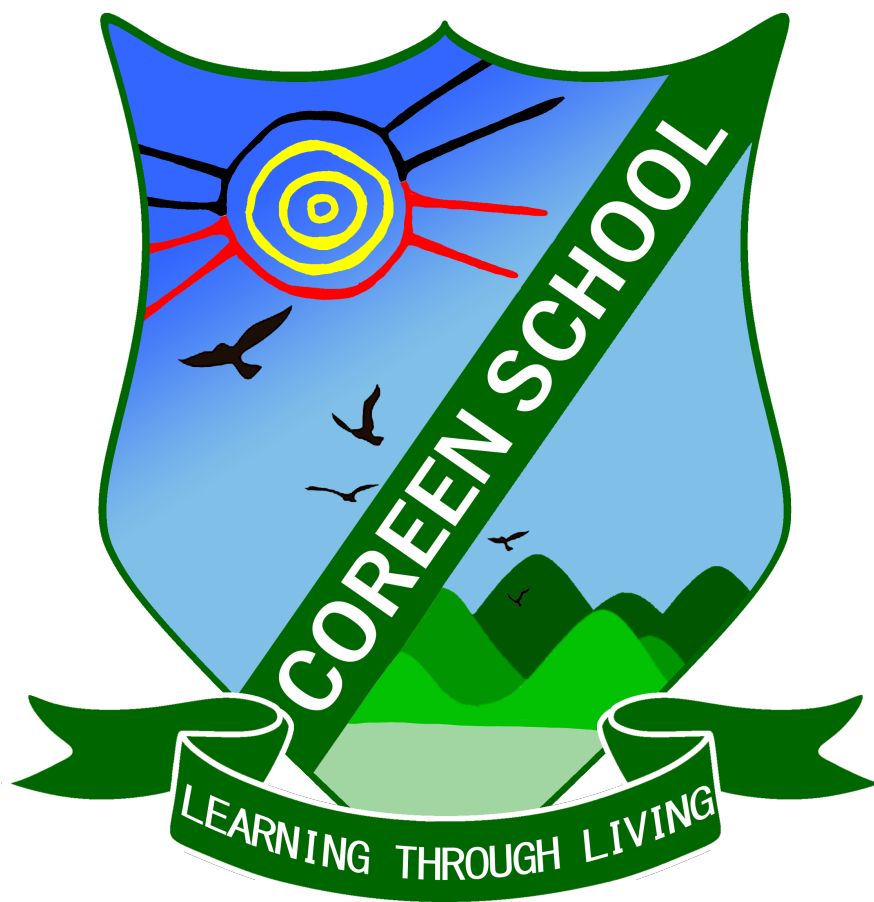


# 2021 Annual Report

## Coreen School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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Coreen School

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## 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 students with skills to experience personal achievement in managing their emotional and behavioural needs. Our values of excellence, equity, trust, service, integrity and accountability all align with the Department's Strategic Plan.

The students and staff at Coreen School acknowledge the traditional custodians of the Darug land and pay our respects to Elders past and present. We welcome all Aboriginal and non Aboriginal people to our school and believe that when we go gently on Darug land we are all united as one community.

## School context

Coreen School is a School for Specific Purposes that caters for 70 students who present with an emotional disturbance and/or behaviour disorder. Students may also have additional learning needs/diagnosis such as autism and/or a mild intellectual disability. Enrolments come through an access request and the state-wide placement panel process. Students are high school age and engage in a variety of life skills curriculum programs. Students in the Tutorial program are shared enrolments with mainstream high schools and may complete mainstream curriculum. Our school is well resourced with specialised classrooms, a gym, swimming pool and 3 school buses that provide access to the many community based programs we make accessible to our students.

We are located in Blacktown and are part of the Bungarribee Network within the Metropolitan South and West School Performance Directorate. Our Principal is a member of the Blacktown Area Primary Principal's Council within the Primary Principal's Association. We work in partnership with Nurrungingy Local Aboriginal Education Consultative Group.

Coreen School completed External Validation in September 2020 and moved into our Situational Analysis. From these two processes our school executive identified areas of strength in wellbeing and catering to the whole child. Areas for development included the tracking of student outcomes through data collection. Our Strategic Directions in our Strategic Improvement Plan for 2021-2024 therefore are:

1. **Student Growth and Attainment:** We will further develop the Instructional Leadership approach and work in line with the literacy and numeracy progressions. We will refine our assessment processes and our Individual Education Plans for our students will be the focal point for tracking outcomes.
2. **Wellbeing:** We will enhance our quality teaching practices with student and staff wellbeing by engaging in meaningful professional learning. We will formalise our methods in a trauma informed approach to supporting wellbeing.
3. **Community Connections:** Students will be exposed to a variety of ways to engage with the school community and beyond, post school options and work experience. Our specialised staff including our Community Liaison Officer, Student Support Officer and Aboriginal Education Officer will work with students, teachers and our inter-agency networks to enhance students' connection to community.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2021 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	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 growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Informed Practice and Assessment Processes
- Individualised Education Plans

### Resources allocated to this strategic direction

**Professional learning:** \$2,000.00

**Beginning teacher support:** \$2,000.00

**Literacy and numeracy intervention:** \$2,000.00

**Socio-economic background:** \$11,211.80

**English language proficiency:** \$2,400.00

### Summary of progress

Most students have been assessed to create baseline data in reading, this data is recorded in shared drive so all teachers have access. For new enrollments students must be assessed and added to the data.

In numeracy, assessments for learning were created and teachers kept their own records as tailored programs to support students in their classes. Records of results were kept in student folders. Next steps creating a system whereby all teachers use a centralised assessment and can plan accordingly. This will continue to inform teaching practices across the school.

Next steps for whole staff training PL reading and literacy programs embedding

Staff training and buy in on the importance of informative assessment, assessment for learning. Next steps for teachers to implement individualized learning plans.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Using data to inform practice - internal sources - WARP Reading, Outcome tracker - Baseline data	<p>Macqlit warp assessments completed with cohort. This gives good data but all staff must use Macqlit reading intervention to fill gaps.</p> <p>The data is useful but needs to be routinely assessed including for new starters.</p> <p>Teacher continuous judgement made for students but system to be created in recording/measuring.</p> <p>Check in assessment completed by medium cohort and not across both sites. Needs to be consistent moving forward.</p> <p>Targeted group of students are making reported progress.</p> <p>Implications of Covid and limited face to face learning implicated whole</p>

<p>Using data to inform practice - internal sources - WARP Reading, Outcome tracker - Baseline data</p>	<p>school process implementation.</p> <p>Outcome tracker has been used across the school to record students outcomes.</p>
<p>Reinvigorated Individualised Education Plan template and staff professional learning, involving new processes implemented.</p>	<p>New IEP templates created and new processes. Incorporate into IEP meetings - CPS linked</p> <p>All stakeholders - collaborative goals - collegiality - used</p>

## Strategic Direction 2: Wellbeing

### Purpose

Every student and staff member is known, valued and cared for. Continuous improvement embedding a culture of high expectations ensuring maximum engagement and worth.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Quality Teaching Practices

### Resources allocated to this strategic direction

### Summary of progress

Targeted students increased attendance through online learning platforms provided. COVID strategies implemented improved attendance. We will continue to utilise the online platforms to continue to engage students in learning.

Staff made links to post school options for our students.

100% of parents and carers attended IEP review meetings signed off on goals. 2 parents attended CPS meetings for their child. Year 12 student's family attended RAP meeting and gave feedback regrading student uniform.

Podcast took place without parents, will look to expand this space and include parents next year.

100% of Aboriginal students in year 12 achieved a HSC.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Targeted school cohort less than 65%, all demonstrate attendance data improvement of 1.7%.	fortnightly meetings with HSLO Shared Documents with information COVID strategies - flexible learning spaces - check in daily - variety of lessons Classes online , minecraft ect Wellbeing check ins - Recorded DATA of engagement
Build staff knowledge and understanding of Transition to be meaningful and individualised post school options.	Sarah - year 12 NOVA employment Zac - Peckies - supported transitional living Productivity bootcamp Good 360, Vinnies, meals on wheels, work crew Daramu
Uplift in attendance and participation percentage of parents/carers in Individualised Transition Plans , Individualised Education Plans, and	100% of parents and carers invited to attend IEP review meetings signed off on goals

<p>review meetings.</p>	<p>CPS identifying lagging skills meetings</p> <p>Encourage parent participation in whole school annual RAP meeting -</p> <p>Consultation with parents with new uniform and rebrand/logo</p> <p>AIME Hoodies - Student voice</p>
<p>66% Aboriginal Students enrolled achieve their HSC</p>	<p>2 students in year 12 cohort.</p>



## Strategic Direction 3: Community Connections

### Purpose

To establish and maintain strong community connections that will enrich engagement with the wider whole-school community and provide meaningful and individualised transitions to post-school options

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Specialised Staff
- Specialised Programs Assisting Transitions

### Resources allocated to this strategic direction

**Socio-economic background:** \$128,060.39

**Aboriginal background:** \$29,378.50

### Summary of progress

50% of teaching staff and 25% of non-teaching staff have engaged in local opportunities and post school options for students.

100% of students provided opportunity to engage in specialised programs both on site and off site.

100% teaching staff aware of student transition goals.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Staff to build knowledge around local opportunities and post school options. Connecting with work experiences placements/other training/ post school programs.	Flowerpower, Vinnies, Meals on wheels, Good 360, Yamaha, yes programs, productivity boot camp. DSA
All students provided opportunity to engage in a specialised program	Surf school, music therapy, cafe, whole school lunch, garden to plate, AIME (make a hoody) external gym, AIS, dance instructor,
Staff awareness of transition Plan goals.	Staff were all supportive and engaged with students to achieve successful transitions plans  CLO was heavy involved. Moving forward Scott (DP) to drive transition e.g. mainstreams returns  Brigitte Herman (STT) conduct transition meetings and plans with class teachers for year 12.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$139,272.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coreen School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice and Assessment Processes</li> <li>• Specialised Staff</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Music Therapy</li> </ul> <p>Work Crew Lesson without walls</p> <p><b>The allocation of this funding has resulted in:</b></p> <p>Well-being packages Technology and WIFI data support Extra support staff and teachers Programs Breakfast club</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continuation of programs update technology as necessary New programs to engage disengaged. Well-being initiatives Alme Hoodies</p>
<p>Aboriginal background</p> <p>\$29,378.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coreen School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Specialised Staff</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Aime</li> </ul> <p>AEO Naidoc and Reconciliation week</p> <p><b>The allocation of this funding has resulted in:</b></p> <p>Aboriginal Pedagogues booked but cancelled due to COVID</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Expanding aboriginal culture with all students. Linking with ACG Aboriginal Pedagogues Professional Learning</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coreen School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Individualised Education Plans</li> </ul>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Macqlit Training and implementation</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 3 Teachers trained.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> All SLSO and teachers to be trained in both assessment tools and reading intervention.</p>
<p>Literacy and numeracy intervention</p> <p>\$2,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Coreen School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice and Assessment Processes</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Training for more teachers in Macqlit program.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> More staff trained in reading intervention program. Used more widely across school. Benchmarking and data tracking for all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Next steps are to train SLSO's to use buddy system for further supports for reading.</p>
<p>COVID ILSP</p> <p>\$47,199.91</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of extra teacher to support re-engagement of students and support transition back to mainstream.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 1 successful transition program to mainstream. This to be expanded for 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> With the consistent teacher transition placement more students will be able to access program.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	38	41	41	44
Girls	13	11	7	16

## Attendance

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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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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.

# 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	470,942
<b>Revenue</b>	4,510,503
Appropriation	4,505,189
Grants and contributions	4,912
Investment income	403
<b>Expenses</b>	-4,332,364
Employee related	-3,973,847
Operating expenses	-358,516
<b>Surplus / deficit for the year</b>	178,140
<b>Closing Balance</b>	649,082

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	171,051
Equity - Aboriginal	29,379
Equity - Socio-economic	139,272
Equity - Language	2,400
Equity - Disability	0
<b>Base Total</b>	3,038,759
Base - Per Capita	32,984
Base - Location	0
Base - Other	3,005,775
<b>Other Total</b>	949,979
<b>Grand Total</b>	4,159,789

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

CLO close work with parents and community.

Social media platforms used Twitter, Facebook (Positive comments from school community).

Engagement during home learning due to COVID-19 parents and carers were contacted daily, weekly check-ins - amount of student engagement.

Wellbeing packs and hampers sent home for all to support low socioeconomic houses and greatly received.

Teachers used multiple platforms to communicate and network to allow students access to curriculum and students online engagement improved and consolidated.

Teacher, student and parent relationships were continued and developed further.

Teachers were known, valued and cared for through avenues such as relevant professional learning, teams catch ups., wellbeing activities e.g. fitness and yoga, wellbeing packs. delivered

They continued to develop their professional knowledge through professional learning and developing multimedia skills to engage learning.



# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.