



SCHOOL CONTEXT STATEMENT

Updated: May 2024

School number: 0647

School name: Linden Park Primary

Linden Park Primary School's vision 'Linden Park Primary School aims to develop resilient, caring, curious and creative lifelong learners who appreciate diversity, demonstrate global citizenship and 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 Rec – Yr 6 also learn French. All students explore scientific concepts within their units of inquiry; however students in Year 4 to Year 6 access specific Science lessons with our specialist teachers to further develop their scientific investigations across the Australian Curriculum. Specialist Art lessons are accessed by Year 1 to Year 4 students.

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 learning community that offers the International Baccalaureate Primary Years Programme (PYP) to students in years Reception to Year 6. It is a school of choice shaped around 21st century learning that delivers excellence.

Evidence-based pedagogical practices, the Teaching for Effective Learning Framework (TfEL), the International Baccalaureate (IB) and the Australian Curriculum are the frameworks used to design Inquiry based teaching and learning.

The school has undergone major facilities upgrades in the last ten years including innovative learning environments, extensive play spaces and 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 is in place to manage significant growth in enrolments.

1. General information

- School Principal name: Fiona Voigt
- Deputy Principal's name: Heidi Rohrig, Nicole Scrivener
- Assistant Principal - Operations: Henry Nicholson
- Student Wellbeing Leader + Autism Teacher: David Molloy
- Year of opening: 1950
- Postal Address: 14 Hay Rd Linden Park 5065
- DFE Partnership: Greenhill South
- Geographical location – 6km from CBD
- Telephone number: 08 8379 2171
- School website: www.lindenpk.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: 968

Enrolment data

Enrolments - as at February Census									
Primary	2016	2017	2018	2019	2020	2021	2022	2023	2024
Reception Term 1	110	124	117	122	122	124	128	123	109
Reception Term 3 <i>*anticipated</i>									33
Year 1	120	119	125	118	124	121	129	130	126
Year 2	114	116	121	122	121	123	130	128	128
Year 3	111	118	120	120	120	119	149	147	144
Year 4	137	115	120	121	120	118	139	150	144
Year 5	122	122	119	120	121	119	148	144	147
Year 6	131	120	120	118	121	118	142	145	146
Year 7	124	122	116	119	112	118			
TOTAL	969	956	958	960	961	960	965	967	977

2024 Breakdown	
Number of Male students	499
Number of Female students	478
Number of Students on School Card	19
Percentage of Non-English Speaking Background Students	74%
Number of Aboriginal/Torres Strait Islander Students	0

- Student enrolment trends: 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 based in accordance with DfE class sizes and with an enrolment register in place.
- High school destinations of Linden Park PS Year 6 students vary. The greatest percentage attends Glenunga International HS as it is the zoned high school for most students.

- **Staffing numbers (as at February census):**
68 part and full time teachers (including Leadership, Library, EALD, FMLD and supporting 35 classes)
28 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.
- **Special site arrangements:**
The school amalgamated at the end of 2012. The school works with other schools in the DFE partnership including school closure days and combined staff meetings.

2. Students (and their welfare)

General characteristics

74% of students are EALD and 18 students are school card holders. 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

In collaboration with the Student Wellbeing Leader, teachers will identify students who are at risk socially and / or emotionally. These students will either be placed in the social skills program, “What’s the Buzz” that runs each semester or with parent permission, work with our Pastoral Care Worker on explicit social skills, i.e., identifying strategies for anxiety, friendship skills, self-regulation skills, *Interoception* etc. If a student requires immediate or critical support then they work with the Student Wellbeing Leader who may also access services and agencies outside of the school.

Staff regularly receive professional development in familiarising themselves with strategies to support student’s personal and social capabilities as well as revisiting our Behaviour Education Policy and making sure we are using current DfE practices and procedures.

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 identified as eligible for the DFE Disability Support Program receive support as identified in their One Plans. The One Plan is developed in collaboration with parents and school staff and is reviewed biannually. Students who are not eligible for a One Plan, whom require particular assistance to connect with learning or have a specific learning disability may require an Individual Learning Plan. The ILP identifies strategies and SMARTAR goals that direct the support the student receives. Considerable resources (financial and HR) are allocated to support programs and are overseen by the Deputy Principal: Inclusion. There is a referral process, driven by student data analysis and case management that identifies students for support programs. The Autism Inclusion Teacher works one day week to support students, teachers and families create the conditions for learning that enable ASD students to access and engage in the curriculum using a strengths-based approach.

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 – Student Action Committee

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 Action Committee who meet fortnightly. Classes hold regular class meetings to discuss issues in preparation for SAC meetings.

All Year 6 students participate in a student leadership committee as part of their community service roles. These groups include: Ambassadors, Inquiry Leaders, Office Support, Educators, House Captains and Environmentalists. Year 5 and 6 students are trained as crossing monitors. Assemblies are held fortnightly within an R -2 and Yr 3-6 cycle.

Special programmes

At Linden Park Primary School your child's learning program is based on the unique blending and strengthening of two curricula: The Australian Curriculum and the International Baccalaureate (IB) in years Reception to Year 6. Linden Park Primary School is proud to be accredited with International Baccalaureate Primary Years Programme (PYP) and has the honour of achieving the status of World School.

First Language Maintenance Development (FLMD)

The school currently offers a Mandarin FLMD program which are offered to students who arrived in Australia in the last five years and for whom the language is their first language.

3. Key School Policies

Site Improvement Plan 2023 - 2024

The school site improvement plan has a focus on:

- Improve writing achievement in higher bands R-6
- Improved achievement levels in the number strand of mathematics.
- Whole school focus on inquiry learning and PYP learning.

The two deputy principals are responsible for aligning the priorities of inclusion and pedagogical practice. Whole school literacy is supported by the appointment of a literacy coach and numeracy by a numeracy coach.

These priorities also align with the partnership priorities.

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 works with a two Literacy Leaders (EY Rec-Yr 2 and MY Yr 3-6) to support improved teacher pedagogical practice in Literacy.

4. Curriculum

Subject offerings:

LPPS plans, teaches and assesses using the fully implemented Australian Curriculum. All teaching programs have rigorous team based planning processes which allow for student centred inquiry approaches.

Special needs:

Targeted support (small group or individual) is provided for students with disabilities through One 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), 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 DFE service providers.

Teaching methodology:

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.

The school has a 1:1 chromebook programme for students across years 3 to 6. 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-2 classes have access to iPad and laptops. The school employs a fulltime ICT technician 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

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, student led conferences are conducted. Semester one and Semester two reports are emailed to parents.

R-5 student learning is shared with their families at a special event called a 'Learning Journey'. The conclusion of PYP in Year 6 is the Personal Interest Project exhibition'.

Sporting Activities

Linden Park PS has a Sports Coordinator, (Band B – 1 leader) 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 School Sport SA (formerly SAPSASA) from Year 5 to 6. The school has an Early Years and Primary Years sports day in term 4, a swimming carnival for years 4-6 and swimming lessons/aquatics for R-6 students.

5. 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, Interschool Debating and Chess, Australian Mathematics Competitions & ICAS competitions, instrumental music program (bands and ensembles which are provided by the Instrumental music teachers), and the Year 2 choir and Year 6 Festival of Music choir.

6. Staff (and their welfare)

Staff profile

Linden Park Primary has a large teaching and non-teaching staff. There is a balance of permanent and contract teachers with advertised teacher positions highly contested with numerous applications.

Leadership structure

Leadership structure: Currently there is a fulltime Principal, 2 Deputy Principals, Student Wellbeing Leader/Autism Teacher, Sports Coordinator and Senior Leader Operations. The Business Manager 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 staff.

Staff support systems

All staff are members of a year level team or PLC. Teachers work and plan collaboratively in these teams. Teachers collaboratively develop units of inquiry in line with the IB and the Australian 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. The school uses the DFE 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. One Plans are reviewed once a year with teacher and parent involvement.

7. School Facilities

Buildings and grounds

The school has a variety of buildings spread over a large site generally aligned by year level. There are buildings from the 1950s through to a transportable building delivered in 2015. There are large leafy grounds where students play during breaks, with students playing in designated areas in the school. Our Covered Outdoor Learning Area (COLA) delivers both additional student learning space and community events.

The Out of School Hours Care program (located in the Performing Arts Centre) offers before school, after school and vacation care programs.

The large, air-conditioned gymnasium is used extensively for Physical Education specialist teaching, school events and assemblies. This space provides storage for sports equipment.

The specialist French, Science and Art teachers have dedicated teaching and learning spaces across the school campus.

Our dedicated library is an integral part of our Inquiry program. It is the collaborative teaching space of our teacher librarians who support teachers and students in their units of inquiry. The library website can be accessed at <http://lindenparkprimaryschoollibrary.weebly.com>

There are computers and devices in all classrooms. All Year 3-6 students use chromebooks to support flexible learning opportunities. All other students have access to pods of laptops or I pads.

We have a school Uniform Shop located near the main administration building. Opening hours are published on the school website.

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

Yr 6 students have access to a dedicated outdoor undercover flexible learning area.

Staff facilities

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

Access for students and staff with disabilities

Students with disabilities have access using ramps and disabled toilets.

9. School Operations

Decision making structures

Decision making is shared between the Principal, Personnel Advisory Committee, Staff, Governing Council and the Student Action Committee in accordance with DfE policy. Forums for decision making include: staff meetings, professional learning communities, year level teams, sub schools and a range

of subcommittees. Staff establish “Essential Agreements” for meeting protocols annually. 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 & 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 fortnightly and is available on SZapp. The school uses EMS which allows for daily communication to staff and also stores minutes from meetings, student profiles and allows the preparation of online reports.

A great deal of information is disseminated to parents via SZapp, LPPS website and EMS Community Portal which enables parents to receive up to date information on extra-curricular activities and school events.

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

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 on-going repayment responsibilities.

10. 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 assemblies and social events organised by the Community and Fundraising committee and the school.

Parent and community involvement

Parental involvement is good 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.

Transition

Linden Park Primary School intentionally plans for successful transitions with 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, orientation visits, visits to local kindergartens, sharing child portfolios, library and buddy class experiences and a parent information evening. Feedback is sought from families regarding the strengths of the transition process and is incorporated as part of an improvement process. Kindergarten and school staff meet to discuss curriculum, students,

student learning and pedagogy. School teachers also read prior-to-school reports that have been sent to them by DFE prior-to-school settings or by parents.

In special circumstances e.g. when a student is on a One Plan 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 DFE disability support staff to establish and confirm the special needs requirements for the transition.

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 8 of Term 4 enabling them to visit their new classroom, meet new classmates and where possible 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 6 to High School Transition process is centrally coordinated by the Department for Education. Linden Park Primary School disseminates secondary school information such as school tours to parents via the school newsletter. Linden Park Primary School Year 6 staff receive student information forms requesting relevant student information to ensure a successful and smooth transition process.

In special circumstances e.g. when a student is on a One Plan 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 DFE 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 rostered lunchtime play for Years 3-6 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.