

# Lincoln School Annual Report



2017



5757

## Introduction

The Annual Report for **2017** 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

## School contact details

Lincoln School

Westview St

Dubbo, 2830

[www.lincoln-s.schools.nsw.edu.au](http://www.lincoln-s.schools.nsw.edu.au)

[lincoln-s.School@det.nsw.edu.au](mailto:lincoln-s.School@det.nsw.edu.au)

6881 0870

## Message from the Principal

Lincoln School works in partnership with Orana Juvenile Justice Centre and can service over one hundred and eighty young people every year. We strive to deliver quality teaching 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. Individualised flexible programs are tailored to the learning needs and aspirations of students.

During 2017 students engaged in a broad variety of educational and vocational programs and were involved in a range of school activities that increased cultural awareness, developed independent living skills and embedded a sense of respect and values. Vocational education included exposure to a range of trade areas including construction, visual arts, automotive, rural studies and car panel repair, with a number of students gaining both TAFE credentials and work experience. Literacy and numeracy levels continue to demonstrate exceptional growth as students engage positively with educational programs during each enrolment.

Community links were again strengthened this year with regular visits by large numbers of police officers from the local police command. The officers engaged with the students in highly enjoyable sporting competitions and community days, establishing friendly and respectful relationships during each visit. The school also continued to work closely with Mission Australia and TAFE NSW on joint projects supporting community initiatives and the reintegration of our young people back into the community.

A major highlight of the year was the acknowledgement by the Department of Education, of the achievements and contribution to the school by our Aboriginal Education Officer Allan Shillingsworth, who won the prestigious Wudhagaragarra Award for 'Outstanding Contribution to Educational Achievement by an Aboriginal Staff Member'. The school is extremely proud of Allan and the great work he does both within the school and broader community.

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. I would personally like to thank the staff and school community for their contribution towards making a difference in the lives of our students.

## 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.

### Learning

In the domain of Learning our efforts have continued to focus on Learning Culture and Wellbeing. The school has collaborated closely with partner agencies around embedding the themes of high expectations, transitional pathways, a planned approach to wellbeing and individual learning needs into effective practice. The whole school community maintains aspirational expectations of learning progress for all students during each enrolment, with student surveys indicating strongly that school staff understand their learning needs and are supportive in helping achieve learning goals. A community survey identified flexibility and individualised learning programs as a major strength of the school leading to high levels of engagement by students.

The creation of a school Transition Advisor role in 2017 allowed the school to engage in strong collaborations between guardians, students and the community that supported students at transition points, including students with atypical enrolments. 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.

### Teaching

In the domain of teaching our focus has been on Learning and Development, Professional Standards and Effective Classroom Practice, particularly around the professional learning, coaching and mentoring, improvement of practice, and classroom management themes. School and inter-school relationships within the ETU community of schools provided opportunities to collaborate with staff in other schools to share and embed good practice. The executive team continued to mentor both teaching and support staff through the Performance and Development process to develop both professional and personal goals aligned to the strategic directions in the school plan, and support individual career aspirations. Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development.

All staff have engaged in professional learning around trauma informed practice and classroom management in order to develop deeper understanding of individual student need within our unique school setting. This has supported the establishment of learning environments that are well managed within a consistent, school wide approach. Teachers and support staff model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

### Leading

In the domain of Leading, our priorities have been to continue to progress Educational Leadership and strengthen Management Practice and Processes through the themes of instructional leadership, high expectations and community satisfaction. 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.

A community satisfaction survey in 2017 provided strong feedback to the school on its performance, and the identification of future strategic directions in the 2018–2020 School Plan.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 implementing innovative and individualised programs to support student learning across a diverse range of students over varying enrolment periods. This has enabled ongoing sound progress in this strategic direction. A further two staff have undergone formal training in the MULTILIT reading program and one staff member completed their QuickSmart training. Curriculum units of study developed for use in this educational context ensure a broad variety of teaching materials and align with NSW curriculum across a range of stages. Intensive learning programs in literacy and numeracy effectively meet the learning needs of each student needing additional support in these areas with QuickSmart and MULTILIT reports demonstrating strong student achievement and progress by those participating. Community surveys in 2017 identified the individualised, innovative and flexible learning programs offered by the school as a key strength in improving the educational outcomes of our students.

Individual Education Plans (IEPs) are maintained within the SENTRAL database program and effectively identify individual student learning needs and student achievement. The IEPs have been continually reviewed and adjusted to best meet both school and student need and are utilised to track and support individual student progress over multiple enrolments.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students have Individual Education Plans that reflect and monitor identified learning needs, learning outcomes and student achievement.	School Funds \$3000	In 2017 100% of students enrolled for periods of five days or more had Individual Education Plans.  The plans effectively identify individual student learning needs and accurately reflect student achievement.
Student literacy and numeracy levels increasing as evidenced by improvement in each student's initial and ongoing assessment data.	Socio-economic background funding \$15000	Monitoring of student literacy and numeracy levels indicates that 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.  Outcomes of students in the Intensive Reading Program indicates; • A total of 382 individual lessons were delivered. • Forty-five individual students participated in the program. • Fourteen students had ten or more lessons. • Eleven students passed the threshold of 15 or more lessons for post assessment. Nine students demonstrated an average improvement of 11 months in reading age, the greatest being 18 months. During 2017 there were 285 occasions of students borrowing library books, a slight decrease from 2016, however the school has also included numerous reading materials on ipads which have proved popular with students.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student literacy and numeracy levels increasing as evidenced by improvement in each student's initial and ongoing assessment data.		<p>Student engagement in the program has been high with the majority of students self-nominating to participate.</p> <p>A review of the implementation of QuickSmart at the school from 2014–2017 by the University of New England indicated:</p> <ul style="list-style-type: none"> <li>• The QuickSmart Numeracy program at Lincoln School, consistently supported very strong or exceptionally strong improvements in basic numeracy skills as measured by the OZCAAS program. The Effect Sizes for the improvement in average student scores from Initial to Latest assessments over all OZCAAS are very strong (0.65) for accuracy, and very strong (0.70) for response time. The results were achieved over an average of 12.9 lessons.</li> <li>• Students sometimes undertook QuickSmart Numeracy instruction in clusters of lessons separated over an extended period. Nevertheless the disparate clusters of instruction commonly functioned to support mastery and enable progress to a new operation.</li> </ul> <p>The review found QuickSmart Numeracy has proved a highly effective program for the school and the challenges presented by its community context.</p>
100% of teaching staff accessing Professional Learning in Literacy and Numeracy to enhance classroom teaching practice.	Professional learning funds \$7500	The school has highly skilled teaching and support staff implementing whole school literacy and numeracy approaches that maximise student learning across a wide variety of enrolment periods. Professional learning records indicate high staff engagement in the development of literacy and numeracy teaching skills.

## Next Steps

- Consolidate and strengthen the utilisation of QuickSmart Numeracy through further staff professional learning to address implementation strategies which may improve student progress further.
- Create an Assistant Principal Quality Teaching position to support effective teaching practice, particularly in the areas of literacy and numeracy.

## 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

Community and student surveys indicate Lincoln School is a culturally safe learning environment for all students and specifically Aboriginal students, where teachers enjoy working and students enjoy learning. The school Aboriginal Education Team continued to be proactive, enthusiastic and strategic in its approach to Aboriginal Education and its desire to meet the personal, social and learning needs of each student. The Personalised Learning Pathway and process developed over the last two years ensures that each student has ownership of their own Pathway and Aboriginal staff members and teachers are involved in its creation and ongoing reviews.

Effective communication strategies have been developed at all levels across the school to promote and support quality teaching and learning, and effective and safe school operations. The school regularly engages with its community through a range of forums and strategies to maintain a safe school environment, improve understanding of student learning needs and strengthen student outcomes. Success and effort at all levels is celebrated both publicly and privately and student reports are personalised, comprehensive and relate to the contextual situation of the school. The Student Newsletter is published every five weeks and includes a very strong focus on highlighting student achievement across the school and is highly valued by staff, students and the broader school community within the Centre.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. Planning for learning is informed by sound holistic information about each student's well being and learning needs in consultation with other centre agencies.

All staff undertook training in the Management of Actual or Potential Aggression, Trauma Informed Practice, Mental Health and Child Protection to better manage and understand the needs of students in our care.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student attendance remains at 90% or above of available students within the centre on a daily basis.	Socio-economic background funding \$14000	<p>Student attendance in 2017 has followed the strong pattern of 2016, with 98% of available students within the centre attending the school on a daily basis.</p> <p>The school has maintained a strong focus during the year on engaging with our interagency partners in supporting school attendance within stringent risk assessment processes and procedures.</p>
Student surveys indicate satisfaction with the school program.	School funds \$2000	<p>Student exit surveys during 2017 indicated:</p> <ul style="list-style-type: none"><li>• 80% of students indicated that school had made them feel more ready to re-enter the community.</li><li>• Art, Mathematics, Literacy and Technical and Applied Sciences were ranked as favourite subjects during attendance.</li><li>• 70% of students felt they had improved their reading skills with 80% stating they had improved their maths skills during enrolment.</li><li>• 100% of students felt that school staff understood their individual learning needs, with 50% strongly agreeing and 50% agreeing.</li><li>• 95% of students felt there were enough</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student surveys indicate satisfaction with the school program.		Aboriginal staff to make them feel comfortable and supported at school.
Personalised Learning Pathways designed in collaboration with the young person in place for 100% of Aboriginal students.	Aboriginal background funding \$26500	<p>100% of Aboriginal students enrolled for 10 days or more have Personalised Learning Pathways.</p> <p>Teachers and support staff implement effective teaching strategies for Aboriginal students using knowledge of each young person's self-identified learning needs and aspirations.</p> <p>The Personalised Learning Pathway and process ensures that the student has ownership of the plan and teachers and support staff are involved in its creation and ongoing reviews.</p>

## Next Steps

- Develop staff knowledge and understanding of wellbeing by engaging with the Wellbeing Framework for Schools and the key concepts that underpin the development of healthy, happy, successful and productive individuals.
- Access further professional learning for all staff to support a deeper understanding of Trauma Informed Practice in Schools.

### 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

Student performance is accurately and consistently tracked by all teachers to support teaching and learning within the SENTRAL database that is accessible to all school staff. The database has gradually been developed since 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. Individual Education Plans and Personalised Learning Pathways have been designed to specifically meet the needs of our school's unique student enrolment and are reviewed regularly to ensure they remain fit for purpose. Record keeping supports effective planning, risk assessment processes, decision making and reporting of student achievement. Reviews of teacher programs indicates high levels of differentiation designed to address individual student learning needs.

Following reviews with State Audit and the University of NSW in 2016 on the transition of detainees from custody, the school utilised low socio-economic funding in 2017 to release a staff member to focus specifically on the transition of students back into community settings. The school engaged in strong collaborations between guardians, parents, students and the community to support continuity of learning or alternate pathways for targeted students on discharge. Significant achievements occurred with a number of students, with the 2017 Community Survey identifying strong satisfaction with the high quality of transition support and the need for it to be sustained in future planning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual student learning outcomes are being achieved and recorded within the IEPs and PLPs.	School funds \$6000	<p>The school uses a centralised system for recording student performance, including academic growth, non-academic and cross curriculum data.</p> <p>Student performance is accurately and consistently tracked by all teachers to support teaching and learning.</p> <p>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.</p>
Supervisor reports indicate all teachers provide effective programming with differentiated teaching and learning activities evident.		<p>Supervision reports indicate effective programming is providing a strong base to ensure classroom learning activities are linked to student need.</p> <p>Differentiated learning is evident in Individual Education Plans, Personalised Learning Plans, classroom observations and teacher programs.</p> <p>A community survey in 2017 identified the flexible, individualised learning programs provided for each student were a major strength of the school.</p>
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	Socio-economic background funding \$57000  School funds \$2000	During the 2017 school year 27 students had Transition Plans developed. Sixty-six per cent were developed for students being held on remand which was outside the scope of the set target. The strategies employed in these plans differed

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
place that include components of the Lincoln School transition strategy.		<p>depending on the individual needs and circumstances surrounding each student. Strategies ranged from low level interventions such as collaborating closely with and providing information to community schools, to more intensive interventions such as engaging with multiple agencies to allow students access to community-based courses, work placements and recreational activities. Students were able to improve and develop vocational skills and establish networks of support within the community.</p> <p>Some notable achievements include:</p> <p>One student completed a number of courses and vocational experiences both within the school and community including:</p> <ul style="list-style-type: none"> <li>• Certificate I in Access to Work and Training</li> <li>• Statement of Attainment towards Certificate I Construction</li> <li>• Food Safety Supervisor Statement of Attainment (Hospitality Institute of Australia)</li> <li>• Basic Chainsaw Operations (TAFE Rural Skills)</li> <li>• Learner Drivers Licence</li> </ul> <p>In addition the student completed several days work experience with a local construction company and now has aspirations to work in that industry.</p> <p>One student accessed a staged re-engagement and supported return to a local school prior to his release from custody. He was offered a placement and is currently attending school consistently and participating well. Prior to this intervention, the student had a significant history of non-attendance and poor engagement with education.</p>

## Next Steps

- Engage in strong collaborations with carers, parents, students and the community to support continuity of learning for all students at transition points.
- Investigate provision of educational services at Mac River Rehabilitation Centre to support transition of students to community settings.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal background loading <ul style="list-style-type: none"> <li>• Aboriginal Education Officer ( \$65509)</li> <li>• Aboriginal Learning Support Officer (\$26502)</li> </ul>	<p>Funding was utilised in the employment of the Aboriginal Education Officer and an additional Aboriginal Learning Support Officer. Both positions provided strong support in assisting students with additional learning needs, intensive programs 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 or Aboriginal Learning Support Officer.</p>
<b>Socio-economic background</b>	Socio-economic background loading <ul style="list-style-type: none"> <li>• Transition Advisor position (\$56880)</li> <li>• Assistant Principal release (\$13700)</li> <li>• Aboriginal Learning Support Officer (\$15000)</li> <li>• School Administration Officer (\$16322)</li> </ul>	<p>A Transition Advisor role was created within the school to support the complex transition of our students back to community settings. Transition plans were developed for a wide range of students and included interventions across, and with the support of a range of other agencies and schools. Significant improvements were noted in the future focus of students accessing support with a number of successful transitions occurring to various community placements.</p> <p>Funding was utilised to provide additional release for the Assistant Principals to support teachers with complex behaviour management, quality teaching practice, joint interagency case management and school risk assessment processes. Risk management of students is highly effective, well managed and efficiently documented by the Assistant Principals, leading to minimal health and safety incidents within the school.</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>
<b>Support for beginning teachers</b>	School funds (\$2000)	<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 also accessed professional learning to support both his Professional Development Plan and mandatory training requirements, worked closely with his supervisor around quality classroom practice, and was released to observe other teachers in this setting. The teacher was successful in gaining accreditation at Proficient Level.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	23	28	31	18
Girls	0	0	0	0

The table above is reflective of a single snapshot of static enrolment data at the time of census. The school has a pattern of students entering and exiting the school continuously throughout the year with no defined enrolment period. The school enrolment ceiling is 30 students, with an average 180 students enrolling annually.

Statistics of attendance revealed the following trends during 2017.

- The average age of students at enrolment was 16 years. This was comparable with fifteen years and eleven months from 2016. The youngest student was eleven years and six months and the oldest was eighteen years and five months.
- During 2017, one hundred and sixty four enrolments were recorded.
- Thirty-one per cent of students were of post compulsory age.
- Seventy-nine percent of enrolments identified as Aboriginal.
- Eighty-four per cent of students enrolled were on remand status. This is higher than 2016 with seventy-one per cent.
- The daily average attendance rate at the school was ninety-eight per cent of available residents enrolled in school.
- The average duration of enrolment was thirty-two days with the shortest being one day, and the longest being 204 days to date.
- Thirty-five per cent of enrolled students were transferred during the year.
- The lowest recorded reading age was 5.3 years and the highest 14.8 years. The average reading age based on Schonell testing was 10.3 years. A number of students were unable to score on the test.
- A significant number of students have been classified with learning disabilities.
- Ten per cent of students were discharged to the Mac River Rehabilitation Centre.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.64
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation 2013, 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

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

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

## Professional learning and teacher accreditation

In 2017 all staff received training in Child Protection, CPR, the 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 the schools' strategic directions with training in Trauma Informed Practice, Mindfulness and Stress Management, and Managing Actual or Potential Aggression. All school staff were involved in this training.

Staff also accessed professional learning to support both individual Professional Development Plans and the School Plan in areas such as:

- Quality Teaching Rounds
- Information and Communication Technologies
- Behaviour Management
- Vocational Education
- Love Bites Facilitator Training
- Leadership Development and Training
- Autism Spectrum Disorders
- Student Wellbeing
- ETU Community of Schools Workshops
- Secondary Principals' Conference
- Department of Education and Juvenile Justice Interagency Meetings
- Literacy and Numeracy
- QuickSmart Maths
- MULTILIT Reading
- Mental Health
- Managing Conflict

The total school expenditure on professional learning in 2017 was \$24900.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>254,204</b>
Global funds	111,174
Tied funds	147,598
School & community sources	0
Interest	2,791
Trust receipts	0
Canteen	0
Total Receipts	261,563
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	52,720
Excursions	13
Extracurricular dissections	14,582
Library	1,219
Training & Development	2,894
Tied Funds Payments	89,057
Short Term Relief	8,729
Administration & Office	31,439
Canteen Payments	0
Utilities	1,116
Maintenance	2,668
Trust Payments	0
Capital Programs	0
Total Payments	204,439
<b>Balance carried forward</b>	<b>311,329</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	353,337
Appropriation	344,329
Sale of Goods and Services	2,522
Grants and Contributions	6,230
Gain and Loss	0
Other Revenue	0
Investment Income	257
<b>Expenses</b>	-82,839
Recurrent Expenses	-82,839
Employee Related	-51,367
Operating Expenses	-31,472
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	270,498
<b>Balance Carried Forward</b>	270,498

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	337,336
Base Per Capita	10,224
Base Location	1,849
Other Base	325,262
<b>Equity Total</b>	184,030
Equity Aboriginal	92,011
Equity Socio economic	92,020
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,100,160
<b>Other Total</b>	23,188
<b>Grand Total</b>	1,644,714

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

# School performance

## School-based assessment

During 2017 students successfully completed credentialed training recognised in the Australian Qualifications Framework in vocational education and training.

Student achievements:

- Four students undertook modules in Certificate II Visual Arts and Contemporary Craft.
- Thirty-two students completed modules in Certificate I in Aboriginal Languages.
- Eight students completed modules towards the Statement of Attainment in Certificate I Carpentry (Pre-vocational).
- Eight students received a Statement in General Construction WH&S Induction in NSW (Construction Industry White Card).
- Fifty students participated in Circus Skills.
- Fifty-six students undertook individual drum tuition.
- Forty-five students participated in guitar lessons. One student was awarded their own guitar following their excellent participation and outstanding progress in this program.
- Nine enrolments occurred in the OTEN Certificate I Access to Work and Training, with three full completions.
- Two students were also provided with the opportunity to access work experience opportunities within the community due to their positive behaviour in school and centre programs.
- One student completed the Chainsaw Operator Level 1 Course, at Dubbo TAFE Rural Studies Centre.
- Twenty-one students participated in short vocational taster courses through the TAFE Youth Engagement Strategy. This included courses such as: Spray Painting Panel Basics, Digital Graphics, Building and Construction, and Automotive.

### Higher School Certificate

Eight students undertook studies towards the Preliminary Higher School Certificate.

### Record Of School Achievement

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

## Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of both the school community and students through surveys, meetings and the review of available sources of data to measure school effectiveness.

Community surveys indicated strong satisfaction with the school. Fifty per cent of respondents valued the

individualised learning environment and programs designed to support each student's learning needs, and the strong relationships and rapport the staff develop with the students leading to safe, caring and well controlled classroom learning environments. The leadership of the school, innovative culture and willingness of all school staff to work collaboratively with other agencies to support student wellbeing and learning, were strong themes throughout the survey. There was also strong satisfaction from the community around the passionate, motivated and dedicated staff within the school and the broad variety of both educational and vocational programs utilised to re-engage students. The specific strategies around quality transition support offered to identified students in 2017, was a strong source of community satisfaction. Key areas identified by the community for future development were utilised as the basis for the 2018 School Plan.

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 majority of students who undertook the survey indicated there was nothing they didn't like at school, with one student noting separately that he was happy at school.
- 95% of respondents agreed strongly, or agreed, that they enjoyed coming to school.
- The students strong enjoyment of special cultural events and activities including NAIDOC and the language and culture programs.
- Strong satisfaction with the school music, art, intensive mathematics, intensive reading and vocational education programs.
- Visual Arts, TAS, Mathematics and Literacy were identified as favourite subjects.
- Eighty per cent of students indicated they had improved their maths skills.
- Seventy per cent indicated they had learnt to read better.
- Two students specifically stated they learned how to get along with teachers.

Teaching staff participated in the community survey and also contributed information in a number of forums both as individuals and in teaching teams. Staff indicated strong satisfaction with their work within the school. All staff appreciated the high level of access to professional learning, school resources, the opportunity to implement flexible and innovative teaching strategies, and the strong executive support in the management of complex student behaviours. Staff also commented very positively on the high level of staff morale and cohesiveness amongst the school team.

# Policy requirements

## Aboriginal education

In 2017 the school maintained its high Aboriginal enrolment. 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;
- delivery of the 'Bro Speak' program by the Aboriginal Education Officer and invited guests;
- 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;
- highly successful NAIDOC celebrations;
- integration of additional Aboriginal Learning Support Officers into school programs to support student learning;
- Aboriginal Community Liaison Officers from the local police command visiting to meet, support and interact with our students;
- 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.

During the year the school also celebrated the achievements of our Aboriginal Education Officer Allan Shillingsworth, who won the prestigious Wudhagaragarra Award for 'Outstanding Contribution to Educational Achievement by an Aboriginal Staff Member'.



## 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 schools appoints an Anti-Racism Contact Officer annually 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.