



Inquire · Think · Learn

Developing internationally minded learners



*McKinnon*  
*Primary School*

*"Beginning the Tradition of Excellence"*



**Education** is about more than giving children knowledge; it's about encouraging them to do significant things with what they've learned.

## McKinnon Primary School Mission Statement

The teaching and learning culture at McKinnon Primary School inspires learners to inquire, reflect and understand in an inclusive and safe environment.

An ongoing partnership between home and school is established and nurtured for every child to foster their social, emotional, physical, intercultural and academic development. Each child is supported to reach their full potential.

Students are motivated to become active life-long learners who develop respect, compassion, caring and understanding for their role as global citizens.

## International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.





## Our Direction in Education

Our fundamental purpose is to provide a dynamic learning climate that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation towards society and the environment. At McKinnon Primary School our focus is on the development of the whole child which includes academic, physical, emotional, social and creative growth. We challenge each of our students to achieve their potential with supportive staff and parents whose enthusiastic efforts continue to ensure the provision of the best possible outcomes and learning environment for all.



## Teaching the Whole Child

Our policies and programs recognise that the student is the central focus of the educational process. We strive to provide a safe, happy environment in which students are able to develop to their full potential.

*“Excellence in education is when we do everything that we can to make sure they become everything that they can.”*

*- Carol Tomlinson*



## A Truly International Education

At McKinnon Primary School your child will experience an education that is truly international in its design and delivery. This is one of the greatest gifts that can be bestowed upon a child of the 21st century. At McKinnon Primary School, children move beyond the acquisition of knowledge into the realms of skill building and the development of reflective attitudes towards life and community. McKinnon Primary School students are encouraged to explore the concepts underlying their learning topics and to respond to situations with confident, responsible action.



These are qualities that build global citizenship and the ability of a student to move seamlessly from school to school or country to country. These are also attributes to support the ongoing development of curiosity, creativity, purpose of vision and the foundation skills of a life long learner.

McKinnon Primary School students have a distinguished history as outstanding graduates from their Early Years and Primary Programmes, establishing themselves as innovative, reflective learners in their new settings. McKinnon Primary School graduates have also demonstrated leadership skills that have been respected by peers and educators alike in their new school environments.

## International Student Program

*“Good neighbours learn to speak each other’s languages... Good neighbours learn to respect each other’s religious and cultural beliefs. Good neighbours learn to allow for differences and to be inclusive. Good neighbours spend time with each other.”*

*Cosgrove, 2000*

Australia, like many countries, requires citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world views and belief systems. In particular we need to ensure that young Australians are prepared to engage with peoples from the Asian region.

The Asian region and Australia’s engagement with Asia are central to the context for all Australians. For Australia, the countries of Asian region are of critical importance. They are our closest neighbours and major trading partners. They represent the cultural heritage of a growing number of Australians and their rich traditional and contemporary cultures provide opportunities for our social, creative and intellectual development. Students at McKinnon Primary School explore a range of Asian perspectives, and investigate ideas, histories and cultures of several Asian countries across all areas of the curriculum.

The study of Chinese (Mandarin) at the school is further deepening students engagement with the Asian region. We have a sister-school relationship with a school in Changzhou Miduqiao Primary School, Changzhou Provence. This relationship provides students and teachers with wonderful opportunities for language interaction, cross-cultural learning, and the appreciation of multiple perspectives."

McKinnon Primary School welcomes students of the world into its community. We believe international students are integral to the multicultural focus of the school. We are accredited by the Department of Education and Early Childhood Development to offer places to full fee paying overseas students. We insure that overseas students are provided with enriching learning experience in an inclusive and safe environment.





## Inquiry Learning

At Mckinnon Primary School learning is active, engaging and social.

Students need to be engaged and motivated in their learning before they can apply higher order, creative thinking skills. We know that students are most engaged when they themselves are part of constructing meaning, not when teachers do it for them. We encourage students to meet challenges creatively, collaborate, and apply critical thinking skills to real-world situations. Students at McKinnon are involved in a range of structured inquiry throughout the curriculum varying from teacher guided investigations to independent and small group inquiries. This style of learning enables students to actively investigate their interests within a particular area, whilst requiring them to practise and utilise essential transdisciplinary skills (research, thinking, communication, social and gross motor skills) needed in all areas of life and learning.



*“In the PYP it is believed that this is the way in which students learn best-students should be invited to investigate issues by formulating their own questions, designing their own inquiries, assessing the various means available to support their inquiries, and proceeding with research, experimentation, observation and analysis that will help them in finding their own responses to issues.”*

*(International Baccalaureate, 2009)*



## Individualised Learning

At Mckinnon Primary School, we appreciate that no two learning journeys look exactly the same – each student is unique. Learning engagements are therefore tailored to suit the specific needs of your child across the curriculum; this all begins with knowing your child.

Individualised student learning is promoted through planning and refining the teaching and learning process to meet individual needs.

We use ongoing assessment to determine each student's current understandings as well as monitor their achievement during the teaching period to enable teachers to adjust and refine their teaching accordingly. On-going assessment provide information to our teachers that is then used to plan the next stage of learning for students.

*(International Baccalaureate, 2009)*



# The International Baccalaureate Primary Years Programme IB PYP

## How the IB PYP operates



The International Baccalaureate PYP is a framework for international education designed to foster the development of the whole child as a global citizen. It supports the intellectual, aesthetic, physical, cultural and social needs of the student. This is achieved through learning that is identified to be engaging, relevant, challenging and significant.

Inquiry as a pedagogical model allows students to take active responsibility for their own learning. Inquiry involves the synthesis, analysis and manipulation of knowledge either through play or more structured, formal learning activities.

The PYP acknowledges the importance of traditional subject areas such as languages, mathematics, the social sciences, arts and social and physical education. Also acknowledged as central to the PYP are the transdisciplinary Units of Inquiry. These inquiries transcend the traditional subject boundaries, allowing students to explore the natural, real life connections that exist when engaged in authentic learning. Collectively these units form the Programme of Inquiry.

The framework of the PYP sets learning objectives (what we want our students to know?), combined with the application of sound classroom practice (how best will they learn?) and effective, appropriate assessment (how will we know they have learnt?). These three components, along with the attributes of the IB Learner Profile form the basis for implementation of the IB programme.

An explicit expectation of the PYP is that genuine inquiry will finally result in action initiated by the student as a consequence of the learning process. The action may extend the student's own learning or have a wider social impact.

*From The Primary Years Programme A basis for practice 2009*

## The Attributes of the Learner Profile

Our students strive to be:

**Open minded** - They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of point of view.

**Caring** - They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

**Balanced** - They understand the importance of physical and mental balance and personal well-being.

**Inquirers** - Their natural curiosity has been nurtured. They have acquired the skill necessary to conduct purposeful, constructive research. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Communicators** - They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.

**Risk-takers** - They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

**Thinkers** - They exercise initiative in applying thinking skill critically and creatively to make sound decisions and to solve complex problems.

**Principled** - They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.

**Reflective** - They give thoughtful consideration to their own learning, and analyse their personal strengths and weaknesses in a constructive manner.

**Knowledgeable** - They have spent time in the school exploring themes which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.



## Specialist Programs

### The Arts

*“Integral to life itself, art is also an integral part of all education. Especially during the early years of life, art, another language for learning, is a critical part of the curriculum for good schools for young children.”*  
*Althouse, 2003*

We believe that the Arts are not mere “add-on”, but are essential aspects of our curriculum. We recognise that the Visual and Performing Arts (Music, Dance, Movement and Drama) offer students multiple forms of literacy with which they may interpret the world and represent their understandings. We enable students to use the Arts to understanding concepts and ideas more deeply, and to share their new learning.

### Visual Arts

Our Visual Arts specialists have developed an engaging program which combines art creation and art appreciation. Students focus on ideas, skills, techniques, processes, performances and presentations, as well as interpreting and responding, criticism and understanding the role of aesthetics.

### Performing Arts

Our performing arts specialists deliver a comprehensive program encompassing the three facets of performing arts: music, drama and dance. Students are involved in group improvised drama sessions, responding to, creating and reading music as well as singing and music demonstrations. Students also have many opportunities to join a variety of musical performance groups and develop their individual talents further.



## Physical Education

The Physical Education specialists strive to offer a high quality physical and health education program in a safe, fun and challenging environment. We nurture each student's growth and development in the physical, cognitive and social domains through the scope and sequence of the Primary Years Programme. Our goal is for students to learn the value of intrinsic motivation to pursue a healthy and active lifestyle in an increasingly changing society.

## Chinese (Mandarin)

Chinese (Mandarin) is currently taught in Foundation to Year Six. Our specialist language teachers creatively engage students in language learning through a combination of music, dance and drama. We have been examining best practice in the field of second language learning and looking at innovative and effective methods to enhance student language acquisition and engagement.



## Our Staff

One of the greatest strengths at McKinnon Primary School is the exceptional quality and passion of its teaching staff. All staff members are involved in continuous professional development. It is this commitment to ongoing improvement and life-long learning that equips our teachers with the knowledge, skills and perspectives to deliver programs that are significant, relevant, engaging and challenging for all the students that are in their care.

McKinnon Primary School is very proud of its teaching staff and their dedication to teaching and learning.



## A Learning Community

All students benefit from parents active engagement in their learning. From such an expression of love and support children gain an enormous amount of encouragement and confidence.

Active parental support fosters a greater engagement of the student in school learning and social interactions and scaffolds a willingness for every student to become more curious and adventurous in their exploration of new ideas and experiences.

We encourage parents to seek all opportunities that arise to become active participants and contribute to student learning at McKinnon. All parents have something unique and invaluable to share. Whether it be helping translate class resources into different languages, sharing knowledge, expertise or experiences about a particular Unit of Inquiry or sharing something special about culture, perspectives and contributions will always be warmly welcomed.



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