



SCHOOL CONTEXT STATEMENT

Updated: 01/12/2019

School number: 1158

School name: Lincoln Gardens Primary School

School Profile:

Lincoln Gardens Primary School is located in an area characterised by a significant Aboriginal population, 60% Housing Trust accommodation and high rates to both adult and youth unemployment (75% of students attending are eligible for School Card and 75% are Aboriginal). This state of unemployment is often accompanied by real poverty. Many of our students have limited socialisation towards literacy in their home environment due to cultural, socio-economic or health reasons. This profile raises a considerable number of challenges:

- Values Education
- Early Years Targetted programs
- Focus on strong beginnings
- Attendance and transience rates
- Access of all students to the curriculum
- Support structures for individual students

Staff turnover makes additional demands on human resources. High levels of support are required to ensure that new staff members are adequately inducted into the culture of the school and the school's approaches to teaching and student behaviour development.

Core Business

- The core business of Lincoln Gardens Primary School is to improve the learning outcomes for every student, through prioritising the curriculum to value their social and emotional well being.
- At Lincoln Gardens Primary School, we provide significant extra support to students who have difficulty with their learning. There is a significant emphasis on Literacy.
- A positive, safe learning environment for students, staff and parents is maintained through diligent monitoring and review of our behaviour management practices across the school.
- The development of a positive sense of self worth, caring and responsibility towards others, the environment and ourselves is a principle underlying all the school's practices.
- Lincoln Gardens Primary School promotes attendance through an engaging curriculum for both students and parents.

- Students are strongly encouraged to represent their school and district in sporting teams and to participate in wider experiences in The Arts. Lincoln Gardens Primary School has strong links with the wider community.

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.

Current Priorities

- Improve student learning outcomes in the areas of Literacy and Numeracy.
- Attendance
- Increase student voice in our school
- Build community connections and family involvement

Monitoring strategies for core business and current priorities

- A consistent approach to literacy, assessment, pedagogy and curriculum.

Long-term objectives

- The core business of Lincoln Gardens Primary School is to provide quality education to ensure life long learners are transitioned in to our local High School.

Recent key outcomes

- All classes use a consistent literacy and numeracy approach.
- Values program is consistently taught.
- Higher attendance rates have allowed great learning outcomes.
- Targeted Literacy and Numeracy intervention providing tailored individual group support.

1. General information

- School Principal name: Sandra Spencer
- Deputy Principal's name, if applicable: N/A
- Year of opening: 1970
- Postal Address: PO Box 1786, Port Lincoln SA 5606
- Location Address: 31B Barley Road, Port Lincoln

- DfE Region: Eyre and Western
- Geographical location – ie road distance from GPO (km): 660km
- Telephone number: 08 86826277
- Fax Number: 08 86826310
- School website address: <https://gardens.sa.edu.au/>
- School e-mail address: dl.1158.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: N/A
- Out of School Hours Care (OSHC) service: N/A
- February FTE student enrolment:

		2021	2022	2023	2024
Primary	Special, N.A.P. Ungraded etc.				
	Reception	9	7	3	3
	Year 1	4	10	7	5
	Year 2	8	3	8	7
	Year 3	4	6	6	8
	Year 4	11	4	7	5
	Year 5	6	11	3	5
	Year 6	8	2	9	5
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	TOTAL	50	43	43	38

- Student enrolment trends:
 - Enrolments are uncertain. Numbers have slowly decreased.
- Staffing numbers (as at February census):
 - Deputy Principal position 0
 - Teaching staff numbers 8
 - Band 1 Wellbeing Leader 1.0
 - AET 0.6
 - SSO 156 hours per week
 - ACEO 29 hours per week

- Public transport access:
 - The school provides a bus service each morning to bring students to school
- Special site arrangements:
 - Lincoln Gardens Primary School shares the site with Port Lincoln Special School

2. Students (and their welfare)

- General characteristics
 - Student enrolment as at November 2024 is 54
 - 75% of our students are School Cardholders
 - 75% are Aboriginal
 - We currently have 3 mainstream classes.
 - A high number of our students are transient and mobile
 - Whole school has 4 core values – Respect, Relationships, Responsibility and Resilience.
- Student well-being programs
 - Berry Street
 - Interoception
- Student support offered
 - The WellBeing Leader has a significant emphasis in engagement.
- Student management
 - The WellBeing Leader position has a focus around supporting students with their behaviour development.
 - Behaviour Development and Life Skills Development are significant factors in school policies.
- Student government
 - Students are developing processes to increase student voice and establish annual elections for School Captains and Deputy School Captains
- Special programmes
 - Breakfast Programme
 - Home to School Transition Program
 - Kindy to School Transition
 - Year 6 high school Transition Program
 - LGPS provides significant resources to achieve outcomes in the areas of Literacy & Numeracy with a whole school approach to Literacy and Numeracy.
 - Digital Technologies Programmes

3. Key School Policies

- Site Learning Plan and other key statements or policies:
 - Feedback: How does seeking feedback from others influence learner progress and development?
 - Persistence: How does demonstrating persistence when faced with challenges progress learning in Maths?
 - Bravery: How does showing bravery; stepping outside comfort zones, progress learning?
 - Increase achievement in Reading F-6 as measure by PAT R 3-6 and Dibles F-6, Phonics Screening check and Initialit assessments
 - If each teacher consistently implements a synthetic Phonics/Spelling program in line with the agreed structure, then each student will increase their achievement in Reading. A consistent approach to literacy, assessment, pedagogy and curriculum.
 - The core business of Lincoln Gardens Primary School is to provide quality education to ensure life long learners who transition in to our local High School.
- Recent key outcomes:
 - All classes use a consistent literacy and numeracy approach.
 - Values program is consistently taught.
 - Higher attendance rates have allowed great learning outcomes.
 - Targeted Literacy and Numeracy intervention providing tailored individual group support.

4. Curriculum

- Subject offerings:
 - The school offers a general curriculum within the framework of Education Department guidelines. There is an emphasis on Literacy, Numeracy and Aboriginal Education.
 - Social Justice Programmes operate across the school and are partly supported through the Disadvantaged Index in the Global Budget.
 - A comprehensive Behaviour Management Policy exists and is constantly reviewed and changed to suit current needs.
- Special needs:
 - Visiting inter-agency support is provided for students with learning, speech, hearing and behavioural difficulties. These people help school staff to plan individual programmes for students and training and development for specific individual staff.
- Teaching methodology:
 - SMART strategies are utilised across the school
 - Berry Street strategies are implemented
- Student assessment procedures and reporting:
 - Assessment and reporting processes are based on sound principles of teaching and learning and effective classroom and whole-of-school practices. The purpose is to enhance student achievement and to improve learning outcomes of all students.
 - Reporting is an integral feature of the teaching and learning cycle. It allows us to communicate to students, parents and caregivers, the distance that a student has travelled in their learning.
 - Reporting is both written and verbal. Reporting and assessment are consistent with the assessment methods. It must be meaningful to students, parents and teachers. Teachers gather and record information about students which relates to:
 - what students know and can do
 - their learning progress and achievements
 - what the student is being taught
 - what that learning will lead to next
 - how the student is managing in the context of what is being taught
 - how the child perceives their work and abilities
 - their attitudes and relationships with others
 - their attendance and participation

Teachers select from the pool of information to prepare reports for various purposes.

The following structures and strategies may be used when reporting to parents:

- communication books

- term overviews
- formal interviews
- informal discussions
- acquaintance nights
- class/school newsletters
- diaries
- open days
- twice yearly written reports
- home visits
- One Plans

5. Sporting Activities

- Students have access to SAPSASA team sports and also other sports through local sporting competitions and inter-district sports days.
- The school has an annual Sports Day.

6. Other Co-Curricular Activities

- **General**
 - School camps are encouraged across the year levels, incorporating Aquatics and swimming camps, as well as vocational education visits to Adelaide.
- **Special**
 - Reconciliation Week, NAIDOC Week are major events celebrating Aboriginal culture

7. Staff (and their welfare)

- Staff profile
 - For the first time in many years the staff are almost entirely permanent employees and should remain quite stable over the next few years.
 - There are currently 3 mainstream classroom teachers.
- Leadership structure
 - The leadership team currently consists of Principal, Band 1 and AET.
- Staff support systems
 - Classroom teachers and students are currently supported by SSO's, who work mainly in classrooms, assisting with the learning programmes with individuals or small groups.
 - The Aboriginal Education Team consists of AET (0.6), ACEO (1.0)

- Performance Management
 - All staff members have a formal meeting each term with their line manager to discuss issues around teaching and learning and to receive feedback.
 - There is an extra meeting offered each term to meet with the WellBeing Leader to talk about Behaviour Development and Classroom organisation and routines.

8. Incentives, support and award conditions for Staff

- Complexity placement points
 - The school attracts 1.0 complexity points
- Isolation placement points
 - The school attracts 2.0 isolation points
- Housing assistance
 - Teachers are eligible for Government housing.
 - Teaching staff members are eligible for country incentives including shifting allowance.
- Locality allowances
 - A locality allowance is paid.
- Incentives
 - Teachers are paid a country incentives allowance for the first five years of tenure in the school, increasing with each year
 - Teachers in their first seven years of appointment are eligible for the teachers (Non-Metropolitan) Award benefits

9. School Facilities

- Buildings and grounds
 - 3.9 hectares of spacious and pleasant grounds are shared by Port Lincoln Special School. Students from both schools use these facilities simultaneously.
 - The classrooms are located in blocks of four, with the administration offices, the resource centre, staff room and activity room housed in a separate block.
 - Principal, Band 1 and SSO's all have offices.
- Heating and cooling
 - The school is fully air-conditioned.
- Specialist facilities and equipment
 - Library
 - Community Hub

- Information Technology: All classrooms use interactive whiteboards, Laptops and, Ipads for teacher and student use.
- All classrooms have a Soundfield system that enables children with poor hearing to hear the teacher.
- Student facilities
 - Interception Space 'The Garage'
 - Functioning vegetable garden
 - Minecraft Space
 - Nature Play area
- Staff facilities
 - Modern Staff Room
- Access for students and staff with disabilities
 - All buildings entrances are accessible by ramps
- Access to bus transport
 - Students can access the local bus service to attend LGPS
 - The school provides a morning bus run to collect students and bring them to school

10. School Operations

- Decision making structures
 - The school decision making structure involves SRC, Staff and Governing Council.
- Regular publications
 - Information is communicated to parents via newsletters every two weeks, skoolbag app and facebook page
 - New parents to the school are given access to information about the school via a Parent Information Folder and Parent Introduction meetings.
- Other communication
 - Staff accesses information about School Administration, Roles and Responsibilities from the Routine and Management Policy and induction meetings
 - An electronic weekly Bulletin and the Dayboard communicate events and information to staff on a weekly and daily basis respectively.
- Special funding
 - IESP student funding
 - EALD
 - National Consistent Collection Data funding

11. Local Community

- General characteristics
 - Port Lincoln is a city of approximately 16,000 people.
 - Its central industries are fishing, fish farming, grain handling, tourism and farming.
- Parent and community involvement
 - Numerous parents and community members are employed at various times within the school through government-initiated training programmes to work with children.
- Feeder or destination schools
 - We have no local Kindergarten but we do have a playgroup run in the Community Hub. Current feeder is Port Lincoln Children's Centre
- Other local care and educational facilities
 - Our students attend secondary school at either the local state high school, the Catholic school or the Lutheran school
 - Families have access to childcare and kindergarten services through the Port Lincoln Children's Centre and Kirton Point children's Centre
 - There are a number of private child care facilities in Port Lincoln
- Other local facilities
 - Port Lincoln has a well-equipped local hospital and numerous doctors working from at least 3 clinics.
 - There are various clubs in a variety of sports and a community library is housed at TAFE
 - Port Lincoln is the major shopping and entertainment centre for the Lower Eyre Peninsula
- Availability of staff housing
 - Staff can access housing privately and through Government Employee Housing.
 - More information about the town and local area can be accessed through the City Council, phone 8682 3033
- Accessibility
 - Flights to and from Adelaide daily
 - Bus service to Adelaide