



SCHOOL CONTEXT STATEMENT

Updated: August 2017

School number: 1162 and 1866
School name: INGLE FARM PRIMARY SCHOOL

Ingle Farm Primary 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 Primary Sector caters for Primary School aged children from Reception to Year 7. Our Intensive English Language Program caters for students from Reception to Year 7 who are newly arrived in Australia and require intensive English language support. Our Special Education sector caters for students from Reception to Year 2 within a Specialist Speech and Language Class and also caters for students from Year 3 to 7 within a Special Class for students with disabilities (SWD).

Our site is a Category 2 in terms of educational disadvantage and the student profile is diverse. The student profile includes 45 language and 44 cultural groups, 77% English as an Additional Language or Dialect (EALD), 32 (7%) Aboriginal learners and 43 (10%) students with disabilities.

The Ingle Farm Children's Centre on campus, supports collaboration and transition. The campus also hosts the 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 we are committed to providing an educational program that meets the needs of all students from all different backgrounds with different experiences and strengths. We believe that our diversity of cultures, languages and experience is a source of strength, inspiration and knowledge. Located in the northern suburbs of Adelaide, Ingle Farm Primary offers the security of an established, structured curriculum combined with contemporary, dynamic and innovative educational practice. Our highly qualified and skilled professional staff are committed to supporting every learner to continually progress their individual learning. We value respect and support 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.

We facilitate social, physical and emotional development of each individual student by providing opportunities for student decision making and learning for global citizenship. We encourage our students to develop a sense of social responsibility by showing integrity, resilience and respect for differences in people. The multicultural nature of our student population enhances the sense of community within the school and our size allows us to maintain close and valued links with the members of our school community.

1. General information

School Principal: Vanessa Mortimer

Deputy Principal: Helen Delia

Assistant Principal: Tammy Lambden

Assistant Principal Intensive English Language Program: Tracy Wallis

Wellbeing and Engagement Counsellor: Lee Skaife

Teaching and Learning Co-ordinator: Sokhan Greenwood

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 – i.e. 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:

	2011	2012	2013	2014	2015	2016	2017
<i>Primary Special, IELC, Ungraded etc.</i>	155	97	84	119	83	96	105
<i>Reception</i>	20	43	27	33	43	42	36
<i>Year 1</i>	27	34	28	34	30	39	42
<i>Year 2</i>	24	31	31	31	45	37	38
<i>Year 3</i>	25	25	34	35	33	43	40
<i>Year 4</i>	22	28	23	35	34	36	38
<i>Year 5</i>	25	21	24	26	34	41	34
<i>Year 6</i>	35	30	23	26	31	33	46
<i>Year 7</i>	28	36	26	29	17	31	34
TOTAL	361	345	300	368	350	398	431
<i>School Card</i>	140	165	169	177	170		162
<i>NESB Enrolment</i>	192				193		300
<i>Aboriginal Enrolment</i>	31	38	33	28	22	27	32

- 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 also saw a decline over 2011-2013, but are now (2017) at a peak (increasing since 2015) with 431 students. The co-location of the Ingle Farm Children's Centre has enabled some families to access the service for siblings at the same site, supporting enrolment numbers.

- Staffing numbers (as at February census):

Teachers	32.6 (includes 4 leaders and T&L Co-ordinator)
Aboriginal Education Teachers	0.4
Counselling Staff	1.0
Teacher Librarians	-
Total hours of Non-Teaching staff (ECW, SSO, GSE, ACEO, BSSO)	520

There are 13 mainstream (R-7) classes, 2 Special Classes (Yr. 3-7 Intellectual Disabilities, R-2 Language & Communication) and 7 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
77% of students speak English as an Additional Language or Dialect
27% of students arrived in Australia as Humanitarian Refugees
Currently 44 cultural groups are represented in the school, with 45 home languages
10% of students have disabilities
The level of student transience is high.

Student well-being programs:

Student Voice

From 2016-2017 Student Forum teams began providing opportunities for student voice and leadership to flourish. Student leaders are selected to run the following student teams:

<ul style="list-style-type: none"> • The Arts/School image team 	<ul style="list-style-type: none"> • Establish and support maintenance of an art room, creating visual displays around the school
<ul style="list-style-type: none"> • Public Relations 	<ul style="list-style-type: none"> • Promote school community through advertising and local community involvement
<ul style="list-style-type: none"> • Special Events 	<ul style="list-style-type: none"> • Promote whole school events across the campus
<ul style="list-style-type: none"> • Technology 	<ul style="list-style-type: none"> • Focusing on digital technologies and improving ICT facilities and workspaces across the school
<ul style="list-style-type: none"> • Kids Scoop-Website 	<ul style="list-style-type: none"> • Improve the student and voice communication and publication of student class work on the website
<ul style="list-style-type: none"> • Sports 	<ul style="list-style-type: none"> • Establishing and promoting inter-school and partnership schools sports events
<ul style="list-style-type: none"> • Wellbeing 	<ul style="list-style-type: none"> • Support implementation of policies for wellbeing
<ul style="list-style-type: none"> • Fundraising 	<ul style="list-style-type: none"> • Plan fundraising events in consultation with the school community
<ul style="list-style-type: none"> • School Sustainability 	<ul style="list-style-type: none"> • Improve the school grounds-recycling

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 is beginning stage one of its implementation in 2017.

The Child Protection Curriculum is taught across all year levels to support the Keeping them safe initiative.

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 a School Counsellor, a Teaching and Learning Co-ordinator, an Aboriginal Education Teacher, the Aboriginal Community Education Officer and support agencies.

Student engagement, learning and behaviour

The purpose of the DECD Behaviour Management Policy is to support and manage student behaviour and create a safe, orderly, productive and successful learning community. The policy is based on the following shared principles:

- IFPS operates within the context of the wider society and has a responsibility to prepare young people for successful participation in a global society
- All individuals and groups within society should be treated with respect at all times
- Individuals choose their own behaviour to meet their needs, although some circumstances may limit the ability to make the best choices
- Families, society, peers, staff and other significant adults influence the behavioural development of young people
- Behaviour has consequences which increase or reduce immediate and future choices
- Individuals must accept responsibility for their own behaviour according to their developmental ability

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

Special Support Programs

- Intensive English Language Centre (IELC) for students from Non-English speaking backgrounds in their first 12 months in Australia
- Special Class for students with intellectual disabilities (Year 3-7) serving the broader community
- Speech and Language Class (Reception to Year 2), serving the broader community
- Mini Literacy Intervention Program (Yr. 1-3)
- QuickSmart Numeracy Intervention Program (Yr. 3-5)

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Full Site Improvement Plan available at <http://www.ifps.sa.edu.au/>

Goal: Literacy – Reading

Target: Increase the number of students achieving the Standards of Educational Achievement (SEA) targets by between 10-23% in 2017

Running Records – September Collection – unseen text

Year Level	Reading Level	2016 Data	2017 Target Data
Reception	5	13/35 = 37%	60%
One	13	18/36 = 50%	60%
Two	21	16/40 = 40%	60%
Three to Seven	30+	Avg = 46%	60%

Progressive Achievement Test – Reading (PAT-R)

Year Level	Scale Score	2016 Data	2017 Target Data
Three	95	27/45 = 60%	65%
Four	106	29/42 = 69%	70%
Five	112	33/46 = 72%	75%
Six	118	20/35 = 57%	80%
Seven	120	20/36 = 56%	70%

NAPLAN Reading

	2016 Data			2017 Target Data		
	Below SEA level < Band 2.5	At SEA level = Band 2.5	Above SEA level > Band 3.5	Below SEA level < Band 2.5	At SEA level = Band 2.5	Above SEA level > Band 3.5
Year 3	16.13 % (5)	32.26 % (10)	51.61 % (16)	0%	40%	60%
Year 5	36.67 % (11)	23.33 % (7)	40.00 % (12)	0%	40%	60%
Year 7	29.17 % (7)	29.17 % (7)	41.67 % (10)	0%	40%	60%

Goal: Numeracy – Automaticity & Problem Solving

Targets: Increase the number of students achieving the Standards of Educational Achievement targets by between 10-23% in 2017

Progressive Achievement Test – Mathematics (PAT-M)

Year Level	Scale Score	2016 Data	2017 Target Data
Three	101	33/47 = 70%	70%
Four	110	28/42 = 67%	80%
Five	112	18/44 = 41%	80%
Six	120	16/34 = 47%	60%
Seven	121	21/36 = 58%	60%

NAPLAN Mathematics

	2016 Data			2017 Target Data		
	Below SEA level < Band 2.5	At SEA level = Band 2.5	Above SEA level > Band 3.5	Below SEA level < Band 2.5	At SEA level = Band 2.5	Above SEA level > Band 3.5
Year 3	16.67 % (5)	33.33 % (10)	50.00 % (15)	0%	40%	60%
Year 5	36.67 % (11)	30.00 % (9)	33.33 % (10)	0%	40%	60%
Year 7	21.74 % (5)	47.83 % (11)	30.43 % (7)	0%	40%	60%

Goal: Wellbeing – Attendance

Targets: Increase the number of students achieving the DECD Attendance targets from 88.4% in 2016 to 93% in 2017

Reduce the number of unexplained absences from 5.4% in 2016 to 2.5% in 2017

- 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/>

4. Curriculum

- Subject offerings:

The school has implemented and is teaching all aspects of the Australian Curriculum

- English
- Mathematics
- Science
- Human and Social Sciences (History, Geography, Business & Economics, and Civics & Citizenship)
- Technologies (Design & Digital)

and provides specialist instruction in:

- Health & Physical Education
- The Arts (Visual, Drama, Dance, Media, Music)
- LOTE: Chinese

- Special needs:
- BSSO support and access to interpreting services for non-English speaking students and their families
- Aboriginal Education Teacher (0.4)
- Teaching and Learning 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 One Plans
- SSO and BSSO support for classroom based intervention programs
- Intervention programs for Mainstream students who do not achieve school benchmarks in Literacy (MiniLit) in Junior Primary, and Numeracy (QuickSmart) in Primary.
- Within Intensive English Language Centre, explicit Instruction guided by the Teaching and Learning Cycle across all classes.

- Special curriculum features:
 - 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

- Teaching methodology:

Ongoing professional learning discussions are focussed on developing consistent and effective pedagogy across the school. Teachers have worked to build understandings around Powerful Learners, supporting students to develop growth mindsets. 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 inquiry, with teachers as facilitators and learners as initiators, negotiators, selectors and directors.

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, Chromebooks and iPads are available for classroom use.

- Student assessment procedures and reporting

The school reports to parents three times 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. 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 Language and Literacy Level Teaching Strategies to support the next steps for student growth in the classroom.

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 students with many opportunities to participate in various sporting events such as SAPSASA athletic events, knockout events, sports day, 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 and the Australian Ballet.

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, Deputy Principal, 2 Assistant Principals, Business Manager, Counsellor and Teaching and Learning Coordinator.

- 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 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 documented and negotiated annually to engage all staff in ongoing and time lined 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. Performance Development aligned to required teacher standards and consistent to DECD expectations 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 currently being upgraded through negotiation and funding arrangements with DECD facilities.
- 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 such as PLC to whole staff meetings.
Governing Council is a small but committed group.
- Regular publications
A school newsletter is published every three weeks which is available on the school website and "Skoolbag" app, a staff weekly overview and daily updates are on "OneNote", and a number of other publications are published and updated annually. These include policy documents, parent handbooks and pamphlets which are available on the school website.
- 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
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

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.

- 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. The office is located at 12 James Street, Salisbury (8259 1222). Community information is available: 8259 1316