



Lincoln Gardens Primary School

2022 annual report to the community

Lincoln Gardens Primary School Number: 1158

Partnership: Port Lincoln

Signature

School principal:

Mrs Sandra Spencer

Governing council chair:

Tegan Bullock

Date of endorsement:

3 March 2023



Government
of South Australia
Department for Education

Context and highlights

Lincoln Gardens Primary School is located on the southern side of Port Lincoln. It is based in Lincoln Gardens, and enrollment at the end of 2022 was 45 students. It is a Category 1 of the Index of Disadvantage. The school had 3 classes – F/1/2, 2/3/4, and 5/6.

The school population includes:

- 96% of Aboriginal students
- 20% of students with verified disabilities
- 96% of students with English as an additional language or dialect (EALD) background
- 6% of children/young people in care
- 80% of families are eligible for School Card assistance.

The school leadership team consists of a principal in their 4th year of tenure, a Well-being Leader, and an Aboriginal Education Teacher. There are 7 teachers and 6 of those are Step 9, teachers. We provide an accessible high quality education service that is well-resourced with professional and knowledgeable staff that works in partnership with the families and community to provide a program that is responsive to the learning needs of students.

Programs/Events that added value to the educational programs of Lincoln Gardens Primary School in 2022:

Term 1: All classes attended a sporting grant tennis program, Successful Minds Staff training 7th and 8th of March, Harmony Day and Bullying No Way campaign 21st of March, Sports Day 29th of March, 3-way conferences & SFD with Alison Clarke on the 11th of April.

Term 2: All classes attended a sporting schools grant gymnastics program, Reconciliation Week 26th-3rd of May, Culture Area development, Various schools across the community attend an Artefact and Cultural area learning platform (14, 1-hour workshops), MultiLit training.

Term 3: All classes attended a sporting schools grant table tennis program, Cafe in the library, Build insect hotels and bird feeders with a Woolworth grant, Aboriginal & Torres Strait Islander Children's Day 4th of August, Book Week 22nd-26th Aug, STEM Congress 18th & 19th of August & Open Night 15th of Sep.

Term 4: All classes attend sporting schools grant Basket Ball sessions, Year 6 Aquatics on the 27th of October, Public Award Ceremony finalist in the 'Community Engagement' on the 4th of November, Kindy transition, Year F to 5 attended swimming lessons, Year 6 transition to the Port Lincoln High School, Variety Bash Lunch for the whole school 29th of November, Footsteps Dance program 30th and 1st of December, Year 6 Graduation & Christmas Lunches for all students and families. All children received a Christmas Present from One Heart.

Throughout the year: Development of Social Skills of students, supporting students' attendance through; 20-day book incentive, individual class incentives, positive phone class, and postcards, implementation of 'Play is The Way' program, classroom themes.

Governing council report

At the first meeting, Tegan Bullock was elected as the Chairperson, no Treasurer was appointed due to small member numbers, and Natasha Mundy was Secretary. We also had over the year 2 members who joined, Sarah Casserly, and Chennelle Cook. At this meeting, the Principal explained the roles and responsibilities, purpose, and legal terms of Governing Council members.

Although small in size we were able to begin, with the support of the Principal and Staff Rep, with the planning for future learning and community engagement at Lincoln Gardens.

Throughout this year we as a Governing Council have had a couple of fundraisers to raise funds for an end-of-year event for the whole school at the end of 2023.

We held a meeting twice per term, and at times we found it hard to reach a quorum. We continued to encourage people to attend to listen and have input into what happens or is happening in and around the school.

We nominated Tegan Bullock for the Rowan Ramsey Award for her outstanding service over a number of years supporting students, staff, families, and the wider community.

Trying to find parents and community members to attend is extremely challenging as the school community is so small.

We are looking forward to continuing our roles into 2023 and hope to increase our Governing Council members and further contribute to and support the future of the school's development.

Quality improvement planning

Goal 1: Increase achievement in Reading F-6

Goal 2: Increase achievement in Writing F-6

Targets: 10 out of 17 (60%) year 3 & 5 students to achieve the SEA in NAPLAN reading and writing 15 out of 36 (40%) of year 1 to 6 students to achieve 'C' or better in English for their end of year report

The challenge of Practice: If we implement explicit teaching in English by implementing the teaching and learning cycle, then we will improve reading and writing achievement.

Actions Implemented: Reading: Each teacher will use the teaching and learning cycle for classroom planning and explicit teaching to move students from supported to independent reading and writing, use formative assessment processes that identify what learners know, understand and can do, prior to and during the learning, and use this information to inform and adjust next teaching steps in reading and explicitly model clear expectations regarding routines and associated behaviour for all reading procedures, connect the LGPS English Block agreement to the Scope and Sequence and after September of 2022 implement the English Units of work, each MP/UP teacher will implement the English Units of work, and implement a consistent English Block using student data to inform their curriculum planning and teaching in writing.

Actions Achieved: The Principal met with all teachers to discuss their English program overviews termly, observed all teacher's English block termly and provided feedback to them using the AITSL observation tool and LGPS Checklist for English block and EDI checklist, released teachers to do diagnostic assessments throughout each term, released all teachers to construct One Plans and ensured that the Well Being Coordinator had input into the plan for addressing with teachers and observed and gave feedback around the Directed Reading expectations/whole site agreement to staff termly.

Teachers demonstrated the expected behaviours, the new teacher required additional support in regard to this, used the TfEL design for documenting their English overview termly, attended LEAP PD with the EALD coach re writing/T&LC/units of work to explore the links to the T&L cycle, 2/3/4 and 5/6 teachers implemented similar text types from units of work to support Building the Field of the T&L cycle, Staff participated in PD with Lyn Coote from CORWIN on Day 1 TERM 2/combined SFD with PCLC, worked with EALD coach at the end of each term to build capacity to complete LEAP levelling on a sample of writing from the DfE unit of work they are using in their classroom, spent time analysing diagnostic data from 2021 in week 0, worked alongside AET to use data for next steps in teaching, termly created a Reading Action plan using the Literacy Progressions to inform next steps either for teacher instruction or SSO to refine the reading needs of the student, students took books home weekly to read, all teachers had a reading and writing goal in their PDP, MultiLit programs implemented and quick writes established.

Results: The target in reading was not met in NAPLAN (4 out of 8 (50%) year 3 students met the SEA, 3 out of 10 (30%) year 5 students met the SEA, Total: 7 out of 18 = 39%), however, there was a pleasing to see the year 3 students move from 0% to 38%, Target was not met in achieving a 'c' in English (4 out of 8 (50%) year 3 students met the SEA, 3 out of 10 (30%) year 5 students met the SEA, Total: 7 out of 18 = 39%). The target in writing was not met in NAPLAN (2 out of 8 (25%) year 3 students met the SEA, 3 out of 10 (30%) year 5 students met the SEA, Total: 5 out of 18 = 28%) however there was a pleasing to see the year 3 students move from 0% to 25%.

We did not meet the targets however the following growth was achieved:

All students made progress in their LEAP scales from 2021 results and all students in the MultiLit programs made progress in the cumulative reviews throughout the year.

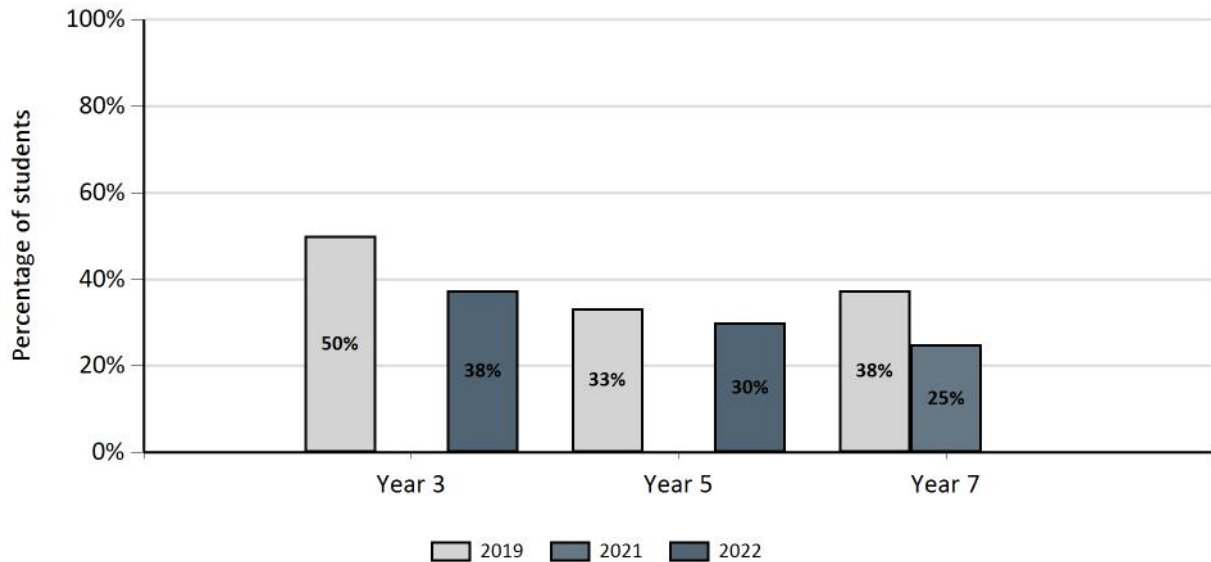
Increase in NAPLAN Reading proficiency (SEA) in 2021 from 24% to 36% in 2022.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

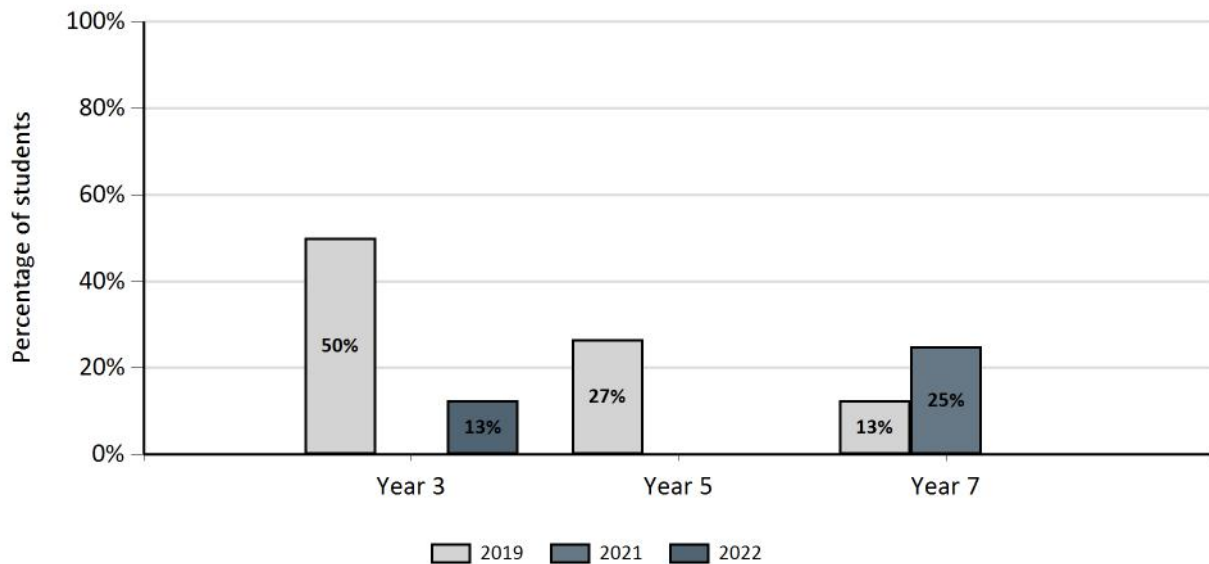


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	8	8	1	0	13%	0%
Year 03 2021-2022 Average	6.5	6.5	0.5	0.0	8%	0%
Year 05 2022	10	10	0	0	0%	0%
Year 05 2021-2022 Average	7.0	7.0	0.0	0.0	0%	0%
Year 07 2021-2022 Average	8.0	8.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

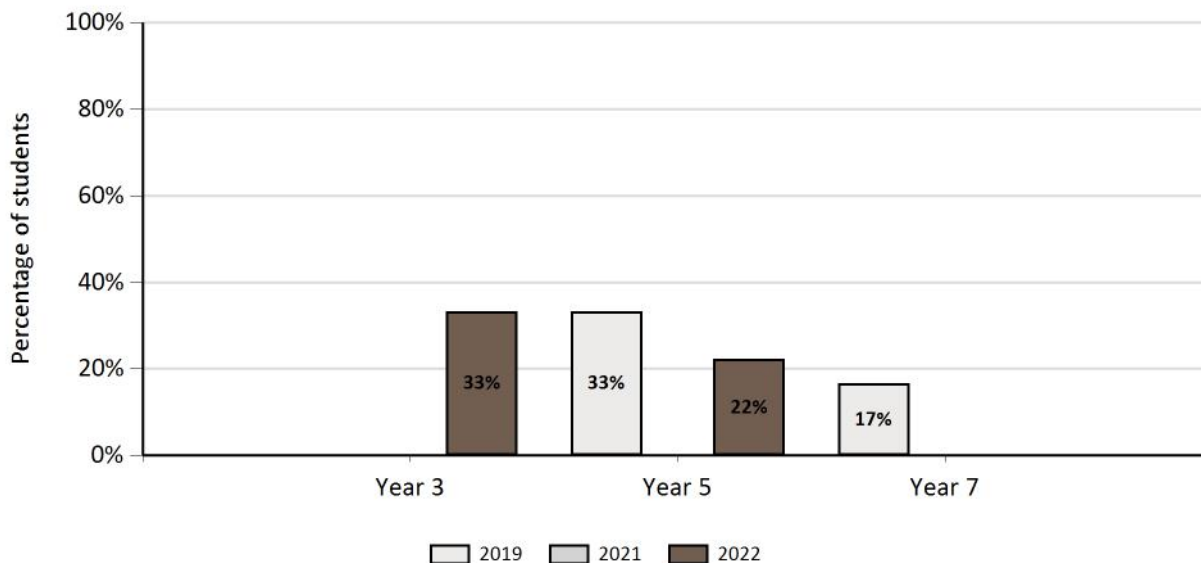
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



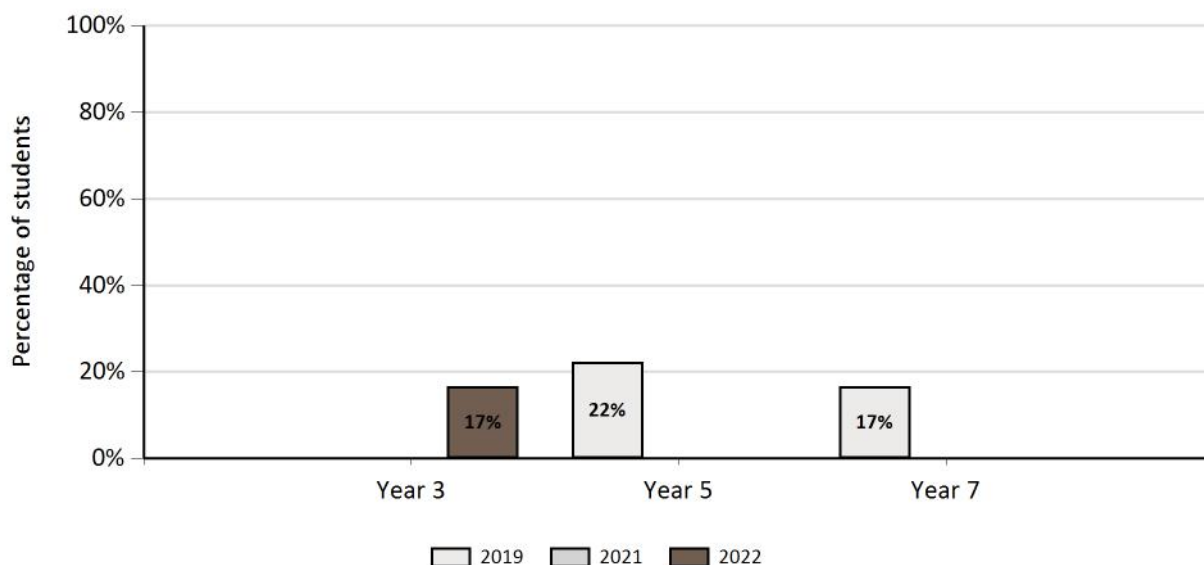
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	6	6	1	0	17%	0%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	9	9	0	0	0%	0%
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Implemented new data collection tools and systems with the introduction of MultiLit programs resulting in regular progress monitoring, cumulative reviews, and screening to ensure students are in their ability-level intervention program. Data were uploaded to the MultiLit share point regularly, and reviewed by the MultiLit team who provided ongoing feedback and direction. We developed a process to ensure all students were assessed and data stored appropriately; records were kept of data collected, followed up with any students missing data, scanned all results and uploaded to the MultiLit share point, and all original data kept for future reference. We explored, using the improvement dashboard, to analysis student achievement; termly interrogated the data and other data set not on the data dashboard to ensure planning and programming were appropriate. We provided intense support to upskill teachers and moved towards independent ongoing high-quality analysis data by providing teachers with interrogating questions to deliberately ensure thinking and questioning of the data. Regular meetings with the MultiLit team to analyses and plan for future learning.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

All students showed improvement through progress monitoring and cumulative reviews. Students in the MultiLit intervention program were transferring their skills back into their classrooms, students wanted to read aloud in front of their classmates, and wanted to take a book home to read to their families to show how well they can now read. Teachers were confident in implementing the new MultiLit programs and followed the script which was evident from principal observations and the Literacy Guarantee Coach. The MultiLit team praised the school for its efforts in implementing the programs.

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN at each year level, small changes in the number of our student's Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Below are the numbers of students across each of the years 3, 5, and 7 that achieved the national minimum standard.

Year 3's - Achieving National Minimum Standard

In 2019 50% of students achieved in Reading compared to 38% in 2022; a decline

In 2019 50% of students achieved in Numeracy compared to 13% in 2022; a decline

1 student achieved in the upper two bands in 2022

Year 5's – Achieving National Minimum Standard

In 2019 33% of students achieved in Reading compared to 30% in 2022; a decline

In 2019 27% of students achieved in Numeracy compared to 0% in 2022; a decline

Year 7's – Achieving National Minimum Standard

In 2019 38% of students achieved in Reading compared to 25% in 2022; a decline

In 2019 13% of students achieved in Numeracy compared to 25% in 2022; increase

Attendance

Year level	2019	2020	2021	2022
Reception	82.6%	53.7%	61.0%	80.8%
Year 1	76.0%	79.3%	73.4%	63.7%
Year 2	71.8%	70.5%	69.4%	67.2%
Year 3	79.3%	62.8%	62.6%	59.9%
Year 4	71.5%	61.4%	65.2%	79.5%
Year 5	78.1%	69.1%	74.0%	76.1%
Year 6	72.0%	67.1%	60.2%	68.8%
Year 7	75.6%	59.3%	65.6%	N/A
Total	75.8%	66.1%	65.3%	69.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

In 2022 there was an improvement in our attendance from 2021 65.3% to 2022 69.7%. COVID-19 impacted this site due to the majority of our families are in the vulnerable category. The site engages the community in positive attendance through newsletter pieces, individual student success such as a 20-day book incentive, positive contact with families, and letters to the families at the beginning of each term to inform them about their child's attendance in the previous term, teachers analysis the attendance data and wave student and set goals to support 3 students each term to improve their attendance. In 2022 staff establish a new attendance policy and improvement plan through the DfE Local policy tool. Strategies to engage our chronic and habitual non-attenders (daily phone calls and home visits from the ACEO), through their families, and other support services have not yet made a change to the average attendance rate across the school. The school engages the regional attendance and engagement officer to assist families encountering challenges with attendance.

Behaviour support comment

The school has continued the implementation of a social/well-being program 'Play is The Way' to foster empathy development in students. The program focuses on five key concepts which lead toward 'self-mastery'. This is a consistent program across each class and with all staff. In 2019 we introduced 'The Garage' which has continued to be developed since, this space is an interoception space supporting students to self-regulate resulting in a reduction in Focus Room visits, take homes & suspensions. Staff implemented the Wellbeing Policy & worked proactively on managing challenging behaviours by providing engaging learning opportunities & parent support.

Data:
Suspensions: 40 suspensions in 2019, 13 suspensions in 2021, 5 suspension in 2022.
Threaten good order: 35 threats of good order in 2019, 4 in 2021 reported incidences, 44 in 2022.
Violence threatened or actual: 69 reported in 2019, 26 in 2021 reported incidences, 59 in 2022.

Parent opinion survey summary

We had 5 parents complete the survey with very positive indications as shown below:

- 100% of parents indicated that 'people are respectful'
- 100% of parents indicated that 'teachers and students are respectful'
- 100% of parents indicated that their 'child is important at school'
- 100% of parents indicated that they 'receive enough information'
- 100% of parents indicated that 'school communicates effectively'
- 100% of parents indicated that they 'know the standard of work'
- 100% of parents indicated that they 'receive useful feedback'
- 75% of parents indicated that they have had 'useful discussions'
- 100% of parents indicated that they have 'input into learning'
- 75% of parents indicated that they have 'good home learning routine'
- 100% of parents indicated that 'education is important'
- 100% of parents indicated that they are 'equipped to plan pathways'
- 100% of parents indicated that they 'encourage to help their learn'
- 75% of parents indicated that they 'receive learning tips'

A smaller number of parents completed the survey in 2022 compared to other years, this is a result due to not providing a paper copy, many of our families don't respond well to online forms etc.

Intended destination

Leave Reason	Number	%
PA - PARENTING/CARER	1	9.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	72.7%
U - UNKNOWN	2	18.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Our site complies with the responsibilities related to the Relevant History Screening of anyone working/visiting the site. The Principal uses the HRS system to track staff members. SSO staff are made aware of the expiry dates by the Principal. Parent volunteers attending overnight camps are checked for compliance with having an up-to-date Relevant History Screening as well as any volunteers. All trades present their Relevant History Screening check before proceeding with any work. All paperwork is kept on-site.

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 Degrees or Diplomas	11
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	6.8	1.9	5.9
Persons	0	8	2	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$712
Grants: Commonwealth	\$101,662
Parent Contributions	\$10,373
Fund Raising	\$0
Other	\$1,407,810

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	1:1 support for individual students, expansion of 'The Garage'; an interoception space to support students to self-regulate, students had scheduled times to attend, Successful minds and Wave 1 inclusive practices training, WBL teaching all classes 'What's the Buzz' program.	Fewer students attending the Office, take homes and suspensions, positive comments from parents, and students engaged in their classroom learning. Individual student improvement in attendance, wanting to attend school.
	Improved outcomes for students with an additional language or dialect	1:1 intervention through classroom support structures and support literacy programs through the Aboriginal Education Teacher, ACEO's and SSO's. EALD Hub training and LEAP levels training.	All students worked through One Plan aims/goals termly. LEAP level growth.
	Inclusive Education Support Program	Students received 1:1 support (MultiLit intervention programs, MiniLit sage, and MaqLit) in the area of English to achieve their One Plan aims/goals. High numbers of Speech and Language challenges in JP class required an SSO allocated to a speech program.	Targeted SSO support for students with disabilities making growth, all students made progress in the progress monitoring and cumulative reviews.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	We implemented and sustained intervention programs to target students with literacy learning challenges through MiniLit Sage, MaqLit, and David Kilpatrick 1-minute program. Implementation of Initialit and decodable readers in Junior Primary years and a Middle to Upper primary Phonics/Spelling Mastery program. JP teachers implementing a Phonemic Awareness program.	The majority of students made growth, and teachers refined & modified teaching in response to formative assessment data.
Program funding for all students	Australian Curriculum	Released staff to work with LGU, AET, and Curriculum coach personnel regularly to support the implementation of the curriculum as well as attending relevant training. Termly feedback of Overviews and observations.	Teachers confidently implement and assess all areas of the curriculum.
	Aboriginal languages programs Initiatives	We worked towards a whole school vision of language implementation. This is complex in a school with diverse Aboriginal language groups. Reconciliation Week and Children's Day celebrations. Artefacts development shared.	The school established an Artefact and Cultural area learning platform which was awarded as finalist in the Public Education Awards in the category of Community Engagement, other schools visited the school and also participated in the Learning platform.

	Better schools funding	Funding increased SSO hours to support students in waves 2 & 3 and who did not meet DfE SEA. Paid for relief teachers and training costs in order for teachers to access professional development.	Students' growth in data, MultiLit (students made continued growth shown in the progress monitor and cumulative reviews throughout the year), PAT M & R results (students making individual progress from 2021), LEAP scaling (all students increased at least 1 to 2 levels since 2021).
Other discretionary funding	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a