



SCHOOL CONTEXT STATEMENT

Updated: March 2017

School number: 0647

School name: Linden Park Primary

Linden Park Primary School's vision 'Aims to develop resilient, innovative, curious and creative lifelong learners who appreciate diversity; and who will ultimately make a difference through their actions.' The school's values are Respect, Responsibility, Creativity and Diversity.

As such, we strive to engage and develop the potential in every child so that they can achieve at the highest possible level through quality teaching and learning. Specialist programs include classroom music, instrumental music, school band, junior and senior choir, a PE specialist program with extensive sporting teams that are facilitated collaboratively by staff and parents. Students from R – 7 also learn French. Students from Years 3 – 7 learn Science and Art has been added as a specialist area in the last 3 years.

The community has high expectations in all areas of learning and students learn to achieve their personal best. Linden Park Primary School is an International Baccalaureate School offering both the Primary Years and Middle Years Program. The aim being to ensure that students engage with differentiated inquiry processes to develop conceptual understandings and multiple perspectives about the changing world.

Inquiry based learning is the focus for year level team learning with emphasis on evidence based pedagogical practices, the Teaching for Effective Learning Framework (TfEL), the IB and and the implementation of the Australian Curriculum.

The school is set in pleasant landscape grounds having undergone major facilities upgrades in the last ten years including innovative learning environments, extensive play spaces, ICT Infrastructure enabling a connected community.

There is a high level of parent engagement through a range of committees and the Governing Council. A Capacity Management Plan was necessary and the first for a Metropolitan Primary School in SA following significant growth in enrolments.

1. General information

- School Principal name: Vicki Porter
- Deputy Principal's name: Heidi Rohrig, Julie James
- Assistant Principals: Alice Probyn, Julie Edwards
- School counsellor: Nicole Scrivener
- Year of opening: 1950
- Postal Address: 14 Hay Rd Linden Park 5065
- DECD Partnership: Greenhill South
- Geographical location – 6km from CBD
- Telephone number: 08 8379 2171
- Fax Number: 8338 2507
- School website: www.lindenpkr7.sa.edu.au
- School e-mail: dl.0647.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment: 959

Enrolment data

| Enrolments | | | | | |
|------------|------|------|------|------|------|
| Primary | 2013 | 2014 | 2015 | 2016 | 2017 |
| Reception | 140 | 108 | 118 | 110 | 124 |
| Year 1 | 106 | 100 | 116 | 120 | 119 |
| Year 2 | 105 | 123 | 119 | 114 | 116 |
| Year 3 | 109 | 112 | 141 | 111 | 118 |
| Year 4 | 112 | 121 | 134 | 137 | 115 |
| Year 5 | 109 | 116 | 135 | 122 | 122 |
| Year 6 | 80 | 114 | 144 | 131 | 120 |
| Year 7 | 97 | 88 | 122 | 124 | 122 |
| Total | 858 | 882 | 1029 | 969 | 956 |

| 2017 Breakdown | |
|--|-----|
| Number of Male students | 498 |
| Number of Female students | 458 |
| Number of Students on School Card | 48 |
| Percentage of Non English Speaking Background Students | 67% |
| Number of Aboriginal/Torres Straight Islander Students | 4 |

- Student enrolment trends: There has been large growth since 2013. Numbers jumped to more than 1000 students at the beginning 2015. The school was the first to have a capacity management plan introduced and gazetted in Parliament. This has been an effective strategy and numbers are now capped and remain at 960 with an enrolment register in place.
- Generally children come from families with professional backgrounds. Parents have high expectations of the school and their childrens' achievements. The cultural diversity of families is a feature of the school. High school destinations of Linden Park PS Year 7 students vary. Glenunga International High School or Marryatville HS provide the main pathways with a small number attending Norwood Morilata Secondary School. A number of families enrol in independent schools. By far the greatest percentage attends Glenunga International HS as it is the zoned high school for most students.
- **Staffing numbers (as at February census):**

65 part and full time teachers (including Leadership, Library, EALD, FMLD and supporting 35 classes)

23 SSO part and full time (providing Library, class room support, student intervention and office administration)

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 school amalgamated at the end of 2012. The school offers both IB Primary Years Programme (R-5) and Middle Years Program (6-7). This is supported by the SA PYP Coordinator's Network, and the SAMYP network.

The school works with other schools in the DECD partnership including school closure days and combined staff meetings.

2. Students (and their welfare)

General characteristics

67 % of students are EALD and 48 students are school card holders. The school community has a long history of involvement with the school. Parents have high expectations of the school in relation to their children's learning and achievements. The diversity of the school population is something that is celebrated and valued.

The school is Level 7 on the Index of Disadvantage

Student well-being programs

The school has utilised the 0.2 counsellor time provided by DECD to enhance well being programs and allow a leadership position that incorporates counselling and student well being. There are a number of social skills programs implemented such as 'Play is the Way', 'What's the Buzz' and 'Play at lunch time'. Identified students at risk receive explicit small group social skill intervention support. In addition, the school counsellor monitors students who are at risk and spends time with individuals that self refer for counselling support.

Linden Park Primary won a grant to fund a Pastoral Care Worker to support students with social and emotional needs. She is a trained Youth Worker and works 7.5 hours a week. Volunteer mentors also work with identified students.

Students participate in surveys and positive change projects which promote building resilience. The collation and analysis of student wellbeing data supports educators to build upon and improve on current effective practice. Surveys include whole school bullying audits, the Resilient Youth Australia Survey and the Survey of Wellbeing and Student Engagement.

Student support offered

Support for students is provided through a range of intervention programs, including EALD, Intervention and First Language Maintenance and Development. Students who are verified as eligible for the DECD Disability Support Program receive support as identified in their NEP. The NEP is developed in collaboration with parents and school staff and is reviewed biannually. Students who are not eligible for an NEP whom require particular assistance to connect with learning or have a specific learning disability may require an ILP (Individual Learning Plan). The ILP identifies strategies and SMARTAR goals that direct the support the student receives. Wave 2 programs such as LLI (levelled Literacy Intervention), 'Guided Reading Plus', QuickSmart Maths and other literacy and numeracy interventions are offered in a timely, targeted way. Considerable resources (financial and HR) are allocated to support programs. This is overseen by the Deputy Principal: Inclusion and the 'Intervention Team' which is comprised of representatives of several groups in the school. There is a referral process, driven by student data analysis and case management that identifies students for support programs.

Student management

All students have the right to learn in a safe and supportive environment. They are generally cooperative and display positive behaviours. A preventative and developmental approach is in place to support all students to interact in a respectful manner with other students and staff. Students learn to take responsibility for their own behaviour, supported by restorative practices, IB learner attitudes and profiles. School values are explicitly taught and provide a framework for learning and behavioural agreements. Students are explicitly taught skills and strategies of managing conflict and countering harassment. All classes co-develop personalised classroom essential agreements. Student behaviour is managed and monitored largely by the leadership team.

Student governance

At Linden Park Primary School we value student participation and encourage our students to participate at varying levels of school decision making. Through the use of student voice, students build skills in communication, negotiation, decision making, collaboration and cooperation. All classes (R to 6) have representatives on the Student Representative Council who meet fortnightly. The SRC has an executive team of year 7 students who apply for their positions as part of the year 7 student leadership groups. The executive liaise with year 7 classes and play a leadership role in following up SRC recommendations. The SRC is supported by teachers and is facilitated by the Student Counsellor. Classes hold regular class meetings to discuss issues in preparation for SRC meetings.

All year 7 students participate in a student leadership committee as part of their community service roles. These groups include: Ambassadors, Office Support, Educators, House Captains, Reporters, Science and Sustainability, Green Fingers, Environmentalists, IT and Multimedia Support, Assembly and AV Support and a Library Advisory Committee.

Year 5 and 6 students are trained as crossing monitors and some students are trained as Play at lunch time leaders who support other students at play times.

Assemblies are held fortnightly within an R -2 and a 3-7 cycle.

Special programmes

The Primary Year Program (PYP) and Middle Years Program (MYP) of the International Baccalaureate are well established across R-5 and 6-7 and differentiate Linden Park PS from surrounding schools. The school has a well-established ethos of collaborative team planning that facilitates the teaching of the Australian Curriculum through the IB framework. The school uses Managebac, an online planning tool to document units of inquiry across R to 7.

As an IB school, teachers use an extensive range of teaching pedagogies with an emphasis on Inquiry based learning, higher order thinking skills, problem solving, collaborative and action based learning that meets the learning needs of different cohorts of students and individuals. Teachers use a cycle of planning, teaching, assessment and reflection within the IB expectations. Staff are continually engaged in professional learning opportunities to refine their understandings of a concept based inquiry pedagogy.

The development of PYP units of Inquiry is overseen by the Deputy Principal and the MYP is overseen by an Assistant Principal for the Middle Years.

First Language Maintenance Development (FLMD)

The school currently offers Hindi (0.1FTE) and Mandarin (0.25) FLMD programs are offered to students who arrived in Australia in the last five years and speak the school's target languages.

The aim of the FLMD programs is to support eligible students to:

- respect, develop and maintain their home language

- develop high level language and literacy skills; to provide opportunity for strong conceptual learning that will extend students' capability for language use
- foster a positive sense of self-identity

Extra-curricular activities are varied and an important way for students to try new skills and become involved in the wider school community. Activities include sporting teams, Chess, debating, ICAS competitions, instrumental music program, bands and ensembles which are provided by the Instrumental music teachers, and the year 7 school choir that participates in the Festival of Music each year.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

In 2017 the school site improvement plan has a focus on:

- Improving outcomes for all learners through inclusive practices
- Ensuring high quality teaching through enacting changes in pedagogical practice
- Developing a shared understanding and knowledge of current pedagogical practices in Mathematics and English

The two deputy principals are responsible for aligning the priorities of inclusion and pedagogical practice through the focus on the skills of literacy and numeracy. The priorities also align with the partnership priorities and are achieved through the appointment of a literacy coach and since 2017, a numeracy coach. These curriculum leaders work with other schools in the partnership besides the 2 days per week that they are supporting Linden Park PS.

Recent key outcomes:

LPPS consistently achieves high results in both NAPLAN and PAT testing. Analysis of student achievement data demonstrates a trend of improvement in areas of Literacy and Numeracy. The school results remain consistently and significantly higher than 'like' schools. The school has worked with a Literacy Leader (Coach) for several years now resulting in significant growth in student learning outcomes in Reading with the focus now towards writing. In 2017 a Numeracy Leader (Coach) was appointed to support improved teacher pedagogical practice in Mathematics.

The school appointed a Counsellor in 2017 to support students, in addition to ensuring that consistent social skills programs occur R – 7. The school successfully applied for a School Chaplain in 2016 and now has the support of a youth worker supporting individual students across the school.

4. Curriculum

Subject offerings:

LPPS plans, teaches and assesses using the fully implemented Australian Curriculum. As an IB school, delivery of the curriculum is through a transdisciplinary approach in the PYP and a disciplinary approach in the MYP. Both programs have rigorous team based planning processes which allow for student centred inquiry approaches. Teachers plan Units of Inquiry by being released from their teaching with other members of their year level teams. This has created a strong team culture.

Special needs:

Targeted support (small group or individual) is provided for students with disabilities through Negotiated Education Plans. This support is managed by the Deputy Principal: Inclusion. Linden Park Primary School conducts a range of intervention programs to support students with specific learning needs. This includes students with disabilities, students who have English as an Additional Language or Dialect (EALD), Maths Intervention and learning support in literacy. There is a pre-referral process in place where student data is analysed and collated so that assessment and/or intervention can be prioritised collaboratively with DECD service providers.

Teaching methodology:

As an IB school, teachers use an extensive range of teaching pedagogies with an emphasis on Inquiry based learning, higher order thinking skills, problem solving, investigations and project work, collaborative and active learning that meets the developmental and specific learning needs of different cohorts of students and individuals. Teachers use a cycle of planning, teaching, assessment and reflection within the IB expectations. Staff are continually refining their understandings of a concept based curriculum in PYP and student centred inquiry.

The school has a 1:1 chrome book programme for students across years 5 to 7. Students access a range of on line learning tools such as google drive, google classroom, blogging sites and wikis to access and share learning activities. Cyber safety is an integral part of health programmes and students and parents sign a digital devices user agreement annually prior to chrome-book access.

R to 4 classes have access to ipads and laptops.

The school employs fulltime ICT technicians to ensure the continual management and updating of hardware.

Student assessment procedures and reporting

At Linden Park Primary School assessment consists of the following interrelated components:

- Assessment
- Recording

- Reporting

Assessment

Assessment at Linden Park Primary School comprises Federal (NAPLAN), State (Progressive Achievement Tests - PAT) and school-based assessments. Assessments are designed to enable teachers to plan and refine their teaching. There are summative and formative assessments. Summative assessments occur at the culmination of the teaching and learning process, giving the students the opportunity to demonstrate what has been learned, whilst formative assessments provide information about what is required in the next stage of learning. Formative assessment also aims to promote learning by giving regular and frequent feedback.

Recording

Teachers collect this information using a variety of tools including observation, performance assessment, process focused assessments, selected responses and open ended tasks. A variety of tools are used for recording and analysing including rubrics, exemplars, checklists, anecdotal records and continuums.

Reporting

Reporting to families occurs in a number of ways throughout the year. In term one reporting takes the form of formal 3 way interviews. In terms 2 and 4 written reports are provided. R-4 students share their learning via a learning journey or student-led conference in term 3 and year 5 culminate the PYP with the Exhibition which is the result of student led inquiry and is presented to parents in the evening. Year 6 students have an open morning and year 7 students present their learning in the Personal Interest project early in term 4. This is also an ongoing indepth research project and is also shared with parents in the evening.

5. Sporting Activities

Linden Park PS has employed a fulltime SSO2 to support the management of the large number of sports and other curricular activities offered to students. After hours sports include Cricket, netball, basketball, soccer and AFL. In addition, students access SAPSASA sports from Year 5 to 7. The school has an Early Years and Primary Years sports day in term 4, a swimming carnival for years 3-7 and swimming lessons and aquatics for R-7 students. In addition, the year 3 classes attend a beach safety day.

6. Other Co-Curricular Activities

The Extra-curricular activities are varied and an important way for students to try new skills and become involved in the wider school community. Activities include sporting teams, Oliphant Science Award, Maths Olympiad for students in Years 5 – 7, Chess, debating, ICAS competitions, instrumental music program, bands and ensembles which are provided by the Instrumental music teachers, and the year 7 school choir that participates in the Festival of Music each year.

7. Staff (and their welfare)

Staff profile

Linden Park Primary has a large teaching and non teaching staff with a range of age groups and years of experience from graduates to experienced Step 9 teachers. There is a balance of permanent and contract teachers but over the last 3 years the contract positions have been reduced greatly. Advertised teacher positions are highly contested with numerous positions appointed.

Leadership structure

Leadership structure: Currently there is a fulltime Principal, 2 Deputy Principals (1.0 and 0.8), two assistant principals (0.4 and 0.8 admin time) and a school counsellor(0.4) . The SSO3, Finance Officer has line management responsibility for all SSOs and is a member of the leadership team. The leadership team is committed to providing leadership opportunities for teachers for diverse and relevant learning.

Staff support systems

All staff are members of a year level or the specialist team. Teachers are expected to work and plan cooperatively in these teams. R-5 years level teachers collaboratively develop 6 units of inquiry across the year and year 6 and 7 plan using the MYP guidelines and develop units of work relating to areas of the curriculum. A sub school structure also exists to promote consistency of learning across year levels and for resource management purposes. There is a weekly staff meeting where time is spent on professional learning and administration. A structured agenda enables staff to share information, make decisions and to learn and share in small groups.

Performance Management

Staff performance management occurs through meetings and class observations with line managers. Line management is shared by all leaders except the school counsellor. The school uses the DECD Performance Plan documentation with all staff having performance Plans, reflecting on progress and receiving feedback from line managers.

Staff utilisation policies

The Deputy Principal: Inclusion facilitates the management of learning support and the Intervention Team. SSOs provide a range of support focussed on school management and student learning. Teachers write Individual Learning plans for students with specific needs that are reviewed and shared with parents/caregivers annually. A small number of GOM and Aboriginal students have documented learning plans. Negotiated Education plans are reviewed twice a year with specialist, leader, teacher and parent involvement.

8. Incentives, support and award conditions for Staff

9. School Facilities

Buildings and grounds

The school has a variety of buildings spread over a very large site. There are buildings from the 1950s through to a new transportable building delivered in 2015 which enabled the large influx of students to have classrooms. The school has a large gymnasium and a mixture of classes suitable for team teaching and single classrooms. There are large grounds where students play during breaks, and the younger and older students have their own areas in the school. The school buildings are aligned with year levels and generally move from the early years at the higher end of the school through to the middle years at the Portrush Road end of the school. The Out of School Hours Care program, including before and after school care and vacation care utilises what was known as the Performing Arts Centre. Their spaces have recently been updated with a new kitchen area.

The large, airconditioned gymnasium provides storage for sports equipment and is used extensively for Physical Education specialist teaching and for Early years, Primary years and whole school assemblies.

The specialist teachers have their own rooms and science is offered to year 3-7 students in a large space. French, art and music also have their own teaching spaces.

The Resource Centre, used by all classes, is going through a furniture upgrade and will continue to be developed to be the hub of school learning as it should in IB schools.

There are computers and devices in all classrooms. Years 5-7 use chromebooks as a 1-1 device and these are supported through the IT technicians. All other classes have access to banks of computers or Ipads.

A master plan for further site works is being developed by the campus development sub-committee.

Heating and cooling

The school has heating and cooling.

Student facilities

Middle years' students have access to a passive play undercover area which allows them to talk and relax in a dedicated older student area.

Staff facilities

The school has a staff room and some teacher preparation areas through the school.

Access for students and staff with disabilities

Students with disabilities have access using ramps and disabled toilets.

10. School Operations

Decision making structures

Decision making is shared between the Principal, Principal Advisory Committee, Staff, Governing Council, and the Student Representative Council. Groups are involved in making decisions when it affects them in line with DECD policy. Staff make a range of decisions in

staff meetings, year level teams, sub schools and on a range of subcommittees. Staff have Essential Agreements for meeting protocols that are reviewed each school year. School Service Officers meet as a team twice per term. The Governing Council is an active decision making team with subcommittees for Finance, student learning, campus development, community and fundraising and, Sport. These committees make recommendations for Governing Council approval. Meetings are designed to be issues based with committee reports tabled unless decisions require agreement. There is a focus on staff sharing practice on their professional learning and teaching pedagogy.

Regular publications

A school newsletter is published every 2 weeks and is available online and through the Skoolbag app used. The school uses the communication platform SENTRY which allows for daily communication to staff and also stores minutes from meetings, student profiles and allows the preparation of online reports. The parent handbook is updated regularly and provided on the website and to new parents.

A great deal of information is disseminated to parents via the app Skoolbag. This enables parents to receive immediate information and also provides access to information about extra curricular activities.

Each year teachers are provided with a Linden Park PS handbook which gives them information they need to know about the running of the school.

School financial position:

The school has a sound financial base and is prudent with its spending. We rely on school fees and fundraising to provide additional school resources. There are no major loans or ongoing repayment responsibilities.

11. Local Community

General characteristics

Parents are actively involved in supporting staff and students with reading, excursions, sports, camps and school sport. Each class elects Class Parent Reps whose role is to liaise with parents, teacher and students for various reasons. Parents are encouraged to attend whole school and Junior Primary Assemblies and social events organised by Class Parent and Friends representatives, the Community and fundraising committee and the school.

Parent and community involvement

Parental involvement is at a high level as indicated by the number of sub committees and commitment to sporting teams.

An informed and active Governing Council contributes to school management and operates a very successful OSHC Program.

There is a school Uniform Shop on site.

Parents are actively involved in supporting staff and students with reading, excursions, camps, sports, etc. Each class is encouraged to elect a Class Parent Rep whose role is to liaise with parents, teacher and students for various reasons.

Transition

Linden Park Primary School intentionally plans for successful transitions from pre-school to school settings, transition from year-to-year whilst at primary school and also for transition to secondary school. There are a range of site structures and processes which support all children and families to experience successful transitions.

Transition from prior-to-school settings to primary school

Transition experiences include school tours, an orientation visit, open-to-play sessions, visits to JB Cleland Kindy, sharing child portfolios, library and buddy class experiences.

Kindergarten and school staff meet once per term to discuss curriculum, students, student learning and pedagogy. School teachers also read prior-to-school reports that have been sent to them by DECD prior-to-school settings or by parents.

In special circumstances e.g. when a student is on a negotiated education plan (NEP) or disability support plan (SWD), Linden Park Primary School is responsive to the needs of individual children and families, liaising further with the prior-to-school setting, the parents of the student and DECD disability support staff to establish and or confirm the special needs requirements for the transition and differentiates transition experiences for the child and family accordingly.

Leadership at Linden Park attend JB Cleland Kindergarten to begin to establish relationships with prospective parents, offer school tours and parent information sessions. Governing Council members also share information with new families about ways they can become involved in the school community. Feedback is sought from families regarding the strengths of the transition process and is incorporated as part of an improvement process.

Transition between year levels

Information from students and parents is requested regarding important friendships for their child, student learning considerations and any other information that parents wish to have considered in the class placement process for their child.

This information is then collated and is taken in consideration when balancing the complexities of creating new classes for the following year. Once the classes have been finalised, parents are informed via letter from the school. Students have an orientation visit in Week 9 of Term 4. This enables students to visit their new classroom and meet new classmates. Where possible this visit is with their teacher for the following year.

Acquaintance nights /Parent information sessions are held early in the school year so that families can develop relationships with staff and establish open lines of communication between home and school.

Transition to High School

The Year 7 to 8 Transition process is centrally coordinated by the Office for Education, and Data Management and Information Systems with Primary and Secondary Schools liaising with parents regarding the transition process and the DECD School Enrolment Policy.

Once secondary schools have received student enrolment forms from families they notify Linden Park Primary School about the dates for parent information sessions and transition school visits for year 7 students. Linden Park Primary School disseminates this information to parents via the school newsletter and letters from the high schools. Parents are encouraged to visit secondary schools in which they are interested. Information regarding visiting dates and times can also be obtained from the individual secondary school's website or by contacting schools directly.

Linden Park Primary School year 7 staff receive student information forms requesting relevant student information to ensure a successful and smooth transition process. These are completed by year 7 teachers and are collected by the student liaison officer and forwarded to the relevant high schools.

In special circumstances e.g. when a student is on a negotiated education plan (NEP) or disability support plan (Students With Disability - SWD) it may be necessary for Linden Park Primary School leadership staff to liaise further with the secondary school, the parents of the student and DECD disability support staff to establish and or confirm the special needs requirements for the transition.

Other local facilities

The school has a second oval located in Mariner street which is known as Mariner oval. This is used for lunchtime play and also for various sporting activities.

Local Government body

Linden Park Primary falls in the federal electorate of Sturt, the state electorate of Bragg and the Burnside Council.