

# Lincoln School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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## 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 Youth 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 21 located within the Centre.

During 2019 the school continued trialling provision of educational programs to the Youth Justice Mac River Drug Rehabilitation facility located on the outskirts of Dubbo. This facility caters to both male and female clients.

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 Youth 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

## 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.

#### Improvement Measures

All students will achieve growth in literacy and numeracy levels across internal literacy and numeracy data measurements.

Increase capacity of staff to embed best practice into their teaching and learning in literacy and numeracy.

Increase capacity for each student to achieve recognised credentials or success through self-identified learning pathways.

#### Progress towards achieving improvement measures

##### Process 1: Building Staff Capacity

Develop staff capacity to implement effective teaching strategies to improve students' literacy and numeracy achievement, including instructional leadership, quality teaching rounds, classroom observation, mentoring, team teaching, and targeted support.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Staff demonstrated an increased confidence in individualised programming to meet the differing developmental needs of students. Due to significant staff changes in 2019, there will be a continuing focus in 2020 on building capacity of all newly appointed and substantive classroom teachers.</li><li>• An increased range of online and physical school resources were utilised to meet student needs and interests.</li><li>• Teachers expanded their knowledge of curriculum content and expectations. Units of work were updated and created, aligned to NESA and new syllabus requirements. This will continue into 2020.</li></ul>	<p>\$19,200 (AP Quality Teaching)</p> <p>\$5,500 (Staff PL)</p>

##### Process 2: Curriculum Provision

Implement innovative and flexible curriculum provision that supports high expectations for student learning and which is enhanced through learning alliances with other schools, agencies and organisations, where useful and practicable.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Students accessed a range of educational and vocational opportunities to support individual learning needs and aspirations. This included access to courses provided through Sydney Distance Education, EVET and the TAFE NSW Youth Engagement Strategy.</li><li>• Lincoln School continually fostered learning alliances with external education providers and agencies. Operation during traditional holiday periods has supported student learning and access to formal education.</li><li>• Curriculum continued to be reviewed throughout the year to ensure our units of learning meet current curriculum requirements. This is an ongoing process.</li></ul>	<p>\$20,700 (Learning Resources)</p> <p>\$42,700 (Classroom Teacher)</p> <p>\$20,000 (SLSO)</p> <p>\$20,400 (ALSO)</p>



## 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.

#### Improvement Measures

Improved levels of student wellbeing and engagement.

The learning achievements of Aboriginal students match or better outcomes of all students during enrolment.

Student Surveys indicate satisfaction with the school program.

#### Progress towards achieving improvement measures

##### Process 1: Aboriginality, Identity and Diversity

Plan and promote school practices to support the cognitive, emotional, social, physical and spiritual wellbeing of Aboriginal students which result in improved educational outcomes, positive behaviour and re-engagement in formalised learning situations.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Provision of targeted support to identified students demonstrated a reduction in negative incidents.</li><li>• Staff have an increased capacity to support wellbeing of Aboriginal students.</li><li>• Indigenous students achieved academic improvement in literacy and numeracy, at or above the level of their non-indigenous peers.</li><li>• Due to the inconsistency in review and implementation of PLPs during Term 4, support of staff in this area will be an ongoing focus for 2020.</li></ul>	<p>\$5,800 (NAIDOC, Close the Gap, BroSpeak)</p> <p>\$13,700 (Aboriginal Culture Workshops)</p> <p>\$20,400 (ALSO)</p>

##### Process 2: Productive and Inclusive Learning

Support the maintenance and development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Staff demonstrated an increased confidence and comprehensive understanding of the Wellbeing Framework at both classroom and whole school levels.</li><li>• 100% of students indicated that their wellbeing needs were supported while at Lincoln School.</li><li>• Teachers regularly review, reflect and revise adjustments to teaching and learning that is individualised for all students.</li><li>• Students have demonstrated increased confidence in identifying and applying adjustments to support their learning.</li></ul>	<p>\$20,400 (ALSO)</p> <p>\$42,700 (Classroom Teacher-Wellbeing)</p> <p>\$6,500 (Staff PL)</p>

## 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.

#### Improvement Measures

All students on a control order of 8 weeks or more have comprehensive Transition Plans in place.

Increase opportunities for student access to vocational training to support transitional pathways; dependent on, and within risk classifications.

Growth in students accessing educational, vocational or employment pathways post release across internal and external school data measurements.

#### Progress towards achieving improvement measures

##### Process 1: Learning Pathways

Integrate a range of vocational training opportunities into the school program that are tailored to meet the needs of students and which support or enhance transitional pathways back to the community.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Students accessed a broad range of vocational education and training opportunities to support their individual transition to community. These included: Statement of Attainment: Certificate 1 in Construction, Certificate 1 in Hospitality, Certificate 2 in Aboriginal and Torres Strait Islander Cultural Arts</li><li>Youth Engagement Strategy: Small Motors, Building and Construction</li><li>Safe Work NSW: White Card</li><li>Royal Life Saving: First Aid Certificate</li></ul>	<p>\$7,200 (Course Resources)</p> <p>\$53,100 (EVET)</p>

##### Process 2: Transition

Devise and implement strategies that cater to the individual needs and circumstances of every student and which give students the best chance at success upon return to their community through a supportive and collaborative approach with partner agencies.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Discharge Case Conferences were attended regularly early in 2019 to support student transition back to community settings. This will be an ongoing focus in 2020 working with partner agencies, to ensure consistency in practice.</li><li>Schools, community settings, and transitioning students have been supported through established information sharing processes.</li><li>Lincoln School resources were used flexibly to provide additional support to identified students returning to community settings.</li></ul>	<p>\$33,000 (Transition Funding)</p>

##### Process 3: Personal and Social Capability

Students are given opportunities to develop strong self awareness and social maturity through the

## Progress towards achieving improvement measures

**Process 3:** provision of targeted programs.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Students received regular opportunities to engage in courses and programs that supported social maturity and promoted strong self awareness.</li></ul>	\$20,000 (SLSO)



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$71775	<p>The Aboriginal Education Officer (AEO) provided strong support in assisting students with additional learning needs, intensive programs and culturally supportive behaviour management interventions.</p> <p>Additional release was provided to the AEO to coordinate and work with the local Aboriginal community in the provision of relevant programs to support students. The 'BroSpeak' cultural and mentoring programs delivered each term, were highly valued by students and completed successfully with strong support from community representatives. The AEO also provided creative support to students in traditional arts and practices which resulted in strong engagement of students, and deeper understanding of Aboriginal culture by all students.</p> <p>All Aboriginal students have a Personalised Learning Pathway (PLP), initially designed with the support of the AEO, and which are reflective of individual learning needs and aspirations. PLPs will continue to be a school priority in 2020 as the school continues its focus on improving student learning outcomes, and reengagement in formal educational and vocational programs.</p>
<b>Socio-economic background</b>	\$82543	<p>Funding was utilised to provide additional release for the Assistant Principals in order to support interagency partners with significant events impacting on Centres across the state. This included both a significant influx of young people and very high numbers of inter-centre transfers occurring weekly.</p> <p>Release was also utilised to support teachers with complex behaviour management, quality teaching practice, joint interagency case management, individual work with students around transition activities, intensive support 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 position was also continued in 2019 to support professional learning for all staff, with a key focus on improving student outcomes in literacy and numeracy. This role proved effective, however staff secondments and movements impacted on the school's capacity to maintain the position in the second half of the year.</p> <p>Additional support has also been utilised to help manage the increasingly significant administrative processes involved in the constant and high turnover of students from</p>

<b>Socio-economic background</b>	\$82543	<p>across the state, and to support the high level of interagency interactions and contact from both centre and community agencies and organisations.</p> <p>Part time School Learning Support Officer positions were funded to provide increased learning support for students at both school sites, resulting in more intensive and timely interventions to meet student learning and behavioural needs.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	31	18	23	35
Girls	0	0	1	2

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.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7.1
School Administration and Support Staff	8.62

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	355,774
<b>Revenue</b>	2,136,686
Appropriation	2,117,786
Sale of Goods and Services	3,812
Grants and contributions	300
Investment income	2,788
Other revenue	12,000
<b>Expenses</b>	-1,902,969
Employee related	-1,743,063
Operating expenses	-159,906
<b>Surplus / deficit for the year</b>	233,717

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,381,156
<b>Equity Total</b>	154,318
Equity - Aboriginal	71,775
Equity - Socio-economic	82,543
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	404,635
Base - Per Capita	15,697
Base - Location	1,849
Base - Other	387,089
<b>Other Total</b>	84,350
<b>Grand Total</b>	2,024,460

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.



## Parent/caregiver, student, teacher satisfaction

Youth Justice Management recognised the positive impact Lincoln School has on young people in custody due to the provision of educational, wellbeing and transition programs. The continuation of education at the Mac River Campus 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 Youth Justice or the broader community are addressed expeditiously and collaboratively, with a strong and shared focus on engaging all students in quality educational programs. Strong satisfaction was indicated with the highly effective, safe and supportive practices the school implemented, to manage the ongoing access to education and Centre based programs. This was particularly noteworthy due to significant events within the Youth Justice system.

Students provided feedback through an exit survey at the completion of their enrolment. Responses in 2019 demonstrated an increasingly more aspirational outlook when returning to the community, with most students indicating a desire to either return to school, attend TAFE or seek employment. Ninety-seven per cent of students felt that school staff understood their individual learning needs and were supported to achieve their learning goals, while sixty-nine per cent believed that they had improved their literacy level and eighty-one per cent their numeracy skills. Ninety-six per cent of students responded that they had liked coming to school at Lincoln, with eighty-nine per cent indicating a readiness to re-enter the community.

Staff shared feedback in a range of forums throughout the school year, including participation in a survey at the completion of the school year. Strong satisfaction was indicated with individual and whole group support of both staff and student wellbeing needs. Staff also rated the school highly in supporting each team member to build their professional capacity. The majority of staff felt supported in their role within the school and believed that Lincoln School strived to address the social, emotional, educational and vocational needs of students, in order to strengthen each student's capacity to successfully return to the community.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.