



SCHOOL CONTEXT STATEMENT

School number: 1295

**School name: Linden Park Schools – EARLY YEARS
(Linden Park Junior 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 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, throughout the year levels.

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

1. General information

- School Principal: Ms Roberta Spreadbutry
- Deputy Principal: Ms Heidi Rohrig
- 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**
- July 2010 FTE student enrolment: **238**

	2006	2007	2008	2009	2010
Reception	81.0	71.0	87	113	119
Year 1	69.0	72	55	77	88
Year 2	77.0	68	77	61	81
Total	227.0	211.0	219.0	251.0	288.0

- School Card Approvals 2010 **19**
- NESB **72**
- Full Fee Paying International Students: Early Years **7**; Primary and Middle Years **30**.
- Student enrolment trends:

Current enrolment from term 3 is 288. The 2010 school year began with 11 classes with new reception classes starting in terms 3 and 4. Steady growth in current numbers is anticipated in the next few years given strong enrolments in the Early Years. Primary and Middle Years enrolments are 406.

- Staffing numbers (as at February census):

Tier 1: Teachers 13.17; Teacher Librarian 0.8; Admin 1.5; Principal 1.0; Deputy Principal 0.6; Assistant Principal R-5 IB PYP 0.4; Assistant Principal R-7 ICT 0.4;

Tier 2: ESL 0.55; Special Ed 0.11; Flexible Staffing 0.54; Mother Tongue Maintenance 0.2 (Chinese); SS0 115 hours; Teaching staff 14 female, 1 male; Support Staff – 10 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 Primary and Middle School. Shared resources include; Library, Gymnasium, Performing Arts Centre, Languages Units, Flexible Unit and grounds. Close ties have been developed between the two schools, consolidating an R-7 Culture.

The two campus principals work collegiately in complementary co-principal roles, with leadership responsibilities for the principals and all members of the leadership team shared across the campus.

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

Through the use of appropriate assessment tools, the school is committed to identifying students at risk in Literacy and Numeracy and in providing targeted support. Refer to *Special needs*, page 7 for further detail.

The ESL Team supports student's assessment using the ESL Scope and Scales and collaboratively design supportive language learning programs with teachers. Refer to *Special needs*, page 7 for further detail.

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 in which 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.

- Special programmes

The Primary Years Programme of the International Baccalaureate , 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 school has a strong commitment to inquiry and early years pedagogy.

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.

The schools have a comprehensive full fee paying **International Student Programme**. This programme compliments the culture of International Mindedness across the schools. These students receive intensive English support and are placed in mainstream classes. This programme is highly valued across the community and by **International Student Services; DECS**.

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. Six teams compete in the SA Interschool Chess Competitions and chess coaching is provided for students. Year two children are given the opportunity to participate in this as well as choir.

Instrumental music program is available from Year 3 - 7: 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.

Oliphant Science awards and the opportunity to participate in Literacy competitions are offered R – 2.

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 Years 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 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.

Year 2 Camp – Year 2 students participate in an overnight camp. Over the past few years this has been at Aldinga and has been linked to their IB PYP Unit of Inquiry with an Aboriginal Studies focus.

4. Curriculum

- The school community has high expectations of curriculum standards at the school. To provide a strong foundation in the Early 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. Inquiry through play is an integral part of the ethos for learning in the Early Years.

The Schools' are committed to the International Baccalaureate Primary Years Programme (R - 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 *Learner Profile*: Inquirer, Thinker, Communicator, Risk Taker, Knowledgeable, Principled, Caring, Open-minded, Well-balanced and Reflective.

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

The Primary Years Programme (R-5) is strongly supported by the Assistant Principal, PYP (R-5). Staff work collaboratively in learning teams to plan and evaluate the Units of Inquiry. All staff are given opportunities to further their learning of IB PYP.

The Middle Years Programme (6-7) is coordinated by a Middle Years teacher, who is provided regular release time for this purpose. Linden Park Schools is part of the Norwood Morialta High School International Baccalaureate Middle Years Programme (6-7). Cluster meetings are held each term.

- **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.

Identified students in the Early Years receive support in Literacy and Numeracy and gross coordination.

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

- **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. There is an emphasis on Early Years pedagogy, catering for the varied levels of understanding and development of children by differentiating the curriculum.

Explicit teaching occurs in the areas of English and Maths. All areas of the curriculum are consistently linked with the IB Programme of Inquiry. All teachers use thinking skills methodologies integrated into their classroom practice ensuring that students learn higher order thinking skills.

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 Programme, the IB Middle Years Programme and accountability requirements of the SACSA Framework. The procedures 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 at the end of the year.

Learning Journeys with emphasis on student / parent sharing are held by classes in the second half of the year, at the completion of a Unit of Inquiry.

Throughout the year there are opportunities for informal interviews on request by parents or teachers. 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 Primary and Middle 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.

Transition program from Kindergarten to School are held over 3 weeks near the end of each term. New Reception intakes are at the beginning of each term. Our main feeder kindergarten is JB Cleland.

The transition process between year 2 and 3 builds on 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, together with an SSO specifically appointed to the role of Sports Coordinator, provides important management support for a comprehensive school sport's programme. This programme, primarily for children 8 years and over, includes teams in netball, football, soccer and cricket. Approximately 200 children participate in school sporting teams. There is strong parent community support through the provision of sporting teams' coaches and managers.

6. Staff (and their welfare)

- **Staff profile**

We have 17 teachers and 10 SSOs – a number of staff work part time.

- **Leadership structure**

Principal (1.0), Deputy Principal (0.6), Assistant Principal R-5 IB PYP (0.4) and Assistant Principal R-7 ICT (0.4). This team works collegiately with the Principal and Deputy Principal – Primary and Middle Years.

- **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 participate 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 Support Services Eastern District offer assistance and support within the Schools.

7. 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, totalling \$4.5 million. Work commenced on site in December 2009 for construction of the Early Years Outdoor Learning Area, expansion and upgrade of the schools' Gymnasium, construction of a 4 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.

The Flexi Unit space is available for class lessons. It also houses our valuable OSHC Before and After School programmes, as well as our Vacation Care programme.

The Early Years campus has a separate Art Room with facilities for cooking.

- **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.

The new purpose built, 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. Specialist Music takes place in the Performing Arts Centre.

- **Student facilities**

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.

8. 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.

Early Years, 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.

- **Communication**

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.

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.

Early Years receive a nominal amount through the Early Literacy and Numeracy funding.

9. 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 kindergarten, the main one being JB Cleland, located in close proximity. 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 and the Burnside Library 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 is available via the Burnside Council.

- **Accessibility**

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

10. 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.