

## 2024 annual report to the Community

# North Ingle School and Preschool

North Ingle School number: 1183

North Ingle Preschool number: 1634

Partnership: Montague

School principal:

Dina Zunis



Date of endorsement:

06/02/2025



Government  
of South Australia  
Department for Education

# Context Statement

North Ingle School caters for students from R-6. At the time of this report, the enrolment in 2024 is 177. North Ingle School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 6% Aboriginal students, 10% students with disabilities, 15% students with English as an additional language or dialect (EALD) funded background, 1% 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

2024 has been a busy year.

With a brand new Governing Council we worked hard to settle into our new roles.

Being part of the North Ingle community is always a privilege.

North Ingle students are incredibly lucky to have such dedicated teachers and leadership who provide safe and exciting learning environments for all students to learn and grow.

Our preschool had all policies ratified by governing council. Thank you to Sophie who worked tirelessly to complete these policies.

This year, we have changed our student leadership structure to provide Year 6 students with more leadership opportunities and to purposely lead within the school.

Each student has been part of an action group that lead different aspects of the school.

Highlights for each team have been:

Our environmental and sustainability team are organising new signs for the bins including bottle bins. They also arranged new signs to keep our plants safe in the gardens and are working with the groundsperson to have them set up around the school.

They have also been busy creating lessons and activities for classes to promote recycling.

The whole school events team have promoted celebrations such as refugee week, footy colours and Diwali and whole school events.

The students were focused on Diwali celebrations and were proactive in helping plan and implement the activities with students.

They researched Diwali, prepared a power point for the assembly, made posters for the rangoli sand art sessions, gave up 2 of their lunch play times to assist with setting up and packing up these activities as well as helping the group of students making their rangoli artworks.

The STEM leaders are helping to setup the 3D printer and have supported classes using Makers Empire.

They have continued their A-Z of digital technology posters using Canva, these posters are being displayed in the computer room. They also have used Chatgpt to create scripts for their chosen letters and are recording audio and video to accompany the posters.

Our well-being and safety team have run a well-being day alongside Suzie which included activities during recess and lunch time. They have sent letters to Woolworths to request food donations to support families, placed well-being posters around the school. Set up games at recess and lunch, compiled playlists for the bell system as well as auditing the disco playlists.

The students have discussed planning some Christmas craft activities in the library for children to participate in at recess and lunch times.

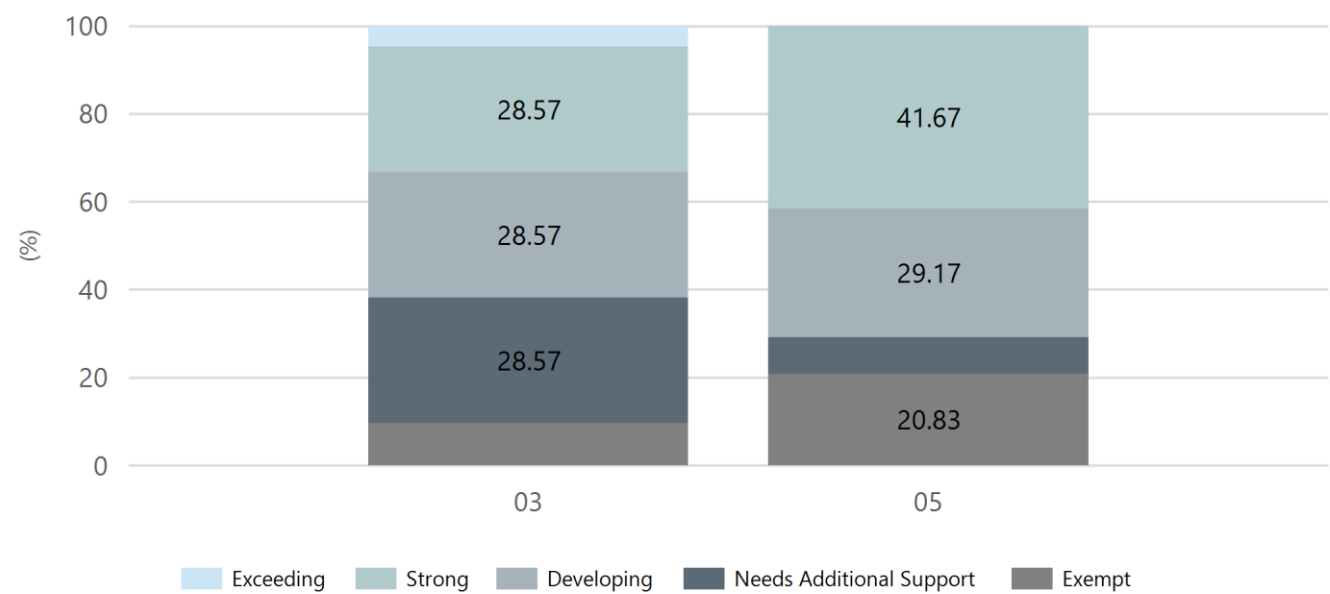
The media team have promoted upcoming events around the school such as the Book Fair and speaking to classes about upcoming events. Our grounds committee and staff are acquiring new trees for planting, keeping the gardens clear of weeds and are preparing gardens ready for planting while maintaining growing plants. They are also pruning bushes and trees to keep our grounds looking neat and tidy and keeping our playground safe for the children to play. This year our OSHC has seen a steady increase in the number of families utilising the service, with vacation care being considered for the 2025 school year. There has been an improvement in the positive engagement between Happy Haven and the school community with the Happy Haven relationship manager Richard Simpson attending the meet and greet for the mid year intake families, advertising pupil free days well in advance and the service providing consistent educators for children. Late 2024 has seen the introduction of a new Happy Haven Service Manager Ella Angel who brings with her a new enthusiasm and is ready to make positive changes to the OSHC space and service. Next year will see the transition to the new booking software Kidsoft, which will assist in booking sessions and signing children in and out of the service each day as well as family communications. Our canteen had a new air conditioner installed, pin up notice boards placed along side the canteen and the front pillar has been repainted. The canteen has been working through the challenges of volunteers during 2024 but we hope next year we can gain a steady flow of parents and guardians willing to help. To support our school community options for online ordering through a third party app is being considered for 2025 along with outsourcing to subway for lunches 1 day a week as a trial. The menu was reviewed and changes made so our canteen could improve its sustainability and will reopen on a modified menu. The fundraising committee has had a great year. Some of the highlights for 2024 were the Easter raffle, Sports Day, Mother’s Day and Father’s Day workshops with Courtney, the End of Year Concert and school community BBQ.

Sara Jones  
Chairperson on behalf of the Governing Council.

## 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.

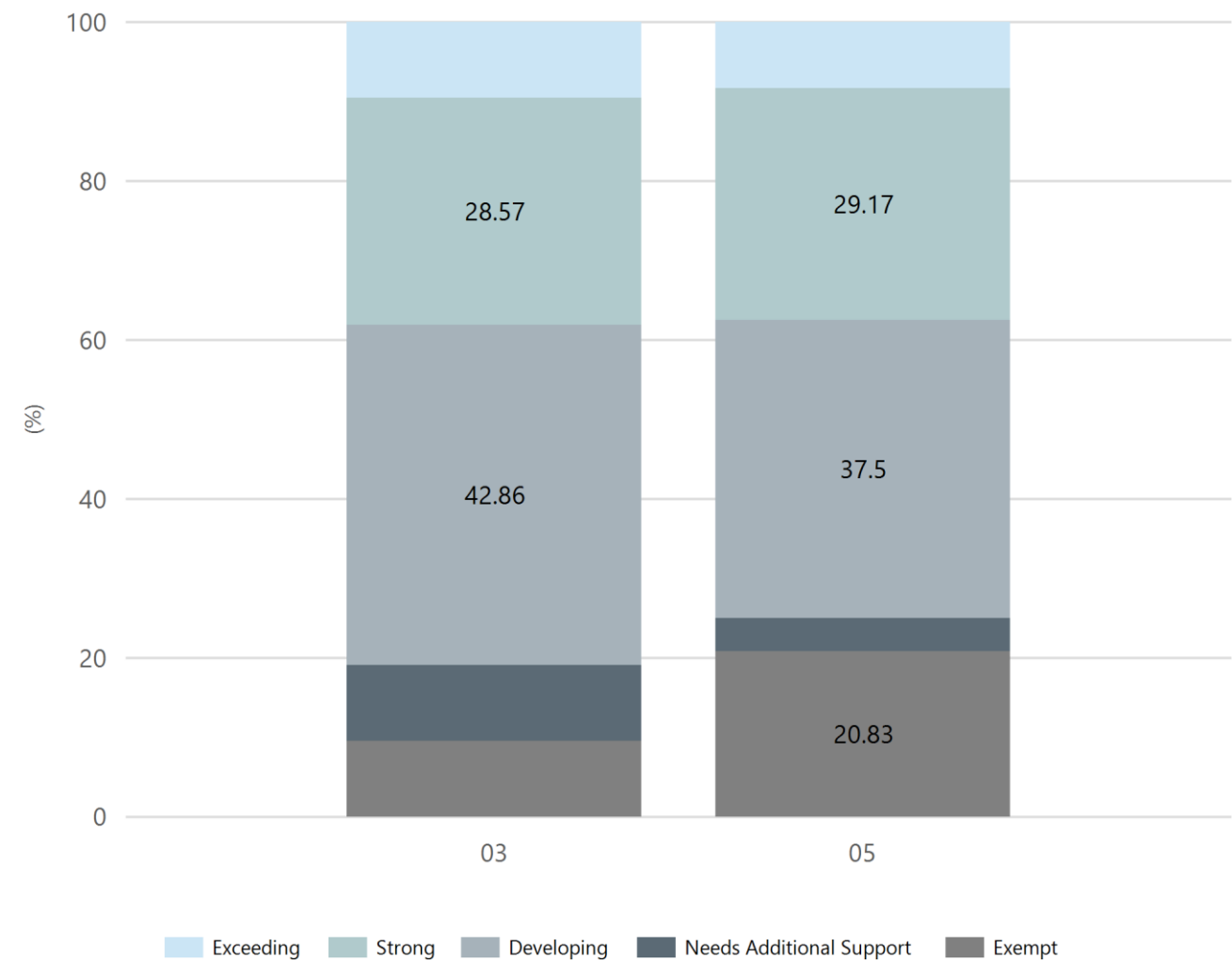
Numeracy



Year Level	03	05
Exceeding	1	
Strong	6	10
Developing	6	7
Needs Additional Support	6	2
Exempt	2	5
Total	21	24

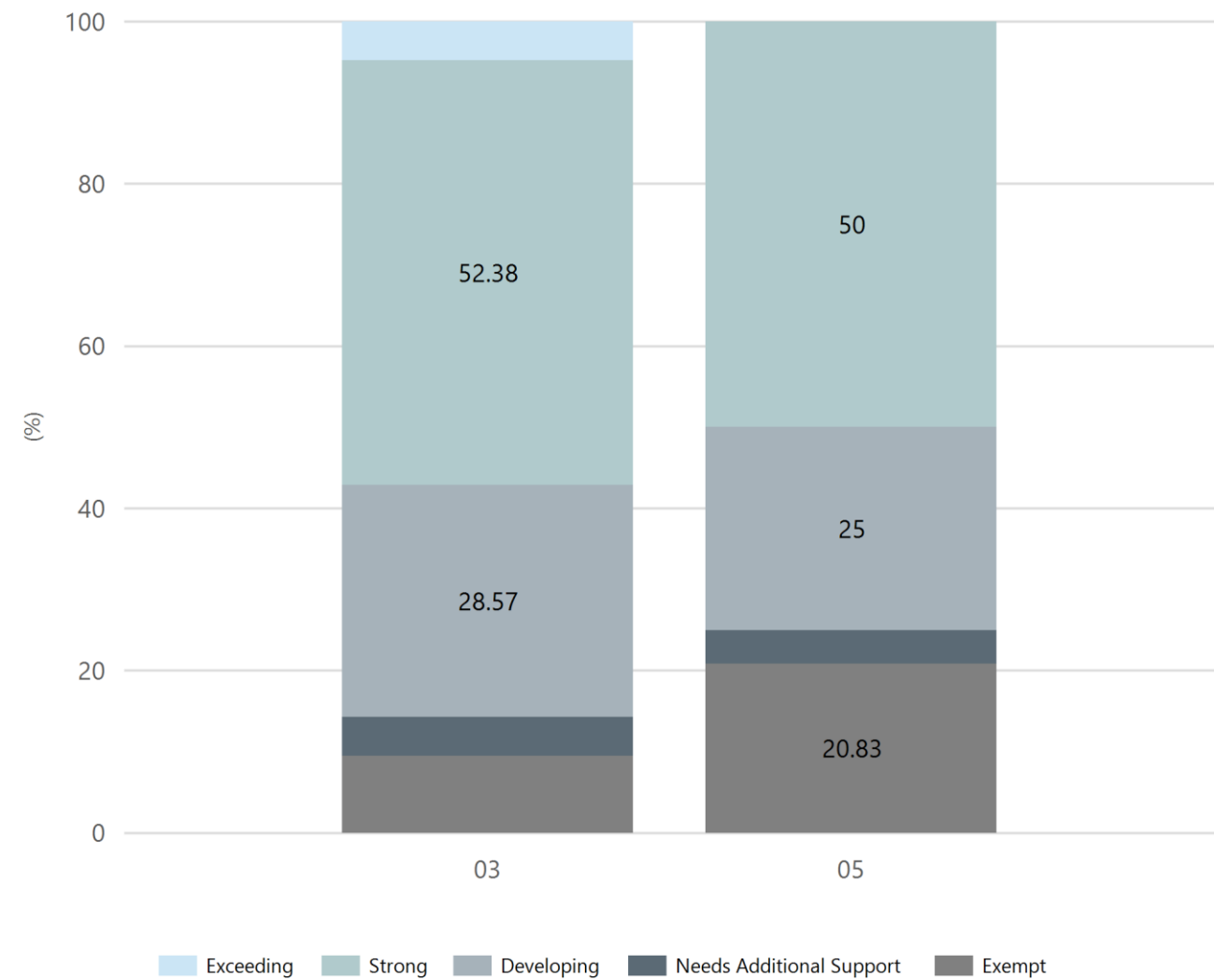
Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Reading



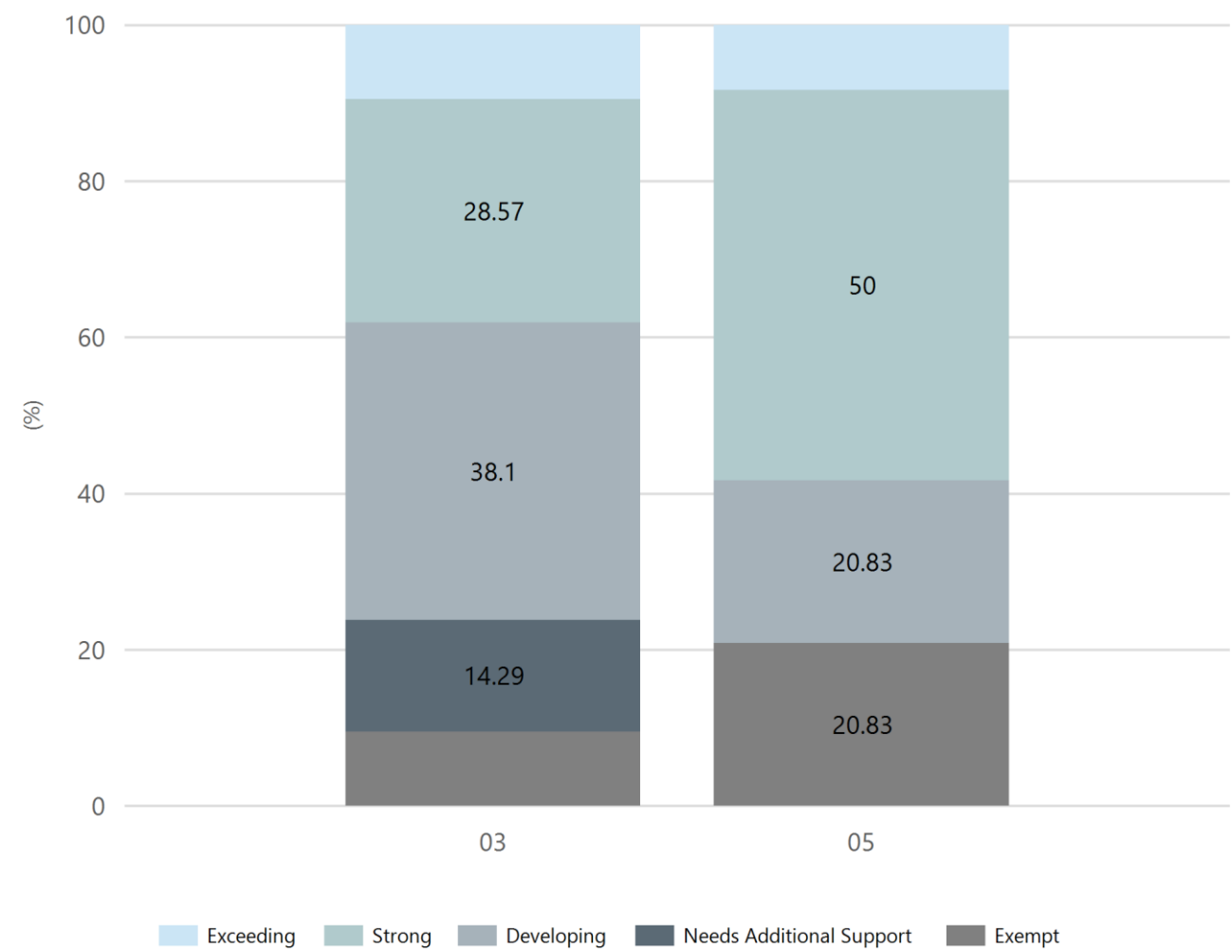
Year Level	03	05
Exceeding	2	2
Strong	6	7
Developing	9	9
Needs Additional Support	2	1
Exempt	2	5
Total	21	24

Writing



Year Level	03	05
Exceeding	1	
Strong	11	12
Developing	6	6
Needs Additional Support	1	1
Exempt	2	5
Total	21	24

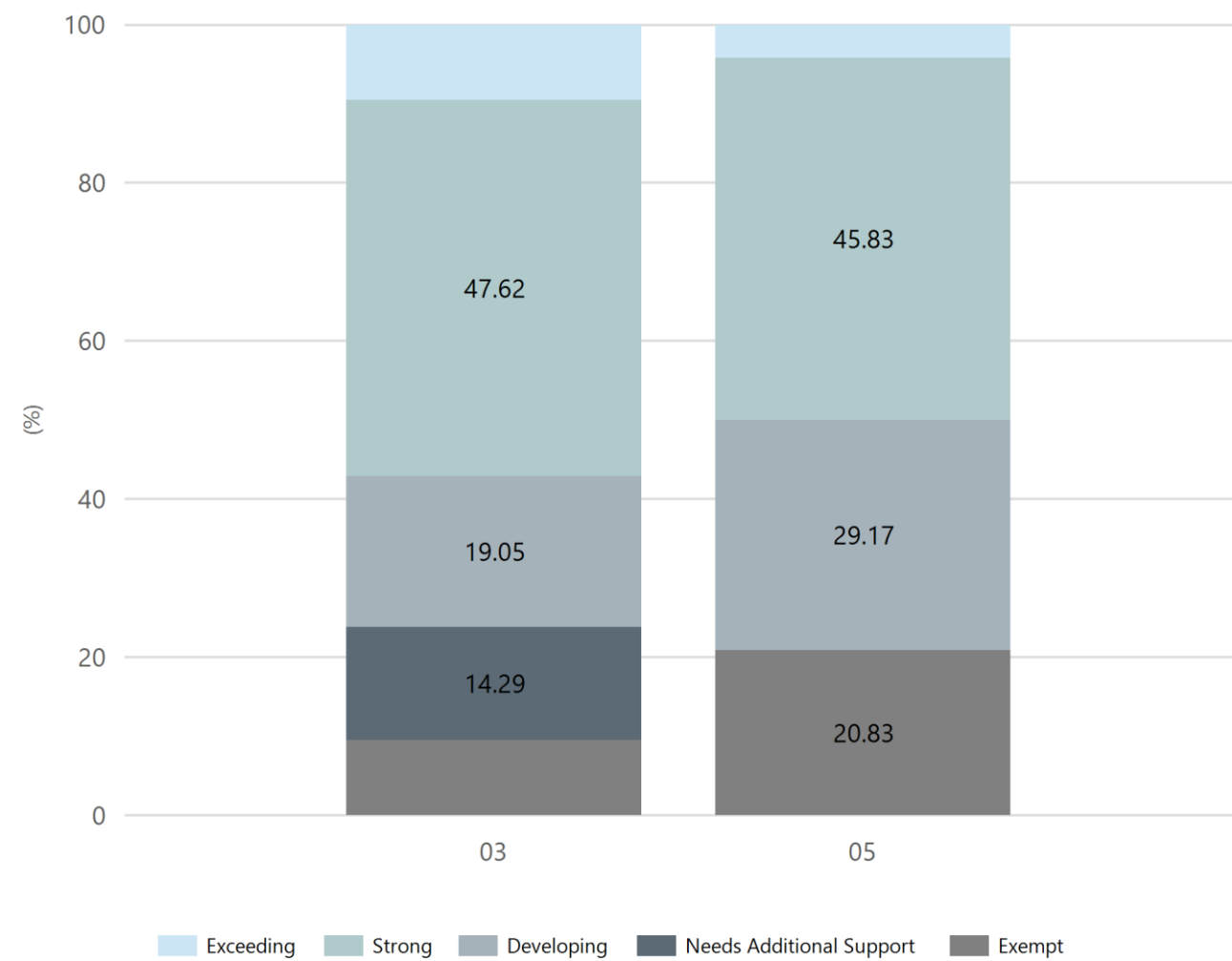
Grammar



Year Level	03	05
Exceeding	2	2
Strong	6	12
Developing	8	5
Needs Additional Support	3	
Exempt	2	5
Total	21	24



Spelling



Year Level	03	05
Exceeding	2	1
Strong	10	11
Developing	4	7
Needs Additional Support	3	
Exempt	2	5
Total	21	24

# Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	86.1%	80.9%	89.7%	88.3%
2022 centre	76.3%	75.6%	76.5%	81.9%
2023 centre	91.2%	86.8%	78.6%	70.6%
2024 centre	80.3%		68.7%	

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

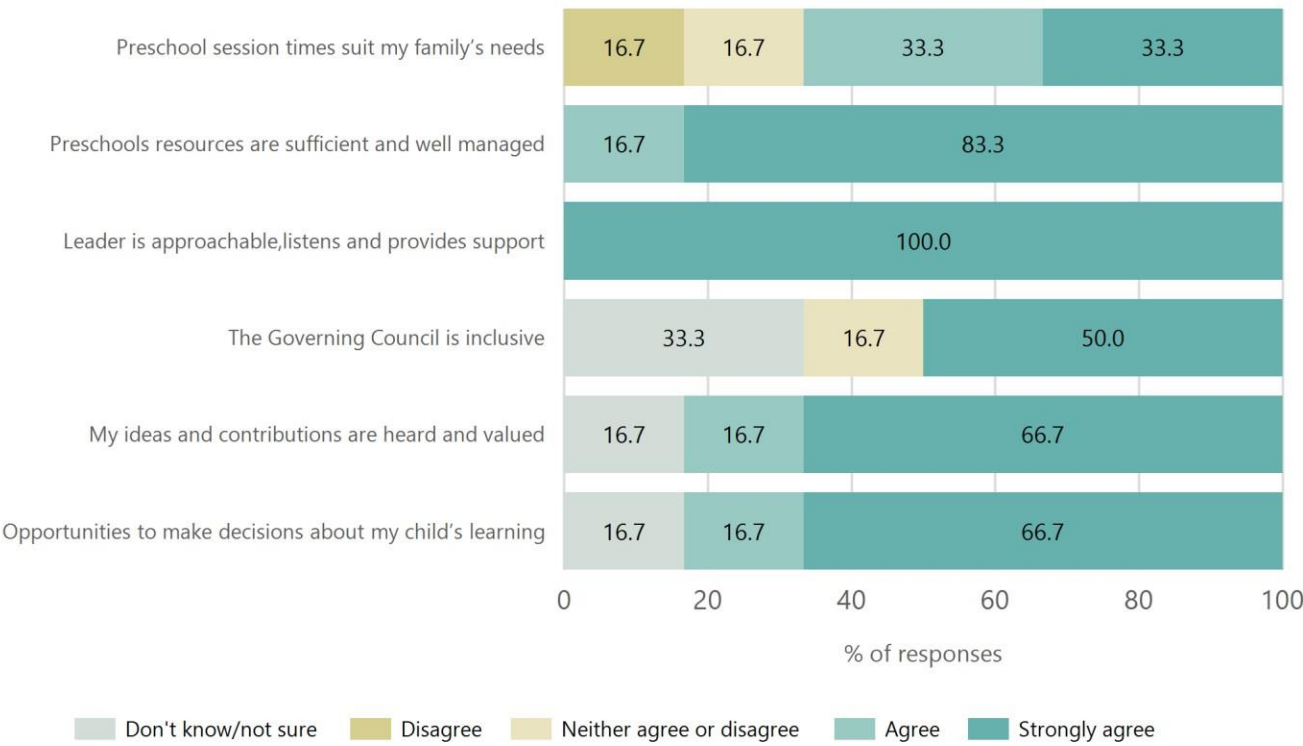
# School Attendance

Year Level	2022	2023	2024
Reception	84.7%	83.0%	91.1%
Year 01	84.2%	93.2%	86.5%
Year 02	81.1%	88.5%	90.8%
Year 03	82.4%	85.6%	93.3%
Year 04	80.6%	92.3%	86.5%
Year 05	85.5%	87.9%	90.3%
Year 06	80.4%	86.3%	87.9%
Primary Other	50.0%	52.8%	
Total	82.8%	87.8%	89.7%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we 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.

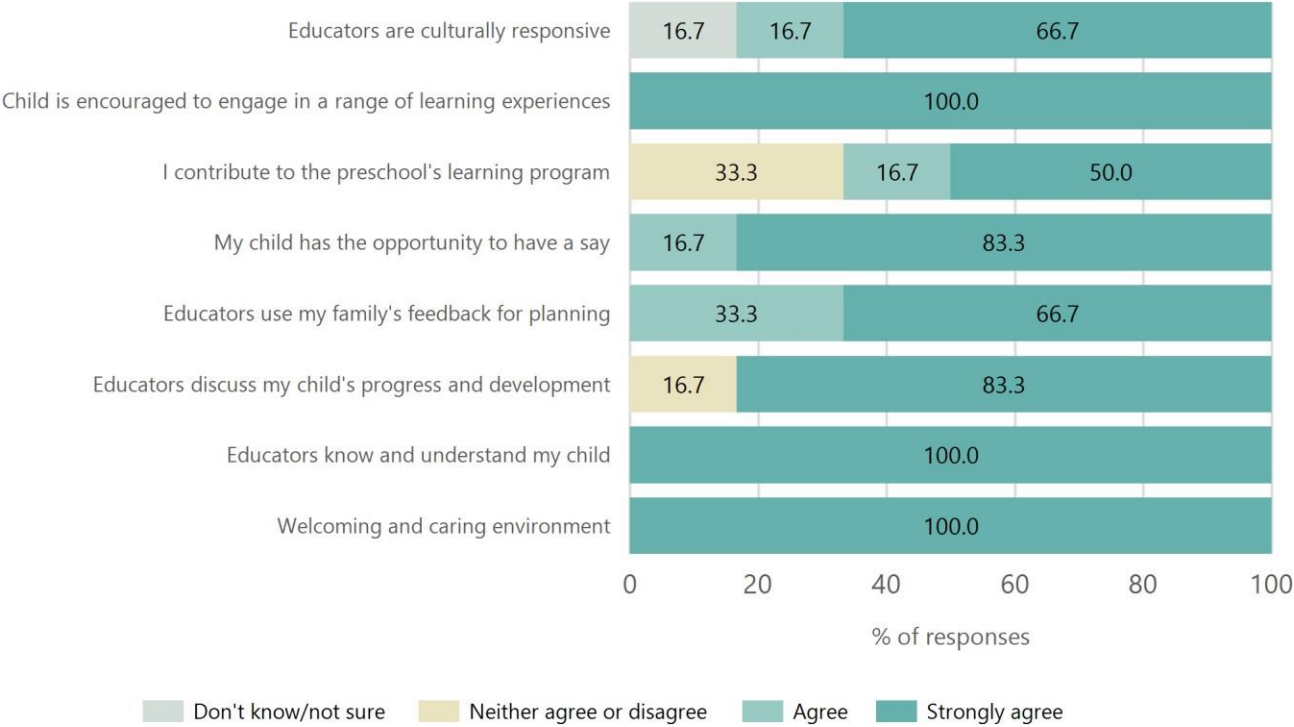
# Preschool Family Opinion Survey

## Governance, Leadership and Management



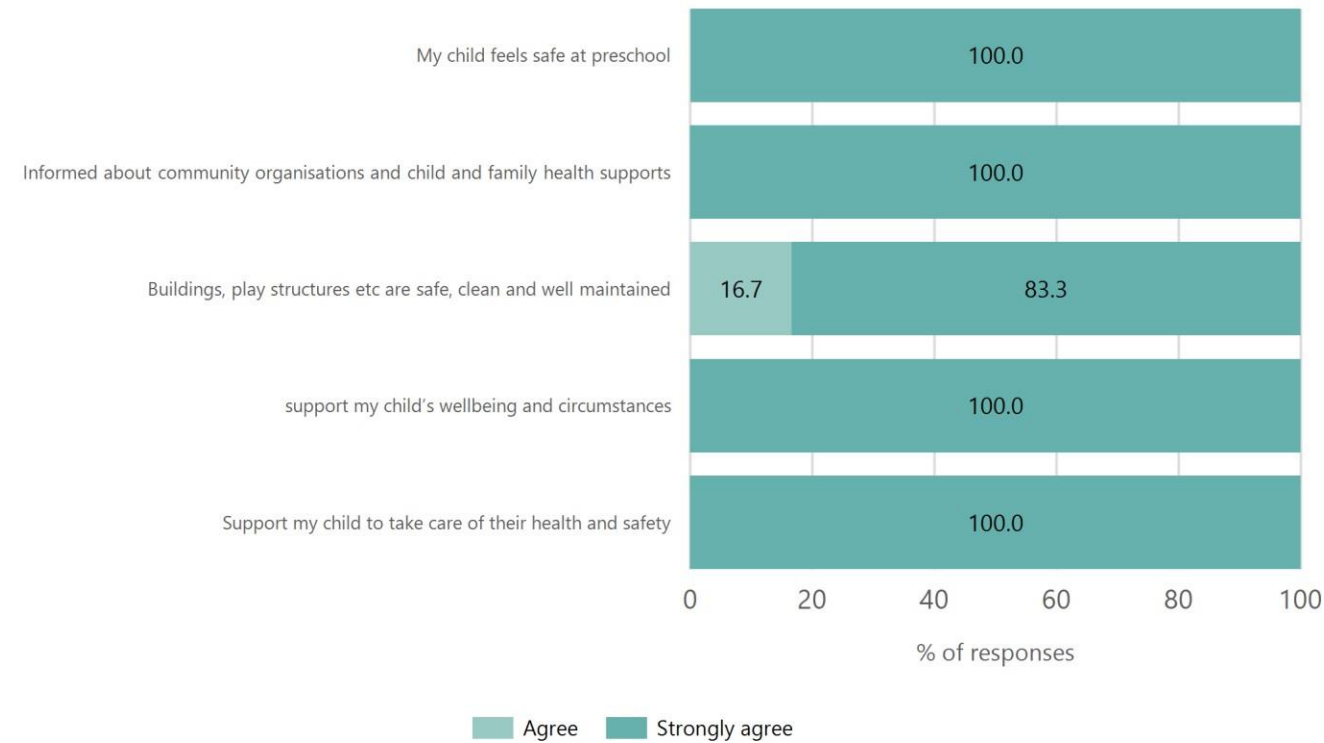
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

# Quality of Teaching and Learning



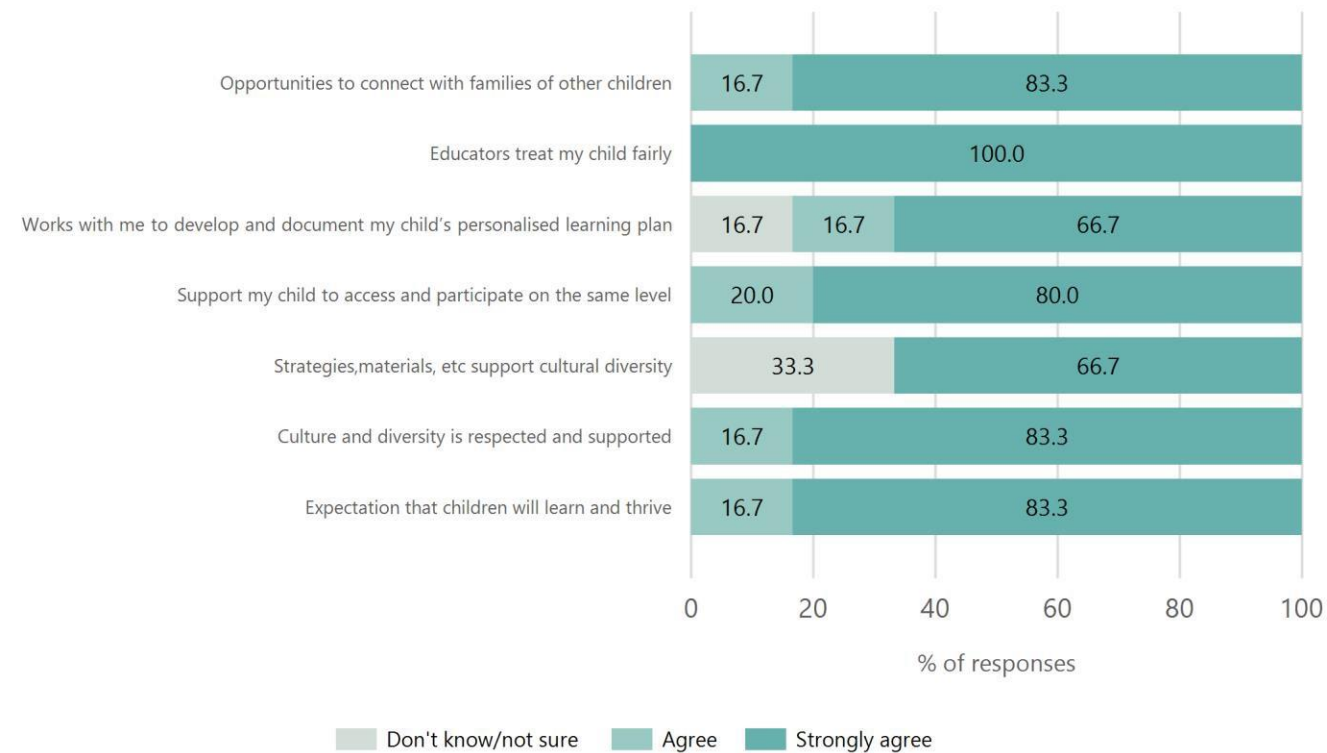
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

# Safety, Health and Wellbeing



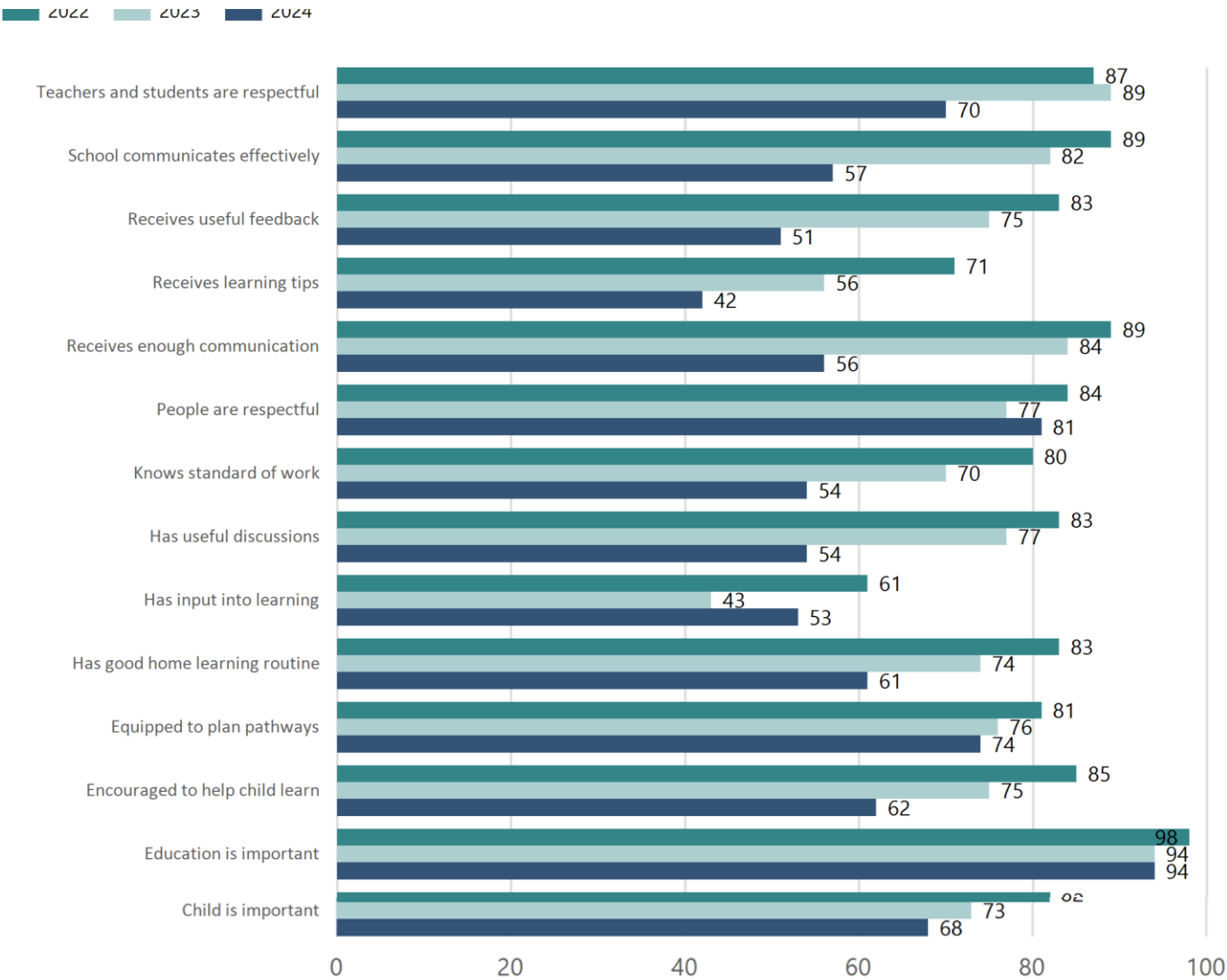
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

# Support and Inclusion



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

# School Parent Opinion Survey Results



# Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
1183 - North Ingle School	88.9%	83.7%	68.3%
8032 - Cedar College	3.7%		
8439 - Tyndale Christian School	3.7%		
8454 - Pedare Christian College	3.7%		
9999 - Unknown		9.3%	31.7%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

# Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	2	18.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	9.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	73.0%

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	13
Postgraduate Qualifications	2

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	12.7	0.6	7.9
Persons	0.0	15.0	1.0	11.0

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	\$2,680,521.06
Grants: Commonwealth	\$ 4,500.00
Parent Contributions	\$43,034.50
Fund Raising	\$ 1,963.52
Other – Hall Hire	\$2,758.13

Data Source: School supplied data.