

# Lincoln School Annual Report



2018



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## Introduction

The Annual Report for **2018** 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

During 2018 the school commenced trialling provision of educational programs to the Juvenile Justice Mac River Rehabilitation facility located on the outskirts of Dubbo. This facility caters to both male and female students. The school works in close partnership with Mission Australia to support a strong focus on therapeutic interventions and re-engagement with educational and vocational programs that maximise each young person's chance of success. The Mac River facility was recognised for its excellence during the year, with a national silver award for 'Australian Crime and Violence Prevention'.

The School and Centre also celebrated the opening of a Dance Circle within the Aboriginal Cultural area during NAIDOC. The Dance Circle was a result of outstanding work by both staff and students undertaking the TAFE Construction and Horticulture programs.

Students at the Mac River classroom completing the Certificate I Construction course also built and painted a cubbyhouse for Buninyong Primary School as part of their program. The Cubbyhouse was appreciated by both staff and students and was a wonderful opportunity for our students to develop and understand the basic principles and skills of the construction industry.

During the year the school also participated in a review by the Department of Education into the work of all schools within Juvenile Justice Centres. The review was an opportunity for the department to identify exemplary practice and gaps or barriers to students achieving educational success during their time in custody and when they transition back to their schools and communities. The findings of the review will be released with recommendations for implementation during 2019.

The support and assistance of all agencies working collaboratively within the centre continues to be an essential component of providing a safe, welcoming and positive school environment where all students are encouraged to learn and achieve. I would personally like to thank our 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 School 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 six community care schools that are located across the state. Lincoln School provides educational services to male detainees aged 10 to 20 located within the Centre.

During 2019 the school will continue trialling provision of educational programs to the Juvenile Justice Mac River Drug Rehabilitation facility located on the outskirts of Dubbo. This facility caters to both male and female students.

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 36 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 and Justice Health to provide a positive learning environment for students where personal success in learning is the goal. Each student has an individualised education 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning, the school has maintained a strong focus on learning culture, wellbeing and curriculum. Evidence collated demonstrates that the school has high aspirational expectations of learning progress and achievement regardless of the challenges presented by our unique student cohort and the life experiences each young person brings with them, and that there is a strategic and planned approach to whole school wellbeing processes.

The school collaborates closely with a broad range of partner agencies, both within the Centre and community, to inform and support continuity of learning and has initiated complex and innovative transition processes to support students with atypical enrolments. The school has in place procedures for student assessment, the development of both Individual Education Plans and Personalised Learning Pathways, disability adjustments and strongly promotes and records student voice in decision making around their own learning.

The school delivers courses and programs that meet the educational, vocational, cultural and social needs of the students and has built learning alliances with other schools and organisations where practicable. This is evident in ongoing student feedback through the discharge survey and community responses that the school provides and promotes a positive, safe and secure learning environment. The school displays a heightened awareness of, and commitment to, personalised and differentiated learning and support, so that every student has the opportunity to succeed throughout each period of enrolment. This area was identified in the 2017 community survey as an area of strength within the school and has been embedded into the current school plan in response to this community feedback.

Student wellbeing within this educational setting is an on-going and critical factor in each young person's participation in a formal education. There is both a school and Centre wide, collective responsibility for student learning and success, where planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with all Centre agencies, and parents where possible. The school continues to maintain and develop effective interagency relationships with Juvenile Justice and Justice Health to support an integrated case management framework that supports the cognitive, emotional, physical and spiritual wellbeing of our students. Staff strive to enable success by contributing to a positive, supportive and encouraging learning environment where student achievement and success is recognised and celebrated.

### Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching, our priorities have been in the area of effective classroom practice, professional standards and learning and development. The collated evidence indicates that teachers are committed to identifying, understanding and implementing explicit teaching methods that maximise student learning over varying enrolment periods and all staff demonstrate responsibility for maintaining their professional standards. Teachers actively collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement to inform lesson planning and this is evidenced in the school database which provides a comprehensive and high quality platform to support this practice.

The development and delivery of differentiated programs to meet the needs of individual students presenting with behavioural, emotional, mental health and learning issues in a trauma informed learning environment, supports student engagement. There are examples of evidence based programs, such as QuickSmart and MultiLit, where student achievement is demonstrated. The school prioritises the development of staff capacity to implement effective teaching strategies to improve each student's literacy and numeracy achievement and has supported this with professional learning, instructional leadership, classroom observations, mentoring and targeted individual teacher support. Student feedback in 2018 indicates that the significant majority of students believed that they had improved in both literacy and numeracy during their enrolments at Lincoln School.

The school's professional learning and development program is strongly aligned to the school plan and the school is strengthening processes that evaluate professional learning activities to identify and systematically promote the most effective strategies. Teachers are actively sharing and discussing learning from targeted professional development with other staff to improve whole school practice. All teachers use the professional standards and Professional Development Plans to identify and monitor specific areas for development or improvement and meet regularly with the Assistant Principal/Mentor and supervisors, to improve teaching and develop aspiring leaders. The school actively identifies

expertise within its staff and utilises this to develop its professional learning community, with staff working beyond their classrooms to contribute to broader school programs and strategies. This includes such areas as curriculum development, transition, community relations, literacy, numeracy, trauma informed practice, and ICT.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading, our major priorities have been to progress educational leadership and management practices and processes. The collated evidence indicates the leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored, and implements strategies which emphasise effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

The development of the school plan involved the broad community within which we operate and there is a strong commitment to the school's strategic directions. Important connections with Juvenile Justice, Justice Health, NSW Police, TAFE NSW and Mission Australia assisted in this process. There has been a consistent and collaborative focus on the implementation of our key strategic directions throughout the year due to a growing foundation of leadership capacity across the school, and a commitment by all staff to improving the life outcomes of the young people we teach.

School resources, including workforce, physical and financial resources are strategically managed to achieve the joint goals of both improved learning, and improved life outcomes for our students. Succession planning, leadership development and workforce planning are designed to drive whole school improvement. A culture of teachers aspiring to leadership is evident and all teachers, including temporary staff are provided with professional learning to access career opportunities and development. Teaching and non-teaching staff proactively seek to improve their performance which is evident through the development of PDPs and ongoing discussions with executive staff.

The school leadership team continues to maintain strong relationships with all agencies working with our students to support management practices and processes which are responsive to community feedback and which underpin ongoing school improvement and the professional effectiveness of school members.

Our self-assessment and the external validation 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

### Innovative & Flexible Learning

#### Purpose

To create a student centred learning environment which provides a differentiated curriculum that is responsive, relevant and dynamic enough to meet the diverse individual needs of our students and unique school community, and which reflects aspirational expectations of learning progress and achievement for all students.

#### Overall summary of progress

Staff are showing increasing confidence in devising and implementing teaching and learning programs to support the literacy and numeracy needs of individual students and have received individualised and group support through the Assistant Principal Quality Teaching. Explicit teaching approaches to meet individual needs of students is evident in class programs and Individual Education Plans, with school assessment data indicating growth in each student's performance, reflective of enrolment periods and student capacity. Innovative and flexible curriculum provision is increasingly evident through provision of a broader range of both educational and vocational opportunities, however the constraints of Centre infrastructure and risk-based access to curriculum continues to present challenges. The school is continuing to develop learning alliances with other agencies and organisations to support the learning needs and aspirations of a broad range of students. Exit surveys consistently indicate that approximately seventy per cent of students believed they had improved their reading skills during enrolment, and eighty-one per cent believed they had improved their maths skills which is reflective of the strong focus the school places on improving student outcomes in these areas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will achieve growth in literacy and numeracy levels across internal literacy and numeracy data measurements.	\$25000 (ALSO)  \$2000 (QuickSmart)	<p>Monitoring of literacy and numeracy levels across each student's enrolment 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.</p> <p>Outcomes of students in the Intensive Reading program indicates:</p> <ul style="list-style-type: none"><li>• A total of 407 individual lessons were delivered, which was a slight increase on the previous year.</li><li>• Forty-eight individual students participated in the program.</li><li>• Fifteen students had ten or more lessons, also a slight increase on 2017.</li><li>• Seven students passed the threshold of 15 or more lessons for post assessment.</li><li>• Sixteen students demonstrated an average improvement of 12.5 months in reading age, the greatest being 19 months.</li></ul> <p>QuickSmart Maths was utilised across all classrooms within the mathematics session. The annual review of our school OZCAAS data by the University of New England indicated:</p> <ul style="list-style-type: none"><li>• 50 students engaged in QuickSmart Numeracy instruction and undertook a total of 557 OZCAAS assessments.</li><li>• The QuickSmart Numeracy implementation delivered an effective teaching and learning series for 76% of students and involved over 94% of assessments.</li><li>• The implementation consistently supported very</li></ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will achieve growth in literacy and numeracy levels across internal literacy and numeracy data measurements.		<p>strong to exceptionally strong improvements in basic numeracy skills as measured on OZCAAS.</p> <ul style="list-style-type: none"> <li>• The Effect Sizes for the improvement in averaged student scores from Initial to Latest assessments over all OZCAAS Assessments were very strong (0.60) for Accuracy and extremely strong (0.88) for Response Time.</li> <li>• Students sometimes engaged in QuickSmart Numeracy instruction over only a short period. In many such cases a student achieved noticeable improvement and attained mastery in a short period.</li> <li>• Students sometimes undertook QuickSmart Numeracy instruction in clusters of lessons widely separated over an extended period. 16 of the reported cases occurred over two or more such clusters. Nevertheless, the disparate clusters of instruction commonly functioned to support mastery, consolidate mastery and enable progress to a new operation.</li> </ul> <p>All students are provided with Individualised Education Plans that are tailored to meet individual learning needs.</p>
Increase capacity of staff to embed best practice into their teaching and learning in literacy and numeracy.	<p>\$16500 (AP Quality Teaching)</p> <p>\$5000 (Professional Learning)</p>	<p>The school has maintained a strong focus on developing highly skilled teaching and support staff with the creation of an Assistant Principal Quality Teaching position. This position supports a broad range of professional learning opportunities and strategies to improve each student's literacy and numeracy achievement.</p> <p>All staff are accessing professional learning opportunities including classroom observation, mentoring, team teaching and specialised training in MULTILIT and QuickSmart Mathematics.</p>
Increase capacity for each student to achieve recognised credentials or success through self-identified learning pathways.	\$20800 (Transition Release Time)	<p>Individual Education Plans and Learning Pathways are being designed in collaboration with each student to support both traditional and alternate learning pathways, and reflect individual aspirations and learning needs.</p> <p>The Transition Officer works closely with the Centre Caseworkers to negotiate work placements, community training options, attainment of licences and identification and appropriate educational or vocational placements.</p>

## Next Steps

- Maintain a strong focus on the provision of effective teaching and learning experiences through maintenance of the Assistant Principal Quality Teaching position.
- Continue with development of the ETU Community of Schools network to support professional learning and the sharing of quality programs.
- Implement recommendations from the annual University of New England review of the QuickSmart program to maintain its ongoing effectiveness.

## Strategic Direction 2

### Student Wellbeing

#### Purpose

To successfully re-engage students in educational and vocational programs through the provision of learning environments that are safe and well managed within a consistent, school-wide approach.

To maintain and promote a school culture where positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning.

#### Overall summary of progress

The school is actively promoting practices to support the cognitive, emotional, social, physical and spiritual wellbeing of all students resulting in improved educational outcomes, positive behaviour, and more effective engagement in learning and planning for successful transition back to the community. Programs such as BroSpeak, Love Bites, the Yarning and Dance Circle, and Community Agency Days have been utilised throughout 2018 to strengthen student wellbeing. The school, centre agencies and Mission Australia are focusing on working together to support each young person's learning and wellbeing through provision of integrated case management which supports learning opportunities across a broad range of areas in a safe, inclusive and well managed school environment.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student wellbeing and engagement.	\$25000 (ALSO)	<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, classroom observations and teacher programs leading to enhanced student engagement.</p> <p>The school and all Centre agencies are actively working together to support each young person's learning, development and growth as well as their healing from trauma and disrupted attachment.</p>
The learning achievements of Aboriginal students match or better outcomes of all students during enrolment.	\$21000 (ALSO)	<p>The school is striving to develop teaching programs that support equitable and ongoing participation of Aboriginal students by engaging in collaborative relationships with community members and agencies, and carers where possible.</p> <p>100% of Aboriginal students have Personalised Learning Pathways to ensure their engagement, wellbeing and aspirations are being met.</p> <p>Analysis of school based assessments in MULTILIT and QuickSmart indicates Aboriginal students are achieving measurable improvements in learning outcomes similar to, or better than all students in literacy and numeracy.</p>
Student Surveys indicate satisfaction with the school program.	\$1000 (Survey Monkey)	<p>Analysis of student exit surveys indicated:</p> <ul style="list-style-type: none"><li>• 95% of students either agreed, or agreed strongly that they enjoyed coming to school.</li><li>• 97% percent of students believed that school staff understood their individual learning needs.</li><li>• 60% felt strongly they achieved something or improved their learning during enrolment.</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.		<ul style="list-style-type: none"><li>• 95% of Aboriginal students reported they felt comfortable with the amount of Aboriginal staff in the school and felt strongly supported by them to learn.</li></ul>

## Next Steps

- Establish a school Wellbeing Committee to investigate and implement individual and whole school strategies that enhance both student and staff wellbeing.
- Access professional learning opportunities that support all staff in developing safe, positive and productive learning environments where all students are encouraged to participate.



## Strategic Direction 3

### Quality Pathways

#### Purpose

Students who gain skills and qualifications, and have transitional pathways clearly identified are more likely to experience success when they return to their community. Our purpose is to build our students' capacity to become positive contributors to their communities through the provision of work ready skills, vocational training and a comprehensive and coordinated network of multi-agency support services.

#### Overall summary of progress

A range of vocational courses and learning opportunities are being accessed both within and outside of the centre to support individual student need and aspirations, and successful transition of students back to community settings. The school is proactive in evaluating the effectiveness of teaching and learning programs differentiated to meet the specific individual needs of students, and is engaging in strong collaborations between guardians, parents, students and community agencies to support continuity of learning and effective transition planning. Centre and Mac River case workers are now actively working together with the school to identify and support student pathways back to the community. The school is implementing effective initiatives to develop increasingly motivated learners with the personal resources for future success and wellbeing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students on a control order of 8 weeks or more have comprehensive Transition Plans in place.	\$16500 (School Grant)	<p>A Transition Officer position was created in 2018 to more effectively support the effective transition of identified students into community settings.</p> <p>The majority of students on control orders had active transition plans in place.</p> <p>The creation of a classroom at the Mac River Rehabilitation Centre has had a significant impact on supporting successful transition, with nine per cent of school enrolments in 2018 exiting to the facility. A number of both male and female students have also entered from other centres.</p>
Increase opportunities for student access to vocational training to support transitional pathways; dependent on, and within risk classifications.	\$54000 (TVET Funding)	<p>Fifteen students accessed accredited on-site vocational training in Construction, Language and Culture, and Visual Arts.</p> <p>Youth Engagement Strategy Funding was utilised to provide eighteen students with industry taster courses in Horticulture, Panel Repair, Digital Graphics and Construction.</p> <p>Two students completed vocational work experience within the community at a number of work sites in both the construction and food industries.</p> <p>Forty seven students undertook tuition in both drums and guitar.</p> <p>Overall Student participation in Vocational training was lower in 2018 due to a number of factors, including higher risk classifications and reduced numbers of student enrolments.</p>
Growth in students accessing	\$15000 (School Funds)	The introduction of the Mac River classroom has

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
educational, vocational or employment pathways post release across internal and external school data measurements.	\$16500(School Grant)	<p>supported transitional pathways with thirty-two total enrolments in 2018, and nine percent of Centre enrolments exiting through the facility.</p> <p>Two students exited into employment. One in the hospitality industry and one into the wool industry.</p> <p>A number of students re-entered community schools, however tracking of this is problematic due to the high mobility of our students and unknown discharge placements. Processes were established with the Educational Services Team in Term 4 to provide more proactive support in finding appropriate school placements for transitioning students.</p>

## Next Steps

- Continue to work with and proactively support interagency and inter-school relationships that promote transitional pathways.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$69642	<p>Funding was primarily utilised in the employment of the Aboriginal Education Officer (AEO). The AEO provided strong support in assisting students with additional learning needs, intensive programs and culturally supportive behaviour management interventions. All Aboriginal students have a Personalised Learning Pathway initially instigated by the AEO or Aboriginal Learning Support Officer.</p> <p>The Aboriginal Dance Circle was developed and integrated into the Aboriginal Cultural Area of the Centre.</p>
<b>Socio-economic background</b>	\$107098	<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, individual work with students around transition activities, establishment of the Mac River classroom 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>An Assistant Principal Quality Teaching was also created to support professional learning for all staff, with a key focus on improving student outcomes in literacy and numeracy.</p> <p>Additional administrative support has also 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> <p>An additional Aboriginal Learning Support Officer was funded to provide additional learning support for Aboriginal students at both school sites.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	28	31	18	23
Girls	0	0	0	1

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 36 students, with an average 180 students enrolling annually. Six student places are held at the Mac River Rehabilitation Centre.

Statistics of attendance revealed the following trends during 2018:

- The average age of students at enrolment was sixteen years and four months, which was a slight increase from 2017. The youngest student was eleven years and nine months and the oldest was eighteen years and ten months.
- During 2018, one hundred and forty three student enrolments were recorded.
- Seventy-eight per cent of students identified as Aboriginal.
- Thirty-five per cent of students were transferred to other centres throughout the year.
- The average duration of enrolment was fifty days with the shortest being one day, and the longest enrolment 246 days when discharged.
- Thirty per cent of enrolments were of post compulsory school age.
- Sixty-four per cent of students were enrolled on remand status.
- Daily average attendance rate of available students rate was almost ninety per cent.
- Nine per cent of students were discharged to the Mac River Rehabilitation facility.
- A significant number of students have been classified with learning disabilities.
- Thirty-two students were enrolled at LETU Mac River Campus. This included enrolments direct from the community.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.11
School Administration and Support Staff	8.56

\*Full Time Equivalent

The Australian Education Regulation 2013, requires schools to report on Aboriginal composition of their workforce. Twenty per cent of all staff at Lincoln School are Aboriginal. This includes classroom teachers and support 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 2018 all staff received mandatory training in Child Protection, CPR, e-Emergency Care the Performance Development Framework, School Excellence Framework, Code of Conduct and Anaphylaxis Management.

School Development Days maintained a strong focus on the schools' strategic directions with training in Trauma Informed Practice, Mindfulness and Stress Management, QuickSmart Mathematics, Mental Health and School Validation. The school also prioritised professional learning in literacy, numeracy and quality classroom practice with the creation of an Assistant Principal Quality Teaching position, to proactively advocate and lead teaching strategies that focused on improved student learning and provision of individualised learning opportunities for colleagues .

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

- School Financial and Human Resource Management, Implementation and Reporting
- External Validation

- MultiLit Reading Instruction
- Critical and Creative Thinking
- School and Juvenile Justice Interagency Meetings
- QuickSmart Mathematics
- Aboriginal and Torres Strait Islander Art
- Redbank Behaviour Management Conference
- Managing Children with ADHD
- Classroom Strategies for Children with Behavioural and Emotional Problems
- Effective Reading in the Early Years
- Aboriginal Education Officer Workshop
- Conflict Resolution
- Trauma Informed Practice
- Enhancing Student Wellbeing and Engagement
- The Art of Leadership

The total school expenditure on supporting professional learning in 2018 was \$42200.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	270,498
<b>Revenue</b>	2,020,431
Appropriation	2,010,975
Sale of Goods and Services	2,776
Grants and Contributions	3,510
Gain and Loss	0
Other Revenue	0
Investment Income	3,170
<b>Expenses</b>	-1,935,155
Recurrent Expenses	-1,935,155
Employee Related	-1,835,107
Operating Expenses	-100,049
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	85,276
<b>Balance Carried Forward</b>	355,774

Lincoln School followed rigorous financial practices and governance structures which met Departmental and legislative requirements in administering funds across the school throughout 2018. The Principal with the support of the School Administration Manager, was

responsible for the proper, efficient, economic and equitable management of the school to maximise the progress and achievement of all students. The annual school budget:

- Aims to maximise the operation of the school within available physical and financial resources.
- Ensures appropriate application of existing resources to identified areas of need.
- Identifies and addresses occupational health and safety issues.
- Maintains appropriate records in accordance with Audit requirements.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	417,339
Base Per Capita	12,936
Base Location	1,849
Other Base	402,554
<b>Equity Total</b>	176,740
Equity Aboriginal	69,642
Equity Socio economic	107,098
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,349,612
<b>Other Total</b>	27,826
<b>Grand Total</b>	1,971,517

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 2018 students successfully completed credentialed training recognised in the Australian Qualifications Framework in vocational education and training.

Student achievements:

- Five students undertook modules in Certificate II Visual Arts and Contemporary Craft.
- Ten students completed modules in Certificate I in Aboriginal Languages.
- Ten students completed modules towards the Statement of Attainment in Certificate I Carpentry(Pre-vocational).
- Eleven students received a Statement in General Construction WH&S Induction in NSW(Construction Industry White Card).
- Fifty-two students participated in Circus Skills.
- Fifty-seven students undertook individual drum tuition.
- Forty-four students participated in guitar lessons.
- One student was awarded their own guitar following their excellent participation and outstanding progress in this program.
- Eighteen students participated in short vocational taster courses through the TAFE Youth Engagement Strategy. This included courses such as: Panel Basics, Digital Graphics, Building and Construction, and Horticulture.

## Higher School Certificate

Seven students undertook studies towards the Preliminary Higher School Certificate.

## Record Of School Achievement

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

## Parent/caregiver, student, teacher satisfaction

Juvenile Justice Management recognised the positive impact that school attendance had on the disposition and behaviour of young men in custody, particularly the opportunity to gain recognised qualifications. The Mac River school program was also identified as a strength in supporting transitional pathways and ongoing engagement in educational programs. Management acknowledged the strong effort of all agencies working in collaboration in an integrated case management approach. Matters of concern raised by Juvenile Justice or the broader community are addressed expeditiously and collaboratively, with a strong and shared focus on engaging all students in quality educational programs.

The School and Juvenile Justice staff worked together on a number of centre improvement programs during 2018. This included construction of the Dance Circle and further development of associated gardens, and

concreting of selected areas to support Centre maintenance activities.

Students provided feedback through an exit survey on completion of their enrolment. Ninety-six per cent of students indicated that they enjoyed attending school. Specific mention was made of their enjoyment of special cultural events and programs including NAIDOC and Bro Speak. Many students indicated strong satisfaction with the intensive mathematics, intensive reading and vocational education programs, and acknowledged their individual growth in learning. Ninety per cent believed that attending school had made them more prepared to re-enter the community. Students continue to express a strong desire for vocational programs, however risk assessment requirements and short enrolment periods continue to impact significantly in this area.

Teaching staff indicated a strong sense of satisfaction with their work within the school. All staff appreciated the high level of access to professional learning and the strong executive support in the management of complex student behaviours. Staff involved in the 2018 school validation process strongly agreed that the school and its leaders are focussed on leading improvement and change to maximise learning opportunities for each student, and are proactive in supporting staff wellbeing and morale.

## Policy requirements

### Aboriginal education

In 2018 the school maintained its high Aboriginal enrolment. A number of strategies to address the needs of Aboriginal students were implemented. These included:

- employment of an Aboriginal Education Officer (AEO) and Aboriginal Learning Support Officer to support both the learning and cultural needs of Aboriginal students;
- construction of a traditional Dance Circle adjacent to the Yarning Circle, during TAFE Construction and Horticulture Courses. The Dance circle was opened during NAIDOC with significant participation and contribution from our Aboriginal community members;
- 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;
- utilisation of the Aboriginal Cultural Area at Mac River Rehabilitation Centre to support student learning;
- AEO and teacher participation in professional learning on traditional art at the NSW Art Gallery;

- 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 and Dance Circles 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 and taught 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.