

Coreen School

2019 Annual Report



5637

Introduction

The Annual Report for 2019 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.

School contact details

Coreen School

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Message from the principal

2019 was another successful year for students and staff at Coreen School. I am extremely proud of the individual achievements of students in particular our transition to work program, transition to mainstream and our wellbeing initiatives.

Our staff have created a positive culture for our students to learn and they are taking advantage of the opportunities afforded to them.

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. Coreen School has a maximum of 49 students at the main campus on Hereward Highway, and a further 21 students at the Tutorial Centre campus on Newton 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 three school buses.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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).

80% of Senior Campus students are engaged in vocational education and/or work experience programs.

80% of students achieve a positive PBL reward annually

10% annual reduction in negative Sentral welfare notifications.

20% annual increase in positive referrals recorded in Sentral.

10% annual reduction in school suspensions.

10% annual improvement in student attendance rates.

10% annual increase in students achieving RoSA or HSC.

Progress towards achieving improvement measures

Process 1: School structure promotes the effective development of all students in their preparation for beyond Coreen School.

- Allocation of funding and appointment of staff to supervise programs for Blacktown Tutorial (BTC) and Coreen School students. SLSO support will be provided to meet transition program goals.
- Individual attendance and transition plans are developed to engage students in learning and to facilitate movement into and beyond Coreen School.
- Delivery of programs to enable BTC students successfully transition/return to their mainstream school. Tracking of course outcomes to monitor ITPs and their home school's curriculum requirements.
- Refine procedures for the development of transition education plans between campuses and the student's mainstream school.
- Partnership with BTC transition students' mainstream schools to refine expectations, procedures and transition processes to achieve successful outcomes for students.
- Provide ongoing opportunities and training for staff to develop Project Based Learning Programs, their delivery, assessment and evaluation.
- Project Based Learning scope and sequence will include electives using Indigenous Education themes.
- Orientation programs in place to facilitate student transition from the junior to senior school and from Years 6 into 7.

Evaluation	Funds Expended (Resources)
<p>One student from the Tutorial program successfully completed a transition, returning to his census school. A further students engaged in the transition program for the first time, exposing them to the possibility of returning to their census schools. Strong links were made between Coreen School and the executive staff from our student's census schools. Both Aboriginal and non Aboriginal students, were provided the opportunity to engage with Aboriginal cultural programs and experiences and develop personalised philosophy to appreciation of Aboriginal culture. Students gained knowledge and experience through real world experiences via the Project Based Learning program-Garden to Plate initiative.</p>	<p>0.6 teacher allocation above establishment to support transition program</p> <p>Horticulture teacher via contract</p> <p>Contractor-Aboriginal cultural program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background

Progress towards achieving improvement measures

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(\$64029.00)
 • Socio–economic background (\$12000.00)
 • Aboriginal background loading (\$22000.00)

Process 2: Positive Behaviour for Learning (PBL)

- PBL teams evaluate existing PBL practices, develop PBL data parameters, and develop a scope and sequence for Social Skills.
- PBL lessons are implemented into the classroom, creating a whole school understanding of Safe, Responsible and Respectful.
- Staff and student training in PBL practices.
- Implement Behaviour Management Flow Chart through TPL and mentoring.
- Results of PBL evaluations are reviewed with recommendations implemented.

Evaluation	Funds Expended (Resources)
<p>Coreen PBL evolved throughout the year to reflect a more personalised approach to students and specific class needs and interests. Whilst a whole school methodology included key messages and lessons around being; Safe, Respectful and Responsible learners, it was agreed that the more personalised approach would best meet the needs of our students. As a result of the PBL program, there was a reduced need for executive intervention as the year progressed. There was a decrease in property damage. Student ownership of the program increased when we transitioned to a more class–based approach. School Deputy Principal was asked to present our class–based model at an inclusive network training session.</p>	<p>PL provided by network teams and PL delivered by staff to colleagues.</p> <p>PL lunches and incentive reward excursions and activities.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$14000.00)

Process 3: Wellbeing Systems

- Evaluate and refine the process of developing PLSPs, ITPs and PLPs.
- Continued professional learning on the use of Sentral for the reporting, management and tracking of data for school administration, PBL, LST, Wellbeing and student management.
- Case management of students by the Learning Support and Wellbeing teams to support engagement.

Evaluation	Funds Expended (Resources)
<p>All students had a collaboratively planned PLSP, ITP or PLP where required</p> <p>Sentral was utilised to create end of year reports</p> <p>Sentral was utilised to monitor wellbeing and PBL throughout the year</p> <p>Sentral to be utilised in 2020 to monitor attendance</p> <p>School staff engaged in capacity building surrounding the learning and support team process.</p>	<p>AP Wellbeing position</p> <p>Expertise of school–based staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$33109.99)

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.

Improvement Measures

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.

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.

10% annual increase in parent/carer participation in school organised events.

100% of eligible BTC students are supported with access to a mainstream curriculum.

80% of BTC students are engaged in vocational education programs.

50% of BTC students are engaged in transition programs with their home school.

Progress towards achieving improvement measures

Process 1: Established community partnerships:

- Re-establish community programs in collaboration with Community Team and Senior Campus staff.
- Utilise Social Media to communicate with Coreen School community.
- Continue to develop links with businesses, Indigenous and community organisations.
- Re-establish community and business network list which is available to all staff.
- Re-employment of a Community Liaison Officer (CLO) and a community room continues to be supported and resourced.
- Community Team in liaison with community agencies implement programs across Coreen School.
- Community facilitated programs for boys to be implemented.
- Expanding partnerships with primary and secondary settings to deliver a range of learning opportunities.
- Utilise community funding to establish and maintain programs.
- Utilise government agencies and clubs to assist with the implementation of learning programs.
- Communication lines are established with caregivers to engage them in the development of their child's learning and welfare.
- Providing support for parents and caregivers that will facilitate engagement of students.
- Communication with parents using SMS.

Evaluation	Funds Expended (Resources)
Parents/Carers given a range of platforms to communicate with school and engage in their child's learning.	Support Teacher Transition-regional position
Students engaged in training that prepared for school to work transition.	School-based CLO
	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$61254.00)

Process 2: Engaging in a breadth of curriculum:

- Transition plans for Coreen to home school and beyond Coreen are developed.
- Induction and support programs are provided for students transitioning to their home school.

Progress towards achieving improvement measures

- Process 2:**
- Induction and support programs are provided to students engaging in external work experience programs.
 - Protocols and policies are developed to ensure all mandatory work experience requirements have been covered.
 - Refine in-school work experience programs.
 - Students interviewed to match and identify their vocational needs and goals.

Evaluation	Funds Expended (Resources)
Students at both campuses were exposed to a large range of quality learning opportunities and experiences. This presented a variety of options and experiences for students to engage with the curriculum and gain valuable life skills	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$7164.00)• Flexible Funding Wellbeing (\$30700.00)

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.

Improvement Measures

80% of students with regular attendance will meet or exceed their pre-test results in literacy and numeracy.

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.

100% of teaching and SASS staff have a PDP.

100% of teachers are achieving their PDP goals and are meeting NESAs accreditation requirements.

40% of teachers are engaged in leadership roles within the school.

Progress towards achieving improvement measures

Process 1: Students are achieving growth in literacy and numeracy:

- Planning processes ensure literacy and numeracy outcomes are evident across all teaching programs.
- PLSPs, ITPs and PLPs contain detailed information about student achievement across the curriculum and identified areas requiring additional support.
- Expansion of ICT programs including; Matific and RAZ to support teaching/learning programs across the curriculum and to meet the individual needs of students.
- Staff professional learning in using Life Skills outcomes from across the NESAs Learning Areas to support the development of teaching/learning programs.
- Implementation of individual literacy and numeracy programs, PLSPs and PLPs for all students based on individual needs. Students from an Indigenous background will have their PLSPs and ITPs integrated into their PLPs (Personalised Learning Pathways).
- The Curriculum Team will be responsible for the delivery of teaching and learning programs across the school.
- A common program template is used across the school for teachers to implement their teaching/learning programs.
- Appoint a KLA Literacy Coordinator to focus on improving literacy teaching/learning programs and to support both staff and students.
- Appoint a KLA Numeracy Coordinator to focus on improving numeracy teaching/learning programs and to support both staff and students.
- Embed literacy and numeracy outcomes in Project Based Learning units.

Evaluation	Funds Expended (Resources)
Teachers working in unison to support students across the school. Students have more ownership and understanding of their literacy and numeracy.	

Process 2: Professional learning opportunities and programs are available for all staff:

- Executive and senior staff will take leadership roles for committees with a team of teachers and SLSOs.
- Succession training opportunities will be established for leadership roles.
- Provide professional learning opportunities for SLSOs to support them in implementing school priorities, their PDPs and individual professional needs.
- The school develops and registers courses for staff professional learning through MyPL and NESAs.
- Mentoring programs are in place to support teachers in the full implementation of the Australian Professional Standards for Teachers.
- Teaching programs are developed to include the explicit use of the quality teaching framework. This is

Progress towards achieving improvement measures

Process 2: supported through mentoring sessions.

Evaluation	Funds Expended (Resources)
Capacity of staff built and therefore students further supported. School to look at using the Standards and Quality Teaching Framework as part of their PDPs in 2020.	Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$5000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$30 000.00)	Students were provided opportunities to engage with literacy and numeracy skills with a cultural aspect.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$0.00)	We provide specific support for student learning through the Individual Education Plans we develop.
Socio–economic background	Funding Sources: • Socio–economic background (\$150 000.00)	Students provided with several opportunities to access curriculum with additional staff to support.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$0.00)	We continue to support all teachers through the accreditation process.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	41	37	38	41
Girls	16	12	13	11

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

8 students completed their Year 12 HSC and have transitioned to the care of disability employment services, or are seeking employment.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	1
Classroom Teacher(s)	8.09
Teacher Librarian	0.4
School Counsellor	2
School Administration and Support Staff	12.52
Other Positions	2.48

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,182,138
Revenue	4,131,156
Appropriation	4,126,731
Sale of Goods and Services	-1,773
Grants and contributions	3,108
Investment income	3,090
Expenses	-4,022,371
Employee related	-3,348,929
Operating expenses	-673,442
Surplus / deficit for the year	108,785

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	2,229,120
Equity Total	185,746
Equity - Aboriginal	29,164
Equity - Socio-economic	156,181
Equity - Language	400
Equity - Disability	0
Base Total	644,847
Base - Per Capita	31,395
Base - Location	0
Base - Other	613,453
Other Total	651,638
Grand Total	3,711,351

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

Parent/caregiver, student, teacher satisfaction

Our parents and caregivers work in partnership with the school to support our students.

Teachers maintain their accreditation with support from the school executive.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.