Ingle Farm Primary School
Annual Report 2015
1. CONTEXT

Ingle Farm Primary School is located in the northern suburbs of Adelaide and has an enrolment of approximately 392 students, catering for students from Reception to Year 7. The enrolment has been relatively stable over the past 5 years. The school has an ICSEA score of 968, and is classified as Category 2 on the DECD Index of Educational Disadvantage.

The school population includes 14% (53) Students with a Disability, 6% (24) Aboriginal students, 0.5% (2) students under the Guardianship of the Minister, approximately 70% (253) students are recognised as English as a Second Language or Dialect learners (EALD) and approximately 60% are eligible for School Card assistance. There are currently six (6) IELC classes operating in the school. The school has a Children’s Centre and Family Zone located on the site providing a range of services for school families and the wider community.

The leadership consists of the Principal, three (3) Heads of School, Teaching and Learning Coordinator and Student Services Coordinator.

2015 saw the school engage with the DECD External School Review (ESR) and the Montague Partnership Performance Review processes. These review processes highlighted some growth areas in our student performance data along with highlighting areas for required improvements.

The ESR process noted a need to develop the culture and cohesiveness within the school, review the professional learning program and align practices with the Australian Curriculum and Teaching for Effective Learning policy. The Montague Partnership review highlighted the need to build connections with the DECD Results Plus Literacy and Numeracy initiative and partnership directions. A range of support was provided by DECD after the ESR process to support the school to engage with these directions.

In mid term 4, for a range of personal and professional reasons, the principal, Bek Pressler, chose not to continue in her role and relinquished her position. The assistant principal, Rosie Gilsenan-Reed stepped up into the role of principal and supported the school through this period and we thank her for her leadership and support. As a result of this change the school has started 2016 with an acting principal and assistant principal and processes are in train to fill these roles permanently from the end of Term 1 2016.

Staff have managed this transition time and kept valued practices operating and calm, orderly learning programs throughout Term 4 and into the start of 2016. Staff have demonstrated commitment to work to achieve the ESR directions and to develop agreed school teaching and learning practices aligned with contemporary resources to stretch, challenge and engage the range of learners in our classrooms.

We thank Bek Pressler for her work as principal at Ingle Farm PS over the past two years and wish her well in her new position in Queensland.

2. REPORT FROM GOVERNING COUNCIL

N/A
3. 2015 HIGHLIGHTS

2015 was a busy year with many regular events; assemblies, visiting performers, camps and excursions. Among these students particularly enjoyed Harmony Day, Reconciliation Week, International Women’s Day and Refugee Week. We had many community visitors attend these events with students engaged in curriculum activities, art activities, dress up parades and making banners and listening to stories from a range of cultural groups.

Swimming Week, the Fun Run and Sports Day are always highlights on the school calendar and students participated actively in physical activities and raised funds for school projects.

Book Week in 2015 highlighted the importance of literacy and numeracy in our community with photo and poster competitions, students designing a maths lesson to ‘Light Up Your Brain with Maths’ and a fancy dress parade. A busy and fun week.

Many parents and caregivers attended our annual Acquaintance Night and School Concert and joined in the activities and sausage sizzle provided.

4. SITE IMPROVEMENT PLANNING AND TARGETS

The 2015 Site Improvement Plan (SIP) priorities were literacy- reading, numeracy- automaticity and problem solving and wellbeing- attendance. Our literacy and numeracy priorities linked to the focus of the Montague Partnership schools and preschools directions as we are a member of this partnership of sites.

LITERACY: READING All students read at IFPS agreed or negotiated individual standard by the end of the year.

We worked towards achieving our target of all students achieving the reading standard by:

- Training staff in the Big 6 of Reading (phonics, phonemic awareness, oral language, vocabulary, fluency and comprehension) and working in Professional Learning Teams to collect, analyse and monitor data
- Staff supported to develop student support plans and the MiniLit program as an intervention strategy to support identified students
- Staff working collaboratively to implement explicit guided reading strategies and use the TfEL Domain 1: Learning for Effective Teaching

As a result we saw students effectively using decoding and recoding strategies when reading and being more successful in the NAPLAN assessment (see student achievement section of this report).
In 2016 we will sharpen this focus and alignment with the Montague Partnership priorities to stretch all students with more achieving higher bands in NAPLAN and retaining more of our students in the top two NAPLAN skill bands from Years 3 to 7.

**NUMERACY: AUTOMATICITY & PROBLEM SOLVING** All students performing at IFPS agreed or negotiated individual standard for mathematics by the end of the year

We worked towards achieving our target of all students achieving the maths standard by:

- Training staff in the Australian Curriculum: Mathematics and mental routines
- Staff working collaboratively to develop and implement an effective numeracy block and collect, analyse and monitor data
- Supporting staff to develop student support plans and using the Quicksmart intervention strategy to support identified students

As a result we saw students more effectively using mental maths skills in classes, learning about problem solving skills and setting goals to improve their numeracy skills. (see student achievement section of this report)

In 2016 we will sharpen this focus and alignment with the Montague Partnership priorities to stretch all students with more achieving higher bands in NAPLAN and retaining more of our students in the top two NAPLAN skill bands from Years 3 to 7.

**WELLBEING: ATTENDANCE** Student attendance at IFPS demonstrates improvement in line with DECD standard rate of 93%

We worked towards achieving our attendance target by:

- Supporting staff to track, monitor and follow up attendance concerns including a digital system to support attendance, developing student support plans and building positive classroom cultures
- Using parent SMS service and promoting attendance through the newsletter,

As a result we saw limited improvements for some students but our attendance data remains stable. A few chronic non attenders needing specific intervention strategies need to be the focus for 2016.

In 2015 DECD conducted an external school review (ESR) of Ingle Farm PS as part of its regular review program. The ESR process highlighted four key directions for the school that need to be addressed in our new SIP.

The ESR directions for Ingle Farm Primary School are:

1. Improve student reading and numeracy achievement through the consistent implementation of agreed evidence-based teaching practices aligned to TfEL and DECD Results Plus.
2. Develop deeper understanding and broader ownership for the vision and strategic directions of the school with all key stakeholders, through the development of a collaborative school culture.
3. Build the capacity of all staff to deliver and support a challenging and engaging learning program by engaging all staff in personalised professional learning mapped out over time.
4. Expand the opportunities for engagement and challenge for all students by differentiating the learning through the use of learning intentions and success criteria consistently across the school.
The ESR found that there has been limited success in developing an agreed whole-school approach to curriculum and pedagogical initiatives that sustain a collaborative culture of improvement and identified a number of non-compliance issues that required addressing.

The ESR further highlighted the need for clear protocols and processes to facilitate professional discussion, understanding, decision-making, implementation, monitoring and review involving all stakeholders. The ESR detailed the need to focus on developing a collaborative school culture in moving forwards and addressing these directions in our 2016 SIP. Based on the school’s current performance, Ingle Farm Primary School will be externally reviewed again in 2017.

### 4.1 Junior Primary and Early Years Scheme Funding

The Junior Primary and Early Years Scheme funding was used in 2015 to:

- Provide 2 additional classes in the Early Years (R-3) as part of the Early Years Class Sizes funding and provide a full time SSO for both Reception classes
- Facilitate the use of extended SSO assistance in Reception classrooms to support early literacy development


### 4.2 Better Schools Funding

The Better Schools Funding is used to develop workforce capacity and capability and to improve outcomes for students in priority areas of literacy and numeracy, attendance and behaviour management.

This year our school received $72,184.49 of funding which was used to release teachers to support training and development including release time.

Release time throughout the year supported teachers to understand Language and Literacy attainment through EALD Levelling and peer observations of colleagues. Release time was also provided for teachers to work together to plan and moderate work, develop support plans for identified students and to work with the curriculum coordinator.

### 5. STUDENT ACHIEVEMENT

The 2015 ESR noted that Ingle Farm Primary School is experiencing challenges in a number of learning areas. Achievement and growth of student learning is less than expected and is reflected in a downward trend in Years 3 and 7 reading and numeracy achievement over the last three years (as measured by NAPLAN against the SEA). The ratio of students achieving in the higher bands of learning is lower than expected in reading and numeracy.
Running Records

In the early years, reading achievement is monitored against Running Records.

The DECD Running Record Reading Achievement Levels by end term 3 are:

- Reception Instructional Reading Level 5+
- Year 1 Instructional Reading Level 15+
- Year 2 Instructional Reading Level 21+

The ESR analysed reading achievement (based on Running Records Years 1 and 2) from 2011 to 2013. This data indicates that an average of 21% of Year 1 students achieved the expected DECD Standard of Educational Achievement (SEA), and at Year 2, 29% achieved the SEA. The 2014 school-based data provided by the Principal to the ESR indicated improving Reception student growth to Level 8, or above, of Running Records, from the start of the year (4% of students) to the end of the year (52% of students). Similarly, the Year 1 growth to Level 16, or above, increased from 2% at the start of the year to 60% at the end of 2014. Year 2 growth to Level 26, or above, moved from 12% at the start of the year to 22% at the end of 2014.

The 2015 Running Record data analysis shows that:

**Year 1 students:** Expected standard 15+

Approximately 50% of Ingle Farm PS students are below the expected standard and perform below the DECD and Category of Disadvantage expectations. No IFPS students perform in the highest skill bands at Year 1.

This data highlights the need for significant focus on our reading program and the monitoring of each child’s reading skills and needs.
Year 2: Expected standard 21+

50% of IFPS students achieve the expected standard and are working towards independent readers. Many of students are developing good foundational reading skills from our literacy programs but we are performing below both State and Category expectations with over 25% of students requiring intensive support to move beyond the lowest bands. A further 25% are performing within the Year 1 band and need targeted, intensive classroom programs.

5.1 NAPLAN

Literacy

The ESR in examining IFPS NAPLAN data noted that reading achievement over the last seven years, shows an average of 58% of Year 3, 45% of Year 5, and, 42% of Year 7 students at, or above, the SEA. In 2014, the reading results indicate that 53% of Year 3 students, 37% of Year 5 students and 26% of Year 7 students achieved the SEA. The Year 3 result has trended downwards from 73% at SEA in 2012 to 53% in 2014. The Year 7 result has trended downwards from 52% at SEA in 2012 to 26% in 2014.

In relation to the percentage of students who achieved in the higher reading bands over the last 7 years, there was, on average, 18% at Year 3, 6% at Year 5 and 8% at Year 7 in the top two bands. For those students (average = 4), who achieved in the top bands in reading at Year 3 from 2008 onwards, only 2 remained in the upper bands through to Year 7.
Numeracy

The ESR in examining IFPS NAPLAN data noted numeracy achievement over the last seven years, shows an average of 57% of Year 3, 39% of Year 5, and, 38% of Year 7 students at, or above, the SEA. In 2014, the numeracy results indicate that 34% of Year 3 students, 37% of Year 5 students and 14% of Year 7 students achieved the SEA. The Year 3 achievement has trended downwards from 69% in 2012 to 34% in 2014. The Year 7 result has trended downwards over the same period of time from 45% at SEA in 2012 to 14% at SEA in 2014.

In relation to the percentage of students, who achieved in the higher numeracy bands over the last seven years, there was, on average, 7% at Year 3, 5% at Year 5 and 5% at Year 7. For those students (average = 3) who achieved in the top two bands in numeracy at Year 3 from 2008 onwards, only 1 of these students remained in the upper bands through to Year 7.
Student Mean Scores

Year 3

Mean Scores Analysis

Our Year 3, 5 and 7 students have shown strong growth against all test aspects in 2015 and in particular reading, writing, spelling and grammar. This indicates that our focused attention and school agreements in literacy are starting to have a positive impact on learning. In all Year levels we made significant improvement in Spelling and Writing. Numeracy improvement although not as strong has shown positive growth.
NAPLAN School Growth Years 3-5

NAPLAN School Growth: Year 5-7

NAPLAN Growth Analysis

NUMERACY: From Years 3-5 we have 30% of students making high growth while only 15% of students achieve high growth in Years 5-7 (from 35% to 15%). We do make a positive impact from Years 5-7 on reducing the percentage of low growth. These results indicate that our focus on automaticity and mental routines is having some impact however there is the need for more challenge and stretch of students and a focus on problem solving and challenging learning tasks to move more students into high growth.

READING: These same trends are reflected in the reading growth statistics with a drop from 35% in high growth Years 3-5 and only 9.5% in Years 5-7. A significant number of students in Years 5-7 make low growth (28.6%) which indicates the need for explicitly developing reading and comprehension skills in classroom reading programs and the focus on reading for enjoyments and more challenge to move the numbers of students from middle growth towards high growth.
Our school attendance data still shows levels below DECD expected standards of 93% and a need for targeted strategies to address the few persistent low attenders who impact on our data. We have introduced a number of whole school and classroom systems to address attendance concerns and in 2016 need to reflect on these and identify the individual students and families who need additional support with attendance.
6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>School</td>
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<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Employment</td>
<td>3.4%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>10</td>
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<tr>
<td>Other</td>
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<tr>
<td>Seeking Employment</td>
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<tr>
<td>Tertiary/TAFE/Training</td>
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<tr>
<td>Transfer to Non-Govt Schl</td>
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</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
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<tr>
<td>Unknown</td>
<td>5</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td>0.0%</td>
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</table>

7. CLIENT OPINION

Student Perception Data

Analysis

Students identified that teachers expect them to do their best at school and motivate them to learn as the highest rated items on the survey. This reflects the care and concern teachers provide in classrooms for learning.

Students rated the maintenance of the school, behaviour management and opportunities for student voice and opinion in the school the lowest items in this survey. These are important areas to address with active student involvement. In 2016 these areas need to be a focus for the SRC and classrooms.
Parent Perception Data

The highest rated items on the parent surveys were teachers expect my child to do their best and I can talk to my child’s teacher about concerns. This reflects the students’ perceptions and highlights the positive relationships staff build with families.

The lowest rated items also reflected the areas noted by students in that behaviour management and hearing parents opinions were the lowest rated items and are in need of attention in the changing leadership and management of the school.
Staff Perception Data

![Bar chart showing staff perception data]

Analysis

The highest rated item from the staff surveys were that the school looks for ways to improve and that teachers expect students to do their best.

The lowest rated items were that the school is well maintained, teachers opinions are taken seriously and teachers receive useful feedback on their work. A number of items were scored below 4 which is considered to be the expected standard for these items and need attention. This survey reflects the comments and observations from the ESR process and the need to work with staff to collaboratively build, share and own school directions, culture and process as a matter of high priority.

More information can be accessed on the My School website: [http://www.myschool.edu.au/](http://www.myschool.edu.au/)
8. ACCOUNTABILITY

8.1 Behaviour Management

Behaviour management was an area identified as requiring improvement in students, parent and staff perception surveys and impacts upon learning, attendance and classroom and school culture. This is an area for renewed focus in the change of leadership and management of the school and processes to promote pride and ownership of the school. All groups in perception surveys noted the need to improve the maintenance of the school.


8.2 Relevant History Screening

From 1 January 2014 the DCSI Child-related employment screening became the only approved screening for all roles in DECD except personnel in teaching positions. The Teachers Registration Board approves the screening authority for teaching positions. Our school makes every effort to ensure that we comply with the screening verification responsibilities.

At IFPS we:

- Ensure that all new volunteers and support personnel are issued with and have submitted a DCSI screening prior to commencing at the site.
- Sight and record clearance information on EDSAS and HRS system (and maintaining copies of clearances).
- Verify the identity of first time visiting DECD or Agency employees and noting verification next to their name in the site’s sign in book.
- Establish shared-use agreements with community groups who are co-located.
- Maintain the accuracy of screening information on EDSAS, HRS and site files.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
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<tr>
<td>Post Graduate Qualifications</td>
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Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<tr>
<td>Persons</td>
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### 9. FINANCIAL STATEMENT

**Income by Funding Source**

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<th>Funding Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1 Grants: State</td>
<td>4933302.57</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>21000.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>81450.00</td>
</tr>
<tr>
<td>4 Other</td>
<td>17640.95</td>
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