

Principal's Report

Governing Council 14th May 2020

Staffing

We currently have 528 students. 19 in special education classes, 143 in IELC and 366 in mainstream. This is an increase of 8 students since the last Governing Council meeting.

Facilities

Currently we have a number of projects on track across the school and campus.

Completed projects.

- The Children's Centre carpark is complete and includes an access boom gate and the visitor's carpark now has new line marking and moss rocks to avoid the temptation of parking on the verge
- There is now warm water in the toilets next to the staffroom.
- Additional sanitisers have been installed across the units

We are very pleased that a number of DfE funded projects have been approved and are now underway. These are the outcome of extensive documentation from the school and Asset Performance Assessments completed by our Facilities Manager to demonstrate the age and deterioration of specific areas and functionality. Our Spotless FM has been working with allocated architects to plan for the following projects

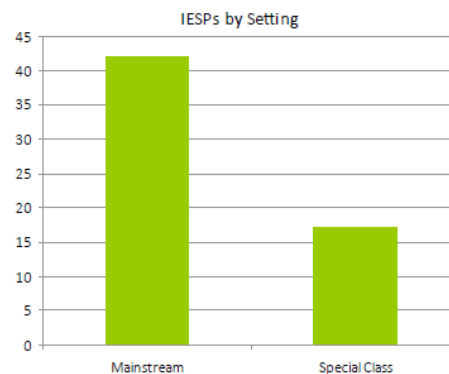
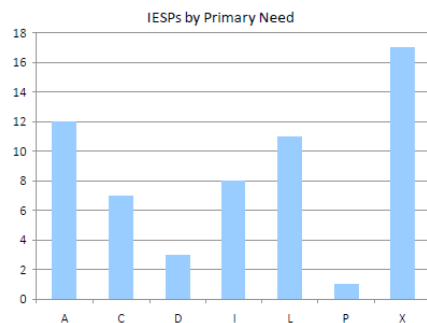
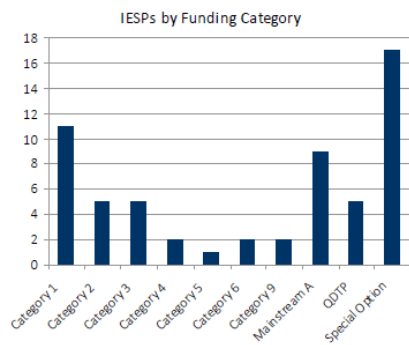
- New internal roof in Primary Years and heating/cooling for the central shared space
- We are having automated double gates costed for the main front entrance
- Upgraded paths and entrance areas modified for disability access and an ambulant toilet for the Early Years unit.
- Upgraded gutters and downpipes for early years and primary/ admin units
- Our pathway and stormwater is being upgraded on the section that leads to the Children's Centre past Family Zone.

Finance Advisory Committee have also recommended based on proposal tabled, that we re-allocate approved funding for paths and roofing in outdoor corridor areas to upgrade student toilets. This will be for GC consideration.

School funded projects already approved that are now in process

- Next stage of the Outdoor Learning area
- Removal of caged area in the gym to add cold water (indoor fountains) for students
- Upgraded space in the mezzanine floor of the library for additional resource spacing, office areas and small group learning
- Lining of admin offices for sound absorption and increased display space

Current data of IESP funding and Special Options.



Introduction of Intervention Teacher to our support team

We welcome Vanessa Rowe to our Intervention Team. Vanessa currently works 3 days per week as our Aboriginal Education Teacher and is looking forward to the new challenge. She will be full time working across both roles. The Intervention Teacher works with classroom teachers to collaboratively plan the specific intervention process and strategies. Vanessa's focus for the remainder of Term 2 is targeting our Middle Primary students and early intervention with our Reception students who are experiencing learning difficulties in the area of reading (phonemic awareness, phonics). The data collected this term using the Screen of Phonological Awareness will inform targeted interventions for term 3. This will include the following:

- Developing explicit learning goals alongside teachers, students and families
- Targeted differentiated teaching practice.
- Short regular intervention sessions in the area of reading e.g. 3-5 times a week for 6 to 12 weeks.
- Linking with support services such as Speech Pathologists for advice regarding relevant specific adjustments to the learning program.

Short Term changes to Support Services due to COVID-19

The Student Support Services team will continue to work with staff to deliver the best supports and outcomes for students with a focus on Priority 1 support. Priority 1 students are outlined in each discipline below:

Aboriginal Education Services

- Complex cases with immediate concern to the wellbeing of the child.
- Attendance concerns
- Students who have been suspended or excluded due to high risk/complex behaviours

Behaviour Support Coach

- Students engaging in high risk behaviours who threaten the safety of themselves and others
- Students unable to engage in learning due to challenging behaviours
- Students at risk in the transition from pre-school to school

Psychologist

- Students with significant learning difficulties and/or social emotional or behavioural problems that are impacting on their ability to access the curriculum
- Students with high and complex needs who have a team of service providers and have not responded to quality differentiated teaching practice and other interventions
- Special Options placements

Special Educator

- Students with a disability or significant health care need who are not currently accessing education
- Students who require extensive adjustments to access learning, where the school has employed its own resources but now requires external support
- Special Options placements

Speech Pathology

- Students with severe speech sound impairment where there is evidence of significant functional impact, risks for later literacy difficulties and evidence that speech errors are unlikely to resolve without intervention

Many of the services will be delivered using online technology during this period. Essential service delivery during this time will be delivered, where possible.

The referral process remains unchanged to support sites and students' learning, wellbeing and behaviour.

Services on site will still be provided as determined through discussion with site leaders.

Assessment services not able to be completed remotely, will be negotiated on a case-specific basis.

Family meetings and assessments may be offered at our local education offices on a limited basis, as needed.

Assessments that cannot be safely or reliably administered, will use alternative methods to answer referral questions and make recommendations.

Special Options Process in response to COVID-19

In Term 2 2020, there will be some adjustments to the special options process for preschools and schools to support 2021 enrolments.

The 2021 enrolment and transition process will proceed with the panel process using information that is currently available.

Secondary special options process

For 2021 enrolments, the Student Support Services team will:

- progress the process as usual, using online technology to run panels and moderation

- source additional information from schools and parents by the special educators and the psychologists, where packages are incomplete
- when information cannot be provided and there is not enough information for the psychologist to determine a recommendation, the student will progress to the next year level in a secondary equivalent of their current educational setting, for example special class, special school or disability unit.

Primary and junior primary special options process

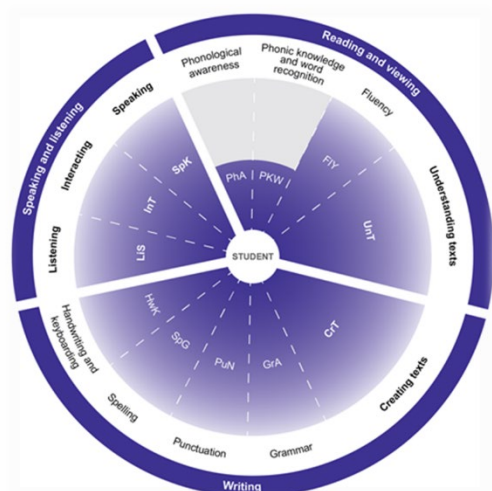
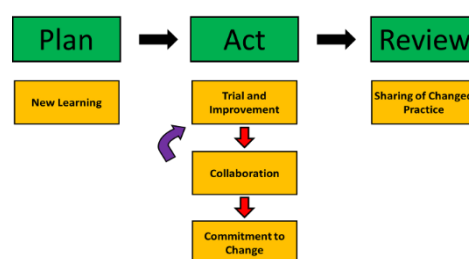
- A modified process to support primary and junior primary options is under development. More information will follow later this year to ensure children, families and schools are appropriately supported in determining the best learning setting in 2021

Assistant Principal – Sokhan Greenwood

Week 3 term 2 2020

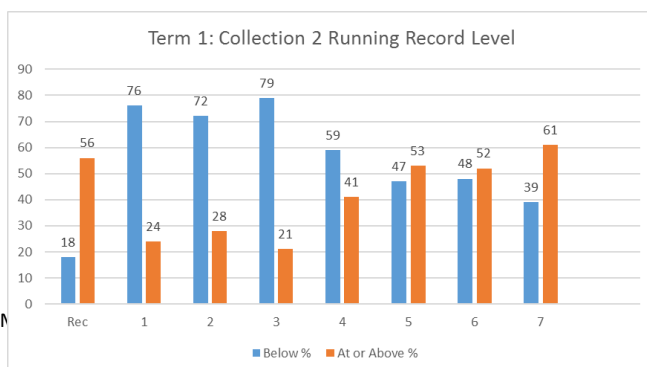
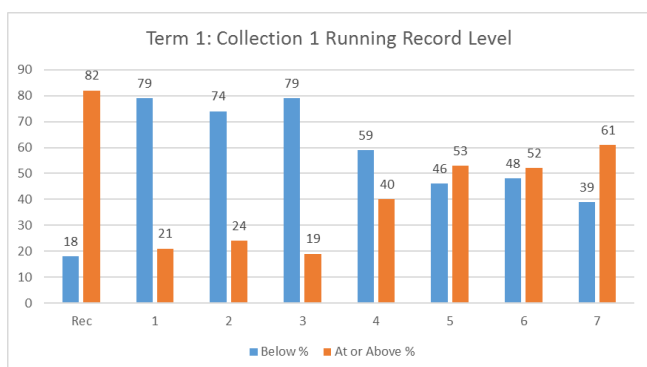
Professional Learning

This term we are using the Impact Cycle to focus on the Literacy Learning Progressions. Teachers have been working within the Plan and parts of the Act stage during weeks 1 to 3.



The Literacy Learning Progressions describes the observable indicators in the use of Standard Australian English language, showing the increasing sophistication of literacy skills on a continuum. It provides a view of literacy learning and how it develops over time and includes the elements of Speaking and Listening, Reading and Viewing and Writing. The Literacy Progression enables teachers to develop teaching and learning that targets skills students need to be proficient with literacy and helps teachers to set goals for students so they can ensure literacy skills are systematically an explicitly taught. Teachers will use data collected in

Term 1 and 2 to map students on the continuum which will support them to plan for teaching and learning to ensure that students' skills gaps in knowledge are being addressed and planned for. Teachers have indicated from the previous cycle that this narrow focus of learning allows them opportunity to implement change in a sustainable manner. Teachers identified that having the opportunity to collaborate with like year levels as well as cross year levels was beneficial to implementing change of practice.



The graphs above gives a snap shot of where students are with their reading levels at the end of term 1. With the disruption of COVID-19 at the end of term, the school will use this data as a baseline to track and measure growth over the term to measure the impact of implementation from the Literacy Learning Progressions.

Reports

This focus on literacy progressions and analysing data will support teachers during report writing. With COVID-19 affecting students' attendance of face to face learning, the Department have recommended teachers to grade students 'on balance,' taking into consideration face to face learning as well as online learning. On balance means that teachers will be making judgement based on the evidence they have of students learning to date (how much learning they demonstrated during face to face and online).

Assistant Principal – Inna Tucker (Intensive English Language Unit (IELC)

Enrolments

COVID-19 has not stopped the enrolment process in IELC. Even with the International borders closed, we still managed to enrol 19 students in the Program, which brought the numbers to 143 students. We have surpassed our capacity of 9 IELC classes and had to employ a floating teacher to support the exceeding number of students in the Program.

New staff

Two new BSSOs have joined IELC team. Jo is a Mandarin speaking BSSO and will be supporting students on Fridays. Sui Hlen Sung is a Haka Chin speaking BSSO and will also be working on Fridays to support students.

Transitions

11 students will be exiting IELC at the end of Term 2. Transition visits have being arranged with their zoned schools to ensure that students have an opportunity to connect to their peers as well as to get to know their teacher and the new school.

STTARS

This Term due to COVID-19 STTARS postponed their School Residency Program at Ingle Farm Primary School until further notice. Counsellors still continue supporting families via phone counselling.

Art Therapy

Tanya continues to provide Art Therapy sessions 3 times a week to Ingle Farm School students. This Term she started running social group sessions to support students in building their social skills, resilience and team building skills. Currently, she is working with 19 students.

First Language Maintenance and Development Program (FLMD)

FLMD teachers/BSSO continue to support EALD students in the classes through their first language.

This term FLMD staff continues to focus on Reading, Phonics and Oral language skills which are linked to School Improvement Plan (SIP). Each student in the Program has explicit

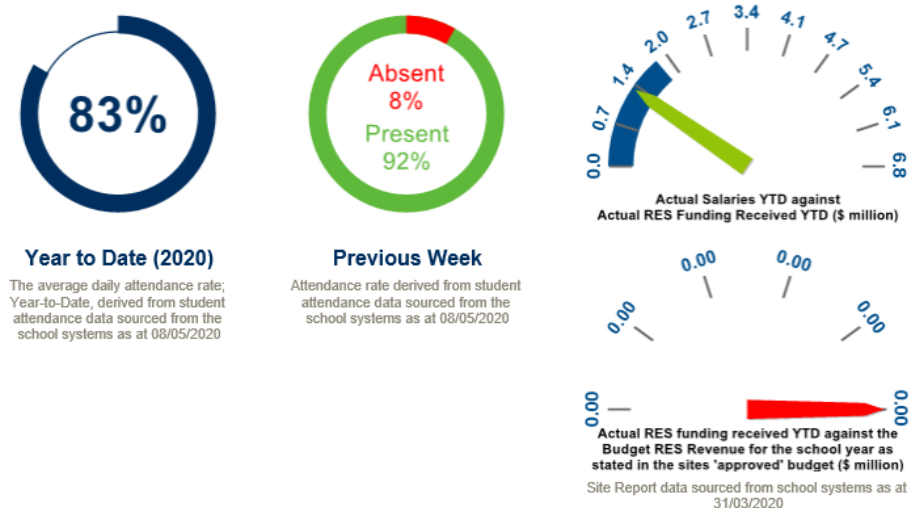
Reading goal/s to support their learning.

Student Wellbeing Leader– Mel Lucas

Attendance

Attendance is assessed on a daily basis to act on any students that have been absent for three days unexplained. During the time of COVID attendance has been low. At the end of term 1 and beginning of term 2 there were between 35 and 50 students at three days unexplained absences each day. All efforts were made by teachers and leadership to contact families and have the correct codes added to our systems. At the beginning of week 3 term 2 our efforts have seen that number drop to 5 students with three days unexplained absences. Of those we are aware of one leaving the school and are working collaboratively with our social worker for attendance and engagement.

The snapshot below was generated 12/05/20



Pastoral Care Worker

Annarah Oxenham ceased work at Ingle Farm at the end of term 1 due to other work commitments. We have now hired a new Pastoral Care Worker – P.J Singh. P.J comes to us with experience working as an intern at the Department for Child Protection and currently works as a PCW at Adelaide Secondary School of English. He will begin at Ingle Farm on the 20th of May and work Wednesdays each week.

Behaviour Code

The snapshot below was generated 12/5/20 and outlines the behaviour summary for term 2. At the end of each week a behaviour summary is uploaded to One Note so that each

staff member has access and leadership are able to analyse and support as required. Responses to these behaviours have included counselling, discussions with families, and teacher professional development on understanding developmental trauma and small group work around building social skills.

Behaviour Type	Con	From/On	To	Student	RC	Year
1 - Threatened Or Perpetrated Violence	WN	04/05/20			MM28	06
	IS	07/05/20			NK29	05
	YD	08/05/20			RG25	03
	CP	08/05/20			RG25	03
	SU	08/05/20	12/05/20		RG25	03
	SU	08/05/20	12/05/20		AS26	04
	RP	06/05/20			CG24	03
	RP	06/05/20			CG24	03
	WN	04/05/20			BT18	07
	CP	08/05/20			CG24	03
	TA	08/05/20			CG24	03
2 - Threat Order - Persistent Fail To	YD	29/04/20			AS26	04
	YD	30/04/20			AS26	04
	YD	29/04/20			AS26	04
	YD	29/04/20			SU27	04
3 - Threatened Safety Or Wellbeing	SP	01/05/20			MM28	06
	RP	05/05/20			NK29	05
	SP	01/05/20			MM28	06
	C	05/05/20			RG25	03
	SP	01/05/20			MM28	06
6 - Persistent And Wilful Inattention	RP	05/05/20			NK29	05

Proactive programs

The surveys for the wellbeing and engagement collection was cancelled due to COVID19.

The Berry Street Education Model training was postponed due to COVID19 and we hope to receive this professional development later in the year.

Teachers who have not had training in delivering the Keeping Safe Child Protection Curriculum are working in conjunction with teachers who have had the training to deliver this to classes. I am delivering the CPC with Rachel Dikih's class and sharing responsibility in the middle year's classes with Nichole Kershaw and Sam Ullrich.

Students have been given the opportunity to participate in the Children's University Australasia program and this will begin in Week 4 of this term with support to access some of the online learning at school facilitated by me and P.J Singh.

Teaching and Learning Coordinator – [Kaylem Short](#)

The end of term 1 and beginning of term 2 was certainly an interesting time to be the Teaching and Learning Coordinator at Ingle Farm Primary School. With the repercussions of COVID-19 at its peak, I spent most of my time seeking and reviewing online resources that aligned with the hard work the school had already done around reading as a whole, the Balanced Reader and phonics in particular. As a site, it was imperative that the resources and work we sent home to our families was as close to the quality of face-to-face teaching as possible as many of our students already have gaps in their learning. We could not allow

these gaps to get any bigger. To ensure this happened, I spent time meeting staff members discussing the structure of their lessons and how they would ensure students were still receiving explicit instruction as well as opportunities to ask questions and receive feedback which is where some of the best growth takes place. I also ensured parents received quality information in regards to accessible online resources, where a short description of the content and the difficulty of accessibility was provided. This meant that parents who were unable to access work during set times, due to different personal circumstances, were still able to cater for their children.

As quickly as COVID-19 impacted the school, its impact quickly diminished in term 2 where my role fell back into some kind of normality. During the term 1 break, Ingle Farm gained another 5 new graduates (Claudia, Seren, Alana, Elise and Rachel), three in IELC classes, one in special options and one in mainstream. This has created an excellent opportunity to support IELC and special options in their teaching and learning which will in turn ensure that we are delivering consistent approaches in every area of our school. This is especially important when you consider the fact that many of our IELC students transition into mainstream at IFPS. As part of my role in supporting Early Careers Teachers (ECT), I will meet with these once a week to ensure they are up to speed with the evidence-based processes that are utilised here.

As per the beginning of term 1, I will continue to meet the rest of our ECT on a weekly basis where I will continue to support the implementation of the practices Sokhan delivers during our professional learning meeting. Term 1 saw many of the Early Careers Teachers working towards delivering guided reading sessions that cater for 'the Big Six of Reading' and 'the Balanced Reader'. We are at a point where they are confident of the structure of these sessions where they are continually and independently adapting stations so they are suited to all their students without losing the purpose of them. The next steps for many of our ECT are around the delivery of the guided reading itself. How it is structured, how to individualise goals and how to question in a way that ensures that a student's learning is always moving forward.

To ensure that the teaching of writing is still following the school's Literacy Agreements, I have requested and received each of the ECT's Teaching and Learning Cycle Overview for their genre writing. I have provided individualised feedback and will continue to do so on a termly basis as they change the genre they are working on.

In term 2, I will continue to work closely with Sokhan to deliver professional learning to our staff group. This will include designing and presenting the content that will be delivered.

Finally, I have identified parent communication as the next steps in my development in this role. In response to this, I will be sending out a parent newsletter at the end of week 3 and 6 each term, with information linked to the practices we are learning as a staff group and ways they can support at home. Parents are a huge part of the Ingle Farm community and have a huge role in our students' education, so I want to ensure they are well equipped to support wherever they can.