

# LINCOLN GARDENS PRIMARY SCHOOL

## 2021 NEWSLETTER TERM 1 WEEK 9

### **PRINCIPAL'S REPORT:**

Over the next 3 weeks teachers are conducting **3 way conferences**. 3 way conferences are designed to keep you informed about your child's learning at school. Your child's teachers will share your child's One Plan with you during this time and give you time to ask any questions and/or share important information. If you have not already done so please ring or come into the front office and make a time to meet with your child's teacher.

We have been informed that our '**External Review**' will be conducted Term 2 Week 9 on Tuesday the 22nd of June. The external school review is an evidence-informed external evaluation of an individual school's capacity to improve student learning. The purpose of an external school review is to support schools to raise student achievement and sustain high performance. We had an external review at the beginning of 2020, resulting in the following directions:

**Direction 1:** Develop greater student agency within learning through the consistent implementation of teaching strategies that enable students to understand the purpose of their learning.

**Direction 2:** Improve student engagement in their learning through pedagogy and intentional task design that supports a range of learners with appropriate levels of scaffolding.



**Direction 3:** Raise expectations of student achievement by establishing agreed, high yield practices that will be implemented consistently across the school.

Over the past 12 months we have worked hard through implementation of new pedagogy within the English Block. During the review staff, students and parents will have the opportunity to meet with the reviewers. More details closer to the time will be shared.

This week students in Years 4/5/6/7 will complete the **Student Wellbeing Survey**. The purpose of the collection is because young people's sense of wellbeing is an important part of how they learn at school. The survey is to seek students' views about their wellbeing and their engagement with school. Students in Year levels 4 to 12



Principal Sandra Spencer

across the state will be invited to participate in the Wellbeing and Engagement Collection. The information collected will help the education system and broader community to support young people's health and wellbeing. The survey asks students about their social and emotional wellbeing; school relationships and engagement and learning in school; and physical health and wellbeing and after school activities. Students' answers will be kept confidential – no one (including school staff) will use the results to identify individual students.

As part of **NAPLAN readiness**, schools across Australia will be participating in a NAPLAN Online coordinated practice test on Thursday 25 March at 11am. All our Year 3, 5 and 7 students will take part. The practice tests provide an additional opportunity for schools to confirm they are ready to undertake NAPLAN online from a technical and administrative perspective. It is important that schools test the maximum number of students that will sit a test at the one time to confirm that our school's ICT can support this student load. Two practice tests are available for students who will complete a 45 minute omnibus test (numeracy, reading, and conventions of language questions). No result will come from the practice test. It will give the students an idea of what to expect in the NAPLAN test for Term 2.

**RESPECT RESPONSIBILITY RELATIONSHIPS RESILIENCE**

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### STUDENT WELLBEING

#### LEADER'S REPORT:



Thank you to the parents who were able to come a few weeks ago to start discussing the Wellbeing Policy at Lincoln Gardens. This was a great opportunity for parents to have input into the policy and the new direction. Please find attached with this newsletter our current Site Wellbeing Policy. If you would like to have any input please arrange a time to speak with me by contacting the school (before the end of



term). However, I will endeavour to contact families to discuss the policy also. In the next few weeks I will be discussing the wellbeing policy with students and getting their input before taking it to staff.

Last week we celebrated Harmony Week and The National Day of Action against Bullying and Violence. This was a great opportunity to celebrate Australia's cultural diversity and discuss ways to combat bullying in schools.

Over the week, students participat-

ed in different activities.



Monday: Students tried foods from different countries including tabuleh from the United Arab Emirates, chef's special cake from Greenland and spaghetti bolo-



gnese from Vatican City.

Tuesday: Students did a cultural day rotation where they did craft activities from the above countries.



Wednesday: Lou and Rachel made and sold delicious cupcakes.

Thursday: Students got their hair

coloured in different colours and got photos taken to make a whole school display.



Wellbeing Leader Justin Pool

To finish off the week, we had a visit from Scouts SA that taught each



class how to be leaders and work together. Each student was given a show bag with a variety of different things from picture books, bracelets, toothbrushes and erasers. We would like to thank the following services for donating in order to make this possible—Port Lincoln Library, Port Lincoln Dentist, Port Lincoln Information Centre, Uniting Country S.A and Save the Children.



**RESPECT RESPONSIBILITY RELATIONSHIPS RESILIENCE**



# Lincoln Gardens Primary School

## Supporting Student Positive Wellbeing

At Lincoln Gardens Primary School we provide a safe, inclusive, supportive and ordered learning environment free from bullying, harassment and violence. The school will work with the school community and other services and agencies to support its students in being responsible and productive members of this community.

Everyone has the right to be treated with respect and come to school feeling happy, secure and comfortable. Staff model and teach appropriate social skills, which will allow students to self-regulate in challenging circumstances. We encourage wellbeing through the use of positive reinforcement. Positive classroom and schoolyard behaviour is expected at all times by students enrolled at Lincoln Gardens Primary School. We aim to develop a cooperative attitude towards sharing and working with others. To develop positive wellbeing, we embed our school values across the curriculum: Respect, Responsibility, Resilience & Relationships.

### **LGPS follows The Play is the Way key concepts:**

- Treat others as you wish to be treated
- Have reasons for the things you say and do
- Pursue your personal best no matter who you work for
- Be brave - participate to progress
- It takes great strength to be sensible
- Be the master, not the victim of your feelings

### **Students who are unable to self-regulate, will be supported using the following procedure:**

1. Reminder/Warning (relocation in class or the yard if required)
2. Class Time Out (sit at the class timeout table)
3. Buddy (relocated in another classroom at their timeout table)
4. Admin Time out (located in the Focus Room, this may result in a 'take home' or 'suspension' depending on the incident and students' response)
5. Take home will be for any students who are non-compliant and continually swearing at others
6. Suspension will be for any acts of violence or threats to harm others.

Any 'Yard Behaviour' will result in students attending the Focus Room during their play times (this may result in a 'take home' or 'suspension' depending on the incident and students' response).

In the event that the student refuses to respond to reasonable adult instructions, these steps may not be sequential.

Any student behaviour, yard and classroom, at step 3 or above is required to be recorded on the LGPS Behaviour Development form (which will be recorded onto EDSAS) and parents are informed as communication between staff and parents is imperative to ensure ongoing support of student positive wellbeing. If required a student can receive support from the Wellbeing Leader.

A re-entry meeting is required after an external suspension with the Principal, teacher (if able to be released), student and parent/caregiver.

**RESPECT**  
**RESPONSIBILITY**  
**RESILIENCE**  
**RELATIONSHIPS**



# Lincoln Gardens Primary School

## Supporting Student Positive Wellbeing

A student who has continually attended Admin Timeout (Focus Room), Take Homes and Suspensions prior to a camp/excursion may not be able to attend. On all camp/excursion consent forms this statement must be clearly stated.

### Focus Room:

#### Aim:

- Supporting students to re-enter the classroom ready for learning

#### Process:

- When a student requires Admin Timeout they will go to the Focus Room, the teacher will need to contact the office to inform that the student requires to attend, why and length of time (min 30mins). Students must go via the Front Office to attend the Focus Room
- If a student refuses to attend or is unable to follow the Focus Room agreements, it will be an immediate 'take home'. On their return to school they will attend the Focus Room and complete their negotiated Focus Room time
- Students who warrant a 'Suspension' will first attend the Focus Room as 'Internal Suspension' if the student is unable to follow the Focus Rooms agreements it will be an immediate 'External Suspension'
- On re-entry from an 'External Suspension' the student will attend the Focus Room and complete their new negotiated Focus Room time prior to re-entering the classroom
- Teachers and Leaders are required to contact the students parents so they are informed
- Students who require 'Yard Timeout' can also be placed into the Focus Room during play times

### Supervision of the Focus Room:

- A leader will supervise the Focus Room at all times when students are present
- The leader will provide the student with a 'Be Resilient' form to complete (Stop, Think & Act) to support them to unpack why they are in the Focus Room
- The leader will provide the student with worksheets to complete
- Prior to the student returning to class they will contact the teacher and ensure that they are ready for their return

### Focus Room Agreements:

Students will:

- Be seated at their designated desk
- Complete the 'Be Resilient' sheet
- Complete worksheets provided
- Not talk to other students in the Focus Room
- Remain in the Focus Room for the duration of the time

**R**ESPECT  
**R**ESPONSIBILITY  
**R**ESILIENCE  
**R**ELATIONSHIPS

# LINCOLN GARDENS PRIMARY SCHOOL

## 2021 NEWSLETTER TERM 1 WEEK 9

### Year 6/7 Aquatics with Mrs Kenny

This term the Year 6 and Year 7 students went to Coffin Bay to participate in two days of Aquatics lessons as part of Health and Physical Education.

Learning Intent:

To improve body control and coordination when performing specialised movement skills in a variety of situations.

Success Criteria:

Student can analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.

The students learnt various water sport activities such as; kayaking, windsurfing, snorkelling, paddle boarding and boating skills. They had a fantastic time and showed great **RESILIENCE**, **RESPECT**, **RESPONSIBILITY** AND **RELATIONSHIPS**. I am extremely proud of them all.



**RESPECT RESPONSIBILITY RELATIONSHIPS RESILIENCE**

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### TERM 1 CALENDAR

Week	Monday	Tuesday	Wednesday	Thursday	Friday
9	22 Newsletter 5/6/7	23	24	25 NAPLAN Practice Test	26
10	29	30 ASSEMBLY	31 SPORTS DAY	April 1 STUDENT FREE DAY NO SCHOOL	2 GOOD FRIDAY NO SCHOOL
11	5 EASTER MONDAY NO SCHOOL	6 Governing Council Meeting 2pm	7	8	9 End Term 2pm

EASTER EGG HUNT  
TO BE HELD ON SPORTS DAY

EASTER RAFFLE  
DRAWN  
ON SPORTS DAY



#### SCHOOL CARD APPLICATIONS

Thank you to our families who have applied so far! If you would like to apply for School Card please pop in to the front office to complete an application or go online at: <https://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/school-card-scheme>

RESPECT RESPONSIBILITY RELATIONSHIPS RESILIENCE