

2021 Annual Report

Lincoln School



LINCOLN SCHOOL
Strengthening Pathways

5757

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Lincoln School

Westview St

Dubbo, 2830

www.lincoln-s.schools.nsw.edu.au

lincoln-s.school@det.nsw.edu.au

6881 0870

School vision

Lincoln School provides 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, supporting them to function independently in their communities.

The whole school community is committed to:

- * creating an environment where every student is known, valued and cared for;
- * providing skills based programs to enhance students' academic, personal, social and vocational skills, and facilitating their transition and reintegration into their communities;
- * identifying, acknowledging and celebrating effort and achievement; and
- * working with our wider school community to provide a quality service to students.

School context

Lincoln School is located in the Orana Youth Justice Centre in Dubbo and is one of six education and training units located across the state. Lincoln School provides educational services to male detainees aged 10 to 21 located within the centre.

In addition, provision of educational programs to the Youth Justice Mac River Drug Rehabilitation facility located on the outskirts of Dubbo, commenced in 2018. This facility caters to both male and female clients aged 13-18.

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.

The school works closely with a broad range of stakeholders including but not limited to: Department of Communities and Justice, NSW Health, NSW Police, TAFE, public schools, Local Dubbo AECG and Non Government Organisations. This community provides a positive learning environment for students where holistic personal success is the goal. This collaborative approach underpins the development of comprehensive individualised education plans driven by student voice.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, the Local Dubbo AECG and aforementioned agencies. Through our situational analysis we have identified that reducing the gap between chronological and academic age in literacy and numeracy, through the development of a high expectations culture and the implementation of strategic and intentional plans that consider each student's strengths, interests and identified pathways, are key areas for improvement.

The school will be committed to embedding a culture of high expectations and continuous reflective practice, building staff capacity through relevant and prioritised high impact professional learning. We will effectively use data to inform practice, ensuring student voice drives strategically tailored teaching and learning programs.

The school will also focus on strengthened collaboration with all stakeholders in order to develop authentic partnerships. This will effectively increase student engagement, educational and vocational opportunities and transition pathways.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Purpose

In order to maximise student attainment, teachers will develop high impact, strategically tailored teaching and learning programs, characterised by data informed practice, student voice, support and innovation. Leaders will embed a culture of continuous reflective practice and improvement supported by high impact whole school professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practice
- Building Staff Capacity

Resources allocated to this strategic direction

Per capita: \$1,823.46

Aboriginal background: \$25,887.00

Location: \$1,849.00

Socio-economic background: \$3,672.46

Professional learning: \$9,311.62

SSP Supplementary: \$15,234.00

Summary of progress

The focus of this strategic direction was to build staff confidence in the collation, analysis, and use of data.

Data Informed Practice

The focus of this initiative for 2021 was to establish whole school systems and practices for data.

Due to recruitment of new teaching staff, the baseline percentage from the Situational Analysis teacher data survey was redundant. Staff understanding of data was redetermined through several mechanisms. A data team established in Term 2 initiated an audit of data sources, their purpose and use, with contributions from whole staff and relevant school priority teams. A gap analysis was conducted using this baseline data, mapped to the School Excellence Framework. Teachers were surveyed using the *What Works Best Toolkit Survey* to re-establish a baseline of staff understanding and confidence in use of data. Executive staff pursued professional learning in data literacy. Delivery of this professional learning did not transpire due to school operations being impacted by COVID-19 lock downs and the lack of external professional learning that covered data literacy specifically. The focus for 2022 for this initiative is to revisit whole staff professional learning in this area.

An additional focus was to review intervention programs to strengthen delivery in the classroom. Collection of participant data was to be refined. Situational Analysis data indicated that our current programs were no longer suitable for all learners. The review allowed for an increase in daily targeted support and staff training in intervention programs, ensuring explicit delivery. COVID-19 lock down and restrictions was a barrier to evidence of impact due to staffing and enrolment changes. One staff member completed professional learning, with a future focus for 2022 of all staff being trained in MultiLit to support school wide delivery.

Building Staff Capacity

The focus of this initiative for 2021 was to build staff capacity through high impact professional learning. The delivery and embedding of the *High Impact Professional Learning Framework* enabled the refinement of local systems and the appointment of a Quality Teacher Mentor (QTM).

The leadership team provided opportunities for all staff to participate in high impact professional learning both internally and externally delivered. Executive staff developed systems and practices to streamline professional learning data collection. This ensured that training and development was aligned to staff Performance and Development Plans, the school's Strategic Improvement Plan and individual professional learning needs. A database was created, refining the process for requesting, recording, and evaluating learning. This allowed us to identify key areas covered across whole staff, and effectively plan for future training and development. A professional learning feedback tool was developed, to assist staff with reporting on the impact of learning on self, staff, and students. COVID-19 lock down and restrictions were a barrier to accessing face to face training. A positive impact was that all staff completed a broad range of professional learning in Semester 2, due to learning on demand provision. The focus for 2022 will be to consistently

share professional learning impacts across various forums, with evidence of impact due to classroom implementation.

It was identified that a Quality Teacher Mentor was required to support high expectations culture and explicit teaching. The focus of the role was to promote evidence-based teaching methods to build capacity and improve pedagogical practice with all teaching staff at Lincoln School. Due to the part-time capacity of the staff member and the role being re-established in 2021, there was an emphasis on their professional development as a mentor. COVID-19 restrictions and lock downs were a barrier to evidence of impact in classroom practice due to irregular classroom operation and enrolment patterns. Evaluation led to the decision to integrate the QTM focus into the Assistant Principal role for 2022. This was the result of consideration of QTM and staff feedback.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage (from 28.6% SA Teacher Survey) of teachers who have an understanding of and increased confidence in data literacy.	Due to the change in staff cohort, progress towards achievement is not available.
SEF theme ' <i>Explicit Teaching</i> ' is showing aspects of Delivering.	Self-assessment against the School Excellence Framework shows the theme of Explicit Teaching as working towards delivering.
The SEF theme ' <i>High Expectations Culture</i> ' is maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the theme of High Expectations Culture as sustaining and growing.
Increase the proportion of students demonstrating growth in literacy and numeracy internal assessments.	Baseline data collected during 2021 indicates a need for revised assessment measures.

Strategic Direction 2: Strengthening student pathways

Purpose

Our purpose is to deepen transition processes that will support student success in our community, through closer partnerships with stakeholders. Staff will develop skills and confidence to productively support student pathways.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Authentic Partnerships
- Diversity of Learning

Resources allocated to this strategic direction

SSP Supplementary: \$8,079.40

School Funded Vocational Training: \$17,010.00

Aboriginal background: \$25,887.00

Summary of progress

Authentic Partnerships

The focus for 2021 was to build opportunity for staff to collaborate with key stakeholders to improve student outcomes. The creation and introduction of the Communication with Parents and Carers guidelines enabled direct communication and feedback to occur between school staff and parents/carers at Lincoln School.

The guidelines took several terms to be researched, written, and aligned to department policy. During 2021, this was trialled by executive staff. Executive have used the guidelines to direct interactions, and transition plans have reflected this communication. A barrier to wider implementation included COVID-19 lock down and low student enrolments. The document release was delayed and therefore not shared with staff until late Term 3. Plans to implement the guidelines by all teaching staff will be prioritised at the commencement of 2022.

The communication guidelines have been and will continue to be an integral part of authentic communication, transition, and student planning. In 2022, we will build staff capacity as required, in the process and implementation of collaboratively communicating with parent/carers to ensure best outcomes for our students. This process will be reviewed on an ongoing basis as the guidelines surrounding contact are utilised more frequently by all staff.

Diversity of Learning

New enrolments were surveyed to report on educational and vocational provision preferences within the school. This provided a snapshot of the vocational interests of our students. Analysis of this data indicated a move towards students who are focused on post school pathways and completion or participation in courses that give accreditation in varying industries and trades. A variety of interest areas were highlighted through the survey responses. These were shared with teaching staff to enable broadening of curriculum delivery, setting individual goals, and planning for student transition. TAFE courses were planned to ensure relevant provision for our student cohort. A term planner was provided to all staff and students, indicative of student voice and extensive consultation and planning with external providers. Unfortunately, COVID-19 lock down within the local area, forced us to cancel most external course provisions and reschedule for 2022. This will be a continued focus for 2022.

As COVID-19 and associated restrictions were unpredictable, we had to reflect on current curriculum delivery. We recognised the importance of providing students with programs that support vocational pathways, in addition to external providers. This led to the planning and introduction of project-based learning programs. At the end of Term 3, teachers began planning a range of key learning areas with practical and theoretical skills incorporated.

Individual Education Plans were modified in 2021 to reflect both Life Skills and mainstream syllabus outcomes. The revised structure enabled seamless transfer of information from these plans to termly academic reports.

In 2022 we will continue to survey all new enrolments and plan and deliver courses that are reflective of student needs and interests. A transition support officer will be employed to allow for comprehensive case planning, transition support and tailored course delivery.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Processes for collaborating with stakeholders are clearly defined. All staff are beginning to consult with stakeholders to inform student pathway plans.	Our new processes clearly define the practices for collaboration with our stakeholders. Communication with Parents and Carers Guidelines were trialled by executive staff during 2021.
All students have a co-developed educational, vocational and/or employment pathway goal whilst enrolled.	Student entry surveys provided data on educational, vocational and employment interests of students. All students had an educational goal included in their Individual Education Plans and vocational and/or employment pathway goals were added to transition plans when relevant.
SEF theme "Community Engagement" is maintained at delivering.	Self assessment against the School Excellence Framework theme of Community Engagement shows improvement from delivering to sustaining and growing.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$25,764.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Lincoln School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Executive release to support development of whole school systems and practices to strategically build staff confidence in the collation, analysis and use of data. • Additional staffing to implement intensive literacy, numeracy and behavioural support to identified students with additional needs <p>The allocation of this funding has resulted in: executive staff introducing systems to support the use of data to inform practice. An additional School Learning Support Officer provided greater opportunities for students with additional learning needs. There was a demonstrated increase in engagement and learning. The staff member allocated to this position was appointed to an entitlement position during 2021. As a result, the socio-economic background needs based funding was not fully expended in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage additional support staff to work with identified students. Staff will be utilised at both our Mac River Campus and the Education and Training Unit, to target all classrooms in intensive literacy and numeracy programs, supporting behaviour and attendance.</p>
<p>Aboriginal background</p> <p>\$81,061.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lincoln School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice • Diversity of Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engagement of an Aboriginal Education Officer (AEO) in facilitation and redevelopment of BroSpeak Program delivery. Introduction of a gender inclusive program at Lincoln School Mac River Campus. • Delivery of cultural programs. • Engagement of an additional Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and staff with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: utilising our Aboriginal Education Officer (AEO) to provide additional support for low literacy learners in intervention programs. COVID-19 impacted the consistency of program delivery due to low student enrolments, staff absences and setting specific lock downs. Funding also supported the resourcing, redevelopment and facilitation of the BroSpeak program. This lead to broadened cultural program delivery, and more equitable access to</p>

<p>Aboriginal background</p> <p>\$81,061.00</p>	<p>the program across both school sites and all student cohorts throughout the year. A gender inclusive program was introduced at the Mac River Campus to support our female student enrolments.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support cultural provision at Lincoln School by utilising the skills and knowledge of the Aboriginal Education Officer. Review of individual student personalised learning plans will be a focus to further inform teaching direction.</p>
<p>Location</p> <p>\$1,849.00</p>	<p>The location funding allocation is provided to Lincoln School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Review and amend current delivery of intervention programs. • Review and refine effectiveness of intervention programs data sources (Relevant data extracted from data audit) • Establish overall baseline data for intervention programs of students in literacy and numeracy <p>The allocation of this funding has resulted in: release for executive staff to review relevant intervention program data to determine effectiveness of current literacy and numeracy provision. COVID-19 and the subsequent lower enrolment rate, impacted the consistent delivery of these intervention programs during Terms 3 and 4.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to utilise this funding source for staff release, allowing periodic data collection and review. This will be in response to student need.</p>
<p>Professional learning</p> <p>\$9,311.62</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Lincoln School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice • Building Staff Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Administer What Works Best Toolkit Survey (WWBTS) and analysing results to establish individual professional learning needs, Quality Teacher Mentor (QTM) support and peer coaching. • Executive team and School Administrative Manager prepare and deliver High Impact Professional Learning (HIPL) framework to all staff. • Quality Teacher Mentor (QTM) support to classroom teachers to strengthen and improve practice through evidence based research, modelling best practice, team teaching, observation, formal and informal collegial dialogue and student behaviour support. • The completion of literacy intervention professional learning (MultiLit) for identified School Learning Support Officer to support intervention program delivery. <p>The allocation of this funding has resulted in: teacher release to participate in the What Works Best Toolkit Survey (WWBTS). Evaluation of this survey data allowed us to tailor professional learning and Quality Teacher Mentor support aligned to teacher and whole</p>

<p>Professional learning</p> <p>\$9,311.62</p>	<p>school needs, resulting in increased professional dialogue and classroom level support. Executive team preparation and delivery of High Impact Professional Learning policy for all staff resulted in staff at all levels gaining a deeper understanding of quality professional learning and the implications for whole school and individuals. A professional learning database was created which identified the areas of strength and need for further development as a staff. MultiLit training was completed by an additional School Learning Support Officer to support the delivery of intervention programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to utilise professional learning funds to support high impact professional learning for all staff at Lincoln School, therefore building teacher capacity and pedagogical practice. COVID-19 impacted delivery of face to face professional learning for a portion of 2021, resulting in learning on demand with less of an impact on this funding source. All staff will be trained in MultiLit in 2022 resulting in wider support of low literacy learners.</p>
<p>COVID ILSP</p> <p>\$13,265.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - MultiLit, QuickSmart. • releasing staff to coordinate intervention programs. <p>The allocation of this funding has resulted in: recruitment of a teacher to support intensive literacy and numeracy support for targeted students. Students received 1:1 MultiLit and QuickSmart assessment and tuition. COVID-19 impacted staffing and student enrolments significantly, affecting the frequency and quality of data collected.</p> <p>After evaluation, the next steps to support our students with this funding will be: to employ these funds in a broader capacity. With COVID-19 restrictions easing in schools, introduction of allied health professionals to support students in the area of literacy and/or numeracy, with a focus on speech assessment, will be a priority.</p>
<p>SSP Supplementary</p> <p>\$226,052.40</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lincoln School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building Staff Capacity • Authentic Partnerships • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • The appointment of a Quality Teacher Mentor to build staff capacity and improve pedagogical practice. • Development of parent/carers engagement process and guidelines. • The appointment of an additional Aboriginal Education Officer (AEO) to support program delivery and student learning. <p>The allocation of this funding has resulted in:</p>

<p>SSP Supplementary</p> <p>\$226,052.40</p>	<p>the newly appointed Quality Teacher Mentor (QTM) supporting classroom teachers to strengthen and improve practice through evidence based research, modelling best practice, team teaching, observation, formal and informal collegial dialogue and student behaviour support. Data indicates that the QTM has promoted evidence based practices in interactions, observations and coaching sessions.</p> <p>Executive staff researched and developed parent/carers guidelines to support authentic communication and collaboration with stakeholders. These were shared with all staff with the intention of rolling out in 2022. Executive staff trialled these guidelines, with positive interactions and feedback from parents.</p> <p>An additional Aboriginal Education Officer (AEO) was appointed to support our significant Aboriginal student population. The allocation of this funding has resulted in broader and equitable access to cultural program delivery across the school. The additional AEO has worked in collaboration with the substantive AEO and in consultation with community, students and executive staff to create authentic and engaging programs for both male and female students. Student exit survey data indicates that working with Aboriginal staff was highly valued by students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to employ additional staff to ensure delivery of high quality teaching and learning programs, and support students with complex learning needs.</p>
<p>School Funded Vocational Training</p> <p>\$17,010.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lincoln School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Diversity of Learning <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • The delivery of school funded EVET programs/courses in addition to TAFE allocation. <p>The allocation of this funding has resulted in: the delivery of multiple Statement of Attainment in General Construction WHS Induction (White Card) and a Statement of Attainment in Introduction to Outdoor Power Equipment, to support students with identified pathway goals to work in the construction industry.</p> <p>After evaluation, the next steps to support our students with this funding will be: to carry forward these funds to 2022. In line with the carry forward policy, these funds will be put towards additional courses to support student learning and pathway goals in accordance with the school's strategic directions.</p>
<p>Per capita</p> <p>\$1,823.46</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lincoln School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • The review and amendment of current delivery of intervention programs. • The review and refinement of effectiveness of intervention programs data sources (Relevant data extracted from data audit) • The establishment of overall baseline data for intervention programs of

<p>Per capita</p> <p>\$1,823.46</p>	<p>students in literacy and numeracy</p> <p>The allocation of this funding has resulted in: release for executive staff to review relevant intervention program data to determine effectiveness of current literacy and numeracy provision. COVID-19 and the subsequent lower enrolment rate, impacted the consistent delivery of these intervention programs during Terms 3 and 4.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to utilise this funding source for staff release, allowing periodic data collection and review. This will be in response to student need.</p>
-------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	23	35	22	12
Girls	1	2	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 135 students enrolling annually (Previously 180. This reduced average since 2020 is due to COVID). Six student places are held at the Mac River Rehabilitation Centre.

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,030,212
Revenue	2,101,883
Appropriation	2,101,776
Sale of Goods and Services	-350
Investment income	457
Expenses	-1,912,039
Employee related	-1,721,855
Operating expenses	-190,184
Surplus / deficit for the year	189,844
Closing Balance	1,220,056

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	160,087
Equity - Aboriginal	81,061
Equity - Socio-economic	79,026
Equity - Language	0
Equity - Disability	0
Base Total	1,907,212
Base - Per Capita	19,790
Base - Location	1,849
Base - Other	1,885,572
Other Total	84,189
Grand Total	2,151,487

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 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 were 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.

Students provided feedback through an exit survey at the completion of their enrolment. Responses in 2021 demonstrated that seventy-percent of students have learned to like school, with ninety-five percent of students indicating that they enjoyed coming to school. Ninety-two percent of students reported that staff had high expectations for them to succeed, feeling valued and that their contributions were respected. Sixty-four percent of students identified learning about their culture as the most rewarding experience at school. Fifty-five percent of students reported on access to externally provided courses with completion and certification achieved. Ninety-four percent of students indicated that staff were supportive and helped them to achieve their learning goals, with ninety-eight percent of students feeling ready to re-engage in their community. The main aspirations of students upon re-entry to community were to return to school (42%), attend TAFE (45%) or seek employment (51%).

Staff shared feedback in a range of forums throughout the school year, including focus group sessions and participation in the 2021 People Matter Employee Survey. One hundred percent of staff indicated that they were proud to tell others they work for this organisation. Ninety-four percent of staff believe that the organisation motivates them to achieve their goals and are inspired to do their best in their job; with one hundred percent of staff indicating job satisfaction. All staff identified that their work considers student needs. One hundred percent of staff indicated a sense of belonging to their school with strong support and a focus on inclusiveness.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.