



Strategic Learning Plan

2011 – 2013



INTRODUCTION

The Linden Park Schools' Strategic Learning Plan underpins our ongoing commitment to inquiry, quality teaching and learning and student focused outcomes. This plan is aligned with the State Government Strategic Plan, DECS Strategic Plan and the Eastern Adelaide Regional Improvement Plan.

Complementing this is the Schools' 2011 Site Improvement Plan, an Eastern Adelaide Region requirement, which focuses on a small number of the schools' most significant improvement priorities.

OUR SCHOOLS' VISION

A community of learners working towards global citizenship and the achievement of personal excellence in all that we do.

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.

THE INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CONTEXT

The leadership team, staff and school community members work together to continually improve the quality of our schools' educational outcomes.

Our commitment is to achieve improved learning, engagement and wellbeing for all students. Linden Park
Approved Governing Council 25.10.2010

Schools have a combined population of 700 students. There are approximately 25% of students with English as a Second Language and approximately 30 full fee paying International students, who have access to the Intensive English Program. 12 % of R- School Card assisted families.

Guiding Principles

We work as a staff and community to build our capacity to enhance student learning and sustain continuous improvement. We are guided by principles to ensure that we:

- have high expectations for student achievement and international mindedness
- value and are inclusive of the range and diversity of groups and individuals and maintain a strong commitment to equity, accountability, innovation and improvement.

1.0 EXCELLENCE IN LEARNING AND TEACHING

Strategic Direction

To develop a schools' community culture of international mindedness and engage all learners in student centred, inquiry based learning through a consistent schools' wide pedagogical approach.

Objective

1.1 To fully implement the International Baccalaureate Primary Years and Middle Years Programmes, integrating them with both the Australian Curriculum and the Early Years Learning Framework.

Three Year Goals

- Foster intercultural understanding by further developing an awareness of different cultural perspectives, as well as the commonality of human experiences, and demonstrating responsibility and commitment to making a difference to and in the world.
- The school community display the characteristics of the Learner Profile.
- Teachers work collaboratively and continue to develop skills to support differentiated and student centred inquiry based learning.
- Our students' demonstrate:
 - knowledge and understanding of the concepts presented in Units of Inquiry.
 - the skills and attitudes to become collaborative and independent learners
 - a capacity and self-confidence leading to action, both individually and collaboratively
 - a capacity to critically understand and reflect on their own learning through the confident application of the essential elements of the written curriculum
 - a capacity for shared decision making on issues relating to wellbeing, the school community and the global environment.

- Significantly strengthen the links and continuity between PYP, MYP programmes, The Australian Curriculum and The Early Years Learning Framework.
- Ongoing and appropriate objective and subjective assessments occur, with reporting on student learning showing overall development in each facet of the PYP/MYP programmes, together with state and national curriculum frameworks.
- Parents are knowledgeable about the PYP/MYP and the application of these programmes to their child's learning.
- All standards required by the IB evaluation process are met.

Objective

1.2 To improve English and Mathematics levels of achievement for all students.

Three Year Goals

- Early identification, review and intervention for students at risk in Literacy and Numeracy development.
- Consistent assessment strategies R - 7.
- Literacy and numeracy NAPLAN data results improve within the District and State context as a result of responding to analysis of NAPLAN results and appropriately targeting action/support.
- Trends show increased proficiency in literacy and numeracy.

Objective

1.3 To improve students' competence in working scientifically.

Three Year Goals

- Resulting from a well resourced professional learning program, teachers are confident to incorporate high quality science learning in their programmes.
- In the context of PYP/MYP and Australian Curriculum requirements, students' competence in working scientifically and understanding science concepts has been significantly enhanced.
- Where appropriate, the integration of Science into the IB PYP and MYP units of inquiry.

2.0 ENGAGEMENT AND WELLBEING

Strategic Direction

Working together, building on the strengths of individuals, groups and communities, to develop a culture of positive wellbeing.

Objective

To improve the engagement and wellbeing of the schools community.

Three Year Goals

- The school community is kept well informed and has a common understanding of the principles of the schools' Wellbeing Framework and is supportive of it.
- The sense of belonging for all members of the school community is increased.

- Students and staff have an understanding of the dimensions of wellbeing, providing them with resilience and confidence in their ability to influence their world.
- Current information, services and training are accessed and utilised by the schools' community to ensure and promote positive wellbeing.
- Recognition, acknowledgment and celebration of cultural diversity and achievements within the schools.
- An increased number of students actively participating in physical activities and class fitness programmes.

3.0 ORGANISATIONAL CAPACITY AND THE SCHOOLS' PHYSICAL ENVIRONMENT

Strategic Direction

To further improve the organizational capacity and the schools' physical environment.

Objective

3.1 To strengthen the partnership with the schools' community by consolidating the Council's joint responsibility with the Principals for the governance of the schools, in order to provide the best possible learning environment for each and every child.

Three Year Goals

- The Council's joint responsibility with the Principals for the governance of the schools provides optimum support for a high quality learning environment that is inclusive of all students.
- The Governing Council and its Committees operate with clarity of role and responsibility, within the spirit of joint governance, which is based on mutual trust and respect, working collaboratively and striving for consensus in an enjoyable environment.

Objective

3.2 The schools' new and upgraded physical environment is used to maximise high quality learning and teaching outcomes.

Three Year Goals

- With a well planned approach, students and teachers are utilising upgraded learning environments and resources to maximise engagement in learning in the context of PYP/MYP and the Australian Curriculum requirements.

Objective

3.3 To enhance best practice teaching, learning and school administration, curriculum and administration ICT infrastructure is further developed to the highest possible standard.

Three Year Goals

- The upgrading and maintenance of ICT equipment to maximise performance and reliability.
- The provision of well targeted staff professional learning opportunities in ICT skill development, in order to maximise best practice teaching, learning and school administration.