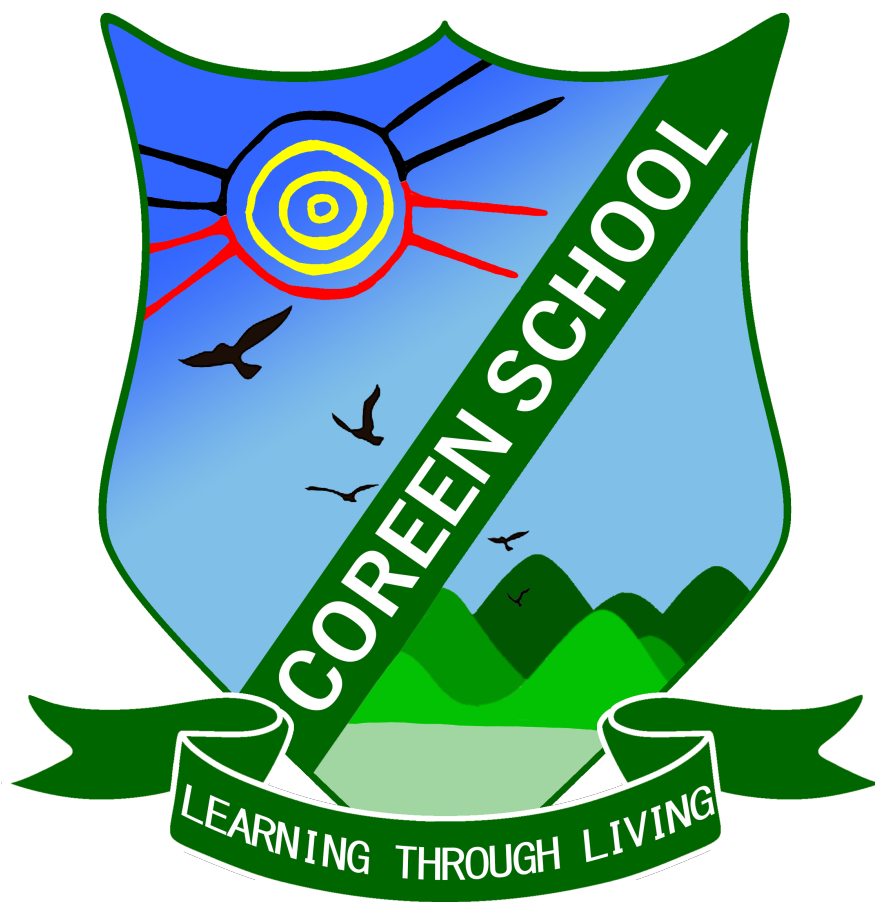


2022 Annual Report

Coreen School



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Introduction

The Annual Report for 2022 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

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	2022 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

Socio-economic background: \$11,492.10

Professional learning: \$25,000.59

AP Curriculum & Instruction: \$30,114.20

Aboriginal background: \$50,815.62

Summary of progress

All teachers participated in Plan2 training

Second teacher completed creating a culture of change which ensured accountability across whole school data inputting.

Three terms of collaboration supported teachers focusing on multiplicative strategies with CSUS and a Literacy and Numeracy Implementation Coach. Teachers began collecting data using Ifsr.

Coreen outcomes created and a focus on students social skills to support learning in the classroom, these have been added into the reports for each semester to reflect progress.

Next steps: Ensure all students are assessed using Interview for Student Reasoning (Ifsr) for Number and Place Value, Additive Thinking and Multiplicative Thinking.

Teachers to begin using Plan2 to record observations and program to cater to individualised learning goals.

Formalise assessment calendar for Literacy and Numeracy.

Students will be able to articulate all 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
The agreed assessment tool will be effectively implemented and monitored to ensure data is reliable and valid. All staff are effectively implementing the tool	Macqlit sessions are embedded teaching practice. Teachers and SLISO's are confident in delivering reading intervention and recording progress in shared drive. Staff are all using Ifsr to assess students in Numeracy. Implications of staff moving on and retraining new staff. Staff shortages.
Individualised Education Plan and supporting processes effectively implemented. Student growth and attainment is determined, documented and evaluated in this process. (Using	Coreen outcomes support students learning goals. Next steps is to formalised data input. IEP's continued development ensures Literacy and Numeracy goals as well as SEL goals.

learning progressions to articulate student goals).

IEP progress is monitored using assessment for learning.

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

Socio-economic background: \$149,749.03

QTSS release: \$2,873.03

Summary of progress

The Annual Review Process has been evaluated and adapted to meet the needs of students, parents/carers. It is inclusive of the classroom teacher, school counsellor and/or school psychologist.

Next steps: Assistant Principal (transition) to lead a team with SSO, AEO and CLO to support pathways to employment.

Through outreach 3 days a week these students could have a potential 50% increase in school attendance.

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 70%, all demonstrate attendance data improvement of 2.4%.	Targeted focus on students who could increase attendance through outreach program. 10% of our students are disengaged and have less than 70% attendance.
Collaborative approach with both staff and students for transition to be meaningful and individualised post school options	All stakeholders included in annual review meetings: Parent/carer, school executive, Support Teacher Transition, Classroom teacher, Community Liaison Officer.
Uplift in attendance and participation percentage of parents/carers in Individualised Transition Plans , Individualised Education Plans, and review meetings.	Discussions regarding attendance formalised in review meetings with HSLO/ASLO present.
80% Aboriginal Students enrolled achieve their HSC Decrease proportion of students attending <80% of the time	100% percent of Aboriginal students achieved their HSC.

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

Student support officer (SSO): \$96,058.00

SSP supplementary funding: \$291,986.01

Per capita: \$0.00

Summary of progress

50% of our teachers have engaged with local businesses to explore opportunities and post school options for students.

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

Maintained 100% teaching staff aware of student transition goals.

Next steps: We will continue to provide the programs available and provide new opportunities such as a Riding Program & Groundwork Program with Riding for the Disabled, YourTown, Pathways to Employment with NOVA. We will also collate all Sentral data reflecting the engagement of students enrolled in their respective programs.

We will continue to provide the programs available and provide new opportunities such as a Groundwork Program with Riding for the Disabled resulting in potential work experience, YourTown, Pathways to Employment with NOVA. We will also collate all Sentral data reflecting the engagement of year 12 students enrolled in their respective programs.

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
Students to have clear access to provided post school programs.	25% of students have enrolled in and engaged with TAFE Programs All year 12 students participated in the School Leavers Employment Support - Tasters
65% of students engaged in a specialised program 75% of students in years 11 and 12 engage in work education and/or work experience program 80% of students in year 12 have agreed ITP goals to support transition to post-school options	65% of eligible students engaged in work experience opportunities provided including: - 1 student at Sydney Computers - 1 student Health and Science - 8 students at Sports mentoring - 8 students Guardians of the Park - 5 students at Barista training at Auburn youth centre - 1 student at Fit for work

<p>65% of students engaged in a specialised program</p> <p>75% of students in years 11 and 12 engage in work education and/or work experience program</p> <p>80% of students in year 12 have agreed ITP goals to support transition to post-school options</p>	<ul style="list-style-type: none"> - 10 students at TAFE taster - 75% of students participated in Music for mental health - 5 students attended Daramu - 6 students attended Solid Ground
<p>Staff use transition goals for year 12.</p>	<p>Year 12 focus work experience opportunities sourced and participated in at the following:</p> <ul style="list-style-type: none"> - Pharmacy4Less - PCYC - Active care - Access industries

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$161,241.13</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice and Assessment Processes • Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Staff are more equipped to deliver current curriculum.</p> <p>After evaluation, the next steps to support our students will be: Implementation of new syllabus in the classroom.</p>
<p>Aboriginal background</p> <p>\$50,815.62</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Education Plans <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (AEO) to support Aboriginal and Torres Strait Islander students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Staff are more aware of correct policy and procedures in supporting Aboriginal and Torres Strait Islander Students.</p> <p>After evaluation, the next steps to support our students will be: Embed within teaching our 8 ways training.</p>
<p>Professional learning</p> <p>\$25,000.59</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Coreen School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice and Assessment Processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • APCI part of local Network. <p>Creating a Culture of Change teacher/AP</p> <p>The allocation of this funding has resulted in the following impact:</p>

<p>Professional learning</p> <p>\$25,000.59</p>	<p>Shared support/resources across schools within our Network.</p> <p>After evaluation, the next steps to support our students will be: Increase attendance of staff at these networks to further support implementation in the classroom.</p>
<p>QTSS release</p> <p>\$2,873.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coreen School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: APCI release time increased.</p> <p>After evaluation, the next steps to support our students will be: Provide 1:1 support within the classroom from the APCI for the new scheme teachers.</p>
<p>COVID ILSP</p> <p>\$67,968.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: Increased engagement from students.</p> <p>After evaluation, the next steps to support our students will be: Make transition teacher ongoing position.</p>
<p>SSP supplementary funding</p> <p>\$291,986.01</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Coreen School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Specialised Staff <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs • additional staffing to improve curriculum implementation • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. <p>The allocation of this funding has resulted in the following impact:</p>

<p>SSP supplementary funding</p> <p>\$291,986.01</p>	<p>Student to teacher/support staff ratio from 7:2 down to 3:2</p> <p>After evaluation, the next steps to support our students will be: Targeted support from specific staff.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Coreen School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Specialised Staff <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Broaden SSO reach to all students through WDO's, RAGE training <p>The allocation of this funding has resulted in the following impact: Increased student support</p> <p>After evaluation, the next steps to support our students will be: Include SSO in Outreach program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	41	41	44	38
Girls	11	7	16	10

Attendance

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Head Teacher(s)	1
Classroom Teacher(s)	8.11
Teacher Librarian	0.4
School Counsellor	2
School Administration and Support Staff	13.52
Other Positions	4.48

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	474,285
Revenue	4,883,056
Appropriation	4,873,587
Sale of Goods and Services	142
Grants and contributions	5,853
Investment income	3,475
Expenses	-4,936,788
Employee related	-4,401,258
Operating expenses	-535,530
Surplus / deficit for the year	-53,732
Closing Balance	420,553

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	212,057
Equity - Aboriginal	50,816
Equity - Socio-economic	161,241
Equity - Language	0
Equity - Disability	0
Base Total	3,113,638
Base - Per Capita	33,809
Base - Location	0
Base - Other	3,079,829
Other Total	1,356,009
Grand Total	4,681,704

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 school community have direct and easy access to school and communicate daily through our Community Liaison Officer.

The school receives a significant amount of positive comments from school community via our social media platforms of Twitter and Facebook.

The Wellbeing packs and hampers provided to families strengthens the partnership between school and home.

Teachers used multiple platforms to communicate and network to allow students access to curriculum.

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.

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

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 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

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.