



North Ingle School and North Ingle Preschool

2021 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:

9 February 2022



Government
of South Australia
Department for Education

Context and highlights for the combined site

North Ingle School is a small community school in the Montague Partnership, catering for approximately 156 students from Reception to Year 7, adjoined with a school based Preschool on site reaching 25 enrolments in 2021. The onsite Playgroup brings added value and opportunity to early education and potential enrolments.

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 39% of students eligible for School Card, 12 identified as students with disabilities and 6 students identified as Aboriginal with completed One Plans. 46 students (30.6%) are from culturally and linguistically diverse backgrounds who have English as an Additional Language or Dialect (EALD). Students identify with 19 different cultural backgrounds within our school community.

2021 Achievements:

- Whole school student literacy data collection

- Whole school commitment to Synthetic Phonics, Phonological Awareness, Running Records, Modelled and Guided Reading.

- SSOs intervention targeted strategically on student improvement in phonics, 44 sounds, high frequency words and moving from decoding into encoding throughout the Upper Primary.

93.75% of Year 1 students achieved the benchmark in the Phonics Screener.

- Sports Day, Sporting Schools Program, Book Week, Reconciliation Week, Harmony Day, Terrific Kids Awards, Crazy Hair Day, Instrumental Music Evening and Preschool & Year 6/7 Graduations, School Disco and End of Year Concert.

- Excursions & Incursions included Year 6/7 Aquatics and R-5 Swimming, 5/6 class visiting the Migration Museum and Central Markets, Year 2/3/4 students enjoyed 3 days at Glenhaven Camp, R/1 class went to the Zoo and 6/7 students went to Parliament House. R-4 students enjoyed the "Like me, Like you" anti-racism incursion and Years 5-7 engaged with the Sammy-D Foundation presentation.

- Important role of our PCW in supporting learner wellbeing and student attendance

- The development of an Aboriginal Reconciliation Action Plan and the Aboriginal Homework Club

- Term 4 Preschool data from the Teacher Rating of Oral Language and Literacy (TROLL) and Phonological Awareness demonstrated an overall growth in 100% of children in the area of oral language development.

-33% at the accomplished stage; 30% at the well-developed stage; 37% at the developing stage and 0% at the emerging stage

- See Saw App has created a stronger family connection to children's learning, achievements and feedback.

- Preschool children and staff developing their own Acknowledgment of Country and embedding this into the curriculum daily.

- Introducing a Facebook page to keep the community informed on all the current events and learning that has occurred.

- Stall at Ingle Farm Shopping Centre to promote the preschool and boost enrolments.

- Introducing targeted literacy groups that focused on improving children's ability to identify and manipulate sounds and patterns in speech, stories and rhymes.

Principal Dina Zunis was awarded the 2021 Primary Leader of the Year Award.

A commendable year of quality teaching and learning celebrated by the school community.

Governing council report

North Ingle School is a small community school dedicated to empowering all learners through quality education and teaching. Staff at North Ingle School from Preschool all the way through to Primary inclusive of SSO's and site leadership regularly attend workshops and staff development days to further develop their teaching skills embracing the challenge of learning new forms of teaching to provide quality education to their students.

Navigating the consistent changes to the way of learning due to the ongoing worldwide pandemic Covid-19 has been a challenge for all staff and students at North Ingle School, I wish to acknowledge and commend everyone for adapting to these constant changes and embracing them.

All though students at North Ingle School faced many challenges they were able to enjoy many activities throughout the past year:

Sports day, Years 2/3 and 4 School camp, Harmony Day celebrations, Swimming lessons & Year 6/7 Aquatics Day, Mother's Day and Father's Day stall, Aboriginal Education performance – Tapalinga, Book Week, School Disco and the students yearly favorite North Ingle's Annual School Concert.

This year was a year of many firsts and lasts for North Ingle, particularly we celebrated the graduation of our first Year 6 students who are of to High School in Year 7, and we also celebrated the graduation of our last Year 7 students of North Ingle School. All students in the graduating grades have left North Ingle empowered and ready to further their education in High School. Both graduation ceremonies were attended by site leadership Principal Dina Zunis and the newly appointed Deputy McNamara, both who were proud and saddened at the same time for the significant occasion in North Ingle School history.

North Ingle Preschool is incorporated into North Ingle School with Preschoolers participating in all school events and assemblies. North Ingle Preschool encourages all it's preschoolers to learn through creative, structured, free play, exploratory and sensory learning while developing the necessary social skills to associate with other students. Staff at North Ingle introduce students to early literacy and writing while providing a safe fun learning experience for any child attending. The students at North Ingle Preschool were able to further develop their skills through many activities including Harmony Day celebrations, School Disco, School Concert, Book Week, Henny Penny Hatchlings, and the end of year Graduation celebrations for North Ingle Preschool Students. Staff at North Ingle Preschool maintained and built positive relationships with the families and community members of their students. Staff also developed a Facebook page to keep the families updated with current events and learning that has occurred.

The Preschool has had a productive year with staff effectively and successfully responding to the online learning requirements due to Covid-19 and implanting them. Organising and attending a stall at Ingle Farm Shopping Centre to promote and boost preschool enrollments, working closely with Bilingual Support Officers to support EALD children whose home language is Farsi, Hakha Chin and Tamil, and staff implementation of practices facilitated by Stephen Graham to support reading. All students graduating from North Ingle graduate with the necessary skills to have a successful transition to junior primary school.

I would like to thank all the volunteers who contribute to the school through their various involvements, the Governing Council members who look for ways to always better the school for the students, the volunteer Playgroup coordinators and the Volunteer Canteen manager who continuously looks for fresher, healthier alternatives for staff and students of North Ingle.

Lastly, I would like to acknowledge the dedication of our school Principal Dina Zunis. Dina's dedication to quality education and leadership was recognised this year through the Dept for Educations Public Education Awards night as she was the successful candidate for the Principal of the Year award. Dina is a passionate and committed leader whose commitment to North Ingle School is something to be admired, Dina continues to encourage and enable quality education for all learners of North Ingle School by providing a world class education standard.

School quality improvement planning

GOAL 1: 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:

- Maintained Reading Satellite Groups 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 aligned to the SIP goals
- Onsite Reading Coach worked 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.
- Staff reviewed the Guided Reading Statement of Practice.
- 130 students completed the Premiers Reading Challenge.

Recommendations: Consolidate Balanced Readers and further implement reading comprehension strategies in 2022, as we strive for an increase of students in higher bands in 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:

- R-7 teachers utilised collaborative moderation processes to assess student Running Record data
- Running Record Assessments are now more aligned to the Balanced Reader Model within a range of text types and going deeper with reading comprehension questions
- The PM Story Resource was used to support next steps in Guided Reading sessions
- The Aboriginal Programs Assistance Scheme (APAS) was utilised to support Aboriginal students focus on their reading goals
- R-7 Reading intervention continued in 2021 with SSO's supporting students who did not meet the SEA
- Every student was tracked and monitored through a Running Record twice each term.
- The Running Record Statement of Practice was reviewed.

Recommendations: Teachers will continue to use Running Record data to inform future programming, develop student reading goals from the Running Record.

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:

- Staff and students using the metalanguage
- Continued Michael Heggerty's Phonemic Awareness Program P-7
- The 2020 Phonics Screener was administered to all Year 2 -7 students
- Staff Peer Mentoring using a systematic & explicit Phonics approach
- Phonics, Phonological & Phonemic Awareness Statements of Practice were reviewed and implemented.
- A digital assessment folder was established for every student in every class to track and monitor growth. This digital folder will stay with students throughout their schooling at North Ingle and can be easily accessed by all staff. Data is shared with students and parents.
- Sandy Russo from SPELD ran Professional Development in Jolly Spelling & Jolly Grammar.

Recommendations: Maintain our Phonics journey. Progressively transfer decoding skills and knowledge to encoding proficiency.

Preschool quality improvement planning

Learning Goal: Improve children's ability to identify and manipulate sounds and patterns in speech and Phonological Awareness. Challenge of Practice: If we implement a consistent whole-site approach through intentional teaching of phonological awareness then we will improve children's ability to identify and manipulate sounds and patterns in speech.

Actions implemented:

- All educators were involved in professional learning with Stephen Graham in Phonological Awareness and Oral language development which set a strong literacy foundation for the preschool
- All educators collectively evaluated children's Phonological Awareness using the Teacher Rating of Oral Language and Phonological Awareness Screener Mapping (PASM) with data showing 33% in the accomplished stage in PA.
- Educators drew on data to plan small group teaching experiences grouping the children on their current needs focused intentionally on rhyme, syllables and sounds in words.
- Phonemic awareness kits were created and implemented for IESP, ATSI children and small groups. Throughout the year educators critically reflected fortnightly on this progress and altered the program accordingly.
- Educators provided opportunities for children to explore the sounds of speech through music and movement and group activities exploring syllabification, rhyme, initial sound, final sound, blending and segmenting.
- Preschool team participated and contributed in the Early Years Phonics Satellite group to ensure consistency from Preschool to Year 7.

• The systematic Heggerty program was explicitly modelled in a sequence of skills to support the development of phonemic awareness during small and whole group times.

The 2021 AEDC Data indicated an increase in the developmentally vulnerable in the Language and Cognitive Skills domain with a decline in the developmentally on track domain compared to the 2018 data. The Communication Skills & General Knowledge demonstrated an increase in the Developmentally on Track domain from 2018.

This intentional phonemic awareness & oral language foci will continue in 2022.

QA 3 - Physical Environment

To further develop the Preschool outdoor area to provide more opportunities for children to explore natural environments to promote the benefit of nature play which includes the development of imaginative and creative play through sensory opportunities.

Key steps:

Establish a new garden area - native plants, vegetable patch for children to learn about the importance of sustainability practices.

Educate parents on the benefits of nature play

QA 1 - Educational Program and Practice

To ensure all children's voices are included in the program and pedagogical documentation has meaning and purpose.

Key steps:

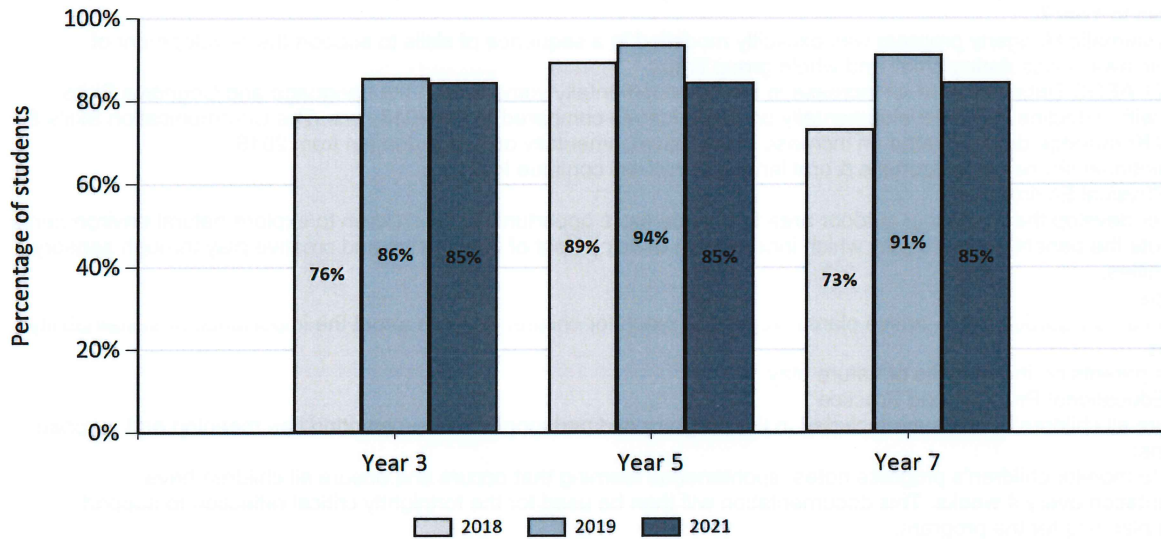
All staff to monitor children's progress notes, spontaneous learning that occurs and ensure all children have documentation every 4 weeks. This documentation will then be used for the fortnightly critical reflection to support ongoing planning for the program.

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

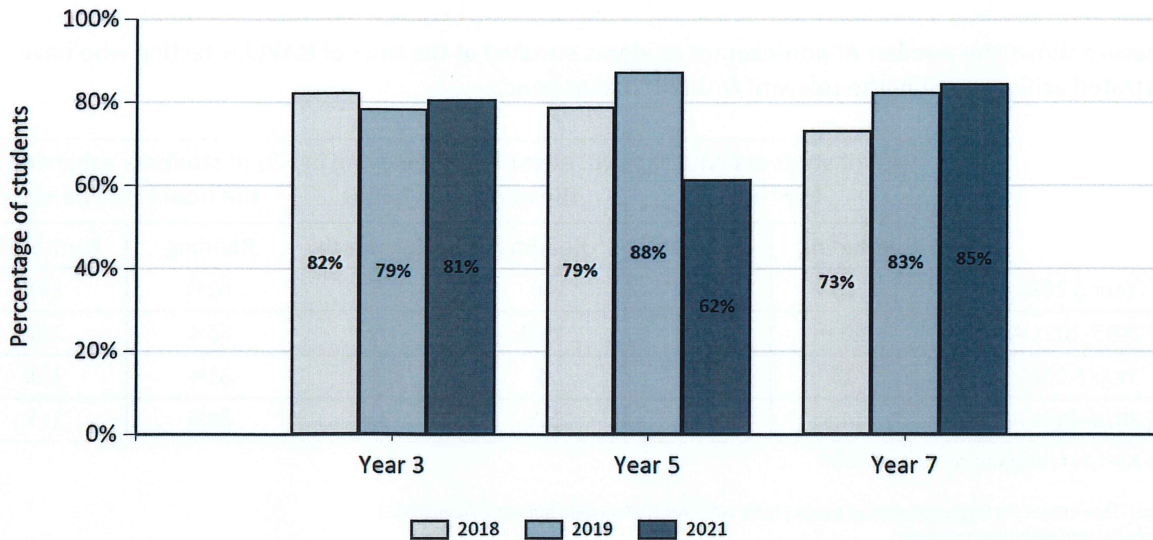


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	*	*	33%
Middle progress group	75%	54%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	55%	*	33%
Middle progress group	*	62%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	26	26	16	6	62%	23%
Year 3 2019-2021 Average	20.0	20.0	11.0	4.5	55%	23%
Year 5 2021	13	13	4	3	31%	23%
Year 5 2019-2021 Average	14.5	14.5	5.5	3.0	38%	21%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

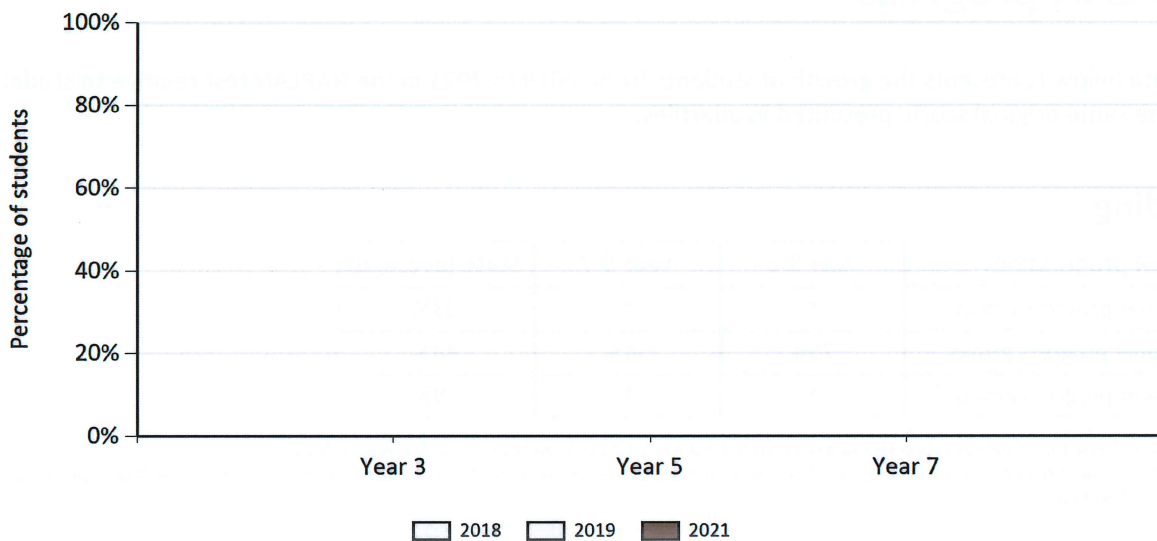
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



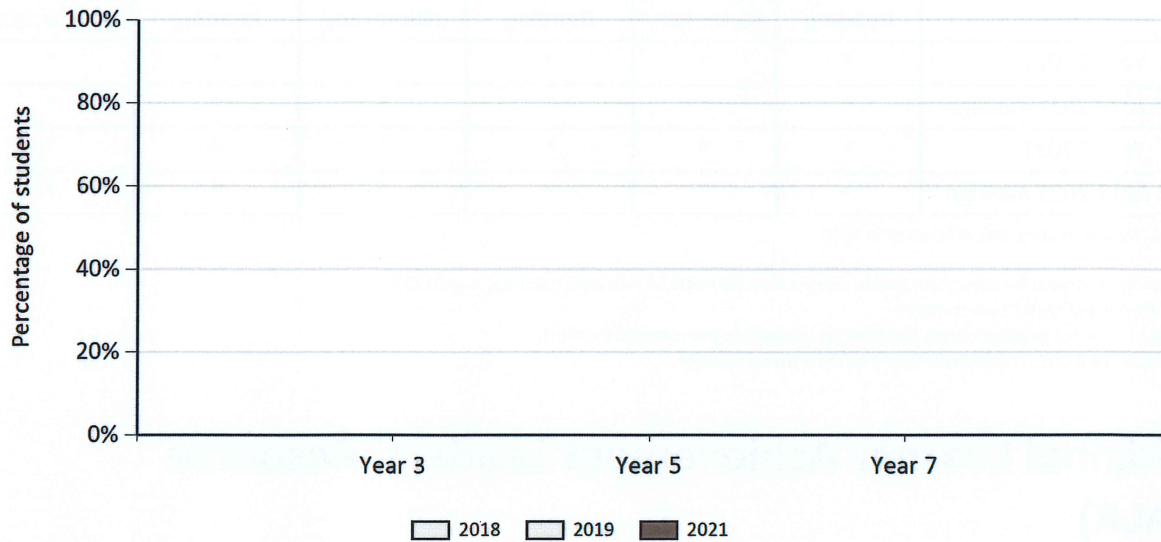
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

We applied data-informed planning and tracking of student achievement from the Phonics Screener, Running Records, 44 Sounds, Heggerty's Phonemic Awareness Program, Phonological Awareness Assessments (PASM), the PM Sight Words and the reading of a levelled text daily to monitor student growth and next stages of learning. Explicit teaching methodologies were applied and supported by short and frequent evidence-based learning intervention practices. Aboriginal students are prioritised as a cohort and identified on our whole school literacy data assessment spreadsheets. We engaged students and their families by establishing an inaugural Aboriginal Homework club facilitated by our ACEO, leadership and available staff to support and connect with literacy and numeracy learning. 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 44 Sounds and Running Records.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The targeted and intentional intervention based on daily reading, the PM Sight Words, Phonological Awareness Screening Mapping (PASM) test, the 44 Sound Flip, Heggerty's Phonemic Awareness program, Running Records assessments was evidenced by improved achievement for the Aboriginal students in various formative and summative assessments. 2 out of the 6 Aboriginal students met the SEA in Running Records as the school focusses on consolidating the Balanced Reader Model; 3 from the 6 met the SEA in the PM High Frequency Words and the PASM test. All 3 primary students exceeded the 2020 Phonics Screener benchmark and the 44 Sounds assessment as part of whole school screening. Whole school literacy data is collected and monitored for every Aboriginal learner.

School performance comment

NAPLAN Reading

In 2021, 22/26 of the Year 3 students achieved the SEA in NAPLAN Reading (85%). 2 students were withdrawn. 1 student was below benchmark (4.3%), 6 students were at SEA target (26%) and 16 students were in the higher bands (61.5%).

11/13 of the Year 5 students achieved the SEA in Reading (85%). 1 student was exempt (7.1%). 2 students were below benchmark (14.3%), 7 students were on target (50%) and 4 students were in the higher bands (28.6%).

11/13 of the Year 7 students achieved the SEA in NAPLAN Reading (85%). 2 students were below benchmark (15.4%), 9 students were on target (69.2%) and 2 students were in the higher bands (15.4%).

The school will continue to focus on explicit teaching in Guided & Modelled Reading through the Literacy Block and the 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

In 2021, 21/26 of the Year 3 students achieved the SEA in NAPLAN Numeracy (81%). 6/26 achieved in higher bands (23.1%)

8/13 of the Year 5 students achieved the SEA in Numeracy (62%). 3/13 achieved in higher bands (23.1%)

11/13 of the Year 7 students achieved the SEA in NAPLAN Numeracy (85%). 2/13 achieved in higher bands (15.1%)

2021 PAT - Reading Assessment

Year 3-23 out of 25(92%) achieved SEA 95

Year 4-18 out of 24(75%) achieved SEA 106

Year 5 -10 out of 15 (%) achieved SEA 112

Year 6-13 out of 16 (%) achieved SEA 118

Year 7 -11 out of 13 (%) achieved SEA 120

2021 Running Records

11 out of 25 (44%) Reception students achieved the SEA 5 and above.

11 out of 15 (73.3%) Year 1 students achieved SEA 13 and above

1 out of 18 (5.5%) Year 2 students achieved SEA 21 and above. 12/18 students are between Running Record Levels 17 -20. The focus is going deeper with reading comprehension as a Balanced Reader.

Year 1 Phonics Screening Assessment demonstrates gradual improvement over a 4 year period of students achieving 28 and above:

In 2018, 9 from 26 - 34%

In 2019, 13 from 23 - 57%

In 2020, 13 from 17 - 76 %

In 2021, 15 from 16 - 94 %

Overall, pleasing literacy data to be commended as a result of explicit and quality teaching and learning.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	93.0%	88.7%	86.6%	88.3%
2019 centre	82.1%	93.3%	95.0%	88.6%
2020 centre	94.8%		86.6%	89.2%
2021 centre	86.1%	81.2%	89.4%	80%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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	2018	2019	2020	2021
Reception	94.0%	88.8%	90.6%	87.6%
Year 1	91.9%	92.9%	89.2%	84.1%
Year 2	91.6%	93.6%	88.4%	91.1%
Year 3	92.6%	92.9%	90.8%	87.3%
Year 4	93.8%	93.6%	88.6%	90.7%
Year 5	93.1%	93.9%	91.0%	92.5%
Year 6	92.5%	91.3%	92.8%	93.2%
Year 7	85.9%	93.7%	90.7%	89.2%
Primary Other	N/A	N/A	N/A	75.0%
Total	92.1%	92.6%	90.2%	89.2%

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 and 2021 as a result of COVID implications and some chronic absenteeism by some students. 2017 - 92.3%, 2018 - 92.1%, 2019 - 92.6%, 2020 - 90.2%, 2021 - 89%

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 and lateness.

The Wellbeing Classroom is an initiative the PCW has facilitated in classrooms that last 18 months. Kimochis are used to help students identify and manage their emotions in a safe way. All staff will engage in Professional Learning in 2022. 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 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.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	26	30	29	29
2019	19	20	20	20
2020	28	N/A	30	29
2021	25	25	24	24

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.

Behaviour support comment

As a school we operate 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. There have been reduced suspensions for violence over a three year period. The school applied and accessed 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, the Girls/Boys Social Skills programs have positive outcomes in supporting students to regulate their emotions and manage conflict. 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 SRC Executive team worked with leadership, staff and students and discussed results from the Wellbeing and Engagement Collection Survey. We will utilize the \$5,000 Protective Physical Environment funding in 2022 to improve the grounds for all students.

Parent opinion survey summary

19 parents completed the 2021 Preschool Opinion Survey addressing Quality of Teaching and Learning, Support of Learning, Relationships Communication, Leadership and Decision Making.

Comments:

I have loved sending my children to this pre-school. Seeing them thrive, loved cared for and educated. The passion and care

these educators have is on display. They truly care about having the best outcome for every little child.

•North Ingle Pre school is FANTASTIC! My child loves going to kindy always comes home with a story about something amazing they did that day! He is meeting his goals from Term 1 and we can't thank the wonderful staff for their ongoing love, kindness and support.

•North Ingle Preschool goes above and beyond with clear communication with families, clear direction and high expectations. The Staff have welcomed me and my child and keep us well informed about the learning

• My child has grown and learnt a great deal over the last 3 terms. I have enjoyed viewing what my child has learnt through see saw.

•The teaching staff provide an engaging and inclusive program for my child.

North Ingle Preschool always ring me to keep me informed about my child's learning. I am also connected to their website

for regular updates throughout the term.

•The staff are all very supportive and they have gone above and beyond to support my child. My child is always happy and

excited to attend preschool. Staff are very professional and I always feel like I can approach them on any matter. The environment is always changing and is inviting.

• The Principal was always around and made a noted effort to be a part of activities across the school. The schools support is also notable with their Pastoral Care Worker always with people wellbeing at heart.

•The Principal is visible and makes the time to talk to parents.

•The leadership is outstanding. Always willing to listen and support all families with any situation.

Areas for improved consideration in 2022:

•More opportunities to be involved in the preschool's educational activities.

•To be better informed about children's progress and how parents can support at home

88 parents completed the Parent Engagement Survey with an average of 76% of responses Strongly Agree & Agree within the areas of Communication, School Climate, Student Learning, Home Learning Environment & Future Pathways. 100% value education for their child.

Comments:

•The school is amazing in keeping in contact with parents. My children absolutely love the staff, highly recommend the school to friends and family.

•Thanks to all the staff who care so much about our kids

•The Classroom teachers my kids have this year are absolutely amazing and are really a credit to the school.

•It would be helpful to know more about areas my child is struggling in so I can be of assistance in getting them up to speed

•I have a lot of respect for this school and the teachers go above and beyond to help all students and communication is the best.

•The teachers always offered support and really do go above and beyond.

•North Ingle is lucky to have excellent educators who do their best to keep parents informed about details relevant to the classrooms as well as the larger school community.

Areas for improved consideration in 2022:

• Improve communication and feedback on student learning progress throughout each term, seeking more input into their child's learning.

•Tips to best support their child at home

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1183 - North Ingle School	86.0%	75.0%	85.2%	90.9%
935 - Para Hills School	0.0%	0.0%	0.0%	4.6%
8006 - St Francis Xavier's Regionl Cath Sch	0.0%	0.0%	3.7%	4.6%

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 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	13.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	18	81.8%
U - UNKNOWN	1	4.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

There has been a steady improvement percentage of children enrolling at North Ingle School over a 4 year period from 2018 as they exit the Preschool. In 2022, 90.9% of the children are enrolled to attend North Ingle School, 4.6% Para Hills School and 4.6% St Francis Xavier's Catholic School due to family reasons.

Positive working relationships with the school community has been evident in community events, buddy class activities and whole school assemblies to promote student learning, well-being and achievements in a P -7 supportive learning environment. Our online Microsoft Sway Newsletter provides immediate communication, connectedness of whole school events and learning.

Our onsite Playgroup has been a successful and seamless avenue for Preschool entry. Unfortunately due to the COVID restrictions the last two years, Playgroup sessions have been impacted on the usually high weekly attendance and potential future preschool enrolments.

Relevant history screening

To work or volunteer in education you need to do mandatory notification training. 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.

Staff are required to complete their updated Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) training by completing the Fundamental Course by the 31st December 2021.

All approved clearances are entered onto EDSAS by the Administration Officer along with a spreadsheet with expiry dates. 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	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	10.4	0.0	5.8
Persons	0	12	0	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$2,263,147
Grants: Commonwealth	\$9,400
Parent Contributions	\$37,952
Fund Raising	\$2,299
Other	\$3,073

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

2021 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 2021 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 2021 School Counsellor allocation has been redirected into the full time Deputy Principal position to support learner wellbeing and engagement. An additional 5.5 hours have been allocated to the PCW role per week.	4-7 WEC data indicates a reduction in physical, cyber and social 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, SSO staffing and additional teacher release were utilized to support planning, review One Plans and provide student intervention programs based on IESP literacy & numeracy goals.	Individual student goals were reviewed and updated on their One Plans.
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	SSO staff were employed to support reading intervention for Aboriginal students, EALD & IESP from the Phonics Screener, Phonological Awareness Assessment and Running Records across all year levels. Complexity Funding was used to employ an SSO to target student intervention directly informed from the Phonics Screener, Phonological Awareness Assessment and the 44 sounds. The planning was designed by the classroom teachers for each of their students. Classroom teachers and the Leadership Team analyzed the Literacy data to determine student intervention each term.	Data analysis meetings held each term with teachers and leadership, highlighting areas of growth and continued support for students in Reading improvement.
Program funding for all students	Australian Curriculum	The Tier 2 Australian Curriculum Funding was used to release the Year 5-7 Teachers and an Early Career Teacher to plan units of work from the new Curriculum Resources in English, facilitated by the Curriculum Lead.	Ongoing planning talk between teachers, the Curriculum Lead & Line Managers
Other discretionary funding	Aboriginal languages programs Initiatives	APAS Funding used to employ an SSO for intervention twice a week for 2.5 terms with an intentional focus on reading with fluency, the 44 sounds, PM sight words, phonics and phonological awareness.	Increased knowledge of the 44 sounds, PM sight words and decoding strategies.
	Better schools funding	Additional SSO staff were employed to provide a targeted and intentional intervention program focused on reading, segmenting and blending of sounds using real and pseudo words to all Year 1's and students at risk.	Growth was evidenced from the pre and post tests of the 2020 Phonics Screener.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	Stephen Graham in Term 1 professional development training focused on building on children's oral language in the preschool.	TROLL/PA data taken in Term 1 and 4 has seen a significant growth in children's oral language and phonological awareness development.
Inclusive Education Support Program	Full time one on one SSO support was funded for 2 children with additional needs to participate successfully in a differentiated program. Part time one on one SSO was funded for one child with additional needs to participate successfully in a differentiated program.	Improvement was observed in behaviour, speech, language & cognitive development. IESP packages were submitted to support children's transition to school.
Improved outcomes for non-English speaking children who received bilingual support	Preschool Bilingual Support Funding enabled the employment of three 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 Tamil, Farsi & Hakha Chin.	BSSO staff provided 1:1 support each week with the child, enabling bilingual dialogue, interactions and communication as well as 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.