



# North Ingle School and North Ingle Preschool

## 2020 annual report to the community

North Ingle School Number: 1183

North Ingle Preschool Number: 1634

Partnership: Montague

Signature

School principal:

Mrs Dina Zunis

Governing council chair:

Alicia Pelentsov

Date of endorsement:

20 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights for the combined site

North Ingle School is a small community school catering for approximately 148 students from Reception to Year 7, adjoined with a school based Preschool on site reaching 30 enrolments in 2020. The onsite Playgroup brings added value and opportunity to early education and potential enrolments. The school is located approximately 16km 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 4 Index of Disadvantage, comprising approximately 35% of students eligible for School Card, 18 identified as students with disabilities and 5 students identified as Aboriginal with completed One Plans. 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 different cultural backgrounds within our school community. In 2020, the school was characterised by:

- Staff, students and community flexibility during the Covid-19 pandemic
- 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
- 2019 External School Review Report highlighted the school is using effective improvement planning and monitoring processes to raise student achievement and continue to uphold this commendation
- Whole school events included Sports Day, Sporting Schools Program, Book Week, Reconciliation Week, Harmony Day, Terrific Kids Awards, Instrumental Music Evening and Preschool & Year7 Graduations. The School Disco and End of Year Concert were modified due to the restrictions
- Excursions & Incursions were restricted however students managed to enjoy the Year 6/7 Aquatics and R-5 Swimming, Science Show,
- Well organised and managed healthy canteen menu co-ordinated by Darren Lunnay and his team of exceptional volunteers.

North Ingle Preschool is a school based preschool on the same campus as North Ingle School. The North Ingle community is culturally diverse with some children beginning preschool with little or no English. We have a 16% Indigenous population. Many families have older children enrolled at the school.

Our preschool has a strong commitment to providing high quality teaching within a play based-learning environment, to develop children as confident, resilient, socially competent individuals with a passion for learning. We have a focus strengthening phonological and phonological awareness in preparation for school readiness. We aim to maintain strong relationships within our school and wider community.

At present we currently operate five sessions over two and a half days a week on Tuesday, Wednesday and Thursday. 2020 Preschool Highlights:

- Building and maintaining positive relationships with all our families and community.
- Effective and successful response to the 2020 COVID-19 pandemic. Including adapting to on-line learning and implementing a COVID-19 safety plan.
- Introducing daily Phonemic Awareness through the Michael Heggerty Curriculum which is a systematic 35 week program of daily lesson plans that provide a high level of explicit modeling and instruction in phonological and phonemic awareness.
- Quality staff implementation of practices facilitated by Stephen Graham to support Reading, Phonological Awareness and Concepts about Print in the preschool.
- Data from the Teacher Rating of Oral Language & Literacy (TROLL) and Phonological Awareness demonstrated significant growth for ALL children. All children in Term 4 demonstrated an increase in their oral language and phonological awareness.
- See Saw App has created a stronger family connection to children's learning and achievements.
- Preschool special events – Harmony Day, Reconciliation Week, NAIDOC Week, Mud Day, Science Week, visit from Animals Anonymous, Book Week, Marty McBubble's Scientific Bubble Show and the End of Year Preschool Graduation Ceremony.
- Working closely with Bilingual Support Officers to support language acquisition of EALD children whose home language is Farsi and Hakha Chin.
- Redeveloping garden areas, planting new flowers, fruit and vegetables.
- IESP packages were successful in gaining extra SSO support for children with additional needs. The Preschool team has worked collaboratively to implement a range of differentiated programs for children to best meet their learning needs.

# Governing council report

North Ingle School faced a challenging year as the current world-wide pandemic Covid-19 affected aspects of school life and learning as well as social distancing and hygiene practices as recommended by SA Health and the State Government. With each new restriction North Ingle staff implemented and diversified the learning, ranging from a new concept to the school of online learning, to the support for students who continued to learn from home.

I commend and acknowledge the dedication of North Ingle Staff for not only evolving the way of delivering the school curriculum but maintaining a high morale while building resilience in all students.

Through the high attendance at professional learning days staff from Preschool through to and inclusive of Year 7 and SSO's have been able to focus and implement the Site Improvement Plan priority of Reading. By prioritising the need for early intervention in Phonics and Phonological Awareness, North Ingle has been able to support students in becoming independent balanced readers. Staff at North Ingle recognise and embrace the challenges of consistent teaching of Phonics, Phonological and Phonemic Awareness.

This year North Ingle School was fortunate enough to welcome Cinzia Greco into a leadership position of Deputy Principal. Cinzia has worked closely alongside our valued and dedicated Principal, Dina Zunis.

Together they have been a united team who have led with compassion, understanding and dedication to North Ingle School students and community. Cinzia has been a welcomed and valued addition to North Ingle School.

Although it has been a quiet year due to the Pandemic, students at North Ingle have been able to enjoy and participate in several extra-curricular activities including the RAA Road Safety Visit, a science show with Mr McBubble, Baptist Care SA's Drumbeat program, The Salvation Army Just Brass program, Book Week with Book Week parade, a modified Preschool to Year 7 School Disco and Ms Boyle's Year 2/3 were class able to participate in the Poles ApART Project. These activities were appreciated and enjoyed by students, staff and volunteers involved.

I would like to thank and acknowledge the tireless efforts of the Canteen Manager and volunteers for passionately maintaining a healthy menu while upholding current food and safety practices. The classroom and library volunteers who donate their valuable spare time to assist our teaching staff and the dedicated members of the Governing Council, even though this year was challenging their focus remained on what is best for the students at North Ingle School.

Children who attend the North Ingle Preschool are introduced to early childhood education through a calm and engaging learning experience and setting which promotes indoor and outdoor play. Early childhood educators Sophie Verrall and Jenni Carella provide a unique learning environment where children are encouraged to explore, learn, create, develop and imagine alongside the support from SSO's Karen, Taylor, Selma and Anastazia. Jenni and Sophie have introduced the children to early phonological and phonemic awareness, rhyming and syllables through the Heggerty program which are early precursors to reading. Sustainability and recycling have been integrated areas of attention and focus within the preschool.

The Preschool QIP policies have had consultation and ratified by the Governing Council. Jenni and Sophie are also actively involved in the Montague Partnership PLC days where they communicate, learn, and share knowledge with other Preschools throughout the partnership.

Even though the Preschool was affected by the world-wide pandemic Covid-19 children were able to participate and enjoy many activities including Can Master Smash, the modified School Disco & Fun Day, Henny Penny Hatchlings, Animals Anonymous, NAIDOC week activities which included Dream Time storytelling and Dream Stick making, Preschool Photo day and the popular introduction of the Preschool T-shirts which included the Preschool logo and design by one of the children. Jess Butler, our Preschool Parent Governing Council Representative continues to be a strong link and voice for our families, including our Aboriginal parents working together with the school.

Staff at North Ingle Preschool provide a unique learning experience in early childhood education are to be admired for the work that they do.

Lastly, I would like to thank and acknowledge our North Ingle School Principal, Dina Zunis. Dina is a strong, passionate Principal who paves the way in quality education.

Alicia Pelentsov - Chairperson Governing Council

# School quality improvement planning

GOAL1: All students will develop as Balanced Readers with decoding, fluency, phrasing and comprehension within a wide range of text types and genres, through explicit, modelled and guided reading.

Challenge of Practice: All teachers will develop consistent practice in explicit modelled and guided reading

Success Criteria: All students will use and understand a range of text types by combining contextual, semantic and grammatical knowledge, and phonic knowledge using text processing strategies in re-reading, self-correcting and monitoring.

Actions achieved:

- Established a Reading Satellite Group to engage and lead professional learning using the Stephen Graham Videos during Staff Meetings, Satellite Meetings and Student Free Days
- SIP Committee developed a Professional Learning Agenda and Calendar every term aligned to the SIP goals
- Onsite Reading Coach to work with teams of teachers to develop consistency in best teacher practice in Reading
- Text types resources were made available in clearly labelled packs to support Guided Reading Programs.
- Purchased the integration of Aboriginal Leveled 5-30 Reading Books, oral language game cards and Aboriginal perspectives of Australian History Resources

Recommendations: Continue to implement this goal in 2021. Stephen Graham to model on-site, good teaching practice in planning and implementing guided reading linked to Running Records. The development of a Statement of Practice in Guided Reading.

GOAL 2: All students will know and understand their reading goals based on feedback informed by rigorous and consistent assessment from a Running Record.

Challenge of Practice: All teachers will provide feedback and jointly set reading goals with the student following a Running Record Assessment.

Success Criteria: Students will understand and articulate their reading goals.

Actions achieved:

- All teachers R-7 utilised collaborative moderation processes to assess student Running Record data
- Running Record Assessments are more aligned to the Balanced Reader Model within a range of text types, and students not being moved up reading levels so readily.
- Purchased the PM Story Resource
- The Aboriginal Programs Assistance Scheme (APAS) was utilised to support Aboriginal students with their Reading goals.
- R-7 Reading intervention continued in 2020 with the Reading Intervention Teacher for students who did not meet the SEA
- Every student was tracked and monitored through a Running Record twice each term.
- A Running Record Statement of Practice was developed for implementation by staff.

Recommendations: Teachers will use Running Record data to inform future programming, develop student reading goals and identify the intervention support.

Goal 3: All students will develop their knowledge, skills and understanding of Phonological Awareness and Phonics.

Challenge of Practice: All teachers will develop consistent practice in the teaching and learning of an agreed whole school Synthetic Phonics Program.

Success Criteria: Students will understand and apply knowledge of letter sound relationships syllables, blending and segmenting to fluently read and write multisyllabic words with complex letter patterns. Students will use and apply a glossary of metalanguage.

Actions achieved:

- Satellite Group to track, monitor and analyse student Phonics Screening data
- Introduced Michael Heggerty's Phonemic Awareness Program Preschool - Year 7
- Teachers to plan the next steps in teaching from the results from Year 1 Phonics Screener conducted with Year 2 -7 students and Year 1 students
- Staff Peer Mentoring using a systematic Phonics approach
- Phonics, Phonological & Phonemic Awareness Statements of Practice were developed and implemented.
- Establish a digital Phonics Folder on Teacher Share Drive for all to access and part of new teacher induction processes

Recommendations: Develop agreed Phonics Assessments and documentation based on the Phonics stages from the Letters & Sounds Framework.

# Preschool improvement planning - review and evaluate

The 2020 Quality Improvement Plan was reviewed and updated implementing the new format with input from the Preschool educators, school Principal, school community members and the Early Childhood Leader.

Rationale: We have 20% EALD families and 40% with speech and language difficulties. We notice substantial differences within our cohort, in communication skills and levels of engagement.

Goal 1: Improve children's ability to use complex language appropriate to purpose

QA1. 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community wellbeing, confidence as learners and effectiveness as communicators.

Actions: Educators collectively evaluated children's oral language using the Teacher Rating of Oral Language and Phonological Awareness (TROLLPA). Educators used this information to determine students that were below target. Those children were then assessed using the Preschool Speech and Language Screener to identify areas of delay and difficulties. Preschool staff shared this information with Department Speech Pathologist to determine the appropriate action. Referrals were submitted and additional assessment were carried out. SSO has been focusing one on one with those students that were having difficulties with certain sounds and understanding through games and activities. Educators have been introduced the SCUMPS concept when children are presenting their making and achievements to the group. Educators have also used Blanks Levels of Questioning during group time inquiries. Educators have worked effectively in partnership with families to provide them with information around the levels of questioning and the 3 tiers of vocabulary. Reassessment of the TROLLPA data in Term4 indicated all but 2 children had grown in oral language skills.

Goal 2:

Improve children's ability to identify and manipulate the individual sounds of spoken words

1.3.1 Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.

Actions: Educators collectively assessed children's phonological awareness in term 1. Educators have implemented a strong focus on phonological and phonemic awareness using the Heggerty Phonemic Awareness Curriculum which is developed on a systematic sequence of skills approach with explicit modeling. Educator have also immersed the children in rhyming games and syllable games and activities during group times. After assessment in Term4 50% of children have shown an increase in their overall growth in the ability to identify rhyme and syllables in spoken words. In Term2 a spot compliance check was conducted via video call through ACEQUA. Our site had implemented appropriate response to the COVID-19 pandemic. As a result of this call it was noted those children with Asthma needed the new updated health support agreement and safety risk management plan (as well as the action plan from their health professional which our site already had) These were all completed on the day of the video call. All other areas were compliant.

## Improvement: Aboriginal learners

Our Aboriginal Learners had One Plans developed inclusive of literacy and numeracy goals as aligned to the Aboriginal Achievement Plan.

Intervention was based on improving in Phonological Awareness using the PASM assessment, high frequency word recognition, the Year 1 Phonics Screener, the 42 Sounds and Running Records.

The 5 Aboriginal Learners did not meet the SEA in Reading, however one reading level of growth has been demonstrated in 12 months to ensure the achievement of the Balanced Reader Model in comprehension, fluency, phrasing and decoding is maintained. APAS Funding was accessed by employing an SSO to support reading intervention for the students based on their individual reading goals and targets.

Attendance has been closely monitored and followed up by the ACEO, the Aboriginal Education Teacher and Leadership with all our Aboriginal families.

Student Literacy Achievement Data for all Aboriginal learners is used to track and monitor student progress each term.

We purchased the integration of Aboriginal Levelled 5-30 Reading Books, oral language game cards and Aboriginal perspectives of Australian History Resources.

Leadership opportunities were provided to our Aboriginal learners to share their cultural traditions and stories in other classrooms and the preschool.

A site Aboriginal Education Plan was jointly developed with the ACEO, the Aboriginal Education Teacher and the Leadership team and presented to staff for further consultation, based on the 5 Principles from the DfE Aboriginal Education 10 Year Strategy - Highest Expectations, Accessibility and Responsiveness, Culture and Identity, Community Engagement and Accountability.

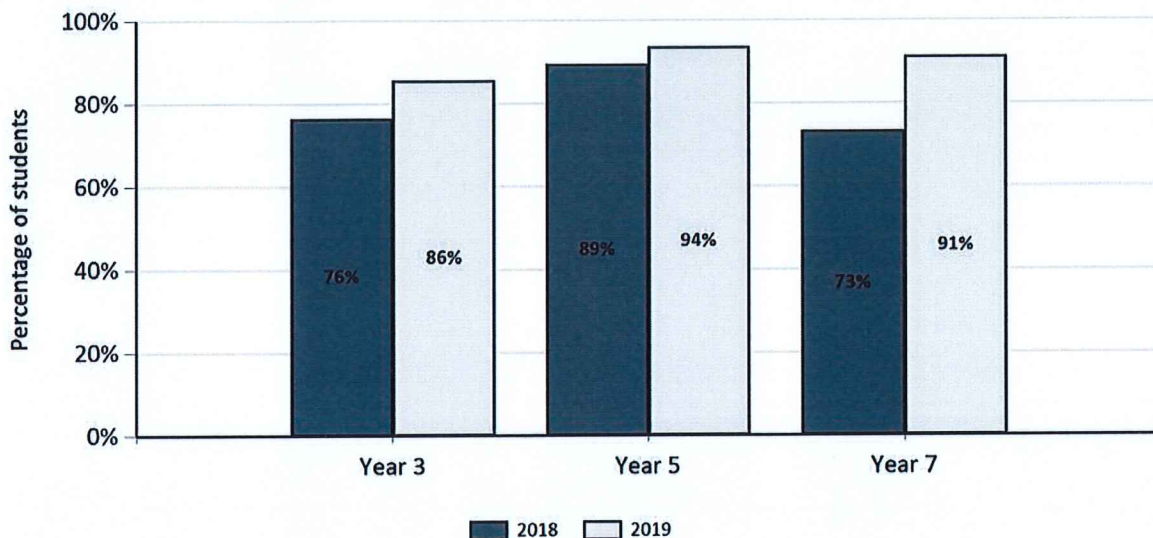
Our Aboriginal Learner Achievement Plan reflects a focus on Element 1. - Data Informed Planning where Aboriginal students are tracked and monitored from the whole school data collection system.

# 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

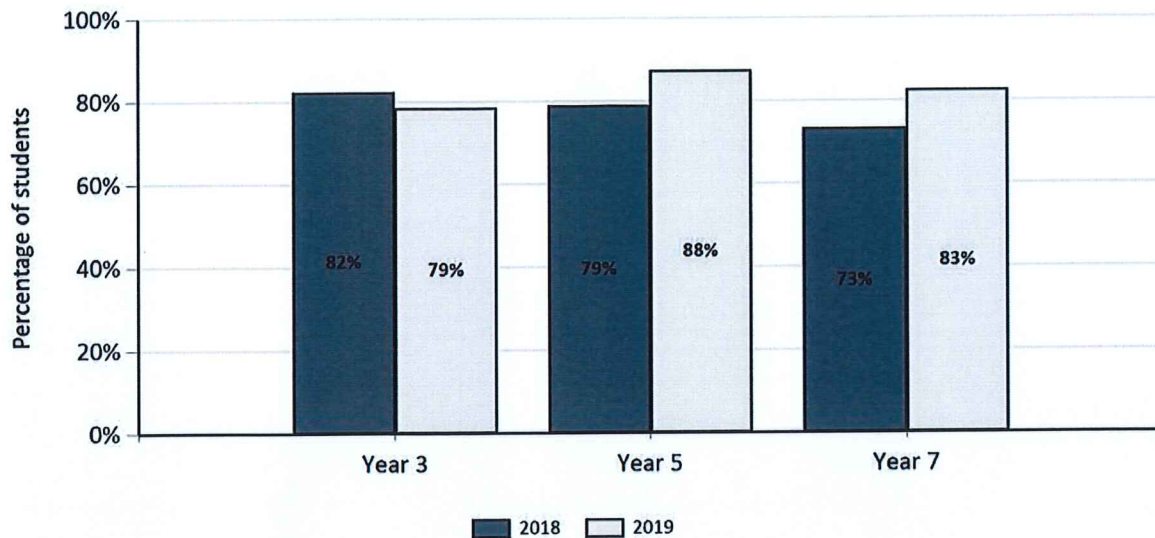


\*NOTE: No NAPLAN testing was conducted in 2020.

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.

\*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 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	*	38%	25%
Middle progress group	0%	38%	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	*	48%	25%
Middle progress group	0%	43%	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%.

# 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	14	14	6	3	43%	21%
Year 3 2017-2019 Average	16.0	16.0	5.7	4.3	35%	27%
Year 5 2019	16	16	7	3	44%	19%
Year 5 2017-2019 Average	18.7	18.7	5.3	2.7	29%	14%
Year 7 2019	23	23	2	2	9%	9%
Year 7 2017-2019 Average	17.0	17.0	2.0	2.7	12%	16%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>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.

No NAPLAN testing was conducted in 2020.

2019 NAPLAN Targets achieved:

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

2020 PAT - Reading Assessment

Year 3 – 20 out of 23(87%) achieved SEA 95

Year 4 – 10 out of 13(77%) achieved SEA 106

Year 5 – 17 out of 17 (100%) achieved SEA 112

Year 6 – 14 out of 14 (100%) achieved SEA 118

Year 7 – 12 out of 15 (80%) achieved SEA 120

2020 Running Records

7 out of 16(44%) Year 1 students achieved SEA 13 and above

9 out of 25(36%) Year 2 students achieved SEA 21 and above

22 of the 23 (96%) of the 2019 Year 2 students achieved Level 21 in Year 3.

Year 1 Phonics Screening Assessment and gradual improvement over a 3 year period.

In 2018, 9 from 26 - 34% achieved the SEA 28

In 2019, 16 from 27- 59% achieved the SEA 28

In 2020, 13 from 17 - 76.5% achieved the SEA 28

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	94.4%	86.5%	81.2%	81.4%
2018 centre	93.0%	88.7%	86.6%	88.3%
2019 centre	82.1%	93.3%	95.0%	88.6%
2020 centre	94.7%	N/A	86.6%	87%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

\*Note: Term 2 2020 data may not be available for all preschools.

## School attendance

Year level	2017	2018	2019	2020
Reception	92.1%	94.0%	88.8%	90.6%
Year 1	92.6%	91.9%	92.9%	89.2%
Year 2	91.0%	91.6%	93.6%	88.4%
Year 3	94.6%	92.6%	92.9%	90.8%
Year 4	92.5%	93.8%	93.6%	88.6%
Year 5	95.1%	93.1%	93.9%	91.0%
Year 6	89.1%	92.5%	91.3%	92.8%
Year 7	91.0%	85.9%	93.7%	90.7%
Total	92.3%	92.1%	92.6%	90.2%

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 school attendance since 2017, with a slight reduction in 2020 as a result of Covid and some chronic absenteeism by some students. 2017 - 92.3%, 2018 - 92.1%. 2019 - 92.6%, 2020 - 90.2%

The school will continue to monitor daily attendance and maintain strong communication with families through the support of the Social Worker & Engagement Officer, Child Well-being Practitioner and our Pastoral Care Worker Suzie Casey. Attendance Plans have been developed to support families and students with chronic absenteeism.

Our Preschool attendance percentages for 2020 have been positive despite the COVID-19 pandemic. Terms 1 and 3 saw attendance improve higher than the state average, achieving 94.7% in Term 1 and 86.6% in Term 3. Staff follow up with any absences on a daily basis and keep regular and daily communication with parents and families. Staff have a genuine care for each and every child, their wellbeing and attendance which is clearly communicated to parents and families. Staff continue to develop and maintain positive relationships with children and families to ensure a strong sense of belonging within the school and preschool.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	18	20	26	29
2018	26	30	29	29
2019	19	20	20	20
2020	27	N/A	30	30

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
 Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
 Term 2 2020 data may not be available for all preschools.

## Preschool enrolment comment

2020 demonstrated an increased number of overall enrollments from previous years which resulted in increased staffing. Currently enrolled are 30 full time children including five indigenous children, three of which are 3 years of age. A benefit to being a smaller school and having a close connection with families encourages younger siblings to be enrolled in our preschool. Other children have enrolled due to parents within the school highly recommending our site. As is our practice all absences are noted on the roll and in the Early Years System (EYS). All absences with no notification are followed up by a phone call or email to families where possible. Our newsletters continue to promote the importance of daily attendance at preschool and school with and its impact on children's academic learning, social & emotional wellbeing. A promotional preschool flyer was developed for distribution next year. 2021 brings almost at capacity enrolments. The Governing Council Parent Representative communicates with preschool staff on matters of change & improvement. In 2019 North Ingle Preschool was accredited an overall Exceeding Rating. Staff continue to maintain a high quality service.

## Behaviour support comment

The Leadership team continues to work in consultation with families, teachers, the Pastoral Care Worker, Support Services team and Behaviour Support programs such as Access For Learning and Better Behaviour Centre to best support student wellbeing and behaviour. Three students were suspended for violence this year which has been a significant reduction over a three year period. The school accessed and applied through an application process for further Inclusive Education Support Program Funding which supported students identified with complex, violent and challenging behaviours. External mentoring has contributed to a reduction of violent incidents. The Drumbeat Program and the Girls Social Skills group had positive outcomes in supporting students to manage and regulate their emotions. The student Wellbeing Survey indicated lower levels of Physical, Social & Cyberbullying compared to Verbal Bullying. Student Safety Ambassadors support students during all play breaks. The Student Executive team worked with leadership and staff to address results and possible actions from the Wellbeing and Engagement Collection Survey.

## Client opinion summary

34 parents completed the School Survey on a 1-5 point scale designed to gauge how parents engage with students' learning. The data is intended to support school improvement planning. Results will continue to be analysed and further refined.

Most responses were positioned mostly between Agree and Strongly Agree.

Areas of positive responses included:

- People respect each other at this school
- I feel like my child is important to the school
- I receive enough communication from the school
- I have useful discussions with the school about my child's learning

An area of consideration highlighted in the report was for the school to provide an opportunity for parents to have input about their child's learning.

10 parents completed the Preschool Survey with overwhelming responses presenting at Strongly Agree and Agree in the areas of Quality of Teaching & Learning, Support of Learning, Relationships & Communication and Leadership & Decision Making.

Survey showed areas to action in 2021 is to further involve parents in the development of school plans through the Governing Council and participation in learning programs. We understand this was difficult this year with all the restrictions implemented across the state.

Some sentiments from parents – welcomed, wonderful, think, teachers, feel, communication, system and great. This is a credit to the Preschool team and their dedication in providing a high quality service.

The Leadership Team works in authentic collaboration with the preschool staff to support professional learning opportunities, behavior support, parent communication and overseeing the teaching and learning programs through the fortnightly critical reflection documentation and programming.

Parent comments from the 2020 Survey indicated positive satisfaction of the Preschool.

- The staff are wonderful at supporting and teaching every child to their own individual learning needs which encourages the children to strive in their learning and self-confidence.
- My two children absolutely adore their teachers and love attending their preschool.
- Great group of teachers and SSO Staff who work well together and with the kids
- I think it's wonderful how the teachers make you feel welcomed at every drop off and every pickup. They have a great communication system set up using the Seasaw app.
- Just that North Ingle Preschool is an all over wonderful preschool and that I highly recommend it.

We appreciate parents/caregivers who took the time to complete the 2020 Parent Opinion Surveys and their comments are highly valued for future changes and considerations.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1183 - North Ingle School	95.0%	86.0%	75.0%	85.2%
131 - Norwood Primary School	0.0%	0.0%	0.0%	3.7%
8006 - St Francis Xavier's Regionl Cath Sch	0.0%	0.0%	0.0%	3.7%
9031 - St Martin's Catholic Primary School	0.0%	0.0%	0.0%	3.7%
8439 - Tyndale Christian School	4.0%	0.0%	5.0%	3.7%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

## Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	8.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.9%
Transfer to SA Govt School	31	88.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## Destination comment

Historically, there has been a significant overall percentage of more than 85% of children enrolling at North Ingle School over a 3 year period from 2016 -2018 as they exit the Preschool.

Positive working relationships with the school community has been evident in community events, buddy class activities and the fortnightly assemblies to promote student learning, well-being and achievements in a P -7 supportive learning environment.

Four families were undecided on destination schools and have since enrolled for Reception at North Ingle for 2020. A positive outcome for the school's growth. Our onsite Playgroup has been a successful and seamless avenue for Preschool entry. Sadly due to the pandemic this year, Playgroup sessions ceased which impacted on the usually high weekly attendance and potential preschool enrolments for 2021.

Three children enrolled in Catholic schools and one child in an inner-city metropolitan school due to the parents occupations.

## Relevant history screening

All staff, parent volunteers, Governing Council members and third party providers who work on site are required to present with a current Working With Children Check and a Responding to Abuse & Neglect Certificate. All approved clearances are entered onto EDSAS by the Administration Officer. A hard copy of the approved clearance is presented to the Principal and kept on site.

Volunteers also undertake an onsite Induction and refer to the Protective practices for staff in their interactions with children and young people with Guidelines for staff working or volunteering in education and care settings.

The Teacher Registration Board endorses all clearances of their employees prior to any appointment to the school. Teacher Registration Certificates are provided to the Principal. North Ingle School and Preschool are compliant with these requirements.

## 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	18
Post Graduate Qualifications	0

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	10.6	0.0	5.7
Persons	0	12	0	10

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,129,585
Grants: Commonwealth	\$6,450
Parent Contributions	\$35,990
Fund Raising	\$0
Other	\$0

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	The 2020 School Counsellor allocation has been redirected into the full time Deputy Principal position to support learner wellbeing and engagement. Engaging with services for support and intervention.	WEC data indicates reduction in physical and verbal bullying.
	Improved outcomes for students with an additional language or dialect	A 0.4 EALD teacher was employed to support oral language acquisition, reading and writing improvement across a range of text types. The program involved 1:1 support, small group work withdrawal and classroom support.	Focused on a range of language and literacy features within the text types.
	Inclusive Education Support Program	The Deputy Principal position, SSO staffing and additional release were utilized to support planning and provide student intervention based on IESP goals.	Individual student goals reviewed and updated in their One Plan.
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	A 0.4 Reading Intervention Teacher was employed to support reading intervention informed by data from Phonics Screener, Phonological Awareness Assessment and Running Records from Reception-Year7. Complexity Funding was used to employ an SSO to target student intervention directly informed from the Phonics Screener, Phonological Awareness Assessment and the 42 sounds. The planning was designed by the classroom teachers for each of their students. Local Student Review Team Meetings take place twice a term to track and monitor ALL students in literacy & Numeracy.	Data meetings held twice a term with the Student Review Team, highlighting areas of growth and continued support for students in Reading from the literacy data.
Program funding for all students	Australian Curriculum	Implementing Learning Design, Assessment and Moderation using Running Records to gain consistency across year levels.	Whole school focus on consistency in Running Records assessments.
Other discretionary funding	Aboriginal languages programs Initiatives	APAS Funding allocated to the Aboriginal students not having met the SEA in Reading.	Improvement in reading, phonics and phonological awareness in student learning.
	Better schools funding	Employed a 0.4 Reading Intervention Teacher and additional SSO staffing to provide targeted intervention in Reading, Phonics, Phonological Awareness, segmenting and blending of sounds in words.	Increased skills and strategies to segment and blend sounds in words.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Better Schools Funding incorporated into Classroom SSO time to support students in the higher bands.	Student attainment in the SEA and above in PAT Reading and PAT Maths

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The 2020 LDAR professional learning program focused on strengthening learning design and formative assessment for teachers in literacy & numeracy across the curriculum in preschool settings. The program involved online face to face teleconferences and at home learning. TRT days were provided for the teachers to attend.	TROLL/PA data taken in Term 1 and 4 has seen a significant growth in children's oral language and phonological awareness development.
Improved ECD and parenting outcomes (children's centres only)	Daily intentional focus on oral language, phonemic and phonological awareness were implemented during group time sessions to reinforce this learning in a fun interactive way with children. Seesaw App was used to share the learning with families at home. Parents were able to respond and provide feedback.	Staff provided resources and information through the Seesaw App to support families understanding of Phonological Awareness. Seesaw App
Inclusive Education Support Program	Full time one on one SSO support was funded for a child with additional needs to participate successfully in a differentiated program. An additional 21 hours per week were funded across 4 children with additional needs including high complex behaviour, speech & language delays and cognitive skill development.	Improvement was observed in behaviour, speech, language & cognitive development. IESP packages were submitted to support transition.
Improved outcomes for non-English speaking children who received bilingual support	Preschool Bilingual Support Funding enabled the employment of two Bilingual School Support Officers over two terms providing 3 hours per week for 10 weeks. This allocation supported oral language development and communication skills for the EALD children and their families whose home language was Hindi & Hakha Chin.	BSSO staff provided 1:1 support each week with the child, enabling bilingual dialogue, interactions and promoting cultural connections.

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.