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
Fax No.: 08 8396 1778
Preschool attached: YES

February FTE Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td>2010</td>
<td>20.0</td>
<td>25.0</td>
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<td>14.0</td>
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<tr>
<td>2015</td>
<td>22.0</td>
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TOTAL (excluding Preschool) | 127 | 130 | 114 | 104 | 126 | 143

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 |
Aboriginal FTE Enrolment | 25.0 | 22.0 | 14.0 | 7.0 | 10.0 | 16.0 |
Cultural Backgrounds | 19.0 | 22.0 | 22.0 | 11.0 | 11.0 | 11.0 |

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
- **School email address:** dl.1183.info@schools.sa.edu.au
- **Staffing:**
  - 6.0 (Tier 1) Classroom Teachers
  - 0.6 Preschool Teacher
  - 0.2 LOTE Chinese Teacher
  - 0.7 The Arts/History Teacher
  - 0.2 Aboriginal Education Teacher
  - 0.13 EALD teacher
  - 9.1 ACEO hours

**Ancillary Allocation:**
- 60.00 permanent SSO hours per week (incl 6 hours of Speech Support per week)
- Administration Officer/Finance Officer
- 60 hours per week - School Service Officers
- 21.0 Preschool SSO hours per week
- 10 SSO hours per week – ICT Consultant
- 6 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.
- **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 ongoing 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 other.
- 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 focus on - Student Attendance, Literacy, Numeracy and Student Well-Being. Information & Communication Technologies have been an integral part of 21st 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 17% of students identify with another cultural background. There are 10 students who identify with Aboriginal or Torres Strait Islander cultures.

- **Support offered**
  Intervention and special education support programs are provided by the Deputy Principal and SSO staff to cater for students with additional / special needs.

- **Student management**
  North Ingle Preschool to 7 School is a school with strong processes and policies around behaviour development and Restorative Practice principles. Effective Student Behaviour Development 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 Development 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 Voice meetings. The Student Voice meet every fortnight each term to discuss issues raised through class meetings, participate in whole-school decision making processes and plan activities.

Junior School Council has been in operation since 1990. Gender balance and inclusivity are major considerations in the construction of our JSC. The JSC is facilitated by the student elected Year 7 Executive and the Deputy Principal. The representation includes a male and female Chairperson, Aboriginal representative and Secretary. Elections are held at the beginning of each year and introduce the students to formal voting procedures. The student elected Year 7 Executive facilitates the JSC. Each class has regular meetings with matters being relayed to the JSC. Two representatives (a boy and a girl) from each class attend the fortnightly JSC 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 SSO staff to commence in 2015.
  - The DECD Instrumental Music Service 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
  - The Early Years team hold a junior choir program once a week for students under the direction of a music/choir teacher
  - A free Breakfast Club operates every Wednesday and Thursday from 8.15 am by the Canteen. Volunteers assist in this programed each week.

### 3. Key School Priorities / Policies

**Attendance**

- The development of an Attendance Policy and a new Attendance Brochure for the Student Enrolment Pack
- All student absences to be followed up by classroom teacher. Admin team to support ongoing absences. Referrals to Attendance and Engagement Officer to be made when necessary.

**Numeracy**

- Developing a whole school Numeracy Block.
- 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

**Literacy**

- All classes implement a non-interrupted whole school Literacy Block 5 days a week
- 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 & development programs to support Literacy learning
- The collection of school wide learning data (eg. 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.

**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.
- Server upgrade
- Training and development in line with staff needs and promoting integration of ICT across the curriculum.

**Recent key outcomes:**

- External Validation Review was conducted in May 2013 with affirming commendations and future recommendations
- All staff involved in the co-construction of the School’s Site Improvement Plan and aspects of The Annual Report
- Implementation of Learning Achievement Summaries and 3 way conferences across all classes
- EALD scaling for EALD students
- Literacy Block with SSO support 4 days a week in every classroom
- Early Years Reading Support teacher leading reading focus through a collaborative process with staff
4. Curriculum

Subject offerings

- All Staff plan and programme using the Australian Curriculum and aspects of SACSA. All staff plan to adopt the Australian Curriculum by the end of 2016.
- LOTE- Chinese one day a week for all classes
- Specialist History/ The Arts (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 10- Three-way Conferences
- Term 2 Week 3- NAPLAN test 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 one of our local high schools – Valley View Secondary High School. Programs take place to support Year 7 students in their transition to high school.

North Ingle being a small school has linked with Ingle Farm Primary in the past to involve upper primary students in competitive team sports.
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. The upper primary students have participated in an inter school sports challenge in football and netball.

**General:** Annual Sports Day, Aquatics Years 6-7, Swimming R-5, Harmony Day, Book Week, Reconciliation Week, Student Leadership Programs organised or facilitated by JSC Executive and Safety Ambassadors (includes lunchtime Kids Club, Dance, Origami Book Club) Premier’s Reading Challenge.

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 which centres on pairs of pre-service teachers working and learning with a mentor teacher throughout the year. 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 5/6 Class and Art 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 an 80 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 or Day book.
- **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, Aboriginal Education and Information Technology.

- **Access to special staff**: Social Workers, Behaviour Coaches, Guidance Officers, Speech Pathologists, Hearing Impairment Services & Disability Services 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 have chosen to retain 200 minutes of Non Instruction Time with the EB and ‘time bank’ the additional 50 minutes of non-face to face time. This has meant that each fulltime teacher has 6 days per year to use on professional development, planning and programming, writing reports, attending conferences. All days need to be negotiated with the Principal.

## 9. School Facilities

- **Buildings and grounds**: Large oval, full sized soccer pitch and brand new 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**: Art/room, Automated Circulation system 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.
- **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. All meals are under $5.00.
- **Staff facilities**: Spacious staff room, admin area, teacher preparation areas, literacy room, numeracy 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.
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, OSHC. Clear policy statements are formulated and focus on consultation and consensus with the Governing Council and school community.

- **Regular publications:** Daybook, fortnightly 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 Commonwealth Literacy Grant (for disadvantage), as well as annual grants for Early Assistance, Early Years Literacy Programme, APAS, English as an Additional Language and Dialect (EALD).

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, African, Chinese, English, Welsh, Irish, Greek, Indian, Iranian, Filipino, and Serbian.

- **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 Public Relations. 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 three times a week managed by a strong 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. This is a very exciting and inclusive venture for the school.

- **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 walking distance to the school.

- **Local Government body:** Salisbury City Council