



Ingle Farm Primary School

2020 annual report to the community

Ingle Farm Primary School Number: 1162

Partnership: Montague

Signature

School principal:

Ms Vanessa Mortimer

Governing council chair:

Ms Astrid Pouwels

Date of endorsement:

4 February 2021



Government
of South Australia
Department for Education

Context and highlights

Ingle Farm Primary School is located in the northern suburbs of Adelaide and reached an enrolment of 522 students by Term 4 2019. Ingle Farm caters for students from Reception to Year 7. The school has an ICSEA score of 939 and is classified as Category 2 on the DECD Index of Educational Disadvantage.

The school population includes 11% (57) Students with a Disability (which now includes students with complex social/emotional behaviour as part of the Inclusive Education Support Program), 7% (35) Aboriginal students, 2% (11) Children in Care.

(315) students (60.5%) are recognised as English as a Second Language or Dialect learners (EALD) - approximately 40% are eligible for School Card assistance. 2020 reflected 11 IELC classes in Term 1 (reducing to 8 by Term 4 due to border closures resulting from COVID19), 16 mainstream and 2 Special Education classes operating in the school.

The school highly values the Children's Centre and Family Zone co-located on the campus providing a range of services for families and the wider community.

2020 leadership consists of the Principal, Deputy Principal, two Assistant Principals, Student Well-being Coordinator and a Teaching and Learning Coordinator.

The continued focus on shared ownership of Values: Respect, Honesty and Persistence, is linked to class learning. Staff continued the implementation of Auslan. This was well received by students and particularly families who appreciate this supports our context of families who are already fluent in multiple languages. Auslan now features in whole school events and specialist learning areas.

SAPSASA participation across a range of sports and several students represented the school at a state level. Physical Education was extended as a specialist learning area and teaching staff promoted before and after school sports together with lunchtime programs.

Ingle Farm Primary school was successful in receiving funding to continue First Language Maintenance and Development Program (FLMD). We continued to receive funding for: Iranic (Farsi, Dari, Hazaragi), Indic (Urdu, Hindi, Punjabi) and Tagalog language groups. FLMD support was aligned with school SIP priorities. Every student in the program had an explicit reading goal that was tracked and reviewed at the end of each term. Grounds and building upgrades have included additional air-conditioning, extended outdoor learning and modernised student toilets.

Governing council report

As chairperson, I would like to acknowledge the dedication of the parents and staff who devote their time to both in lead up to and at Governing Council meetings. The Ingle Farm Primary School Governing Council (IFPSGC) is made up of diverse group of individuals that all have one common interest: our children's health, wellbeing, education and future. I would like to acknowledge the leadership team for their flexible and supportive approach to students and families during a tumultuous 2020 during the height of the COVID pandemic. The classroom learning approach quickly pivoted to incorporate online learning available for all students within a short timeframe. Families and students appreciated having this option available whilst a number of teachers remained onsite and available for families who still required face to face learning.

The Governing Council were unanimous in their support for Vanessa Mortimer to continue in the role of Principal for another 5 years ensuring the continued improvement of Ingle Farm Primary School into the future. We are very lucky to have a leader who has a clear vision for the development and wellbeing of our students.

Despite a number of restrictions were placed for convening large numbers for events; IFPS still continued to hold the Colour Fun Run, Sports Day and the Year 7 Graduation giving the students some 'normality' to a very strange year.

Although families could not attend, the students thoroughly enjoyed the events and families were updated by the teachers via the SeeSaw App.

Phase 2 of the construction of the Nature Play area was nearing completion at the end of 2020, with 2021 being flagged as the completion date. Students cannot wait to explore this second space.

Other spaces that saw improvements were the school gymnasium, tennis courts and toilets. All receiving positive feedback from staff and students alike. Pie Time took over the running of the Canteen and families adapted to ordering student meals via the QKR App whilst teachers could easily order their morning coffee.

I'd also like to acknowledge the sub-committees that sit underneath the IFPSGC: OSHC and Grounds Keeping. Their dedication to the school is reflected in the amazing work undertaken in 2020. The IFPS OSHC is anecdotally known as a reliable establishment that provides a quality service; this was particularly vital during the pandemic with a number of front line workers requiring access for their children. OHSC continued to provide Vacation Care with a modified program of which students and families greatly appreciated.

Despite everything that happened during 2020, IFPS continued to provide a supportive environment for all of our students.

Quality improvement planning

In 2020, Ingle Farm Primary School's (IFPS) teaching staff included 15 teachers that were within the first 3 years of their teaching careers, forming 45% of our classroom teachers. The Teaching and Learning Coordinator worked alongside these Early Careers Teachers (ECTs) to support their understanding and implementation of the Balanced Reader, the Big Six of Reading and Teaching and Learning Cycles, ensuring they were following school, partnership and departmental expectations and agreements. Weekly times were arranged to allow the Teaching and Learning Coordinator to model, observe, discuss and set targets for the ECTs to support their continued growth and their effectiveness on improving student outcomes. This work created consistency of practice across the school, as well as improving ECT knowledge and confidence in Literacy teaching allowing a number of them to move from graduate to proficient teachers.

All students in the Middle Years learners were assessed using the Phonics Screen which informed targeted intervention practices. All students receiving Wave 2 and 3 intervention were tracked against pre and post data (Phonics screen, Running Records, PASM) which informed reading goals aligned to One Plan goals. Students who did not show significant growth in their learning were referred to Support Services for further intervention support. Data sets indicate progress towards SEA in phonics. Change of practice in delivering wave 1 intervention for all with focus on reading (all aspects).

The consistency of teaching and learning across IFPS, including the transition from the Intensive English Learning Centre to mainstream, was supported by the implementation of the Impact Cycle process and the redesign of the school's Literacy Agreements. Staff meeting professional learning addressed student learning data. The Impact Cycle was utilised to ensure that all staff were improving their practice aligned with the School Improvement Plan. The redesign of the Literacy Agreements ensured information was relevant and concise for teachers in all areas of the school who were at different career stages. These are to be endorsed and implemented in 2021. Consistency of practice was also supported through the implementation of Jolly Grammar as a whole-school approach. Jolly Grammar builds on from the Jolly Phonics program that is already in place for supporting Phonics teaching, creating regularity in methods, processes and language for the students' educational journey at IFPS. Professional learning from SPELDSA will also assisted this implementation during week 0, 2021.

The use of online resources and technology to facilitate teaching and learning has become an integral part of the education at IFPS. Seesaw and Office 365 have been integrated into daily learning to support students at school and at home. Delegated staff and outsourced professional learning has supported this transition. Online resources have also been provided to families to minimise disruption of learning from COVID19 absences. These resources were explained and are in line with current whole-school practices and agreements.

Family involvement in student learning was also improved in 2020. Termly communication was provided to inform and provide home-learning strategies that supported the teaching and learning that was taking place at IFPS. This allowed families to be a part of their child's learning and gave them a better understanding that opened-up family-educator conversations focused on learning/student outcomes.

IELC Teachers worked collaboratively at the whole school level to extend understanding of Literacy progressions as a tool to plan explicit and structured Guided Reading lessons. Phonological and phonemic awareness was taught across all year levels. Data showed substantial shift in students' knowledge of phonological skills and as a result improvement in their reading skills.

Improvement: Aboriginal learners

Tracking and monitoring of student achievement to inform literacy improvement priorities for Aboriginal Learners at a school, team and teacher level has improved with related systematic expectations and procedures being implemented using the Aboriginal Learner Achievement resource.

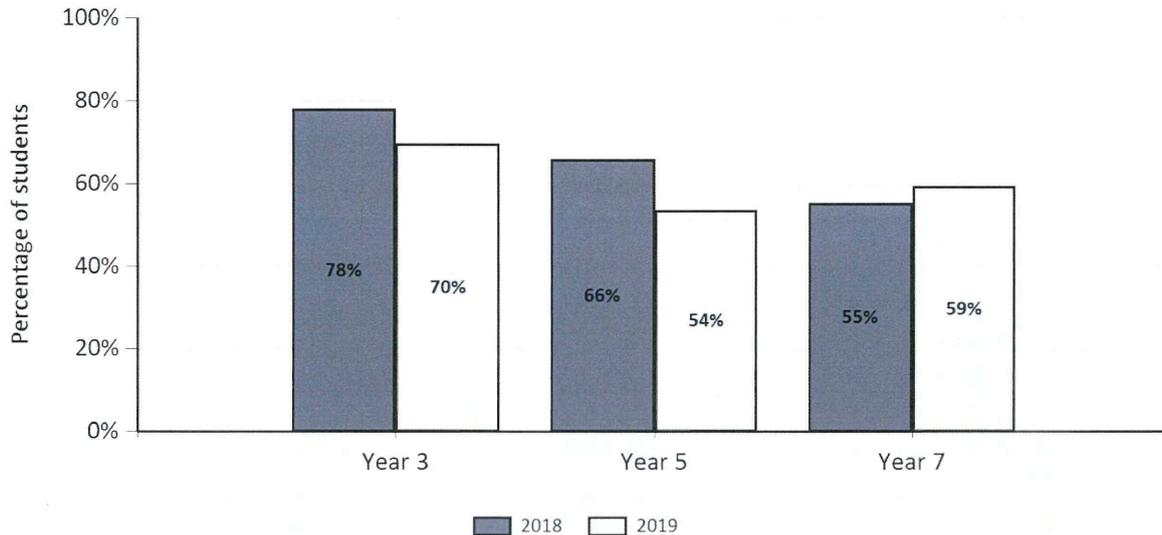
The key elements initiated in 2020 and aligned with the SIP and Aboriginal Education Strategy 2019 – 2022, have been 'Data Informed Planning', 'Tracking and Monitoring Growth and Achievement', 'Assuring consistent High Quality Classroom Practice' and 'Applying Evidence-Based Learning Interventions'. The AET collaborated with class teachers and support staff to design the learning for targeted students in reading with a focus on Phonological Awareness and Phonics. All Aboriginal students were assessed using the Phonics Screen Check and were mapped against the Australian curriculum Literacy Progressions. This ensured all Aboriginal learners received targeted individual support.

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

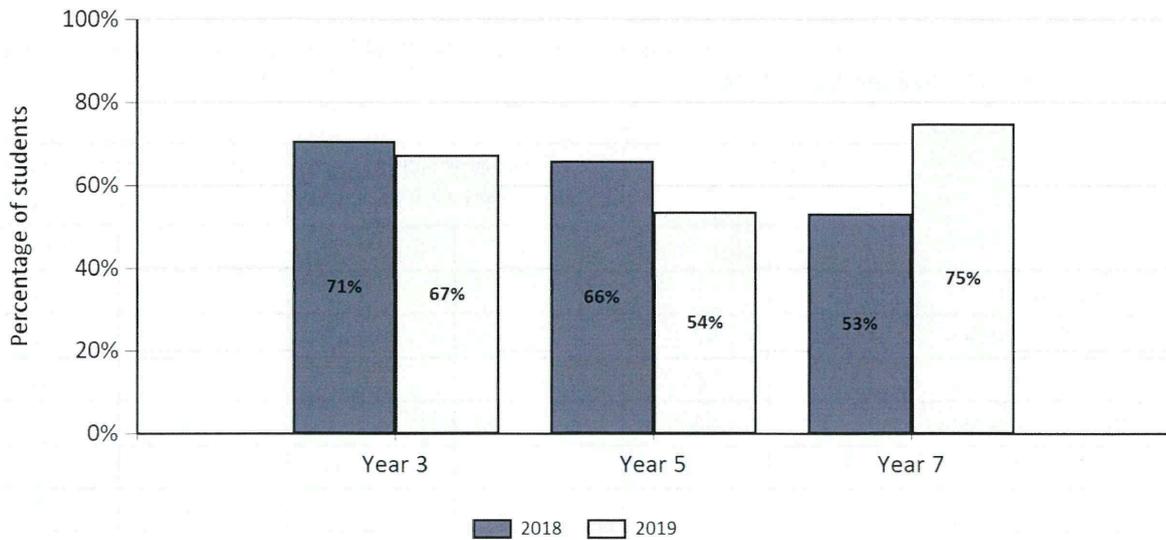


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	29%	25%
Middle progress group	77%	57%	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	*	*	25%
Middle progress group	53%	52%	50%
Lower progress group	30%	29%	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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	46	46	13	7	28%	15%
Year 3 2017-2019 Average	42.7	42.7	10.0	4.3	23%	10%
Year 5 2019	41	41	4	1	10%	2%
Year 5 2017-2019 Average	38.3	38.3	4.7	1.7	12%	4%
Year 7 2019	32	32	4	3	13%	9%
Year 7 2017-2019 Average	37.7	37.7	5.7	5.0	15%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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

Professional learning focus on phonological awareness and phonics resulted in improvements in students data. 59% of Year 1 students scored at or above 28 in the Year 1 Phonics Screen Check, an improvement of 30% from 2019. In Term 2 Year 3 -5 students were tested using the Phonics Screen Check to identify students that require Wave 3 intervention. 7.6% of 128 students tested score 40/40 and 92.3% scored 30 , students that scored below this were targeted for intervention by the intervention teacher. At the end of Term3, students that were selected for Wave 3 intervention 26 out of the 32 students, showed 81.25% improvement in post Phonics Screen Check, 25% increased their score by 10 and 36% scored 30 .

Students also had opportunity to participate in MiniLit and Quicksmart. Year 1 students were selected for MiniLit. 62.5% graduated from the program at the end of Term 3. 79% of the students in MiniLit scored 28 in the Phonics Screen Check. All students progressed in reading levels from Term 1 to Term 3, some improved by up to 12 levels.

21 students were selected for Quicksmart intervention from the Year 6 and 7 cohort. Post results have indicated results ranging from effect sizes of 0.516 to 1.211 which indicates students had strong to substantial growth in their results. Results from addition, multiplication and division showed Quicksmart students outperformed Comparison students in response time and accuracy.

Students in mainstream Year 3- 7 participated in PAT-R and PAT-M testing. Results for PAT-R were as follows 50% of Year 3 at SEA, 47% of Year 4 at SEA, 56% Year 5 at SEA, 55% Year 6 at SEA and 57% Year 7 at SEA. These results are similar to the previous year's results. PAT-M results were as follows: 53% Year 3 at SEA, 60% Year 4 at SEA, 67% Year 5 at SEA, 48% Year 6 at SEA and 40% Year 7 at SEA. Year 5 showed improvement from 2019, while Year 6 and 7 showed 12% and 20% decrease respectively from 2019 results.

Professional Learning this year was targeted to increase staff content knowledge by implementing the Impact Cycle. Each impact cycle targeted a literacy area, with teachers setting goals to enact a change in practice. Teachers monitored their impact through student data and collection of evidence in a 5 week period. Teachers worked in PLCs to share changed of practice and reflect on impact in the classroom. Teachers provided feedback in PLCs to support implementation of change of practice, this was in the form of sharing evidence, data and peer observations. Each impact cycle was designed to develop consistent practice and content knowledge of the literacy, in particular phonological awareness and phonics to support the SIP and Partnership focus of implementing the Balanced Reader into classrooms.

Attendance

Year level	2017	2018	2019	2020
Reception	86.2%	86.7%	88.3%	85.4%
Year 1	89.0%	86.3%	87.6%	79.8%
Year 2	90.8%	91.3%	88.3%	84.5%
Year 3	88.4%	89.8%	90.9%	86.2%
Year 4	92.1%	90.4%	89.9%	82.5%
Year 5	89.6%	90.3%	89.1%	85.0%
Year 6	90.9%	89.0%	89.6%	83.9%
Year 7	88.0%	89.4%	87.5%	80.7%
Primary Other	89.1%	91.1%	89.2%	84.4%
Total	89.4%	89.7%	89.0%	83.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Teachers at Ingle Farm Primary School use the online attendance management system, Academy Education Solutions to track and monitor patterns of attendance. Teachers follow up unexplained absences on the third consecutive day by way of phone call or message via SeeSaw to the family. Each day the Student Wellbeing Coordinator uses Academy's attendance dashboard for students who have been absent for three consecutive days without explanation and sends an email to Teachers to remind them to follow up with the family.

The Student Wellbeing Coordinator works closely with the Aboriginal Community Engagement Officer and the Aboriginal Education Teacher to engage with our Aboriginal families to maximise attendance. The ACEO and AET attempt to contact these families regularly.

Behaviour support comment

Comparison data indicates high level behaviours occurring mostly in Term 3 with a significant reduction in Term 4. Fifteen staff members engaged in The Berry Street Education Model in Term 3 and 4 and shared successful trauma based strategies for supporting positive engagement in learning with all staff during a student free day professional development session.

Throughout 2020 students experiencing anxiety, stress, trauma and grief were supported in a multitude of ways including individual support with either our Art Therapist, In School Psychologist or Student Wellbeing Coordinator. Staff have worked collaboratively to meet student needs and encourage classroom engagement by working closely with our Behaviour Coach Teresa Bruno, Child Wellbeing Practitioners, Social Work Truancy, Family Practitioners and the Department for Child Protection. All staff were committed to supporting interventions.

Client opinion summary

68% of staff participated in the Perspective Survey this year, an improvement of 17% participation from 2018. 76% of the participants have indicated that the school has a positive school climate and 74% indicated there is positive engagement.

Family involvement in student learning was also improved in 2020. Termly communication was provided to inform and provide home-learning strategies that supported the teaching and learning that was taking place at IFPS. This allowed families to be a part of their child's learning and gave them a better understanding that opened-up family-educator conversations focused on learning/student outcomes.

In 2020 the first student Wellbeing and Engagement Collection (WEC) was cancelled due to COVID-19. The second collection went ahead in Term 3 with results available late in the year. 88% of Year 4 students, 82% of Year 5 students, 100% of Year 6 students and 82% of Year 7 students participated in the survey. The results showed that students had the highest wellbeing or medium wellbeing in the following wellbeing areas:

- emotional wellbeing, specifically happiness and optimism
- engagement with school, specifically emotional engagement with teachers and connectedness with school
- learning readiness, specifically academic self-concept
- health and wellbeing out of school, specifically with organised activities.

Actions of the wellbeing committee in 2021 are to work with the whole staff on areas identified as students having low wellbeing as indicated by more than 25% of respondents. This learning will then be transferred to classrooms and families. These include:

- emotional wellbeing – worries
- health and wellbeing out of school – Music, Arts and Sports.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	18	11.7%
Other	7	4.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	3.9%
Transfer to SA Govt School	113	73.4%
Unknown	10	6.5%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

For teachers, the department's approved screening is the Teachers Registration Board of South Australia screening as part of the teacher registration process.

For all others, the department's approved screening is a child-related employment screening through the Department of Human Services (DHS).

The Deputy Principal ensures that all service providers have current Working With Children clearances. School and OSHC staff records are maintained in the Front Office.

Volunteers: Parents attending overnight camps, those in close contact with students with disabilities in special classes, and parent volunteers (if their own child is not involved), all require Working With Children clearances which are monitored by the Wellbeing Coordinator when conducting volunteer training.

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	62
Post Graduate Qualifications	14

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	41.2	1.0	20.4
Persons	0	42	1	30

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

Financial statement

Funding Source	Amount
Grants: State	\$7,158,400
Grants: Commonwealth	\$29,450
Parent Contributions	\$136,904
Fund Raising	\$4,029
Other	\$1,598

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	Student Wellbeing Leader supported targeted intervention for students with complex behaviours and recognised through IESP process; coaching (TRT release) early career teachers using CPC.	Teachers practice growth supported reduction in behaviour data and increase SEA
	Improved outcomes for students with an additional language or dialect	Phonological and phonemic awareness was supported with SSO support.	87% of students showed improvement in phonological and phonemic awareness.
	Inclusive Education Support Program	Employment of an Intervention Teacher 0.4. Targeted individual SSO support. Targeted group SSO support.	Students funded through IESP received targeted intervention with SMARTAR goals.
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	Staffing 2 SSO2 for Quicksmart Numeracy Intervention Program for Middle Years and MiniLit Intervention Program for Early Years. AET 0.6 (top up from 0.57), 20 hours per week SSO support for Aboriginal Learners in addition to 37.5 Hours per week ACEO. Better Schools Funding used to reduce class sizes in 3 Reception classes. FLMD. Employment of Teaching and Learning Coordinator.	Increased improvement in Year 1 Phonics Screen from 28% achieving 40/40 to 59% achieving 40/40. 5% reduction in students receiving IESP funding.
Program funding for all students	Australian Curriculum	1.0 Teaching and Learning Coordinator using a coaching model targeting early career teachers with a focus on oral language, phonological awareness, phonics, and reading.	Students receiving Wave 2 and 3 intervention were tracked pre and post data.
Other discretionary funding	Aboriginal languages programs Initiatives	Tracking and monitoring of student achievement to inform literacy improvement priorities for Aboriginal Learners at a school, team and teacher level has improved with related systematic implementation ALA.	100% of Aboriginal students receiving intervention support.
	Better schools funding	Professional Learning in line with SIP and partnership priorities - Stephen Graham, PLC release, Peer Observations – released	86% target students receiving Intervention improved phonics score
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Students are supported through waves of intervention, including students requiring academic stretch.	Data growth demonstrated progress for identified above SEA students.

