

Coreen School Annual Report



2018



5637

Introduction

The Annual Report for **2018** 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.

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Relieving Principal

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Message from the Principal

I write on behalf of Tiffany Nowland, the substantive Principal of Coreen School. 2018 has been a year of substantial growth for Coreen School whereby the whole school community has committed to delivering quality and challenging individual educational programs that engage students whilst increasing attendance and enhancing student wellbeing. A variety of programs were consolidated and implemented under the School's 2018–2020 Strategic Directions. Coreen School supports the emotional, intellectual, spiritual, physical and social needs of all students so that they can flourish both at school and in the community.

To our wonderful students – I thank you for your hard work throughout the year and for showing resilience and an increasingly positive outlook on life. So many of you have set high educational, physical and social goals for yourselves and have worked tirelessly to achieve them.

The office staff led by Cimone de Haan, are highly professional and effective in their daily endeavours to support the school and its daily and financial operations. They are empathetic and caring to each and every student whilst being mindful of their unique needs.

I would like to thank our teachers and SASS staff, including our amazing school learning support officers for their dedication and commitment to providing students with engaging and meaningful learning opportunities in a safe and caring manner that supports them to become lifelong learners, interact positively with the community and become self-reliant and responsible citizens. Our General Assistant (GA) Paul Morris is always going above and beyond to ensure the school grounds, school resources and all amenities are functional and maintained to a great standard. I am always getting compliments from visitors to Coreen on how lovely our grounds are looking.

To our leadership team – thank you for your flexibility and your relentless drive to support staff and students at Coreen School. Together we have taken on many challenges to ensure that we are achieving the Department of Education's goal that 'every student, every teacher, every leader and every school improves every year.' I look forward to seeing even more growth at Coreen School in 2019 as we continue to support each and every member of our fabulous school community.

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/caregivers visit the school prior to enrolment. Coreen School has a maximum of 49 students at the main campus on 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.

Learning

The results of this process indicated in the Learning domain that Coreen School has an increasingly positive learning culture where there are high expectations of student engagement and where all students are supported to display positive behaviour. Parents and carers are continually updated on the academic and social achievements of their child each semester through a written report. Parents, carers and other stakeholders also participate in parent/carer interviews, IEP interviews and an annual review. Students receive an e-Portfolio annually which enables the school to provide detailed and meaningful information about a student's learning experience to the community of people who provide care. This is a wonderful way for students to celebrate their success with the people closest to them. Transition programs support students moving to Coreen from other settings and fully support students who move between the two campuses within the school in order to optimise learning opportunities. Furthermore, our Positive Behaviour for Learning (PBL) school wide systems continue to build a culture of trust where students are safe, responsible and respectful learners who are engaged in their education.

Teaching

With respect to teaching we have established processes to support beginning teachers, early career teachers and experienced teachers. Staff are actively engaged in planning their own professional development which is evident in MyPL records and in maintenance of accreditation. Processes that help support teachers of all experience levels include formal mentoring, lesson observations as well as informal meetings and regular debriefs. Coreen also seeks to provide constant opportunities for teachers and SASS staff to engage in rich professional dialogue and to learn from other schools and in particular other SSPs. The school optimises learning for all teachers by providing targeted and regular Professional Learning opportunities for all teaching and non teaching staff. We draw upon staff expertise to provide opportunities for teachers to share learning, engage in planning and receive constructive feedback. A culture of collaborative practice is encouraged at the school where teachers are programming, reporting and undertaking professional development more collaboratively.

Leading

In the Leading domain, leadership capacity is built at all levels of the school. This includes teaching and non teaching staff and extends to casual, permanent and temporary staff members. 2018 saw a Deputy Principal position created at Coreen School above establishment. The Deputy Principal role is pivotal in supporting the Principal to lead Coreen School and its community of students, staff and other stakeholders in a culture of trust and respect. All teachers, executive and school learning and support officers are active members of project groups and/or curriculum teams and

have a purposeful leadership role based on their areas of interest and professional expertise. Support is provided continually to build the capacity of aspiring leaders which not only benefits students of Coreen School but supports the development of quality educational leaders throughout the Department of Education with a focus in the area of Special Education. School facilities are utilised in a wide variety of ways to engage parents and carers to best support the students in their care. The school facilities are used regularly and meaningfully to create a strong sense of community spirit. The PCYC program, Liven Deadly program and awards ceremonies are successful ways to promote a sense of community engagement.

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.

Purpose

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

Overall summary of progress

Student wellbeing is paramount to the success of Coreen School and we endeavour to fully support students and their individual needs across the cognitive, social, emotional and spiritual domains. This saw the cessation of the 'Junior' and 'Senior' campuses and the introduction of a unified school where each of the two campuses specialised in their identified areas of need. The Blacktown Tutorial Centre campus focuses on transition with students having a shared enrolment with a mainstream setting whilst the Coreen campus has a strong focus supporting students with additional learning needs through the implementation of a life skills syllabus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student success will be tracked by using internal school performance measures and aligning student achievement to the goals and benchmarks listed in their Personalised Planning and Support Plans (PLSPs), Individual Transition Plans (ITPs) or Personalised Learning Pathways (PLPS).	Teacher (0.5) and SLSO (1.0)	Systems are in place to ensure collaboration between all stakeholders in the implementation of programs to support student learning and wellbeing. 100% of students have IEPs & 100% of year 12 students have ITPs.
80% of Senior Campus students are engaged in vocational education and/or work experience programs.		Work experience programs included Woolworths at Jordan Springs, Coles at Cambridge Gardens and pet shops at Kellyville and Stanhope Gardens.
80% of students achieve a positive PBL reward annually	Re-establish PBL Committee \$1000	PBL review completed with new and revised strategies ready for implementation in 2019. The end of year professional learning days will focus on updating staff understanding of the 2018 review, recommendations for 2019 and training in the explicit teaching of PBL principles to ensure consistency across staff and school.
10% annual reduction in negative Sentral welfare notifications.	Drumbeat training \$2000 Liven Deadly program \$22 000	Staff have engaged in professional learning to support wellbeing programs in 2018, eg. Drumbeat program. Further training in wellbeing programs will be delivered during the final staff development days of 2018 in preparation for 2019.
20% annual increase in positive referrals recorded in Sentral.		A restructure of Coreen School and and BTC during 2018, resulted in an increased engagement of parents/caregivers and community support has enabled student learning and wellbeing needs to be addressed.
10% annual reduction in school suspensions.		For many students there was a significant reduction in suspension rates and in particular long term suspensions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% annual improvement in student attendance rates.		Many students far exceeded a 10% increase in attendance rates and many students achieved attendance rates in excess of 90%.
10% annual increase in students achieving RoSA or HSC.		100% of year 12 students received their HSC.

Next Steps

Conduct a review of the Project Based Learning curriculum and the implementation of its timetable using data to inform best practice.

Review current Positive Behaviour for Learning Practices with the view to officially relaunch the initiative in 2019.

Expand the student wellbeing program to include a focus on developing fine motor skills and gross motor development. This could be supported by occupational and speech therapists.

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

Strategic Direction 2

Community Culture and Values

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

Establishing new community partnerships and consolidating existing partnerships encourages the development of socially appropriate students who make valuable contributions as responsible members of the community. This is achieved by equipping students with vocational education skills acquired through work experience, hospitality and life skills programs. Networking with external agencies and other SSPs has enabled students to engage in incursions, excursions, sports carnivals and interschool sport. A mentoring relationship between Coreen School and Blacktown PCYC was strengthened through the introduction of daily exercise activities for all students. For the first time to date, parents and carers were involved in the annual student review process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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, ITPs and PLPs.		Businesses have supported students with work experience (6 students during 2018) and learning programs on BTC (Bunnings).
Improvement measures will include: increased student participation in work experience or vocational education programs, school attendance rates, academic attainments, transition to home schools and post school pathways.		The school continues to seek out businesses, schools, government agencies and community organisations to support teaching, learning and wellbeing programs.
10% annual increase in parent/carer participation in school organised events.	Community catering \$700	Improved communications with parents/caregivers has resulted in improved participation in school programs. Approximately 75% of caregivers attended Annual Review meetings in Semester 1 and 60% (20% in 2017) of caregivers attended in Term 4.
100% of eligible BTC students are supported with access to a mainstream curriculum.		The change in structure of all BTC students attending the BTC campus has meant that 100% of eligible students are supported in accessing a mainstream curriculum.
80% of BTC students are engaged in vocational education programs.		The majority of BTC students are involved with TAFE or Bunnings vocational educational programs.
50% of BTC students are engaged in transition programs	Teacher (0.5) and SLSO (1.0)	Five students are engaged in transition programs to their mainstream school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
with their home school.		Five students are engaged in transition programs to their mainstream school.

Next Steps

Stronger focus on including students and all stakeholders in the annual student review process.

Coreen School and BTC is investigating the introduction of a school newsletter which is to be distributed three times per term. The school newsletter will contain important information, upcoming events and will have a strong focus on recognising and celebrating student success. This aims to promote a community of informed citizens who feel known, valued, recognised and cared for. The school staff and leadership team also feel that a school newsletter will enable the entire school community to feel more connected. Distribution will include students physically taking the newsletter home but we will also facilitate access through electronic mail, postal mail and through social media platforms such as Facebook and Twitter. This aims to re-engage those students who are currently disengaged from their education. It will also facilitate the whole school community being more aware of school policy, processes and our classroom and playground behavioural expectations.

Strategic Direction 3

Teaching & Learning

Purpose

We value and cater to individual learning needs through the delivery of practical, engaging and significant teaching practices which will enable our students to achieve personal best in their learning.

Overall summary of progress

There was a strong focus on utilising Sentral as a tool for the collection of data detailing student engagement in teaching and learning activities. The move to use Sentral as the platform for the school reporting cycle saw a more unified approach to recording achievement of learning outcomes in all key learning areas. The review and adjustment to the Individual Education Plans for students ensured staff employed a more collaborative and student centred approach. Pilot of Leah Kuypers 'Zones of Regulation' emotion regulation program proved highly successful. School-wide assessment systems continued and teachers expanded on the existing assessment procedures to introduce specific, targeted and specialised assessment tools and practices to support student engagement and learning whilst bridging gaps in student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students with regular attendance will meet or exceed their pre-test results in literacy and numeracy.		School structures, teaching, learning and wellbeing programs have been evaluated through tracking student results, attendance rates, gathering input from caregivers, teachers and SLSOs.
Building staff capacity to support learning will be measured through staff achieving the goals set out in their Performance and Development Plan (PDP). Improvements in teacher quality will also be measured through the accreditation process with NESAs.	The establishment of a DP position (1.0) to oversee the accreditation process.	Planning is under way to implement STEM across the curriculum in 2019. External advice is being sourced from ASI Solutions and their model implemented at Quakers Hill Public School on best practices. Investigations into the allocation and resourcing of specialist classrooms to support ICT and Project Based Learning Programs in 2019 is under way. Three staff have completed the requirements for proficient accreditation during 2018 and two other staff members are in their final stages of preparation.
100% of teaching and SASS staff have a PDP.		100% of teaching staff have completed the PDP process with a mentor.
100% of teachers are achieving their PDP goals and are meeting NESAs accreditation requirements.	The establishment of a DP position (1.0) to oversee the accreditation process.	100% of teachers are following the PDP process with the direct support of their supervisors. The majority of PDP goals have been met. In 2019, teachers will be supported in aligning their professional development with the Australian Professional Standards for Teachers to ensure their accreditation requirements/goals are met.
40% of teachers are engaged in leadership roles within the school.	Casual teachers employed for 4 days while substantive teachers pursued the leadership course 'Positive Qualities for Leadership.'	Systems, such as Sentral are being upgraded to support the tracking of data and for staff to compile student academic reports. Such initiatives are being led by aspiring leaders within the school. Teachers are also in leading roles in curriculum teams and other project groups such as Literacy, H&S and PBL.

Next Steps

Implementation of a school-wide emotion regulation program to support student and staff wellbeing. 'Zones of Regulation' introductory course to be delivered to all teaching and support staff.

Collect and analyse data to inform the modifications of teaching and learning sessions coupled with effective and frequent movement breaks. Collect and analyse data to determine achievement of student learning outcomes in respect to reducing transitions for students with the view to increasing engagement and a sense of belonging through the provision of a predictable and supportive learning environment.

Uniformed and explicit student profile proformas to be developed and implemented for all students enabling staff to plan for and implement effective teaching and learning programs. This will also support more detailed and appropriate IEPs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5500 Liven Deadly Term 4 \$1250 – Staffing to support Liven Deadly programs \$750 to support excursions, resourcing Aboriginal programs and supporting individual student needs and community events.	Liven Deadly has supported the school in delivering programs that address Aboriginal Perspectives from across a range of syllabus documents. The program has increased an awareness and relevance of Aboriginal Culture for all students. The program also supports boys education, public speaking, performances, enhancing student understanding of Aboriginal dance, music and culture, community participation and developing networks with other schools. A focus at the commencement of 2019 will be a review on the implementation and development of Personalised Learning Pathways for students from an Aboriginal background.
Low level adjustment for disability	N/A	N/A
Socio–economic background	\$1000 – PBL Term 4 Rewards, Breakfast Club & wellbeing programs. \$875 – Project Based Learning Fencing and furniture to develop new learning spaces in 2019.	Community and transition programs facilitated by our CLO and SLSO Transition continue to support learning and wellbeing programs. Parent/caregiver attendance at review meetings has increased significantly in 2018 (60% – 2018, 24% – 2017). 2 out of 3 Year 12 students have gained employment or have been successfully linked to support agencies whilst continuing their education at Coreen School. Six students have completed work experience programs at TAFE and Bunnings and several other organisations have supported learning programs on BTC and Coreen. BTC student transition programs with their home school are now developed. PBL systems have been reviewed with a new rewards system developed. Staff training and updating Sentral to support data collection will support the expansion of PBL in 2019. Project Based Learning continues to be a curriculum initiative to support learning. Investigations into creating new learning spaces to support the integration of ICT/STEM across the curriculum and the expansion of Project Based Learning electives in 2019 commenced during Term 4.
Support for beginning teachers	N/A	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	44	41	37	38
Girls	13	16	12	13

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

Our enrolment at the completion of 2018 was 51 students. 28% identified as Aboriginal. Students ranged from the Years 7–12.

Management of non-attendance

Many 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 explanations 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	100
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	14	0	0
Unknown	0	0	0

100% of our year 11 students have stayed enrolled at Coreen School to complete year 12.

86% of year 10 students have stayed enrolled at Coreen School to commence their HSC.

Year 12 vocational or trade training

There were no students undertaking vocational or trade training.

Year 12 attaining HSC or equivalent

100% of Year 12 students attained a Life Skills HSC in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	1
Classroom Teacher(s)	8.1
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	12.52
Other Positions	2.48

*Full Time Equivalent

Three members of staff are 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	10

Professional learning and teacher accreditation

Localised training through our own expert knowledge and experience guided our PL in 2018. We upskilled our teachers in processes including writing reports, developing and implementing Individual Education Plans (IEPs) and working with Department documents such as the School Excellence Framework (SEF) and the Wellbeing Framework. Staff refreshed and updated their training in Managing Actual Potential Aggression

(MAPA).

Teacher accreditation at both proficient and maintenance levels was supported through weekly meetings, collegial discussion and observations.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	577,357
Revenue	4,102,899
Appropriation	4,097,735
Sale of Goods and Services	0
Grants and Contributions	1,352
Gain and Loss	0
Other Revenue	0
Investment Income	3,812
Expenses	-3,498,118
Recurrent Expenses	-3,498,118
Employee Related	-3,118,831
Operating Expenses	-379,287
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	604,781
Balance Carried Forward	1,182,138

The balance carried forward is planned to further support educational programs and student and staff wellbeing. The intended use of these funds include; furniture and fencing for flexible learning spaces, the complete fit out of a STEM room and refurbishing the gym. Funds are also planned to update school technology and to purchase an automatic school bus and a Therapy dog. A substantial amount of funds will be allocated to staff professional learning and the provision of an employing an above establishment Assistant Principal – Wellbeing.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	607,175
Base Per Capita	25,873
Base Location	0
Other Base	581,302
Equity Total	172,197
Equity Aboriginal	38,886
Equity Socio economic	133,312
Equity Language	0
Equity Disability	0
Targeted Total	2,183,890
Other Total	433,060
Grand Total	3,396,322

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.

Parent/caregiver, student, teacher satisfaction

During 2018 Coreen School endeavoured to give its school community a voice in all key initiatives. Teachers worked more collaboratively with parents, carers and other stakeholders to develop Individual Education Plans (IEPs) and Individual Transition Plans (ITPs).

2018 saw the reintroduction of Parent/Teacher night, the first in five years. Coreen executive revamped this experience to make it a non-confrontational 'meet the teacher night' which proved extremely positive and productive for the whole school community.

Through innovative leadership Coreen staff continued to facilitate a positive and inclusive educational environment whereby students had numerous opportunities to choose from a variety of teaching and learning programs that they participated in through Project Based Learning. They also contributed to a whole school rewards program including PBL prizes, excursions and the school expectations matrix and which resources they were interested in acquiring to support learning in key learning areas.

In a first of its kind at Coreen the whole school community celebrated student success through weekly school assemblies, principals awards and positive phone calls home.

Policy requirements

Aboriginal education

2018 saw Aboriginal perspectives embedded in everything we do which compliments Departmental Policy that Aboriginal Education is everyone's business. This can be witnessed on a daily basis whereby the student and staff population present an 'Acknowledgement to Country' voluntarily at all meetings, engagements and gatherings. The success of our Aboriginal Education program in 2018 was largely attributed to the 'Liven Deadly' program, involvement in Sorry Day and Reconciliation Week activities.

All students and staff contributed proudly to our NAIDOC day celebrations which included addressing our special guests the Executive Director of Education and Bungarabee's Director of Educational Leadership.

Multicultural and anti-racism education

Multicultural and anti-racism education was embedded across the Coreen School education program throughout 2018 in all key learning areas and throughout Project Based Learning. The school community enjoyed participating in special days such as Harmony Day and the National Day of Action Against Bullying to promote multiculturalism and to develop a culture of inclusivity and tolerance.