



Ingle Farm Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Ingle Farm Primary School Number: 1162

Partnership: Montague

Name of School Principal:

Vanessa Mortimer

Name of Governing Council Chair:

Anthea Young

Date of Endorsement:

13th March 2018

School Context and Highlights

Ingle Farm Primary School is located in the northern suburbs of Adelaide and reached an enrolment of 448 students by Term 4 2017. Ingle Farm caters for students from Reception to Year 7. The school has an ICSEA score of 972 and is classified as Category 2 on the DECD Index of Educational Disadvantage.

The school population includes 11% (46) Students with a Disability, 7% (30) Aboriginal students, 1% (5) students under the Guardianship of the Minister, approximately 76% (331) 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 eight IELC classes (117 students) 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.

2017 leadership consists of the Principal, Deputy Principal, two (2) Assistant Principals, Student Well-being Coordinator (Counsellor) and a Teaching and Learning Coordinator.

In March, the site engaged with the DECD External School Review (ESR) for an On Track Evaluation. The site was recognised for a greater culture of collaboration and ownership for the school's strategic direction and vision. The Review Panel found the school to be On-Track.

A clear direction to build powerful learners through personalised learning has driven professional learning and performance development. Student voice has been prioritised through classroom pedagogy to ensure learners are co-designers of learning. Continued focus on shared ownership of Values: Respect, Honesty and Persistence, are linked to class program design and planning for a yard Nature Play design. Intervention practices using SMARTAR goals are being reflected in English and Mathematics reporting systems and in documented One Plans. Tracking of students successes and areas of development are defined, specific and measurable.

SAPSASA participation included: Year 4/5 Fun Day, Cricket, Soccer, Football and Basketball Carnivals.

17 Ingle Farm students featured in the Festival of Music concert for the first time in several years. This was a highlight for the students involved and our site.

Governing Council Report

Consists of 11 members including the Principal and two staff members. The Council met twice per term in 2017 and experienced strong attendance.

What a great year 2017 has been for Ingle Farm Primary. There have been so many positive changes for the school community as a whole.

The new signage at the entrances and on the main building walls has given the school a much needed facelift. Along with some major capital works that were finally approved by DECD will mean that the main building and gymnasium will have air conditioning systems either installed or replaced. Along with works that are due to take place over the 2017/18 Summer holidays are upgrading and replacing of box guttering on the main building that has been of concern for some time. The storage area in the gymnasium is almost completed and the replacement of flooring will be done soon to make better use of this space for the school going forward.

The Student Forum groups have excelled this year. There were successful events held such as Mother's and Father's day stalls, and the movie day. The Student Forums also worked on some murals around the school which has brought life to boring walls turning them into pieces of art.

Ingle Farm Primary also held a Community Expo which was enjoyed by all staff students and also all of the community groups that attended, making the day a huge success and certainly putting Ingle Primary's name in the fore front of the Community.

The school also reintroduced the choir and the students involved performed at the Entertainment Centre in September and it was a wonderful experience for both the children and spectators.

It has been great seeing the amount of sporting events that students at the school have participated in such as soccer, netball and athletics where students proudly represented their school against other schools in the district.

The STEM learning partnership with Para Hills High School has been a great success and will expand with even more schools participating in 2018. The skills and confidence that the children have acquired by being involved has been great. This was funded through a grant within the Montague Partnership. This opportunity supported not only student learning and connected students across schools.

The Governing Council is very proud of all of the positive progress and change that Ingle Farm Primary and its students have made in 2017 and we are sure that 2018 will be just as exciting.

Anthea Young
Chairperson Governing Council 2017

Improvement Planning and Outcomes

In 2017 staff continued to work collaboratively to analyse data to provide more individualised approaches to our Numeracy and Literacy teaching across all areas of the curriculum. This included a clear focus on Professional Learning across the Australian Curriculum and incorporated a site focus on building 'Powerful Learners'. With support from DECD personnel and external consultants our central site improvement area is personalised learning.

In March an On Track evaluation was conducted by DECD external school review (ESR). The Review Panel found the school has developed a greater culture of collaboration and ownership for the school's strategic direction and vision. They affirmed that there was a common understanding of the school's role in building innovative and creative learners. Engaging in professional learning together had been central to building a cohesive, whole-school approach. The panel noted that the use of data now informed planning to track students' growth at a functioning level.

ESR recognised that the site's continued focus is on building consistency in planning and practices in classrooms to support learning for all students. Based on current performance, Ingle Farm Primary School will be externally reviewed again in 2019. This process was a positive opportunity for staff to have their collaborative work formally recognised.

Our Intensive English Learning Centre (IELC) provides English support to students who are born overseas-mainly refugees, migrants or temporary students whose parents may be studying. Our IELC expanded to 8 classes in 2017 under strong leadership of our Assistant Principal Tracy Wallis.

We acknowledge and value the cultural diversity of all our students. Our planning through student voice embraced our site context and the uniqueness of our IELC, Special Class (Years 3 - 7) and Speech and Language Class (Years R - 2). By engaging our students in authentic student voice opportunities through our Student Forum Teams, we observed student's demonstrating skills in leadership, decision making and coordination of whole site projects.

In 2017 a restructure of our leadership team included a Well Being Coordinator, Lee Scaife (formally known as Counsellor) to work across the site to further embed our values and to develop a proactive approach to pride and identity for all community members. Our Teaching and Learning Coordinator worked with teaching staff across the site to support all students to meet learning targets through practices that offer individualisation, engagement through inquiry and differentiation of learning intentions. This role was designed to particularly support students with English as an Additional Language or Dialect (EALD) both in the IELC and in mainstream classes. All leaders worked in a mentoring manner through performance development processes to continue to work on a consistent use of intentional teaching strategies with success criteria for all learners so that site goals and targets can be met and so progress data shows ongoing growth.

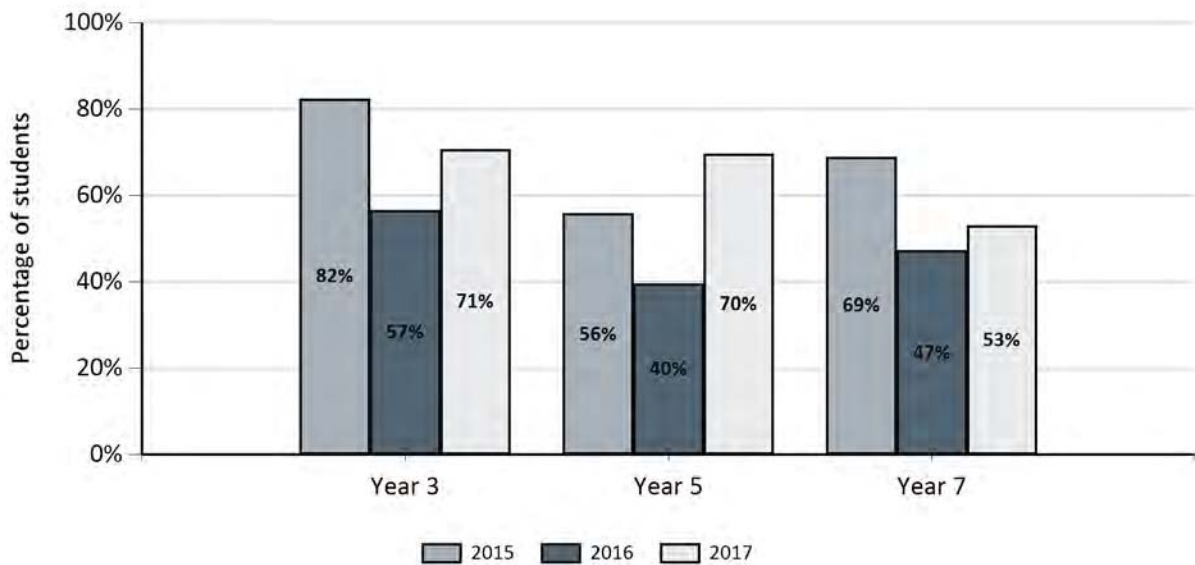
Our Deputy Principal, Helen Delia led intervention across the site to ensure all students with individual needs were supported within 3 waves of intervention. This involved sustained high quality teaching for all students with additional and intensive personalised support provided. The process was implemented through staff resourcing and co-design with relevant agencies. School enrolments grew continuously and this has been supported through strong links between the campus based Ingle Farm Children's Centre. An extensive transition process established by Tammy Lambden, Assistant Principal was highly valued by staff, families and students. This has created a strong sense of community and identity for our Ingle Farm community.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

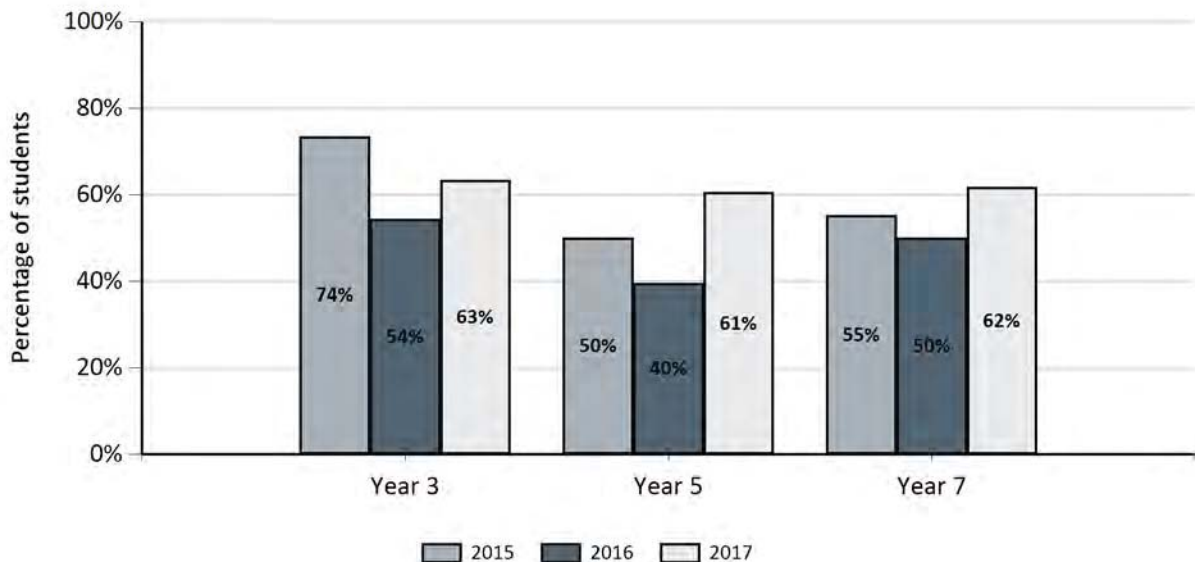
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 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	26%	41%	25%
Middle progress group	43%	41%	50%
Lower progress group	30%	18%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	32%	13%	25%
Middle progress group	64%	61%	50%
Lower progress group	5%	26%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2017	41	41	11	2	27%	5%
Year 3 2015-17 Average	40.3	40.3	12.0	3.3	30%	8%
Year 5 2017	33	33	6	2	18%	6%
Year 5 2015-17 Average	38.3	38.3	7.0	5.0	18%	13%
Year 7 2017	34	34	6	8	18%	24%
Year 7 2015-17 Average	33.0	33.0	4.0	5.0	12%	15%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

Improved growth is evident for our learning cohorts. In particular, growth for students who completed NAPLAN in both year 3 and year 5 demonstrated consistent progress in 2017. There is also currently significant strength in the progress of upper primary learners moving from year 5 to year 7.

As a direct result of direct explicit instruction, a methodology adopted by prior leadership our data reflects a spike in 2015.

Although we acknowledge the importance of students building basic skills, the results were short term. A balance of focussed explicit teaching aligned with opportunities for students to problem solve through thinking and inquiry are now our site improvement priorities supporting long term results. This is further aligned with current research showing the importance of learners building the skills to apply knowledge in unknown and unfamiliar situations. Data shows this is impacting positively on student progress data and ensuring growth can be sustained over time.

Our site commitment to track and monitor progress for all individual students is being enacted. We developed some common agreements across the school with a focus on literacy to support EALD students who exit into our mainstream classes and to further support students in mainstream, which included a development of a whole school writing map.

Numeracy continues to be an area requiring improvement. This trend is evident within our local Montague Partnership and as such is both an identified priority for the site and for the partnership.

In addition to NAPLAN students from Year 1 - 7 also participated in The Australian Council for Education Research's Progressive Achievement Tests (PAT). These are an Australian, nationally normed series of tests designed to provide objective, norm-referenced information to teachers about students' skills and understandings.

Students completed online PAT Reading comprehension (PAT-R) and Mathematics (PAT-M) tests. These tests added additional opportunities for teachers to track student progress and set individual learning goals. As with NAPLAN data, PAT data identified Mathematics as an area for future focus and this will be reflected in 2018 Site Improvement Planning.

18 year 3/4 students participated in the QuickSmart Program. Significant progress was made in the areas of speed and accuracy for the operations addition and subtraction for all students. Some students achieved completion of the program, demonstrating transfer of knowledge to other contexts including PAT-Mathematics assessment. The SIMERR report of result analysis will be received by our school early 2018.

Running record data across 2017 reflected continued and steady growth. Across all year levels there was an average 12.5% growth. The years 4-7 demonstrated the most number of students achieving at or above the Standards of Educational Achievement and school benchmarks. The Year 7 cohort also demonstrated a 19% decrease of students below expected year level.

This data aligns to the external review directions and site planning.

Attendance

Year level	2014	2015	2016	2017
Reception	89.2%	88.9%	90.0%	86.2%
Year 1	88.9%	89.5%	89.9%	89.0%
Year 2	92.8%	90.2%	91.7%	90.8%
Year 3	90.7%	89.7%	91.5%	88.4%
Year 4	91.5%	91.5%	89.5%	92.1%
Year 5	89.5%	90.6%	91.1%	89.6%
Year 6	91.2%	87.5%	90.2%	90.9%
Year 7	82.6%	91.5%	84.8%	88.0%
Primary Other	94.3%	91.9%	90.5%	89.1%
Secondary Other	95.3%			
Total	90.9%	90.4%	90.1%	89.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

All teachers use the updated Academy platform (the Attendance management system) to track and monitor patterns of attendance and follow up unexplained absences. The electronic visitor and staff sign was also installed. We celebrated students who achieved 95%+ attendance with a certificate and acknowledgement at assembly at the end of Terms 3 and 4. Our unexplained absence rate was at 1.1%. Our SIP target was to reduce unexplained absences from 5.6% to 2.5%. Our 2018 focus is to improve the overall attendance rate up from 89.9% at the end of the year.

Behaviour Management Comment

Comparison analysis between Terms 1 and 2 when students first arrived at school and are getting to know new routines, expectations and learning, data indicates significant improvement in classroom engagement and behaviour. Whilst the school still had 14 exclusions, many of these were students with complex family, social, mental health concerns as well as family relationship and trauma issues. The data for suspension reflects a decrease of approximately 66% from the first half of the year to the second. The same trend occurred for take home interventions with an approximate decrease of over 66%. The intervention data indicates that in the second half of the year students were much more engaged with powerful learning much more evident.

Client Opinion Summary

Early in 2017, a staff Psychological survey was completed. The results demonstrated a very high percentage of staff agreed:

- a) There is good communication between staff at this site
- b) There are effective and supportive induction processes
- c) Leaders communicate a clear site vision and clear goals
- d) They experience positive feelings at work e.g. team belonging and professional community

In 2018, our school would like to focus on:

- a) Teams working together to achieve high quality outcomes
- b) Building collegial support and assistance

Term 3, 2017, three versions of a Powerful Learning Tool Survey was undertaken by Ingle Farm Primary students. It was adapted from the Teaching for Learning Framework (TfEL) and Kim Brown's Learner Disposition Tool, for age appropriateness. The results demonstrated:

A very high percentage of students in Years 3-7 always agree that:

- a) Teachers notice if students are not helping each other learn and encourage them to do so
- b) Teachers makes sure students are included in the learning
- c) Students are helped to be better learners and thinkers
- d) Students are helped to learn and think in new ways
- e) Teachers help students understand what to learn and why
- f) Teachers show students how to improve
- g) Teachers check students understand

A very high percentage of Year Reception to 2 students always agree that:

- a) They get really excited about the learning activities the teacher does
- b) They try really hard with their learning and don't stop until they are finished
- c) They like to use Technology to help them learn new things.

In 2018, students would like our school to focus on:

Being given more opportunities to ask each other questions about what they know and learn

Getting to choose to different ways to show what they have learnt e.g. computer animation, pictures, models and stories.

The Wellbeing Engagement Collection (WEC) completed in late 2017 by years 4-7 students identified Perseverance as focus area for improvement.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	15	10.3%
Other	1	0.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	7.6%
Transfer to SA Govt School	118	81.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Teachers are screened through the Teachers Registration Board of SA as part of the registration process. No further screening is required.

The Deputy Principal ensures that all service providers have current DCSI 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 DCSI clearances which are monitored by the Well-being Coordinator when conducting volunteer training.



Teacher Qualifications 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	40
Post Graduate Qualifications	13

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	35.2	1.0	13.8
Persons	0	38	1	20

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	5,522,617.50
Grants: Commonwealth	91,839.79
Parent Contributions	102,989.16
Fund Raising	4481.19
Other	200.00

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	1.0 School Counsellor employed to support behaviour education and Wellbeing, including training and development for staff based on ARACY model and Wellbeing and Engagement model.	A clearer understanding of Behaviour for Learning is evident whole school.
	Improved Outcomes for Students with an Additional Language or Dialect	1.0 Coordinator to support teachers across whole school using a coaching model.	Improved capacity of staff to deliver engaging personalised learning program.
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Intervention processes ensured that all SWD received their full support entitlements. Intervention processes strengthened through a focus on waves of intervention and Professional Learning for staff.	One Plan targets achieved by 85% of students. Tracking using evidence achieved.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	0.6 AET and 20 hours per week ACEO employed to support learning and engagement for 30 Aboriginal students. 9 hours per week SSO mentoring program (APAS) to support Aboriginal students with literacy SMARTAR goals, the focus on reading strategies. 120 hours per week SSO support for SWD focus on Numeracy and Literacy goals. Additional 1:1 intensive support for identified students with SMARTAR goal focus.	Data sets indicated progress towards SEA. Lateness reduced, particularly within the Aboriginal community. Whole School agreement to implement OCOP. Moderation
Program Funding for all Students	Australian Curriculum	SLLIP and relevant, ongoing training and development opportunities in AC.	N/A
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	12 hours per week Mini-Lit intervention for identified junior primary students. 8 hours QuickSmart Mathematics - year 3/4 target group	Data sets indicated progress towards SEA.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	1.0 Well Being Coordinator (Counsellor) employed to coach to develop high quality teaching practice and links between student achievement and well-being.	Increased engagement in learning and decreasing formal behaviours consequences