

# 2022 Annual Report

## Lincoln School



LINCOLN SCHOOL  
*Strengthening Pathways*

5757

# Introduction

The Annual Report for 2022 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

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## 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	2022 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	Sustaining and Growing
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

**Socio-economic background:** \$595.00

**Professional learning:** \$5,503.63

**Location:** \$841.50

### Summary of progress

#### Data Informed Practice

The focus of this initiative for 2022 was to provide staff with high impact professional learning in the area of data literacy and analysis. Data informed practice, with a particular focus on assessment data to provide differentiated and responsive learning opportunities, was a key focus in Term 1, 2022. An assessment class was established to deliver focused literacy and numeracy assessment, followed by provision of MultiLit and QuickSmart Numeracy for targeted students. Analysis of the effectiveness of the assessment class identified that staff absences due to COVID-19 impacted consistent delivery. Further to this, students reported a reluctance to leave the dedicated assessment class following induction and/or assessment completion. This resulted in the decision to train all staff in MultiLit delivery to ensure assessment captured all targeted students. The induction and/or assessment class was disbanded and all staff completed professional learning in MultiLit. Again, prescribed delivery was impacted due to staff absences. Class sizes and student reluctance to participate in MultiLit in a group setting hindered the delivery, affecting collection of data for students. Moving forward, Lincoln School will revisit the original model of delivery, and with whole staff trained, this will enable replacement of withdrawal program staff. The reading age threshold will be adjusted to align with MultiLit criteria, rather than relying on internal assessment data.

Essential Assessment was reviewed throughout the year to determine the effectiveness of data collection on student assessment. Parameters were set for the mid assessment as 20 days following enrolment due to the transient nature of enrolment. Teacher feedback indicated that this was difficult to conduct as this was too broad a scope to evaluate growth in a short period of time. Discussion led to the determination that prescribed focus areas within the assessment for literacy and numeracy would be required to capture more accurate student growth. The effectiveness of Essential Assessment will be evaluated further in 2023.

All teaching staff completed professional learning in Data Informed Evidence Based Teaching. Staff submitted feedback forms and engaged in collegial discussion at the conclusion of the course. Benefits of the course to their practice were noted. Staff shared varying opinions of the course content. They acknowledged capacity building in data and rubric creation, however questioned the application of these in our context. Following the professional learning, staff were surveyed using the What Works Best Toolkit Survey (WWBTS) to determine growth in confidence and practice. Upon analysis of the WWBTS, along with observation of practices, the school has embedded analysis of assessment data, however results indicate that we need to broaden analysis outside of this space. Moving forward, Lincoln School will focus on embedding learning intentions and success criteria, with classroom teachers utilising varying forms of data to inform practice.

#### Building Staff Capacity

The focus of this initiative for 2022 was to identify, promote and model effective evidence-based teaching methods to result in student learning and growth through the use of high impact professional learning. All staff completed MultiLit training during Term 2, enabling MultiLit to be delivered to targeted students. Barriers to the implementation across classrooms is referenced above. Additionally, observation of prescribed delivery was impacted due to staff absences. This affected staff ability to apply new learning into practice. During 2023, all staff will have opportunity to support the withdrawal literacy and numeracy delivery due to modifications made to program practices.

Staff were supported in the strengthening of curriculum delivery with the revamp of Technical and Applied Studies (TAS) lessons. The purpose was to broaden the scope for delivery and student engagement. Initially, the adaptations to delivery resulted in lower engagement and reduced confidence of staff while trialling changes. Observed barriers were discussed with students and teaching staff followed by a curriculum meeting to survey staff. Analysis of staff feedback resulted in further adaptations and strengthened TAS delivery. Further surveying during Term 4 indicated 100% of teachers agree that having TAS over two sessions allowed for a greater scope of content to be delivered. In addition, 75% agreed that the adjustment to delivery had worked for students, with feedback indicating further adjustments were needed to delivery, to promote active engagement across theory and practical lessons. Survey data also indicates a further need for staff support in expanding TAS lesson activities. In 2023 ongoing support will be provided to teachers to broaden knowledge of the TAS syllabus to increase student engagement, therefore building teacher confidence in delivery. During Term 1 we will continue to deliver TAS as timetabled, while ensuring the curriculum team focus is on instructional leadership.

The leadership team participated in and sought feedback from Lincoln School and Orana Youth Justice staff on current leadership practices using the Leadership 360 Reflection Tool. Feedback from staff, peers and the leadership team was compiled by the Australian Institute for Teaching and School Leadership (AITSL) and reviewed by the leadership team. Survey data was indicative of the level of experience of each leadership team member in their current roles. Reflective comments supported the Performance and Development cycle. The leadership team reviewed individual results and compared individual reports to the group summary report. Highest scoring behaviours in the group summary were in leading teaching and learning, reflective of each executive member's focus areas within the school. Additional strengths identified included leading the management of the school, aligning ethical practices with educational goals, and creating a culture of inclusion. Areas for development as a group were in identifying leadership potential in others and offering opportunity for others to demonstrate leadership; and sharing and promoting professional dialogue about current research in pedagogy and student engagement. Moving forward, the leadership team will further explore opportunities for staff to demonstrate leadership across a range of areas in the school and the wider school network. Feedback from staff survey results will be incorporated into executive goal setting within the Performance and Development Framework. Executive staff will ensure that Performance and Development Plans for supervised staff include clear opportunities for capacity building.

### 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 percentage of teachers who have an understanding of and increased confidence in data literacy.	All teachers indicated an improved understanding, and increased confidence in data literacy, as evidenced by results of the What Works Best Teacher Toolkit Survey.
SEF theme ' <i>Explicit Teaching</i> ' is assessed as Delivering.	Self-assessment against the School Excellence Framework shows the theme of Explicit Teaching as delivering and showing aspects of sustaining and growing.
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 and showing aspects of excelling.
Increase the proportion of students demonstrating growth in literacy and numeracy across revised internal assessments.	Revised assessment practices were introduced, however they were not successful in evaluating student growth across internal assessments.

## 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 funding:** \$76,335.00

**External VET Allocation:** \$49,000.00

**Professional learning:** \$2,990.00

**School To Work:** \$1,460.00

**Socio-economic background:** \$20,278.67

**Per capita:** \$3,000.00

### Summary of progress

#### Authentic Partnerships

The focus areas for 2022 were to develop staff skills to confidently and effectively collaborate with all stakeholders to develop, monitor and inform individual student plans and to proactively develop networks within the broader community, seeking representation and influence. The appointment of a Transition Coordinator and Transition Support Officer supported the initiatives within this Strategic Direction.

The Communication with Parents and Carers guidelines were refined based on 2021 feedback. The development of a parent/carer feedback tool was anticipated. During 2022, executive staff continued to contact parents on a regular basis. Teachers began communicating as per the guidelines and shared feedback with executive staff on this process accordingly. This resulted in amendments to the procedures as required. Feedback received from teaching staff indicated confidence issues with the process for varying reasons including lack of established rapport, limited opportunity for privacy due to space constraints, reluctance to share constructive feedback on student behaviour and yet to be created structures in place to embed this process into daily practice. Due to the lack of evidence of impact at contact level, the feedback tool creation was delayed. During 2023, a clear process will be established when contact is unable to be made with immediate parent/carers. Centre and community caseworkers will be contacted to support the holistic pathway planning for students. Preferred contact methods and timeframes will be reflected in transition plans to support success of contact. The key focus for early 2023 will be the introduction of supports for teaching staff to assist with capacity building and embedding practice. The Transition Coordinator and School Support Officer will provide guided support for scheduled fortnightly contact with parents/carers and will support conversations, offering insight into transition to inform planning.

The appointment of a Transition Coordinator and Transition Support Officer have been successful in achieving the school initiatives, while building staff skills and confidence to initiate collaboration and consultation with a broadened range of stakeholders. Both roles were clearly defined, incorporating student, school, and departmental priorities. These roles were further refined during the year following critical reflection of practice. Student plans have been consistently monitored and database information updated accordingly, influencing the success of pathway planning. Students have actively engaged in transition planning opportunities, with staff prioritising student voice. The transition team have consistently engaged in professional dialogue with colleagues, school, and community teams, sharing relevant data with whole staff to support classroom level planning for all students. Relationships have been strengthened between students and their community supports through authentic communication methods. These roles will continue in 2023. The Transition Coordinator will be promoted to a higher duties role to primarily focus on educational priorities, with the Transition Support Officer moving into a locally funded Student Support Officer position with a focus on program provision, student wellbeing and vocational pathways.

#### Diversity of Learning

The focus areas for 2022 were to review implementation of curriculum to cater to a wider range of student needs and interests and to strengthen processes for collection and analysis of post release data. Student entry surveys were

created in Term 1 to establish vocational preferences. Collaborative planning commenced between executive, external providers, staff, and students to source and plan relevant course provision resulting in broadened course offerings during 2022. Student feedback from exit survey data indicated that TAFE courses have enabled them to feel confident to re-enter the community with varying post release pathways identified. Transition support team meetings have occurred fortnightly, focusing on comprehensive case planning, transition support and tailored interventions and course options. Discussion of post release actions of previously enrolled students was incorporated into regular meetings. During 2023, student voice will continue to influence course provision with a focus on broadening registered training organisations and course offerings. Adjustments will be made to the transition database to collect and analyse quantitative post release data.

As discussed in Strategic Direction 1, whilst there has been a more diverse offering of TAS lessons, this requires further expansion to cater to a broader range of interests across a transient cohort of students. Anecdotal feedback, along with student work samples, indicated increased engagement in current offerings. Student exit slip feedback was implemented and collected, however not used effectively for student voice to inform further planning. Based on analysis of linked activities in Strategic Direction 1, building of staff capacity in the analysis and use of data to inform planning, and the focus on curriculum reform, will be an ongoing focus for 2023.

### Progress towards achieving improvement measures

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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
All staff continue to communicate confidently with internal and external stakeholders to collaboratively develop student pathway plans.	The process for communicating with parents and carers was strengthened. Staff communicated with internal and external stakeholders to work collaboratively to develop individualised student plans.
All students are engaging in identified educational, vocational and/or employment pathways whilst enrolled.	Student exit survey data indicates that all students engaged in educational, vocational and/or employment based transition activities relevant to their pathway goals.
SEF theme "Community Engagement" is showing aspects of sustaining and growing.	Self-assessment against the School Excellence Framework shows the theme of Community Engagement as sustaining and growing.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$64,939.86</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Diversity of Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Resourcing to increase equitability of resources and services.</li> <li>• Employment of external providers to support students with additional learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Resources were purchased to enhance assessment practices, access to a variety of subscriptions and learning programs, and support the review and implementation of broadened Technical and Applied Studies (TAS) provision. Students accessed a range of external courses, receiving accreditation to support transition into community. Cultural programs and events were resourced, and connection with community strengthened through the BroSpeak and Goanna Woodworks programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to utilise this funding source to resource the broadened provision of courses and programs relevant to individual student pathway needs.</p>
<p>Aboriginal background</p> <p>\$80,987.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students in culturally appropriate programs.</li> <li>• Delivery of culturally appropriate programs and/or events.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Utilising our AEO to provide additional support for low literacy learners in intervention programs. The AEO delivered culturally appropriate programs including BroSpeak and Aboriginal art, and allowed students access to school based cultural delivery across both school sites. In addition, funding supported the resourcing of additional cultural events.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the employment of a full time AEO to support Lincoln School's Aboriginal and Torres Strait Islander students. Additional funding in Aboriginal Background will supplement cultural delivery and events throughout 2023.</p>
<p>Location</p> <p>\$841.50</p>	<p>The location funding allocation is provided to Lincoln School to address school needs associated with remoteness and/or isolation.</p>



<p>Location</p> <p>\$841.50</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Staff Capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Survey of staff and community to provide feedback about the impact of school executive practices and processes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Review of reflective survey comments supported the current Performance and Development Plan (PDP) cycle. The leadership team reviewed results and compared individual reports to the group summary report. As a team, the highest scoring behaviours were in the area of leading teaching and learning, supporting each executive member's focus areas within the school. Additional strengths were leading the management of the school, aligning ethical practices with educational goals and creating a culture of inclusion. Areas for development as a group were in the area of identifying leadership potential in others and offering opportunity for others to demonstrate leadership; and sharing and promoting professional dialogue about current research in pedagogy and student engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> for the leadership team to continue the high standard of ethical practices and support of student educational goals. Further exploration of opportunities for staff to demonstrate leadership across a range of areas in the school and the wider school network will be a priority. Feedback from staff survey results will be incorporated into executive goals setting within the Performance and Development Framework. Executive staff will ensure that the PDP process for supervised staff includes clear opportunities for capacity building. The leadership team will continue to self reflect on practice across all domains to support staff and students.</p>
<p>Professional learning</p> <p>\$15,802.72</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Building Staff Capacity</li> <li>• Diversity of Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• All staff trained in MultiLit.</li> <li>• Provision of professional learning for all teaching staff in Data Informed Evidence Based Teaching.</li> <li>• Completion of Training and Assessing course for Transition Support Officer.</li> <li>• Whole staff mandatory training in Cardiopulmonary Resuscitation and Management of Anaphylaxis.</li> <li>• Curiosity and Powerful Learning professional learning course.</li> <li>• Completion of Love Bites Respectful Relationship training for transition staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have received training across a broad range of areas, to support capacity building in identifying, promoting, and modelling effective evidence based teaching methods. The purpose of all professional learning undertaken by staff was to support the learning and growth for all students enrolled at Lincoln School. Staff completed post training feedback surveys to inform future professional learning priorities. With data skills and analysis being a key focus area for teaching staff, the professional learning and staff</p>

<p>Professional learning</p> <p>\$15,802.72</p>	<p>surveys indicated that the school has embedded analysis of assessment data in everyday practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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. Processes for sharing of professional knowledge post learning will be strengthened, to ensure regular opportunities for professional dialogue pertaining to improved pedagogical practice. Moving forward, the school will focus on embedding learning intentions and success criteria with teachers utilising varying forms of data to inform practice. The executive team will ensure both formal and informal professional learning is provided in this area.</p>
<p>COVID ILSP</p> <p>\$3,165.33</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of an allied health provider to work with targeted students in the area of speech and occupational therapy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students were supported in the area of speech and occupational therapy. Detailed reports were gained from the engagement in sessions with students, however there was a lack of strategies and supports identified which would translate into classroom practice and strategies for teaching and support staff. Due to the transient nature of our students, this model of support was not deemed effective. Employing additional staffing was a barrier to consuming available funds.</p> <p><b>After evaluation, the next steps to support our students will be:</b> for Lincoln School to utilise these additional funds for our 2023 student cohort, to tailor individualised learning support in literacy and numeracy. Discussion with the COVID ILSP team has resulted in a clear plan moving forward, allowing the school to individualise the use of funds to suit the school's unique context. This will assist with monitoring student assessment and progress, therefore informing reporting and evaluation.</p>
<p>Per capita</p> <p>\$3,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lincoln School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Diversity of Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Enhance resourcing to support specific programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enhanced teaching and learning resources were effectively utilised to support revised Technical and Applied Studies (TAS) program delivery. This resulted in broader access and increased engagement for students across more diverse interest areas. Available funds were not fully expended due to lower student enrolments throughout 2022, therefore impacting additional program delivery.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to utilise this funding to allocate additional resources, supporting specific</p>

Per capita \$3,000.00	programs being delivered in 2023. This will be informed by student voice to inform planning of the most relevant courses based on student need and interest.
SSP supplementary funding \$132,480.36	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lincoln School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Authentic Partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of a Transition Coordinator and Transition Support Officer to develop and monitor individual student plans and strengthen networks across broader stakeholder groups.</li> <li>• Employment of an Aboriginal cultural facilitator to support cultural program delivery.</li> <li>• Employment of an additional Aboriginal Education Officer to support program delivery and student learning.</li> <li>• The appointment of a classroom teacher to Assistant Principal, to support the principal in whole school policy and procedure administration.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The appointment of Transition Coordinator and Transition Support Officer has been successful in achieving the school initiatives, while building staff skills and confidence to initiate collaboration and consultation with a broadened range of stakeholders. Both roles were clearly defined, incorporating student, school and departmental priorities. These roles were further refined during the course of the year following critical reflection of practice. Student plans have been consistently monitored and database information updated accordingly, influencing the success of pathway planning. Students have actively engaged in transition planning opportunities, with staff prioritising student voice. The transition team has consistently engaged in professional dialogue with colleagues, school and community teams, sharing relevant data with whole staff to support classroom level planning for all students. Relationships have been strengthened between students and their community supports through authentic communication methods.</p> <p>The employment of a local community provider to deliver Aboriginal culture allowed Lincoln School students at both the Education and Training Unit (ETU) and the Mac River site to connect with their own culture and engage in meaningful discussions with staff and students. This program was highly valued by students, as indicated by exit survey data.</p> <p>An additional Aboriginal Education Officer (AEO) was appointed to support our significant Aboriginal student population. The allocation of this funding resulted in broader and equitable access to cultural program delivery across the school. The additional AEO 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 indicated that working with Aboriginal staff was highly valued by students. A changeover in staff resulted in an under spend in this area.</p> <p>The appointment of a classroom teacher to higher duties supported the principal in maintaining whole school policy and procedures. The Assistant Principal Administration, supervised by the principal, assisted with Work Health and Safety (WHS) Management and compliance, annual updating of local school procedures, student behaviour support plans and interagency consultation as the Health and Safety Representative (HSR). As a result, the school has ensured ongoing maintenance and compliance in all areas of WHS.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

SSP supplementary funding \$132,480.36	the continuation of employment of additional staff to ensure delivery of high quality teaching and learning programs, supporting students with complex learning needs.
External VET Allocation \$49,000.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lincoln School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Diversity of Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Broadened course delivery through current external Registered Training Organisations (RTO).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The use of this funding has resulted in collaborative planning between executive, external providers, staff and students to source and plan relevant course provision, resulting in broadened course offerings during 2022. Student feedback from exit survey data indicated that TAFE courses have enabled them to feel confident to re-enter the community with varying post release pathways identified. Transition support meetings have occurred fortnightly, with opportunities to incorporate discussion of post release actions of previously enrolled students, evaluating the course offerings through this process.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continuation of course provision in 2023. Student voice will continue to influence course provision with a focus on broadening registered training organisations. Adjustments will be made to the transition database to collect and analyse quantitative post release data.</p>
School To Work \$1,460.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Lincoln School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Diversity of Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Supplementing course provision through registered training organisations.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The use of these funds resulted in the delivery of Responsible Service of Alcohol (RSA) courses for eligible secondary students. Student feedback indicated that the opportunity to complete this training resulted in them feeling confident to re-enter the community and pursue employment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of the use of these funds to supplement course delivery and associated resources.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	35	22	12	18
Girls	2	0	1	0

The table above is reflective of a single snapshot of static enrolment data at the time of census. The school has a pattern of students entering and exiting the school continuously throughout the year with no defined enrolment period. The school enrolment ceiling is 36 students, with an average 130 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

### 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)	6.4
School Administration and Support Staff	8.02

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	831,164
<b>Revenue</b>	2,341,215
Appropriation	2,337,330
Investment income	3,886
<b>Expenses</b>	-1,968,550
Employee related	-1,805,428
Operating expenses	-163,122
<b>Surplus / deficit for the year</b>	372,665
<b>Closing Balance</b>	1,203,829

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

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	0
<b>Equity Total</b>	149,161
Equity - Aboriginal	81,003
Equity - Socio-economic	68,158
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	1,828,626
Base - Per Capita	20,285
Base - Location	1,849
Base - Other	1,806,492
<b>Other Total</b>	271,798
<b>Grand Total</b>	2,249,585

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. Management acknowledged the strong effort of all agencies working in collaboration in an integrated case management approach. Matters of concern raised by Youth Justice, Mission Australia, 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. Youth Justice Management recognised the effectiveness of both organisations in requesting and responding to student feedback to improve service delivery.

Students provided feedback through an exit survey at the completion of their enrolment. Responses in 2022 indicated that one hundred percent of students enjoyed coming to school at Lincoln and indicated that they learned or achieved something while enrolled. Eighty-eight percent of students reported that staff had high expectations for them to succeed, feeling valued and that their contributions were respected. One hundred percent of students indicated that they had learned about their culture, with eighty-six percent of students indicating achievement of their Personalised Learning Pathways goals. Ninety-seven percent of students indicated that staff were supportive and helped them to achieve their learning goals, with ninety-seven 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 (thirty-seven percent), attend TAFE (twenty percent) or seek employment (fifty-seven percent).

Staff shared feedback in a range of forums throughout the school year, including the Leadership 360 Reflection Tool and participation in the 2022 People Matter Employee Survey (PMES). Key drivers within the PMES indicated one hundred percent of staff believed the organisation demonstrates commitment to ethical behaviours and is committed to developing employees. This feedback was also highlighted in the 360 Reflection Tool. One hundred percent of staff believed they have the support to do their job well and that their manager communicates effectively with them. Ninety percent of staff indicated good cooperation between teams across the organisation, and that fair recruitment and promotions decisions are made. One hundred percent of staff indicated job satisfaction with a feeling of personal accomplishment. All staff identified that their work considers student needs. The Leadership 360 Reflection Tool provided valuable insight from staff on the leadership team's areas of strength and areas for improvement, measured against the Australian Professional Standard for Principals. One hundred percent of surveyed stakeholders indicated that the leadership team promotes a student-centred learning environment. Identifying leadership potential in others and offering opportunity for others to demonstrate leadership was an area identified as a focus for the group.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.