



Ingle Farm East Primary School

2021 annual report to the community

Ingle Farm East Primary School Number: 0925

Partnership: Montague

Signature

School principal:

Mr Michael Sims

Governing council chair:

Zara Mulders

Date of endorsement:

14 February 2022



Government
of South Australia
Department for Education

Context and highlights

Ingle Farm East Primary School in 2021 had an enrolment in February of 223 students including 24 students in the Disability unit and 7 in the R-3 Special class. The school operated with eight classes R-7 in the mainstream and three classes in the Disability unit. Ingle Farm East Primary School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. The school population included 13.9% Aboriginal students, and 39.1% of families who were eligible for School Card.

We were fortunate this year to be able to almost return to normal and experience a great many highlights including having whole school focus during Book week. We also offered a variety of coaching clinics supplemented by the Sporting Schools initiative to complement our PE program and we were once again placed in the top 50 schools for the Premier's Be Active Challenge. This year we were once again able to offer extracurricular activities for our students to enhance their educational experience such as excursions, Just Brass and the Stephanie Alexander program. Our Year 6/7 students were able to attend a camp to Woodhouse and once again able to engage in Children's University where a group of our students graduated at Bonython Hall. Our end of year concert was modified this year but ended up being one of the highlights of the year.

Governing council report

2021 has been a year with some positive and new achievements for the students and school of Ingle Farm East Primary School. The school is enjoying the long-awaited new sound system which has proven to be a great investment for assemblies and school performances such as Ingle Farms Got Talent and choir.

Choir has been introduced to our school with students from grades 4 to 7 being able to practice and learn with the grades 5, 6 and 7 performing at the Festival Of Music that was held at the Entertainment Centre this year. The success of this year's choir has encouraged other students to consider partaking in it next year.

The Centathon fundraising program runs every year at Ingle Farm East. The funds this year were used to sponsor the bus to transport families and students to and from the venue for the festival of music. Centathon was very successful this year raising \$775.85.

Canteen have had another successful year with profits across all our red food days and the increased demand for hot lunch orders prompting the purchase of a second pie warmer. This has been highly useful on special days such as Show Day and has allowed for a more consistent planning strategy. Canteen and Fundraising worked together to facilitate a special celebration for students on our annual Show Day even with the 2021 Adelaide show being cancelled. Fundraising covered the costs of a children's entertainer during lunch and supplied ribbon wands and other fun small games and activities.

Stephanie Alexander Kitchen Program was kindly gifted a donation from Coles Walkleys Road of \$700 as well as a bug hotel as a sign of support for the program and its educational goals. Not only have Coles Walkeys Road been raising money for this program, they also pack all our groceries for canteen and the kitchen.

Thanks to the Salisbury Council the school has acquired a collection of native Australian plants to begin the preparation of a Native Australian Garden with edible bush tucker. These plants will be placed in the ground in the final weeks of term 4.

The end of year will see some big developments in OSCH with new uniforms for the staff being purchased with the schools logo displayed.

2022 we will see a new water fountain being placed in the school and the development of a mural after discussion with SRC and Governing Council

Quality improvement planning

GOAL - 1

The target set was - For the cohort in reception in 2019, 73% of students (year 2) will achieve 21 or higher on the Running Records broadband scale by September. This target was achieved.

KEY ACTIONS

- Whole school agreements revisited
- Consistent approach in the teaching of reading
- All staff trained in Read Write Inc
- Ruth Miskin portal used for professional learning and as a teaching resource
- Data analysis of Phonics screening check, Read Write Inc assessment, PATR and Running Record levels used to inform future directions.
- Students grouped for Read Write Inc and Guided reading
- Strategic use of Reading Support teacher to support teachers and groups of students
- PLCs with a specific focus for improvement in reading
- More resources purchased including decodable readers

RECOMMENDATIONS

- Continue to implement Read Write inc as a consistent synthetic phonics program
- Ensure that all new staff are fully inducted and purchase the updated Ruth Miskin portal for professional learning
- Continue to use data to inform Individual goal setting
- Whole school T&D to support developing a balanced reading program
- Purchase additional resources to support reading eg Decodable readers
- To continue to track and monitor student growth
- Continue to involve students in all aspects of their learning
 - Teachers to co construct learning goals with students
- Ensure consistency of practice with new staff

GOAL - 2

For the cohort in year 3 in 2019, 90% of students will achieve band 5 or higher in NAPLAN proficiency bands for writing (year 5). This target was not met.

KEY ACTIONS

- A consistent approach throughout the school
- Teacher's explicitly teaching the structure of text types
 - Students having multiple opportunities to write
 - Teachers having opportunities to moderate writing
- Use of Brightpath to identify growth points & teaching points
- Teachers providing explicit feedback to students
- T&D facilitated by the Brightpath team

RECOMMENDATIONS

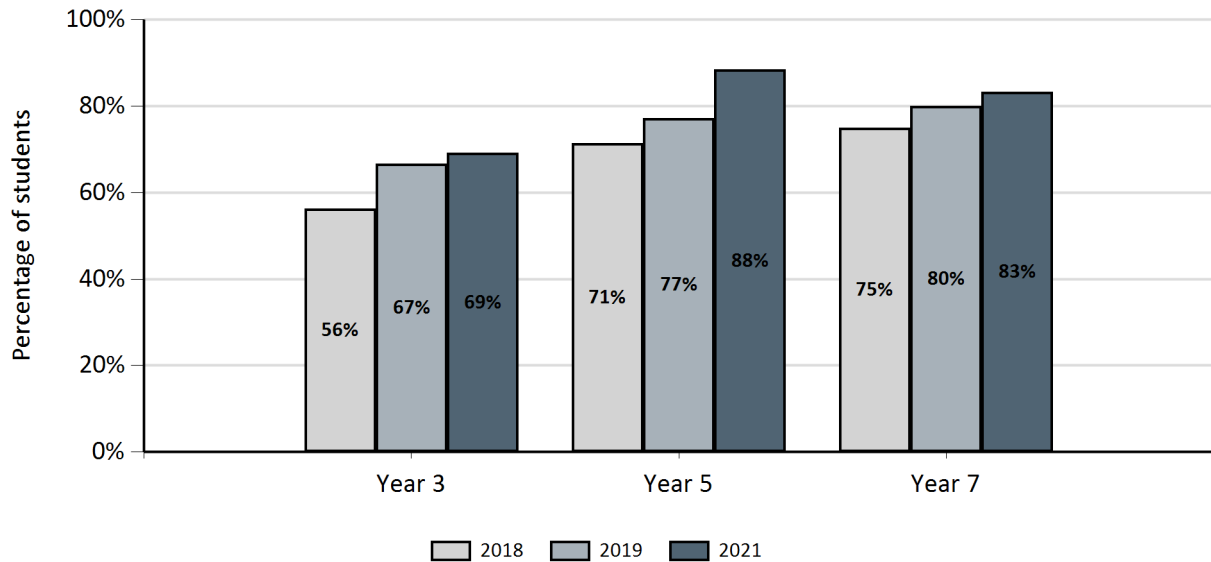
- Develop a whole school writing agreement
- Continue to allocate time for moderating writing using Brightpath
- Source relevant T&D for teachers with focus on writing
- Teachers to have clear learning intentions and success criteria
- Teachers to co construct individual goals
- Increase focus on specific feedback to students to bump up the standard of writing
- Use PLCs to focus on high yield teaching strategies in writing

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

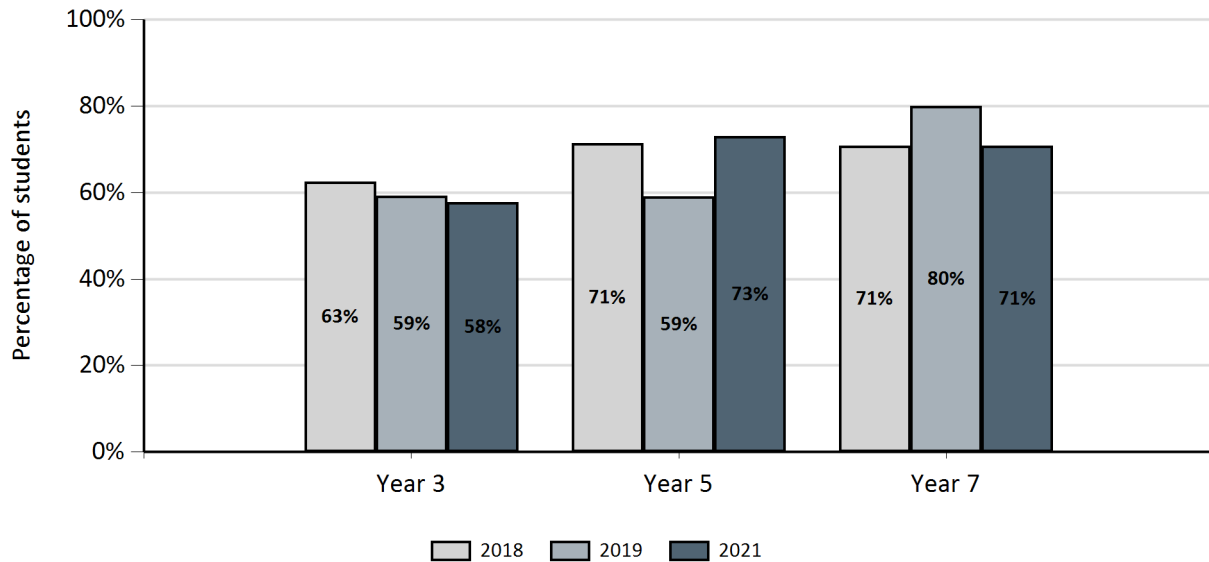


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	33%	*	33%
Middle progress group	48%	55%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	56%	33%
Middle progress group	63%	44%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	26	26	7	5	27%	19%
Year 3 2019-2021 Average	26.5	26.5	7.5	5.5	28%	21%
Year 5 2021	26	26	7	3	27%	12%
Year 5 2019-2021 Average	24.0	24.0	5.5	2.5	23%	10%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

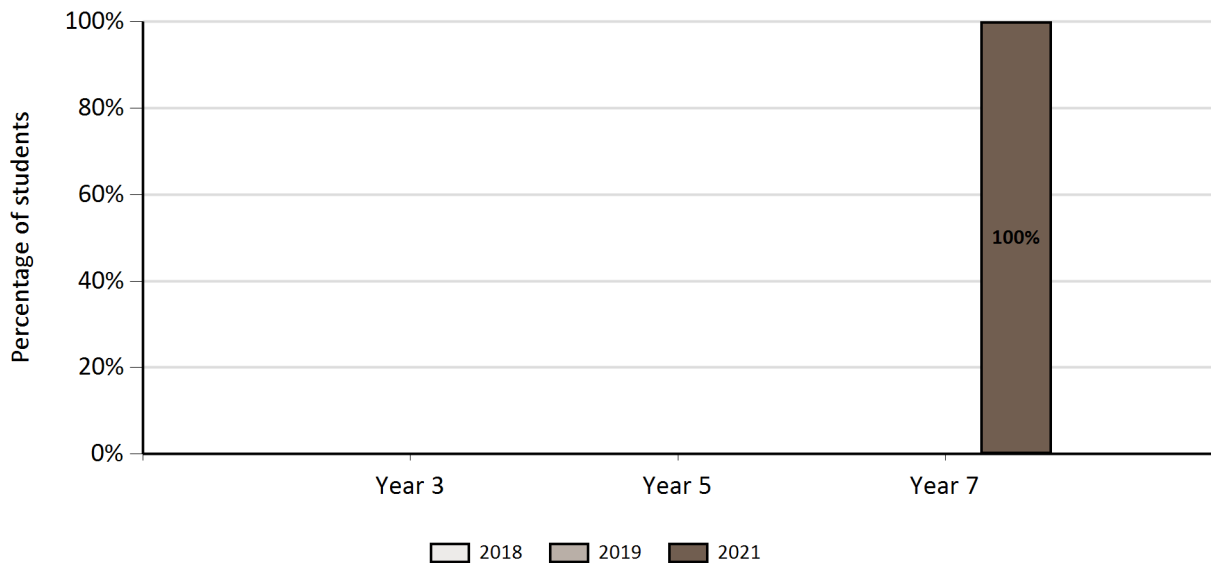
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



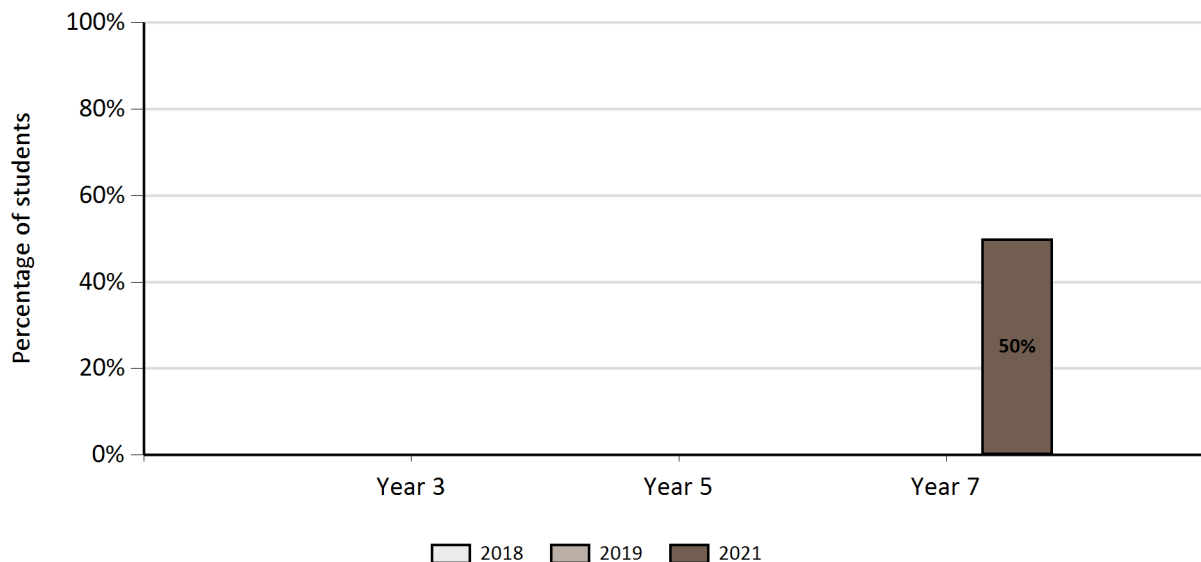
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Scheduled opportunities for regular and authentic tracking and monitoring by individuals and teams of teachers in staff meetings and extra release time through complexity funding (teachers to do Running Record, conference, explicit 1:1 teaching and set goals with Aboriginal students). Involved Aboriginal learners in tracking and monitoring their own learning. Set individual goals week 5 and 10 each term (reading based on Running Record, writing based on Brightpath assessment). Goals were shared with leadership. Reviewed all school data sets regularly: 2x term Running Records (reading tracker), moderated writing samples 4x per year, Phonics screening, NAPLAN and PAT once per year. Implemented appropriate intervention based on data (reviewed regularly): class guided reading groups, AET guided reading groups, APAS, RWI.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

100% of Aboriginal Students achieved SEA or above in NAPLAN Reading. 63% of Aboriginal Students Achieved SEA in NAPLAN Numeracy. 17% of Aboriginal students in year 7 achieved in the higher bands for NAPLAN Reading. 100% of year 1 Aboriginal students achieved 28 or more the Phonics Screening Check. 76% of Aboriginal students (3-7) achieved SEA or above in PAT Reading, 88% of Aboriginal students (3-7) achieved SEA or above in PAT Maths.

School performance comment

NAPLAN -2021

READING

Year 3 - 18/18 – SEA , 7 HB

Year 5 - 23/25 – SEA , 7 HB

Year 7 - 20 / 22 – SEA , 3 in HB

NUMERACY

Year 3 -13/16– SEA , 5 HB

Year 5 - 20/23 – SEA , 3 HB

Year 7 - 17/ 21 – SEA , 3 in HB

Phonics Screening Check (PSC)

In 2021 - 20/24 (83.3%) achieved SEA - if we take out the 3 Exempt students then 95% in 2021

We have achieved a lift in students achieving 28 or more in the PSC from 31% in 2018 , 58% in 2019 ,78% in 2020 and 95% in 2021.

We have put this down to having a consistent and rigorous approach to teaching phonics R-2

A-E grades

ENGLISH A B C D E

Year 1 1 19 1 1

Year 2 3 17 2 1

Year 3 6 11 2

Year 4 6 18 6

Year 5 4 15 5

Year 6 5 11 2 1

Year 7 1 4 15 2

MATHS A B C D E

Year 1 1 2 18 1

Year 2 5 15 3

Year 3 2 5 10 2

Year 4 1 6 20 3

Year 5 3 18 3

Year 6 1 4 10 3 1

Year 7 1 8 11 2

All data is analysed each term by staff to inform future teaching and learning strategies. In terms of A-E grades most of our students sit in the mid range. Our future focus is to identify individual students and target teaching and learning to support an increase in performance.

Attendance

Year level	2018	2019	2020	2021
Reception	95.8%	89.5%	87.8%	90.2%
Year 1	89.6%	89.9%	84.3%	90.6%
Year 2	87.9%	90.1%	90.7%	86.3%
Year 3	85.0%	87.6%	88.0%	88.4%
Year 4	84.9%	89.0%	88.5%	84.6%
Year 5	83.5%	83.3%	89.7%	87.5%
Year 6	85.8%	85.9%	83.2%	87.7%
Year 7	89.1%	88.0%	83.6%	80.0%
Primary Other	80.7%	82.1%	80.5%	85.5%
Total	87.0%	87.5%	86.4%	86.7%

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

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

Attendance comment

Attendance is monitored by teachers and leadership. Non-attendance is followed up by classroom teachers. When a student is absent for 3 consecutive days without a reason their family is contacted by the classroom teacher. Habitual and chronic non-attendance is referred to leadership. Leadership contacts the family and arranges a meeting to discuss attendance, the issues affecting it and to negotiate an attendance plan to improve attendance. If attendance does not improve students with habitual or chronic non-attendance are referred to the DfE Student Support Services Social Worker (truancy). Due to a number of external issues include Covid-19, our attendance rate was well under target this year. The school made regular contact with students/families and offered home packs.

Behaviour support comment

In 2021 there were 4 incidents of violence that resulted in suspension; this is an increase from 2020 where there were 2 incidents of violence that resulted in suspension. In 2021 there were 6 recorded incidents of bullying behaviour. Students that display violent or bullying behaviour participate in preventative counseling and they are monitored to ensure they use pro-social strategies to solve issues and interact positively with their peers.

Parent opinion survey summary

The Department for Education conducted a parent engagement survey last year. Parents of school students were sent a link via email during the survey period. 55 parents from our school participated in the survey. Refer to a summary below.

-100% of parents indicated either agree or strongly agree to the statement –Education is important

-83% of parents indicated either agree or strongly agree to the statement - The school communicates effectively with me

-75% of parents indicated either agree or strongly agree to the statement – I know what standard of education the school expects from my child

-75% of parents indicated either agree or strongly agree to the statement – Teacher`s at the school provide my child with useful feedback

Data was presented to both staff and parents for their comment. Feedback will inform future practice

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	2.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	40	93.0%
VI - LEFT SA FOR VIC	2	4.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Ingle Farm East Primary school complies with the Criminal History requirements as detailed by the Department for Education.

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	32
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	19.9	1.0	18.2
Persons	0	23	1	30

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$108,555
Grants: Commonwealth	\$7,600
Parent Contributions	\$33,948
Fund Raising	\$3,556
Other	\$2,091

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

2021 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 2021 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	The school worked with students and families that were identified with attendance, social/emotional or behavioral issues to develop proactive strategies and referred families to appropriate agencies.	Increase in student happiness (mid-high) 91% (Wellbeing and Engagement Survey)
	Improved outcomes for students with an additional language or dialect	Students were provided with SSO/Teacher time dependent on needs. There was a focus on Oral Language, Creating texts and Grammar. Students also worked in targeted guided reading groups with teachers.	100% of EALD students achieved NMS or above in NAPLAN writing.
	Inclusive Education Support Program	Students were provided a level of support and worked 1:1 and in small groups with SSOs.	72% of students achieved SEA or above in PAT Reading (against One Plan).
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Aboriginal students were supported in class through individual and group work with SSOs. AET worked 1:1 and in small groups on reading and data was tracked. The school worked with the ACEO to improve attendance. Quicksmart for numeracy was used to support students below benchmark. Read, Write, Inc was used as Wave 1 intervention for R-3 students. Reading support teacher worked with small groups across the school.	100% of Aboriginal students achieved SEA or above in NAPLAN reading.
Program funding for all students	Australian Curriculum	Staff attended training and development on planning with and implementing the Australian Curriculum with a focus on best practice developed through PLCs.	85%/88% of students achieved SEA or above in English/Maths.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Students that were identified as being at risk in their learning were supported by SSOs. Students worked individually or in small groups with SSOs on short term goals.	78% of students (3-5) achieved SEA in PAT Reading.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/a

