

SCHOOL CONTEXT STATEMENT



Government of South Australia
Department for Education

School number: 1162

School name: Ingle Farm Primary School



School Profile

Ingle Farm Primary School welcomes students from a wide geographical area. We consider ourselves unique in terms of primary schooling in South Australia as we provide a range of opportunities for learners across our site. Our site is a Category 3 in terms of educational disadvantage and the student profile is diverse. The student profile includes a diverse range of languages and cultural groups. Many of our students and families speak English as an Additional Language for Dialect (EALD). We proudly celebrate our Aboriginal learners and families, sharing their stories and heritage. Our Specialised Options classes support students with disabilities in a specific setting and also support inclusion in mainstream classes. The Ingle Farm Children's Centre on campus, supports collaboration and transition. The campus also hosts Family Zone, a non-profit organisation which provides a range of family services to the community.

Our site values are:

- Respect
- Honesty
- Persistence.

At Ingle Farm Primary School, we pride ourselves on providing a high-quality learning environment which is both caring and supportive of individuals. Our school is committed to valuing difference, celebrating learning and working together.

Our School is composed of three sectors:

- The primary sector caters for primary school aged students from Reception to Year 6.
- Our Intensive English Language Program (IELP) caters for students from Reception to Year 6 who have newly arrived in Australia and require intensive English Language support.
- Our Special Education sector caters for students from Reception to Year 6 across 3 classes. Our Speech and Language class is a specialised Junior Primary program for students with significant speech and communication difficulties. Our two Special Classes, Junior Primary Reception to Year 2 and Primary Year 3 to Year 6, specialise in programs for students with disabilities who require substantial and extensive adjustments to the curriculum.

We are committed to providing an educational program that meets the needs of all students from different backgrounds with different experiences and strengths. Our highly qualified, skilled and professional staff are committed to supporting every learner to continually progress their individual learning. We value respect and support for each other as learners and we hold high expectations for achievement. Our staff are committed to ongoing professional learning and this supports the daily delivery of current curriculum across all learning areas that is engaging, inclusive and achievement driven.

GENERAL INFORMATION

School Principal: Vanessa Mortimer

Year of opening: 1992

Postal Address: PO Box 423, Ingle Farm SA 5098

Location Address: 2 Belalie Road, Ingle Farm SA 5098

Partnership: Montague Partnership

Distance from GPO: 14 kms

Telephone number: (08) 8262 4864

Fax Number: (08) 8349 7837

School website address: <https://www.ifps.sa.edu.au/>

School e-mail address: dl.1162.info@schools.sa.edu.au

Preschool attached: Ingle Farm Children's Centre

Out of School Hours Care: Before and After School Care and Vacation Care

February FTE student enrolment:

	2021	2022	2023	2024	2025	2026
Junior Primary Special		7	8			
Primary Special	12	12	12	12		
Speech & Language	8	8	8			
IELP	65	77	108	89	81	78
Reception	66	53	51	54	47	50
Year 1	82	49	53	50	52	47
Year 2	42	46	54	58	53	57
Year 3	50	56	45	55	53	58
Year 4	56	39	52	42	48	57
Year 5	60	46	44	55	45	50
Year 6	62	48	51	47	58	49
Year 7	64					
TOTAL	474	439	484			
School Card	167	140	131	144	94	77
EALD Enrolment	336	290	275			
Aboriginal Enrolment	38	25	24			

PURPOSE

Student Enrolment Trends

Mainstream enrolment numbers have increased since 2015. The co-location of the Ingle Farm Children's Centre (IFCC) has enabled some families to access the service for siblings at the same site, supporting enrolment numbers.

Staffing Numbers

Other Leadership

Deputy Principal – Personalised Learning for School Improvement: Benjamin Steed

Assistant Principal – Intensive English Language Program (IELP): Guillermo Salinas

Assistant Principal – Intervention for Inclusion – Natalie Alley

Student Wellbeing Leader – Danielle D'Alessandro

Teaching and Learning Coach – Sam Ullrich

Autism Inclusion Coach – Maddi Terry

Teaching Staff

FTE number of teaching staff: 25

17 classes mainstream, 6 IELP classes, 3 Special Options Classes + 5.2 NIT providers

Ancillary Support Staff

Non-teaching staff permanent:	387.5 hpw	15 staff (incl BSSO, ACEO)
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Non-teaching staff temporary:	372.5 hpw	16 staff (incl BSSO)
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Business Manager:	SSO4 – HR, Finance and Facilities. Fulltime
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Front Office Manager:	SSO3 – PA, Reception, Admin. Fulltime
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Admin/Finance Officer:	SSO3 – PA, Reception, Admin and Finance. Fulltime
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IELP Administration Officer:	SSO2 – Admin. Part Time
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Library SSO:	SSO2 -
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Curriculum SSOs:	5 x SSO1 and 11 x SSO2
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Special Options x 3	7 x SSO2
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BSSOs:	3 x SSO2
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ICT SSO:	SSO3 – ICT Fulltime
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ACEO :	ACEO3 – 22 hours
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Other Support Staff

Grounds:	Outsourced
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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-6), Intensive English Language Program (R-6), Speech and Language Class (R-2) and two Special Classes (R-2 and 3-6).

- Children's Centre on site since mid-2013.
- Family Zone (Communities for Children) – Service is based on Ingle Farm PS site and services the local community.
- Links with Ingle Farm Sports Club who utilise the school oval for Cricket Club and Gym. The school utilises the Sport's Club carpark for parent car parking.
- Corporate Accommodation based on site. Services include: CaFHS, DHS, Safer Families, Government Furniture Storage

STUDENTS AND THEIR WELFARE

General Characteristics:

Ingle Farm students come from a community that is representative of a range of economic circumstances. The diversity and complexity of the school community is reflected in the student profile:

- 9.5% Aboriginal Learners
- 70% students speak English as an additional language or dialect
- 17.5% arrived in Australia as humanitarian refugees or on a temporary, skilled or working visa.
- 16.6% of students have disabilities

There are a number of students who are transient, some of who are moving between schools within our partnership and others who move to gain government housing outside of our partnership.

Student Wellbeing Programs:

Yoga – These Weekly 45-minute sessions include breathing exercises, mindfulness, and a variety of yoga poses. There are a number of benefits for our students engaging in Yoga sessions. Yoga sessions improve flexibility and strength, enhances concentration and focus, promotes relaxation and stress relief, boosts self-esteem and confidence, and encourages healthy habits.

Thrive (Girls Group) - This group brings together girls of a similar age to foster a supportive and empowering environment. The benefits include building confidence and self-esteem, enhancing social skills, providing emotional support, encouraging personal growth, and fostering a sense of belonging.

Calm and Create – Conducted in small groups of 2 or 3 similar aged peers, these sessions involve art activities and discussions about feelings and emotions in a supportive environment. These sessions encourage emotional expression, enhance emotional well-being, develop problem-solving skills, boost self-esteem and confidence, and foster social connections.

Boys Club – A self-regulation program provided by our Aboriginal Education Teacher once a week.

Wellbeing support – Provided by our Student Wellbeing Leader and Student Wellbeing Officer (SWO) as per student and family needs, liaising with Child Wellbeing Practitioners, Department for Child Protection social workers, Social Work Truancy social workers and families.

STTARS – Supporting Survivors of Torture and Trauma. A non-government, non-profit organisation. Their aim is to provide flexible and culturally sensitive services to promote the health and wellbeing of people who have been tortured or who have suffered refugee-related trauma prior to their arrival in Australia.

Interoception – Interoception is the ability to recognise and understand internal body signals—such as hunger, thirst, tiredness, or emotional states like anxiety or excitement. Interoception is important

because it helps students recognise how they are feeling physically and emotionally, which can support self-regulation, positive behaviour, and overall wellbeing.

Animal assistance – Our therapy dog in training is timetabled across different classrooms to assist students in self-regulation. She attends regular yard duties, providing students with the opportunity to demonstrate leadership, providing animal care under the supervision of an adult.

Behaviour Education: Inspired by PBL, we use a 3-tiered behaviour education system which includes a whole school approach, targeted teaching and intensive support. Through our whole school approach behaviour expectations, based around our school values, are taught, modelled and practiced. A team of teachers work together to look at the schools behaviour data and make changes to our whole school approaches and recommend students for targeted and intensive support.

Yard Play - Student play times allow opportunities for students to choose between active sports activities or to be involved in more natural play through the development of the nature play area, a project which began in 2017. The outdoor learning space provides students with opportunities to explore safe play and develop risk taking. The outdoor play space comprises the Climbing Village, Adventure Park and Nature Play. The different zones were developed in consultation with students and staff.

Student Support Offered:

The school takes a collegiate responsibility for student learning, attendance and wellbeing, and the leadership team provides case management where appropriate. Additional support for families and staff is provided through the Student Wellbeing Coordinator, Aboriginal Education Teacher, Aboriginal Community Education Officer, and Education Support Officers.

Better Schools funding has been used to add an additional Reception class to reduce class size in the early years.

IESP – Inclusive Education Support Program is a functional, needs-based funding model for government school students with disability. Schools apply for additional funding based on functional needs and adjustments requirements to the learning program.

Complexity funding and Literacy Numeracy First funding has been used to employ Intervention Education Support Officers to work alongside teachers during Waves of Learning, Mondays – Thursdays, to build capacity and skills in phonological awareness, phonics, reading and spelling. They also support small groups of students and individuals for targeted intervention.

APAS funding is utilised to provide literacy intervention to Aboriginal learners, demonstrating below benchmark reading development.

Intensive Education Support Program (IESP)

IESP funding is allocated to students based on the documentation adjustments described by education staff in their One Plan, rather than their disability diagnosis or label. The updated eligibility criteria have been developed to align with national disability legislation and guidelines. This approach recognises all disabilities and learning difficulties, including mental health, trauma, complex behaviours and complex health care needs. The purpose of this funding is to support education staff to:

- Develop One Plans to provide personalised adjustments and modifications to curriculum, learning design and assessment methods
- Assisting schools to address complex health or behaviour needs related to a student's disability
- Fund additional resourcing such as access to inclusion educators, educational support staff and specialised services through Student Support Services

- Applying for funding to make environmental modifications (adapting facilities, equipment or classroom layout)
- Liaise with allied health providers under the NDIS or KUDOS
- Purchasing or developing teaching resources or assistive technology to address individual needs
- Support differentiated teaching strategies tailored to individual student needs
- Provide time for educators to increase professional understanding of a child's disability and further understand relevant supports for the educational environment

Behaviour Support:

The purpose of the DfE Behaviour Support Policy is to:

- ensure effective, consistent and fair behaviour support for children and young people across education, early childhood and care services in the department
- help children and young people to be safely included and participate in learning in a positive way that respects other students and staff
- develop the personal and social capability of children and young people to understand and exercise their rights and responsibilities so that they can fully contribute in their learning environments, and to their wider community.

Ingle Farm Primary School provides a social context in which students are supported while learning how to accept responsibility for their own learning and behaviour. IFPS works together with DfE, the school community and services and agencies to create a learning community which is safe, inclusive and conducive to learning.

Student Agency:

One of the goals of Australian schools is that 'Students develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live.'

(Australian Curriculum, Civics and Citizenship).

Ingle Farm Primary School values students taking an active role in their learning and decision making which is enhanced through our Student Leadership initiative. Students in Year 6, who are interested in being a student leader, are invited to an interview and with confidence, discuss what they can contribute to IFPS as a leader. Once chosen, their role across the school is to work alongside staff and students to build a culture of identity, enhance learning experiences with shared goal setting based on data analysis, make decisions about organisational processes and improvements to the physical environment.

Special Programs:

- 6 x Intensive English Language Program (IELP) for students from non-English-speaking backgrounds in their first 12 months in Australia
- Our regional Specialised Education Options classes cater for students from Reception to Year 6
- Our regional Speech and Language Class cater for students from Reception to Year Two
- Intervention for IELP students (R-6) for students in program over 2 terms.

KEY SCHOOL POLICIES

Empowering collaborative innovators through reciprocal feedback, growth mindsets and integrity.

All members of the school community actively support the school's core values:

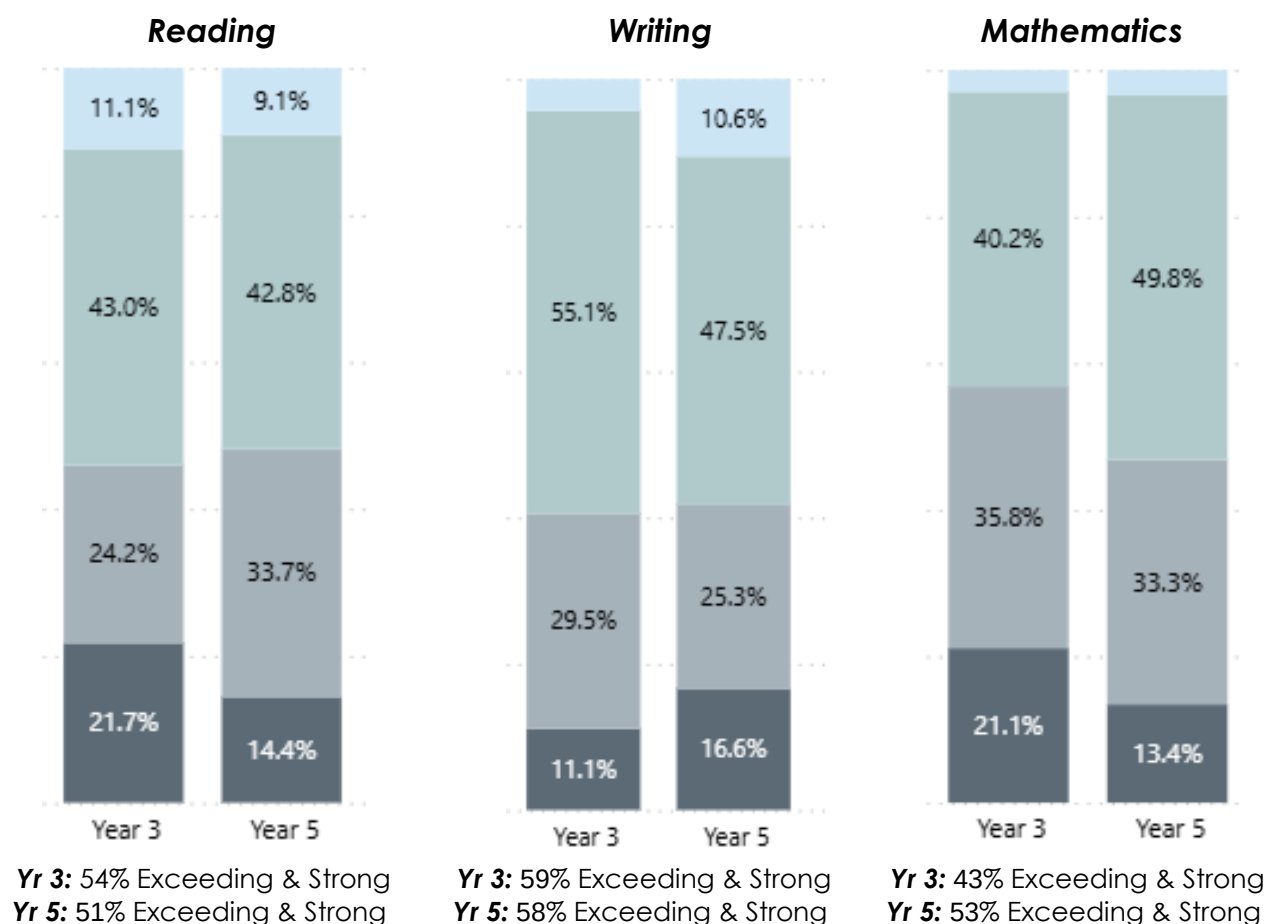
- Respect
- Honesty
- Persistence

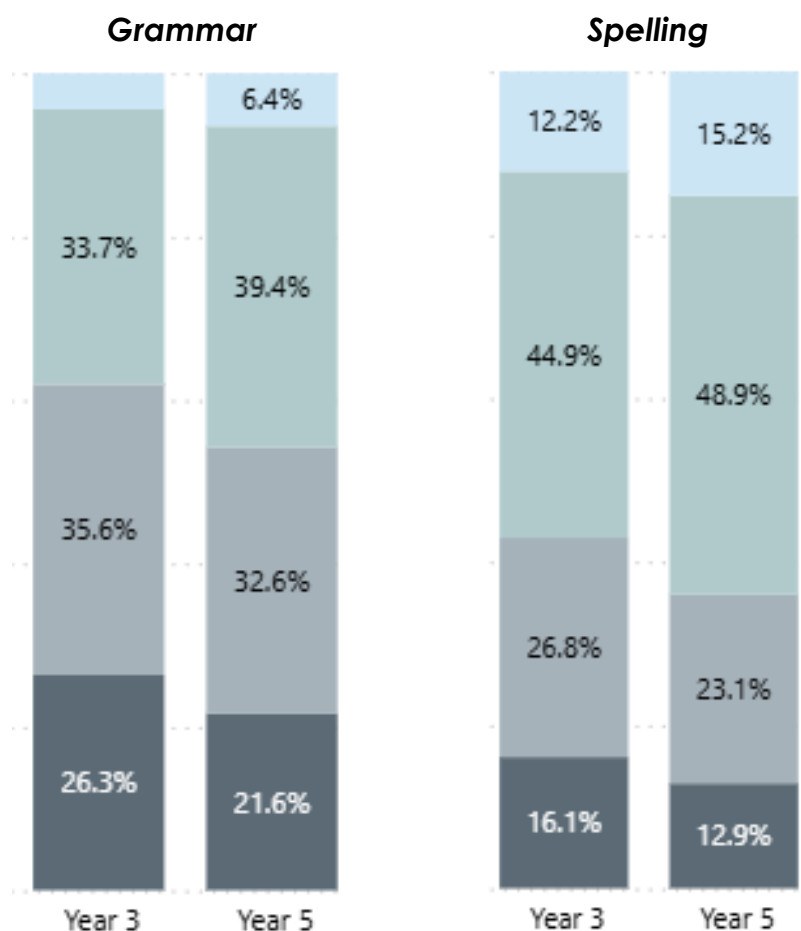
Ingle Farm Primary School's School Improvement Plan is detailed on our website at www.ifps.sa.edu.au

NAPLAN Data 2026

The numerical band system has been replaced with Proficiency Standards that provide clear information on student achievement. There are 4 proficiency levels:

- Exceeding
- Strong
- Developing
- Needs Additional Support





Yr 3: 38% Exceeding & Strong
Yr 5: 45% Exceeding & Strong

Yr 3: 57% Exceeding & Strong
Yr 5: 64.1% Exceeding & Strong

● Exceeding ● Strong ● Developing ● Needs Additional Support

Year 1 Phonics Screen				
	Demonstrated expected achievements	Demonstrated below expected achievement	Not Tested	Total Students
2021 (not including IELP and special options)	27 (71%)	9 (24%)	2 (5%)	38
2022 (not including IELP and special options)	42 (84%)	8 (16%)	0 (0%)	50
2023 (not including IELP and special options)	41 (80%)	9 (18%)	1 (2%)	51
2024 (not including IELP and special options)	40 (70%)	17 (30%)	0 (0%)	57
2025 (not including IELP and special options)	40 (82%)	8 (16%)	1 (2%)	49

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: <http://www.ifps.sa.edu.au/>

CURRICULUM

At Ingle Farm Primary School, we are committed to ensuring every student experiences success and has access to a broad, balanced, relevant and challenging curriculum. This is achieved by quality teaching using high impact strategies to differentiate for every learner.

Australian Curriculum/South Australian Curriculum:

- English
- Mathematics
- Science
- Human and Social Sciences (History, Geography, Business & Economics, and Civics and Citizenship)
- Technologies (Design and Digital)
- Health and Physical Education
- The Arts (Visual, Drama, Dance, Media and Music)
- Languages - AUSLAN

Whole School Agreements:

Whole school literacy and Numeracy practices have been developed in consultation with education staff to measure impact and support consistency of learning.

Literacy practices include:

Literacy block where the skills of the Big 6 of Reading, spelling and genre writing are taught.

Systematic Synthetic Phonics approach which is resourced with DFE Scope and Sequence, decodable readers and the Australian Curriculum Literacy Learning Progressions. The teaching of phonics is also supported with the use of Heggerty (Pre Kindy, Kindy, Primary) and Kilpatrick resources

Instructional reading lesson that makes up part of their Literacy Block. The reading research that underpins the instructional reading session is the 'Big Six of Reading' (Deslea Konza, 2016) as well as DIBELS data and resources.

Teachers are expected to plan using the Teaching and Learning Cycle for writing (as per guidelines from Department for Education Literacy Guidebooks)

Building knowledge of the field (prior to writing)

Supported Reading (Modelled)

Learning about the genre (Deconstruction)

Supported writing (Joint construction)

Independent writing of the text type

Students participate in a Waves 3 spelling model on a weekly basis. Explicit spelling instruction includes 4 types of knowledge (Phonology, Orthography, Morphology and Etymology) that will be taught parallel to each other not sequentially (Daffern, 2019 & DfE, 2017).

Professional Learning Communities:

To strengthen educator practice and maximise ongoing professional improvement, staff are involved in working together to maximise each other's success. Staff engage in a termly Impact Cycle, aligned to the Site Improvement Plan. This is designed to strengthen teacher knowledge and understanding of best practice in writing, reading and numeracy through collaboration, reflection and implantation of specific

content. PLCs help develop educator confidence and self-efficacy and involves collaboration, sharing and ongoing critical interrogation of teaching practice in line with professional standards. (AITSL – Australian Institute for Teaching and School Leadership)

WAVES OF INTERVENTION

Interventions are offered to students to meet both short-term and long-term goals. Analysis of school-based data and packages submitted under the Inclusive Education Support Program (IESP), identifies students to be supported at varying levels through the Waves of Intervention model.

Waves of Intervention

Wave Three

Wave three intervention relates to highly specialised assessment and instructions for a few students. Adjustments and supports at this level are highly differentiated, specialised, and comprehensive to the individual needs of the student. Adjustments include personalised modifications to programs, school activities and assessment procedures, the provision of accessible and relevant curriculum options/activities specifically designed for the student. Students at Wave 3 have individual learning plans (One Plans) that are developed using substantial and extensive adjustments and often supported through Student Support Services and Allied Health Professionals.

To apply this wave educators:

- design sessions that provide opportunities for students to apply what they have learnt and build confidence
- provide regular and intensive sessions for students in either a one-to-one or one-to-two setting with a teacher
- regularly liaise with Allied Health Professionals to influence adjustments in the educational setting
- seek advice beyond the school to develop an individual learning plan and possibly an alternative program involving all relevant classroom teachers
- set specific goals that are monitored and documented
- utilise evidence-based intensive, personalised, frequent, sequential and specialised assessment and instruction

Wave Two

Wave two intervention refers to additional targeted instruction for a minor group of students within the whole-class setting, complimenting the strategies and resources already implemented in wave one. Adjustments are provided to address barriers to learning when there is an identified need based on data. Wave two intervention is usually time-limited and then discontinued as students move back into wave one. Adjustments provided may include targeted short-term interventions to improve students' achievement in literacy and numeracy with specific goals informed by data. Some students at Wave 2 have individual learning plans (One Plans) using supplementary adjustments.

To apply this wave educators:

- work regularly with students to meet specific learning objectives
- provide small group instruction targeted at individualised goals
- support students in a small group as part of regular classroom activities
- continually observe the student to make sure their learning gains are maintained

Wave One

Wave one is high-quality instruction for the whole class, all students are supported through Quality Differentiated Teaching Practices (QDTP). These adjustments are provided through usual school processes, without drawing on additional funded resources and may include students on a One Plan. To apply this wave educators:

- actively monitor and supervise students to meet health, personal care and safety requirements through usual school processes
- analyse diagnostic screening to better understand, analyse and monitor students' growth and progress
- continuously adjust practice to address student misconceptions or to provide additional strategies to help them master a new skill.
- Intentionally use data to plan for Positive Behaviour for Learning for all students
- strategically utilise assessment data to differentiate the learning program.
- structure lessons into parts so the distinct elements of the learning program are explicitly addressed

Intervention for Inclusion Special Options

Ingle Farm Primary school hosts two regional Specialised Education Options classes and one regional Speech and Language class. Placements in these classes are determined by a State-wide panel with support from Student Support Services (SSS) personnel with regards to eligibility and suitability criteria. Decisions regarding placements in a specialised education option sit outside of Ingle Farm Primary School and families who believe their child may be eligible are encouraged to have a conversation with their current enrolling school/kindergarten or local Student Support Services office.

Junior Primary Specialised Education Options (Room 15)

Junior Primary Special Options Classes cater for students enrolled in foundation to Year 2 with additional support needs as outlined in their psychology report. Most commonly, students have a diagnosis of Global Developmental Delay or Intellectual Disability outlined in a psychological (cognitive) report from a psychologist, however students may have additional diagnoses. Department for Education (DfE), Junior Primary Special Options Classes have a class capacity of eight students supported by one teacher and one Education Support Officer (ESO). All students have learning goals documented in their One Plan based on assessment data and their standard of educational achievement is adjusted accordingly. Students are re-assessed during their final year to determine the most appropriate educational pathway for the remainder of their primary schooling (Years 3-6).

Primary Specialised Education Options (Room 16)

Primary Special Options Classes cater for students enrolled in Year 3 to Year 6 living with additional support needs. Most commonly students have a diagnosis of Intellectual Disability, outlined in a psychological (cognitive) report from a psychologist, however, students may have additional diagnoses. Department for Education (DfE) Primary Special Options Classes have a class capacity of twelve students supported by one teacher and Education Support Officer (ESO). All students in the Primary Special Options Class have learning goals documented in their One Plan based on assessment data and their standard of educational achievement is adjusted accordingly. Students are re-assessed during their final year to determine the most appropriate educational pathway for the secondary schooling.

Junior Primary Speech and Language (SL5)

Speech and Language Classes cater for students enrolled in Reception to Year 2 who experience significant language delays and/or speech difficulties including severe speech sound disorder. Eligible students meet strict eligibility criteria, which informs selection by a panel process. In order to be eligible, children are recommended for placement in a speech and language class by an education department's speech pathologist and psychologist and acceptance is based on the level of need. More information about the selection process can be found at Statewide special options placement criteria: Speech and language classes. To meet eligibility criteria, hearing and cognitive skills must be within average range. Department for Education (DfE), Speech and Language Classes have a class capacity of eight students supported by one teacher, one Education Support Officer (ESO) and one DfE Speech and Language Pathologist who services Ingle Farm two days per week. Once enrolled, students are encouraged to attend the program for a minimum of twelve months, however may be enrolled for up to three years. After completion of the program, or at the end of Year 2, students are supported to successfully continue their educational journey at their local school. Please note, the class does not cater for students whose learning needs are associated with global developmental delay, intellectual disability or an identifiable syndrome or disorder.

There are currently six schools in metropolitan Adelaide offering specialised speech and language programs for junior primary children. For more information on Junior Primary Speech and Language Classes contact your regional office:

- Northern Adelaide area: phone (08) 8314 4000
- Eastern Adelaide area: phone (08) 8366 8800
- Southern Adelaide area: phone (08) 8207 3700
- Western Adelaide area: phone (08) 8416 7333
- Make an 'Inclusive Education' heading

One Child One Plans (OCOP)

Personalised learning plans, known as 'One Plans' are developed for children at school who meet criteria in one or more of the following key areas:

- Aboriginal children and young people
- Children and young people in care (under guardianship)
- Children and young people living with a disability

One Plans are shared with families during family interviews in Term 1 and are reviewed and adjusted regularly throughout the year. For personalised information, please speak to your child's teacher about you their individual goals.

Autism Inclusion Teacher

During 2023, an Autism Inclusion Teacher (AIT), was appointed in every public primary school, including reception to year 12 schools. The Autism Inclusion Teacher provides support to fellow educators on how to best support and educate students with Autism Spectrum and drives improved practice relating to Autism specific to the school. For personalised information, please speak to your child's teacher or Autism Inclusion Teacher, Natalie Alley.

Student Support Services (SSS)

Schools work closely with Student Support Services (SSS), to identify the adjustments or interventions that are required to enable students to achieve the goals outlined in their individual One Plan. The updated eligibility criteria have been developed to align with national disability legislation and guidelines. They focus on a child's needs rather than their disability diagnosis or label. This approach recognises all disabilities and learning difficulties, including mental health, trauma, complex behaviours and complex health care needs. Educators may refer a child to Student Support Services for one or more of the following areas:

- Attendance
- Behaviour
- Communication
- Engagement
- Family Needs
- Health
- Hearing or Vision
- Learning Difficulties
- Physical Access
- Safety
- Social/Emotional

Statewide Inclusive Education Service (SIES)

The Statewide Inclusive Education Service (SIES) is home to a wide range of teaching and learning materials that can be easily viewed and borrowed by educators using an online catalogue. In addition, SERU provides specialist services which supports young people living with a disability or learning difficulties to access the following:

- Equipment for use in schools
- Resources and publications
- Special supports for children at school

National Disability Insurance Scheme (NDIS)

The National Disability Insurance Scheme (NDIS) is an Australian government program that provides funding and support to people with a disability, helping them access services and achieve goals.

Contact details

1800 800 110

<http://www.ndis.gov.au>

KUDOS Early Childhood Partner

The NDIS Early Childhood approach supports families to help children younger than 9 to access the right supports to develop the skills they need to take part in daily activities.

Contact details 1800 931 190

<http://kudoservices.com.au>

Disclaimer: This document utilises person first language. The Department for Education recognises that there are people in the disability community who prefer identity first language, people who prefer person first language and people who utilise the terms interchangeably.

Intensive English Language Program (IELP)

Ingle Farm Primary School delivers a targeted Intensive English Language Program (IELP) for eligible primary-aged students who have recently arrived in South Australia from overseas, as well as for Aboriginal students from remote communities with limited English proficiency. The program provides up to 12–18 months of intensive English tuition, focusing on listening, speaking, reading, and writing skills, and uses the Australian Curriculum with explicit EALD strategies.

Our IELP is designed to facilitate a successful transition into mainstream schooling by focusing on the four key language domains: listening, speaking, reading, and writing. Students benefit from tailored instruction delivered by highly skilled English as an Additional Language or Dialect (EALD) teachers in dedicated classrooms. The program also engages students in a rich curriculum that values their backgrounds and languages, fostering inclusivity and respect.

Through a combination of small-group instruction, targeted intervention, and cultural orientation, the IELP at IFPS aims to equip students with the language skills and confidence needed to participate fully in all aspects of school life. Collaboration with families and the wider community is a cornerstone of our approach, strengthening learning outcomes and supporting student wellbeing.

Special Curriculum Features:

It Takes a Village – building a positive community for learning. This Reception to Year 6 program runs for the first two weeks of the school year and is an ongoing resource aiming to build a positive and supportive culture where students feel safe and develop a sense of belonging, identity, independence and resilience. All staff, including specialist and support staff, are involved in the program. The program captures our informal school motto of It Takes a Village! The long-term purpose is for students to continually revisit all aspects of the program during the year to ensure there is consistency with staff expectations particularly in relation to behaviour for learning

Jolly Phonics - English literacy method that teaches children how to read and write using phonics. Phonics is the teaching of the sounds that letters make as the sounds are useful for reading and writing. These sounds are taught in a systematic way, alongside all of the skills needed for being a fluent reader and writer.

Jolly Grammar - teaches a wide range of language forms including the parts of speech, plurals, punctuation, and the tenses past, present, and future. It builds upon the initial learning completed in the Jolly Phonics program by moving from using phonics aurally with a focus on reading to using phonics to identify alternative graphemes with a focus on spelling. Jolly Grammar also introduces morphology to support spelling strategies.

Big Ideas in Number – teaches the concepts of trusting the count, place value, multiplicative thinking, partitioning, proportional reasoning and generalising to develop fluency and understanding in mathematics. These 6 numeracy concepts provide the foundation for developing number sense.

Big 6 of Reading - oral language, phonological awareness, phonics, vocabulary, fluency and comprehension are the skills required to be effective readers. Explicit reading instruction using these six components in combination provides relevant learning connected to other experiences.

Teaching and Learning Cycle - Teaching and learning cycles integrate the literacy practices and develop deep learning allowing students to transfer their knowledge to written texts. They include, building topic or field knowledge, supported reading through vocabulary building, deconstructing model texts of the genre, collaboratively composing parts of the text, and writing independently. Each of these stages is supported by talking to learn and are assessed for progress at each stage.

Teaching Methodology:

Learning opportunities are offered to students along a continuum inclusive of explicit instruction, modelling and scaffolding, prompting and questioning, formative feedback, complex problems or issues, and holistic, authentic tasks that enable enquiry, with teachers as facilitators and learners as initiators, negotiators, selectors and directors.

Staff engage in ongoing improvement of practice by examining aspects of their teaching through an impact cycle process – Plan, Act, Review.

Plan – engage in trialing new teaching practice based on best available evidence of high impact strategies to support student growth using data to inform teaching and learning.

Act – trial new strategies and act on improvements to pedagogical practice, collaborate with teachers through PLCs and commit to a change of practice.

Review – share change in practice with colleagues and act on collective feedback for ongoing improvement.

Student Assessment procedures and reporting:

Whole school data agreements have been developed in consultation with education staff to measure impact of teaching to facilitate quality learning. Extensive data is collected by teachers to assess the academic growth of students. MarkiT is used as a data management system where teachers record, track and monitor student growth. This is used in conjunction with other planning tools such as the ACER OARS website and LEAP teaching strategies to support the next steps for student growth.

Data Agreements

At Ingle Farm Primary School, triangulated data is used to support the teaching and learning that takes place in each learning area. Data collection and analysis is utilised on a periodic basis (every 5 weeks) to inform individualised student entry points, student numeracy and literacy goals, and Professional Learning Committees (PLCs) meetings.

We ensure all eligible students take part in the NAPLAN (National Assessment Program – Literacy and Numeracy tests for students in years 3 and 5. The Standards of Educational Achievement also specify the Progressive Achievement Tests in reading and mathematics PAT-R and PAT – M) and all eligible students participate in annual testing.

The school reports to families three times per year via formal reporting to families including parent teacher interviews and written reports (A-E format), additional meetings occur on request.

Seesaw is a valuable tool that allows schools to share in celebrating students' achievements. Students are able to share photos, videos, stories of their work with families. Seesaw is also a powerful communication tool designed to inform families on important information, events and updates

Joint Programs

- Ingle Farm Children's Centre - Reception Transition to support continuity of learning
- Children's University (as outlined in 'Student Wellbeing Programs')
- OSHC and Vacation Care

SPORTING ACTIVITIES

The school provides students with many opportunities to participate in various sporting events such as SAPSASA athletic events, knockout events, Sports Day, Athletics Day, DfE Swimming program (equivalent of 1 week per year), Special Education swimming program, forum lead lunch time sporting events and sporting carnivals. There are sports programs that are provided out of school hours and the school utilises sporting grants to have specialist coaches come in and teach programs. We have clinics come to the school as often as possible, such as the Adelaide Crows 'Growing with Gratitude' program. Students participate in a double lesson of Physical Education per week with specialist teachers as well as daily fitness with their class.

OTHER CO-CURRICULAR ACTIVITIES

- Just Brass Music Program Years 4-6 in liaison with the Salvation Army (Ingle Farm)
- Sustainability Program (gardening and recycling program)
- Boys' Club – in association with Family Zone
- Girls' Club – in association with Family Zone
- Homework Club – in association with Family Zone
- Art Therapy
- Living Skills Program – in association with SAPOL
- School band and Choir
- Science Week
- Physical Education Week
- Reconciliation Week
- Premier Be Active Challenge
- Premier's Reading Challenge
- Harmony Day
- Village Fair

A range of cross-cultural activities, events and 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.

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, Deputy Principal, 2 Assistant Principals, Business Manager, Student Wellbeing Leader and Teaching and Learning Coach.

Staff Learning:

Staff work collaboratively in Professional Learning Teams in Staff Meetings and for professional learning activities. The Leadership Team co-design staff learning topics. This is linked to Site Improvement Priorities

and focus areas identified from staff feedback and staff Performance Development Plans. Staff decision making is part of weekly staff meetings and staff unit meetings. Whole school events are coordinated through staff and student committees in consultation with Governing Council as appropriate. Staff wellbeing is addressed through a wellbeing committee, Social Club and a culture of appreciation through structured acknowledgement processes. The Employee Assistance Program (EAP) is promoted within the school as a system of staff support. The Australian Education Union is also promoted for staff through the Site Union Representative.

Performance Development and Improvement:

A Performance Review Process is aligned to teacher standards and consistent to Department for Education expectations. It is documented and negotiated annually to engage all staff in ongoing performance development activities. Processes range from informal chats to professional learning activities, formal meetings and observations (peer and leadership) and feedback. All staff engage in regular Performance Development meetings with line managers, with a focus on particular aspects of the site's improvement priorities. Regular feedback of practice occurs through the Impact cycle process (both peer and leader feedback).

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 Department Support Services and an extensive network of local agencies and service providers. We have links with Autism SA who run training and workshops at our site.

INCENTIVES, SUPPORT AND AWARD CONDITIONS FOR STAFF

Not applicable

SCHOOL FACILITIES

Buildings and Grounds:

Many teaching areas were refurbished in 2009 - 2010 as part of the BER program. Early 2019, upgrades to two buildings provided for new Specialist Teaching spaces (currently The Arts and Science)

The grounds cover approximately 10ha in total, feature huge ovals, good quality courts, Nature Play areas, a vegetable garden and a large covered playground area.

A full-sized gymnasium is used for Physical Education lessons and school Assemblies and is also regularly used by community groups.

Heating and Cooling:

Early Years teaching areas have reverse cycle air conditioning completed as part of the BER program.

Upper Primary teaching areas, the library and gymnasium were upgraded in 2018 with funding support from the Department for Education.

Access for Students and Staff with Disabilities:

School buildings are accessible by ramp, all ramps have been upgraded to meet code in 2021. Parts of the yard are steeply sloped. Toilet facilities are available for people with disabilities.

Access to Bus Transport:

Eligible IELP and Special Options students have access to free bus or taxi transport. Students attending the Special Options have access to transport assistance through the NDIS process. Local public bus services stop at the front of the school on both Belalie and Montague Roads.

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 such as PLC to whole staff meetings. Governing Council is a small but committed group.

Regular Publications:

The “Seesaw” app, our Facebook and Instagram pages link families who utilise social media are used to publish school content and events. A staff weekly overview and daily communication is shared through “OneNote”. A number of other publications are published and up-dated annually. These include policy documents, family handbooks and pamphlets which are available on the school website.

Other Communication:

Class teachers contact families directly through class newsletters and via Seesaw, a communication app our families are required to connect to.

School Financial Position:

The school operates on a consolidated account, and is managed by a Finance Committee, which includes a Principal, Deputy Principal, Business Manager and the Governing Council Treasurer and Chairperson.

Special Funding:

Better School’s Agreement Funding received is used to support initiatives in raising student achievement. Primary Australian Curriculum Strategy Funding received is used to support teachers in implementation of the Australian Curriculum.

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 High School are the major schools attended by mainstream graduates. Students who exit the IELP, generally after 12 months in the program, transition to our mainstream sector or attend their local schools which lie within the broad catchment area of the IELP.

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 run by the Ingle Farm Soccer Club. A large indoor sporting complex and public 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. The office is located at 12 James Street, Salisbury (8259 1222). Community information is available: 8259 1316