



North Ingle School and North Ingle Preschool

2022 annual report to the community

North Ingle School Number: 1183
North Ingle Preschool Number: 1634
Partnership: Montague

Signature

School principal:

Dina Zunis

Governing council chair:

Alicia Pelentsov

Date of endorsement:

28 February 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

North Ingle School is a small community school in the Montague Partnership, catering for approximately 144 students from Reception to Year 6, adjoined with a school based Preschool on site reaching 31 enrolments in 2022. The onsite Playgroup brings added value and opportunity to early education and potential enrolments. North Ingle has a strong commitment to providing high quality teaching and learning programs within a safe and stimulating environment, to develop children as confident, resilient, socially competent individuals with a passion for learning. We aim to maintain positive working relationships with staff, students, families, extensive volunteers and the broader community. North Ingle School has a Category 4 Index of Disadvantage, comprising approximately 34% of students eligible for School Card, 9 identified as students with disabilities and 11 students identified as Aboriginal with completed One Plans. 48 students (27%) are from culturally and linguistically diverse backgrounds who have English as an Additional Language or Dialect (EALD). Students identify with 19 different cultural backgrounds within our school community.

2022 Achievements:

- Embedded Whole school student literacy data collection
- Embedded Whole school commitment to Synthetic Phonics, Phonological Awareness, Running Records, Modelled and Guided Reading.
- SSOs intervention targeted strategically on student improvement in phonics, 44 sounds, high frequency words and moving from decoding into encoding throughout the Upper Primary. 71% of Year 1 students achieved the benchmark in the Phonics Screener.
- Sports Day, Sporting Schools Program, Book Week, Reconciliation Week including performance by Sean Choolburra, Harmony Day, Terrific Kids Awards, Instrumental Music Evening and Preschool & Year 6 Graduations, School Disco and End of Year Concert.
- Excursions & Incursions included Year 6/7 Aquatics and R-5 Swimming, 1/2 class visiting the Migration Museum, Parkrun and Zoo Snooze, 3/4 went to the Planetarium, Pre-school and R/1 visited the Farm Barn and Gumeracha. Years 4, 5 and 6 students attended a two day camp at AFL Max
- Student Representative Council leadership and affiliated leadership roles and opportunities as Safety Ambassadors, Library Monitors, Canteen Assistants and Promotional Leaders.
- Important role of our PCW in supporting learner wellbeing and student attendance adopting the Well-being Classroom
- The establishment of an Aboriginal Reconciliation Action Plan and working through the 5 elements of the Aboriginal Achievement Plan with a direct focus on Element 4 - Assuring Consistent, High Quality Classroom Practice.
- Term 4 Preschool data from the Teacher Rating of Oral Language and Literacy (TROLL) and Phonological Awareness demonstrated an overall growth in 93% of children in the area of oral language development: 42% at the accomplished stage; 24% at the well-developed stage; 21% at the developing stage and 13% at the emerging stage Term 4
- Class Dojo and SeeSaw App embedded with stronger family connection to children's learning, achievements, feedback and communication.
- Preschool children and staff embedding their own Acknowledgment of Country into the curriculum daily.
- Aboriginal murals painted by Aboriginal artist by Scott Rathman in the Preschool and lower hard play area near the oval gates.
- Using a Preschool Facebook page to keep the community informed on all the current events and learning that has occurred.
- Embedded targeted literacy groups that focused on improving children's ability to identify and manipulate sounds and patterns in speech, stories and rhymes.

A commendable year of quality teaching and learning evidenced in the school through the student, staff and parent surveys and improved data sets.

In 2023 an External School Review will take place to address the areas of Expert Teaching, Quality Leadership and Conditions for Optimal Learning as part of school improvement agendas.

Governing council report

Throughout 2022 North Ingle School Leadership and staff members have maintained a strong focus on our Site Improvement Plan priorities in Reading and Spelling. Dedicating professional learning days, staff meetings and personal time to researching and implementing strategies which aid and improve the learning for all students. Recent NAPLAN results and Year 1 Phonics Screening data have indicated that the programs being implemented have increased our students ability to learn and develop the skills needed to form a successful Early Childhood, Junior Primary and Primary School education.

North Ingle School continues to improve our grounds by adding new signs, landscaping the court yard area, painting of four square and other concrete games and painting of one set of the student toilets An indigenous garden and meeting place was established and lead by our ACEO Michele Boerkamp, our Aboriginal Education Teacher, families and students. We were also honoured to have an Indigenous artist- Scott Rathman, co- design with students and paint two stunning murals one in the preschool and one near the gates by the oval.

The onsite Preschool has remained engaged with the school body by being involved with all school activities, incursions, fundraisers, canteen days, assemblies and the Preschool staff have actively participated in all Professional learning days.

2022 was full of many highlights – An Election Day BBQ for voters to come and vote on site and support our school by participating in a raffle and sausage sizzle. The fundraising committee held their ever popular Mother’s Day and Father’s Day stalls again this year and always well received by our students. The students of North Ingle were also able to enjoy many excursions and camps enhancing their educational opportunities and social interactions with their peers.

It was exciting to share in the joy of Deputy Principal - Jenni McNamara as she announced the safe arrival of her baby. In closing, I would like to extend my continued gratitude to the entire staff of North Ingle School, with every new learning method, every new way of recording data, every milestone a student reaches– you are there giving your all and inspiring others to do the same, continuing to pave the way in world - leading education.

Alicia Pelentsov
Chairperson
North Ingle School Governing Council

School quality improvement planning

GOAL 1: To increase achievement for every child in Reading.

Challenge of Practice: If we explicitly teach Reading Comprehension strategies, then we will increase achievement for every child in Reading.

Success Criteria:

- We will see students demonstrate growth in reading using comprehension strategies to build literal and inferred meaning from texts.
- We will see students analyzing, evaluating, comparing content and expanding their knowledge from texts.
- We will see students using the common language of Reading Comprehension strategies in prior knowledge, retelling, visualising, predicting, literal & inferential, questioning and synthesizing.

Actions achieved:

- Teachers are explicitly teaching Reading Comprehension Strategies during Guided Reading.
- Staff have been sharing effective strategies to teach Inferencing.
- Teachers identifying reading goals with students after a Running Record and throughout Guided Reading.
- Teaching text structures used in different curriculum areas
- Focus on students in the upper bands and tracking progress.
- Professional dialogue evaluating and analysing students' achievement in higher bands.
- Using comparative data to demonstrate growth
- Teachers are using terms to reference Learning Intentions
- Teachers used the indicators of quality in expert teaching to self-assess their practices in assessment and feedback, effective pedagogy and quality curriculum in line with external review processes.
- Traffic Light system data collection

Recommendations:

- Explore DIBELS – ways of assessing reading as a whole school approach
- Look at alternate ways to track and monitor student improvement.
- More qualitative/reflective conversations between teachers.
- Professional Learning in the Science of Reading
- Reference and utilise the Guidebooks and their suggested 'stretch' strategies
- Build vocabulary and language discipline knowledge
- Consistent language for Learning Intentions
- Update Statements of Practice to include expectations of Learning Intentions and Success Criteria
- Review the data collection system to reflect timely representation of data in Literacy (Phonics Phases of Assessment)

GOAL 2: To increase achievement for every child in Spelling.

Challenge of Practice: If we explicitly teach the morphology, etymology, orthography and phonology of words then we will increase achievement for every child in Spelling.

Success Criteria:

- We will see students using knowledge of letters and sounds including onset and rhyme to spell words
- We will see students using the language of digraphs, long vowels, blends and silent letters to spell words
- We will see students using their knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words
- We will see students using knowledge of known words, word origins base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words

Actions achieved:

- Jolly Spelling Resource implemented into all classrooms and has been explicitly followed. Students' growth is tracked weekly through conversations, dictation and spelling tests.
- All Staff R-6 follow the Jolly Spelling and Jolly Grammar Sequence.
- Student results from weekly spelling assessment is collated by the teachers in Primary and students' self-monitor weekly dictation.
- Staff noted that the consistent and explicit approach to teaching spelling has had a positive impact on student learning, as evidenced by data.
- Student results from weekly spelling assessment is collated by the teachers in Primary and students' self-monitor weekly dictation.
- Staff analyse NAPLAN data in Spelling to triangulate data.

Recommendations:

- Continuity of learning to ensure all concepts are covered as students move from one year level to the next.
- Working out a way to effectively differentiate the program. Staff have reflected and discussed lack of differentiation in the resource- Jolly Spelling and Grammar and will look to improve this in 2023.
- The teaching and learning sequence progress quickly and requires additional revision of taught concepts. Staff will identify students who require intervention (Wave 2 and 3).
- Staff attended in the Literacy Guarantee Professional Learning in the Term 3, 2022 Holidays. They will be implementing new strategies for teaching and learning in spelling alongside new resourcing.
- Staff will teach students to use a wider range of strategies for spelling and word solve words.
- Staff will develop a whole site Statement of Practice in Spelling.
- Staff will identify students who require intervention (Wave 2 and 3).
- A consistent approach to recording and collating Spelling progress.
- Staff will continue to use technical vocabulary specifically aligned to ACARA e.g., adverbial phrases, conjugating verbs.

Preschool quality improvement planning

Preschool Quality Improvement Plan

Goal: Improve children's ability to identify and manipulate sounds and patterns in speech, stories and rhymes.

Challenge of practice: If we embed the learning environment with rich and meaningful multimodal literacies, then we will see an increase in children's ability to recognise and respond to sounds and patterns in speech, stories and rhymes.

Success criteria

Children are developing strategies to recognise and manipulate the sounds in speech. Evidence from TROLL-PA will indicate ALL children have progressed at least one stage by the end of the year data. Children are able to listen and respond to sounds and patterns in speech through their play and group time experiences. Measured by Phonemic Awareness: Phase One Children's ability to recognise and manipulate sounds has increased as educators will work with families to inform them on home activities that develop children's phonological awareness during parent teacher discussion term 1 week 9 and also provide updates through the see saw applications. Activities include singing songs, playing sound games, word games and clapping syllables, reading books containing rhyme and modelling and encouraging drawing and writing. Educators will discuss and provide extra support to families during optional interviews in term 3 and plan appropriate goals personalised to each child. Key educators are to be assigned to families early in term 1. The key educator is responsible for informing families about the progress of children regularly and is to be the first point of contact for the family. measured by data collected via speech and language screeners in term 1 & term 4 National Quality Framework priorities

Priority Improve parent and family engagement in the learning program. 6.1.1 Engagement with the service

- have an inviting space in the foyer where parents can contribute sticky notes that are anonymous at any time
- Using Microsoft forms to create on-line questionnaires

For all staff to be involved in implementing a regular reflection and planning cycle that utilises critical reflection as a key driver.

1.3.1 Assessment and planning cycle 1.3.2 Critical reflection

Actions Implemented

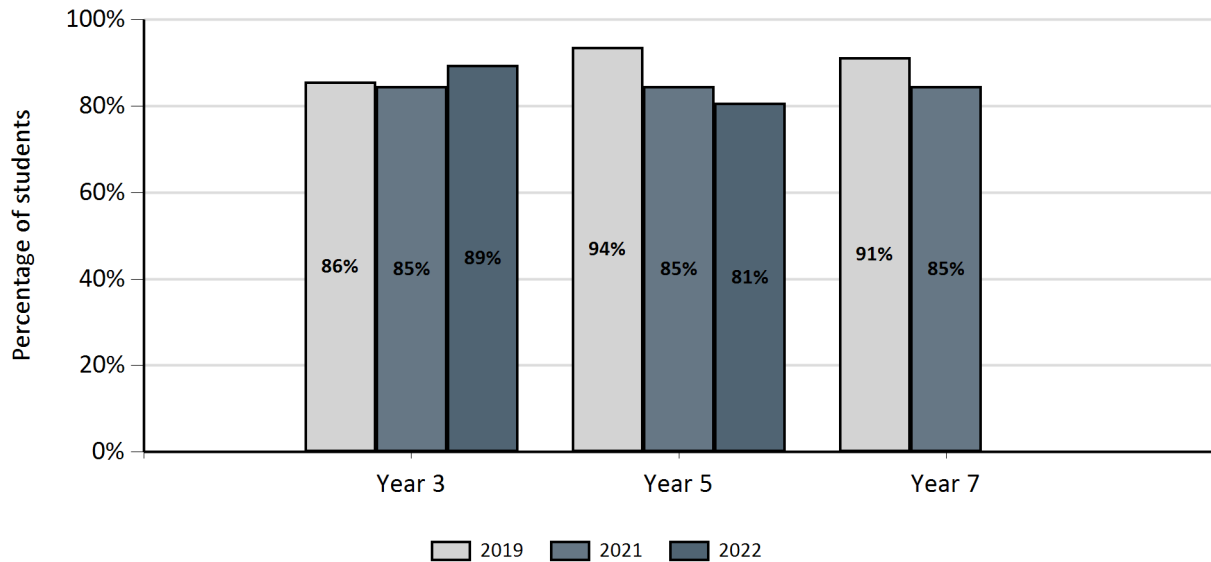
- All educators were involved in professional learning with Stephen Graham in Phonological Awareness and Oral Language development which set a strong literacy foundation for the preschool
- All educators collectively evaluated children's phonological awareness using the teacher Rating of Oral Language and Phonological Awareness Screener Mapping (PASM) with data showing 42% in the accomplished stage.
- Educators drew on data to plan small group teaching experiences grouping the children on their current needs and focused intentionally on rhyme, syllables and sounds in words.
- All educators provided opportunities for children to explore the sounds of speech through music and movement and group activities exploring syllabification, rhyme, initial sound, blending and segmenting
- The systematic Heggerty program was explicitly modelled in a sequence of skills to support the development of phonemic awareness during small and whole group times.

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

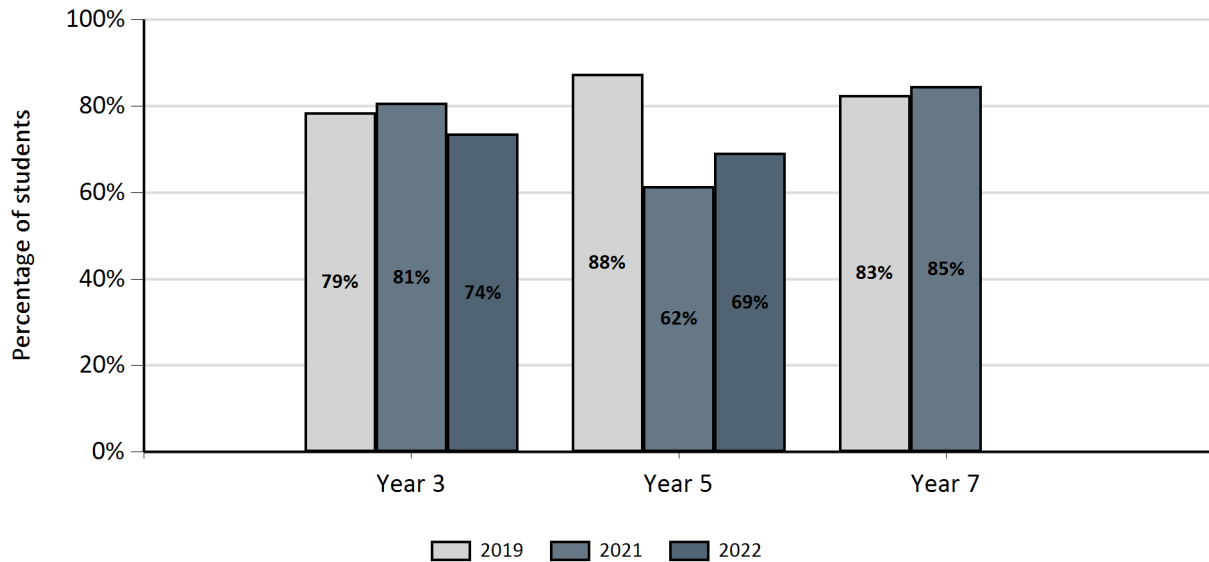


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	19	19	5	2	26%	11%
Year 03 2021-2022 Average	22.5	22.5	10.5	4.0	47%	18%
Year 05 2022	26	26	9	2	35%	8%
Year 05 2021-2022 Average	19.5	19.5	6.5	2.5	33%	13%
Year 07 2021-2022 Average	13.0	13.0	2.0	2.0	15%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

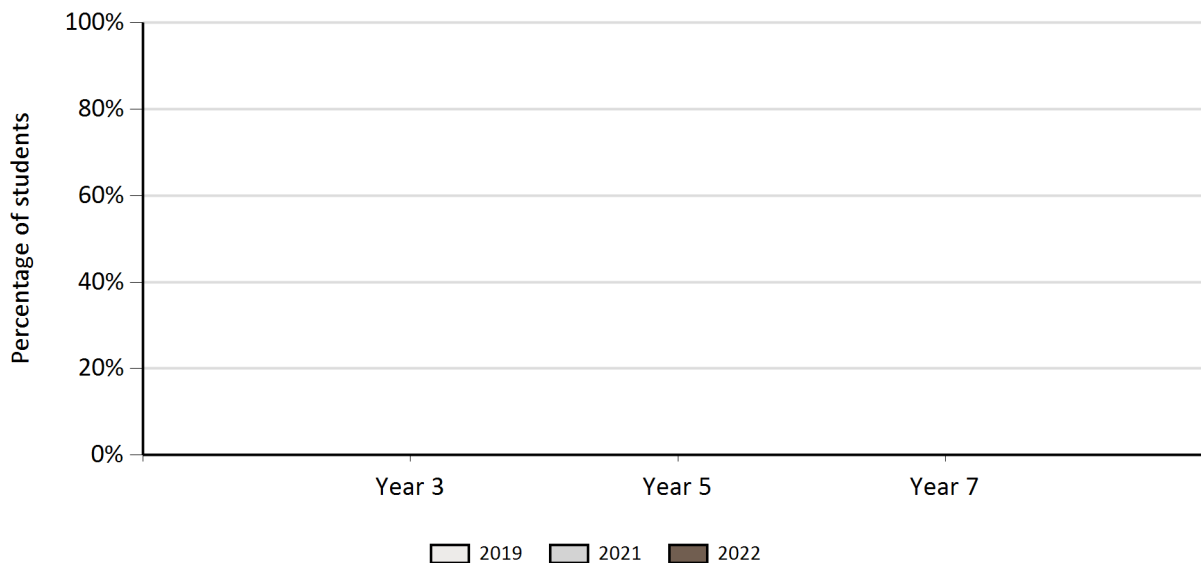
[^]includes absent and withdrawn students.

*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



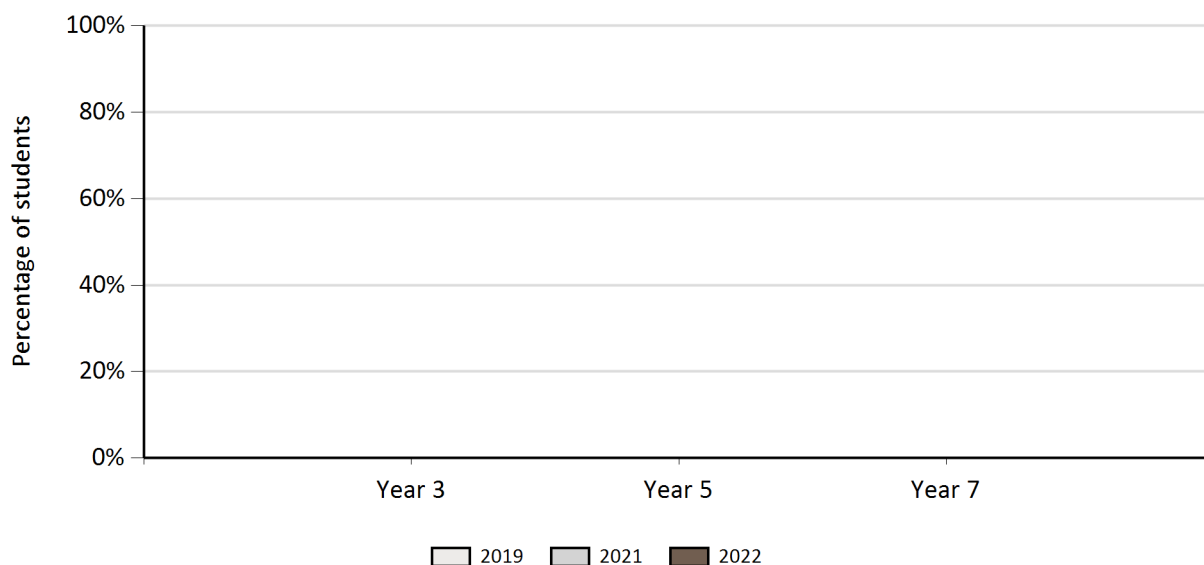
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Quality Teaching

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

Aboriginal Learner Achievement - Element 3-Assuring Consistent, High Quality Classroom Practice.
 Literacy - We implementation and practice of reading strategies including Phonemic/ Phonological Awareness and Phonics in the early years, then we will increase student achievement in Reading R-3.
 When students read, they will use phonics and word knowledge to fluently read increasingly complex texts. Students will understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations. Students will blend, decode and read with increasing fluency and comprehension.
 Draw the data from EDSAS, Data Dashboard to create an excel spreadsheet that clearly identifies attendance and learner achievement in an easy to access template.
 Use the whole school student data spreadsheet to track and monitor ALL Aboriginal students as an identified cohort.
 Numeracy ; If we implement a consistent problem so

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

All Aboriginal students demonstrated a steady increase in their reading and comprehension ability from the PM Benchmark assessments. Three students are working above benchmark in Running Record data.
 One student working just below SEA in NAPLAN & two students did not meet the benchmark in the Year 1 Phonics Screener. Three students achieved above in PAT-R and PAT-M.
 Students received additional intervention through APAS funding.
 Students have engaged with cultural levelled reading texts and resources within the classroom learning programs.

School performance comment

NAPLAN Reading

In 2022, 17/19 of the Year 3 students achieved the SEA in NAPLAN Reading (89%). 5 students were in the higher bands (26%). 21/26 of the Year 5 students achieved the SEA in Reading (81%). 9 students were in the higher bands (35%).

The school will continue to focus on explicit teaching in Guided & Modelled Reading through the Literacy Block and the agreed Statements of Practice. The Statements of Practice will undergo a review in 2023 and we will refine the instructional routines in the teaching of Phonics and Reading.

DIBELS will be introduced as part of the moderation and assessment process in 2023 aiming for a more consistent whole school approach through Learning Design, Assessment and Moderation.

NAPLAN Numeracy

In 2022, 14/19 of the Year 3 students achieved the SEA in NAPLAN Numeracy (74%). 2/19 achieved in higher bands (11%).

18/26 of the Year 5 students achieved the SEA in Numeracy (69%). 2/26 achieved in higher bands (8%)

2022 PAT - Reading Assessment

Year 3- 16 out of 17 (94%) achieved SEA 95

Year 4- 20 out of 22 (91%) achieved SEA 106

Year 5 - 19 out of 24 (73%) achieved SEA 112

Year 6- 8 out of 9 (89%) achieved SEA 118

Year 1 Phonics Screening Assessment demonstrates gradual improvement over the past 4 year period of students achieving 28 and above however there was a dip in results this year:

In 2018, 9 from 26 - 34%

In 2019, 13 from 23 - 57%

In 2020, 13 from 17 - 76 %

In 2021, 15 from 16 - 94 %

In 2022, 14 from 21 - 71%

Overall, pleasing literacy data to be commended as a result of explicit and direct teaching and learning.

Staff will be transitioning into subject areas of Version 9 of the Australian Curriculum and in the Units of Work.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	82.1%	93.3%	95.0%	87.6%
2020 centre	94.8%		86.6%	89.3%
2021 centre	86.1%	81.2%	89.4%	86.0%
2022 centre	76.3%	75.7%	75.4%	80%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	88.8%	90.6%	87.4%	84.2%
Year 1	92.8%	89.2%	84.1%	86.1%
Year 2	93.6%	88.4%	91.1%	81.1%
Year 3	92.9%	90.8%	87.3%	82.3%
Year 4	93.6%	88.6%	90.6%	83.9%
Year 5	93.9%	91.0%	92.5%	85.4%
Year 6	91.3%	92.8%	93.2%	84.0%
Year 7	93.7%	90.7%	89.2%	N/A
Total	92.5%	90.2%	89.2%	84.1%

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

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

Attendance comment

There has been significant and steady improvement in school attendance since 2017, with a visible reduction from 2020 – 2022 as a result of COVID implications, illness, extended family leave and some chronic absenteeism by some students. 2017 - 92.3%, 2018 - 92.1 %. 2019 - 92.6%, 2020 - 90.2%, 2021 – 89.2%, 2022 – 84.1%

The school will continue to monitor daily attendance and maintain strong communication with families through the support of the Social Worker & Engagement Officer, Pastoral Care Worker Suzie Casey and liaise with the Social Work Duty Line to support the wellbeing of vulnerable students. Attendance Plans have been developed to support families and students with chronic absenteeism and lateness.

The Wellbeing Classroom is an initiative the PCW has facilitated in classrooms that last two years. Kimochi's are used to help students identify and manage their emotions in a safe way. Staff follow up with any absences on a daily basis and keep regular and daily communication with parents and families through the Seesaw and Class Dojo apps. Staff have a genuine care for every child, their wellbeing and attendance which is clearly communicated to parents and families.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	19	20	20	24
2020	28	N/A	30	31
2022	27	25	27	28
2021	25	25	24	31

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
 Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
 Term 2 2020 data may not be available for all preschools.

Behaviour support comment

As a school we operate in consultation with families, teachers, the Pastoral Care Worker, Support Services team and Behaviour Support programs such as Access For Learning and Better Behaviour Centre to best support student wellbeing and behaviour. There have been reduced suspensions for violence over a four year period. The school applied and accessed through an application process for further Inclusive Education Support Program Funding which supported students identified with complex, violent and challenging behaviours. External mentoring has contributed to a reduction of violent incidents. The student Wellbeing Survey indicated lower levels of Physical, Social & Cyberbullying compared to Verbal Bullying. Student Safety Ambassadors support students during all play breaks. The SRC Executive team worked with leadership, staff and students and discussed results from the Wellbeing and Engagement Collection Survey. We utilized some of the \$5,000 Protective Physical Environment funding in 2022 to upgrade the toilets near the library we will commence the other toilet block upgrade in 2023.

Parent opinion survey summary

5 parents completed the 2023 Preschool Family Opinion Survey Report which helps to gain an understanding of parents, and caregivers views about your preschool in four key areas: quality of teaching and learning, support of learning, relationships and communication, and leadership and decision making. Data reflects parent opinions ranging from Strongly Agree to Agree in the following areas:

- 1 I think my child receives high quality teaching at this preschool
- 2 My child's teachers know what my child can do and what he/she needs to learn
- 3 This preschool has the expectation that children will learn
- 4 Teachers are enthusiastic in their teaching
- 5 I am satisfied with the learning programs offered at my child's preschool
- 6 My child's teachers clearly inform me about the learning program
- 7 My child's teachers make learning interesting and enjoyable
- 8 Teachers at this preschool really want to help my child learn
- 9 The preschool has an excellent learning environment

52 responses were received from the School Parent Engagement Survey addressing School Climate, Home Learning Environment, Student Learning, Pathways Post School. Parent comments.

- The new practice of SMS updates has been an effective tool.
- This school have a wonderful management team along with their amazing educators and support staff. Management are regularly out in the yard at the beginning and end of the day engaging with both students and families. They know all the children and make everyone feel welcome and valued.
- North Ingle school is one of the best schools of South Australia I really appreciate your understanding , respect , support and hardworking with our children. Your staff and principal are very comparatively behave Thank you so much
- For the 7 years that our children have been attending North Ingle, I have always felt a strong sense of inclusiveness and community between staff and parent / caregivers. Keep up the great work North Ingle.
- I couldn't ask for a better school. I love all the staff. From the principal, to the office staff, to the teachers and volunteers. Everyone are all accommodating and very helpful.
- My child's teacher this term has been very good at communication and where our child is in his learning.
- Teachers always give me up to dates information regarding my kids learning.
- Ms Zunis the school principal is a great leader, her commitment to her role, the teaching staff, students and their families is amazing.

We practice both reading and writing at home with our child.

Future recommendations:

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8032 - Cedar College	0.0%	0.0%	0.0%	3.7%
1183 - North Ingle School	75.0%	85.2%	90.9%	88.9%
8454 - Pedare Christian College	0.0%	0.0%	0.0%	3.7%
8439 - Tyndale Christian School	5.0%	3.7%	0.0%	3.7%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	16.7%
OV - LEFT SA FOR OVERSEAS	1	5.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	72.2%
U - UNKNOWN	1	5.6%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

There has been a steady improvement percentage of children enrolling at North Ingle School over a 4 year period from 2018 as they exit the Preschool. 88.9% of the children are enrolled to attend North Ingle School in 2023. 3.7% Cedar College, 3.7% Pedare Christian College and 3.7% Tyndale Christian College.

Positive working relationships with the school community has been evident in community events, whole school assemblies to promote student learning, well-being and achievements in a P -6 supportive learning environment. Our online Microsoft Sway Newsletter, Seesaw App and new Whispir platform provide immediate communication, connectedness to whole school events and childrens' learning.

Our onsite Playgroup has been a successful and seamless avenue for Preschool entry. 2022 saw a significant influx in families attending the weekly sessions moved from Friday to every Monday. The engaging program is overseen by a parent coordinator and staff member.

Relevant history screening

To work or volunteer in education you need to do mandatory notification training. All staff, parent volunteers, Governing Council members and third party providers who work on site are required to present with a current Working with Children Check and a Responding to Abuse & Neglect Certificate.

Staff are required to complete their updated Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC). All approved clearances are entered onto EDSAS by the Administration Officer along with a spreadsheet with expiry dates. A hard copy of the approved clearance is presented to the Principal and kept on site. Volunteers also undertake an onsite Induction and refer to the Protective Practices for staff in their interactions with children and young people with Guidelines for staff working or volunteering in education and care settings. The Teacher Registration Board endorses all clearances of their employees prior to any appointment to the school. Teacher Registration Certificates are provided to the Principal. North Ingle School and Preschool are compliant with these requirements.

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	18
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	10.4	0.0	5.8
Persons	0	12	0	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$2,073,696
Grants: Commonwealth	\$6,600
Parent Contributions	\$32,729
Fund Raising	\$3,260
Other	\$0

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

2022 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.

2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	The 2022 School Counsellor allocation has been redirected into the full time Deputy Principal position to support learner wellbeing and engagement. SMIG fund 15 hours a week for the PCW role. An additional 5.5 hours have been allocated to the PCW role per week funded by the school.	Year 4-6 WEC data indicates a reduction in physical, cyber and social bullying.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	0.2 EALD teacher topped to 0.4 by the school was employed to support oral language acquisition, reading and writing improvement across a range of text types. The program involved 1:1 support, small group work, withdrawal and classroom support.	Preparing preschoolers for pre-reading dispositions and literacy features within the text types and oral language development.
	Inclusive Education Support Program	The Deputy Principal, SSO staffing and additional teacher release were utilized to support planning, review of One Plans and provide student intervention programs based on IESP literacy & numeracy goals.	Individual student goals were reviewed and updated on their One Plans. Growth has occurred in the phonological awareness and oral language of 95% of preschoolers in 2022 evidence is in the TROL-PA data.
Targeted funding for groups of students	Improved outcomes for rural & isolated students	SSO staff were employed to support reading intervention for Aboriginal students, EALD & IESP based from data from the Phonics Screener, Phonological Awareness Assessment and Running Record for 2021 with additional needs to participate in complexity funding.	Improvement in highlighting areas of growth and targeted support for students in the program.
	- Aboriginal students - numeracy and literacy including early years support	Complexity funding was used to employ an SSO to target student interventions informed from the Phonics Screener, Phonological Awareness Assessment and the Running Record. The planing was designed by the classroom teachers for each of the students.	Reading improvement. 150 packages were submitted to support children's transition to school.
Program funding for all students	Australian Curriculum Preschool Bilingual Support over two terms providing 3 hours per week for 10 weeks.	Following on from 2021 Curriculum Lead planning session and PD day staff trialled the AC Curriculum Units of Work.	Units of work trialled in Mathematics and English R-6 with the child enabling bilingual dialogue interactions and communication as well as promoting cultural connections.
	Aboriginal language Initiatives	These programs supported oral language development and communication skills for the EALD children and their families whose home language was Hindu, Farsi & Hakha Chin.	N/A
Other discretionary funding	Improved outcomes for non English speaking children who received bilingual support	Additional SSO staff were employed to provide a targeted and individual intervention program focused on reading, segmenting and blending of sounds using real and pseudo words to all Year 1's and students at risk. SSO staffing employed to support student learning during classroom Literacy Blocks.	Growth was evidenced from the pre and post tests of the 2021 Phonics Screener.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

* The department's standard of educational achievement is defined as children and young people achieving

