

# SCHOOL CONTEXT STATEMENT

Updated 29/01/2021

**School Name:** Ingle Farm East Primary School

**School Number:** 0925

**School Name:** Ingle Farm East Disability unit

**School Number:** 5532

## 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

	2018	2019	2020	2021
Disability Unit	10	16	15	24
Special class				6
Reception	15	24	28	25
Year 1	25	16	29	26
Year 2	27	26	17	23
Year 3	14	25	26	21
Year 4	23	14	28	29
Year 5	28	20	21	27
Year 6	32	25	23	29
Year 7	23	25	19	22
<b>TOTAL</b>	<b>197</b>	<b>191</b>	<b>206</b>	<b>223</b>
School card	34.4%	41.36%	36.4%	39.1%
NESB	16.04%	13.61%	16.5%	11.6%
Aboriginal FTE	11.12%	14.14%	16.02%	13.9%

### Part B

- Senior Leader  
: Mr Matt Kerslake
- Disability Unit Coordinator  
: Ms Tamara O`Keefe
- Staffing  
School: Teaching Staff: 12 FTE  
Ancillary Staff: 350 hrs/week  
Unit: Teaching Staff: 2.6 FTE  
Ancillary Staff: 112 hrs/week



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Updated 8<sup>th</sup> February 2021

- OSHC

OSHC is a service licensed for 35 children and provides a before and after school as well as vacation care programs.

Director: Ms Rachel Hutchens

- Special Options

We have a Disability Unit with three classes with the capacity for 24 students.

We also have one R-4 Special class with the capacity for 8 students.

- Enrolment trends

Enrolment of students in the main stream has slightly decreased at the beginning of the year. The school is still operating with 8 classes in the main stream.

- Year of opening

1970

- Public transport access

We are serviced by a number of buses including T500, 506 and 560

## 2. Students (and their welfare)

- General characteristics

The majority of students are of English descent, with 11.5% of students identifying as coming from a non-English speaking background. Currently, there are 30 identified Aboriginal students. The number of school card students has remained steady the last few years. At the beginning of the year 39% of students qualified for school card.

- (Pastoral) Care programs

Pastoral care is provided through each class program and individual programs are negotiated with the Senior leader.

The school also has a Pastoral Care worker who works 2 days a week

- 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.
- Students run x2 assemblies each term.



## 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



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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**

- School Improvement plan priorities
  - Reading
  - Writing

- Subject Offerings

As per Department for Education requirements, students experience a range of learning experiences in the eight areas of the curriculum. LOTE is Japanese.

- Special needs ( main stream)

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 is coordinated by the Senior Leader. There is a process of referral by classroom teachers via the Student Review Team. Special programs include speech therapy, Quicksmart, Minilit and work with a SSO on a 1:1 basis or in a small group. Students with a One Plan 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.

The Stephanie Alexander Kitchen Garden program provides students R-7 with 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 Music and Drama. A 5 week dance program which is funded by the school and facilitated by Footstep's 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/ Meet the teacher – term 1 / week 2.
- 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 to introduce students to a range of sporting activities.

## **6. Other Co-Curricular Activities**

- Children`s University
- Just Brass

## **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.

- Performance Development

Members of the Leadership Team share line management responsibility and meet with staff regularly to discuss learning programs and staff performance development opportunities. All staff are required to submit a



Performance Development Plan early in Term 1 and this plan is reviewed at least twice per year in line with Department for Education requirements.

Staff are encouraged to conduct peer observations and Leadership also

conduct observations to assist teachers in their personal reflection.

Staff are also involved in PLC's which focus on School Improvement Plan directions.

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

- Complexity placement points

1.5.

## **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.

Our new COLA provides additional shelter and opportunities for outdoor learning

- Cooling

All classrooms have reverse cycle air conditioning

- Specialist facilities

The 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. Students in the primary years have access to chromebooks. 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 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

The Newsletter is published fortnightly and is the major source of Communication between home and school. The newsletter can be accessed from the school's website: [www.ingleastps.sa.edu.au](http://www.ingleastps.sa.edu.au) and on skoolbag Skoolbag App

This app is valuable in ensuring our families are kept up to date with all school information. This simple, user friendly app provides our school with an easy way to tell parents and carers everything they need to know about school news, newsletters, events, cancellations, notices, information and documents. There is also the facility to complete an 'eform' to let the school know about student absences. The app is a free download from the relevant store on Apple, Android and Windows devices.

- Other communication

Regular staff communication occurs through the 'day book', staff notices and email Daily notices are an integral part of school life and staff are expected to read them Whole school timetable is kept up to date in the staff room.

Staff handbook is updated yearly; parent handbook and pamphlets are available.

Whole school assemblies occur each fortnight with each class having responsibility for one assembly per term.

A parent noticeboard outside the Resource Centre is used to share community information.

The Annual Report is documented at the end of each year and presented at the Governing Council AGM in March. It is also available via the school's website.

- 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 continued to be 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:

- Canteen
- Breakfast Club
- SAPSASA
- OSHC
- Governing Council
- Fund Raising
- Stephanie Alexander kitchen program
- Children`s University
- Just Brass

- 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 in the OSHC

- Commercial/industrial and shopping facilities

Ingle Farm Shopping Centre is walking distance from the school

- Other local facilities

Community Library and Indoor Sports stadium nearby.

