

# Coreen School Annual Report



2017



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## Introduction

The Annual Report for **2017** 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.

Timothy Gardner

Relieving Principal

### School contact details

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### Message from the Principal

I write on behalf of Tiffany Nowland, the substantive Principal of Coreen School. Coreen School is committed to delivering quality individual educational programs that engage students, increase attendance and enhance student wellbeing. Coreen School seeks to ensure that students realise their full potential academically, socially, emotionally and physically in a school environment which is academically challenging, safe and caring. 2017 was a year for evaluation and reflection as we move into a new planning cycle in 2018. As a whole staff we have identified areas of achievement, challenges with implementation and possible solutions for school improvement. We have continued to develop our skills as educators and engaged in quality professional learning that best supports our students. I would like to take this opportunity to thank our staff and the large team of stakeholders who are invested in supporting and helping Coreen School assist all of our students to reach their full potential and exceed it.

## 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 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 and Industrial Arts rooms, Hospitality Trade Centre, library and community connections room; a swimming pool, hall, all weather artificial turf court, oval, sports sheds with bikes and two school buses.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In 2017 the school has undertaken a self-assessment using the School Excellence Framework (SEF) to inform, monitor and validate school improvement. Time was provided at executive and staff meetings to map school progress in the achievement of mile stones and alignment with each level of the SEF.

#### Learning

In the domain of Learning our school continues to sustain and grow. Our school's Learning Culture is strengthening with the support and cooperation between our school, parents/caregivers, community organisations and businesses to deliver learning and wellbeing programs. These partnerships are becoming a fundamental part of the school's culture. Reviewing initiatives and programs outlined in the 2015–2017 School Plan have resulted in ongoing modifications to meet student learning priorities. Teachers are delivering school programs which specifically address the needs of identified student groups such as, Aboriginal students and students with additional needs. The expansion of technology based programs and the growth of project based learning units have broadened curriculum delivery. Improving literacy and numeracy outcomes are a school priority with students showing growth against internal school performance measures. The refinement in 2017 of e-Portfolios has enabled the school to provide detailed and meaningful information to parents/caregivers on their child's learning. Transition programs are being expanded to support students moving from their primary setting to Coreen, between our two campuses and post-school transitions to educational or employment pathways. Positive Behaviour for Learning (PBL) processes continue to build a school culture of safe, responsible and respectful behaviours that promote student wellbeing and engagement in learning.

#### Teaching

With respect to Teaching, the school continues to sustain and grow. A culture of collaborative practice is developing within the school. Teachers have the opportunities during professional learning sessions to share their expertise and reflect on their teaching practices. All staff are supported by executive mentors in the development and review of their Performance and Development Plans. Assisting this process has been the implementation of teachers recording their lessons which are then used as a focus for collegial discussions, reflections and feedback. Internal data tracking indicates an ongoing, school-wide improvement in teaching practices and student learning outcomes. Learning and Development was also a priority with Coreen School focussing on improving teaching methods in the areas of literacy and numeracy through targeted professional learning in using technology based programs such as Matific and Reading A–Z. Teachers have input into planning their own professional learning and are supported in achieving, maintaining or pursuing higher levels of accreditation.

## Leading

Our school is sustaining and growing its leadership systems and structures to support a culture of high expectations and community engagement. A teams framework underpins the leadership systems within Coreen School, where collaboration and discussion aim to continually improve school systems and student outcomes. The leadership team has been successful in driving the Strategic Directions of the 2015–2017 School Plan. The development of productive relationships with local businesses, schools, and community organisations have been used to enhance student learning outcomes and to improve their educational opportunities. The school has also provided opportunities for parents/caregivers to engage them with agencies and community organisations. Parent/caregiver information sessions were held to assist with linkages to community resources, such as the National Disability Insurance Scheme (NDIS). As a school we are committed to ensuring that the school is well resourced to support our curriculum needs and effective teaching resources, like new technologies which are accessible to staff and students. Our self–assessment process will allow the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. Aspirational teachers have successfully delivered professional learning, relieved in executive positions and taken on leadership roles, thereby developing their leadership capabilities.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 restructure was completed in 2017 with two fully operational campuses where curriculum structures that focus on Literacy, Numeracy, Health, PE and Project Based Learning are embedded across the school. Transition, vocational and work experience programs are also key strategies in supporting student engagement and achievement, and preparing students for pathways to their mainstream school, employment or further education.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>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).</li> </ul>	<p>Employment of an SLSO to investigate and coordinate transition programs.</p>	<p>34 (45 in 2016) students completed a Personalised Learning and Support Plan , with 55% (51% in 2016) of students achieving their academic goals and 47% (38% in 2016) achieving their attendance and behavioural goals.</p> <p>11 students will be eligible for a Record of School Achievement when they leave school ( three students in 2016) and two students attained their HSC (no student in 2016).</p> <p>Transition programs continue to be expanded to support students educational and employment pathways. TAFE and hospitality programs have developed students' skills in preparation for transition beyond school. A transition data wall is in place to track student transition programs. Nine students engaged in work experience programs (10 in 2016 and 19 in 2015). Two students were involved in transition programs to return to their home school with one student making a successful return (two in 2016, three in 2015). 80% of Year 6 students moving to Coreen School in 2018 engaged with their parents/caregivers in a successful 6/7 orientation program.</p> <p>67% of the school day is dedicated to Literacy, Numeracy, Health and PE lessons. For the remainder of the school day students can select two Project Based Learning units each term. 51 Project Based Learning units were offered in 2017. This compares with (46 in 2016 and 34 in 2015).</p>
<ul style="list-style-type: none"> <li>Internal qualitative and quantitative measures using information from the evaluation plan will be used to assess school practices in supporting student wellbeing.</li> </ul>	<p>PBL rewards systems introduced to support learning and wellbeing programs across Coreen School. Budget Allocated \$14000</p>	<p>Learning Support and Wellbeing team processes for referrals, feedback and systems to support students were evaluated in 2017. Collaboration between school teams was refined to support programs that enhanced learning and wellbeing initiatives. All staff were provided with professional learning on refined systems and procedures.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>Internal qualitative and quantitative measures using information from the evaluation plan will be used to assess school practices in supporting student wellbeing.</li> </ul>		<p>Rewarding achievement through Positive Behaviour for Learning (PBL) initiatives continued to be a focus of the school. 84% (73% in 2016) of students received a positive referral. 64% (62% in 2016) of these students were rewarded for positive behaviour and 36% (38% in 2016) for academic achievement. Formal PBL lessons were not undertaken in 2017. The introduction of daily phone calls home to recognise positive behaviour and/or academic achievement also supported the school's PBL program. A PBL Social Skills breakfast was introduced across both campuses. 61% of students received recognition of achievement at the school's annual presentation assembly.</p> <p>Suspension rates (days suspended) have decreased by 15% from 2016 to 2017 (33% from 2015 to 2016 and 13% from 2014 to 2015).</p> <p>48% of students enrolled during 2016 and 2017 have improved their attendance rate. (33% 2015 to 2016 and 63% 2014 to 2015).</p>

## Next Steps

Evaluate the integration of Project Based Learning units into the school's curriculum and timetable structure.

Refine curriculum options to support mainstream transition programs in preparation for BTC students to return to their home school.

Whole school evaluation to rejuvenate the Positive Behaviour for Learning program and recognition of student achievement.

Provide student leadership training and opportunities to demonstrate their skills.

Expand student self-evaluation and reflection to guide better planning and proactive changes to actively engage students in learning.

Review the development of Personalised Learning Pathways for students from Aboriginal backgrounds.

Strengthen transition and networking arrangements with schools, agencies and community organisations to ensure successful movement of students into and out of Coreen School.

Review class and timetable structures to maximise student learning and wellbeing outcomes.

## 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

Growth in community partnerships have facilitated the delivery of learning, transition and wellbeing programs for our students. Connections with external agencies and neighbouring schools have provided opportunities for students to engage in work experience, wellbeing projects, inter-school sport, mentoring programs with peers from other schools, excursions and sports carnivals. Programs to support parents/caregivers and families are now embedded into the school. Our school's Community Liaison Officer continues to build networks and strengthen engagement between our school, government and other agencies to support the Coreen School community. A highlight during 2017 was an opportunity for our school to showcase to the NSW Ombudsman positive practices and procedures to support student learning and wellbeing.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>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.</li> </ul>		<p>Partnerships with local schools continue to support our students' sport, curriculum and social skills outcomes. Neighbouring SSPs and mainstream high schools provide opportunities for Inter school sporting events, Science expo days and mentoring programs.</p> <p>31 Community organisations have supported programs or delivered courses for students, staff and parents/caregivers.</p> <p><i>Liven Deadly</i>, a whole school Aboriginal Education program continued during 2017. The program was delivered by a local Aboriginal facilitator (AEO) to all students. A focus of the program was the celebration of NAIDOC Week with a performance to the school community.</p> <p>The SEAT Project, a Project Based Learning Unit continued in 2017 with the donation of the seats made by our students to a local Blacktown Women and Children's Community Organisation.</p> <p>Eight courses were held for parents/caregivers at Coreen School during 2017.</p> <p>PC/YC delivered sport and health programs across the school</p>
<ul style="list-style-type: none"> <li>Improvement measures will include: student participation in work experience or vocational education programs, school attendance rates, academic attainments and post school pathways.</li> </ul>		<p>All Senior Campus students engage in a weekly social skills luncheon where they prepare lunch for themselves, staff and invited guests.</p> <p>Seven students have undertaken Mt Druitt TAFE's Learn your L's program where students are prepared for their learner driver licence.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>Improvement measures will include: student participation in work experience or vocational education programs, school attendance rates, academic attainments and post school pathways.</li> </ul>		<p>Nine students completed a CPR course with Royal Life Saving.</p> <p>100% of students in Years 10 – 12 participate in vocational education programs on Senior Campus.</p> <p>48% of students enrolled during 2016 and 2017 have improved their attendance rate. (33% 2015 to 2016 and 63% 2014 to 2015).</p> <p>The Coreen School community Expo was not held in 2017.</p> <p>Work experience programs provided by local businesses continue to provide valuable learning experiences for our students. 55% of eligible students engaged in work experience programs (61% in 2016).</p> <p>Five students completed White Card Training in 2017 (nine in 2016).</p> <p>100% of students on our Senior Campus have undertaken Mt Druitt TAFE delivered courses in Horticulture and/or Hospitality.</p>

## Next Steps

Expanding Mt Druitt TAFE delivered courses in 2018. The delivery of an Indigenous Art course is being investigated.

Refurbishing the kitchen on Senior Campus to enable the development of catering and hospitality programs.

Expansion of courses and communication links (morning teas, information sessions, orientation programs, PLSPs, PLPs, ITPs, transition planning) with parents/caregivers to support their child's learning and wellbeing programs.

Continue to develop community work placement partnerships within the local community.

Further development of Coreen School Facebook Page to enable enhanced communication with the school community.



## 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

Literacy and Numeracy are the key components of each morning's timetable. Students are assessed for their literacy and numeracy levels on enrolment and individualised programs to improve their skills are based on this information. Further assessment of teaching and learning occurs regularly to track student improvement and need. Literacy and numeracy elements are also embedded into Project Based Learning programs. The school continues to maintain a range of initiatives to promote professional growth and learning of staff including opportunities for aspiring teachers as leaders, enhancing staff support through Performance and Development processes and teacher accreditation, and the provision of opportunities for staff to update their knowledge and practices to meet school and departmental priorities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>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.</li> </ul>		<p>34 (45 in 2016) students completed a Personalised Learning and Support Plan , with 55% (51% in 2016) of students achieving their academic goals and 47% (38% in 2016) achieving their attendance and behavioural goals.</p> <p><i>Matific</i> is now embedded into numeracy teaching and learning programs across the school. Numeracy resource boxes were developed to meet student needs. <i>Reading A-Z</i> (technology based reading program) was introduced in 2017 to support literacy teaching.</p> <p>A whole school program template was developed for implementation in 2017. This included; 8 Ways of Learning – Aboriginal Pedagogy, differentiation sections in recognition of new syllabus outcomes for Lifeskills and BTC student courses.</p> <p>Specific Aboriginal Studies projects have been incorporated into the curriculum to support the 34% of students who identify as Indigenous.</p> <p>Digital portfolios were developed to report on student achievement.</p> <p>100% students with regular attendance show increased improvement in literacy and numeracy based on internal measures.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>		<p>100% of all staff have successfully completed a Personal Development Plan (PDPs). Classroom teachers were supported and monitored in the development, implementation and reflection of their individual plans by their executive mentor.</p> <p>School Administration and Support staff were supported by an executive or teacher mentor in the development and tracking of their Personal Development Plan (PDPs).</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>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.</li> </ul>		<p>Procedures are in place to support teachers seeking accreditation at all levels. One teacher on a temporary engagement gained accreditation and all staff seeking maintenance were successful.</p> <p>Structures to support succession planning and increase the opportunity for experienced non-executive staff to take on leadership roles within the school were developed. Two teachers have taken on leadership roles. Several teachers became mentors to School Administration and Support staff in the implementation of their Personal Development Plans.</p> <p>Teacher Professional Learning was directed at supporting them address their PDP goals and school priorities; including; literacy, numeracy, PD/H/PE, behaviour management, autism and student engagement. 100% of teachers share successful teaching practices and challenges on Day 1 of each term. All staff attended professional learning days with a focus on curriculum, mental health and trauma.</p> <p>Professional learning sessions were delivered by the WAAT (Western Area Adolescent Team), school organised consultancy support, Matific Australia, Coreen School staff, courses through MyPL and online learning. Coreen School joined with Niland, a neighbouring SSP school in "Reboot," where staff were trained in strategies to engage traumatised students in life and learning, thereby improving relationships, behaviour, emotional and social wellness and learning outcomes.</p>

## Next Steps

Audit school programs to ensure NESA syllabus requirements are implemented across the school.

Explore and implement educational digital platforms in preparation for Computing Studies/Coding mandatory requirements.

Tracking BTC students' NAPLAN results and achievement of syllabus outcomes to ensure opportunities for successful transition to their home school are available.

Staff professional learning on behavioural and wellbeing management strategies, including; the Wellbeing Framework, Mental Health First Aid, Trauma, Suicide Prevention and Management of Actual or Potential Aggression (MAPA).

Support for all teachers in achieving or maintaining their accreditation and systems are in place to assist staff seeking higher levels of accreditation.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	21920	The school continued with the "Liven Deadly" Aboriginal program in 2017. Our NAIDOC assembly involved students, staff and our AEO. The group presented and performed aspects of Aboriginal culture. Two students demonstrated leadership skills in both directing and participation. The 8 Ways Framework is now embedded into programming all units of work across the school. A review of Aboriginal programs is required for further development and integration of Aboriginal perspectives across all programs.
<b>Socio-economic background</b>	92925	Funding has provided opportunities for the school to employ additional SASS and teaching staff to support teaching/learning/transition/work experience and vocational education programs. These funds support the acquisition of technology based resources to support literacy and numeracy teaching. Financial resources also allow the delivery of a diverse curriculum (Project Based Learning) to enhance student engagement and achievement. Our CLO organised programs to engage parents/caregivers in supporting their child.
<b>Support for beginning teachers</b>	No funding allocated in 2017	All teaching staff, both temporary and permanent are provided with opportunities to engage in professional learning to support the development of their PDPs, mandatory training, meet accreditation requirements and to implement the school's Strategic Directions. Opportunities are provided for staff to share both successful teaching practices and challenges. Professional learning is facilitated through executive mentoring, external providers, consultancy support, community organisations, teachers themselves, the Department of Education and on-line learning.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	50	44	41	37
Girls	12	13	16	12

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.

Our enrolment at the completion of 2017 was 49 students. 34% identified as Aboriginal. Students ranged from the Years 7–12

### 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	0	0	0
Employment	0	20	33
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	10	33
Unknown	100	50	34

### Year 12 vocational or trade training

There were no students undertaking vocational or trade training.

### Year 12 attaining HSC or equivalent

100% of the Year 12 students attained a Life Skills HSC in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	1
Classroom Teacher(s)	8.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	11.82
Other Positions	2.48

\*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

Teacher Professional Learning was a major priority throughout 2017. Significant funds were allocated towards for quality learning opportunities for all staff. This has supported staff in delivering high quality learning opportunities for the students at Coreen SSP. Staff training to support our Positive Behaviour for Learning, Project Based Learning, Literacy and

Numeracy were our major investments.

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	405,894
<b>Revenue</b>	3,467,600
Appropriation	3,454,427
Sale of Goods and Services	0
Grants and Contributions	9,464
Gain and Loss	0
Other Revenue	0
Investment Income	3,709
<b>Expenses</b>	-3,296,137
Recurrent Expenses	-3,296,137
Employee Related	-3,043,798
Operating Expenses	-252,339
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	171,463
<b>Balance Carried Forward</b>	577,357

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	495,075
Base Per Capita	20,448
Base Location	0
Other Base	474,627
<b>Equity Total</b>	183,157
Equity Aboriginal	40,205
Equity Socio economic	142,952
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	2,132,250
<b>Other Total</b>	422,448
<b>Grand Total</b>	3,232,929

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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. Go to <http://www.myschool.edu.au> 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 2017, the school sought the opinions of parents/caregivers, students and teachers about the school.

Parents/caregivers stated that they were highly satisfied with their child's education at Coreen School. Parents/caregivers indicated that they were happy with the variety of educational opportunities their children were exposed to.

Staff are committed to community access programs for the students at Coreen SSP. Teachers understand that these experiences provide the students with a variety of educational fulfilment.

Students feel supported.

## Policy requirements

### Aboriginal education

Coreen School received Aboriginal Background funding in 2017. Throughout 2017 the Coreen School community held several events that built connectedness utilising student's knowledge across the school. The success of our Aboriginal Education program in 2017 was due to the engagement of the 'Liven Deadly' program. The engagement of an AEO supported the implementation of an Aboriginal education elective for all students (one day per week). Throughout this elective students became more familiar with and engaged in Aboriginal arts which included dance, film, song and artworks. The weekly elective was structured to motivate all students to contribute to our NAIDOC celebrations. The NAIDOC celebrations were a huge success, which we intend on expanding on in 2018.

### Multicultural and anti-racism education

Multicultural and anti-racism education was embedded across the Coreen School education program throughout 2017. All classes studied different cultures and countries across a variety of Key Learning Areas.