

2020 Annual Report

Coreen School



5637

Introduction

The Annual Report for 2020 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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Message from the principal

2020 was the most extraordinary year for all us. I am extremely proud of our students achievements and being able to participate in a continuation of learning through the challenges of the global pandemic. Special mention to our community of parents and carers who worked in partnership with the school to support student learning at this time.

I would also like to credit our staff for their flexibility during this time and ability to go between online and face to face learning for our students.

School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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 | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| 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 | Sustaining and Growing |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| 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) |
|--|---|
| We had significant success with transition back to mainstream. One student now attends mainstream full time. | Transition teacher. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$65000.00) |

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.

Progress towards achieving improvement measures

- Process 2:**
- Implement Behaviour Management Flow Chart through TPL and mentoring.
 - Results of PBL evaluations are reviewed with recommendations implemented.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Student participation in learning activities has increased with the introduction of the Coreen Cup. | Engaging with incursion activities and alleviate the inability for schools to carry out excursions. Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$10000.00) |

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) |
|---|---|
| Wellbeing of students and staff has remained paramount to school success. | Employment of Aboriginal Education Officer. Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$65000.00) |

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) |
|--|--|
| Our parents and carers have been linked to many external agencies that further support our students. | Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$55000.00) |

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.
- 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.

Progress towards achieving improvement measures

Process 2: • Students interviewed to match and identify their vocational needs and goals.

| Evaluation | Funds Expended (Resources) |
|---|-----------------------------------|
| Students have achieved outcomes across many Key Learning Areas and have been introduced to a variety of subjects and work related activities. | |

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) |
|--|----------------------------|
| Measures of student success are now aligned with individual goals and input from all stakeholders. | |

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 supported through mentoring sessions.

Progress towards achieving improvement measures

| Evaluation | Funds Expended (Resources) |
|---|--|
| Professional Learning is specific and caters to teachers and SLSOs requiring to up skill in areas relevant to our students. | Funding Sources: <ul style="list-style-type: none">• Professional learning (\$20000.00) |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|---|
| Aboriginal background loading | Funding Sources: • Aboriginal background loading (\$24 610.00) | Students and staff have opportunity to access staff member who has made links with community and Aboriginal Education Team to embed Aboriginal Education into daily practice at Coreen. |
| Low level adjustment for disability | | N/A |
| Socio-economic background | Funding Sources: • Socio-economic background (\$141 405.00) | Students are supported by young, male role models and staff to student ration increased. |
| Support for beginning teachers | | N/A |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 37 | 38 | 41 | 41 |
| Girls | 12 | 13 | 11 | 7 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

Year 12 students undertaking vocational or trade training

Not applicable.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of year 12 students achieved their HSC.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Head Teacher(s) | 1 |
| Classroom Teacher(s) | 8.11 |
| 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 1,290,923 |
| Revenue | 4,367,408 |
| Appropriation | 4,360,309 |
| Grants and contributions | 6,150 |
| Investment income | 948 |
| Expenses | -5,187,389 |
| Employee related | -3,973,254 |
| Operating expenses | -1,214,135 |
| Surplus / deficit for the year | -819,981 |
| Closing Balance | 470,942 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 0 |
| Equity Total | 166,415 |
| Equity - Aboriginal | 24,610 |
| Equity - Socio-economic | 141,405 |
| Equity - Language | 400 |
| Equity - Disability | 0 |
| Base Total | 2,989,584 |
| Base - Per Capita | 32,179 |
| Base - Location | 0 |
| Base - Other | 2,957,405 |
| Other Total | 949,925 |
| Grand Total | 4,105,924 |

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

We have had excellent engagement with parents and carers via phone conferences as the current climate has not permitted as many face to face events as we would have liked.

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.