

SCHOOL CONTEXT STATEMENT

Updated 06/02/2017

School Name: Ingle Farm East Primary School

School Number: 0925

1. General Information

Part A

Schoolname : INGLE FARM EAST PRIMARY SCHOOL
School No. : 0925 Courier :
Principal : Mr Mike Sims
Postal Address : See below
Location Address : 18 Halidon Street, Ingle Farm 5098
Partnership : Montague
Distance from GPO : 16 kms Phone No. : 08 82645166
CPC attached : NO Fax No. : 08 83961862

	2014	2015	2016	2017
February FTE Enrolment				
Primary				
Special, N.A.P. Ungraded etc.				
Reception	26	14	22	17
Year 1	31	29	16	25
Year 2	29	27	22	15
Year 3	18	28	27	21
Year 4	24	24	27	26
Year 5	19	25	20	29
Year 6	19	23	22	23
Year 7	20	19	22	23
TOTAL	190	190	178	179
School Card Approvals (Persons)	36.2%	36.2%	31.5%	34%
NESB Total (Persons)	29.1%	29.1%	24.72%	18.75%
Aboriginal FTE Enrolment	7.36%	10.7%	7.3%	7.9%

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

- Senior Leader
: Mr Matt Kerslake
- Staffing numbers
: 11.2. Library Manager (SSO1)

- OSHC
OSHC is a service licensed for 35 children and provides a before and after school as well as vacation care programs
Directors: Ms Joylene Burford and Racheal Aikman
- Enrolment trends
: Last 5 years enrolments have been stable with 8 classes.
- Year of opening
: 1970
- Public transport access
: We are serviced by a number of buses including the T500, 506 and 560

2. Students (and their welfare)

- General characteristics
: The majority of students are of English descent, with 42 students identifying as coming from a non-English speaking background. Currently, there are 14 identified Aboriginal students. The number of school card students has remained steady the last few years. At the beginning of the year 34% of students qualified for school card. The school currently has a 0.6 counsellor this support is used to assist programs that build positive behavioural learning and robust values
- (Pastoral) Care programs
: Pastoral care is provided through each class program and individual programs are negotiated with the Senior leader. A social ed program is implemented in term 1.
The school also has a Pastoral Care worker
- Support offered
There is a focus on the development of Social Expectations for all members of the school community and subsequent training and development for staff. There is an expectation that these programs across the R-7 range will be an integral part of all classroom programs.
Restorative practices are implemented to support problem solving.
- Student management
Staff assist students through a variety of strategies to self manage appropriate behavioural outcomes.
 - Student engagement
: There are 2 groups that meet fortnightly- SRC and SLC
: Across the school programs include:
 - Buddy classes across implement a variety of cross level programs.
 - End of year concert involves students R-7 in a variety of roles.

3. Key School Policies

- **Statement of Purpose**

: Vision

Ingle Farm East Primary School is where:

- community partnerships are built
- open communication and respect are the norm
- a safe environment for all is achieved
- high expectations and the pursuit of personal excellence is supported
- the fostering of individual strengths; are valued.

We are guided by our Vision Statement which states:

“Ingle Farm East Primary School is a community school where staff, parents and students cooperate to provide a safe, caring, challenging learning environment where each individual is supported and encouraged to meet their full potential.”

Contextual Influences

With diverse individual values and attitudes within the community. We implement strategies to ensure that parents/caregivers within the school are able to be involved in decision making which affects their children.

In accordance to the levels of disadvantage we are a category 3 school

Core Business

The core business of Ingle Farm East Primary School is Teaching and Learning. The core business is to provide relevant, challenging and rigorous opportunities to develop skills, abilities and attitudes which enable students to participate effectively beyond the school. It is demonstrated by:

- ensuring that student learning is the main priority
- teaching pedagogy based on TfEL
- students developing skills to make responsible choices about their learning
- providing structures within the school to support Teaching and Learning
- ensuring resources are tied to improvement planning for Teaching and Learning
- providing a curriculum based on Australian Curriculum
- enabling students to have the opportunity to focus on their strengths and to develop their weaknesses
- ongoing assessment of student achievement based on predetermined targets and performance indicators.

Values and Principles

We, as a community, believe in:

- providing a supportive learning environment which allows students to take risks and which provides opportunities for students to have the confidence and skills to explore new challenges and new technologies
- providing an environment where students become competent in making informed decisions about their futures and in dealing with conflict in non-violent and respectful ways
- community partnerships in the education of students at our school.

Long Term Objectives

That all students are provided with learning opportunities which allow them to reach their full potential and that students become literate, numerate, that they are active learners, that they become competent users of technology, that they are able to deal with conflict in non violent and appropriate ways and are able to solve problems and make informed and responsible decisions about their futures.

4. Curriculum

- Site Improvement Plan priorities
 - Literacy
 - Numeracy
- Subject Offerings
 - : As per DECD requirements, students experience a range of learning experiences in the eight areas of the curriculum. LOTE is Japanese.
- Special needs
 - : We aim to provide support for students with special needs, whether they be extension or remedial. A program to identify those students requiring special assistance (apart from NEP students) is coordinated by the Senior Leader. There is a process of referral by classroom teachers. Special programs include speech therapy, work with a SSO on a 1:1 basis or in a small group. Students with an NEP have a specially negotiated individual program. Extra SSO support funds are provided from school budget. There is a formal review and evaluation process.
 - EALD students' language levels are assessed using the Language and Literacy Levels across the Australian Curriculum:
- Special curriculum features
 - All classes are implementing strategies to support students to negotiate learning
 - All classes are involved in computer lessons providing students with skills in using programs and performing specific computer functions which are applied across the learning areas.
 - R-2 classes engage in the Wellbeing classroom
 - The Stephanie Alexander Kitchen Garden program provides students in Years R-7 with real life experiences of planting, growing, harvesting, cooking and tasting fresh, organic food.

- The Arts is a focus with a specialist teacher delivering high quality programs in Visual Arts and Media Arts. A 5 week dance program facilitated by Footseps occurs every 2 years.
- Teaching Methodology
 - Teachers use the South Australian “Teaching for Effective Learning” framework to ensure learning programs are relevant to student needs, provide regular feedback to students about their progress and encourage students to develop higher order thinking skills.
 - Assessment and Reporting occurs in a variety of ways, as per our Assessment policy. The aim of our assessment and reporting practices is to provide parents with specific information about what student know, understand and experience. Assessment informs planning and programming. Our reporting guidelines provide the following opportunities for exchange of information and for future planning.
 - Acquaintance night – term 1 /week 3.
 - Three way interviews – term 1 /week 10 and term 3, week 8
 - Written reports Term 2 week 10 and term 4 week 9.
- Joint programmes
 - There are some activities with local kindergartens and the feeder Secondary School for transition purposes. 6/7 classes are often invited to attend various programs at Valley View Secondary School
 - Buddy classes work together on a range of vertically aged activities.

5. Sporting Activities

- Students are encouraged to participate in local SAPSASA competitions.
- Sporting clinics are used as often as possible to introduce students to a wider range of sporting activities.

6. Other Co-Curricular Activities

- Children`s University

7. Staff (and their welfare)

- Staff profile
 - 20% of staff are part time employees.
- Leadership structure
 - : While responsibility of the school remains with the principal, to practice a policy of leadership density, a system is established where all staff are involved in making decisions which affect them. This occurs in the following ways:
 - A structure is established which allows for the involvement of a representative group of staff to make decisions in committees. Each committee is aligned to one of the school’s improvement targets. Each committee meet on a regular basis to discuss and make plans for meeting the school’s improvement targets. They are responsible for the training and development program for the school.
 - There is a regular weekly meeting of the leadership team. This provides an avenue for discussion of current issues and concerns.

- Staff support systems
: Staff work in teaching teams, all staff are involved in personal Performance Agreements where support is negotiated.

8. Incentives, support and award conditions for Staff

- Complexity placement points
:1.5.
- Cooling for school buildings
:Refer to School Facilities section below.

9. School Facilities

- Buildings and grounds
:The buildings consist of one single and a double storied building. & a single story Resource Centre. Grounds are pleasant and extensive.
There are of two playground areas, an outdoor netball/ basketball court, half court tennis, a paved area and an oval.
The school has a purpose built kitchen for Stephanie Alexander program and an Outdoor learning area and Japanese garden.
- Cooling
:All classrooms have reverse cycle air conditioning.
- Specialist facilities
: Resource Centre is well stocked and housed in a single storeyed building which also incorporates the computer suite, 30 IBM computers, with a projector linked. Resources are catalogued on a computer. There is a scanner and students have access to digital cameras and video cameras. There are two computer pods with printer. All computers are networked and linked to the internet. Laptops, IPADS and interactive white boards available for staff in each classroom. There is a Technology Lab. Photocopying is available through a photocopier linked to Admin computers and a separate photocopier. There are four Art areas in the school and two Activity rooms. A Canteen is staffed by a Manager and volunteers. A kitchen area has been established to support the Stephanie Alexander kitchen program. Rooms have been established to support intervention .
- Staff facilities
: A staff room and teacher preparation areas are available in various areas of the school.
- Access for students and staff with disabilities
: There are ramps in both buildings, however, there is no facility for wheelchair access upstairs.
- Access to bus transport
: Public Transport nearby.

10. School Operations

- Decision making structures
: Decision making occurs through Staff meetings, committees, Student Voice teams and through the Governing council.
- Regular publications
: School newsletter is published once per fortnight, staff handbook is updated yearly; parent handbook and pamphlets are available.
- Other communication
: Daily notices are an integral part of school life and staff are expected to read them daily. Whole school timetable is kept up to date in the staff room. Whole school assemblies occur each week with each class having responsibility for one assembly per term. A parent noticeboard outside the Resource Centre is used to share community information.
- School financial position
: The school is in a sound financial position with resourcing targeted to the School's Improvement Plan and keeping current in technological advances.
- Special funding
: The school has recently been successful in securing funding in relation to the National Schools Chaplaincy program.

11. Local Community

- General characteristics
: There is an increasing enrolment from other cultures.
- Parent and community involvement
: This occurs in a variety of different ways including:
 - Rocket Reading
 - Reading club
 - Canteen
 - Breakfast Club
 - SAPSASA
 - Working Bees
 - Fund Raising
 - Library
 - Stephanie Alexander kitchen program
- Feeder schools
: Ingle Farm East Primary School is one of about eight feeder schools to Valley View Secondary School which is situated in walking distance. Students beginning Reception generally have attended either Ingle Farm Children`s Centre, or Valley View Kindergarten.
- Playgroup is offered each Friday morning
- Commercial/industrial and shopping facilities
: Ingle Farm Shopping Centre and Tea Tree Plaza are both nearby.
- Other local facilities
: Community Library and Indoor Sports stadium nearby.