

Coreen School Annual Report



2016



5637

Introduction

The Annual Report for 2016 is provided to the community of Coreen School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Tiffany Nowland

Principal

Message from the Principal

2016 has been a year of growth for Coreen School consolidating the new school structure, programs and activities implemented under the School's 2015 – 2017 Strategic Directions to support student learning and engagement. The structure ensures that all students are provided with the opportunities to participate in a variety of programs and to be successful learners.

In the core area of teaching and learning, the school has taught 205 Literacy, 205 Numeracy and 205 Health lessons, created 46 Project Based Learning units and taught them 410 times. Our teachers have actively continued their professional learning throughout the year to maintain a school where best practice is the norm. Teaching staff are supported by executive mentors to enhance their opportunities for professional learning, meeting accreditation requirements and the implementation of their Personal Development Plans. Teachers have completed 26 lesson observations, completed 84 professional learning and development courses and attended or hosted 60 student case meetings. Teachers are supported with a timetabled mentoring time where they meet with an executive member of the school. During 2016, 57 mentoring sessions were held across the school. All staff in our school participate in a school team, including Health & Safety, Learning and Support, Wellbeing, Positive Behaviour for Learning, Community & Transition. These teams have met 71 times and are essential in delivering dynamic relevant learning experiences for both staff and students.

Community involvement is a key strategy to support student learning and the development of our students' social skills. During 2016, community groups have come into our school to run courses 62 times, hosted 87 parent and carer meetings, completed 21 home school visits, held 59 community group meetings, and students have had the opportunity to participate in 85 excursions. Work experience programs provided by local businesses have also provided valuable learning experiences for our students.

To our school leadership team, teachers, school learning support staff and administration officers, I thank you for your dedication and commitment to providing students with dynamic and relevant learning experiences that will enable them to be lifelong learners, interact positively with the community and become self-reliant and responsible citizens.

School background

School vision statement

At Coreen School our vision is to inspire students to be self-reliant, responsible and socially appropriate members of the community. We will equip our students with skills to experience personal achievement in managing their emotional and behavioural needs.

School context

Coreen School is a NSW Department of Education and Communities school for high school students with assessed additional needs in learning and behaviour. Students are referred to Coreen School through a Regional placement panel and parents inspect the school prior to enrolment. Coreen School has a maximum of 49 students at the main campus in Hereward Highway, and a further 21 students at the Blacktown Tutorial Centre (BTC) campus on Sunnyholt Road. There are a total of 10 classes across both campuses. Coreen School is well resourced with facilities including: Visual Arts, music and Industrial Arts rooms, Hospitality Trade Centre, library and community connections room; a swimming pool, hall, all weather artificial turf court, gymnasium, oval, sports sheds with bikes and two school buses.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of Learning our school continues to sustain and grow. The ongoing evaluations of initiatives and programs implemented in 2015 have resulted in modifications to meet student learning priorities through the delivery of a relevant curriculum, where assessment and reporting accurately reflect their progress and are meaningful to parents and caregivers. Teachers are delivering school programs which specifically address the needs of identified student groups such as Aboriginal students and students beginning transition to post-school programs. Community organisations and members of the Aboriginal community have been utilised to support the delivery of learning and wellbeing programs. There is a whole-school commitment to implementing student learning and wellbeing programs. This commitment is demonstrated through regular and structured communication at staff meetings around individual student needs. Our teachers work beyond the class setting to contribute to broader school programs to benefit the students and the wider school community.

Teaching

With respect to Teaching, the school continues to sustain and grow. Teachers regularly review data to develop, track and revise their teaching, learning, wellbeing and reward programs. Numeracy, literacy, Transition Walls, Social Skills Continuums and Positive Behaviour for Learning data are all used across the school in developing whole school programs. Teachers collaborate across the school, sharing their programs and teaching experiences which facilitate improvements in teaching practices. Timetabled mentoring meetings, the development of Performance and Development Plans, classroom observations, and the commencement of recorded lessons in 2016, ensures teachers are able to reflect and receive feedback from their executive mentors. Teachers have an input into planning their own professional learning and are supported in achieving and maintaining their professional standards. Whole school professional development is carefully planned and directly linked to our school's strategic directions.

Leading

Our school is sustaining and growing its leadership systems and structures to support a culture of high expectations and community engagement. Staff have the opportunity to take on leadership positions with the school to support the implementation of our school plan. Roles such as coordinators in the curriculum areas of literacy, numeracy and health,

and leaders of whole school teams provide opportunities for teachers to develop their leadership skills beyond the classroom. The school liaises with community organisations, businesses, local schools, and other educational providers to support the wider Coreen School community in learning and wellbeing programs. The ongoing evaluations of milestones, reviewing school policies and procedures, monitoring the financial and human resources available to the school allows for the efficient implementation of the school plan.

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

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For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Engagement and Achievement – Engaging students with dynamic and relevant learning experiences that enhance achievement.

Purpose

At Coreen School our focus is to establish rapport and build relationships with students so that they become self-reliant and responsible citizens equipped with skills to negotiate life.

Overall summary of progress

Coreen School continues to refine and develop curriculum structures that focus on the acquisition of literacy and numeracy skills and health competencies. Project Based Learning and work experience programs were further developed in 2016. To support students from Years 10 to 12 with their post-school pathways, vocational education was introduced at the Senior Campus.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| <ul style="list-style-type: none"> Student success will be tracked by using internal school performance measures and aligning student achievement to the goals and benchmarks listed in their Personalised Learning and Support Plan (PLSP). | <p>Evaluation of programs that address the wellbeing and learning needs of students. 45 students completed a Personalised Learning and Support Plan (PLSP), with 51% of students achieving their academic goals and 38% achieving their attendance and behavioural goals.</p> <p>Three students attained their Record of School Achievement and three students attained their HSC (No student attained the HSC in 2015).</p> <p>Expansion of school teams have provided opportunities for all staff to engage in the implementation of the 2015 – 2017 school plan.</p> <p>Transition programs to support students moving between schools and to post school destinations have been refined. The Transition Data Wall was expanded to track student achievement across identified outcomes. 10 students were engaged in work experience programs compared with 19 in 2015. Two students were involved in transition programs to return to their home school which was down by three from 2015. Two students were involved in a formal transition program from their primary setting to Coreen School.</p> <p><i>Liven Deadly</i>, a whole school Aboriginal Education program, was delivered by a local Aboriginal facilitator to all students. A highlight of the program was the production of a hip hop song and music DVD that included participation by all staff and students.</p> <p>Refining and expanding learning options to meet the needs of students. 46 Project Based Learning units were offered in 2016. This compares with 34 in 2015. There were 205 Literacy, Numeracy and Health lessons delivered. A more structured PDHPE curriculum was implemented across the school and Vocational Education was introduced as a compulsory subject on the Senior Campus.</p> | <p>Transition SLSO – \$42640</p> <p>Project Based Learning – \$24560</p> <p>Liven Deadly – \$10000</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|--|
| <ul style="list-style-type: none"> Internal qualitative and quantitative measures using information from the evaluation plan will be used to assess school practices in supporting student wellbeing. | <p>Consolidating Positive Behaviour for Learning (PBL) initiatives commenced in 2015 with the development of new and supporting programs during 2016. Advertising posters were placed around the school to highlight the PBL rewards system. 90% of students received a PBL reward in 2016, the same number as in 2015, and 52% of students attended a PBL rewards excursion in 2016. This increased from 45% in 2015.</p> <p>Staff are now using the SENTRAL data base system more extensively to track student learning and wellbeing. 73% of students received a positive referral. 62% of these students were rewarded for positive behaviour and 38% for academic achievement.</p> <p>Suspension rates (days suspended) have decreased by 33% from 2015 to 2016 (13% from 2014 to 2015).</p> <p>33% of students enrolled during 2015 and 2016 have improved their attendance rate. (63% 2014 to 2015).</p> <p>To monitor student engagement, the school implemented a Social Skills Continuum and Behaviour Management Flow Chart for all students. Teachers were provided with professional learning to support these initiatives.</p> | <p>Project Based Learning – \$7224</p> <p>SENTRAL – \$4000</p> |

Next Steps

- Continued development and expansion of Project Based Learning Units and the integration of outcomes from across all Key Learning Areas.
- Professional learning to support curriculum implementation.
- Expand the health program to include drug education, fine motor skills and hand writing.
- Review monitoring systems to track student achievement and program evaluations.
- Review Personalised Learning and Support Plan goals at the end of each term with literacy/numeracy teachers including adjustments and teaching strategies on their students' plan.
- Continued development of the Social Skills Continuum and Behaviour Management Flow Chart.
- Expansion of the Liven Deadly program.
- Investigate strategies to improve school attendance rates.

Strategic Direction 2

Community Culture and Values – Build a community that embraces positive culture and values through collaborative relationships with all stake holders.

Purpose

At Coreen School we aspire to develop socially appropriate and responsible students. We will achieve this by equipping our students with social and vocational skills that enable them to interact positively with and contribute to their wider community.

Overall summary of progress

Community Partnerships are a priority in supporting student learning and the development of our students' social skills. Students from across the school have the opportunity to engage in a multitude of community facilitated programs. Our school's Community Liaison Officer continues to assist in building relationships with our parents and caregivers through organising small gatherings and introducing them to courses and support agencies.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|--|
| <ul style="list-style-type: none"> Student success will be tracked by using internal school performance measures including: attendance, participation rates in the school community based programs, academic attainment and post school pathways. Parent/Caregiver engagement will be measured through attendance at school events and participation in developing PLSPs. | <p>School and community partnerships continue to build. The Coreen School community showcase attracted 25 different government and non-government organisations showcasing their services, an increase from 18 in 2015.</p> <p>During 2016, community groups have come in to our school on 62 occasions to run courses, hosted 87 parent/caregiver meetings, completed 21 home school visits and held 59 community group meetings. Students have had the opportunity to participate in 85 excursions.</p> <p>Executive staff supporting students, their parents or caregivers with visits to doctors and other support agencies.</p> <p>Partnerships with local schools continue to support our students' academic and social outcomes. A neighbouring School for Specific Purposes (SSP) is providing a site for one of our students with special needs to continue his education, a local primary school supports our students in developing their leadership skills while working with their students and all female students were provided with the opportunity to participate weekly in a mentoring program supported by girls from a nearby secondary school.</p> <p>A highlight of the year was the development of a Project Based Learning unit, the S.E.A.T project, where links were established with an orphanage in the Philippines and our students were responsible for making bamboo stools and donating them to the orphanage.</p> | <p>Community Liaison Officer – \$13560</p> |
| <ul style="list-style-type: none"> Improvement measures will include: student participation in work experience or vocational education programs, school attendance rates, academic | <p>Work experience programs provided by local businesses have provided valuable learning experiences for our students. 11 students engaged in work experience programs compared with 19 in 2015.</p> | <p>\$420</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|-------------------------------|
| attainments and post school pathways. | <p>All students in Years 10 – 12 are engaged in vocational education programs on our Senior Campus.</p> <p>Nine students completed White Card training with INSCOPE.</p> <p>Nine students were involved in Community Access programs.</p> <p>Three students completed Asbestos Awareness and Manual Handling courses with INSCOPE.</p> <p>Four students commenced TAFE NSW courses.</p> <p>Three students commenced Pre – vocational courses.</p> | |

Next Steps

- Make relationships with new agencies that can help our students and their family members.
- Staff professional learning to be delivered by the Western Adolescent Team (WAAT) to address health issues with young people.
- Parent programs to include discussions around Youth Mental First Aid.
- Negotiate with Blacktown Youth Services Association on the delivery of the Brotherhood program for boys at the school.
- Negotiate with TAFE NSW Blacktown to hold a joint community expo with our school.
- CLO support in working with families and caregivers to improve attendance and engagement in educational programs. .

Strategic Direction 3

Teaching and Learning – Focusing on abilities, maximising possibilities.

Purpose

We value and cater to individual learning needs through the delivery of practical, relevant and significant teaching practices which will enable our students to be lifelong learners.

Overall summary of progress

There is a whole school focus on literacy, numeracy and PDHPE programs with lessons timetabled daily. Our school uses Literacy and Numeracy Assessments and data walls to measure student achievement, monitor progress and to evaluate programs to ensure student learning needs are met. Teachers receive support in all aspects of teaching and learning through a structured and timetabled executive mentoring program and opportunities to participate in professional learning within and outside the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--------------------------------------|
| <ul style="list-style-type: none"> Student achievement in literacy and numeracy will be measured against the benchmarks set out in their Personalised Learning and Support Plans. A variety of assessments tools will be used to evaluate teaching/learning programs and to track student performance. | <p>Refinement and expansion of teaching and learning programs, resources and monitoring systems. 45 students completed a Personalised Learning and Support Plan with 51% of students achieving their academic goals.</p> <p>Technology programs were investigated to support teaching and learning. The introduction of <i>Matific</i> has supported numeracy teaching.</p> <p>A whole school program template to ensure consistency across teaching/learning programs was developed for implementation in 2017.</p> <p>Systems were introduced to track outcomes and student progress across all KLAs to ensure mandatory credentialing requirements are met.</p> <p>There was a significant increase in literacy and numeracy achievement with 74% of students showing improvement in numeracy, 57% in 2015, and 80% of students showing improvement in literacy, 60% in 2015.</p> | <p>\$1321.57</p> |
| <ul style="list-style-type: none"> Building staff capacity to support learning will be measured through staff achieving the goals set out in their professional learning plan. Improvements in teacher quality will also be measured through the accreditation process with the NSW Education Standards Authority. | <p>Teachers receive support in all aspects of teaching through a structured and timetabled executive mentoring program.</p> <p>Professional learning for all staff from Sue Larkey and Dr Justin Coulson renowned experts in the field of behaviour and autism.</p> <p>100% of temporary, permanent and executive staff, have developed a Personal Development Plan. Executive support is provided to assist teachers achieve their goals.</p> <p>100% of all teachers share their successful teaching practices and challenges with all staff.</p> <p>Teachers having the opportunities to develop their leadership skills beyond the classroom by taking on</p> | <p>Consultancy Support – \$15200</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> Building staff capacity to support learning will be measured through staff achieving the goals set out in their professional learning plan. Improvements in teacher quality will also be measured through the accreditation process with the NSW Education Standards Authority. | <p>coordinators roles in curriculum areas and as leaders of whole school teams. 40% of teachers have a leadership role within the school.</p> <p>All teachers commenced recording lessons to self-reflect and receive critiques from their executive mentor and colleagues.</p> <p>All staff are supported by the executive in meeting the Australian Professional Teaching Standards and achieving accreditation requirements with the NSW Education Standards Authority (NESA).</p> | |

Next Steps

- Integrating a student reflection into the whole school program template.
- Provide professional learning opportunities on the use of ICT to support teaching/learning programs.
- Evaluate the school's program template to ensure all the syllabus requirements from NESA are met.
- Investigate the inclusion of K– 10 Literacy and Numeracy continuums to plan, develop and evaluate programs to ensure students are meeting the literacy and numeracy demands of all NESA syllabuses.
- Create a numeracy wall to track student numeracy progress.
- Investigate support structures within the school for non-teaching staff to develop their Performance and Development Plan (PDP).
- Programs to support all teaching staff achieving or maintaining accreditation at proficient, providing opportunities and support for staff seeking Highly Accomplished accreditation, permanent appointments or executive leadership roles.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---------------------------------------|---|--------------------|
| Aboriginal background loading | <p>38% of Coreen students are from an Aboriginal background.</p> <p>Increased awareness of Aboriginal culture was achieved through participation in the <i>Liven Deadly</i> program. The facilitator used a creative arts focus to engage all students. A successful outcome was the production of a Hip Hop Song and DVD which featured all students and staff.</p> <p>The funding also supported the employment an SLSO for 2 days a week, and the delivery of Project Based Learning units integrating Aboriginal perspectives. This included the development of an Aboriginal garden incorporating a yarning circle and outdoor learning space.</p> <p>Several teachers commenced the introduction of a yarning circle into their classroom practices.</p> | \$29036.90 |
| Socio-economic background | <p>Socio-economic funding allowed the employment of additional teaching and support staff to assist with the learning and support needs of our students, as well as providing a range of courses and learning experiences. The funding also permitted the purchase of resources to support literacy, numeracy, health, Project Based Learning and other school initiatives. Programs supported by this funding has resulted in increased student engagement and improved learning outcomes.</p> <p>Suspension rates (days suspended) have decreased by 33% from 2015 to 2016 (13% from 2014 to 2015).</p> <p>Literacy and numeracy achievement is improving with 74% of students showing improvements in numeracy during 2016, (57% in 2015), and 80% of students showing improvements in literacy (60% in 2015).</p> | \$128160.82 |
| Support for beginning teachers | The school had no beginning teachers during 2016. | |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 51 | 50 | 44 | 41 |
| Girls | 14 | 12 | 13 | 16 |

Students are referred to Coreen School through a Regional placement panel and parents inspect the school prior to enrolment. All students who attend Coreen School have been assessed with a mild intellectual disability, emotional disorder or behaviour disorder.

Management of non-attendance

The majority of students at Coreen attend every day and participate fully in lessons. Parents/caregivers are expected to ring the school to advise of absences and to send in a note to confirm the reason for the absence. School rolls are marked each day. Roll checks are made weekly and letters sent to parents/caregivers who have not provided reasons for the absence of their child. In addition, SMS messaging is used to notify parents of student absences. Sentral is now used extensively in tracking student attendance and provides accurate information for reporting and communicating with parents/caregivers.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | | | 33 |
| Employment | 7 | | 33 |
| TAFE entry | | | |
| University Entry | | | |
| Other | | | |
| Unknown | | | 34 |

Year 12 vocational or trade training

There were no students undertaking vocational or trade training.

Year 12 attaining HSC or equivalent

Three students attained a Life Skills HSC in 2016.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 1 |
| Classroom Teacher(s) | 8.87 |
| Teacher Librarian | 0.4 |
| School Administration & Support Staff | 11.82 |
| Other Positions | 2.7 |

*Full Time Equivalent

One member of staff is from an Aboriginal background.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 40 |

Professional learning and teacher accreditation

- Total Expenditure TPL – \$9459.21

Five teachers are in the process of gaining accreditation at Proficient, four are maintaining their accreditation and six teachers will commence maintaining their accreditation in 2018.

During 2016, professional learning programs supported all teachers, school administrative staff and School Learning Support officers. All staff participated in mandatory training at the start of the year where student and staff wellbeing are covered extensively. Teachers receive ongoing professional learning through a structured and timetabled executive mentoring program where Personal Development Plans, teaching practices, accreditation, lesson observations and programming are discussed. Professional learning during School Developments days focus on the needs of students and school priorities. Several new students placed at the school during 2016 were identified with

special needs in the areas of behaviour and autism. To support staff, Sue Larkey and Dr Justin Coulson renowned experts in the field of behaviour and autism facilitated training for all staff.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 31 December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 477 154.96 |
| (2a) Appropriation | 476 307.65 |
| (2b) Sale of Goods and Services | 0.00 |
| (2c) Grants and Contributions | 0.00 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 847.31 |
| Expenses | -71 261.21 |
| Recurrent Expenses | -71 261.21 |
| (3a) Employee Related | -36 921.97 |
| (3b) Operating Expenses | -34 339.24 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 405 893.75 |
| Balance Carried Forward | 405 893.75 |

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

| | 2016 Actual (\$) |
|-----------------------|------------------|
| Base Total | 439 129.39 |
| Base Per Capita | 6 689.83 |
| Base Location | 0.00 |
| Other Base | 432 439.56 |
| Equity Total | 157 197.72 |
| Equity Aboriginal | 29 036.90 |
| Equity Socio economic | 128 160.82 |
| Equity Language | 0.00 |
| Equity Disability | 0.00 |
| Targeted Total | 2 108 163.45 |
| Other Total | 365 114.14 |
| Grand Total | 3 069 604.69 |

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 0.00 |
| Revenue | 477 154.96 |
| (2a) Appropriation | 476 307.65 |
| (2b) Sale of Goods and Services | 0.00 |
| (2c) Grants and Contributions | 0.00 |
| (2e) Gain and Loss | 0.00 |
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| Capital Expenses | 0.00 |
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| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 405 893.75 |
| Balance Carried Forward | 405 893.75 |

Financial summary equity funding

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

| | 2016 Actual (\$) |
|-----------------------|------------------|
| Base Total | 439 129.39 |
| Base Per Capita | 6 689.83 |
| Base Location | 0.00 |
| Other Base | 432 439.56 |
| Equity Total | 157 197.72 |
| Equity Aboriginal | 29 036.90 |
| Equity Socio economic | 128 160.82 |
| Equity Language | 0.00 |
| Equity Disability | 0.00 |
| Targeted Total | 2 108 163.45 |
| Other Total | 365 114.14 |
| Grand Total | 3 069 604.69 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

Due to the very small number of students participating in NAPLAN national testing program, information is not published.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents/caregivers, students and teachers about the school.

Their responses are presented below.

Parent/caregivers indicated a high level of satisfaction with the quality of their child's education. All respondents believe the school is providing a broad curriculum that will support their child's transition from school to work or further education.

Staff indicated strong support for community access programs and the learning opportunities they provide to students across a broad range of Key Learning Areas.

Students see the school as supporting them in their learning and they enjoy the vast range of programs and activities. Surveys indicated that individual learning needs are addressed and school provides a stimulating well-resourced learning environment. They believe the opportunities to engage in programs with local schools, businesses and other community organisations have supported their learning.

Policy requirements

Aboriginal education

In 2016, 38% of our students identified as Aboriginal. Personal Learning Pathways have been developed for all students in consultation with parents or caregivers.

Aboriginal Education perspectives are addressed in the compulsory curriculum and Project Based Learning units. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present.

A whole school Aboriginal Education program (Liven Deadly) with a focus on cultural learning, mentoring and leadership was delivered by a local Aboriginal facilitator. A highlight of the program was the production of a hip hop song and music DVD that included participation by all staff and students.

Multicultural and anti-racism education

Coreen School encourages an awareness of and respect for all cultures and communities. School programs are designed to promote tolerance, inclusion and to develop sensitivity for the different cultures that live within our community.

The school celebrated Harmony Day in March.

Teachers use resources such as, novels and other materials focusing on people from other cultures and diverse backgrounds to help students understand how the lives of others differ from their own.

Project Based Learning units allowed students to experience the arts, crafts and the tasting of foods and ingredients from other cultures.

Programs are also designed to examine the detrimental effects of racism and discrimination.

Coreen School has a trained Anti-Racism Contact Officer (ARCO).