

2024 annual report to the Community

Ingle Farm Primary School

Ingle Farm Primary
School number: 1162

Partnership: Montague



School principal:

Vanessa Mortimer



Date of endorsement:

06/02/2025



Government
of South Australia
Department for Education

Context Statement

Ingle Farm Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 495. Ingle Farm Primary School is classified as Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 4% Aboriginal students, 15% students with disabilities, 19% students with English as an additional language or dialect (EALD) funded background, 2% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

As Chairperson, I would first like to acknowledge the group of families, community members and staff who have dedicated their time to attending Governing Council meetings for the year. Our Governing Council members' commitment to our community and our students is appreciated.

In 2024, English and Mathematics continued to be at the forefront of our school improvement planning. As evident in the Annual Report data, students progressed considerably with learning targets. Staff began to look at the Department's new Strategy, identifying that a focus 'area of impact' for 2025 would be Effective Learners. The work teaching staff have begun in co-designing learning goals with students has been a highly effective way of building student agency. Students are looking at their learning data and exploring next steps to continuously improve reading, spelling, writing and mathematics problem solving.

Continued focus on Positive Behaviour for Learning (PBL) has supported student behaviour to be learning focused. Students regularly practise how to transition to different learning areas and how to make the most of learning time. PBL has been a great way to support our learners to follow our school values in class, in the yard and when representing our school on excursions or for offsite sporting events.

Congratulations to Sarah Fedele who was the first teacher at Ingle Farm to attain Highly Accomplished Teacher (HAT). We are so fortunate to have such a dedicated group of teachers and support staff at Ingle Farm who are continually working on ways to progress student learning.

2024 saw a new Garden and Kitchen program implemented by a specialist Education Support Officer (ESO), allowing children the opportunity to learn life skills in a safe and supportive, yet hands on way. The Farm Garden flourished with so much care and attention from our students; Farm Garden Plant Sales became a regular event.

The Physical Education team yet again, lead successful events for Sports Day, Athletics Day and Colour Run. We look forward to a new event in Jump Rope for Heart in 2025.

Many of our students were lucky enough to participate in SAPSASA sports in district competitions, one student even working their way up to a state level. The End of Year Concert was a huge success, led by Natalie Hancar in her new role as a specialist teacher in The Arts.

Our Therapy Dog, Gracie has had continued success, encouraged by the implementation of Gracie Group lead by an ESO with an Occupational Therapy background. This became a great opportunity for students to work with new people from different classes and practise social skills in small groups with the focus of Gracie.

Parnakunti Tirtungka play area construction commenced towards the end of the year to be ready for the start of 2025. Our new space is situated outside of our Special Options classrooms, allowing a safe movement space for students. This is reflected in the name which is a Kurna term for Autism, meaning "in their own time".

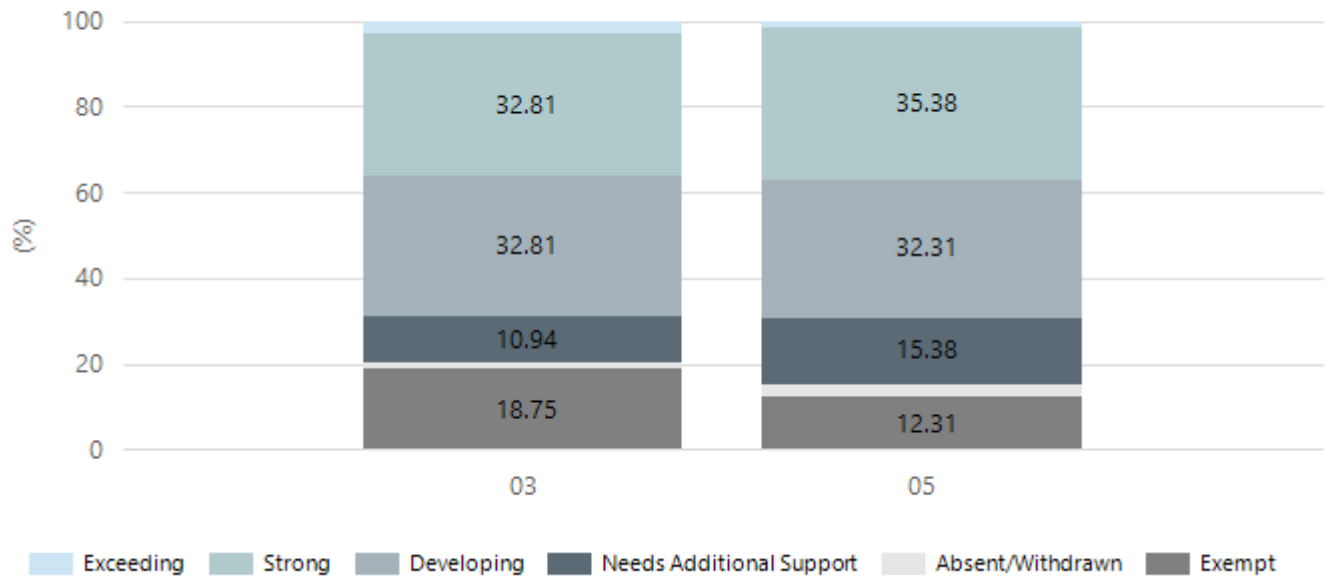
Overall, our Annual Report captures many indicators of our school successes. I encourage you consider joining our Governing Council and supporting conversations and decisions towards continued improvement.

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

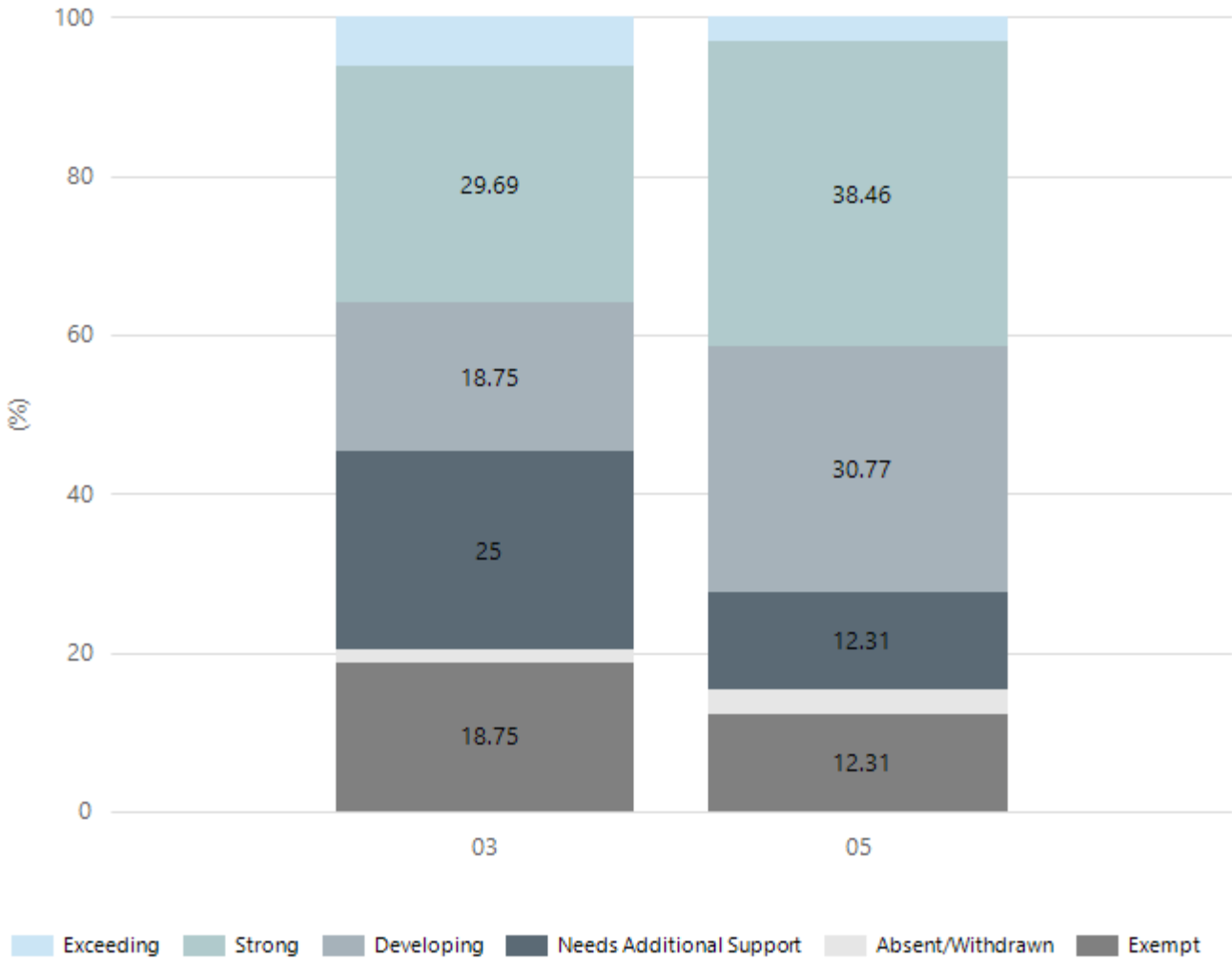
Numeracy



Year Level	03	05
Exceeding	2	1
Strong	21	23
Developing	21	21
Needs Additional Support	7	10
Absent/Withdrawn	1	2
Exempt	12	8
Total	64	65

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

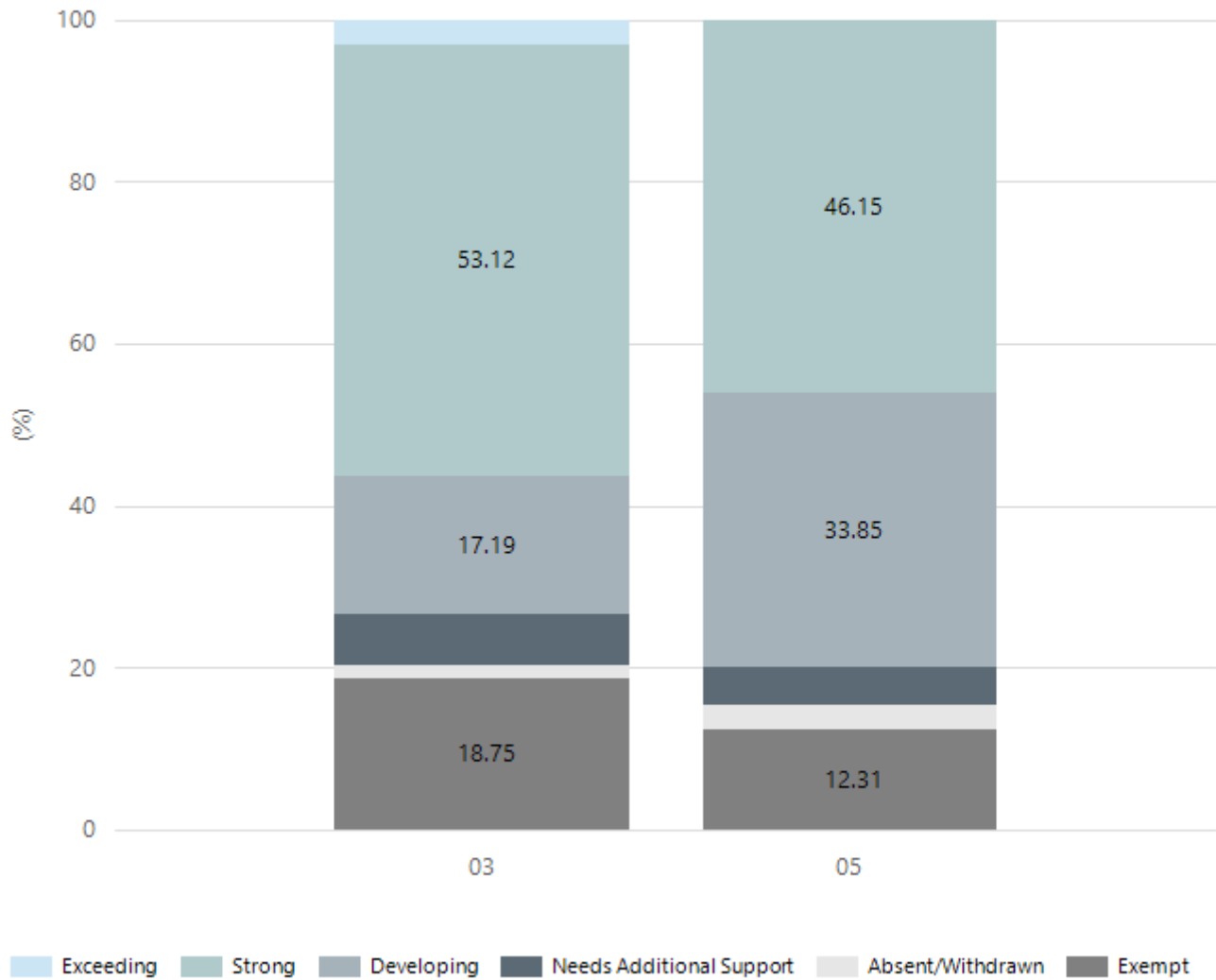
Reading



Year Level	03	05
Exceeding	4	2
Strong	19	25
Developing	12	20
Needs Additional Support	16	8
Absent/Withdrawn	1	2
Exempt	12	8
Total	64	65

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

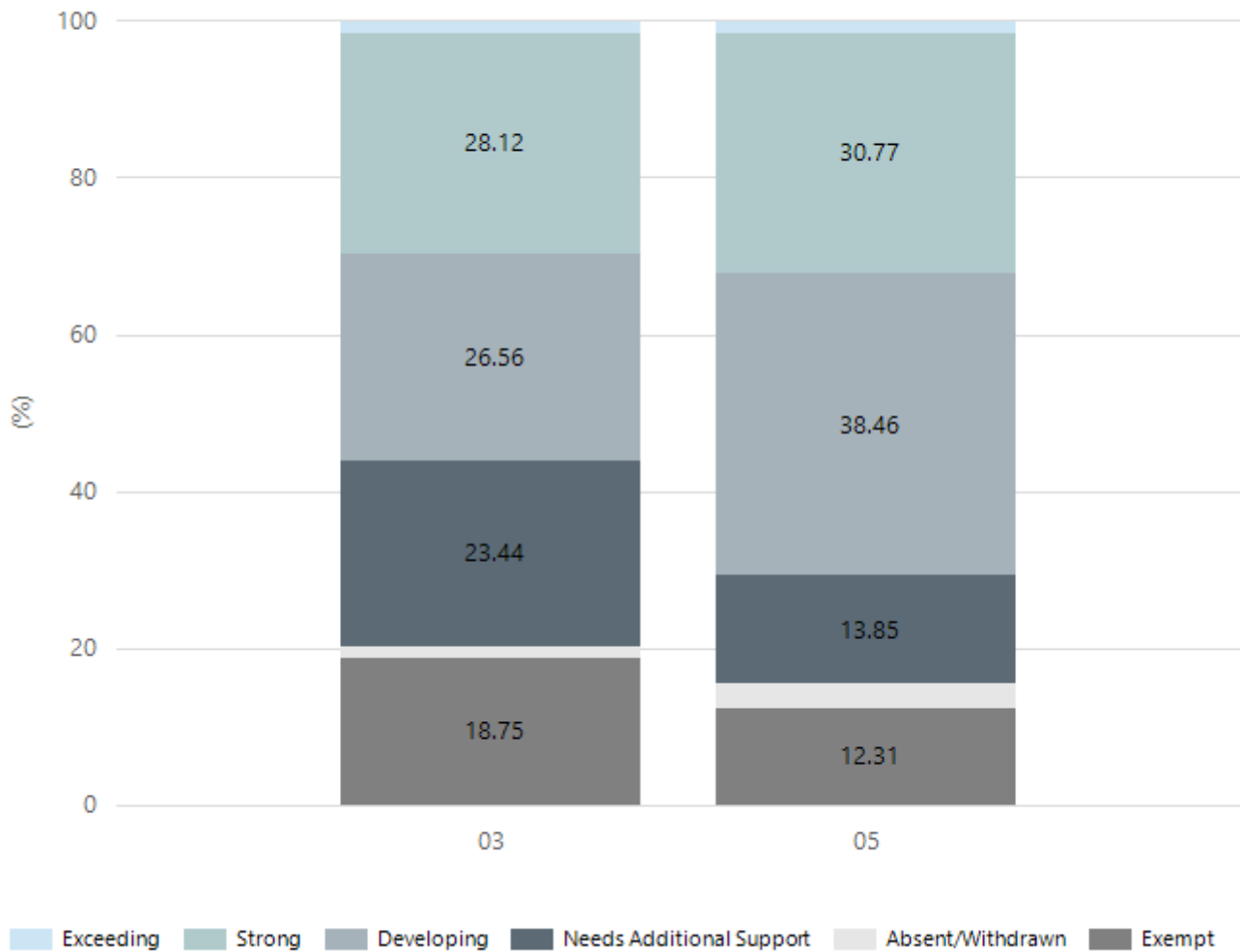
Writing



Year Level	03	05
Exceeding	2	
Strong	34	30
Developing	11	22
Needs Additional Support	4	3
Absent/Withdrawn	1	2
Exempt	12	8
Total	64	65

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

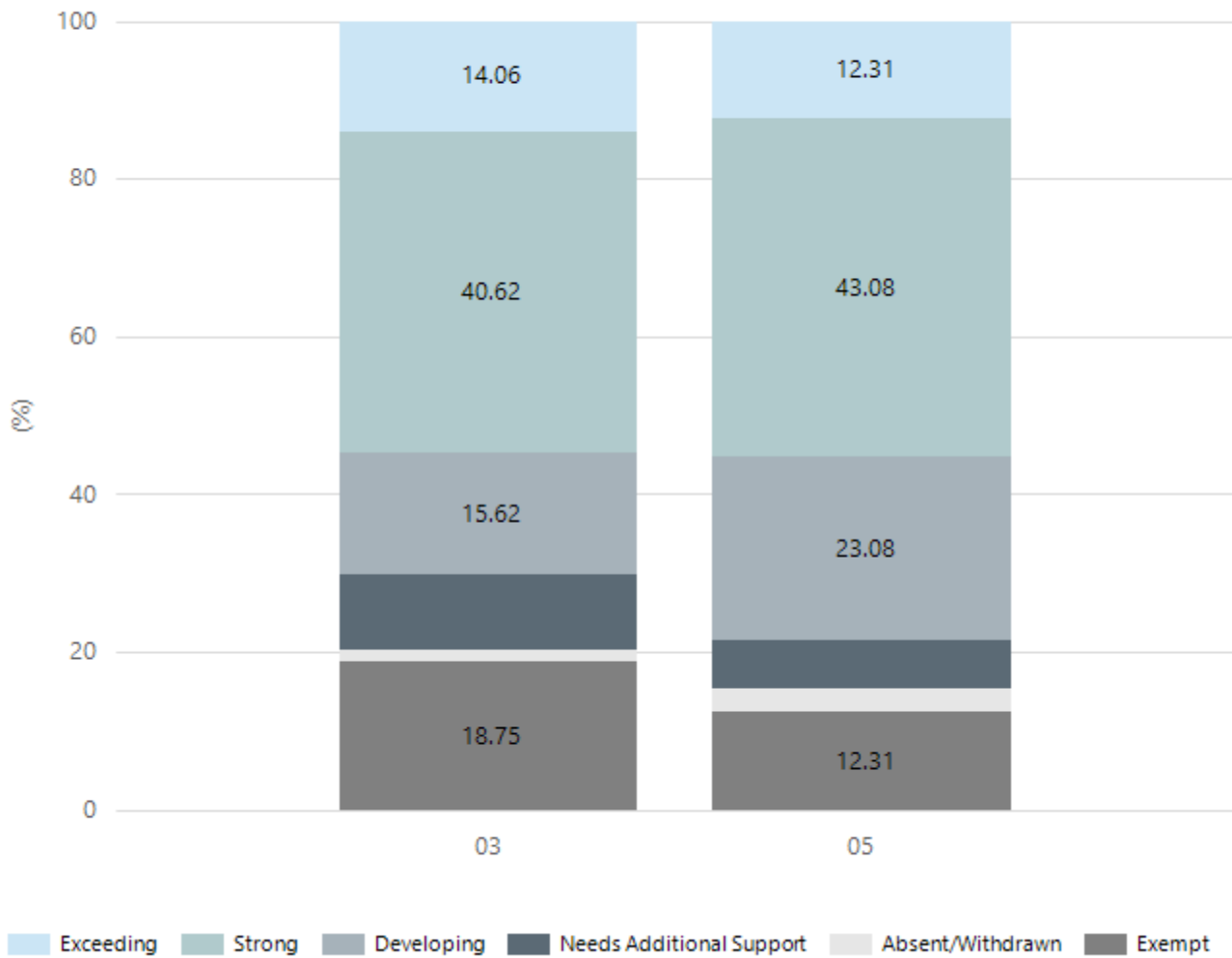
Grammar



Year Level	03	05
Exceeding	1	1
Strong	18	20
Developing	17	25
Needs Additional Support	15	9
Absent/Withdrawn	1	2
Exempt	12	8
Total	64	65

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	9	8
Strong	26	28
Developing	10	15
Needs Additional Support	6	4
Absent/Withdrawn	1	2
Exempt	12	8
Total	64	65

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

School Attendance

Year Level	2022	2023	2024
Reception	85.4%	86.8%	86.4%
Year 01	84.3%	87.3%	89.2%
Year 02	83.8%	88.3%	85.5%
Year 03	87.0%	86.8%	85.3%
Year 04	84.8%	86.9%	86.4%
Year 05	87.3%	88.5%	90.2%
Year 06	88.2%	89.5%	87.6%
Primary Other	87.2%	90.1%	85.6%
Total	86.2%	88.3%	86.9%

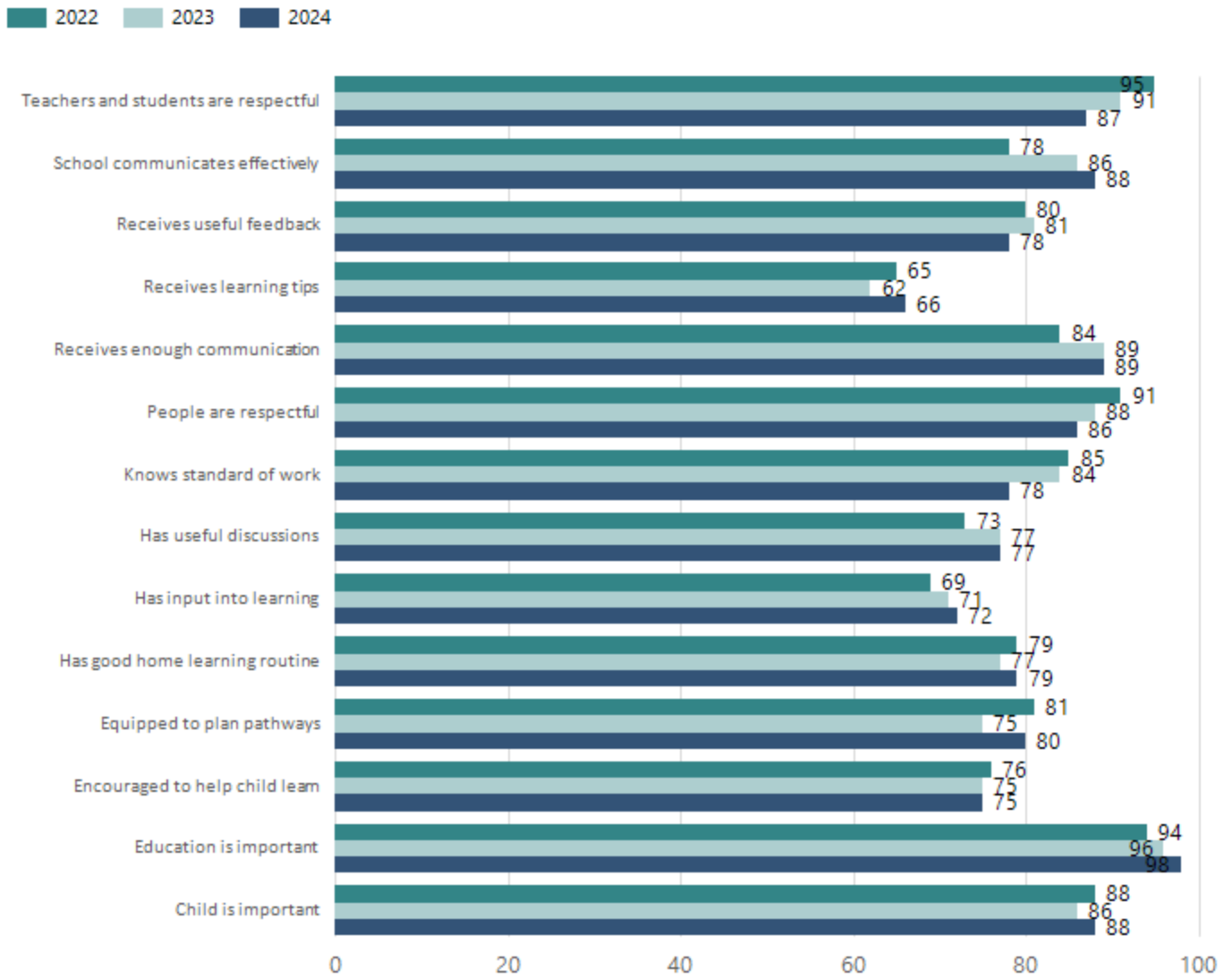
Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	6	20.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	3.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	43.0%
U - UNKNOWN	10	33.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	36
Postgraduate Qualifications	8

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	39.1	1.7	22.5
Persons	0.0	44.0	2.0	33.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$7,961,405.07
Grants: Commonwealth	NIL
Parent Contributions	\$133,800.00
Fund Raising	\$1076.39
Other	\$17,170.44

Data Source: School supplied data.