school
Teachers provide my child with useful feedback about his or her school work
This school works with me to support my child's learning.

Intended destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	7.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.3%
Transfer to SA Govt School	39	90.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

All staff, volunteers, Governing Council members and third party providers who work on site present with a current DCSI Child Related Clearance. The new and updated Working With Children Check requirements are enforced by the Department of Human Services. Responding to Abuse & Neglect Training is completed by all staff & volunteers. All hard copies of approved clearances are presented to the Principal, kept on site and entered onto EDSAS by the Administration Officer.
The Teacher Registration Board endorses all clearances of their employees prior to any appointment to the school.

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	17
Post Graduate Qualifications	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	11.3	0.0	5.9
Persons	0	14	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	$2,16,7359.34
Grants: Commonwealth	$7,100.00
Parent Contributions	$38,138.25
Fund Raising	$11,620.46
Other	

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
	Improved behaviour management and engagement	Leadership team worked in collaboration with students, staff, families,CWP, SS Services to support student well-being and behaviour. IESP funding was accessed to provide additional SSO classroom and yard support .	Improved student safety & engagement. Reduction in violent incidents.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Increased 0.3 to 0.4 R-7 EALD Teacher to support 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 Yr 3 - 5 out of 5 Yr 5 - 4 out of 5 Yr 7- 5 out of 8
	Improved outcomes for students with disabilities	18 One Plans were reviewed in consultation with the class teacher, DP, student and parent. Identifying strengths, personal interests and setting goals in Literacy & Numeracy aligned to The Australian Curriculum.	Regular review of student SMART targets. New goals are set and monitored
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy • including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	APAS funding supported 3 Aboriginal students in reading, phonics, phonological awareness and Oxford Sight Words.	All 3 students achieved growth in Running Records data 2 improved in Phonological Awareness, Oxford Sight Words and in the Phonics Screening re-test from 2018.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives	N/A	N/A
	Better schools funding	SSO allocation supported Yr 4 - 7 QuickSmart Numeracy and a 0.4 intervention teacher to support R-7 Readng. Up to 7 hours of SSO support allocated to all classrooms to support literacy improvement.	NAPLAN, Running Records, Phonics & Quicksmart results showed improvement.
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