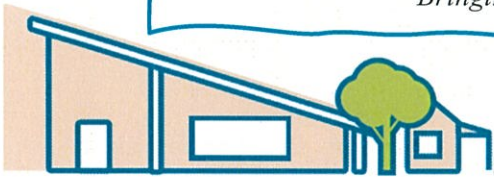




*Bringing our community together – 2024 LPPS Fete*



2024 annual report to the Community

# Linden Park Primary School

Linden Park Primary School number: 647

Partnership: Greenhill South



School principal:

Ms. Fiona Voigt

Date of endorsement:

29/01/2025



Government  
of South Australia  
Department for Education



## Context Statement

Linden Park Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 982. Linden Park Primary School is classified as Category 7 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes, 4% students with disabilities, 31% students with English as an additional language or dialect (EALD) funded background. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

## Principal's Report

As we draw this academic year to a close, we take this opportunity to reflect upon our achievements and set our sights on the future goals that will continue to drive our school's progress.

*And what a year it's been,,,,,*

From the festivities of the Fete,

The resurfacing of the courts, with unforeseen challenges aplenty

The introduction of a synthetic phonics approach consistent to all R-2 classes.

Sporting success with the Sports SA Athletics and Swimming teams.

The Chess team having success as State Champions and performing well at the national championships.

Staff retirements; the loss of irreplaceable expertise of Di Blowes and Robyn Butler

The return of some much-loved staff from various leave, including Lesley Kong, Henry Nicolson and Hilary Perryman.

IB Evaluation with positive feedback across all IB PYP Standards and Practices.

*.....a year to celebrate!*

Firstly, with heartfelt gratitude, we bid farewell to our esteemed Chairperson, Carolyn Lam. Over the past eight years her contributions have been invaluable to our community, with the most recent two years, her guidance and leadership as Chair. Celebrated for her commitment to excellence, she has promoted the inclusion of diverse voices among the council members, ensuring collaborative decision-making.

When it comes to commitment and time over the past four years, few would rival the efforts of Gemma Morath (and her family). Her support has been ongoing; chair of the Sports and Health committee, fundraising, guaranteed to be on the frontline of excursions, SportSA events, setting up for Sports day – marquees, fruit, equipment, at almost any school event to contribute,

*A heartfelt thank you, you will both be sadly missed and impossible to replace*

Moving forward, in alignment with the South Australian Public Education Strategy, our school is poised to reframe our Site Learning Plan with a critical focus on wellbeing. This strategic shift underscores our commitment to fostering an environment that nurtures, not only academic growth, but also the emotional and social well-being of our students. The strategy embraces a holistic approach, addressing the mental health through; *belonging and safety, persistence and resilience, and cognitive engagement of each learner.*

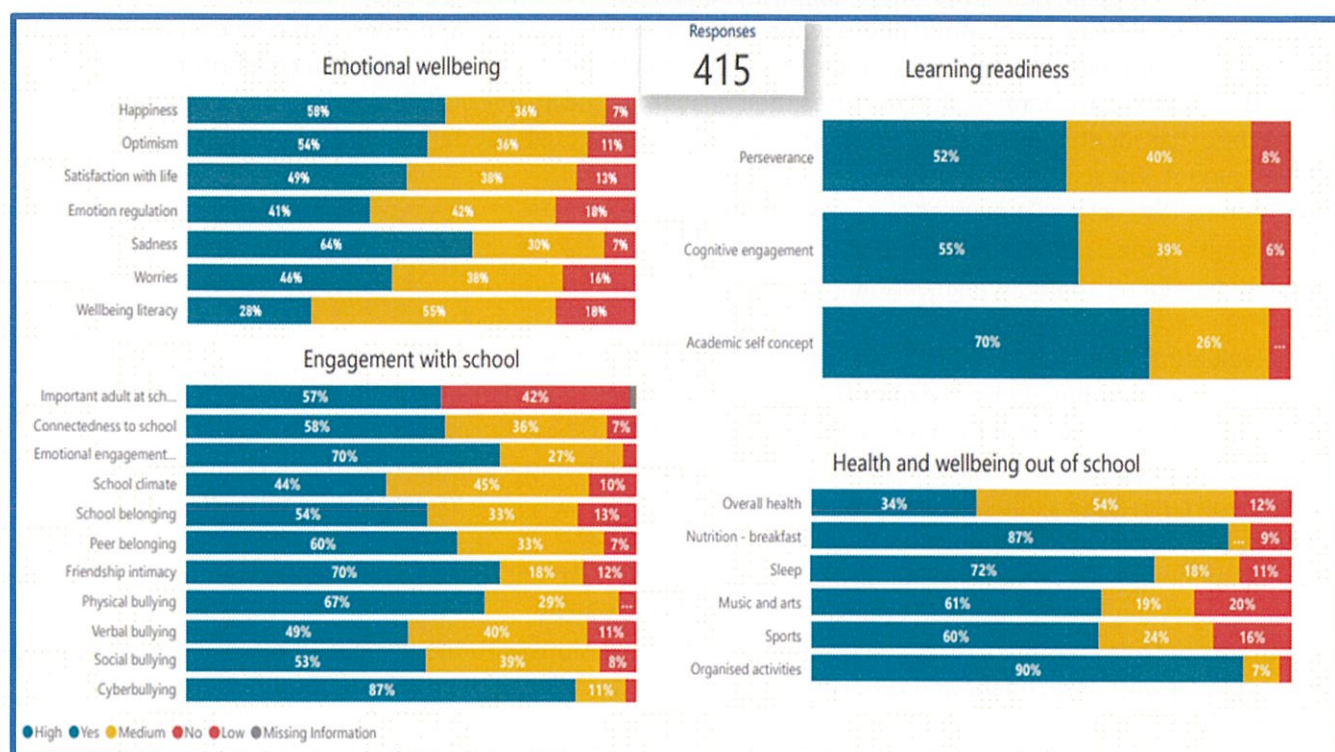
Our decision is further supported by insights from the Linden Park Primary School Wellbeing & Engagement data. (extract provided below) The data highlights significant improvements in areas such as student engagement, emotional resilience, and social connection, guiding our path towards creating a more supportive educational environment for our students. At the heart of this Strategic Direction is the introduction of a social and emotional Learning program 'Friendology'. Friendology supports students to acquire the strategies needed to navigate their friendships and the conflict that often arises within these peer relationships.

Areas of need are clearly; *students connecting with an important adult at school, connectedness with school, emotional regulation, and well-being literacies, (the ability to express their emotions).*

A focus on Wellbeing is not to the exclusion of the other aspects of education that are critical, the four areas of impact are interrelated *eg excellence & equity, learner agency and effective learners* are all present in all that we do. In particular, we maintain our commitment to improved Literacy outcomes.



## School Wellbeing & Engagement data across all domains



## High Wellbeing

Subdomain	Survey year	% high	% change
Happiness	2024	58	1 ↑
Optimism	2024	54	4 ↑
Satisfaction with life	2024	49	1 ↑
Emotion regulation	2024	41	4 ↑
Sadness	2024	64	5 ↑
Worries	2024	46	1 ↑
Wellbeing literacy	2024	28	0 →
Important adult at school	2024	57	-7 ↓
Connectedness to school	2024	58	-8 ↓
Emotional engagement with teachers	2024	70	-8 ↓
School climate	2024	44	-6 ↓
School belonging	2024	54	1 ↑
Peer belonging	2024	60	3 ↑
Friendship intimacy	2024	70	5 ↑
Physical bullying	2024	67	1 ↑
Verbal bullying	2024	49	2 ↑
Social bullying	2024	53	-1 ↓
Cyberbullying	2024	87	4 ↑
Perseverance	2024	52	0 →
Cognitive engagement	2024	55	-5 ↓

- ↑ The percentage of high wellbeing has increased since the previous survey year
- Little or no change in the percentage of high wellbeing since the previous survey
- ↓ The percentage of high wellbeing has decreased since the previous survey year



# International Baccalaureate Evaluation Summary

Linden Park Primary School fosters an inclusive culture, a positive learning environment, and a commitment to providing a high-quality education that supports the holistic development of every student.

The school creates a vibrant atmosphere where student voice is valued, and learning is conceptual, contextual, and highly interactive. Backed by a supportive parent community, students thrive in a collaborative and growth-oriented environment that nurtures their academic, social, physical, and emotional well-being.

The school has identified key areas for future development through the self-study and programme development. These priorities include:

- refining instructional practices,
- strengthening assessment and reporting,
- and deepening student engagement.

The Evaluation Team identified the following areas for exploration:

- The school may benefit from exploring additional avenues to further engage its culturally diverse parent community more actively in the day-to-day life of the school
- The school may benefit from exploring deeper engagement opportunities with the IB community and leveraging connections with government and independent schools with experiences similar to Linden Park as well as the global PYP community on IB Exchange
- The school may benefit from enhancing opportunities for vertical collaboration across year levels, fostering greater continuity and cohesion in teaching and learning practices
- The school has identified, through its self-study and discussions with the leadership team and teachers, the need to review its assessment and reporting policies to better align with both state requirements and IB expectations
- While rubrics are widely used across classes to assess each student, the school may wish to consider exploring additional assessment tools to further diversify and enhance its assessment practices.
- The school may benefit from more explicitly linking and displaying learning intentions alongside the assessment criteria to enhance student understanding and engagement

The programme development plan supports the school's improvement planning by aligning PYP principles and state curriculum requirements.

Professional development opportunities, the consistent use of rubrics, and regular moderation activities have cultivated a shared understanding of student standards among staff and enhanced the school's quality of teaching and learning.

Linden Park Primary School is committed to fostering an inclusive environment where all students feel valued, supported, and empowered to thrive. The school celebrates cultural and linguistic diversity, and tailored programs ensure equitable access to learning. Students with additional needs are supported through individualised learning plans, and specialised staff further enhance accessibility.

Student voice is prioritised through student leadership opportunities that promote collaboration and respect, creating a culture where diversity is embraced and every learner is supported to reach their full potential. This inclusive ethos is reflected in the school's teaching practices, well-being initiatives, and engagement with the broader community.

Linden Park Primary School is well-positioned to build on its successes and continue offering an enriching learning experience through its Primary Years Programme. The school remains dedicated to fostering resilient, caring, curious, and creative lifelong learners who value diversity, embrace global citizenship, and contribute meaningfully to the world through their actions.



## Governing Council Chairperson Report – Carolyn Lam

Thank you everyone for attending tonight's AGM.

2024 was another busy for the Governing Council, with subcommittees enthusiastic in their approach and goals for the year. Our councillors comprised a balance of parents from early and primary years as well as a mix of cultural groups.

The year started off with a bang, with one of the biggest events the School has held for many years – the School Fete. This most memorable evening was the culmination of a year's planning and collaboration between Leadership, the **Community and Fundraising Committee**, food trucks, performers and artists and the owners of the various rides. Weren't the rides extremely popular, with children often waiting 10-15 minutes in the queue to get on. However the longest queue and the biggest crowd was at the dunking machine, where students and the school community waited patiently to throw balls at a target that would see teachers and especially our principal Fiona Voigt sit haplessly waiting to be dunked into a shallow tank of cold water when the target was hit.

A huge thank you to everyone involved in the organisation. Your endless time and immense effort meant the Fete was always going to be a great success. Not only was it successful from an enjoyment factor, it was very successful from a financial point of view, raising just over \$17,000 for the School.

Thank you also to the Governing councillors and other parent volunteers who assisted that night with cooking food, serving food, taking care of the meal tickets and supervising in general to ensure an extremely smooth night.

The Community and Fundraising Committee did not breathe after this and continued with its annual cake stall, Mother's and Father's Day stall and ice blocks sales. The committee raised just over \$34,100 in 2024; a wonderful achievement.

To Mel, Brooke and the Committee, you continue to be amazing and we can't thank you enough.

Once the Fete was over, Governing Council focussed on assisting the School and Leadership with the IB Evaluation process. Nicole Scrivener, on behalf of Leadership, spent time at each Governing Council meeting ensuring we understood what the School was required to show and report to the IB board of governors. Nicole's amazing dedication and mentorship meant the Governing Councillors who met with the IB Evaluators in September 2024 were able to bombard them with PYP language and provide copious examples of how well the School was aligned with the IB principles.

The **Finance Advisory Committee** was once-again led by our Treasurer, Anokhi, and the School's Business Manager, Debbie Foster. Although the School budgeted for a deficit budget, it was rewarded with major site improvement plans. Together with the **Campus Development Committee**, the long awaited resurfacing of the courts took place to provide a safe play area for the children, who are loving that space. Plans were in place to prioritise projects in the Master Plan and to that end, the Campus Development committee walked through the School to have a look at the extent of work required. A big thank you to Debbie Foster, Sue Gaden and everyone in school Finance for their continuous hard work. Thank you to Bolei Deng who in his first year in Governing Council, chaired the Campus Development Committee with great enthusiasm.

The **Green Canopy Project** has made a wonderful start to re-greening the Early Year's playground with plans to plant trees, shrubs and vines, a mud kitchen and a tepee structure. 2025 looks to be an exciting year watching their plans come to fruition. Thank you to everyone in that committee for your contribution.

The **Student Learning and Wellbeing Committee** planned another year of Q&A on Hay sessions for our parents. Wellbeing leader, David Molloy, together with the Student Action Committee ensured student voice continued to play a big part of student life. At the end of last year, the Year 6 students from the Student Action Committee presented the Wellbeing and Engagement Collection data to Governing Council, highlighting how important it is

for students to feel comfortable and safe in the school environment in order to achieve their best. Thank you to John Wang and Nicole Scrivener for another brilliant year.

The **Reconciliation Action Plan** working group supported Nicole Scrivener in continuing to develop the RAP for the School. Nicole is now updating this in readiness for 2025.

The **Sports and Health committee** are in the process of reviewing a couple of policies, being a new Out of School Hours Sport Code of Conduct, and the Sports policy. The committee supported Leadership in its endeavour to provide sports equipment and facilities to students. The table tennis table at Mariner was installed, the netball ring for the early years was installed, and a score board arrived for use in the COLA. The facilities and play equipment identified for Mariner Oval is a slow work in process. Thank you to Fiona and especially Gemma Morath, who now leaves the Governing Council, for your years of dedicated service and leadership of this committee. You will be missed.

Our **OSHC** program continued to be in great demand throughout 2024, with healthy student numbers in before and after school care. Holiday and school closure day programs are hugely popular with people having to be on wait lists less than an hour after programs are released. Thank you to Anokhi, Serena and Fiona for ensuring the relationship between School and OSHC remains strong.

Finally, Governing Council ratified a number of policies in 2024; being the Inclusion Policy, Assessment Recording Policy and Language Policy.

My heartfelt gratitude to all councillors for your wonderful contribution and input last year. My Deputy Chair, Anokhi, as always has been amazing and we had another great year of working together. The Executive supported Fiona and Leadership regarding many issues and continued the annual Governing Council's Pedagogical Grants to teachers.

2025 promises to be an exciting year for the School, but sadly as my youngest child is now in high school, my 8 year involvement in Governing Council and 9 years being on various subcommittees has come to an end. I feel so privileged to have been a part of Finance, Campus Development, Green Canopy, the Chairperson of the Student Learning and Wellbeing Committee for a few years and Chair of the Governing Council for the last two years.

The investment in time in my children's education has been worth every second. As I leave the school for the second time; the first as a student and now as a parent, I hope that many parents in our school community can find the time to sit on a subcommittee, if not more than one. Volunteering is so important to the School and any hour you can give to class reading, helping with ice blocks or school stalls, swimming and other excursions etc, is appreciated. Thank you to all volunteers in 2024 and congratulations to joint winners, Rachel Conway and Sally Clarke and to runner up Astrid Gunner Robins for being Volunteer of the Year in 2024.

The Governing Councillors wish to thank Fiona, Heidi, Nicole, everyone in Leadership, the teachers and SSOs, front office staff and administration for making this School the best it can possibly be.

Although I say a final farewell now, it's not goodbye and I will continue to follow this School's achievements well into the future.

I know that I leave the School in very safe and capable hands and I wish you all the very best.

Carolyn Lam – Chair 2024 Governing Council





# Performance Summary

## NAPLAN Proficiency

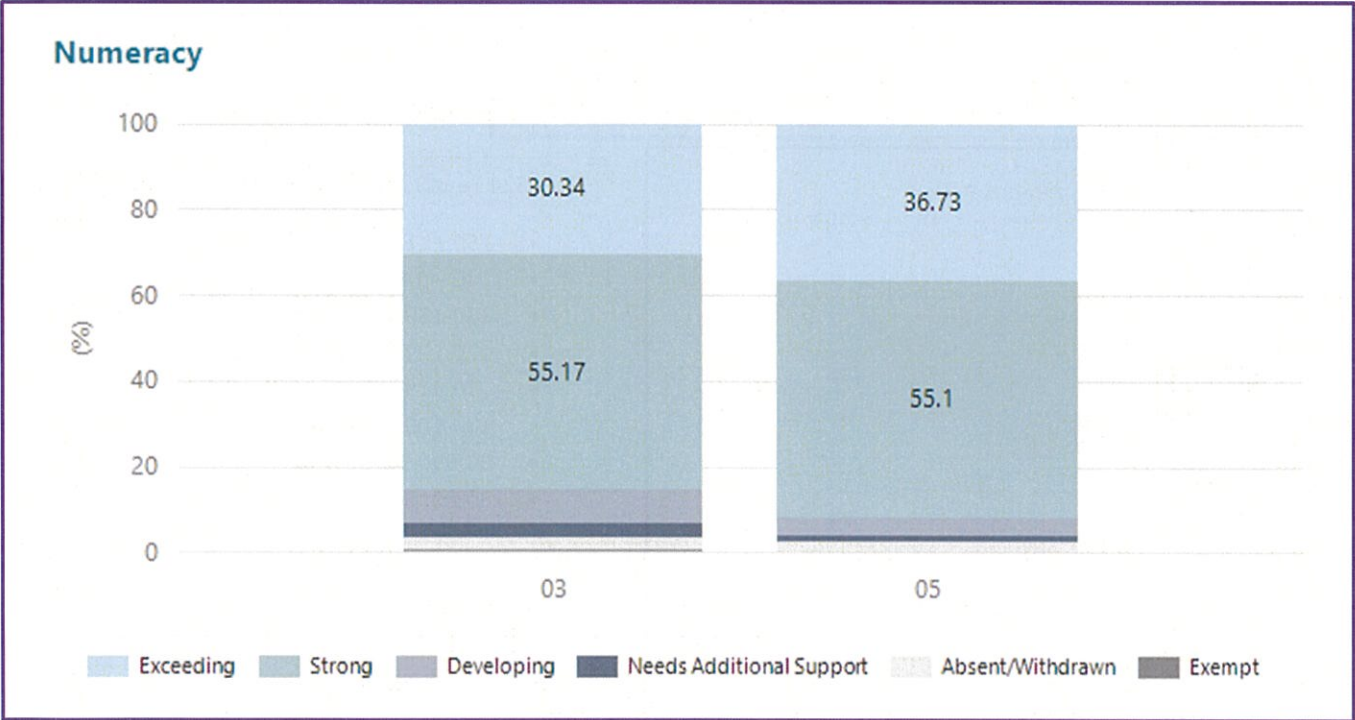
Analysis of the results shows the increasing trend of outliers; those students whose performance is well above (exceeding) compared with those well below (needs additional support and developing). These performance trends are ones that we will incorporate into future Improvement Planning; How do educators respond to the needs of all students at both ends of achievement scale.

Our median scores across all aspects sit within the Strong proficiency level, but weighted towards the Exceeding range, notably with strong achievement in Reading for both the Years 3 and 5 cohorts.

For a school with high percentages of EALD enrolments the performance in Writing and Spelling is testament to the EALD team and class teachers.

Reading is the only aspect where the trend data does not reflect an increase in students in the ‘Exceeding’ band from Years 3 to Year 5. However, this may be more of a reflection of the strength of the 2024 Year 3 performance with the PAT Reading results confirming the number of students performing in the higher bands.

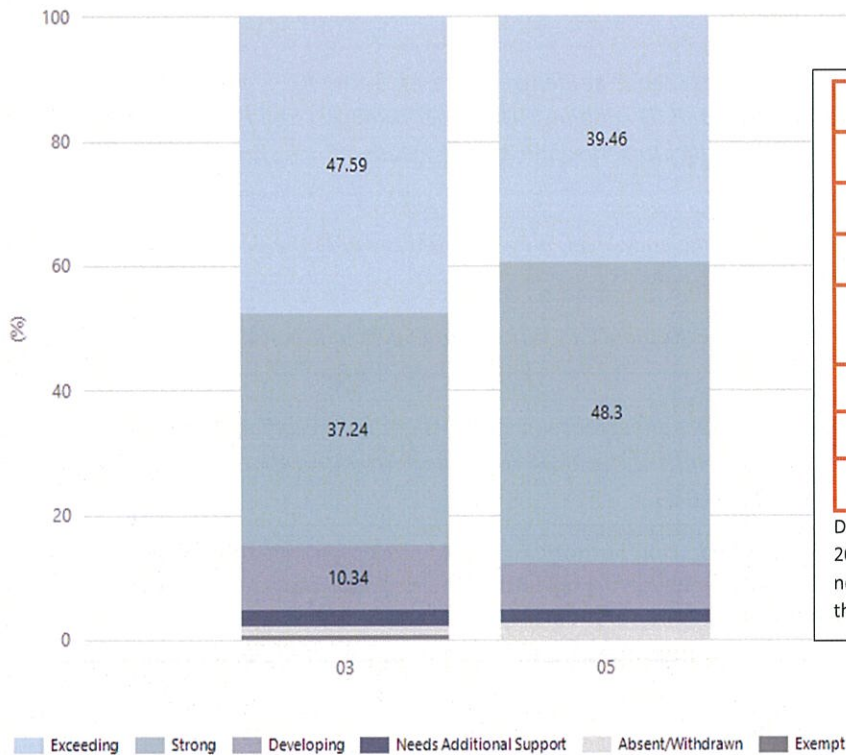
In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.



Year Level	03	05				
Exceeding	44	54	↑			
Strong	80	81	—			
Developing	11	6	↓			
Needs Additional Support	5	2	↓			
Absent/Withdrawn	4	4				
Exempt	1					
Total	145	147				

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

## Reading

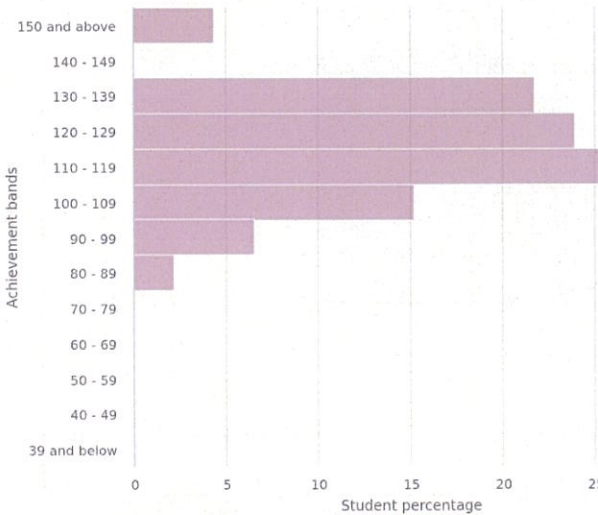


Year Level	03	05	
Exceeding	69	58	↓
Strong	54	71	↑
Developing	15	11	↓
Needs Additional Support	4	3	—
Absent/Withdrawn	2	4	
Exempt	1		
Total	145	147	

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

### PAT Reading / Bands Report

for students with year level Year 3 between 29-01-2024 and 29-01-2025



### The 2024 Year 3 cohort Band Distribution:

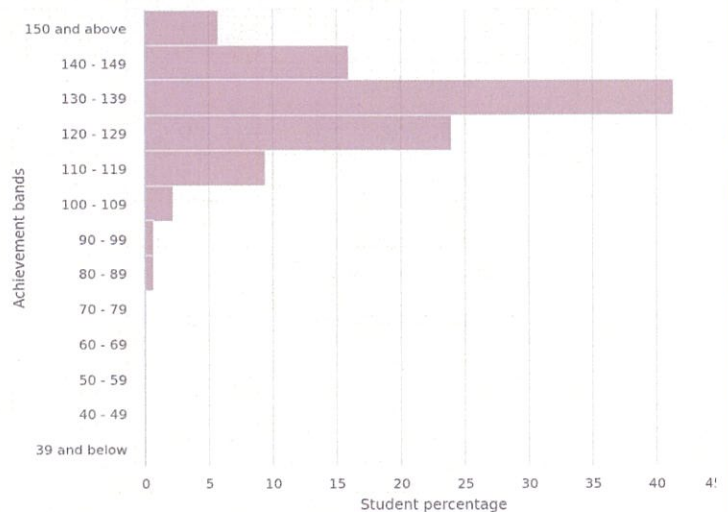
- 150 +: 6 students
- 140 – 149: 2 students
- 130-139: 30 students
- 120-129: 33 students
- 110-119: 36 students
- 100-109: 21 students
- 90-99: 9 students
- 80-89: 3 students

### The 2024 Year 5 cohort Band distribution:

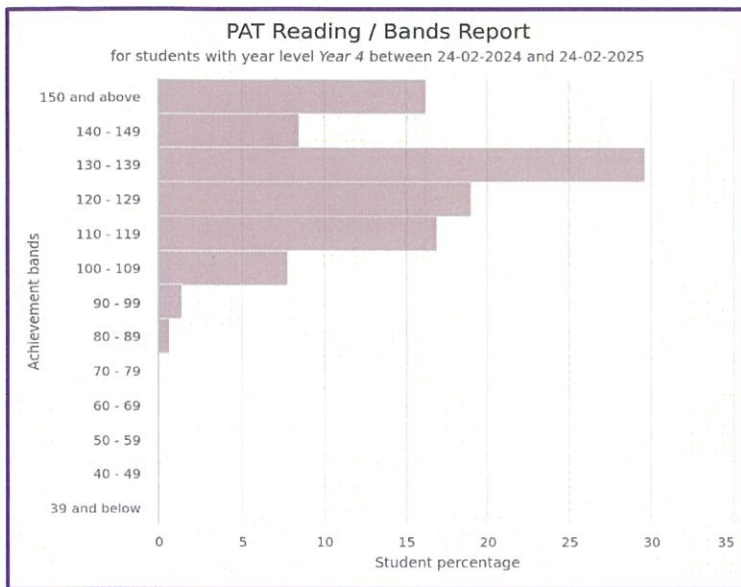
- 150 +: 8 students
- 140 – 149: 22 students
- 130-139: 57 students
- 120-129: 33 students
- 110-119: 13 students
- 100-109: 3 students
- 90-99: 1 student
- 80-89: 1 student

### PAT Reading / Bands Report

for students with year level Year 5 between 29-01-2024 and 29-01-2025

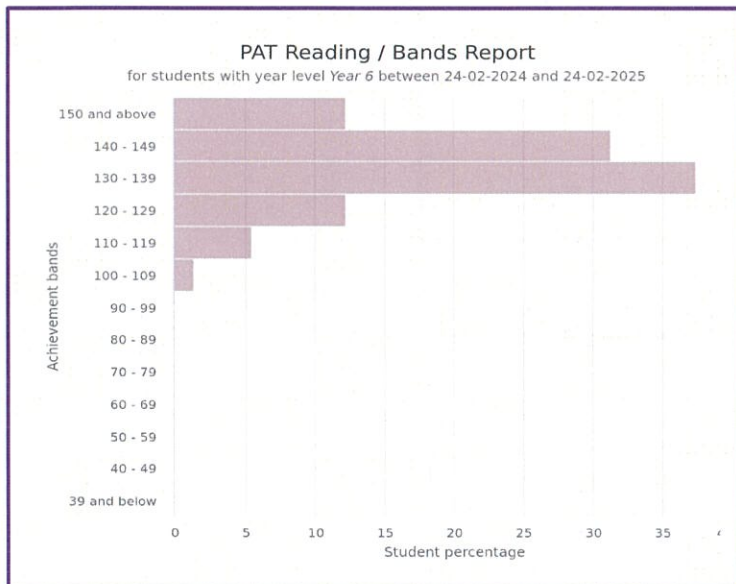






The 2024 Year 4 cohort (142 students) Band distribution:

- 150 +: 23 students
- 140 – 149: 12 students
- 130-139: 42 students
- 120-129: 27 students
- 110-119: 24 students
- 100-109: 11 students
- 90-99: 2 students
- 80-89: 1 student



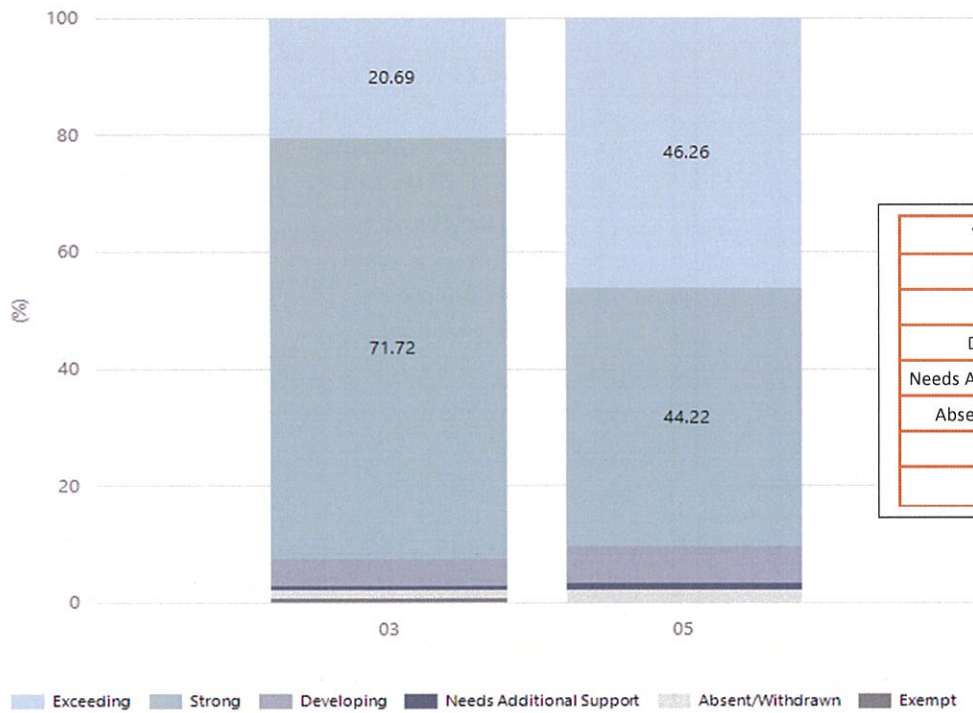
The 2024 Year 6 cohort (147 students) Band distribution:

- 150 +: 18 Students
- 140 – 149: 46 Students
- 130-139: 55 Students
- 120-129: 18 Students
- 110-119: 8 Students
- 100-109: 2 Students

PAT Reading Data (Progressive Assessment testing) has been used to triangulate the NAPLAN reading results to identify if there are significant issues regarding our reading outcomes.

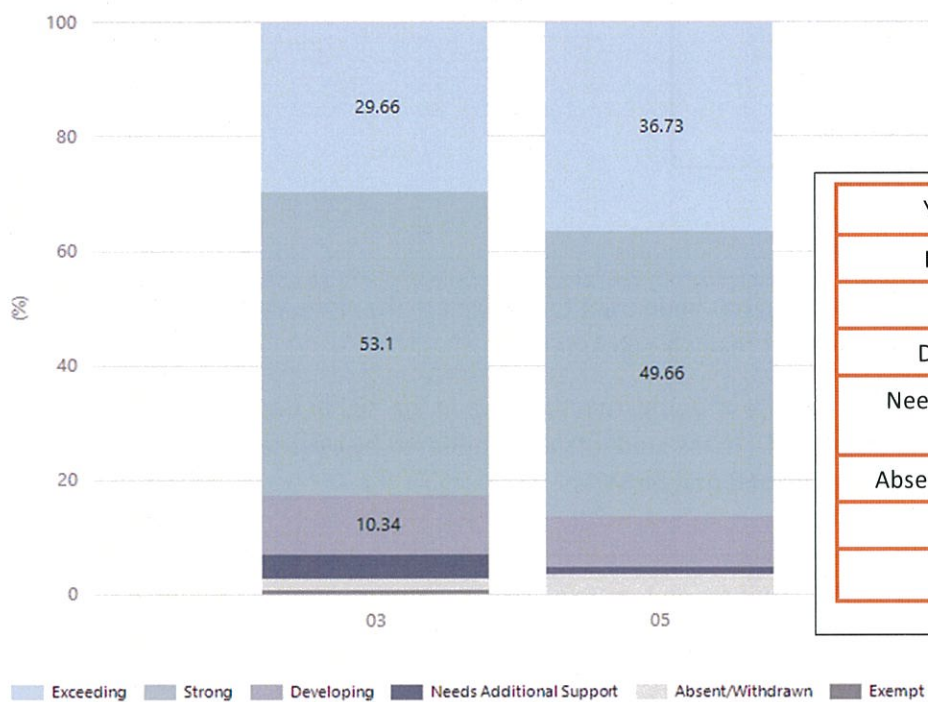
The data across Years 3-6 confirms that the majority of our learners achieve in the higher Bands but we have students who are performing lower than expected. These students are monitored by class teachers and additional support is provided by the EALD Team (if eligible) and trained SSOs.

## Writing



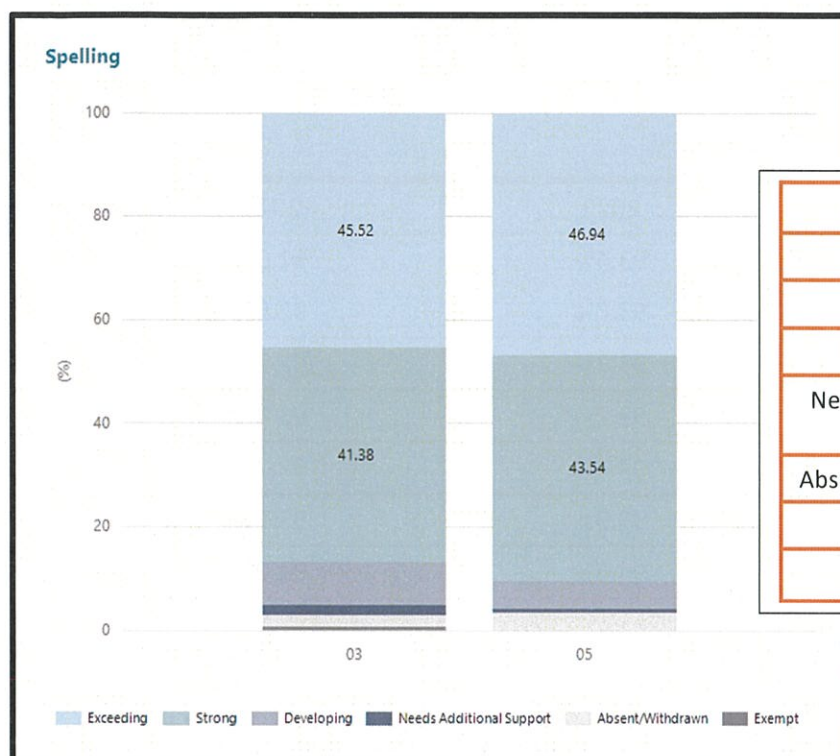
Year Level	03	05	
Exceeding	30	68	↑
Strong	104	65	↓
Developing	7	9	—
Needs Additional Support	1	2	—
Absent/Withdrawn	2	3	
Exempt	1		
Total	145	147	

## Grammar



Year Level	03	05	
Exceeding	43	54	↑
Strong	77	73	—
Developing	15	13	—
Needs Additional Support	6	2	↓
Absent/Withdrawn	3	5	
Exempt	1		
Total	145	147	



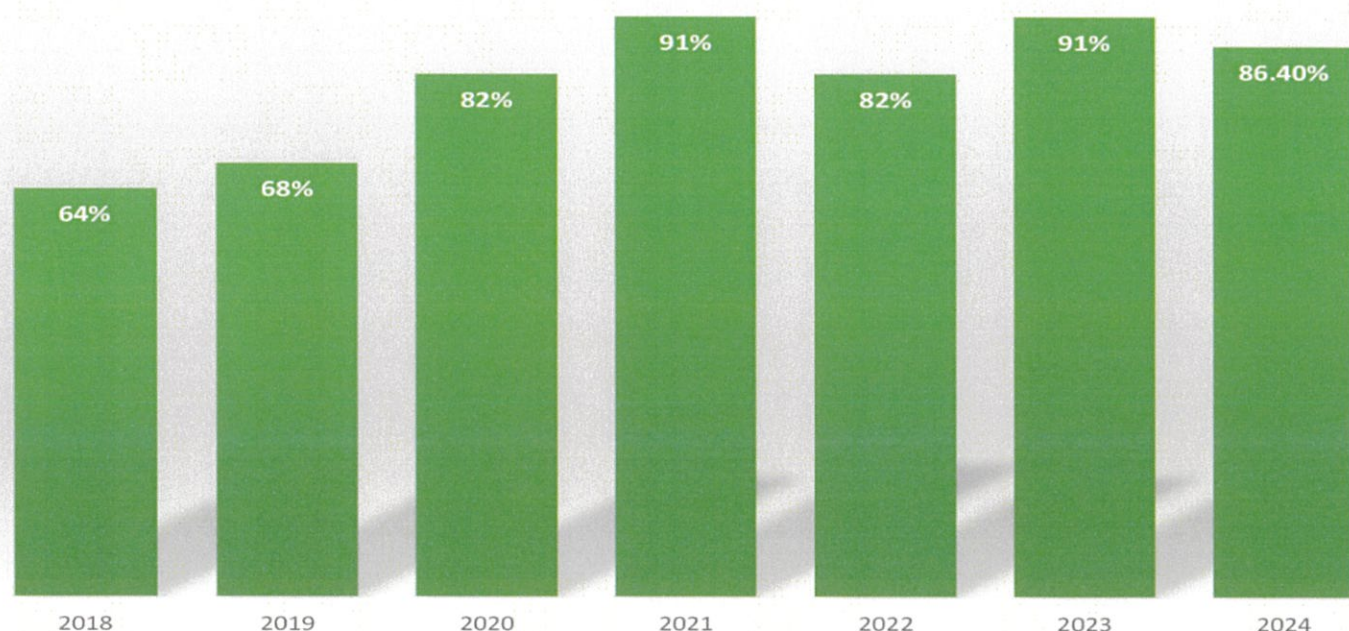


Year Level	03	05	
Exceeding	66	69	↑
Strong	60	64	↑
Developing	12	8	↓
Needs Additional Support	3	1	↓
Absent/Withdrawn	3	5	
Exempt	1		
Total	145	147	

## Phonics Results

Our 2024 Year 1 Phonics results have shown a decline whereby a total of 17 children out of 125 did not reach the benchmark. In 2023, 11 students sat below benchmark by comparison. Staff have been vigilant in analysing these results and whilst they are searching for ways to improve student progress through classroom practice and intervention, each of these children brings their own complexities to the learning context. Significantly all 17 children have already engaged in intervention or have been identified for targeted support. Seven of the students have identified barriers to learning where additional support has been identified.

## Year 1 Phonics Achievement Data 2018-2024



## School Attendance

Year Level	2022	2023	2024
Reception	89.7%	93.4%	92.0%
Year 01	88.5%	93.0%	92.5%
Year 02	90.2%	93.3%	92.2%
Year 03	91.4%	93.2%	93.8%
Year 04	91.7%	94.4%	92.7%
Year 05	91.1%	93.9%	93.7%
Year 06	90.7%	94.5%	94.0%
Primary Other	73.0%		
Total	90.5%	93.7%	93.1%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

## Attendance Comment

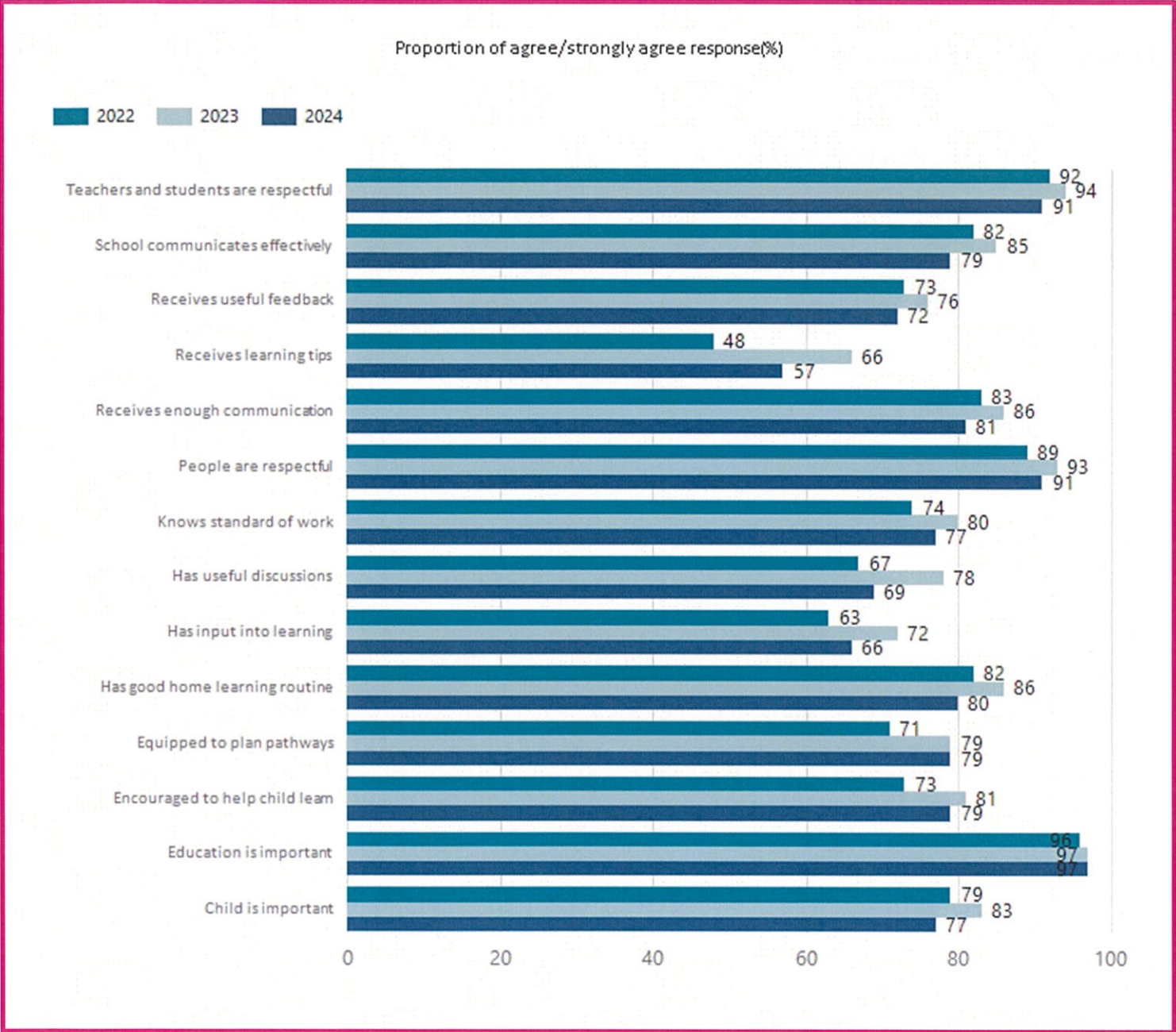
In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Current data includes significant absenteeism due to Family /Social reasons. It should be noted that many children have cultural connections with international communities that accounts for this data, however gaps in learning are often resultant.

The attendance rate over time, 2022 – 2024, indicates a decline of 3%, down from 96% to 93%.



# School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

# Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	15.0%
U - UNKNOWN	11	85.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.



# Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	48
Postgraduate Qualifications	23

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

## Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	59.5	0.0	19.9
Persons	0.0	71.0	0.0	31.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

# Financial Statement

Funding Source	Amount
Grants: State	\$9,557,018
Grants: Commonwealth	\$10,950
Parent Contributions	\$864,704
Fund Raising	\$77,470
Other	\$207,378

Data Source: School supplied data.

