

# SCHOOL CONTEXT STATEMENT

Updated: 3/2017

**School number:** 1183

**School name:** North Ingle School

## 1. General Information

### Part A

School Name : NORTH INGLE SCHOOL  
 School No. : 1183  
 Principal : Mrs. Dina Zunis  
 Postal Address : PO Box 96, Para Hills 5096  
 Location Address : 7 Rothwell Avenue, Ingle Farm 5098  
 District : Northern Adelaide – Montague Partnership

Distance from GPO : 16 km

Phone No. :08 8264 7498 OR  
 08 8264 2777 OR  
 08 8395 7114

Preschool attached : YES

Fax No. :08 8396 1778

		2011	2012	2013	2014	2015	2016	2017
February FTE Enrolment								
Primary	Preschool	31.0	31.0	32.0	16.0	22.0	30.0	20.0
	Reception	22.0	17.0	12.0	19.0	18.0	18.0	27.0
	Year 1	16.0	18.0	20.0	18.0	18.0	17.0	15.0
	Year 2	20.0	13.0	13.0	20.0	19.0	18.0	18.0
	Year 3	12.0	17.0	15.0	18.0	24.0	20.0	17.0
	Year 4	12.0	11.0	13.0	14.0	17.0	21.0	19.0
	Year 5	14.0	14.0	14.0	13.0	14.0	18.0	21.0
	Year 6	18.0	11.0	7.0	18.0	13.0	14.0	19.0
Year 7	13.0	10.0	6.0	20.0	13.0	13.0	14.0	
Secondary	Special, N.A.P. Ungraded etc.							
	Year 8							
	Year 9							
	Year 10							
	Year 11							
	Year 12							
Year 12plus								
TOTAL (excluding Preschool)		127	130	100	140	136	139	150
School Card Approvals (Persons)			49.0	44.0	38.0	25.0	33.0	
NESB Total (Persons)		44.0	31.0	17.0	21.0	35.0	38.0	45.0
Aboriginal FTE Enrolment		25.0	22.0	14.0	7.0	10.0	16.0	9.0
Cultural Backgrounds		19.0	22.0	22.0	11.0	11.0	17.0	22.0

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site

## Part B

- **Deputy Principal:** Averil Pope
- **School website address:** [www.northingle.sa.edu.au](http://www.northingle.sa.edu.au)
- **School email address:** [dl.1183.info@schools.sa.edu.au](mailto:dl.1183.info@schools.sa.edu.au)
- **Staffing:**

6.0 (Tier 1) Classroom Teachers

0.6 Preschool Teacher

0.2 LOTE Auslan Teacher

1.0 Science & Technologies Teacher

0.42 EALD Teacher

6.0 ACEO hours

9.0 Pastoral Care hours

### **Ancillary Allocation:**

60.00 permanent SSO hours per week - Administration Officer/Finance Officer

93.25 hours per week - School Service Officers

21.5 Preschool SSO hours per week

7.5- ICT Consultant hours

8 hours per week - Grounds person - Independent Contractor

- **Partnerships 21 Status:** Signed off February 2002
- **OSHC:** An onsite Out of School Hours Care was established in June 2014 by a third party provider - Camp Australia. They offer a Before and After School Care program for Preschool to Year 7 students. Our OSHC is currently in the tender process.
- **Enrolment trends:** Historically, most of the students who enrol at North Ingle come from families who reside in the local area. We have a number of students whose parents attended North Ingle as a child. Families have recently moved away from the area to take up jobs elsewhere, moved to cheaper housing or moved due to family reasons. The small school community has been a desirable element in gaining new enrolments. The school based preschool in the last few years has shown a greater increase in enrolments to North Ingle School. The Preschool and School work in collaboration and take part in school activities as part of an on-going transition to school program.
- **Year of opening:** 1973
- **Public transport access:** Bus service along Bridge Road provide easy access to and from the city
- **Category of Educational Disadvantage:** 3.
- **Volunteers:** North Ingle School has a high number of volunteers working at the school in various roles. Regular volunteer training sessions are provided and all volunteers hold a DCSI Relevant History Screening Clearance.
- **Preschool:** Our school based Preschool offers families full day sessions every Tuesday and Thursday from 8.45 – 2.45 with a half day on Wednesday from 8.45 – 11.45. Additionally, our OSHC Service offers care for preschool children before and after school.
- **Playgroup:** Sessions are offered on Fridays from 9:00am –11.00am in the school based Preschool. This is an active program co-ordinated by parents who affiliate with Playgroup SA.

## 2. Students (and their welfare)

**School Values:** The school is committed to the development of the five core values:-

- Respect
- Integrity
- Caring
- Commitment
- Honesty

To do this, we provide a learning environment where:

- Everyone can feel safe and happy.
- Bullying and the use of verbal, physical, racial, sexual and psychological harassment is addressed and prevented through proactive strategies.
- Everyone is fair and respectful towards each another.
- The use of physical violence of any kind (e.g. fighting, hitting, kicking and rough games) is not tolerated and will be dealt with as a priority.

The school values are inherent in our positive working relationships, policies and promoted through teaching and learning programs.

**The School Vision** is to provide a safe and supportive learning environment, encouraging all students to achieve their potential as learners and global citizens. We are committed to working in partnership with our community and providing quality teaching and learning programs which promote the development of every child and young person.

**The School's Mission of *Achieving Together*** is to enthuse **all** students for lifelong learning; to teach values and to foster positive interactive relationships. We believe in the power of education to make a difference to the lives of individuals and society. We are committed to providing the best possible education for our learners to lead fulfilling, purposeful and productive lives. We provide a safe, stimulating learning environment by engaging students through the implementation of the Australian Curriculum. High quality teaching and learning is at the centre of our moral purpose as a school community. The Site Improvement Plan Priorities are Student Attendance, Literacy, Numeracy and Digital Technologies. Information & Communication Technologies are an integral part of 21<sup>st</sup> Century Learning at North Ingle School.

- **General characteristics**

Students are co-operative, polite and very caring. Our school values are reinforced regularly in students to instil a sense of pride, ownership, respect and responsibility. Our teaching practices and relationships are underpinned by our 5 guiding values of Respect, Integrity, Caring, Commitment and Honesty. Approximately 25% of students receive School Card assistance. The local community is made up predominately of English speaking families. About 30% of students identify with another cultural background. There are 9 students who identify with Aboriginal or Torres Strait Islander cultures.

- **Support offered**

Intervention, Special Education and Speech support programs are provided by the Deputy Principal and SSO staff to cater for students with additional and special needs.

- **Student Behaviour Management**

North Ingle Preschool to 7 School is a school with strong processes and policies around behaviour development and Restorative Justice Principles. Effective Student Behaviour Management programs operate in classrooms and the yard focussing on relationships and

restoring any harm to these relationships when conflict occurs. North Ingle School's Behaviour Management Policy provides a system of relationships, expectations and positive and negative consequences designed to promote effective learning. It strongly emphasises the use of positive practices to support students in making appropriate choices and accepting responsibility for their behaviour and achieving together.

- **Student Government**

Student representatives are elected by their peers annually to represent the views of their class at weekly Student Representative Council meetings. The SRC meet every fortnight each term to discuss issues raised through class meetings, participate in whole-school decision making processes and plan activities including fundraising, disco, Harmony Day and Wheels Day.

Student Representative Council has been in operation since 1990. Gender balance and inclusivity are major considerations in the construction of our SRC. The SRC is facilitated by the student elected Year 7 Executive and the Deputy Principal. The representation includes a male and female Chairperson, Aboriginal representative, Secretary and Safety Ambassador. Elections are held at the beginning of each year and introduce the students to formal voting procedures. The staff elected Year 7 Executive facilitates the SRC. Each class has regular meetings with matters being relayed to the SRC. Two representatives (a boy and a girl) from each class attend the fortnightly SRC meetings. Minutes are distributed to each class and the Governing Council.

- **School Dress Code**

Our student dress code is strictly enforced as it has strong community support and complements the behaviour development strategies, especially a sense of belonging.

- **Special programmes**

- All classes have a Buddy Class and engage in co-operative activities throughout the year which include reading, The Arts and whole school events
- A Student Review Team coordinates the provision of services to NEP students and other students requiring assistance e.g. Wave 1 Literacy Intervention, Speech programmes and SSO support
- Quick Smart Numeracy Intervention for Year 4-7 students lead by trained 2 SSO staff commenced in 2015
- The DECD Instrumental Music Program, offer guitar sessions to students from Years 5-7
- North Ingle School has a strong Instrumental Music Program offering acoustic guitar, piano, keyboard, flute, composition, recorder, violin and shared vocals. Learning through Music is the external provider for this music program
- Just Brass, in association with The Salvation Army at Ingle Farm we now offer students the opportunity to have free tuition, rehearsals and performances playing a variety of brass instruments
- The Early Years team hold a junior choir program once a week for students under the direction of a classroom teacher
- A Year 5 -7 Choir program is being run by our Deputy Principal
- A Boys' Social Skills Program for Years 3 to 5 operates each term. It is designed to support the school in developing and enhancing boys' social skills and abilities to appropriately problem solve
- A free Breakfast Club operates every Wednesday and Thursday from 8.20 am. An SSO and volunteers assist in this program each week.

### **3. Key School Priorities / Policies**

#### **Attendance**

- \* An Attendance Policy has been developed and a Brochure is included in the Student Enrolment Pack.
- \* All student absences are followed up by classroom teacher. Admin team support follow up with ongoing absences. Attendance Plans are developed with the student and family to support and improve their attendance. Referrals to Attendance and Engagement Officer are made when necessary.

#### **Numeracy**

- \* Developed a whole school Numeracy Agreement.
- \* All classes implement a non-interrupted 4 days a week whole school Literacy Block.
- \* Implementing Ann Baker Natural Maths Strategies R – 7 with a focus on Mental Routines and Problematised Situations
- \* The purchase of more numeracy resources in the junior primary and primary units
- \* To increase profile of numeracy within the community through parent information sessions, workshops and through regular newsletter articles
- \* The introduction of QuickSmart Numeracy intervention in 2015
- \* As part of the Montague Partnership staff will be involved in Learning Design, Assessment and Moderation of Student Work Samples in Numeracy

#### **Literacy**

- \* All classes implement a non-interrupted 4 days a week whole school Literacy Block.
- \* Providing a balanced literacy program through a whole school Literacy Agreement
- \* The purchase of new R-7 reading books and Guided Reading packs made available in the Literacy Resource Room
- \* Quality training and development programs to support Literacy learning
- \* The collection of school wide learning data (e.g. Running Records, Oxford Sight Words) to inform teaching and learning programs
- \* Assessment, Recording and Reporting as well as improving data collection methods and analysis to inform practice

#### **Student Wellbeing**

The development of Student Voice in students own learning and to become more active in decision making and initiatives throughout the school

- \* The development, review and implementation of key policies including: School Behaviour Code and Anti-Bullying policies
- \* The implementation of the Child Protection Curriculum across the school
- \* The promotion of healthy lifestyles through daily fitness activities in the classroom PE program, lunchtime scheduled games – skipping, soccer etc and the promotion of healthy food choices through our school canteen.
- \* All students are encouraged to take a 'brain break' during the morning block to have a drink of water and a healthy snack.
- \* A Pastoral Care Worker was appointed in 2017 to support students and families

## ICT

- \* Embedding Information and Communication Technology across the school (P-7) through interactive whiteboards, resource based learning and access to computer hubs throughout the school. There are Interactive Whiteboards in every classroom.
  - \* Use of Windows RT Tablets/ipods to support and enhance student learning
  - \* RT Tablets to support intervention programs
  - \* Upgrade of all hardware, admin and curriculum networks
  - \* There has been a whole school ICT Infrastructure upgrade including Fibre Optic Cabling, NBN and new WiFi system
  - \* Training and development in line with staff needs and promoting integration of ICT across the curriculum
- **Recent key outcomes:**
    - \* External Site Review was conducted in 2015 with affirming commendations and future recommendations as referenced on our school website
    - \* All staff involved in the co-construction of the School's Site Improvement Plan and aspects of The Annual Report
    - \* EALD scaling for EALD students
    - \* Early Years Reading Support teacher leading reading focus through a collaborative process with staff

## 4. Curriculum

### Subject offerings

As per DECD requirements, students experience a range of learning experiences in the eight areas of the curriculum.

- All staff plan and programme using the Australian Curriculum.
- Auslan introduced in 2017 as the LOTE Language for one day a week for all classes
- Specialist Science and Digital Technologies (NIT Program) for all classes weekly
- **Open Access:** Not applicable
- **Students with Additional needs:** A student review team discusses identified children as requiring special assistance including early intervention and resources which includes special education teacher time, SSO allocation for speech and to support students NEP and ILP programs.
- **Special curriculum features:** Learning at North Ingle, is supported through the use of student leadership and participatory decision making structures

- **Teaching methodology:**

Interactive Smart boards are now in all classroom teaching areas and in the Resource Centre. They promote the integration of ICT skills across the curriculum. Teachers use a broad range of TfEL - Teaching for Effective Learning pedagogies to develop and deliver the curriculum, Windows RT tablets and iPods are integrated to support student learning.

- **Assessment procedures and reporting:**

### Reporting timeline

Term 1 Week 3 - Acquaintance Night

Week 9 - Three-way Conferences

Term 2 in May- NAPLAN Online testing for Years 3, 5 & 7

Week 10- Mid Year Progress Reports

Term 3 Week 3- Optional Interviews with classroom teacher (parent/teacher requested)

Term 4 Week 9- End of Year Written Report

All reports adhere to the Australian Federal Governments requirements and align with The Australian Curriculum.

An R-7 agreed Assessment Plan is implemented to include: Phonological Awareness Screening of all Reception students and students at risk, NAPLAN test for Years 3, 5 & 7, PAT-Maths/ PAT-Reading assessment for Years 3 – 7, Running Records for all R – 7 students, SA Spelling assessment for Years 3 -7, Waddington Reading assessment for years R – 7 and Language and Literacy Levels assigned to EALD students.

- **Joint programmes**

North Ingle has established a close working relationship with the two local high schools in the Montague Partnership – Valley View Secondary High School and Para Hills High School. Programs take place to support Year 7 students in their transition to high school.

## 5. Sporting Activities

The school also accesses a range of specialist coaching clinics throughout the year in a wide range of sports which include soccer and cricket.

**General:** Annual Sports Day, Aquatics Years 6-7, Swimming R-5, Harmony Day, Book Week, Reconciliation Week, Premier's Reading Challenge, Student Leadership Programs organised or facilitated by SRC Executive and Safety Ambassadors which include lunchtime outdoor activities.

## 6. Other Co-Curricular Activities

**General:** No teams represent the school in competitions outside school hours.

## 7. Staff (and their welfare)

- \* **Staff profile:** A committed group of professionals who work as a team to provide the best possible educational program for the students. All staff are expected to work collaboratively in their learning teams– Early Years & Primary
- \* **Leadership structure:** Principal and Deputy Principal
- \* **Personnel Advisory Committee:** The PAC is representative of the Principal, a junior primary and primary representative and an ancillary staff member. Participative decision-making structures are in place.
- \* **Student Teachers:** Staff support UNiSA's post graduate teaching programme. The commitment consists of two teaching blocks plus individual days and is assisted by the Deputy Principal.
- \* **Classroom Structures:** The school is set up in 3 units.
- \* Early Years Unit (Yellow Unit)
- \* Primary Unit (Orange Unit)
- \* Year 3/4 Class and Science & Technologies Room (Red Unit which is adjacent to the Resource Centre)
- \* Collaborative planning takes place between teachers within the units

- \* All classrooms have Interactive Whiteboards
  - \* Staff meetings occur weekly with a 60 minute professional learning focus. This also includes teachers working in their Professional Learning Teams. There are two teams early years and primary year's with an active structure used for professional development and critical analysis These Professional Learning Communities are across year levels from P - 7. A 30 minute Administration time is set up at staff meetings. All other communication is presented in the Weekly News via Learnlink, the Day Book or emails.
  - \* Committee meetings: Staff are required to nominate a committee and work with their group towards the goals of the Site Improvement Plan.
  - \* Staff profile: A committed group of professionals who work as a team to provide the best possible educational program for the students. All staff are expected to work collaboratively in their learning teams and priority team structure to implement programs and policies. There are 2 learning teams – Early Years & Primary Years, and curriculum committee teams in Literacy, Numeracy, Student Well Being, ICT and Policy/Website development
- **Leadership structure:** Principal and Deputy Principal
  - **Performance Management:** Performance management structures are in place with the Principal and Deputy Principal, sharing responsibility for performance development of all staff. Meetings are held twice each year with written feedback provided at the conclusion of these meetings.
  - **Staff utilisation policies:** The school operates on a Governing Council model and constitution of governance. Conversions of Tier 2 and recharge of various grants enables the school to manage a comprehensive special education program with SSO's providing increasingly specialised services in Admin, Special Needs, Quicksmart, Aboriginal Education and Information Technology.
  - **Access to special staff:** Social Workers, Behaviour Coaches, Guidance Officers, Speech Pathologists, Hearing Impairment Services & Disability Services, a Pastoral Care Worker and a Well-Being Practitioner are accessed to provide assistance and support to students and families, and provide training as required for staff.

## 8. Incentives, support and award conditions for Staff

- A strong focus on internally managing workloads by encouraging and supporting colleagues. All matters to be presented to the Principal or PAC.
- Staff receive their 250 minutes of Non Instruction Time with the EB every week

## 9. School Facilities

- **Buildings and grounds:** Large oval, full sized soccer pitch and soft fall surfaced netball/basketball/tennis courts. Extensive hard play area and playgrounds for various age groups all with complete shade. Spacious class areas in the open space units.
- **Heating and Cooling:** modern reverse cycle air-conditioning for all teaching areas and the Assembly Hall installed in 2009 for climate controlled heating and cooling.
- **Specialist facilities:** Science & Technologies room, Automated Circulation system in both the Science & Technologies Room and Year  $\frac{3}{4}$  Room; Reverse Cycle Air conditioning in Resource Centre, Computer network for students in purpose built facility located in the Resource Centre - Computer Suite, Assembly Hall and carpeted activity room for indoor activities. Our school based Preschool is currently undergoing a one million dollar upgrade.



- **Student facilities:** Canteen supplies healthy snacks, drinks and lunches that are 'preservative/additive aware'. The canteen adheres to the DECD Healthy Eating Policy. The canteen is also our Home Economics Room with the aim of children developing natural disposition towards healthy foods that are additive free.
- **Staff facilities:** Spacious staff room, admin area, teacher preparation areas, literacy room, numeracy room, Quicksmart room, additional storage areas, and staff computer facility.
- **Access for students and staff with disabilities:** ready access, single storey building, with appropriate entry points. Disabled toilet in the office.
- **Access to bus transport:** public transport route within 300 metres.
- **Other:** Preschool located on site and integrated with the Junior Primary section of the school as well as Buddy Class. The preschool has its own landscaped, fenced, shaded outdoor learning area as well as a large undercover, enclosed sandpit and play equipment suitable for their stage of child development.
- **Major works completed include:**
  - All new wet areas, home economics room, large shade structure on asphalt and over preschool playground, construction of new walls and covered, secured outside walkways between admin and teaching areas
  - Painting, new refurbishment with new entrance for community use and access, polished flooring and painted interior and exterior woodwork
  - Fencing being erected on the site

## 10. School Operations

- **Decision making structures:** Staff meetings and Governing Council meetings are the major arenas for all decision making. The school operates on a democratic decision making model. Professional Learning Teams and Priority Teams are held as a subset of staff meetings. A range of other sub committees also operate including assessment & reporting committee, social committee and sports committee. The Governing Council has a range of subcommittees which report back to Council regularly including Finance, Canteen, (PACE) Fundraising, Grounds, OSHC. Clear policy statements are formulated and focus on consultation and consensus with the Governing Council and school community
- **Regular publications:** Daybook, school newsletter and weekly staff bulletin, communication to families from the new Konnective App.
- **Other communication:** Parent Information Folders are given out to new parents as part of their induction to the school. Emails are used as a reliable correspondence tool between staff.
  - Other policies/brochures include Attendance Policy, Information for Volunteers, Anti-Bullying Policy, SunSmart Policy, Student Computer Network Acceptable Use Policy, Assessment & Reporting Policy, TRT Information Folders, Administration Handbook, Uniform Policy, Weather Policy, and Mobile Phone Policy. All school policies are accepted by staff and endorsed by Governing Council.
- **School financial position:** Substantive Reserve available
- **Special funding:** This includes Better Schools Funding as well as annual grants for Early Years Literacy Improvement Funding, Primary Learning Improvement School Allocation and APAS.

## 11. Local Community

- **General characteristics:** Although most families are from English speaking backgrounds, there is also cultural diversity with children from the following backgrounds being represented: Aboriginal, Afghan, Afrikaner, Cambodia, Chinese, Croatian, Egyptian,

English, Filipino, Greek, Indonesian, Indian, Iranian, Irish, Italian, Khmer, Maori, Punjabi, Polish, Russian, Serbian, Vietnamese and Welsh,

- **Parent and community involvement:** Governing Council and its various sub committees create a highly effective decision making body. These sub-committees consist of Canteen, PACE (Parents Assisting Children's Education), Out of School Hours Care, Finance and Grounds
- Parental support and involvement in the school is extremely positive and significant in the delivery of programs and hosting of school community events. There is widespread volunteering support for celebrations and whole school events and supporting classroom reading and maths programs. The canteen operates two days a week managed by a network of volunteering parents. Volunteers, staff and students operate a Breakfast club program twice a week in the mornings. A successful PIE Grant application was granted to increase participation with disadvantaged families through a mosaic project in 2015. Mosaics will be displayed in the school yard.
- **Other local care and educational facilities:** Para Hills High, Valley View Secondary, The Heights School and Roma Mitchell Secondary College provide secondary education facilities.
- **Commercial/industrial and shopping facilities:** Major local shopping facilities are available at Ingle Farm about 1.2km away and a smaller range of facilities is available at Para Hills also approximately 1km.
- **Other local facilities:** Very extensive sports fields are available at The Paddocks, approximately 1km away. Para Hills and Ingle Farm Libraries are within walking distance to the school.
- **Local Government body:** Salisbury City Council