

ANNUAL REPORT



LINDEN PARK SCHOOLS



A COMMUNITY OF LEARNERS WORKING TOWARDS GLOBAL CITIZENSHIP AND
THE ACHIEVEMENT OF PERSONAL EXCELLENCE IN ALL THAT WE DO

2010

Contents

CONTEXTUAL INFORMATION.....	3
HIGHLIGHTS	3
REPORTING ON PRIORITIES.....	8
WORKFORCE COMPOSITION.....	17
TEACHING STAFF PROFESSIONAL LEARNING	17
STUDENT ATTENDANCE	17
STUDENT ENROLMENTS	18
STUDENT COMPOSITION 2010	19
PARENT OPINION	19
FINANCIAL STATEMENTS	21

CONTEXTUAL INFORMATION

CONTEXT

Linden Park Schools offer a rigorous international learning programme in an attractive urban setting in the eastern suburbs of Adelaide, six km from the CBD. The Junior Primary and Primary Schools are located on a shared campus, where a strong whole-school culture has developed. The schools work collaboratively in Early Years, Primary Years and Middle Years sections. The schools are noted for their comprehensive learning programmes and high levels of student achievement in academic, artistic and sporting pursuits.

Enrolments at the end of the 2010 school year were 300 in the Early Years and 412 in the Primary/ Middle Years, which is consistent with 2009 enrolments. Trends are indicating continued strong enrolments in the Early Years for families within our catchment area and numerous enquiries for families not located in our catchment area. There were also 38 full fee paying International Students. The school population has more than 54 different cultural backgrounds represented and students from approximately 30 countries where English is not the main language spoken at home.

Linden Park Schools are authorised International Baccalaureate World Schools offering both the Primary Years Programme and the Middle Years Programme. The schools are strongly committed to developing international mindedness, intercultural understanding and respect.

OUR VALUES:

RESPECT: In our schools, we show respect for people, their rights, beliefs and ideas.

RESPONSIBILITY: In our schools, we each take responsibility for our actions.

CREATIVITY: In our schools, we learn to be optimistic, imaginative and inventive

DIVERSITY: In our schools, we foster an understanding and appreciation of difference and individuality within our community.

Students are encouraged to become active, compassionate lifelong learners and global citizens who understand difference and value diversity.

Specialist teaching programmes are provided in Music, French and Physical Education. Many students also participate in a range of programmes which compliment their learning, including; Chess, Debating, Tournament of Minds, Choir, Sports, Aerobics and a range of instrumental music options.

Our schools take pride in pursuing personal excellence in all that we do.

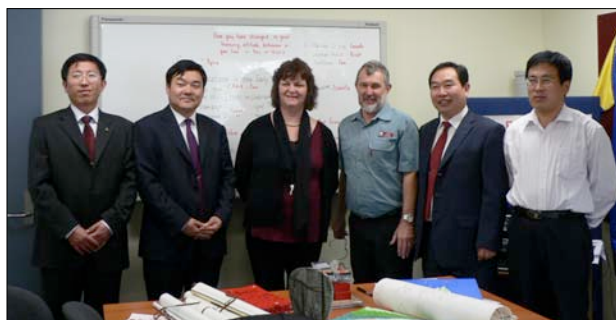
HIGHLIGHTS

Throughout the 2010 school year there have been many achievements and celebrations

- **Forging Intercultural Understanding** In January 2010, a group of 9 students and a teacher were part of a group of 43 students and 15 teachers from South Australia who travelled to Yong-in in South Korea, to participate in the second Maekyung International Schooling Camp. When not on

excursions, the students were placed in classes with South Korean students and were involved in many learning opportunities designed to improve the Korean students' confidence and skills in speaking and using English. A reciprocal study tour was held in July with 6 students staying with families from our school and participating in excursions and activities around Adelaide. The school hosted the KOKOS International contingent of 55 students for a day of activities. These visits promoted a greater understanding of other cultures and also created an opportunity for friendships to be forged across international boundaries.

In late Term 4 the schools hosted a group of principals from Shandong Provincial Education Department, China. 25 leaders in all attended a presentation by our leadership group followed by 4 principals shadowing our leadership team and staff providing them insights as to how Australian schools operate.



- **Harmony Day** – In 2010 our celebration focussed on the diverse cultural groups represented at Linden Park Schools. Students participated in discussion about how we create a world of fairness, respect, peace, harmony and sustainability. Students were encouraged to wear national dress or the colour orange and they all assembled on the oval identifying with their heritage and cultural groups; 60 groups represented in all. To celebrate, symbolise and acknowledge the importance of our planet and how to create a better and more peaceful world, 15 white doves were released. What a wonderful sight it was! This special day will remain as a memory and will build upon the journey we are all travelling towards, **Peace and Harmony**.



- **Building a Positive Learning and Social** - All classes R-7 at the beginning of the school year were involved in an Inquiry into Wellbeing. Teachers planned activities where students developed Essential Agreements based on the International Baccalaureate Learner Profiles and Attitudes.

These agreements formed the basis of the common understandings students have in classrooms and the schools to ensure the wellbeing of themselves and peers.

- **Empowering Our Young People** Students selected on the Student Representative Council (SRC) have had opportunities throughout the year to demonstrate decision making and leadership processes. SRC have continued to organise and implement successful school discos in Term 2 and Term 3. The main fundraiser support this year was the McGrath Foundation and UNICEF Pakistan Flood Relief appeal.

SRC have also promoted our recycling. The Money Tree scheme continues to provide the school community a service by collecting newspaper with a small monetary return for the school

SRC along with the student cohort have continued to show empathy and caring by raising funds to support communities and charities in need such as Mc Grath Foundation for Breast Cancer Research, Pakistani Flood relief appeal and Salvation Army Christmas appeal.

- **Celebrating the Importance of Physical Activity** – The Early Years students participated enthusiastically in an array of physical activities to further promote the importance of physical activity in their daily lives. In term one the Sports Day in the Early Years gave students the opportunity for students to have fun, participate in fitness and teamwork activities.



- Years R-4 classes this year were involved in Jump Rope for Heart and managed to increase their skills and fitness. They also raised over \$6000 in support of heart research. The Primary and Middle Years Sports Day, held in early Term 4, saw students achieving personal excellence and team collaboration. Gleeson were overall winners for the day.
- Two Linden Park Aerobics teams; Year 4 “**The Linden Park Sweethearts**” and Year 5/6 “**The Pink Ladies**” **danced** their way to become State Champions. Both teams were selected to compete in the National Competitions in August. Although they did not gain a placing they are to be congratulated along with their coach Di Blowes for a fantastic accomplishment.



Sporting highlights for 2010 included;

- Representation in SAPSASA District teams for a range of sports including cricket, football, basketball, hockey and netball.
 - Our boys' basketball team was successful in winning the State Primary Schools Cup in Term 4, involving a round robin among the top 8 primary school basketball teams.
 - Participation in a range of SAPSASA Knock-out Competitions, including Cricket, Soccer, Basketball, Tennis, Netball and Football.
 - A range of coaching clinics which were organised as part of the PE program and including Squash, "Footsteps" Dance, Lawn Bowls, Recreational Football and Orienteering. These activities enabled students to learn new skills and to be actively involved in a wide range of sporting opportunities.
 - Clinics were also provided at the Primary and Middle Years Sports Day via Hockey SA, Sturt Football Club, Wheelchair Sports Association, SA Lacrosse Association and Cricket SA.
 - Tri skills provided a special program of PE activities – this year in a specially-equipped double-decker bus.
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- **Year 2 Camp** – Camp Aldinga was a highlight for the Year 2 students with a focus on Aboriginal Cultural Studies. The overnight camp involved bushwalks, Wiltja making, boomerang painting and baked clay fish. This was an important step in students developing skills of independence as well as enjoying participating in the activities led by 'Uncle Wally'
 - **Year 7 Camp** – The 4 day camp at Nelson, Victoria was a highlight of the Year 7 MYP program. It created an excellent opportunity for students to develop team building and interpersonal skills, at the beginning of the school year. Students participated in canoeing, bushwalking, geographical and historical tours of the South Eastern area of the state.
 - **Cyber Safety** – Linden Park Schools launched the South Australian "Think U Know" joint initiative, teaching the importance of safe use of information Communication technologies to the school community. The Honourable Brendan O'Conner, Minister for Home affairs and Rick Sarr, Labor candidate for Sturt were among the invited guests. A very informative parent information session followed and our Middle Years students became mentors on how to use the website.



- **ICT** – Year 1 class, under the guidance of teacher, Tricia Millan, were winners of State Primary School Science competition (Reception – Year 7) with their entry of a 1 minute science film “What Plants Need to Grow” using flip cameras.
- **Literacy** – Linden Park Schools had multiple successes in the Advertiser Young Writers Award this year. Zoe Mezzinno won 1st prize for her poem on war and Eva Kemp won 2nd for her poem about her father. Krishna Masahawaran won 3rd prize for prose and Veena Masahawaran won 2nd in the Year 4-6 poetry section. Krishna was also announced as The Advertiser Young Writer of the Year. Judges were impressed with his personalisation, story telling and tragic twist in his story of a lonely child.
- **Zero Waste Grant** – Funding of more than \$1,000 has seen the Early Years sustainable garden come to fruition. Vegetable beds and fruit trees were planted. Produce sold from the gardens was used to purchase additional plants. The children have been enthusiastic in their learning to becoming ‘green’ as well as developing entrepreneurial skills.
- **Celebrating 60 years of Learning and Official Opening of Redeveloped Schools** – The Linden Park Schools hosted an exciting celebration on November 12th. Official guests included Senator Anne McEwen, The Hon. Ian Hunter MLC, Local members of Parliament Vicki Chapman and Christopher Pyne, DECS Regional Director Rod Nancarrow. We also welcomed guests from a range of companies who have worked with us on the redevelopment over the past 5 years, past and present staff and students and community members. The evening ended with the cutting of the 60th birthday cake by Co-principals Roberta Spreadbury and Rob Harding and executive members of SRC.



- The SRC also initiated the planting of 3 Linden trees adjacent to the gym to signify this special occasion.



IMPROVEMENT PRIORITIES

EXCELLENCE IN LEARNING

Our International Baccalaureate (IB) Programmes at Linden Park Schools, coupled with the South Australian Curriculum, Standards and Accountability (SACSA) Framework, have continued to guide our curriculum delivery over the year. Links between the Primary Years Program (PYP) and the Middle Years Program (MYP) continue to be developed strongly over the 2010 school year. Staff R-7 were involved in Professional Development, which has enhanced team planning sessions and teaching and learning programmes. There has been a focus on concept driven curriculum and further developing differentiated learning programmes to cater for the needs of individuals. To support this focus, a PYP in school workshop conducted by trained IB workshop leaders was held in June 2010. This workshop which focused on concept driven curriculum has successfully supported teachers to enhance their understanding of the programme and this is reflected in their planning and teaching. All teachers in the MYP and PYP have continued to access a range of Professional Development opportunities.

Staff worked with the Regional Science support focus person to incorporate the science requirements of the Australian Curriculum into our IB units of inquiry. Staff examined ways in which they can fully utilise the Primary Science Connections resource materials to enhance science teaching and learning at the schools.

Through the Units of Inquiry (PYP), the Approaches to Learning (MYP) and the comprehensive reporting processes established across the schools, students have demonstrated their understanding across the curriculum and further developed relationships with Global communities. Students further developed the characteristics of the Learner Profile. Again this year reporting processes included Learning Journeys, 3 way student led conferences, informal interviews, formal reports twice yearly, self assessments, peer and teacher assessment, Student Portfolios and the Year 5 Exhibition.

Throughout the year, parents have been informed about curriculum and assessment within the schools through newsletters, the range of assessment and reporting processes, Governing Council meetings, committees, school tours, pre-school to school transition meetings and information evenings.

The Action plan developed from the IB evaluation continues to guide teaching and learning programmes, systems and structures within the PYP.

EARLY YEARS ACHIEVEMENT

EARLY YEARS READING

Quality teaching and learning approaches in literacy are shared between staff and operate successfully to support all of our students, particularly through literacy blocks. All staff regularly monitors student

progress in reading accuracy and comprehension by using Running Records and using the benchmarks to guide future teaching and learning of students.

Student achievement in reading has remained at a high level throughout the Year levels. As children begin their first formative years of schooling they are forming the language and context of reading. Although results of 2010 show a larger percentage of students who were in the Level 1 – 5 than 2009 students overall are beginning to have a good understanding of the functions of reading This continued through to Year 1 and Year 2 with large percentages of our students performing at or above benchmark. However, there is a small cohort of Year1 students who will require close monitoring and assistance in 2011.

RECEPTION

READING LEVEL	2007	2008	2009	2009 exc. Term 3 / 4 Rec	2010 exc. Term 3 / 4 Rec
1-5	35	40	53**	23	37
6-10	30	12	16*	19	20
11-15	20	13	12	22	12
16+	15	35*	19	36	26

AT OR ABOVE BENCHMARK LEVEL 6

2007 = 65%; 2008 = 60% 2009= 47% total; 77% excluding Term 3 and 4 Reception students. 2010= 58 % excluding Term 3 and 4 Reception students

**denotes the number of international students included in the calculation of this %*

YEAR 1

READING LEVEL	2007	2008	2009	2010
< 12	11	9	5	12
12 - 15	1.5	3	6	9*
16 - 18	15	3	10	11
19 - 21	9.5	17**	11*	6
22 +	63	68*	68	51

**AT OR ABOVE BENCHMARK LEVEL 15 2007 = 87.5%;
2008 = 88%; 2009 = 89%, 2010 = 76%**

**denotes the number of International students
included in the calculations of this %*

YEAR 2

READING LEVEL	2007	2008	2009	2010
< 14	1.5	2	0	0
14–17	1.5	2	9	5**
18–20	3	8 *	0	4
21–25	17	20*	23*	17*
26 +	77	68	68*	74*

**AT OR ABOVE BENCHMARK Level 21 2007 = 94%;
2008 = 88% 2009 = 91% 2010 = 91%**

**denotes the number of International students
included in the calculations of this %*

YEAR 2 EARLY ASSISTANCE

All Year 2 students were tested at the beginning of Term 1, using the South Australian Spelling Test. From the Year 2 cohort of 2010, 12% recorded exceptionally high Spelling ages, with 48% of students having a Spelling age of 1 year or more above their chronological age. By the end of Term 4 all students showed improvement with differences in their spelling age varying from 2 months, to greater than 8 years above their chronological age.

YEAR 2 STUDENTS RECEIVING SPELLING SUPPORT, TERM 4 RESULTS

	Spelling age more than 5 months below Chronological age	Spelling age between 0 – 5 months above Chronological age	Spelling age 5 months or more greater than Chronological age
2008	23%	21	56
2009	31%	10	58
2010	30%	40%	30%

Students who scored between their chronological age and less than 6 months were supported and regularly monitored within the class. Further testing was carried out at the end of Term 4. Results showed marked improvement in most of the students monitored with only 3 having a spelling age still just below their chronological age.

17 students with spelling ages of 6 months or more below their chronological age were identified for extra support and intervention. 30% of these were more than a year below. 65% of these received literacy intervention support in 2009. 1 of these students has a Negotiated Education Plan for recognised special needs. At the end of Term 4 2010, 88% of these students achieved great success in spelling by reducing the gap to 5 months or less below their chronological age in comparison to 33% in 2009. 24% of these students achieved spelling age scores of 12 months or more than their chronological age.

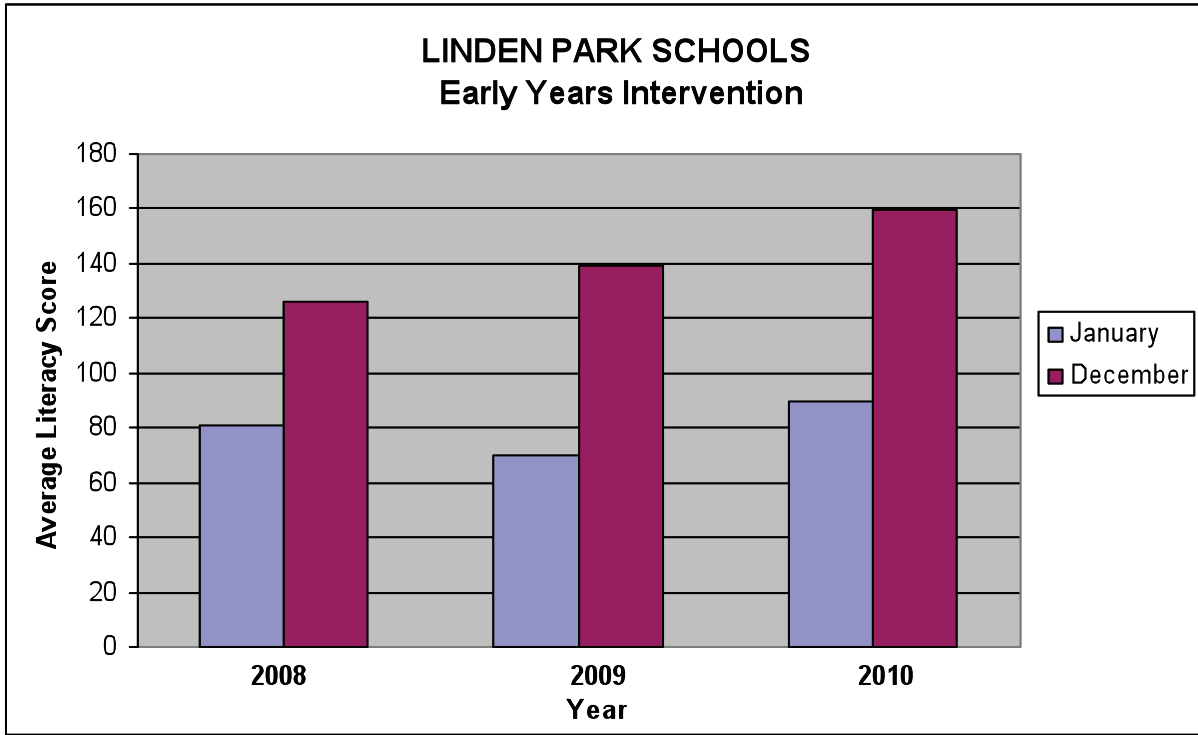
In Term 3 and 4 of 2010, teachers identified students who required extra confidence, practise and consolidation in specific mathematics areas. Small groups of children received intensive support 2 times per week by a teacher and the cohort changed according to need. The focus included number sentences, measurement of time and spatial – 3D shapes. This programme was initiated through available funds in 2010.

YEAR 1 EARLY ASSISTANCE

On entry to school all 5 year olds are screened for gross and fine motor skill development. Students identified as requiring further practise and assistance are supported through our *Fun and Games* program for a minimum of 10 weeks. In 2009, 20 students were supported during the year, with 3 of these continuing in Term 1 2010. In 2010, 27 students were supported throughout the year with 1 student identified as requiring further support in 2011.

Over 2010 all Early Years staff underwent further training on using the Screening for Phonological Awareness tool (SPA). Staff of Reception and Year1 classes administered the testing to identify strengths and needs of individual students in such areas as identifying and recognising first sounds, segmenting syllables and sentences and blending sounds and syllables. Our school and many preschools are involved in the DECS '25 Up' programme which will continue into 2011. This means that future students will be tracked using the SPA tool between preschool and the first years of schooling.

Through our literacy intervention program a number of students were identified as requiring assistance in phonological awareness and reading recovery. From the 10 students identified all showed significant improvement. 60% of these students underwent comprehensive testing through DECS Support Services. These students will continue have Individual learning plans and further intervention support in 2011.



2008-2010 Early Years Intervention Results

The following table shows the average literacy scores for children in the Early Years Intervention program from 2008 to 2010. The scores are presented for January and December of each year. The scores show a general upward trend in literacy scores over the three-year period, with a significant increase in December scores from 2008 to 2010.

Year	January	December
2008	80	125
2009	70	140
2010	90	160

The data indicates that the Early Years Intervention program is effective in improving children's literacy skills, particularly in the area of reading. The scores in December are consistently higher than in January, suggesting that the program has a positive impact on children's literacy skills over the course of the year.

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LINDEN PARK SCHOOLS EARLY YEARS - SUMMARY OF END OF YEAR ACHIEVEMENT RESULTS 2009 - 2010 (as percentages)

	Minimal	Partial	Satisfactory	Good	Excellent
Year 1 Mathematics 2009	0	5	40	39	16
Year 1 Mathematics 2010	1	6	34	44	15
Year 1 English 2009	1	9	36	33	21
Year 1 English 2010	2	9	34	35	20
Year 2 Mathematics 2009	0	5	44	38	15
Year 2 Mathematics 2010	0	4	39	42	15
Year 2 English 2009	0	6	32	31	31
Year 2 English 2010	0	4	28	41	27

2011 DIRECTIONS

- Further develop differentiated and individualised programmes to continue to cater for and challenge students in their spelling
- Monitor and assist students in Year 3 identified in Year 2 as being ‘at risk’
- Further improve teacher pedagogy to meet all students needs and further enhance learning success
- Further improvement for Year 1 in spelling with sound blends and consistent letter formation.
- Year 2 focus will be in using appropriate sentence structure and punctuation.
- A focus for further development R – 2 in reading for greater understanding, decoding strategies and oral comprehension.
- The focus for further development for Year1 will be in spatial awareness, using 2D and 3 D shapes.
- The focus for Year 2 will be in organising and interpreting data and the measurement of time.
- Continued involvement in ‘25 Up’ and use of SPA tool.

ENGLISH AS A SECOND LANGUAGE

Linden Park Schools supports English as a Second Language (ESL) student from over 29 different cultural backgrounds. 27% of students were identified as ESL in the Primary/ Middle Years sector and 19.4% in the Early Years sector. Students were supported to different degrees according to their literacy development by 2 ESL teachers (R- 2, Years 3 –7) individually, in small groups, or in the classroom. Student’s progress is

monitored and they are assessed annually based on analysing writing samples in narrative, recount, procedure or report, using ESL Scales. In the Early Years, results have shown students have been consistent over the past 3 years, with the large majority improving by at least 1 scale. 2010 saw a levelling of students in the Years 3- 7 as 45% remained at the same ESL scale, particularly in the Years 5- 7.

Improvement in ESL Scales by Year 1 and Year 2 ESL students (percentages)

Scale	2008 - 2009	2009 - 2010
Remained the same	14	15
Increase by 1 scale	48	53
Increase by 2 scale	27.5	30
Increase by 3 scale	10.5	0
Increase by 4 scale	0	2

Improvement in ESL Scales by Year 3 to Year 7 ESL students (percentages)

Scale	2008 - 2009	2009 - 2010
Remained the same	32	45
Increase by 1 scale	33	30
Increase by 2 scale	25	23
Increase by 3 scale	8	2
Increase by 4 scale	0	0

COMPETITIONS

Participation in competitions was provided as an option for Yr 3-7 students. While results cannot be translated broadly across the school, in each competition other than Writing, more than 50% of students achieved a credit or higher award. Results in Mathematics were even stronger with 61% of students involved achieving a credit or higher and 14 students achieved high distinctions.

Two students received medals for Spelling in this year’s competitions.

Certificates Achieved in 2010 UNSW Competitions	Computer	Science	Spelling	Writing	English	Maths
	<i>expressed as %</i>					
Participation	45	43	46	61	47	38
Credit	31	33	29	29	30	31
Distinction	19	20	20	8	18	21
High Distinction	5	4	5	2	4	10
Total	100	100	100	100	100	100
Actual Number of Students	103	104	123	105	125	143

Results from the Australian Mathematics Competition were also of a high level, with 3 students winning medals for their efforts.

Australian Mathematics Competition	Number of Students	expressed as %
Participation	12	15
Proficiency	12	15
Credit	30	37
Distinction	20	25
High Distinction	4	5
Medal Winners	3	4
Totals	81	100

STUDENT ACHIEVEMENT

NATIONAL LITERACY AND NUMERACY TESTING (NAPLAN)

Literacy and Numeracy Mean Scores 2010

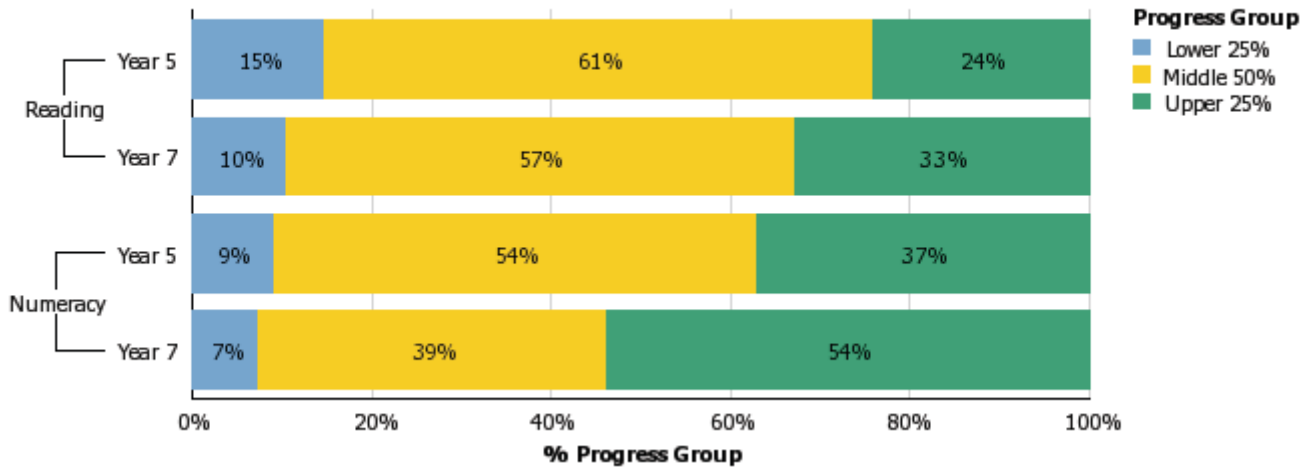
Test	Year	Results				Differences		
		School	Region	DECS	Like Schools	Region	DECS	Like Schools
Numeracy	3	415.2	414.2	374.6	402.1	1.0	40.6	13.1
	5	522.8	506.3	466.5	496.8	16.5	56.3	26.0
	7	599.6	575.7	531.4	561	23.9	68.2	38.6
Reading	3	434.5	437.2	393.7	424.3	-2.7	40.8	10.2
	5	515.3	510	468.8	502	5.3	46.5	13.3
	7	597.3	571.7	535.6	563.5	25.6	61.7	33.8
Writing	3	462.1	436.7	403.6	428	25.4	58.5	34.1
	5	521.7	506.9	471.6	498.9	14.8	50.1	22.8
	7	579.8	567.1	528.3	554.1	12.7	51.5	25.7
Grammar	3	455.3	436.7	387.1	422.9	18.6	68.2	32.4
	5	548.9	521.5	477.1	515.5	27.4	71.8	33.4
	7	584.5	563	524.6	552.6	21.5	59.9	31.9
Spelling	3	441.8	419.9	380.6	408.7	21.9	61.2	33.1
	5	521.2	505.4	472	498.1	15.8	49.2	23.1
	7	581.6	563.6	531.7	555	18.0	49.9	26.6

Note: Mean Score differences are regarded as significant when more than 14 points in Year 3 & 5, or more than 9 points in Year 7.

Results from the 2010 NAPLAN tests show continued high levels of achievement overall. Linden Park students' achieved at levels well above the DECS mean score, above the mean score for like schools and above the mean score for the Eastern Adelaide Region in all but one area.

- Reading was highlighted as an area for further development, particularly among year 3 & 5 students.
- Numeracy at Year 3 level was noted as an area for further development.
- Writing was noted as strength for our Year 3 cohort.

2010 School Progress



The chart shows that in 2010, the majority of students in both Reading and Numeracy were in the Middle 50% progress group. For Reading, the Middle 50% group increased from 61% in Year 5 to 57% in Year 7. For Numeracy, the Middle 50% group decreased from 54% in Year 5 to 39% in Year 7. The Upper 25% group showed an increase in Reading from 24% to 33% and in Numeracy from 37% to 54%. The Lower 25% group showed a decrease in Reading from 15% to 10% and in Numeracy from 9% to 7%.

Table 1: Progress Group Data

Year	Grammar	Reading	Writing	Spelling	Numeracy
3	95.3	93.6	95.2	92.0	95.2
5	98.5	97.1	96.9	98.6	97.0
7	96.2	97.6	100.0	100.0	100.0

The table shows that overall progress scores improved from Year 3 to Year 5 and then slightly declined or remained stable in Year 7. Writing and Spelling scores reached 100% by Year 7. Grammar scores were consistently high, starting at 95.3 in Year 3 and peaking at 98.5 in Year 5. Reading scores were consistently high, starting at 93.6 in Year 3 and reaching 97.6 in Year 7. Numeracy scores were consistently high, starting at 95.2 in Year 3 and reaching 100% in Year 7.

Table 2: Progress Group Data

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ORGANISATIONAL CAPACITY

Governing Council and its committees have continued to develop successful joint governance and have formed partnerships which support the best learning environment for our students.

The Schools have enjoyed the further upgraded physical environment over the year which has enhanced the collaboration between students and staff and created continuity in programmes and activities across the schools.

Through the Building Education Revolution facilities across the schools have all been upgraded or renewed to a very high standard. Works included the extension of the gymnasium, Outdoor Learning Areas in the Early Years and Middle Years, a four classroom teaching block and significant outdoor landscaping.

Through National and State School Pride money as well as school contribution there has been significant upgrade to all hard play surfaces enabling students to better utilise play areas for fun and fitness.

WORKFORCE COMPOSITION

Linden Park Schools has a total staff of 58, including 2 Principals, 2 Deputy Principals, 1 Assistant Principal (PYP and International Students, 1 Assistant Principal (ICT), 10 full time and 5 part time teaching staff in the Early Years, 10 full time and 10 part time teaching staff in the Primary/ Middle Years, 4 specialist teachers working across both schools,.

TEACHING STAFF PROFESSIONAL LEARNING

STUDENT ATTENDANCE

Linden Park Schools continues to have a high attendance rate. In 2010 the attendance rate was an average of 95%, with the majority of parents / caregivers informing the school of reasons for absence.

STUDENT ENROLMENTS

The total enrolments across the schools in December 2010 were 711 students R-7. 22 % of students were from Non English speaking backgrounds (NESB) and 20.5 % have English as their other language (ESL). 20% were eligible for School Card. 1.6% (11) students were officially recognised by DECS as having a Learning Disability.

Enrolment requests during the year have increased, with many families outside the Linden Park Schools catchment area. This has meant that students with siblings and families residing within the catchment area have first priority. A waiting list for future vacancies has been created. We expect to begin the 2011 school year with 244 students in the Early Years including 35 new Reception children and building up to approximately 311 students R-2 by October 2011. In the Primary and Middle Years our expected enrolments in January 2011 are 395. A total R-7 enrolment in December 2011 is expected to be 711 students.

LINDEN PARK JUNIOR PRIMARY SCHOOL ENROLMENTS 2008-2010

Year Level	2008			2009			2010			Change	
	M	F	T	M	F	T	M	F	T	2008 - 2009	2009 - 2010
Reception	44	43	87	60	53	113	65	62	127	26	14
Year 1	26	29	55	40	37	77	48	41	89	22	12
Year 2	39	35	74	34	27	61	45	39	84	-13	23
Total	109	107	216	134	117	251	158	142	300	35	49

LINDEN PARK PRIMARY AND MIDDLE YEARS ENROLMENTS 2008-2010

Year Level	2008			2009			2010			Change	
	M	F	T	M	F	T	M	F	T	2008 - 2009	2009 - 2010
Year 3	33	37	70	46	40	86	33	37	70	16	-16
Year 4	48	36	84	40	39	79	52	35	87	-5	8
Year 5	45	46	91	47	37	84	37	35	72	-7	-12
Year 6	47	37	84	42	46	88	53	38	91	4	3
Year 7	46	25	71	49	37	86	41	50	91	15	5
Total	219	181	400	224	199	423	216	195	411	23	12

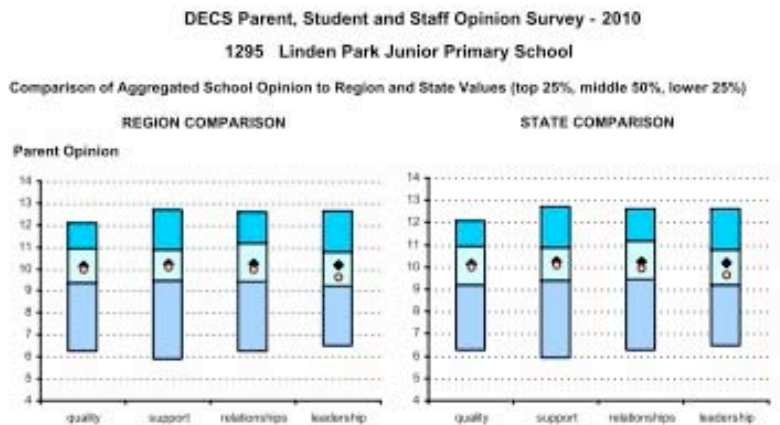
STUDENT COMPOSITION 2010

	EARLY YEARS	PRIMARY / MIDDLE YEARS
Non English Speaking Background (NESB)	20.1%	22.5%
English as a Second Language (ESL)	19.4%	27%
Disabilities	1.4%	1.7%
School Card	7.3%	10.5%
Aboriginal or Torres Strait Islander (ATSI)	0%	0.2%

PARENT OPINION SURVEY

DECS Parent Student and Staff Opinion Survey - 2009

Linden Park Schools



QUALITY OF TEACHING AND LEARNING

The majority of parent's responses indicated that they were highly satisfied with the quality of teaching and learning, having a good understanding of student's prior knowledge and needs. This was supported in an excellent learning environment with enthusiasm from the teaching staff.

SUPPORT OF LEARNING

Parent response indicated a high level of satisfaction with the quality materials and resources provided to students to assist in their learning. The majority of parents felt their child has been happy at school this year and students had an excellent understanding of behavioural expectations. On the whole of parents positively responded that the school provided a safe and secure environment. Focusing on the Wellbeing of students still needs to be a high priority of the schools.

RELATIONSHIPS AND COMMUNICATION

A very high proportion of parents responded that they felt welcome at the school, were encouraged to be involved in the school in a variety of ways and were kept well informed as to the activities occurring at the school. They also felt that students from all backgrounds and cultures were treated fairly at the school and the school promotes and fosters student social and emotional wellbeing. Even though a high proportion of parents responded that there was a broad variety of communications informing them of events and information within the schools this is still an area to be further addressed with continuous improvement.

LEADERSHIP AND DECISION MAKING

A large number of parents responded that there was effective leadership within the school and that the school was continually looking for ways to improve what it does. A very small percentage of parents felt that they would like more say in making decisions about the Educational programmed.

2011 Directions

- Continue to ensure differentiated curriculum and programmes are developed for students
- Further clarification and information about learning programmes and educational support services to parents
- Work towards continuous improvement in communication

FINANCIAL STATEMENTS