

## ABERFOYLE PARK PRIMARY SCHOOL CAMPUS – HEYSEN PRIMARY SCHOOL

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>Aberfoyle Park Primary School Campus – Heysen Primary School</b></p> <p><i>Principal:</i> Peter Simmonds</p> <p><i>Address:</i> 2 Campus Drive ABERFOYLE PARK SA 5159</p> <p><b>Aberfoyle Park Primary School Campus – Heysen Primary School /</b></p>	<p>Heysen Primary is a government funded primary school for the Department of Education and Children's Services providing quality education for Reception (5 year olds) to Year 7 (13 year olds) children. Named after Sir Hans Heysen, a well known South Australian artist and conservationist, Heysen Primary is situated in Aberfoyle Park, a suburb in the foothills in the City of Onkaparinga approximately 20km south of Adelaide, South Australia.</p> <p>Heysen School is a collaborative learning community committed to quality teaching and learning and is proudly part of the Aberfoyle Park Primary School Campus - combining the collective resources of :</p> <ul style="list-style-type: none"> <li>• Heysen (Government)</li> <li>• Spence (Government)</li> <li>• Pilgrim (Uniting Church)</li> <li>• Nativity (Catholic Education Office) schools</li> <li>• with Aberfoyle Park Campus Pre-school.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities are shared between schools</li> <li>• Shared programs include PE, music, Mandarin, Spanish and resource based learning</li> <li>• Heysen has additional support for students requiring a special needs program. It includes flexible staffing arrangements, a program to support poorly coordinated children and a special swimming program offered across the Campus.</li> <li>• Regularly monitor &amp; test students abilities, arrange extra support for students at risk</li> <li>• Set a minimum standard for year levels</li> <li>• Cross age tutoring'</li> <li>• There are many activities of an informal nature across schools: Going on excursions together, School camps, Classes working together on a shared project</li> </ul>	<p>It is with the link to the community in mind, we will commit to developing an interactive internet site to be located at <a href="http://www.appscampus.sa.edu.au/">http://www.appscampus.sa.edu.au/</a> which will address community services for parents with children birth – 13 years old in the Aberfoyle Park area.</p> <p>Support topics could include:</p> <ul style="list-style-type: none"> <li>• Community/Neighbourhood Centres</li> <li>• Community Organizations and Facilities</li> <li>• Disabled Persons Services</li> <li>• Education and Child Care</li> <li>• Employment</li> <li>• Finance</li> <li>• Health and Care</li> <li>• Legal</li> <li>• Community Support</li> <li>• Transport</li> </ul> <p>This project will take approximately 12 months to develop with the framework of the website being developed by adults with the</p>	

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<i>cont'd.</i>			<p>content and interactivity designed by groups of students.</p> <p>It is also hoped that print materials from these organisations and associations would be collected and form part of a “<i>show bag</i>” available to parents enrolling children at the Aberfoyle Park Campus Preschool as well as parents transferring into the schools at the Campus from outside the Aberfoyle Park area.</p>	

## HAMILTON SECONDARY COLLEGE

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>Hamilton Secondary College</b></p> <p><i>Principal:</i> Mr Doug Moyle</p> <p><i>Contact:</i> Pam Cashen Assistant Principal Adult Campus</p> <p><i>Address:</i> 815 Marion Road MITCHELL PARK SA 5043</p> <p><b>Hamilton Secondary College cont'd</b></p>	<p>Hamilton is a conventional secondary school (years 7-13) with the addition of an Adult Campus (1200 adults ranging in ages from 17-80) and the Flato Centre (a centre for severe and multiply disabled students).</p> <ul style="list-style-type: none"> <li>▪ Metropolitan</li> <li>• Government</li> <li>• Years 7 – 13</li> <li>• Adult re-entry</li> <li>• Special education</li> <li>• Co-ed</li> </ul> <p>There has been a shift in emphasis in the education demanded by adult students over the 12 year period since 1990. Whilst each site retains a unique educational and population profile, this trend is common to all and may be characterised as a shift from the conventional secondary curriculum which channels successful students into tertiary study, to a specifically vocational style of education. Hamilton Adult Campus has developed a strong profile in vocational education and is a Registered Training Organisation in many vocational areas, able to deliver training packages under the Australian</p>	<ul style="list-style-type: none"> <li>• Represent life long learning from 11 –80 years</li> <li>• Adult re-entry sites are funded by the state government in SA indicating a view of education by government &amp; community as life-long. Hamilton Adult Campus offers update and bridging courses, senior secondary education and vocational education to adults from diverse backgrounds</li> <li>• In 2003 the college will pilot a program with Uni SA &amp; other adult re-entry sites. This is a bridging program leading to degree courses at Uni SA</li> <li>• The college is a Registered Training Organisation</li> <li>• Hamilton also has a Middle school – small classes, M/S ethos, integrated curriculum where appropriate, diversity of choice &amp; options.</li> <li>• Hamilton also has a Senior school – SACE, range of subjects including Vocational pathways eg Sport &amp; Rec, Retail, Business.</li> </ul>	<p><b>Contribution will pertain to 2 areas which are unusual in terms of education provision and which are particularly representative of lifelong learning: The Adult Campus and the Flato Centre</b></p> <p><b>Hamilton will report on education offered to adults. The Adult Campus is representative of the kind of publicly-funded education available to adults through the State Secondary Education system. More than 6,000 adults access such education each year. This is a unique offering in Australia, a model of lifelong learning that could be of interest internationally. Vocational education is a growth area. It is proposed to document issues re curriculum development and the establishment of partnerships.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Links to industry, university etc.</li> <li><input type="checkbox"/> Linking to the community</li> <li><input type="checkbox"/> Lifetime learning strategy</li> </ul>

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	<p>Quality Training Framework (AQTF). These training packages reflect a considerable diversification of secondary education in keeping with the Australian National Training Authority (ANTA) agenda to provide employable Australians with accredited skill-building opportunities. This is also in keeping with the global agenda for the provision of 'lifelong learning'.</p>			

## HAMILTON SECONDARY COLLEGE – THE FLATO (SPECIAL EDUCATION) CENTRE

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>Hamilton Secondary College</b> <b>The Flato (Special Education) Centre</b></p> <p><i>Assistant Principal</i> Brian Eacott</p> <p><i>Address:</i> 32 Morphett Road NOVAR GARDENS SA 5040</p> <p><b>Hamilton Secondary College</b> <b>The Flato (Special Education) Centre</b> <i>cont'd.</i></p>	<p>The Flato Centre caters for a wide range of students from those with a mild intellectual disability through to those with severe and multiple physical and intellectual disabilities. It is a purpose built centre for 30 students.</p>	<p><b>Teacher as developer of human potential</b></p> <p>While the vast majority of students who attend the Flato Centre will not be able to access open employment, the focus of the Centre remains on ability rather than disability. Our aim is to promote long term quality of life for each student, and this goes beyond a commitment to the academic requirements of the South Australia Certificate of Education. Our focus is on life skills, (including social skills and protective behaviours), a preparation for supported employment, and a determination to ensure that all available support services are accessed in order to achieve a holistic approach to student needs and to maximise outcomes. We are determined to improve student outcomes in 2 main areas:</p> <ul style="list-style-type: none"> <li>▪ Through increased access to therapy programs (such as occupational therapy), and</li> <li>▪ Through involvement in community recreation and supporting programs.</li> </ul> <p><b>Extra-curricular activities</b></p> <p>Education does not begin and end within the classroom, and we</p>	<p><b>The Flato Centre will report on progress with strategies to enhance extra curricular activities for Flato students using all available support services and community options.. The focus is to give students as many opportunities as possible in order to maximise quality of life in the future. Expansion in community involvement for Flato students is a goal.</b></p> <p><b>We have concerns about the extent to which students with severe and multiple disabilities are isolated from the wider community and this has long-term implications in terms of post-school quality of life. This concern has provided the impetus for on-going staff training and development within the Centre.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Extra-curricular activities</b></li> <li><input type="checkbox"/> <b>Linking to the community</b></li> <li><input type="checkbox"/> <b>Teacher as developer of human potential</b></li> </ul>

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<p><b>Hamilton Secondary College</b> <b>The Flato (Special Education) Centre</b> <i>cont'd.</i></p>		<p>demonstrate this belief by ensuring that students are provided with a range of opportunities. On a physical level, all students in our Centre have access to a range of facilities and activities. They use the school gym once a week and the more physically able students take part in a range of sporting activities organised specifically for Special Schools and Centres. These are swimming, athletics, cricket, basketball, football and bowling. The more capable students also enjoy regular social contact with students from 2 other Special Schools and with the 'mainstream' students within our co-located school community.</p> <p>Some of our students are also involved in a State Government sponsored activity, called Active 8, which is like a mixture of 'Outward Bound' and Scouts/Guides. It is a highly successful opportunity for some of our students to interact with the wider community.</p> <p>There is much room for improvement in the area of extra-curricular activities with respect to students with severe multiple disabilities.</p> <p><b>Linking to the Community</b></p>		

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		<p>Current links to the community (beyond access to mainstream and other Special Education students) include:</p> <ul style="list-style-type: none"> <li>▪ Transport training (where appropriate)</li> <li>▪ Work experience at supported employment sites, and</li> <li>▪ A community based excursion program designed to give students confidence in moving around in the wider community.</li> </ul>		

## IMMANUEL COLLEGE

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>Immanuel College</b></p> <p><i>Principal:</i> Kevin Richardson</p> <p><i>Address:</i> 32 Morphett Road NOVAR GARDENS SA 5040</p>	<ul style="list-style-type: none"> <li>• Metropolitan</li> <li>• Lutheran non-government</li> <li>• Years 7-12</li> <li>• Co-ed</li> </ul>	<ul style="list-style-type: none"> <li>• Music and Japanese language programs</li> <li>• To cater for individual differences in students from the gifted and talented to the less academically able</li> </ul>	<p><b>Seaview High School, Seaview Downs Primary School and Immanuel College will be working together to take the existing 'Longworth Model' and reconstruct it into a model that is more useful to their environment.</b></p>	<p><input type="checkbox"/> <b>See Appendix E</b></p>



## LOXTON HIGH SCHOOL

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>Loxton High School</b></p> <p><i>Principal:</i> Kent Spangenberg</p> <p><i>Address:</i> PO Box 446 LOXTON SA 5333</p>	<ul style="list-style-type: none"> <li>• Regional town</li> <li>• Government</li> <li>• Secondary – years 8-12/13</li> <li>• Co-ed</li> </ul>	<ul style="list-style-type: none"> <li>• Electives in music &amp; German</li> <li>• Students who have particular talents or gifts are able to access accelerated programs</li> <li>• All VET students participate in 8 weeks of work placement and all Year 11 students undertake one week of work placement</li> </ul>	<p><b>Details to come</b></p>	<input type="checkbox"/>

## MAWSON LAKES SCHOOL

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>Mawson Lakes School</b></p> <p><b>Principal</b> Alan Peucker</p> <p><i>Address:</i> PO Box 6 POORAKA SA 5095</p> <p><b>Mawson Lakes School cont'd</b></p>	<p>Mawson Lakes School is part of an exciting new residential, commercial, business and educational development at Mawson Lakes. The integration of a range of services, which focus the community on establishing itself as a learning community in a life long learning context is in its formative stages.</p> <p><b>The school is taking a lead role in this development and is establishing 10 core dimensions that focus the school's role in developing a learning community. These dimensions will see the formation of the Mawson Lakes Education Services, which will be based in the Mawson Centre, a joint facility that has the University of SA, the City of Salisbury and the Department for Education and Children's Services as major stakeholders.</b></p> <ul style="list-style-type: none"> <li>• Outer metropolitan high technology purpose built development</li> <li>• Government</li> <li>• Pre-school – year 7</li> <li>• Co-ed</li> </ul>	<ul style="list-style-type: none"> <li>• vision to create learning community to meet needs from birth to retirees</li> <li>• multi-media rich curriculum, have moved away from traditional class 1:30 students to family units of 110-120 students</li> <li>• mix of professional &amp; para professional staff</li> <li>• centre for successful aging</li> <li>• strong focus on international links</li> <li>• extensive use of mature age tutoring</li> <li>• School interfaces with other groups and organisations “Soft and intentionally blurred”.</li> </ul>	<ul style="list-style-type: none"> <li>• The 10 core dimensions will be clearly articulated and developed into action plans over the next few months.</li> <li>• We will document the journey of Mawson Lakes from a learning community context to this stage.</li> <li>• We will make initial contact with a school in Espoo, Finland with a view to forming a unique learning school/city partnership, where we will learn much from the different social, cultural, political, educational and community constructs.</li> <li>• One of our primary aims will be to develop an e-learning module that brings the two schools and their communities closer together in the context of a global community.</li> <li>• Probably the most important action will be to engage the community in an authentic and sustainable manner to develop a strong sense of ownership by the community of Mawson Lakes.</li> </ul>	<p style="text-align: center;"><i>To be advised</i></p>

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	<ul style="list-style-type: none"><li>• Learning community innovator</li></ul>			

## MC LAREN VALE PRIMARY SCHOOL

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>McLaren Vale Primary School</b></p> <p><i>Principal:</i> Peter King</p> <p><i>Address:</i> 249 Main Road McLAREN VALE SA 5171</p> <p><b>McLaren Vale Primary School</b> <i>cont'd</i></p>	<ul style="list-style-type: none"> <li>• Outer metropolitan / semi-rural</li> <li>• Government</li> <li>• Reception – Year 7</li> <li>• Co-ed</li> </ul>	<ul style="list-style-type: none"> <li>• the school has developed a range of projects &amp; approaches to teaching &amp; learning</li> <li>• individual learning goals</li> <li>• modelling lifelong learning</li> <li>• sharing resources</li> <li>• developing a culture for lifelong learning</li> <li>• accepting responsibility for ongoing learning</li> <li>• strong links with the Main Street Business Association</li> <li>• Learning Assistance Program – adult comm tutors for low esteem students</li> </ul>	<p>Key elements <b>Those elements of the Longworth model focussed on are:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Linking to the Community</b></li> <li>▪ <b>Lifetime Learning Strategy</b></li> <li>▪ <b>School Home Cooperation</b></li> </ul> <p>Progress Report Structure</p> <ul style="list-style-type: none"> <li>• <b>Our final report will document the role of the school in building communities. In particular we will investigate and document helping and hindering factors.</b></li> <li>• <b>The framework we will use to document our journey will be</b> <ul style="list-style-type: none"> <li>▪ <b>background</b></li> <li>▪ <b>strategies</b></li> <li>▪ <b>outcomes</b></li> <li>▪ <b>helping factors</b></li> <li>▪ <b>hindering factors</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Linking to the community</b></li> <li><input type="checkbox"/> <b>School-home cooperation</b></li> <li><input type="checkbox"/> <b>Lifetime learning strategy</b></li> </ul>

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<p>McLaren Vale Primary School <i>cont'd</i></p>			<ul style="list-style-type: none"> <li>• This will be applied to the following programs: <ul style="list-style-type: none"> <li>▪ eveloping student responsibility for learning</li> <li>▪ stablishing community links</li> <li>▪ eveloping a lifelong learning culture</li> </ul> </li> <li>• There will be an executive summary and synthesis of common helping/hindering factors.</li> </ul> <p>Current progress</p> <ul style="list-style-type: none"> <li>• We have assembled in note form the information relating to the background, strategies and current outcomes of the projects names.</li> <li>• The collection of hindering and helping factors has begun. (These need to be ratified through staff comment and reflection</li> </ul>	

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			<p>and interviewing key people in the linking process.</p> <p>Next Steps</p> <ul style="list-style-type: none"> <li>• The next stages in the project will be to: <ul style="list-style-type: none"> <li>▪ Complete the assembling of helping and hindering factors</li> <li>▪ Write up the report of each project</li> <li>▪ Complete the analysis of helping and hindering factors</li> <li>▪ Finalise the Executive summary and Synthesis.</li> </ul> </li> </ul>	



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<p>Seaford 6-12 School <i>cont'd</i></p>			<p>Teachers and students will discuss global issues with teachers/classes of history and geography. They will carry out collaborative / comparative studies. This will involve 4 teachers. It will commence in 2004.</p> <p>Project 2.  <b>Connection with the Nipissing University in Ontario (Director, Concurrent Program, Sandra Reid) for Middle Years student teachers to prepare for a possible practicum at Seaford 6-12 School. Our teachers will start to build relationships with student teachers via the video conferencing facilities at Seaford 6-12 school.</b></p> <p>Project 3.  <b>The school has put 2 submissions in for mentoring programs (Commonwealth and State funding). Students will work one to one or in small groups with mentors to manage their learning plans and receive assistance with confidence building, personal issues. goal</b></p>	



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			<p>setting and organisational and study skills. We plan to engage the whole of Year 10 cohort in 2004 if successful with the submissions.</p> <p>Project 4. The establishment of a school catering company. "The _ Naked Chefs" students in the company will manage functions in the wider community and have a mentor to support career goals. They are currently heavily booked out.</p> <p>Project 5. The school is currently negotiating a partnership with Uni SA to establish a 'City Class'. The Year 9 students will spend 6 weeks in Term 3 at Uni SA and engage in learning in the 'city' environment. University students will act as mentors and support students with individual projects. Students will be accessing the resources (human) available to them in Adelaide to meet learning goals.</p>	

## SEAVIEW DOWNS PRIMARY SCHOOL

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>Seaview Downs Primary School</b></p> <p><i>Principal:</i> Malcolm Strathie</p> <p><i>Address:</i> 26-44 Ross Street SEAVIEW DOWNS SA 5049</p>	<ul style="list-style-type: none"> <li>• Metropolitan</li> <li>• Government</li> <li>• Primary</li> <li>• Reception – year 7</li> <li>• Involved in Marion Learning Festival</li> <li>• Co-ed</li> </ul>	<ul style="list-style-type: none"> <li>• Awards are given to recognise achievements</li> <li>• student involvement in academic competitions</li> <li>• SHIP (program) across the school</li> <li>• Goal setting with students</li> <li>• Early Intervention programs</li> <li>• School involved in environmental &amp; Local Government projects</li> </ul>	<p><b>Seaview High School, Seaview Downs Primary School and Immanuel College will be working together to take the existing 'Longworth model' and reconstruct it into a model that is more useful to their environment.</b></p>	<p><i>See Appendix E</i></p>

## SEAVIEW HIGH SCHOOL

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<p><b>Seaview High School</b></p> <p><i>Principal:</i> James Mulraney</p> <p><i>Address:</i> 78-124 Seacombe Road SEACOMBE HEIGHTS SA 5047</p>	<ul style="list-style-type: none"> <li>• Metropolitan</li> <li>• Government</li> <li>• Years 8-12/13</li> <li>• Asian focus school</li> <li>• Co-ed</li> </ul>	<ul style="list-style-type: none"> <li>• Several languages including Japanese, Indonesian, French, Korean</li> <li>• Support for high achievers in all curriculum areas</li> </ul>	<p><b>Seaview High School, Seaview Downs Primary School and Immanuel College will be working together to take the existing 'Longworth model' and reconstruct it into a model that is more useful to their environment.</b></p>	<p><i>See Appendix E</i></p>

## SAINT ALOYSIUS COLLEGE

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>Saint Aloysius College</b></p> <p><i>Principal:</i> Sister Judith Redden RSM</p> <p><i>Contact:</i> Paddy Edwards</p> <p><i>Address:</i> 53 Wakefield Street ADELAIDE 5000</p>	<ul style="list-style-type: none"> <li>• Metropolitan</li> <li>• Catholic (Mercy)</li> <li>• Girls R – 13</li> <li>• 900 students</li> <li>• 100 international students</li> </ul>	<ul style="list-style-type: none"> <li>• Mercy philosophy of outreach to local and global community (eg International Student program, 14 Afghani girls currently enrolled)</li> <li>• Peer support program encouraging interdependence across year levels.</li> <li>• Connecting learning with the resources of the community through programs such as Australian Business Week.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement and documentation of Study Tours program as an effective means of cultural exchange.</li> <li>• Creating a database of community resources and how they shape our curriculum.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Links to industry, university etc.</b></li> <li><input type="checkbox"/> <b>Linking to the community</b></li> <li><input type="checkbox"/> <b>Extra-curricular activities</b></li> <li><input type="checkbox"/> <b>School-home cooperation</b></li> <li><input type="checkbox"/> <b>Lifetime learning strategy</b></li> <li><input type="checkbox"/> <b>National/ international networking</b></li> </ul>

# ST COLUMBA COLLEGE

School details	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p data-bbox="120 140 336 204"><b>Contact person /position</b></p> <p data-bbox="91 236 257 300"><b>St Columba College</b></p> <p data-bbox="91 339 324 403"><i>Principal:</i> Madeleine Brennan</p> <p data-bbox="91 443 264 507"><i>Contact:</i> Paul Coughlin</p> <p data-bbox="91 547 331 675"><i>Address:</i> President Avenue ANDREWS FARM SA 5114</p> <p data-bbox="120 1329 336 1425"><b>School details Contact person /position</b></p> <p data-bbox="91 1457 342 1489">St Columba College</p>	<p data-bbox="539 1257 633 1289"><b>Profile</b></p> <ul data-bbox="392 244 779 986" style="list-style-type: none"> <li>Northern Suburbs</li> <li>R-11 + Community education</li> <li>Co-ed</li> <li>Anglican &amp; Catholic</li> <li>Situated in a low socio-economic area</li> <li>A school committed to working collaboratively with other education, training and employers</li> <li>20% of our students have learning difficulties</li> <li>40% of our students receive school card benefits</li> <li>School taking a lead role in developing Community Education Courses for the community based on needs of community</li> <li>School committed to quality teaching and learning</li> </ul>	<p data-bbox="808 244 1205 643"><b>Vision</b> – We seek to be a Learning Centre of excellence for the community we serve – St Columba College seeks to nurture in our students and the wider community a close relationship with God, a passion for living and a lifelong love of learning. The College is committed to providing educational opportunities for all within the community and sharing recreational facilities with them.</p> <ul data-bbox="808 651 1205 1249" style="list-style-type: none"> <li>Facilities are shared by students and community</li> <li>Cross age tutoring</li> <li>Regular sills testing</li> <li>Curriculum adapting to the needs of students</li> <li>Additional support to students with special needs</li> <li>Broad curriculum with recognition of learning that occurs out of school environment</li> <li>Community courses established based on need</li> <li>Community Courses based on life-skills</li> <li>VET courses in collaboration with other schools</li> </ul> <p data-bbox="864 1257 1160 1353"><b>Present features that contribute to building learning communities</b></p> <ul data-bbox="808 1393 1205 1457" style="list-style-type: none"> <li>Collaborative development of learning opportunities</li> </ul>	<p data-bbox="1240 244 1621 475">1. <b>Development of Community Education Courses and volunteers.</b></p> <p data-bbox="1240 379 1621 475">2. <b>Partnerships with other key stakeholders</b></p> <p data-bbox="1240 483 1621 1489">Report <b>Courses established in the following: Basic Car Maintenance; Introduction to the New Health Act; Helping your Child with Homework; Basic IT Skills; Asian Cooking; Novelty Cooking; Art and Craft Volunteer training in OH&amp;S, Conflict Management, Team Work and future pathways. Volunteers managing the day to day administration tasks of the Community Education Office. Establishment by volunteer of Database for all recording and reporting of Courses. Linking with Community Houses in enabling their instructors deliver training in our programs offering them Certificate 4 in Assessment and Workplace Training as an opportunity to be up-skilled. Creating links with</b></p>	<p data-bbox="1697 276 2045 850"><b>Elements of Longworth model addressed by proposed contribution</b></p> <ul data-bbox="1653 276 2045 850" style="list-style-type: none"> <li><input type="checkbox"/> Skills-based curriculum</li> <li><input type="checkbox"/> Links to industry, university etc.</li> <li><input type="checkbox"/> Linking to the community</li> <li><input type="checkbox"/> Extra-curricular activities</li> <li><input type="checkbox"/> School-home cooperation</li> <li><input type="checkbox"/> Lifetime learning strategy</li> <li><input type="checkbox"/> Use of educational software</li> <li><input type="checkbox"/> Teacher as developer of human potential</li> </ul> <p data-bbox="1697 1441 2022 1473"><b>Elements of Longworth</b></p>

<i>cont'd</i>			<p><b>TAFE to recognise skills gained in</b>  Proposed contribution to building learning communities</p> <p><b>Community Education Courses and encourage students to further learn. Linking with other Schools, Employers, Community Groups, Training Organisations, Universities to create an environment of encouragement of dreaming, learning and achieving full potential by thinking differently. Creating a plan of development for the next 18 months. Establishment of student Pathway plans for students in year 10 up – planned development of this in R to 9.</b></p>	<p><b>model addressed by proposed contribution</b></p>
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## THE PINES

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>The Pines</b></p> <p><i>Principal:</i> Alana Girvin</p> <p><u>Address:</u> 42 Andrew Smith Drive PARAFIELD GARDENS SA 5107</p>	<p>The Pines Campus is shared by a Community Child Care Centre, a Preschool (Child Parent Centre), a Junior Primary School and Primary School. The leadership structure has been developed to ensure continuity of care and education birth to 13 years.</p> <ul style="list-style-type: none"> <li>• Outer metropolitan</li> <li>• Government</li> <li>• Pre-school – year 7</li> </ul>	<ul style="list-style-type: none"> <li>▪ Integrated services site – shared campus</li> <li>▪ Formalised links through leadership restructure</li> <li>▪ Child Care Centre/ Preschool / school / OSHC &amp; Vacation care               <ul style="list-style-type: none"> <li>(a) student review teams to identify students needing literacy support</li> <li>(b) Hearing impaired teacher / guidance &amp; speech officers visit school regularly</li> <li>(c) Student government and a special emphasis on student voice</li> <li>(d) Grandparents and special visitors days</li> </ul> </li> <li>▪ Extensive multi-cultural program</li> <li>▪ Formal links with child care centre – governance</li> <li>▪ Use of facilities by community groups (ie: Vietnamese school)</li> </ul>	<p><b>We will report on the integration of services and ‘linking to the community’.</b></p> <p><b>1. At The Pines we have a large Vietnamese Community, we will report on the structures and processes to enable the ‘links between home – school’ and more meaningful participation in school decision making and lifelong learning for our Vietnamese parents.</b></p> <p><b>2. We will report on a birth to 13 years model: An approach to improving outcomes for children and services</b></p> <ul style="list-style-type: none"> <li>▪ Continuity of learning</li> <li>▪ Shared leadership</li> <li>▪ Combined governance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Linking to the community</li> <li><input type="checkbox"/> School-home cooperation</li> <li><input type="checkbox"/> Lifetime learning strategy</li> <li><input type="checkbox"/> National/ international networking</li> <li><input type="checkbox"/> Use of educational software</li> </ul>

## WOODVILLE HIGH SCHOOL – WILTJA PROGRAM

School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
<p><b>Woodville High School</b> [Wiltja Program]</p> <p><i>Principal:</i> Bob Lines</p> <p><i>Address:</i> Leslie Street West WOODVILLE SA 5011</p> <p><b>Woodville High School</b> [Wiltja Program] <i>cont'd</i></p>	<p><b>The Wiltja program operates at Woodville High School in Adelaide, South Australia. It is a residential program which offers opportunities for mainstream secondary education to indigenous students from up to thirty communities in Central Australia.</b></p> <p>As a core value the program promotes ongoing learning and is committed to developing this understanding across the region. This involves the maintenance and extension of links between Wiltja secondary students and their families, community groups and schools across a vast geographical area. This is achieved through parent, community visits, the provision of regular newsletters, the development of vocational and academic pathways, the tracking of all graduates and links to other learning providers – particularly Anangu Education Services in South Australia.</p> <ul style="list-style-type: none"> <li>• Metropolitan</li> <li>• Government</li> <li>• Years 8 – 12/13</li> </ul>	<ul style="list-style-type: none"> <li>• Links with Ethnic Schools, (Vietnamese, Greek and Portuguese) Community</li> <li>• Vacation Programs</li> <li>• Link with local industries</li> <li>• Community agencies (eg. Senior Citizens Homes)</li> <li>• Woodville Special School</li> <li>• A variety of TAFE Prospect Centre Bowden/Brompton</li> <li>• The Wiltja program is co-located on site, supports the Anangu students at Woodville High School. Anangu students are from remote and isolated communities in the Northern Territory, Western Australia and South Australia. Anangu students participate in the Wiltja program on a short and long term basis</li> </ul>	<p><b>The further development of our website and the operation of a video link system across Wiltja and the lands are current priorities. The video link will support school home cooperation and coordinate teaching methodologies across the lands. A theme attached to all Wiltja newsletters is written in Pitjantjatjara as follows:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Nguluringkun tjawiya. – Don't be afraid</b></li> <li>▪ <b>Nintiringama. – keep on learning</b></li> </ul>	



School details Contact person / position	Profile	Present features that contribute to building learning communities	Proposed contribution to building learning communities	Elements of Longworth model addressed by proposed contribution
	<ul style="list-style-type: none"> <li>• Music special school</li> <li>• Aboriginal sub school</li> <li>• Co-ed</li> </ul>			

