SCHOOL CONTEXT STATEMENT

Updated: 02/2016

School number: 1162 and 1866

School name: INGLE FARM PRIMARY SCHOOL

School Profile:

Ingle Farm PS serves students from a wide catchment area in its Mainstream education program (R-7), Intensive English Language Centre, Special Class and Language & Communication Class. It is a Category 2 in terms of educational disadvantage and the student profile is very diverse. The student profile includes over 50 language and cultural groups, 70% ESL, 27 ATSI learners and 41 students with Negotiated Education Plans. The Ingle Farm Kindergarten was re-located on site in mid 2013 and operates within the newly established Children's Centre. The site also hosts a Communities for Children Centre called Family Zone which provides a range of family services to the community.

Our school motto includes three phrases which capture our mission:

- Valuing difference
- Celebrating learning
- Working together

Our core values are:

- Trust
- Honesty
- Communication
- Optimism
- Commitment
- Respect

At Ingle Farm Primary we aim to develop students who are:

- positive about themselves and optimistic about their future
- highly motivated learners who are literate and numerate
- able to critically analyse information, make informed choices, generate solutions and act creatively
- committed to preserving our natural environment and resources
- creative and productive users of new technologies
- able to establish a healthy lifestyle, and make creative & satisfying use of their leisure time
- confident, articulate and respectful of others’ beliefs, values, cultures and points of view
- successful citizens who have a sense of social responsibility
1. **General information**

- School Principal name: Vanessa Mortimer (Term 1 2016)
- Assistant Principal Intensive English Language Program: Yiota Chronis
- Assistant Principal Junior Primary Program: TBA (Term 1 2016)
- Assistant Principal: Helen Delia (Acting Term 1 Weeks 1-3)
- Year of opening: 1992 (amalgamation of 3 other schools on site)
- Postal Address: PO Box 423, Ingle Farm, 5098
- Location Address: 2 Belalie Road, Ingle Farm, 5098
- DECD Region: Northern Adelaide, Montague Partnership
- Geographical location – ie road distance from GPO (km): 14km
- Telephone number: (08) 8262 4864
- Fax Number: (08) 8349 7837
- School website address: www.ifps.sa.edu.au
- School e-mail address: dl1162.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: Ingle Farm Kindergarten Children’s Centre co-located on site.
- Out of School Hours Care (OSHC) service: Before and after school care plus Vacation care available.
- February FTE student enrolment:

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<td>Primary Special, NAP, Ungraded etc</td>
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<td>38</td>
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<td>28</td>
<td>22</td>
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• Student enrolment trends:

Numbers declined in 2010-2012 due primarily to the establishment of new Intensive English Language Centres at other sites. Mainstream enrolment numbers have shared a decline. The co-location of the Ingle Farm Children’s Centre can support an increase in future enrolments.

• Staffing numbers (as at February census):

<table>
<thead>
<tr>
<th>Teachers</th>
<th>26.8</th>
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<tr>
<td>Aboriginal Education Teachers</td>
<td>0.4</td>
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<tr>
<td>Counselling Staff</td>
<td>-</td>
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<tr>
<td>Teacher Librarians</td>
<td>-</td>
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<tr>
<td>Total hours of Non-Teaching staff (ECW, SSO, GSE, ACEO, BSSO)</td>
<td>416.5</td>
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</tbody>
</table>

There are 13 mainstream (R-7) classes, 2 Special Classes (Yr 3-7 Intellectual Disabilities, R-2 Language & Communication) and 6 Intensive English Language Centre Classes.

• Public transport access:

Regular public transport services are available in the local area including a bus stop directly outside the school grounds.

• Special site arrangements:

Mainstream classes (R-7), Intensive English Language Centre (R-7), Special Class (3-7) and Language & Communication Class (R-2).

Children’s Centre on site since mid 2013.

Family Zone (Communities for Children) program is also based on site and serves local families.

Links with Ingle Farm Sports Club who utilise the school oval for Cricket Club, and Gym. The school utilises the Sports Club’s car park for parent car parking.
2. **Students (and their welfare)**

- **General characteristics**
  
  : The diversity and complexity of the school community is reflected in the student profile:
  
  ☐ 7% of students are Aboriginal
  ☐ 72% of students speak English as a second language
  ☐ 14% of students arrived in Australia as Humanitarian Refugees
  ☐ Approximately 70 cultural groups are represented in the school, with 50 home languages
  ☐ 12% of students have disabilities
  ☐ The level of student transience is quite low.
• Student well-being programs:
There is a clearly established whole school social learning program which is conducted each year, Worndandi (Kaurna for “to soar” like and eagle), in 2012 the school initiated a focus on the language of the “Play is the Way” program to support student behaviour and redirection. In 2015 a Student Representative Council was elected to run weekly to raise student voice profiles through the school. Student structured play is valued at Ingle Farm and play is promoted through recess and lunch time activities which are facilitated by SSOs. Child Protection Curriculum is taught across all year levels to support the Keeping Them Safe initiative. Additional support is provided through a Coordinator for Teaching and Learning inclusive of English as a Second Language (ESL), an Aboriginal Education Teacher, the Aboriginal Community Education Officer, and a Coordinator with a focus on Student Services.

• Student support offered:
The school takes a collegiate responsibility for student learning, attendance and wellbeing, and the leadership team provides case management where appropriate.

• Student management:
The school’s Discipline Policy is based on preserving the rights of all school community members. It identifies a Student Code of Behaviour; rights, responsibilities, rules, preferred practices and logical consequences, together with a school-wide duty of care with an emphasis on consistency and proactive practices.

• Student government
Student involvement in decision making is regarded as integral to the school’s vision and mission. The school’s SRC (Student Representative Council) coordinates the more formal aspects of student voice.

• Special programmes:
  ▪ Intensive English Language Centre (IELC / IELP) for students from Non-English Speaking Backgrounds in their first 12 months in Australia.
  ▪ Special Education class for students with intellectual disabilities (Yr 3-7).
  ▪ Language and Communication class for students with speech and communication disabilities (Yr R-2).
  ▪ A whole school focus on participation in Reading - Ready, Set, Read Time
  ▪ Quicksmart Numeracy Intervention Program (Yr 4-6)
  ▪ MiniLit Literacy Intervention Program (Yr1-3)
3. **Key School Policies**

- Site Improvement Plan and other key statements or policies:

**Goal: Literacy – Reading**

Targets: Increase the number of students achieving the following targets by 25% in 2016

**Running Records**
- Reception: RR Level 10
- Year 1: RR Level 19
- Year 2: RR Level 26
- Years 3-7: RR Level 30+

**PAT-R Scale Score**
- Year 3: 103
- Year 4: 111.2
- Year 5: 117.1
- Year 6: 120.2
- Year 7: 123.5

**NAPLAN READING**
- Year 3: Band 3
- Year 5: Band 5
- Year 7: Band 6

**Goal: Numeracy – Automaticity & Problem Solving**

Targets: Increase the number of students achieving the following targets by 15% in 2016.

**PAT M Scale Score:**
- Year 3: 38.6
- Year 4: 39.6
- Year 5: 44.8
- Year 6: 54.4
- Year 7: 54.9

**NAPLAN MATHEMATICS**
- Year 3: Band 3
- Year 5: Band 5
- Year 7: Band 6

**Goal: Wellbeing – Attendance**

Targets: 93% attendance rate – Reduce 2015 total unexplained absences by at least 10%

- Recent key outcomes:

  Recent achievements in relation to key outcomes are available from the school’s Annual Report which can be found on the school’s website:

4. Curriculum

- Subject offerings:
  The school has implemented and is teaching all aspects of the Australian Curriculum:
  - English
  - Mathematics
  - Human and Social Sciences (History, Geography, Business & Economics, and Civics & Citizenship)
  - Technologies (Design & Digital)
  - The Arts (Visual, Drama, Dance, Media, Music)
  and provides specialist instruction in:
  - Science
  - Health & Physical Education
  - LOTE: Chinese

- Open Access/Distance Education provision:

- Special needs:
  - English as a Second Language (ESL) teacher (1.0)
  - BSSO support and access to interpreting services for non-English speaking students and their families
  - Aboriginal Education Teacher (0.4)
  - Student Services Coordinator 1.0
  - Autism SA Workshops for students (registered with Autism SA)
  - Aboriginal Education Community Officer (20 hpw)
  - Additional Literacy support for Aboriginal students via APAS (Aboriginal Program Assistance Scheme)
  - Mentoring support for Aboriginal students
  - Special Education support for students in mainstream classes with Negotiated Education Plans (NEPs)
  - SSO and BSSO support for classroom based intervention programs
  - Intervention programs for Mainstream and IELC students who do not achieve school benchmarks in Literacy (MiniLit) in Junior Primary, and Numeracy (Quicksmart) in Primary.
  - Explicit Instruction as a whole school strategy in classes through use of Warm Ups for Reading/Spelling, Writing and Mathematics and Orientation Warm Ups in Intensive English Language Centre
• Special curriculum features:
  - Just Brass Music Program Years 4-6 in liaison with the Salvation Army (Ingle Farm)
  - Junior Primary Sustainability Program (gardening and recycling program)

• Teaching methodology:
  Ongoing professional learning discussions are focused on developing consistent and effective pedagogy across the school. In 2014 more formal structures for explicit instruction were enhanced in the school. The school works with Australian Institute for Teaching and School Leadership Deputy Chair Mr John Fleming to build staff and leadership capacity, curriculum rigor, consistency and promote lift in student achievement. Staff are involved in formal and informal observations with the opportunity for peer observations and peer coaching.

  All classes are equipped with interactive whiteboards and teaching resources easily accessed through a shared server. There are 3 computer suites in the school, and lap-tops and i-Pads are available for classroom use.

• Student assessment procedures and reporting
  The school reports to parents twice per year via Formal Reporting to parents including Parent Teacher Interviews and Written Reports (A-E format), plus additional meetings on request.

  Extensive data is collected by teachers to assess the academic growth of students in literacy and numeracy. In 2014 the introduction of the Gradebook and a consistent assessment schedule enabled easy access to student data which is shared with parents. In 2015 the Gradebook was enacted digitally across the whole school.

  We ensure all eligible students take part in the NAPLAN (National Assessment Program – Literacy and Numeracy tests for students in Years 3, 5 and 7. The DECD Standards of Educational Achievement also specify the Progressive Achievement Tests in Reading and Mathematics and all eligible students participate in annual testing.

5. Sporting Activities

  The school provides an out-of-school-hours sports program through OSHC. Opportunities are also provided for students to participate in SAPSASA sporting and athletic events. Clinics are utilised whenever available.

6. Other Co-Curricular Activities

  The Just Brass Band plays at school Assemblies and events. The school choir participates in the Festival of Music. A range of cross-cultural activities, events & celebrations play a significant role in our educational program. There is also an annual outdoor School Concert held in Term 4 which is deemed a local significant event and is the highlight of the year.
7. **Staff (and their welfare)**

- **Staff profile**
  
  There is an experienced staff cohort with some part time and a number of contract appointees. A number of staff are newly or recently graduated.

- **Leadership structure**
  
  The school operates with a leadership team consisting of the Principal, 3 Assistant Principals (Heads of School: IELC, JP & P), Business Manager and 2 Coordinators.

- **Staff support systems**
  
  Staff regularly operate in Professional Learning Teams in Staff Meetings and professional learning activities. The school Planning Committee coordinates staff meetings, staff decision making, whole school events and professional development release. Other committees coordinate other aspects of school life. A social club exists for staff interested in socialising within and outside of school with the introduction in 2014 of the Soup club in Winter and the Platter club in Summer. The Employee Assistance Program is promoted within the school as a system of staff support. The Australian Education Union is also promoted by staff within the school.

- **Performance Management**
  
  Structured and timely performance development processes introduced in 2014 engage all staff in regular performance development activities utilising the DECD Performance Conversations Guide which ranging from informal chats to professional learning activities, formal meetings and direct observation and feedback. All staff engage in regular Performance Development meetings with line managers, with a focus on particular aspects of the school’s improvement agenda. Performance Development is a two way dialogue and process at Ingle Farm Primary School.

- **Staff utilisation policies**
  
  The Personnel Advisory Committee (PAC) advises, monitors and consults on the effective deployment of staff.

- **Access to special staff**
  
  In addition to the school’s specialist support staff and local on site support facilities through Family Zone and Children’s Centre, we access support through Channelled Integrated Support Services and an extensive network of local agencies and service providers. We have strong links with Autism SA who run regular training and workshops at our site.
8. **School Facilities**

- **Buildings and grounds**
  Most teaching areas were refurbished in 2009 - 2010 as part of the BER program. The grounds cover approximately 10ha in total, feature huge ovals, good quality courts, beautiful trees landscaped areas, a vegetable garden and a large covered playground area.
  A full-sized gymnasium is used for PE lessons and school Assemblies, and is also regularly used by community groups.

- **Heating and cooling**
  Early years teaching areas have reverse cycle air conditioning, and other areas are served by evaporative cooling and gas fired heating.

- **Access for students and staff with disabilities**
  School buildings are accessible by ramp, but parts of the yard are steeply sloped. Toilet facilities are available for people with disabilities.

- **Access to bus transport**
  Eligible IELC, Special Class and Language & Communication class students have access to free bus or taxi transport.

9. **School Operations**

- **Decision making structures**
  Processes promote small group discussions with consensus as a preferred option for decision making. Decision-making utilises a range of structures from collaborative teams to whole staff meetings.
  Governing Council is a small but committed group.

- **Regular publications**
  A school newsletter is published fortnightly, a staff bulletin weekly, and a number of other publications are published and up-dated annually. These include policy documents, parent handbooks and pamphlets.

- **Other communication**
  Class teachers contact parents directly and through class newsletters

- **School financial position**
  The school is in a very sound financial position.

- **Special funding**
  The school receives special funding:
  - Better School’s Funding to support initiatives in raising student achievement.
  - Australian Curriculum Strategy to support teachers in implementation of AC
10. Local Community

- General characteristics
The general community has been described above. The local area has little industry other than retail. It is largely a housing suburb with good access to the Central Business District as well as many industries at Port Adelaide, Gepps Cross, Elizabeth and neighbouring areas.

- Parent and community involvement
Parent and community involvement in the school presents a challenge. The numbers are variable with people moving in and out of supportive roles, dependent often on the availability of work. There remains a core group of dedicated, enthusiastic and energetic people who make an enormous contribution over the full range of school activities.

- Feeder or destination schools
The nearest kindergarten is co-located within the Ingle Farm Children’s Centre although the school has students enrolling from other neighbouring kindergartens and child-parent centres as well.
A number of other primary schools are close by.
Valley View Secondary, Roma Mitchell Secondary and Para Hills HS are the major schools attended by mainstream graduates. Students who exit the IELC, generally after 12 months in the program, attend their neighbourhood schools which lie within the broad catchment area of the IELC.

- Other local care and educational facilities

- Commercial/industrial and shopping facilities
: Ingle Farm Shopping Centre is located opposite the school’s easterly borders.

- Other local facilities
Ingle Farm Football and Cricket ovals are across the road. Adjacent are extensive soccer pitches and netball facilities. A large indoor sporting complex and library is located nearby.

- Accessibility
Easy accessibility to Adelaide and relevant major centres is enabled because we are in close proximity.

- Local Government body
: The school is located within the Salisbury Council District. The Municipal Office is located at 12 James Street, Salisbury (telephone 8259 1222) with Community information available on 8259 1316).