

Site Learning Plan 2025



Lincoln Gardens Primary School

Purpose Statement:

At Lincoln Gardens Primary School, we are dedicated to guiding our students by fostering an environment where they embrace new challenges, cultivate curiosity, and nurture kindness. As a learning community, we encourage students to build meaningful relationships, while developing respect, resilience, and responsibility. We provide a supportive space where students are inspired to extend their thinking, seek feedback, and persist through challenges, celebrating their unique strengths along the way. Our goal is for every student to leave Lincoln Gardens confident, capable of challenging their own understanding, and ready to make a positive impact in their school and community as thoughtful, resilient individuals.

Improvement as Learning: What LGPS remains 'tight' on:

WELLBEING

- Berry Street Education Model LGPS Focus Areas
- School Values
- Food Security & Clothing programs
- Community Hub Programs
- Nurturing /Gardening programs
- The Garage interception space
- Incentive program (Dojo point system)
- Play first, eat after
- Personable communication
- Visual schedules
- Case Meetings
- Providing family support
- Consistent expectations/routines
- Whole School Events; Sports Day, Open Night etc

- Learning Intentions / Success Criteria
- Learner Experiences; excursions/incursions
- Students being partners in the learning: co-constructing SC, ready to learn plans and in control of when they need it
- Ensuring learning connects to our learners
- Powerful learners active in decision making – brain breaks/PP/LISC
- Students choosing their own differentiation on a task

EQUITY & EXCELLENCE



- Targeted teaching learning groups
- Literacy and Numeracy Focus
- Implementation of MultiLit & 3-6 Spelling & Morphology & Heggerty
- Key Teacher Role
- AIT Role
- Significant Cultural Events; Reconciliation Week, NAIDOC Week
- EALD LEAP
- Intervention programs eg speech, miniLit
- High Expectations
- Differentiation
- Explicit Direct Instruction
- Aboriginal Perspective across all learning
- Cultural Excursions
- High Impact Teaching Strategies

- Individual student programs
- Sports programs
- Providing experiences beyond the school
- Connecting learning to students' culture
- Interconnectedness – all staff know the students and how they learn

LEARNER AGENCY

EFFECTIVE LEARNERS

LGPS Inquiry Area 1 : Feedback

EFFECTIVE LEARNERS
CARD 33 | Metacognition and self-regulation

Learners seek feedback from others to move their learning forward.



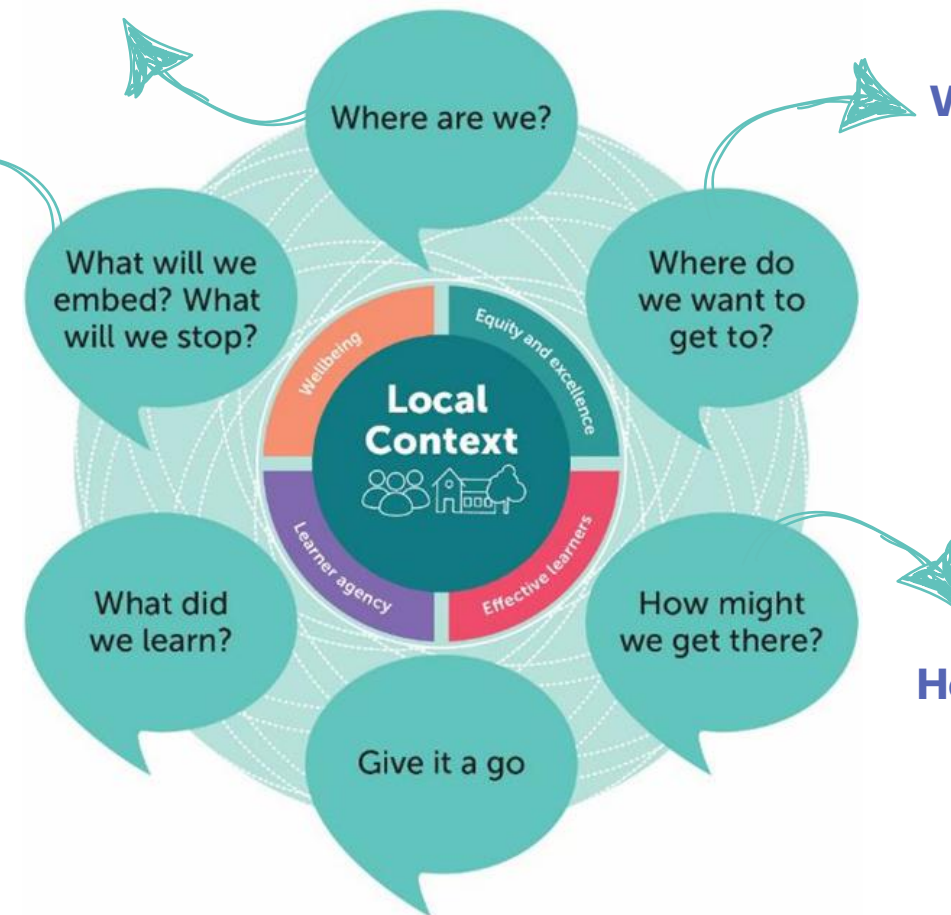
2.04 | Areas of impact action cards | Department for Education

Where are we now?

- Early stages of student's self and peer editing in writing
- Teacher's feedback to students on tasks specific to LISC
- Students ask for clarification to understand how to move their learning forward'
- UP students can take on group feedback and move forward, individual feedback is not always seen as positive
- The majority of staff use tokenistic feedback rather than constructive feedback to help students move forward

What we will stop?

- Process praise feedback such as good work
- Inconsistent feedback between staff/classes



Where do we want to get to?

- Students to seek constructive feedback and implement next steps
- Teachers providing specific feedback
- Teachers and students know the purpose of feedback
- Students inspired to improve from feedback

How might we get there?

- Outline of expectations for learning and collaboration.
- Teach students how to give and receive feedback.
- Implement structured peer critique process.
- Professional Development focused on teaching strategies.
- Emphasis on effective feedback in teaching.
- Purposeful, focused lesson design.

Inquiry Question:

How does seeking feedback from others influence learner progress and development?

Feedback- How might we get there?

Key Actions	What students will need to be accountable for	What leaders & teachers will do differently	Leaders & teachers responsibilities	Data & evidence we will collect to measure our impact
Deepen leader & teacher knowledge and understanding of 'feedback'.		<ul style="list-style-type: none"> -Be open to the new learning around 'feedback' -Be prepared to 'stop' implementing strategies which do not support 'feedback' 	<ul style="list-style-type: none"> -Leaders to deliver PD (SFD's & Staff Meetings) -Key Teacher Focus -Leaders and Teachers to develop a 'feedback' clarity map' using the HITS and Ron Berger critique and Multiple draft pedagogical practice -Unpacking how the dispositions and capabilities in the SA curriculum link to 'feedback' 	<ul style="list-style-type: none"> -Teachers to indicate on the 'bridge' their depth of knowledge and implementation within the classroom at the start and end of year (HITS continuum of practice) -Key Teacher documentation from sessions -Clarity Map created -Student survey at start and end of year
Teachers to teach students how to give and receive 'feedback' from others.	<ul style="list-style-type: none"> -Have a growth mindset -Students able to ask for feedback from others -Students able to receive feedback from others -Students understand purpose of feedback -Sharing, reflecting & modelling their work 	<ul style="list-style-type: none"> -Use the language of 'feedback' -Deliberately model 'feedback' throughout all curriculum areas 	<ul style="list-style-type: none"> -Leaders & teachers to implement 'feedback' clarity map -Teachers to explicitly teach students how to give & receive 'feedback' from others 	<ul style="list-style-type: none"> -Teacher overview documentation
Students practice giving and receiving 'feedback' from others.	<ul style="list-style-type: none"> -Students displaying their learning journey/progress from start to endpoint 	<ul style="list-style-type: none"> -Plan deliberate opportunities for students to give and receive 'feedback' from others 	<ul style="list-style-type: none"> -Teachers organises a variety of audiences to provide feedback -Teachers provide timely feedback on tasks that challenge students to review, reflect on and refine their understandings at various points in a learning sequence 	<ul style="list-style-type: none"> -Students receiving and giving feedback -Displays of students journey/progress from start to endpoint
Collect and review evidence about the implementation of 'feedback'.	<ul style="list-style-type: none"> -To reflect on the value of feedback in their learning process and how it can contribute to personal growth and development 	<ul style="list-style-type: none"> -Informal and formal check-ins including reciprocal rounds, observations 	<ul style="list-style-type: none"> -Leaders and teachers to participate in observations & reciprocal rounds 	<ul style="list-style-type: none"> -Reciprocal Rounds data analysis -Observation documentation

LGPS Inquiry Area 2 : Learner Persistence

EFFECTIVE LEARNERS
CARD 23 Strategic awareness

Learners persist and use various strategies and sources when stuck.



2.04 | Areas of impact action cards | Department for Education

What we will stop?

- Rescuing too early

Where are we now?

- Mostly teacher-led strategies
- Teacher and Student-led access to RTL plans
- Students accessing word walls/word books for spelling unknown words



Where do we want to get to?

- Implementing existing strategies with consistency
- Automate self-resolution strategies
- Student independent of others to solve challenges
- Students with a tool kit of strategies to transfer across all areas

How might we get there?

- Explicitly teach problem-solving strategies.
- Students create strategy reference charts.
- Professional development on teaching strategies.
- Clear instructional goal alignment.
- Regular rounds and observations.
- Purposeful, focused lessons.
- Provide chances for strategy use.
- Support students in overcoming learning challenges.
- Teach students the role of thinking, emotional control, and resourcefulness in learning.

Inquiry Question:

How does demonstrating persistence when faced with challenges progress learning in Maths?

Learner Persistence – How might we get there?

Key Actions	What students will need to be accountable for	What leaders & teachers will do differently	Leaders & teachers responsibilities	Data & evidence we will collect to measure our impact
<p>Deepen leader & teacher knowledge and understanding of ‘persistence’ when stuck with the focus in Maths.</p>		<ul style="list-style-type: none"> -Be open to the new learning around ‘persistence’ when stuck 	<ul style="list-style-type: none"> -Leaders to deliver PD (SFD’s & Staff Meetings) -Key Teacher Focus -Leaders and Teachers to develop a ‘persistence’ clarity map -Unpacking how the dispositions and capabilities in the SA curriculum link to ‘persistence’ when stuck -Attend Orbis Maths R-2 and 3-5 	<ul style="list-style-type: none"> -Teachers to indicate on the ‘bridge’ their depth of knowledge and implementation within the classroom at the start and end of year -Key Teacher documentation from sessions -Clarity Map created -Student survey at start and end of year (WEC survey for all students)
<p>Teachers to teach students how to use ‘persistence’ when stuck in Maths.</p>	<ul style="list-style-type: none"> -Students created anchor charts of strategies 	<ul style="list-style-type: none"> -Supporting students to understand the role of metacognition, emotional regulation, and resourcefulness when faced with challenges -Use the language of ‘persistence’ when stuck -Deliberately model ‘persistence’ when stuck throughout all curriculum areas 	<ul style="list-style-type: none"> -Explicitly teaching students how to use strategies when stuck -Leaders & teachers to implement ‘persistence’ clarity map 	<ul style="list-style-type: none"> -Teacher overview documentation
<p>Students practice using ‘persistence’ strategies when stuck in Maths.</p>	<ul style="list-style-type: none"> -Students use the anchor when stuck 	<ul style="list-style-type: none"> -Supporting students to overcome obstacles and continue progressing in their learning -Plan deliberate opportunities for students to practice ‘persistence’ when stuck 	<ul style="list-style-type: none"> -Teachers provide opportunities for students to practice using ‘persistence’ strategies when stuck in Maths 	<ul style="list-style-type: none"> -Students implementing strategies when they are ‘stuck’
<p>Collect and review evidence about the implementation of ‘persistence’ when stuck in Maths.</p>		<ul style="list-style-type: none"> -Informal and formal check-ins including reciprocal rounds, observations 	<ul style="list-style-type: none"> -Leaders and teachers to participate in observations & reciprocal rounds 	<ul style="list-style-type: none"> -Reciprocal Rounds data analysis -Observation documentation

LGPS Inquiry Area 3 : Learner Bravery

EFFECTIVE LEARNERS
CARD 9 Creativity

Learners demonstrate bravery by trying new things in learning.



2.04 | Areas of impact action cards | Department for Education

Where are we now?

- The age of students may determine how brave they are in different circumstances
- Time of day can impact bravery
- Student interest determines the amount of bravery applied
- Students can lack an understanding of what bravery looks like
- Growth Mindset; have a go attitude, mistakes are a learning opportunity, power of 'yet'
- Regular attendance supports bravery

What we will stop?

- Avoid task that student may fail



Where do we want to get to?

- More positive experiences to build upon willingness to try new things
- Students showing emotional resilience for 'not there YET'
- Students able to identify ways they show bravery through their learning, social interactions, etc
- Students using the language of bravery

How might we get there?

- Explicitly define and model bravery.
- Use and reinforce bravery language.
- Acknowledge bravery when it happens.
- Deepen our knowledge of bravery.
- Clear alignment of bravery in teaching.
- Provide opportunities for students to be brave and reflect.
- Allow failure as part of growth.

Inquiry Question:

How does showing bravery; stepping outside comfort zones, progress learning?

Learner Bravery – How might we get there?

Key Actions	What students will need to be accountable for	What leaders & teachers will do differently	Leaders & teachers responsibilities	Data & evidence we will collect to measure our impact
<p>Deepen leader & teacher knowledge and understanding of 'bravery'.</p>		<ul style="list-style-type: none"> -Be open to the new learning around 'bravery' 	<ul style="list-style-type: none"> -Leaders to deliver PD (SFD's & Staff Meetings) -Key Teacher Focus -Leaders and Teachers to develop a 'bravery' clarity map -Unpacking how the dispositions and capabilities in the SA curriculum link to 'bravery' 	<ul style="list-style-type: none"> -Teachers to indicate on the 'bridge' their depth of knowledge and implementation within the classroom at the start and end of year -Key Teacher documentation from sessions -Clarity Map created -Student survey at start and end of year
<p>Teachers to teach students about 'bravery'.</p>	<ul style="list-style-type: none"> -Students understand that uncertainty, grappling, and/or playful exploration are a part of learning 	<ul style="list-style-type: none"> -Use the language of 'bravery' -Deliberately model 'bravery' when throughout all curriculum areas 	<ul style="list-style-type: none"> -Explicitly teaching student's about 'bravery' -Leaders & teachers to implement 'bravery' clarity map 	<ul style="list-style-type: none"> -Teacher overview documentation
<p>Students practice using 'bravery'.</p>	<ul style="list-style-type: none"> -Students reflecting on these actions to contribute to future growth, resilience, and success -Students see the benefits of taking risks in a learning environment 	<ul style="list-style-type: none"> -Teachers to name bravery when it occurs -Allowing students to experience failure as part of the journey to success -Plan deliberate opportunities for students to practice 'bravery' 	<ul style="list-style-type: none"> -Teachers to provide opportunities for students to practice using 'bravery' 	<ul style="list-style-type: none"> -Students implementing 'bravery' when challenged in their learning -Students can identify ways they show bravery through their learning, social interactions, and other times at school -Students showing emotional resilience for 'not there YET'
<p>Collect and review evidence about students showing 'bravery'.</p>		<ul style="list-style-type: none"> -Informal and formal check-ins including reciprocal rounds, observations 	<ul style="list-style-type: none"> -Leaders and teachers to participate in observations & reciprocal rounds 	<ul style="list-style-type: none"> -Reciprocal Rounds data analysis -Observation documentation

Key Drivers

Numeracy Focus

Orbis R-2 & 3-5
Focus on 1 Disposition and 1 capability in each term
Learning Intentions and Success Criteria
Differentiation of Success Criteria

Purposeful Conversations

Key Teacher PLC's
Overview/observation Discussions
EALD Coach
Professional Development

SA Curriculum

Dispositions & Capabilities
One Plans student's aims/goals
Teacher Overviews

HITS - Feedback

Professional Development
Reciprocal Rounds
LGPS Clarity Map

Literacy Embedded

MultiLit implemented
Targeted teaching learning groups
3-6 Spelling & Morphology implemented
Heggerty implemented
Termly review of student English One Plan goals
Quick Writes
EALD writing

Intentional Learning Opportunities

Purposeful Professional Development
Teacher deliberate pedagogy
Students able to have time to 'have a go'

