INTRODUCTION
The past year has been challenging for our school with a change of leadership following the retirement of Principal Jenny Cunningham at the end of Term 2. I congratulate Jenny on her leadership of the school and community and the manner in which she supported staff members, students and families during her time as Principal. It is a privilege to now be the Principal of Lincoln Gardens Primary School and I thank the whole school community for the warm welcome I have received as the new Principal. I am looking forward to the future with hope and excitement about the directions of our school.

There were a number of highlights for our school during the year. Sports Day, as well as celebrations of aboriginal culture through Reconciliation Week, NAIDOC Week and Sorry Day were wonderful occasions for our school and community in the early part of the year. Culture Week, various sporting events and Camps were highlights of the second part of the year.

Students attended the SAPSASA District Sports day at Ravendale Oval with new sports uniforms and enjoyed their participation with other district schools. Ms. Brownlee’s Year 5/6/7 class were successful in winning the Eyre Peninsula Biodiversity Art Prize Competition with a wonderful series of Lino Prints. They then entered the artwork in the prestigious One Steele Art prize in Whyalla and also won the 17 years and under section. This prize money, coupled with other funds and donations from Mitcham Rotary Club and the Port Lincoln Baptist Parish allowed the class to visit Adelaide for a week during term 4. This was a great experience for the students who enjoyed doing “City Kids” things for the week.

We had four classes in the school for the year and our student numbers continued to change regularly with a high level of transience adding to the complexities of each class. The recent trend of a slow decline in enrolments continued in 2009. We employed additional SSO support into the school to support classroom teachers in their work and to allow the school to provide individual support to a number of students in each class.

There were a number of staff changes, with Jenny Cunningham retiring at the end of Term 2, junior primary teacher Kylie Durdin leaving the school, with Cathy Crowder and Bronwyn Hurrell coming in during the year as SSOs. Jason Bilney returned from leave to resume his ACEO position.

The year was a transition year for leadership and we are looking forward to 2010 with anticipation of improvement through a diagnostic review to assist us in setting our goals and targets to improve student learning outcomes.
1. STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: Literacy

Target/s:
All staff has ongoing training (including induction for new staff) in Accelerated literacy strategies and approaches to teaching literacy.

The school invested in intensive support for classroom teachers through the South Australian Accelerated Literacy Project with a consultant visiting the school to assist teachers with training, planning and observation twice each term.

Review the success of this approach at the end of 3 years.

As this was the second year of the cycle, the review will occur at the end of 2010.

Strategic Direction 2: Well Being

Target/s:
Implement a range of strategies and programs and review their success with in the 3 year planning cycle.

A new Well being Policy has been developed and will be launched in 2010. The Counsellor has worked with teachers to implement programmes throughout the school to support improved well being of students. The OHSW Committee has worked with staff members to develop programmes to support staff well being.

2.0 REQUIRED DATA ANALYSIS

2.1 ENROLMENT

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<td>89.0</td>
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Student numbers indicate a continued slow decline over the past three years. This will have implications for staffing in future years if it continues in the same manner. Transience is a significant issue with a 50% rate during the year.
Numbers appear to be low at the beginning of each year with significant growth in Terms 2 and 3 through transience. A number of families move between Port Lincoln and other parts of the region and state on a regular basis. Many of the transient students have been to our school before. There is also some movement back and forth between Lincoln Gardens Primary school and Kirton point Primary School. Often these are the same students moving school regularly.

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<tr>
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<td>10.2%</td>
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<td>School Card</td>
<td>82.0%</td>
<td>32.9%</td>
<td>28.5%</td>
<td>63.5%</td>
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This has been a continuing trend for the past ten years with enrolments tending to grow through transience through the mid year period and dropping at the beginning of each year. The timing of the drop coincides with critical staffing data collection.

2.2 ATTENDANCE

Attendance - Semester 1

Attendance continues to be an issue for the school with a significant number of unexplained or unauthorised absences each week. The school seeks to improve this through personal contact with parents, including home visiting, and in collaboration with the regional attendance officer. There appears to be a significant drop in attendance rates from Year 5 to Year 7.
2.3 RETENTION /DESTINATION
Apparent Progression Ratios

<table>
<thead>
<tr>
<th></th>
<th>School</th>
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<td>02 to 03</td>
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<td>03 to 04</td>
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<td>06 to 07</td>
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<td>96.5</td>
<td>98.4</td>
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2.4 STUDENT ACHIEVEMENT

2.4.1 NATIONAL ASSESSMENT PROGRAM FOR LITERACY AND NUMERACY (YEARS 3, 5, 7 & 9)

Grammar

Year 3 Grammar

Year 5 Grammar

Year 7 Grammar

NMS are represented in each graph using a

Blue column - site performance
Plum column - regional performance
Yellow column - state performance
Green column - IOD performance

Cohorts of students very small for all year levels.
NMS are represented in each graph using a
Blue column - site performance
Plum column - regional performance
Yellow column - state performance
Green column - IOD performance

Cohorts of students very small for all year levels.
Writing

NAPLAN results for 2009 indicate mean scores for year 7 students below national and regional means but above IOD means in all areas. The data indicates that students are making very good progress between Year 5 and year 7 in the past two years.

In 2009 a significant percentage of students were below national minimum standard (ranging from 13% below the Year 7 Reading minimum standard to 53% below the Year 5 Writing minimum standard).

LGPS students are over-represented in the lowest skill bands/proficiency bands in Years 3, 5 and 7; however, our Year 7 students exceed IOD percentages.

Trends indicate that students begin school with minimal skills but make some progress in junior and middle primary. Progress accelerates significantly from Years 5 to 7 and by Year 7 most students exceed mean scores from other IOD Category 1 schools.

Writing is consistently the literacy area in which students score best, reflecting the school commitment to Accelerated Literacy.

Reading is a literacy priority area for improvement, identified by teaching staff from data.

Most students tested in 2009 grew at the middle or highest level in literacy from Year 3 to 5 and Year 5 to 7. This is higher than previous years and indicates some improvement is flowing from involvement with the Accelerated Literacy Program. NAPLAN analyses highlights the need to focus on Reading in literacy.
NAPLAN data indicates that numeracy is an area where our students are not achieving at levels we would expect with a significant number of students at the low levels of achievement at all year levels. There is a need for the school, to identify ways to develop student growth through developing a consistent school wide approach to the numeracy area.

**Student growth in reading between successive year levels**

- 25% of students were in the lower 25% of the 2009 NAPLAN Tests for Year 5 students who did both the Year 3 and Year 5 tests at Lincoln Gardens Primary School
- 66.7% of students were in the middle 50% of the 2009 NAPLAN Tests for Year 5 students who did both the Year 3 and Year 5 tests at Lincoln Gardens Primary School
- 8.3% of students were in the upper 25% of the 2009 NAPLAN Tests for Year 5 students who did both the Year 3 and Year 5 tests at Lincoln Gardens Primary School
- 60% of students were in the lower 25% of the 2009 NAPLAN Tests for Year 7 students who did both the Year 5 and Year 7 tests at Lincoln Gardens Primary School
- 40% of students were in the middle 50% of the 2009 NAPLAN Tests for Year 7 student who did both the Year 5 and Year 7 tests at Lincoln Gardens Primary School
Student growth in numeracy between successive year levels

- 70% of students were in the lower 25% of the 2009 NAPLAN Tests for Year 5 students who did both the Year 3 and Year 5 tests at Lincoln Gardens Primary School
- 30% of students were in the lower 50% of the 2009 NAPLAN Tests for Year 5 students who did both the Year 3 and Year 5 tests at Lincoln Gardens Primary School
- 66.7% of students were in the lower 25% of the 2009 NAPLAN Tests for Year 7 students who did both the Year 5 and Year 7 tests at Lincoln Gardens Primary School
- 33.3% of students were in the middle 50% of the 2009 NAPLAN Tests for Year 7 student who did both the Year 5 and Year 7 tests at Lincoln Gardens Primary School

2.5 PARENT OPINION SURVEY
Parent Opinion surveys were not conducted in 2009.

2.6 STUDENT SATISFACTION
Student Satisfaction surveys were not conducted in 2009

2.7 TEACHER SATISFACTION
Teacher satisfaction surveys were not conducted in 2009

2.8 TEACHING STAFF ATTENDANCE
The average attendance rate for teachers was 96.57% for the year. This figure is impacted by one teacher who took parenting Leave after the birth of a child for the entire fourth term.

2.9 TEACHING STAFF RETENTION
90% of permanent staff at the school continued in 2009.

3.0 TEACHER QUALIFICATIONS
30% of teaching staff hold a Bachelor of Teaching
70% of teaching staff hold a Bachelor of Education
30% of teaching staff hold a Diploma of Teaching
10% of teaching staff hold a Bachelor of Nursing
10% of teaching staff hold a Bachelor of Early Childhood
10% of teaching staff hold a Bachelor of Arts
10% of teaching staff hold a Graduate certificate
10% of teaching staff hold a Graduate Diploma

3.1 EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
During 2009, the school increased it's commitment for training in Accelerated Literacy with a $12,000 funding of intensive training support for classroom teachers. A range of other literacy and numeracy related conferences were attended by staff members, utilising over $4,300 of funding.
3.3 FINANCIAL REPORTS
The school remains in a strong financial position. During the year it became apparent that we had significant reserves and a decision has been made to utilise this to employ an additional classroom teacher, above entitlement for the forthcoming year.

The school receives annual funding from DECS through the Resource Entitlement Scheme, which is based on student enrolments and also receives an annual grant from the Federal Government Department for Education, Employment and Workplace Relations to conduct a Life Skills Programme and support the school priorities.

In the absence of a Governing Council, the school was supported by the regional Education Office in approving the Site Budget for the year.