



SCHOOL CONTEXT STATEMENT

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 2 in terms of educational disadvantage and the student profile is diverse. The student profile includes 48 languages and 53 cultural groups, 70% English as an Additional Language or Dialect (EALD), 32 (9.5%) Aboriginal learners and 56 (16.6%) 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 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 caters for students from Reception to year 6 who are 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 all different backgrounds with different experiences and strengths. Our high qualified and skilled 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 is 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 |
| Deputy Principal: | Helen Delia |
| 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: | www.ifps@schools.s.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: | |

| | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|------------------------------|------------|------------|------------|------------|------------|------------|
| Primary Special | 12 | 12 | 12 | 12 | 12 | 12 |
| Speech & Language | 8 | 8 | 8 | 8 | 8 | 8 |
| IELC | 76 | 85 | 112 | 112 | 125 | 65 |
| Reception | 42 | 36 | 43 | 45 | 43 | 66 |
| Year 1 | 39 | 42 | 37 | 43 | 49 | 82 |
| Year 2 | 37 | 38 | 47 | 46 | 43 | 42 |
| Year 3 | 43 | 40 | 43 | 45 | 51 | 50 |
| Year 4 | 36 | 38 | 36 | 46 | 50 | 56 |
| Year 5 | 41 | 34 | 38 | 40 | 49 | 60 |
| Year 6 | 33 | 46 | 38 | 38 | 43 | 62 |
| Year 7 | 31 | 34 | 49 | 33 | 41 | 64 |
| TOTAL | 398 | 431 | 473 | 468 | 369 | 474 |
| School Card | | 162 | 199 | | 203 | 167 |
| EALD Enrolment | 253 | 300 | 368 | 315 | | 336 |
| Aboriginal Enrolment | 24 | 30 | 44 | 35 | 44 | 38 |

Student enrolment trends:

Mainstream enrolment numbers have increased since 2015. The co-location of the Ingle Farm Children's Centre (IELC) has enabled some families to access the service for siblings at the same site, supporting enrolment numbers. In 2020 COVID 19 impacted on Intensive English Language Centres due to border closures. In 2022 Ingle Farm IELC remained open with only 3 classes.

Staffing numbers:

Other Leadership

| | |
|---|---------------|
| Assistant Principal: | Kaylem Short |
| Assistant Principal IELP: | Inna Tucker |
| Student Wellbeing and Engagement Coordinator: | Melissa Lucas |
| Lead Teachers as pedagogical coaches: | TBA |

Teaching Staff

FTE number of teaching staff: 25 17 classes + 3.6 NIT providers

Ancillary Support Staff

| | | |
|-------------------------------|---|----------------------------|
| Non-Teaching staff permanent: | 416.5 hpw | 17 staff (incl BSSO, ACEO) |
| Non-Teaching staff temporary: | 170 hpw | 9 staff (incl BSSO) |
| Business Manager: | SSO3 – HR, Finance and Facilities. Fulltime | |
| Front Office Manager: | SSO2 – PA, Reception, Admin. Fulltime | |
| Admin/Finance Officer: | SSO2 – PA, Reception, Admin and Finance. Fulltime | |
| IELP Administration Officer: | SSO2 – Admin. Part Time | |
| Library SSO: | SSO2 – 15 Hours | |
| Curriculum SSOs: | 2 X SSO1 and 6 X SSO2 | |
| BSSOs: | 4 X SSO2 | |
| ICT SSO: | SSO3 – ICT Fulltime | |
| ACEO: | ACEO3 – 22 hours | |

Other Support Staff

| | |
|-----------------------|--------------------|
| Pastoral Care Worker: | 300 hours per year |
| Grounds: | Outsourced |

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 Program (R-7), Speech and language Class (R-2) and two Special Classes (3-7).
- 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.

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
- 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:

Children's University – Facilitated by the Student Wellbeing Coordinator

Children's University facilitate superior educational experiences to students outside of school hours and recognises their achievements through a graduation ceremony with certificates. This is done by leveraging local educational activity providers such as museums, theatres, and school clubs and sports groups. Engaging a wide range of experiences such as these is proven to develop a child's self-efficacy, confidence and aspirations. They are encouraged to explore new ideas, concepts and experiences – not simply stick with what they know! All learning must be linked to a higher education course. For example, a school gardening club links to agronomy, micro-biology, botany, and food science.

Pastoral Care – social/emotional wellbeing – grief loss, developing friendships – self-regulation

Art Therapy – 3 days per week through connected self

Boys Club – Through Family Zone – Self regulation 7 week program

Play Therapy – Social Work students

Wellbeing support – through Student Wellbeing Counsellor - liaising with Child Wellbeing and Families

STARS – 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. STARS provides services to address a range of physical, psychological and social needs for survivors of torture and trauma.

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 and develop risk taking and safe play. 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.

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Additional support for families and staff is provided through the Student Wellbeing Coordinator, Aboriginal Education Teacher, Aboriginal Community Liaison Officer, Pastoral Care Worker and School 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. School 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 0.6 Intervention Teacher to work alongside staff 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.

Student Management:

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, 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:

- Intensive English language Program (IELP) for students from Non-English Speaking backgrounds in their first 12 months in Australia

- 2 X Special Classes – Reception to year 2 and Year 3 to year 6 for students with significant disabilities impacting on their access to the curriculum. Enrolment is through a central panel and services the broader community
- Speech and language Program – Reception to year 2 for students with significant speech and language difficulties. Enrolment is through a central panel and services the broader community
- Quicksmart Numeracy Intervention Program (Years 4 to 6)
- First Language Maintenance and Development Program (FLMD) (Whole School) – Iranic (Hazaragi, Dari, Farsi), Arabic, Indic (Hindi, Punjabi, Urdu), Tagalog and Vietnamese.

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.

Goal 1: Increase the percentage of students achieving SEA in reading.

Goal 2: Increase the percentage of students that achieve National Minimum Standard (NMS) in spelling.

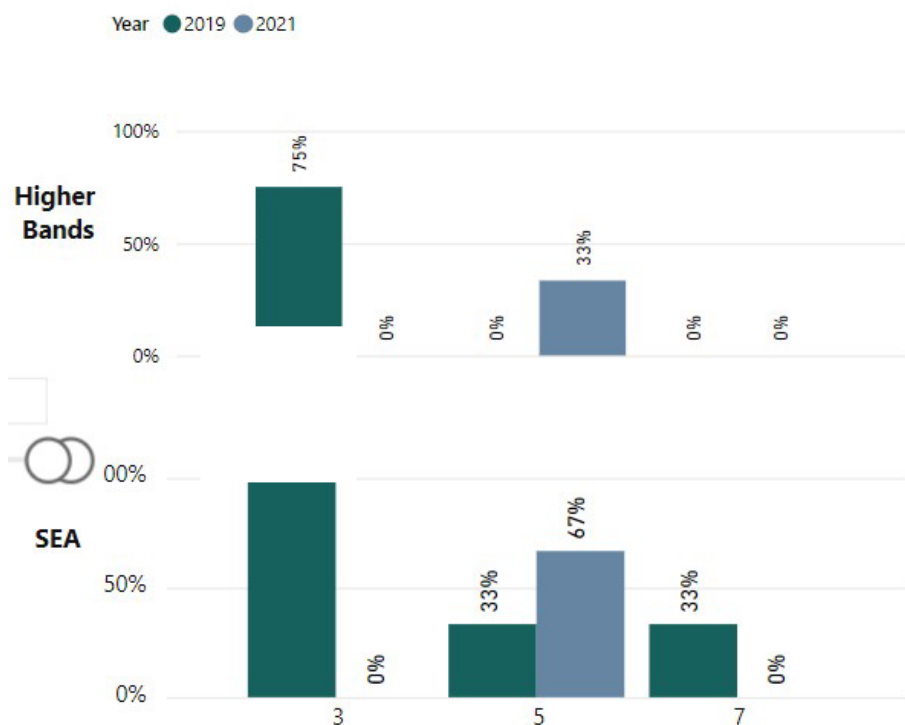
NAPLAN Progress 2019 to 2021 (NAPLAN did not take place in 2020)

2021 Targets – Increase the percentage of students (78%) achieving SEA from year 3 to year 5 as measured by NAPLAN Reading 2021 Year 5



BI School
Improvement
Dashboard

2021 Targets - Increase the percentage of aboriginal students (57%) achieving SEA (cohort data) from Year 5 to Year 7 as measured by NAPLAN Reading 2021 Year 7



BI School
Improvement
Dashboard

2021 Targets - 60% + Year 1 students score 28 or more on Year 1 Phonics Screen

| Year 1 Phonics Screen | | | | |
|--|------------------------------------|---|------------|----------------|
| | Demonstrated expected achievements | Demonstrated below expected achievement | Not Tested | Total Students |
| 2018 | 23 (36%) | 32 (50%) | 9 (14%) | 58 |
| 2019 | 17 (29%) | 41 (71%) | 0 (0%) | 58 |
| 2020 | 44 (59%) | 28 (38%) | 2 (3%) | 74 |
| 2021 (not including IELC and special options) | 27 (73%) | 9 (23%) | 2 (5%) | 38 |

Reception teachers have implemented the use of the Teacher Rating of Oral Language and Literacy – Phonological Awareness tool (TROLL - PA): Individualizing early literacy instruction with a standards-based rating tool. Reception students are screened using the Screen of Phonological Awareness Screen Mapping (PASM), with teaching programs supported by the resource Phonemic Awareness (by Michael Heggerty). Oral language target to be developed.

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:

- 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 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 are explicitly taught
- Systematic Synthetic Phonics approach which is resourced with Jolly Phonics, Jolly Grammar, decodable readers (Australian 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
- Guided reading lesson that makes up part of their Literacy block. The reading research that underpins the guided reading session is the 'Big Six of Reading' (Deslea Konza, 2016)
- 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 100 minutes of spelling instruction 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. 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)

Special Needs:

A range of intervention and support programs are offered to students to meet both short and long term goals. R-6 screening and the Inclusive Education Support Program (IESP) identifies students to be supported. Intervention is aligned to teacher pedagogy to ensure continuity of learning.

Differentiated instruction and adaptation of tasks are delivered through a Waves of Intervention model.

Wave 1:

Intentional teaching/skill building occurs at this level. Teachers design proactive differentiated instruction, rework aspects of the curriculum, pedagogy and assessment to meet the needs of every student.

Wave 2:

For learners who are demonstrating slow progress, additional targeted intervention is provided on a regular basis with specific goals informed by literacy and numeracy data. This is a short term intervention with ongoing monitoring of students moving back into wave 1 intervention.

Wave 3:

For learners who have significant gaps in their learning and require specialised and intensive teaching, assessment and instruction. Individual learning plans are developed using substantial and extensive adjustments and often seeking expert advice from Support Services and paraprofessionals.

Additional Supports:

- Bilingual School Services Officers (BSSO) support and provide access to interpreting services for non-English speaking students and their families
- Autism SA Workshops for students (registered with Autism SA)
- Department for Education Student Support Services (SSS) team works in partnership with schools, preschools and families to provide support for additional needs learners. The team of professionals include Aboriginal community education managers, Aboriginal services engagement officers, behaviour support coaches, psychologists, social workers – trauma, special educators, special educators – hearing, and speech pathologists.

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 trialling 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 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 (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 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, 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 IELC, Special Class and Speech and Language class students have access to free bus or taxi transport. Students attending the Special Class and Speech and language class 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:

A school newsletter is published every three weeks which is available on the school website. The "SeeSaw" 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 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 Chair Person.

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 HS 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 neighbourhood 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

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