



SCHOOL CONTEXT STATEMENT

School number: 0647

School name: Linden Park Schools – Primary & Middle Years
(Linden Park Primary School)

School Profile:

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 School (Early Years) and Primary School (Primary & Middle Years) are located on a shared campus, where a strong whole-school culture has developed. The schools are noted for their comprehensive learning programmes and high levels of student achievement in academic, artistic and sporting pursuits.

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

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 complement their learning, including; chess, debating, *Tournament of Minds*, choir and instrumental music.

We take pride in pursuing personal excellence in all that we do.

1. General information

- School Principal: Ms Vicki Porter
- Deputy Principal: Mr Trevor Arney
- Assistant Principal – ICT Pedagogy and Student Learning R-7: Ms Alina Carter
- Assistant Principal – PYP (R-5) – International Students R-7: Ms Marg Bartlett
- Year of opening: 1950
- Postal Address: 14 Hay Road, Linden Park 5065
- Location Address: 14 Hay Road, Linden Park 5065

- DECS Region: Eastern Adelaide Region
- Geographical location – ie road distance from GPO (km): 6 kms
- Telephone number: 8379 2171
- Fax Number: 8338 2507
- School website address: www.lindenpkr7.sa.edu.au
- School e-mail address: info@lindenpkr7.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes
- February 2010 FTE student enrolment: 406

	2006	2007	2008	2009	2010
Year 3	77.0	81.0	69.0	85.0	68.0
Year 4	76.0	88.0	83.0	74.0	83.0
Year 5	88.0	78.0	87.0	83.0	77.0
Year 6	85.0	87.0	84.0	90.0	92.0
Year 7	75.0	85.0	70.0	80.0	86.0
Total	401.0	419.0	393.0	412.0	406.0
July total FTE Enrolment	402.0	419.0	400.0	421.0	
Male FTE	213.0	230.0	219.0	224.0	
Female FTE	189.0	189.0	181.0	199.0	
School Card Approvals (Persons)	45.0	43.0	47.0	52.0	17.0
NESB Total (Persons)	228	243	203	204	190
Aboriginal FTE Enrolment	1	0	1	0	1

Please note that enrolment numbers include full fee paying International Students.

- Student enrolment trends:

Current enrolment is 406. 14 classes have been formed this year. Steady growth in current numbers is anticipated in the next few years given strong enrolments in the Early Years.

- Staffing numbers (as at February census):

Tier 1: Teachers 13.96; Teacher Librarian; 1.0 Admin 1.5 Principal, Deputy Principal, Assistant Principal 0.4, Tier 2: ESL 0.48, Special Ed 0.27, Flexible Staffing 0.74. Mother tongue maintenance 0.1 (Chinese), SS0 115 hours. Teaching staff 17 female, 6 male. Support Staff – 9 female and 2 male.

- Public transport access:

Hay Road runs between Devereux and Portrush Roads. The public transport system uses both of these roads. Routes 100, 143, 145 and 146.

- Special site arrangements:

The campus is shared with the Junior Primary School (Early Years Section). Shared resources include; Library, Gymnasium, Performing Arts Centre and Flexible Unit. Close ties have been developed between the two schools, consolidating an R-7 Culture.

Leadership Responsibilities are shared across the campus.

The Primary Years Programme (R-5) is supported by the SA PYP Coordinator's Network, which organizes Adelaide metro and near country schools professional learning opportunities, a specialist teacher hub group and Spotlight Seminars for PYP teachers.

Linden Park Schools is part of the Norwood Morialta High School International Baccalaureate Middle Years Programme (6-7). Cluster meetings are held each term.

2. Students (and their welfare)

- General characteristics:

53% of the student body is of non-English speaking background, representing 38 cultural groups. 16% of students are on School Card. The school gives a high priority to catering for the needs of all children.

The school community has a long history of involvement with the school. Parents/caregivers have high expectations of the school in relation to their children's learning and achievements.

The school is Level 7 on the Index of Disadvantage.

- Student well-being programs

The schools' Well-being Policy Framework and associated procedures embrace all aspects of student well-being, including social development and student behaviour management.

- Student support offered

Students at risk in Literacy and Numeracy are identified through a variety of assessment strategies and targeted for support.

The ESL Team supports student's assessment using the ESL Scope and Scales and collaboratively design supportive language learning programs with teachers.

The Intensive Primary English Course (IPEC) supports full fee paying International Students with their development of English Language skills.

- Student management

We strongly believe that all students have the right to learn in a safe and supportive environment and that teachers have the right to teach in the same environment. Students learn to take responsibility for their own behaviour, supported by restorative practices.

We provide a positive classroom environment, which maximises the opportunity for appropriate behaviour. Students are explicitly taught skills and strategies of managing conflict and countering harassment.

- Student government

At Linden Park Schools we value student participation and encourage our students to participate at varying levels of school decision making. Students have many opportunities to have a say in what is happening in their school and to learn valuable skills in communication, negotiation, decision making and working collaboratively and cooperatively. They have many opportunities to take on responsibility and leadership.

SRC and class meetings are part of the school's Decision Making Policy and Processes. The SRC Executive enjoys a high profile leadership role in the schools. The Executive is selected using formal merit selection processes.

- Special programmes

The Middle Years Program of the International Baccalaureate Program is well established at Years 6 and 7 and the school was successful in achieving reaccreditation in Term 1, 2007, receiving many commendations for the quality of the Program.

The Primary Years Programme of the International Baccalaureate Program, R-5 was accredited in 2005. Linden Park Schools is one of only two state school sites in South Australia to have achieved IB accreditation and therefore World School status as a result of its Primary Years Program (PYP) for R-5 and the Middle Years Program for Years 6-7.

The state curriculum, the South Australian Curriculum, Standards and Accountability Framework (SACSA) is successfully blended with the IB, PYP and MYP programmes. The same will apply for the new Australian Curriculum.

A Mother Tongue Maintenance Program supports Mandarin / Cantonese speakers across the campus.

Chess is an integral and valued part of the schools' extra curricular programs. Seven teams compete in the SA Chess Competitions and chess coaching is provided for students.

Year 7 students have the opportunity to be involved in a formal debating programme, the competition being run by the SA Debating Association. In 2010 three teams are involved in this programme.

Instrumental music program: The following instruments are taught - violin, viola, cello, trumpet, flute and saxophone. Students can participate in a string and a wind ensemble.

Students in Years 6/7 have the opportunity to join the School Choir and participate in the annual Festival Choir performance.

3. Key School Policies

- Strategic Learning Plan:
Please refer to Appendix.

- Recent key outcomes:
 - **Evaluation of IB Primary Years Program (PYP)** – During 2009, a self study of the Primary Years Programme (PYP) of the International Baccalaureate was conducted, prior to the Evaluation which occurred in September 2009. This study involved staff, committee groups and parents. The evaluation resulted in some very positive commendations for the programme as well as a set of recommendations, which will guide teaching and learning programmes and system structures over the next five years.
 - **Student Visits to South Korea** – Over the past 3 years, Middle School students have had the opportunity to apply to take part in intercultural trips to South Korea. South Korean students have also taken part in study tours to Adelaide, staying with host families from our Middle School.
 - **SRC** – Students selected on the Student Representative Council (SRC) have opportunities throughout the year to demonstrate decision making and leadership processes. SRC organise school discos and support community programs including recycling (Money Tree) and raising funds to support community causes.
 - **Harmony Day** – With a many cultural groups represented at Linden Park, Harmony Day provides a unique opportunity for students to take part in activities, which focus on their roles as global citizens.
 - **Sporting Highlights** – Students have been encouraged to further their sporting interests in a range of sporting activities, including Swimming in state level competition, SAPSASA Cross Country, Tennis, Table Tennis, Netball, Football, Soccer and Cricket.
 - **Wakakiri** – Year 6 students achieved state level success again in 2009 by winning the Division 2, Story Dance State final.

Year 7 Camp - The camp in the Flinders Ranges was a highlight of the Year 7 program in 2009.

4. Curriculum

- Subject offerings:

The school community has high expectations of curriculum standards of the school. To provide a strong foundation in the Primary and Middle Years of schooling we work to develop self esteem and confidence and aim to provide a positive learning experience for all students. Learning encompasses a student's intellectual, physical, social, emotional and expressive development.

The Schools' are committed to the International Baccalaureate Primary Years Programme (Reception – Year 5) and the Middle Years Programme (6-7) for planning, teaching and learning. These programmes acknowledge prior knowledge and skills that students bring to the learning situation and build upon these through a guided inquiry approach to learning.

The SACSA Framework Learning Areas – Outcomes in Science, Design & Technology, Health, Society and Environment and a major part of the Arts are used to develop trans-disciplinary Units of Inquiry. Priority is given to the development of characteristics (R – 7) outlined in the Student Profile: Inquirer, Thinker, Communicator, Risk Taker, Knowledgeable, Principled, Caring, Open - Minded, Well balanced and Reflective.

Developing International Mindness through the International Baccalaurete Programmes is a strong schools' focus, often leading to community action.

Within the eight areas of study, the schools' programmes give priority to the development of the ability to communicate effectively in writing; speaking effectively within small groups and to a large audience; participating in decision making; thinking critically, solving problems and making appropriate decisions; behaving appropriately to the situation and working effectively in a group. All teachers work as members of Learning Teams to ensure consistency and continuity in the preparation of programmes.

- **Specialist Programs**

Learning Area specialisation occurs in the areas of Music, Physical Education and French.

- **Music Program R – 7**

The emphasis is on: skills and techniques; expression and creativity; appreciation.

- **Physical Education**

The emphasis is on being active, the development of games skills and developing a positive attitude towards physical activity and fitness as an important part of personal well being.

- **French R – 7**

French is taught with a focus on oral language development. Reading and writing in French is also explicitly taught. There are many celebrations of significance to the French people and the culture within the campus.

- **Special needs**

All students with identified special needs have a documented and closely monitored Individual Learning Plan (ILP).

The specific needs of students are largely addressed through both the classroom program and specialist support programmes, in line with ILP's and supported by Class Teachers and SSO personnel. This is achieved through the use of programming techniques, which personalise learning objectives and acknowledge the different learning styles of children.

Students from a non-English speaking background are supported by staff, both in the classroom and through withdrawal programs provided by the specialist ESL teacher. These students' programmes are also guided and monitored through ILPs.

- **Special curriculum features**

The school provides opportunities for students to follow particular interests, which include chess, instrumental music, band, choir, debating Tournament of Minds, University of NSW Curriculum Competitions, the Australian Mathematics Competition, the Oliphant Science Competition, and SAPSASA.

- **Professional Learning Programs**

Professional learning programs are organised to accommodate the whole staff, group and individual needs, according to priority areas as identified in our Site Improvement Plan. The schools' representative Planning and Management Team support the management of a comprehensive learning program.

Individual teachers plan relevant professional development as part of Performance Development planning processes or take up workshops offered in areas related to School Priorities.

- **Teaching Methodologies**

Teachers use a guided inquiry approach to learning and provide a range of learning experiences for students. Explicit teaching in areas, including English and Maths, is a valued and appropriate approach. All teachers use thinking skills methodologies integrated into their classroom practice ensuring that students learn higher order thinking skills. These include: De Bono's Six Thinking Hats, Question Matrix, Graphic Organisers, Extended Brainstorming, Blooms Taxonomy, Thinker's Keys, Multiple Intelligences and Creative Problem Solving.

- **Student assessment procedures and reporting**

Our assessment, recording and reporting procedures have been thoroughly reviewed as the result of a process of inquiry by the staff team. This has been undertaken in the context of the implementation of the IB Primary Years, IB Middle Years and accountability requirements of the SACSA Framework and meet Federal Government and DECS requirements – and importantly, the needs of our students and their parents/caregivers.

Parent/teacher/student conferences occur at the end of Term 1, with an optional interview in Term 3. Students participate in self evaluations of work completed and

develop goals for new learning in negotiation with the class teacher. Learning Portfolios on Students' Units of Inquiry are sent home each term. Formal and comprehensive written reports are provided to parents/caregivers mid year and end of year.

Through the year there are opportunities for informal interviews on request by parents or teachers, throughout the year. Learning achievement is assessed according to the described learning outcomes of each aspect of the curriculum. Teachers strongly support students in the assessment of their own learning.

- **Joint programmes**

We have a buddy class system with Early Years classes. Buddies are formed at the beginning of the year by teaching staff of both schools. These class buddies get together and support each other's collaboration skills and extend literacy, ICT, and physical education programmes. The transition process between year 2 and 3 was reviewed in 2004 and there is now a strong program of connection and consistency in methodology.

5. Sporting Activities

The Out of School Hours Sports Committee, a Committee of the Governing Council, convened by the Primary/Middle Years Deputy Principal, provides important management support, together with an SSO, who provides coordination of the programme. Teams compete in locally organised and inter school competitions and SAPSASA. Sporting activities include tennis, swimming, athletics, soccer, football, netball, basketball and table tennis.

6. Other Co-Curricular Activities

- **General**

The school participates in the Festival of Music, Tournament of Minds, Interschool Debating and an Interschool Chess Competition.

Students have the opportunity to participate in many curriculum competitions such as the NSW University Curriculum competitions in Science, Maths, English, Spelling and Computing. Students can also participate in the Australian Mathematics Competition.

The Oliphant Science competition is also offered to students across the Year 3 to 7 range, together with students in the Early Years.

7. Staff (and their welfare)

- **Staff profile**

We have 27 teachers and 8 SSOs – a number of staff work part time.

- **Leadership structure**

Principal, Deputy Principal (0.5) and Assistant Principal (0.4)

- **Staff support systems**

An important part of the school culture and our commitment to the International Baccalaureate is that all classroom and specialist teachers actively participated in Learning Teams. R-5 teams develop and review transdisciplinary Units of Inquiry to build Programs of Inquiry R-5, which operates on a two-year cycle. Units of Inquiry are also developed and reviewed by the Middle Years (6/7) Learning Team.

- **Performance Development**

Teachers drive this process by meeting with their Line Manager at least twice a year to discuss learning programs, successes, support needed and future career pathways.

- **Staff utilisation policies**

Paraprofessionals (SSO's) work alongside classroom teachers supporting literacy and numeracy learning in the classroom. The computer technician supports the successful management of the computer networks. The ESL teacher withdraws students and also works in classrooms, planning and implementing units of work in collaboration with class teachers. Some students require intensive 1:1 support for understanding of linguistic features.

- **Access to special staff**

DECS Instrumental music teachers support the teaching of stringed, brass and woodwind instruments.

8. School Facilities

- **Buildings and grounds**

Following completion of the schools' \$5.6 million redevelopment in December 2008, Linden Park Junior Primary (Early Years) and Linden Park Primary (Primary & Middle Years) Schools are truly integrated, providing facilities that match student learning/curriculum requirements across the R-7 range. The redevelopment of the schools was driven by a set of agreed principles, which have been central to reconfiguring the schools to match the structure of the IB PYP (R-5) and IB MYP (6-7) Programmes. High quality new/refurbished facilities now significantly enhance student centred, inquiry based learning.

Further to the completion of the major redevelopment, the Federal Government's economic stimulus package initiative, *Building the Education Revolution* (BER) has provided continuation and enhancement of the school's redevelopment beyond what was ever thought possible. Planning was completed during 2009 for the major BER infrastructure projects, totaling 4.5 million dollars. Tagara Builders commenced work on site in December 2009 for construction of the Early Years Outdoor Learning Area, expansion and upgrade of the schools' Gymnasium, construction of a Four Teacher Classroom Block for Year 5 students and construction of the Middle Year's Outdoor Learning Area. All work is scheduled to be completed by early Term 4, 2010. Significant upgrading of grounds across the site and the schools' adjacent Mariner Street Oval complement the upgrading of buildings.

- **Heating and cooling**

All classroom and specialist areas, at the completion of the current building program, will have reverse cycle air-conditioning. The redeveloped gymnasium has new evaporative air-conditioning and gas heating.

- **Specialist facilities and equipment**

A Performing Arts Centre with a state of the art sound and lighting equipment has been developed as a shared venue across the site.

In relation to Information Communication Technology (ICT), the schools are networked R-7 administratively and also have a comprehensive curriculum network and intranet. The extensive ICT infrastructure, includes two ICT Learning Centres, pods of computers in the Library and adjacent to learning areas and computers in classrooms. There are Interactive Whiteboards in all classrooms, which are highly valued. Teachers use computers as a tool to further enhance student learning and are successfully integrating Information Communication Technology across the curriculum. Students use the Internet, E-mail and a range of multimedia equipment.

A specialist Science Room is being re-established with the Year 5 block, which is currently under construction as part of the BER programme.

The schools' physical education facilities are being significantly enhanced with the expansion and upgrade of the Gymnasium. This multi-purpose building will not only improve facilities for specialist physical education classes, but provide a venue for joint schools/school assemblies and the many and varied school functions.

A wide range of equipment is available for Physical Education lessons.

The new purpose built, highly attractive Library is well resourced and includes excellent access to computers, together with an interactive whiteboard, a large flat panel television and a range of soft furnishings that create a stimulating environment for students.

Students have access to play space at both the main school site and at the nearby Mariner Street Oval, which is accessed by walk-ways from Hay Road.

French lessons are provided to students from R-7. There are 2 designated rooms for French – one in the Early Years section and one in the Primary and Middle Years section of the site.

- **Student facilities**

There are Outdoor learning Areas both in the early years and Middle Years.

There is a Dental Clinic on site, which also services schools from nearby suburbs.

There is no canteen on site, however, students are able to order their lunch through the school, from the nearby St George's Bakehouse.

- **Staff facilities**

The schools' administration and combined schools Staff Lounge are located centrally on the site.

- **Access for students and staff with disabilities**

There is access to all buildings for students and staff with disabilities.

- **Access to bus transport**

For school excursions, Buses/Coaches are booked according to need.

9. School Operations

- **Decision making structures**

Staff members are involved in decisions relating to curriculum and in the support of the management of the school. The school operates from a comprehensive Decision Making Policy.

Primary Years and Middle Years Learning Team meetings facilitate professional learning opportunities and explore and resolve issues of common concern. These meetings are held fortnightly.

The R-7 Planning and Management Team meets three times per term, where issues are discussed and policy formulated before being taken to staff or the Governing Council for ratification. Each Learning Team (R-7) nominates a representative to report and respond to the Planning and Management Team. The schools R-7 Leadership Team meet weekly.

- **Regular Publications**

Communication within the school is maintained through a daily Notice Book, accessible electronically, a weekly R-7 Staff Bulletin and a regularly updated Staff Information Handbook. A fortnightly newsletter, ***The Linden Park Times***, class newsletters and various class and school evening events maintain communication with the community.

An active Governing Council and Parent Community Group strongly support community communication and consultation.

- **Other Communication**

The schools' web page provides a comprehensive picture of the cooperating schools' operation.

- **School financial position**

The schools' finances are well managed in line with DECS provisions and expectations, with Finance Advisory Committee meetings and reports to Governing Council occurring regularly throughout the year.

- **Special funding**

The school does not qualify for additional funding to support targeted areas of disadvantage.

10. Local Community

- **General characteristics**

The community has a high level of employment, with many people in professional and semi-professional positions.

- **Parent and community involvement**

Members of the community take a strong level of interest in their children's education and many children are involved in extra-curricular activities. Parents have a high level of involvement in school activities and in particular, the support of sporting teams.

- **Feeder schools**

The majority of students entering the school do so as a natural progression from Linden Park Schools (Early Years). Increasingly however, students enrol at any year level, often transferring from interstate or overseas.

- **Other local care and educational facilities**

Secondary schooling is taken at three main state high schools: Glenunga International, Marryatville and Norwood-Morialta and a range of independent schools in the locality. The local preschool is the J B Cleland Preschool and there are several private childcare centres in the area.

- **Commercial/industrial and shopping facilities**

Burnside Village is a ten-minute walk from the school.

- **Local Government body**

The school is in the City of Burnside area. Ph: (08) 8366 4200.

- **Other local facilities**

Information about other local facilities are available via the Burnside Council.

- **Accessibility**

There is ready access to the City of Adelaide via public transport.

11. Further Comments

Linden Park Schools has a strong and proud reputation for high student achievement, in placing student wellbeing first, and in providing a rich, challenging and diverse curriculum.