

Lincoln School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Lincoln School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

John Mosley

Principal

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Message from the Principal

Lincoln School has a dedicated teaching and support staff who are enthusiastic, caring and committed to supporting students to achieve their personal best in all aspects of education. We strive to deliver quality learning in a safe and friendly environment, and to offer learning experiences that enthuse, motivate and provide each student with the opportunity for personal success in learning.

During the year, the school continued to strengthen links with the broader community. Relationships that enhance school initiatives and the transition and reintegration of students into the community are highly valued. In an ongoing project between the school, Mission Australia, TAFE Western Dubbo and Juvenile Justice NSW, students constructed a cubby house. The cubby house was built and provided to support children who visit a family respite house in Brewarrina. Students building the cubby house were working towards a Certificate I in Construction with TAFE Western, and the Department of Education ROSA. The school has also developed links with the Wambangalang Field Studies Centre, constructing and providing bird boxes to support environmental initiatives within the Centre. Congratulations to all staff and students involved for two wonderful projects.

During 2016 the school participated in a follow-up review of Aboriginal programs within the school. The review found that the school was performing strongly in providing a culturally safe environment for both Aboriginal students and Aboriginal community. The review team's opinion was that the school is doing excellent work in providing the best educational experiences possible for its students, that there is a lot going on in the school regarding Aboriginal education with a number of quality programs operating that support students. Special thanks must go to the Aboriginal Education team of Allan, Jenny, Chrystle, Penny and Leanne who worked tirelessly to implement previous recommendations from the 2015 'Dare to Lead' review.

I must acknowledge all school staff for their consistent effort and positive attitude towards making a difference in each of our student's life's, and their ongoing enthusiasm in pursuing the best educational and life outcomes, in what is an increasingly complex and challenging educational setting.

The year has been very productive with many highlights and individual successes in student achievement to celebrate. The support and assistance of all agencies working collaboratively within the centre has been an essential component of providing a safe, welcoming and positive school environment.

School background

School vision statement

Lincoln School will provide outstanding individualised programs for its students in living skills, remedial, general, accredited and vocational education which will enable them to re-enter society and function as responsible citizens. We aim to provide educational, social and vocational programs for students that will allow them to function independently in their communities.

The staff at Lincoln strive to:

- create an environment that is supportive, positive, happy, safe and non-threatening;
- provide skills based programs to enhance students' academic, personal, social and vocational skills, and facilitate their transition and reintegration into their communities;
- identify and acknowledge effort and achievement;
- work with our school community to provide a quality service to residents.

School context

Lincoln School is located in the Orana Juvenile Justice Centre in Dubbo and is one of eight community care schools that are located across the state. Lincoln School provides educational services to male detainees aged 10 to 20 located within the Orana Juvenile Justice Centre. Our programs are designed to improve our students' education and training standards and their confidence and skills to re-enter education, training or the workforce. The school caters for 30 students, but averages new enrolments of up to 180 students each year due to the remand and transitional nature of the centre. The school maintains a consistent enrolment pattern of approximately 80% Aboriginal enrolments.

School staff work closely with the Department of Juvenile Justice to provide a positive learning environment for students where personal success in learning is the goal. Each student has an individualised education and training plan developed following initial and ongoing assessment and in consultation with the student.

The school implements an extended school year, whereby it operates for an additional fifteen days during traditional holiday periods.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

School staff discussed the elements of the School Excellence Framework and its implications for informing, monitoring and validating our teaching and school practices as we continue our journey towards excellence. Time was dedicated to examining the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole, based on the descriptors identified in the framework.

Learning

In the domain of Learning, our efforts have continued to focus on learning culture and wellbeing. The school has strived to develop further in this domain through a strong focus of engaging students in decision making around their own learning, including potential educational or vocational pathways, and the achievement of individual aspirations. Personalised Learning Pathways were reviewed, redesigned and implemented in 2016, this has engaged all staff across the school in deeper conversations with students. This process has led to improved engagement in learning programs and a better understanding by school staff of each student's identified learning needs. An independent review of Aboriginal programs, including interviews with all stakeholders, observation of student activities and reviews of Personalised Learning Pathways indicated significant development in this area. The school has also continued to focus strongly on maintaining and developing effective interagency relationships with Juvenile Justice and Justice Health to support an integrated case management framework that supports the cognitive, emotional, social, physical and spiritual wellbeing of our students.

Teaching

In the domain of Teaching, our priorities have been in the areas of learning and development and data skills and use. There has been a concentrated focus on strengthening teaching methods in literacy and numeracy, with professional learning activities focusing on building each teacher's understanding of effective teaching strategies in these areas. Staff have undertaken training in MULTILIT, Focus on Reading and QuickSmart Maths to continue the development and effective implementation of these programs across the school. Each teacher also worked closely with their supervisor in the implementation of individual education plans, effective program design and the tracking and monitoring of student learning outcomes, leading to increased levels of student learning and engagement. Importantly, all staff members are developing a deeper understanding of effective classroom practice within our unique educational setting.

Leading

In the domain of Leading, our priorities have been to progress leadership development and to strengthen management practice and processes. Leadership roles for identified staff was a focus to promote succession planning, broaden leadership development and promote organisational best practice. Significant growth has been demonstrated through a greater understanding and participation in school management and decision making, and ongoing reflections and judgements against the School Excellence Framework. Links with community members, mainstream schools, other educational providers and organisations have been utilised to enhance positive and effective leadership practice, promote student learning and engagement, and strengthen transitional pathways for students back to the community.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Provide high quality, innovative teaching programs to enhance student achievement.

Purpose

To re-engage our students in a quality educational environment that meets individual learning needs and closes the gap between our student's developmental and chronological ages in literacy and numeracy. Through the provision of meaningful teaching and learning programs students will gain confidence and skills to become functional learners.

Overall summary of progress

The school has continued a school-wide focus on individualised programs to support student learning which enabled us to achieve sound progress in this strategic direction. Professional learning for all staff has improved teacher capacity to articulate and deliver effective teaching practices in literacy and numeracy and is having a significant impact on student learning. Disruption to the Accelerated Literacy Program for long periods during the year due to students with high behavioural support needs, high student numbers and restrictive classroom access impacted strongly on its overall effectiveness. A further two staff have undergone formal training in the delivery of the MULTILIT reading program in order to broaden the skill base of teaching and support staff, and meet the learning needs of students. Two staff are also undertaking the 'New Focus on Reading' training.

QuickSmart Maths was utilised across all classrooms within the mathematics session. A significant number of students were identified through assessment processes as requiring improved automaticity and accuracy in mathematical computations and participated in this program. Staff feedback indicates that student engagement with the program is high and that significant demonstrable achievements are being made, with students highly positive with the rapid feedback on individual performance.

A review of Individual Education Plans (IEPs) for students, led to their redesign and integration into the SENTRAL database. This has strengthened whole school understanding of the tracking and monitoring of student achievement, resulting in more effective and accurate record keeping and programming that meets individual student learning needs. Executive staff also participated in sharing the IEPs with other High Schools at a Secondary Principal's meeting to raise awareness of the Lincoln School curriculum, student information held and tracking of student performance to support and enhance transition of students into the community educational settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students have Individual Education Plans that reflect and monitor identified learning needs, learning outcomes and student achievement.	<p>In 2016 100% of students enrolled for periods of five days or more had Individual Education Plans.</p> <p>New Individual Education Plans were devised and integrated into the school database. Staff participated in intensive reviews with executive in adapting Individual Education Plans to meet both student and school needs, and which reflect student progress and achievement.</p>	<p>Socio-economic background funding (\$20000.00)</p> <p>School Funds (\$3000.00)</p>
Student literacy and numeracy levels increasing as evidenced by improvement in each student's initial and ongoing assessment data.	<p>Monitoring of student literacy and numeracy levels indicates the majority of students are displaying improved literacy and numeracy levels, the level of improvement dependent on enrolment periods and the effective management of complex student needs.</p> <p>Outcomes of students in the Intensive Reading Program indicates:</p> <ul style="list-style-type: none">• A total of 273 individual lessons were delivered in Intensive Reading.• Twenty-seven individual students participated in the program.• Eleven students had ten or more lessons• Nine students passed the threshold of 15 lessons for post assessment. The nine students that were	<p>Aboriginal background loading (\$25000.00)</p> <p>School funds (\$5000.00)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student literacy and numeracy levels increasing as evidenced by improvement in each student's initial and ongoing assessment data.	<p>post assessed demonstrated an average improvement of 11 months in reading age, the greatest being 17 months.</p> <ul style="list-style-type: none"> The program continues to prove a highly successful strategy in re-engaging students into school, with the majority of students self-nominating to participate in the program. <p>Due to increased interest in reading, library borrowing has increased over 200% during the year, from 2015 levels.</p> <p>All students are showing growth on the continuums in literacy and numeracy.</p> <p>QuickSmart Maths was utilised across all classrooms within the mathematics session. OZCAAS data indicated:</p> <ul style="list-style-type: none"> Sixty-two students undertook a total of 1231 lessons. Thirty five students undertook ten or more lessons, thus engaging in a substantial teaching and learning sequence and allowing time for very strong academic improvements. Results indicate that on average students improved from slowly yet accurately calculating answers to attaining mastery of the sets of facts. Effect size for average response time (0.68) is very strong and for accuracy (0.48) strong. Over 75% of assessments occurred within teaching and learning sequences that produced very strong improvements. 	<p>Aboriginal background loading (\$25000.00)</p> <p>School funds (\$5000.00)</p>
100% of teaching staff accessing Professional Learning in Literacy and Numeracy to enhance classroom teaching practice.	<p>All staff have been participating in professional learning to support whole school literacy and numeracy approaches.</p> <ul style="list-style-type: none"> Seven staff have completed training in the MULTILIT reading program, with two further staff to be trained in 2017. Two staff are currently undertaking the 'Focus on Reading' training and will be presenting this to staff in 2017. Three staff will undergo formal QuickSmart maths training in 2017, resulting in all teaching staff having formal training in this program. All staff access training to meet both individual and school needs. 	Professional Learning Funds (\$4000.00)

Next Steps

- Teaching staff will engage with the 'What Works Best - reflection guide' and AITSL Teacher Self Assessment Tool to reflect on their individual teaching strategies and evaluate their own practice.
- Focus on Reading professional learning to be delivered to all teaching staff.

Strategic Direction 2

Develop a school learning culture that meets the personal, social and learning needs of our students.

Purpose

To successfully re-enter students into educational and vocational programs through the provision of safe learning environments which support the cognitive, emotional, social, physical and spiritual wellbeing of students. To maintain a focus on the relationship between the teacher and young person, and also on the effectiveness of teachers as part of a wider support system within the school's unique setting.

Overall summary of progress

The Aboriginal Education Team was re-established to review the 2015 Dare to Lead report and develop strategies to strengthen Aboriginal Education across the school. A significant focus was placed on improving the Personalised Learning Pathways, increasing each student's knowledge of their Aboriginal cultural heritage and identity, cultural awareness training for staff, and an Aboriginal Education Resource audit. A follow up review of progress during 2016 indicated the school is a culturally safe learning environment and that the school is doing excellent work in providing the best experiences possible for its students.

The school has evaluated and re-established communication strategies across the school. The SENTRAL database has been utilised to communicate student welfare and critical information to all staff members both in public broadcasts and as private communication. As all staff regularly access SENTRAL, and the system has specific and clear notification alerts, this has provided a stable and reliable method for the communication of school events, other activities and the sharing of critical student information. A formal student exit survey was also implemented to record student satisfaction levels and provide an opportunity for feedback and reflection on school performance.

The school also revised the Student Newsletter which is published every five weeks. It includes a very strong focus on celebrating student achievement across the school and is valued highly by staff, students and the broader school community within the centre. It is also shared with centre management, to help communicate school activities and student success.

As a result of these strategies there is a growing culture of positive and respectful relationships across the school community that underpins productive learning environments where each student's development as a learner is valued. This is a particularly strong achievement in light of the school's unique student body.

All staff undertook training in Non Violent Crisis Intervention, Mental Health First Aid and Child Protection to better manage and understand the needs of the students in our care.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student attendance remains at 90% or above of available students within the centre on a daily basis.	<p>Student attendance in 2016 was strong remaining at 96% of available students within the centre on a daily basis.</p> <p>Early intervention on admittance to the Centre through engagement with all agencies in an integrated case management approach led to improved student participation and stronger more consistent engagement in school programs.</p> <p>Provision of additional release to the Assistant Principals enabled the strengthening of engaging learning environments, a culture of high expectations and proactive intervention in the management of student behaviours.</p>	Socio-economic background funding (\$14000.00)
Student surveys indicate satisfaction with the school program.	<p>Student exit surveys generally indicated strong satisfaction with the school. Overall review of the responses indicated:</p> <ul style="list-style-type: none">• Students valued participation in traditional art, mathematics and vocational education highly.• Eighty-one per cent of students felt they had improved their maths skills with forty-two per cent believing they had learned to read better.	School Funds (\$1000.00)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student surveys indicate satisfaction with the school program.	<ul style="list-style-type: none"> • Fifty-five per cent of students indicated they had learned more about Aboriginal culture and had learned about respect and how to respect others. • Fifty-two per cent stated they had learned to like attending school whilst at Lincoln. • Eighty per cent indicated they liked participating in school programs whilst in custody. • Ninety-eight per cent of students either agreed, or strongly agreed that school staff understood their individual learning needs. • Aboriginal Language and Culture, Intensive Reading, QuickSmart Maths and music lessons on guitar and drums were noted regularly in the surveys as favourite subjects. 	School Funds (\$1000.00)
Personalised Learning Pathways designed in collaboration with the young person in place for 100% of Aboriginal students.	<p>100% of students enrolled for ten days or more have Personalised Learning Pathways (PLPs).</p> <p>All staff are involved in the regular review of individual student progress with the PLP on a fortnightly basis.</p> <p>Anecdotal evidence indicates the PLPs have given a stronger insight for teachers into individual student learning aspirations and has led to teachers and support staff regularly reviewing learning with each student, ensuring all students have a clearer understanding of how to improve their learning.</p>	<p>School funds (\$5000.00)</p> <p>Aboriginal background loading (\$6000.00)</p>

Next Steps

- All staff to undertake mental health awareness professional learning through the Justice Health and Forensic Mental Health Network, utilising the School Link Psychologist.
- Students to participate in mental health awareness training with the School Link Psychologist.

Strategic Direction 3

Promote and support effective teaching practice.

Purpose

To provide and support effective classroom teaching methods in a dynamic culture of innovation and best practice where quality professional learning and collaborative practice are evident and lead to improved educational or vocational outcomes for our students.

Overall summary of progress

Intensive support was provided to teachers in the implementation of the SENTRAL database. The Assistant Principals led regular sessions with each teacher focusing strongly on programming, Individual Education Plans, Personalised Learning Plans, and the recording of student progress within the student database. Significant improvement has been observed in linking class programming to meeting individual student need, particularly in a school setting with a highly transient school population. The SENTRAL database has gradually been developed during 2016 to manage all student data, including Individual Education Plans, Personalised Learning Pathways, Behaviour Management Plans, Transition Plans, work samples, student documentation and risk assessment. The database provides a comprehensive overview of each student and progressively tracks their progress over each enrolment. Record keeping of student performance is of a high standard across the school and is regularly utilised to monitor and inform community schools of student progress on transition back to the community.

Independent review of Personalised Learning Pathways indicated they were exemplary, with positive feedback also received from community schools on the quality of information in each student's Individual Education Plan.

The school participated in reviews with State Audit and the University of NSW on the transition of detainees from custody, with a view to identify successful strategies that stop the reoffending cycle. Draft transition plans were designed for implementation in 2017 and are linked in the student database. Two staff members addressed the Western Area Secondary Principal's annual meeting in Term 4 to raise awareness of school programs and communicate information available to support transition processes between schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individual student learning outcomes are being achieved and recorded within the IEPs and PLPs.	All students have Individual Education Plans with all Aboriginal students also having Personalised Learning Pathways. During 2016 these were revised to provide a more user friendly document within the SENTRAL database, whilst providing a comprehensive overview of each student. Individual student learning outcomes are recorded for each student's enrolment across all key learning areas with each student demonstrating growth reflective of their individual ability levels and length of enrolment.	Socio-economic background funding (\$10000.00)
Supervisor reports indicate all teachers provide effective programming with differentiated teaching and learning activities evident.	Supervision reports indicate effective programming is providing a strong base to ensure classroom learning activities are linked to student need. Differentiated learning is evident in Individual Education Plans, classroom observations and teacher programs.	Socio-economic background funding (\$10000.00)
At least 50% of students who are serving control orders and who are enrolled at LETU for the 3 months preceding their release will have active transition plans in place that include components of the Lincoln School transition strategy.	Transition plans have been designed for review and implementation in 2017.	School funds (\$4000.00)

Next Steps

- Appoint 0.6 FTE Transition Advisor position to identify and support successful transition strategies for students re-entering the community.
- Deploy and integrate LMBR software systems into current school processes and practices, in particular the Student Administration and Learning Management component in the management of student records.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Funding was utilised in the employment of the Aboriginal Education Officer, an additional Aboriginal Learning Support Officer and a Personalised Learning Support Tutor. All positions provided strong support in assisting students with additional learning needs, and culturally supportive behaviour management interventions.</p> <p>Proactive interventions in dealing quickly and sensitively with student issues resulted in higher levels of engagement and more consistent attendance in school programs. Significant improvements were also demonstrated in both literacy and numeracy.</p> <p>All Aboriginal students have a Personalised Learning Pathway initially instigated by the Aboriginal Education Officer, Personalised Learning Support Tutor or Aboriginal Learning Support Officer.</p>	<ul style="list-style-type: none"> • Aboriginal background loading (\$69 588.00) • Personalised learning Support (\$49 809.00)
Socio-economic background	<p>Funding was utilised to provide additional teacher release for the Assistant Principals to support teachers in the implementation of the SENTRAL database, support interagency case management and to support proactive behaviour management interventions within the classrooms. Suspensions have remained stable despite the enrolment of students with increasingly complex case management issues. Risk management of students is highly effective, well managed and effectively documented by the Assistant Principals, leading to minimal work, health and safety incidents within the school.</p> <p>Programming and record keeping are of a high standard across the school, with teachers confidently and competently recording student performance within the school database.</p> <p>Additional administrative support has been utilised to help manage the significant administrative processes involved in the constant and high turnover of students from across the state, and to support the high level of interagency interactions and contact from both centre and community agencies and organisations.</p>	<ul style="list-style-type: none"> • Socio-economic background (\$54 222.00)
Support for beginning teachers	<p>Our beginning casual teacher was provided with additional release to participate in an appropriate range of activities to support accreditation processes at Proficient Level. The teacher accessed and completed professional learning to meet all mandatory training requirements.</p> <p>The teacher was successful in gaining accreditation at Proficient level, and obtaining permanent employment through merit selection in 2016.</p>	<ul style="list-style-type: none"> • School funds (\$4 000.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	14	23	28	31
Girls	0	0	0	0

Statistics of attendance revealed the following trends during 2016.

- The average age of students at enrolment was fifteen years and eleven months. This was a slight increase from 2015. The youngest student was twelve years and five months and the oldest was eighteen years and eleven months.
- During 2016 one hundred and sixty-eight enrolments were recorded.
- Thirty-six percent of students were of post compulsory school age.
- Seventy-two per cent of enrolments identified as Aboriginal.
- Seventy-one per cent of students enrolled were on remand status. This is lower than 2015 with eighty-two per cent.
- The daily average attendance at the school was ninety-six per cent of available residents held in the Centre.
- The average duration of enrolment was fifty-six school days with the shortest being two days, and the longest being 358 days to date.
- Thirty-six per cent of enrolled students were transferred during the year.
- The lowest recorded reading age was 5.0 years and the highest 14.8 years. The average reading age based on Schonell testing was 10.1 years. A number of students were unable to score on the test.
- A significant number of students have been classified with learning disabilities.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5
School Administration & Support Staff	5.19
Other Positions	2.03

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Thirty per cent of all staff at Lincoln School are Aboriginal. This includes classroom teachers, support staff and visiting TAFE staff.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2016 all staff received training in Child Protection, CPR, the teacher Performance Development Framework, School Excellence Framework, Code of Conduct, Complaints Procedures and Anaphylaxis Management. One teacher gained accreditation at Proficient level and one teacher completed the maintenance stage at Proficient.

School Development Days maintained a strong focus on school priorities with training in Working with Traumatised Students, Mental Health First Aid and Non-violent Crisis Intervention. All school staff were involved in this training.

Staff also accessed professional learning to meet individual needs in such areas as:

- Behaviour Management
- QuickSmart Numeracy
- Aboriginal Pedagogy and Personalised Learning Pathways
- Apple iPads
- ICT Management
- Trauma Informed Practice in Schools
- Aboriginal Education Officer Workshops
- Strategic Financial Management
- Leading an Innovation Agenda
- SASS Getting Ready for LMBR
- Anti-racism Contact Officer Training
- E-emergency Care
- Principal Conferences
- MULTILIT reading program
- Benchmarking and Guided Reading
- Teacher Accreditation
- Leadership Development
- New Focus on Reading - School Based Trainer
- GIPA & Information Management
- Work, Health and Safety
- Corruption Prevention

The total school expenditure on professional learning in 2016 was \$22600.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 16th December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	291 000.00
Global funds	88 781.00
Tied funds	137 710.00
School & community sources	0.00
Interest	5 730.00
Trust receipts	0.00
Canteen	0.00
Total income	523 223.00
Expenditure	
Teaching & learning	
Key learning areas	228 261.00
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	0.00
Tied funds	0.00
Short term relief	0.00
Administration & office	35 715.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	5 041.00
Total expenditure	269 018.00
Balance carried forward	254 204.00

School performance

School-based assessment

Vocational Education

During 2016 students successfully completed credentialed training recognised in the Australian Qualifications Framework in vocational education and training.

Student achievements:

- Thirteen students undertook modules in Certificate II Visual Arts and Contemporary Craft.
- Forty-four students completed modules in Certificate I in Aboriginal Languages.
- Twenty-two students participated in Aboriginal cultural awareness training with the men's didgeridoo program.
- Thirteen students completed modules towards the Statement of Attainment in Certificate I Carpentry (Pre-vocational).
- Twelve students gained a Statement of Attainment in First Aid.
- Nine students completed the modules for Small Farm Motors.
- Seventeen students received a Statement in General Construction WH&S Induction in NSW (Construction Industry White Card).
- Thirty-eight students participated in Circus Skills.
- Twenty-eight students undertook individual drum tuition.
- Twenty-two students participated in guitar lessons. Two students were awarded their own guitars following their excellent participation and outstanding progress in this program.
- Sixteen enrolments occurred in the OTEN Certificate I Access to Work and Training, with four full completions.

Two students were also provided with the opportunity to access vocational training opportunities within the community due to their positive behaviour in school and Centre programs.

- One student completed the full Certificate II in Construction, at Dubbo TAFE.
- One student completed the Chainsaw Operator Level 1 Course, at Dubbo TAFE Rural Studies Centre.

Higher School Certificate

Seven students undertook studies towards the Preliminary Higher School Certificate.

Record Of School Achievement

Eight students worked towards obtaining the NSW Record of School Achievement.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of guardians, students and teachers about the school. Their responses are presented below.

Juvenile Justice Management recognised the positive impact that school attendance had on the disposition and behaviour of young men in custody. Management acknowledged the demonstrated growth in each student's educational and personal development and appreciated the strong effort of all agencies working in collaboration through an integrated case management approach. In general, Juvenile Justice Management indicated satisfaction with the school's programs and in particular the strong interagency cooperation occurring in managing the increasingly complex needs of our students.

Students were surveyed over the year as they exited the school. The majority of students indicated that they liked attending Lincoln School. Other key points noted were:

- the students strong enjoyment of special cultural events and activities including NAIDOC, the didgeridoo program and language and culture programs
- strong satisfaction with the school music, art, intensive mathematics, intensive reading and vocational education programs
- eighty-one per cent of students indicated they had improved their maths skills
- forty-two per cent indicated they had learnt to read better
- there was dissatisfaction with some students around limited access to vocational programs, due to detainee risk assessment.

Teaching staff in a number of forums indicated strong satisfaction with their work within the school. All staff appreciated the high level of access to professional learning, school resources and strong Assistant Principal support in the management of complex student behaviours. Staff also commented very positively on the high level of staff morale, harmony and cohesiveness amongst the school team.

Policy requirements

Aboriginal education

In 2016 the school maintained its high Aboriginal enrolment. As a follow up to a Dare to Lead review in 2015, the school conducted an independent review into Aboriginal Programs across the school. Key findings were:

- Lincoln School is a culturally safe environment for Aboriginal students and Aboriginal community members who visit, with many examples of Aboriginal cultural iconography in and around the school including a number of Aboriginal murals on building walls and Aboriginal artwork throughout the classrooms and the administration area. The Aboriginal artwork in the entrance to the Juvenile Justice Centre and school is welcoming for Aboriginal people.
- It was evident throughout the review process that the staff members (teaching and non-teaching) are hard-working, caring and are providing valuable education experiences (both academic and social) for all students. There were also positive comments about staff morale and how staff members supported each other.
- The students who participated in the review discussions were proud of their Aboriginal heritage and enjoyed going to school where they were learning about their culture. It was evident that all staff members understand the importance of Aboriginal boys learning about and respecting their culture, which will hopefully lead to the boys respecting themselves and the people who care for them.
- In the opinion of the Review Team the school is doing excellent work in providing the best educational experiences possible for its students. There is a lot going on in the school regarding Aboriginal education with a number of successful programs operating and plans to implement additional programs. The Review Team suggests that the school focuses on consolidating current programs and initiatives and will not be making any further recommendations at this stage.

A number of strategies to address the needs of Aboriginal students were implemented. These included:

- flexible delivery of the Certificate I, TAFE Aboriginal Languages and Culture course to the majority of students;
- provision of the Certificate II TAFE Digital Graphics course which incorporated Adobe Photoshop processes and creative arts skills to produce traditional artworks;
- the strengthening and maintenance of a positive and inclusive school culture supported by the Aboriginal Education Team;
- 100% of Aboriginal students having Personalised Learning Pathways;
- implementation of 'Eight Ways of Learning' across all school programs to support student learning;
- training of our Aboriginal Education Officer in the 'BroSpeak' program for implementation in 2017;
- Aboriginal Education Officer Allan mentoring students on the subject of traditional painting

skills and techniques;

- appropriate behaviour management strategies which involve Aboriginal staff members in early intervention with Aboriginal students;
- the school being represented by Aboriginal staff members on the Orana JJC Aboriginal Consultative Committee and local AECG;
- highly successful NAIDOC celebrations;
- integration of Aboriginal Personalised Learning Tutors into school programs to support student learning;
- inclusion of Aboriginal studies and perspectives within the school curriculum;
- student participation in a men's Aboriginal Cultural Program based around the making and playing of a didgeridoo;
- provision of intensive literacy and numeracy support for Aboriginal students to improve learning outcomes in these areas; and
- utilisation of the Yarning Circle to support cultural activities, teaching and learning, and student welfare within the school.

Multicultural and anti-racism education

Appreciation of people from other cultures and acceptance of cultural diversity was a component of most programs and lessons delivered at the school. All students are encouraged to be more respectful, tolerant and appreciative of others and their cultures, and the need to reject discrimination, harassment and vilification is reinforced by all staff.

Due to the short enrolment period for most students, teachers build awareness of the importance of equal and respectful relationships across all cultures whenever opportunity permits.

The Anti-Racism Contact Officer completed training during the year in order to provide a support person within our school community to help build deeper understandings of cultural diversity, and support the maintenance of harmonious relationships across the school.

