

# SCHOOL CONTEXT STATEMENT

Updated 10/6/2026



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

Preschool attached : YES

Fax No. :08 8396 1778

#### February FTE Enrolment

	2018	2019	2020	2021	2022	2023	2024	2025	2026
Preschool	30.0	19.0	25.0	26.0	27.0	28.0	35.0	32.0	27.0
Reception	27.0	22.0	25.0	25.0	27.0	29.0	20.0	34.0	16.0
Year 1	26.0	29.0	16.0	17.0	22.0	25.0	22.0	27.0	30.0
Year 2	14.0	25.0	19.0	20.0	15.0	21.0	31.69	19.0	21.0
Year 3	17.0	15.0	25.0	26.0	18.0	15.0	21.0	28.0	18.0
Year 4	17.0	16.0	24.0	24.0	22.0	20.0	18.0	21.0	25.0
Year 5	20.0	16.0	15.0	15.0	24.0	22.0	26.69	19.0	23.0
Year 6	23.0	21.0	16.0	15.0	13.0	20.0	25.0	27.0	15.0
Year 7	17.0	23.0	13.0	14.0	N/A	N/A	N/A	N/A	N/A
Total	161	167	153	156	141	152	164.38	175	148

	2018	2019	2020	2021	2022	2023	2024	2025	2026
School card approvals (persons)	57.0		55.0	59.0		35.0	42	46	25
NESB total (persons)	50.0	63.0	37.0	42.0	47.0	43.0	73	76	63
Aboriginal FTE enrolment	14.0	10.0	6.0	6.0	8.0	12.0	10.0	18.0	13.0
Cultural backgrounds	22.0	20.0	25.0	21.0	19.0	20.0	19.0	20.0	28.0

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:** Matt Cailles
- **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:**

7.0 (Tier 1) Classroom Teachers

2 x Preschool Teachers

0.3 LOTE Auslan Teacher

0.8 Science & Technologies Teacher

0.3 EALD Teacher

0.3 P.E. Teacher

24.00 Pastoral Care hours

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

45 permanent hours per week – SSO support

104.45 hours per week - IESP support

39.0 Preschool SSO hours per week

6.5 ACEO hours

7.5– ICT Consultant hours

10 hours per week - Grounds person - Independent Contractor

3 hours – GSE3

➤ **Partnerships 21 Status:** Signed off February 2002

- **OSHC:** Third party external provider, Happy Haven offers a Before and After School Care program for Preschool to Year 6 students.
- **Enrolment trends:** Historically, most of the students who enrol at North Ingle come from families who reside in the local area. Some families have recently moved away from the area to take up jobs elsewhere, moved to cheaper housing or moved due to family reasons. There has been an increase in enrolment of students who have English as an additional language or dialect (EALD). 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 services along Bridge Road provide easy access to and from the city.
- **Category of Educational Disadvantage:** 5.
- **Volunteers:** All volunteers hold a WWCC Relevant History Screening Clearance and a RAN Certificate. Volunteers support in the library, classroom literacy/numeracy programs, the Canteen and whole school events.
- **Preschool:** Our school based Preschool offers families full day sessions every Tuesday and Thursday from 8.45am – 2.45pm with a half day on Wednesday from 8.45am – 11.45am. Additionally, our OSHC Service offers care for preschool children before school each day and after school on Tuesdays and Thursdays. The 2023 Mid-Year Intake has enabled the preschool to operate 5 days a week at full time for Terms 3 and 4.
- **Playgroup:** Sessions are offered on Wednesday afternoons from 1:30pm – 2.45pm 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.
- Restorative practices are implemented to support all students

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 Literacy (Reading) and Numeracy. 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 five guiding values of Respect, Integrity, Caring, Commitment and Honesty. Approximately 30% of students receive School Card assistance. About 35%% of students identify with another cultural background. There are 7 students who identify with Aboriginal or Torres Strait Islander cultures.

### • **Support offered**

Special Education and IESP intervention programs and processes are managed by the Deputy Principal. Speech support programs are provided by The Department's speech Pathologist and implemented by the SSO staff to cater for students with additional needs.

### • **Student Behaviour Management**

North Ingle Preschool to Year 6 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 damage to such when conflict occurs. North Ingle School's Behaviour Management Policy provides a system of relationship 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, accepting responsibility for their behaviour and achieving together.

- **Student Leadership**

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 three weeks each term to discuss issues raised through class meetings, participate in whole-school decision making processes and plan activities including fundraising and assemblies.

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 6 Executive and the Deputy Principal. Elections are held at the beginning of each year and introduce the students to formal voting procedures. 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 behaviour development strategies, especially a sense of belonging.

- **Special programmes**

- 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 IESP students and other students requiring assistance e.g. Wave 1 Literacy Intervention, Speech programmes, SSO support and EALD
- The Department for Education Instrumental Music Program, offer guitar sessions to students from Years 4-6
- 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.
- In association with The Salvation Army Just Brass Program at Ingle Farm we now offer students the opportunity to receive free tuition, facilitated rehearsals and performances in playing a variety of brass instruments.
- Each term the school applies for a grant through the Sporting Schools' Association which includes Netball, Basketball, Soccer, Football and Tennis.
- Mentor programs for individual students are offered periodically through Kick Start for Kids, Anglicare and Baptist Care.
- A free Breakfast Club supported by Kick Start for Kids operates every Wednesday and Thursday from 8.20 am. An SSO and student volunteers assist in this program each week.

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

#### **Literacy 2026**

- \* A balanced Literacy Program is guided by a whole school Literacy Agreement.
- \* All classes implement a non-interrupted 4 days a week whole school Literacy Block.
- \* The purchase of new R-7 reading books and Guided Reading packs.
- \* Quality training and development programs to support Literacy learning.

- \* The collection of school wide learning data (e.g. DIBELS, Letters and Sounds Phases, PAT Reading) to inform teaching and learning programs.
- \* Assessment, recording and reporting as well as improving data collection methods and analysis to inform practice.

## **Numeracy 2026**

- \* All classes continue to facilitate a non-interrupted 4 days a week whole school Numeracy Block.
- \* Implementing The Big Ideas in Number Principles (BliN) R – 7 with a focus on the Mathematical Learning Continuum and the Australian Curriculum Maths Units of Work.
- \* The collection of school wide learning data e.g. PAT Maths BliN assessments to inform teaching and learning programs.

## **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 the Attendance and Engagement Officer are made when necessary.

## **Digital Technologies**

- \* Embedding Information and Communication Technology across the school (P-6) through interactive whiteboards, resource based learning and access to computer hubs throughout the school. There are Interactive Whiteboards or Smart TVs in every classroom.
- \* Use of iPads, laptops to support and enhance student learning.
- \* Laptops/iPads to support intervention programs
- \* Upgrade of all hardware, admin and curriculum networks
- \* Training and development in line with staff needs and promoting integration of ICT across the curriculum

## **Student Wellbeing**

The ongoing encouragement and management of Student Voice in 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.
- **Recent key outcomes:**
    - \* External Site Review was conducted in Jan 2023 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.

## 4. Curriculum

### Subject offerings

As per Department for Education requirements, students experience a range of learning experiences in the eight areas of the Australian Curriculum.

- All staff plan and programme using the Australian Curriculum.
- Specialist Areas – Auslan, PE, 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 requiring special assistance, including early intervention and resources which comprises special education teacher time, SSO allocation for speech and to support students One Plan 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 or Smart TVs 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 teaching for Effective Learning (TfEL) pedagogies to develop and deliver the curriculum, laptops and iPads are integrated to support student learning.

- **Assessment procedures and reporting:**

#### Reporting timeline

Term 1 - Week 3 - Acquaintance Night

Term 1 - Week 7 - NAPLAN Online testing for Years 3 & 5

Term 1 - Week 9 – Parent-Teacher Interviews

Term 2 - Week 10 - Mid Year 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-6 agreed Assessment Plan is implemented to include: Phonological Awareness Screening of all Reception students and students at risk, PASM assessment, NAPLAN test for Years 3 and 5, PAT-Maths/PAT-Reading assessment for Years 3 – 6, DIBELS R-6, Letters & Sounds Phases of Assessment 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 School and Para Hills High School. Programs take place to support Year 6 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, tennis, football, softball, rugby and cricket.

**General:** Annual Sports Day, Aquatics Years 6, 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. Students have begun competing in SAPSASA Athletics events which has been facilitated by teachers and practised during recess and lunch breaks at school.

## 6. Other Co-Curricular Activities

**General:** The school joined the SAPSASA Athletics competition in 2022.

## 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 represented by the Principal, two teacher representatives, and an ancillary staff member. Participative decision-making structures are in place.
- \* **Pre-Service Teachers:** Staff support UNI SA's graduate and post graduate teaching programmes. The commitment consists of a teaching block plus individual days and is overseen by the Deputy Principal.
- \* **Social Work Students:** Staff support UNI SA's graduate and post graduate teaching programmes. The commitment consists of a placement blocks and is overseen by the Deputy Principal and /or Principal.
- \* **Classroom Structures:** The school is set up in 3 units.
  - \* Early Years Unit (Yellow Unit) including Auslan teaching area
  - \* Primary Unit (Orange Unit)
  - \* The Science & Technologies Rooms (Red Unit which is adjacent to the Resource Centre)
  - \* Collaborative planning takes place between teachers within the units.
  - \* All classrooms have Interactive Whiteboards or Smart TVs.
- \* Staff meetings occur weekly with a 60 minute professional learning focus. This also includes teachers working in their Professional Learning Teams aligned to the goals on the SIP. There are three teams, Preschool, Early Years and Primary Years. A clear structure is developed for professional development and critical analysis of data. These Professional Learning Teams are across year levels from P - 6. A 30 minute Administration time is set up at staff meetings. All other communication is presented in One Note or emails.
- \* **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.
- **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 by the line manager.
- **Staff utilisation policies:** The school operates on a Governing Council model and constitution of governance. Conversions of Tier 2 enables the school to employ SSO's to support literacy intervention in every classroom.
- **Access to Support Services:** 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 within the EB agreement.

## 9. School Facilities

- **Buildings and grounds:** Large oval, full sized soccer pitch and 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 for climate controlled heating and cooling.
- **Specialist facilities:** Science & Technologies room, Automated Circulation system in both the Science & Technologies Room and Performing Arts/EALD; 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.
- **Student facilities:** Canteen supplies healthy snacks, drinks and lunches that are 'preservative/additive aware'. The canteen adheres to the Department for Education 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, Administration area, teacher preparation areas, Literacy room, Numeracy room, Auslan area, additional storage areas, and staff laptop computer facilities.
- **Access for students and staff with disabilities:** Ready access, single storey building, with appropriate entry points. Disabled toilet in the Administration area.
- **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:**
  - Painting of Teacher Work room.
  - Installation of a new retaining wall and garden beds located adjacent to the undercover play area.
  - Student toilets painted and handball areas resurfaced

## 10. School Operations

- **Decision making structures:** Staff meetings and Governing Council meetings are the major domains 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,

Fundraising, Grounds and OSHC. Clear policy statements are formulated and focus on consultation and consensus with the Governing Council and the School Community.

- **Regular publications:** One Note, school newsletter and daily staff bulletin on One Note, communication to families via the Whispir platform, Seesaw and Class Dojo.
- **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, Literacy & Numeracy First Funding and APAS.

## 11. Local Community

- **General characteristics:** Although most families are from English speaking backgrounds, there is also cultural diversity with children from the multiple backgrounds being represented.
- **Parent and community involvement:** Governing Council and its various sub committees create a highly effective decision making body. These sub-committees consist of Finance, Canteen, PACE (Parents Assisting Children's Education), Out of School Hours Care, and Grounds.
- **Preschool:** A school based Preschool is situated within the school grounds offering 15 hours per week on Tuesdays, Wednesdays and Thursdays. The Preschool was recently upgraded to include conducive indoor/outdoor play learning areas.
- **Playgroup:** The Playgroup program is coordinated by parents and operates during school term on Wednesday afternoons from 1:30pm-11:00am. A gold coin donation contributes to the cost of quality activity materials. North Ingle Playgroup is registered with Playgroup SA.
- 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. An SSO and students operate a Breakfast Club program twice a week in the mornings (food supplied by Kick Start for Kids).
- **Other local care and educational facilities:** Para Hills High, Valley View Secondary, The Heights School, Roma Mitchell Secondary College, and Salisbury East High School 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