

SCHOOL CONTEXT STATEMENT

Updated: July 2019

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 52 language and 44 cultural groups, 76% English as an Additional Language or Dialect (EALD), 39 (8%) Aboriginal learners and 54 (12%) 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 social diversity. 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: Inna Tucker

Wellbeing and Engagement Counsellor: Lee Scaife

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 | 2018 | 2019 |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| <i>Primary Special, IELC, Ungraded etc.</i> | 155 | 97 | 84 | 119 | 83 | 96 | 105 | 132 | 132 |
| <i>Reception</i> | 20 | 43 | 27 | 33 | 43 | 42 | 36 | 43 | 45 |
| <i>Year 1</i> | 27 | 34 | 28 | 34 | 30 | 39 | 42 | 37 | 43 |
| <i>Year 2</i> | 24 | 31 | 31 | 31 | 45 | 37 | 38 | 47 | 46 |
| <i>Year 3</i> | 25 | 25 | 34 | 35 | 33 | 43 | 40 | 43 | 45 |
| <i>Year 4</i> | 22 | 28 | 23 | 35 | 34 | 36 | 38 | 36 | 46 |
| <i>Year 5</i> | 25 | 21 | 24 | 26 | 34 | 41 | 34 | 38 | 40 |
| <i>Year 6</i> | 35 | 30 | 23 | 26 | 31 | 33 | 46 | 38 | 38 |
| <i>Year 7</i> | 28 | 36 | 26 | 29 | 17 | 31 | 34 | 49 | 33 |
| TOTAL | 361 | 345 | 300 | 368 | 350 | 398 | 431 | 473 | 468 |
| | | | | | | | | | |
| <i>School Card</i> | 140 | 165 | 169 | 177 | 170 | | 162 | 199 | TBC |
| <i>NESB Enrolment</i> | 192 | | | | 193 | | 300 | 360 | 355 |
| <i>Aboriginal Enrolment</i> | 31 | 38 | 33 | 28 | 22 | 27 | 32 | 43 | 39 |

- Student enrolment trends:
Enrolment has been increasing since 2015, steady in 2019 with 467 students. The co-location of the Ingle Farm Children's Centre on the same campus in enabled some families to access the service for siblings at the same site, supporting enrolment numbers.

- Staffing numbers (as at February census):

| | |
|---|-------|
| Teachers (including leadership team) | 39 |
| Aboriginal Education Teachers | 0.4 |
| Counselling Staff | 1.0 |
| Teacher Librarians | - |
| Total hours of Non-Teaching staff (ECW, SSO, GSE, ACEO, BSSO) | 730.5 |

- 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:
15 Mainstream classes (R-7), 8 Intensive English Language Centre classes (R-7), 1 Special Class (3-7) and 1 Speech and Language Class (R-2).
Specialist Learning Areas: The Arts, Health and Physical Education, Auslan (Language) and Science.
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):
 - 8% of students are Aboriginal
 - 76% of students speak English as an Additional Language or Dialect
 - 12% of students arrived in Australia as Refugees
 - Currently 44 cultural groups are represented in the school, with 52 home languages
 - 12% of students have disabilities
 - The level of student transience is high.

Student Wellbeing Programs

Student Voice

From 2016-2017 Student Forum teams began providing opportunities for student voice and leadership to flourish. This continues in 2019, with student leaders selected to run the following student teams:

| | |
|---|--|
| <ul style="list-style-type: none"> Energy Watch | <ul style="list-style-type: none"> Encourage change around the school to reduce energy use. To model, encourage, monitor and acknowledge energy saving practices. |
| <ul style="list-style-type: none"> Ingle Farm Media | <ul style="list-style-type: none"> Shared on our Facebook page, with Governing Council and with all classes, Ingle Farm Media will be presenting a Kids News video once a term reporting on whole school events, advertising canteen options and uniforms, and identifying students who show our school values in the yard. |
| <ul style="list-style-type: none"> Resource Centre | <ul style="list-style-type: none"> Lunchtime activities, displays and Book Week activities |
| <ul style="list-style-type: none"> Special Events | <ul style="list-style-type: none"> Whole site events linked to planned staff committees |
| <ul style="list-style-type: none"> Break-time Activities | <ul style="list-style-type: none"> Leading new ways to support activities at recess and lunch time |
| <ul style="list-style-type: none"> Wellbeing | <ul style="list-style-type: none"> Exploring our school values in action |
| <ul style="list-style-type: none"> Visual Arts | <ul style="list-style-type: none"> Creating visual displays across the site |
| <ul style="list-style-type: none"> Technology | <ul style="list-style-type: none"> Promoting digital technologies across the site through peer mentoring |
| <ul style="list-style-type: none"> Sports | <ul style="list-style-type: none"> Planning lunchtime sports and designing whole school processes for sharing equipment and promoting active play |
| <ul style="list-style-type: none"> Performing Arts | <ul style="list-style-type: none"> Introduce music, dance and drama into the school yard in the form of a talent quest, 'flash mobs' and roving performers |
| <ul style="list-style-type: none"> Early Years | <ul style="list-style-type: none"> Planning games and activities for JP classes to promote positive social learning |

Student play times allow opportunities for students to choose between active sports activities, to be involved in Nature Play or relax quietly in the library. A new Nature Play area was established in 2017/18. An updated playground area is due to commence construction in August 2019.

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

Art Therapy is offered to students with consent from their families supporting students with emotional regulation, self-confidence, self-awareness and behaviours.

In-School Psychology create strong working relationships with children and families referred by a doctor for a Mental Health Care Plan. They help with a range of issues including: behaviour difficulties, anxiety and depression, anger management, developmental disorders, social skills, and grief and loss.

Student Support 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 Student Wellbeing Leader, 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 Department for Education 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
- assist 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 are able to 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. We work collaboratively with the department (aligning to relevant policies), the school community, services and agencies to create a learning community which is safe, inclusive and conducive to learning. We review Wellbeing and Engagement Collection Data from our Year 4-7 students, and reflect on the Psycho-social survey with staff. Our site based processes are currently under review.

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 (Years 3-7) serving the broader community
- Speech and Language Class (Reception to Year 2), serving the broader community
- Mini Literacy Intervention Program (Year 1)
- QuickSmart Numeracy Intervention Program (Years 4-7)
- First Language Maintenance and Development Program (whole school) – Iranic (Hazaragi, Dari, Farsi), Arabic, Indic (Hindi, Punjabi, Urdu), Tagalog and Vietnamese

3. Key School Policies

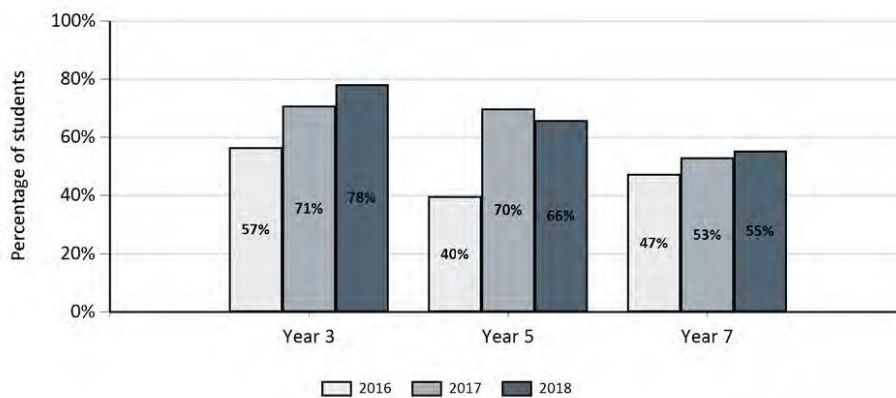
- Ingle Farm Primary School Improvement Planning is available on our website at www.ifps.sa.edu.au The plan was updated and approved in December 2018 for the 2019-2021 period. Our new goals are based on previous data as displayed

Goal 1: Students develop as balanced readers through consistent whole school, quality, teaching and learning of reading.

2019 Targets:

- Increase the percentage of students (from 66% to 71%) achieving SEA (cohort data) from Year 3 to Year 5 as measured by NAPLAN Reading 2019 year 5s.

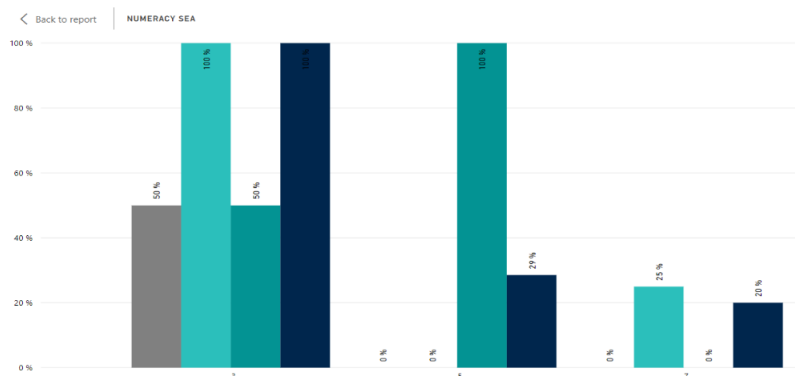
NAPLAN Reading Data 2016-2018 (whole school)



2018
Annual
Report

- Maintain the percentage of Aboriginal students (100%) achieving SEA (cohort data) from Year 5 to Year 7 as measured by NAPLAN Reading 2019 year 7.

NAPLAN Reading Data (Aboriginal Students)



BI School
Improvement
Dashboard

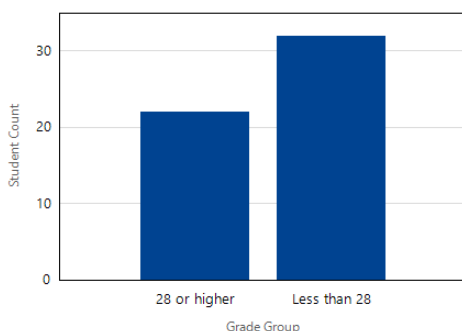
2018 Data

Goal 2: Students develop oral language and phonics proficiency through intentional and scaffolded teaching R - 7.

2019 Targets:

- 65%+ Year 1 students score 28 or more on Year 1 phonics screen

2018 Phonics Results



Eduportal
Education
Dashboard

24/56 students achieved the expected standard (43%) in 2018

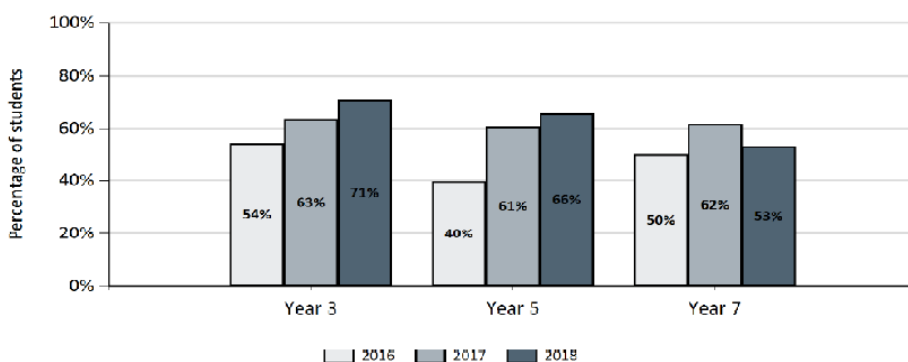
- Reception students are screened using the Screen of Phonological Awareness (SPA), with teaching programs supported by the resource Phonic Awareness (by Michael Heggerty). Teachers engage in professional development for implementation of Phonological Awareness Screen Mapping (PASM) for implementation in 2020 aligning with Partnership schools
- Oral language target to be developed

Goal 3: Students develop deep understanding of The Big Ideas in Number (BliN) through quality, sequential teaching and learning of Mathematics.

2019 Targets:

- Increase the percentage of students achieving SEA from 66% to 71% (cohort data) from Year 3 to Year 5 measured by NAPLAN Numeracy 2019

NAPLAN Numeracy Data 2016-2018 (whole school)



2018
Annual
Report

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

Learning Areas

All aspects of the Australian Curriculum are addressed in our Teaching and Learning

- English
- Mathematics
- Humanities and Social Sciences (History, Geography, Business & Economics, and Civics & Citizenship)
- Technologies (Design & Digital)
- LOTE: Auslan

and provides specialist instruction in:

- Health & Physical Education
- The Arts (Visual, Drama, Dance, Media, Music)
- Science

Additional Supports

- 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 (35 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
- Art Therapy
- In-School Psychology
- Living Skills Program – in association with SAPOL

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, and iPads are available for classroom use.

Student Assessment and Reporting

- Ingle Farm Primary School reports to families three times per year via Formal Reporting including Parent Teacher Interviews and Written Reports (A-E format), plus additional meetings on request.
- Extensive data is collected by teachers utilising an agreed Data for Learning Overview and Timeline to plan for learning and 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. Academic Profiles for individual students can be generated through MarkiT and shared with families.
- 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 Department for Education - Standards of Educational Achievement (SEA) specify the expected achievement standards.
- Additional assessments include the Progressive Achievement Tests in Reading and Mathematics (PAT-R/M), Phonological Awareness Screening, Phonics Screen, Language and Literacy Levels and Big Ideas in Number Diagnostic Tools. All students participate in ongoing assessment to support the next steps for student growth in the classroom.

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, Wellbeing Coordinator 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 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.

- 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.

8. 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 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 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, 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 Speech and Language class students have access to free bus or taxi transport.
Local public bus services stop at the front of the school on both Belalie and Montague Roads.

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. The “Skoolbag” app and a new Facebook page links to families who utilise Social Media. A staff weekly overview and daily updates are on “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 which many of our families are connected to.

- School financial position

The school is in a very sound financial position.

- Special funding

Better Schools Funding Agreement and Literacy and Numeracy First Funding received is used to support initiatives in raising student achievement.

Primary Learning Improvement Funding received is used to support teachers in implementation of the Australian Curriculum.

Inclusive Education Support Program Funding supports students verified for learning accommodations within their learning setting.

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, transition to our mainstream sector or 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 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