



# CoRE Learning Foundation

## ANNUAL REPORT

2021



## **VISION**

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**To realise the full potential of students to create and thrive in the future economy.**

## **MISSION**

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**To support educators to transform education through progressive teaching and real-world learning and to broaden the opportunities for all students to succeed in STEM careers which are aligned with the needs of industries and economies of the future.**

## **PURPOSE**

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- To help our youth of today succeed in tomorrow's world.**
- We are the conduit between today's classrooms and tomorrow's workforce creating a link between students and industry, providing "real world" learning for students to truly see what their future career might look like in their own context.**

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## MESSAGE FROM THE CHAIR

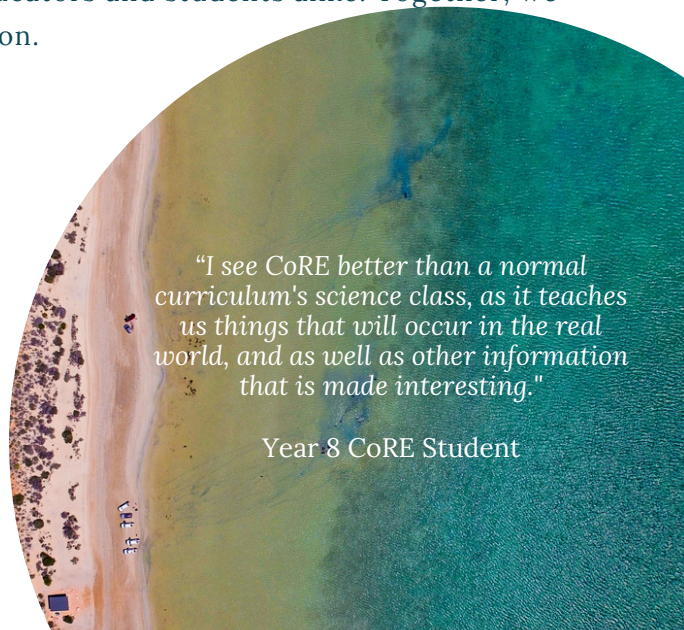
On behalf of the CoRE Learning Foundation, I am delighted to present the 2021 annual report. Despite the challenges posed by the Covid-19 pandemic, our program not only survived but thrived. This success is a testament to the unwavering dedication of our CoRE team members, supporters, and volunteers—like-minded individuals who share a common goal: promoting STEM equity and geoscience education while helping young people discover meaningful STEM career pathways.

During this period, the initial CoRE pilot program in the Pilbara region of Western Australia was deemed a resounding success. As we expanded our reach, we also introduced the CoRE Gamification Earth Science initiative in late 2020. Developed in partnership with BHP and the Minerals Council of Australia, this initiative allowed schools to enhance access to the CoRE Learning Model through engaging, industry-relevant games.

Trailblazing schools that have adopted the CoRE Learning Model and Gamification are witnessing the benefits firsthand. By providing practical, hands-on learning experiences across a wide range of learning types, CoRE has truly become an inclusive STEM program.

In 2021, our Board embarked on a refreshed 5-year strategy to further grow and develop the CoRE Foundation. This comprehensive plan aims to expand our capabilities and impact beyond 2025. We are actively growing our operational team, diversifying our Board's skill set, and securing sustainable funding sources.

I extend heartfelt gratitude to our sponsors and supporters, many of whom have entered into multi-year partnerships with us. These collaborations are pivotal in fostering a culture change within the education community, particularly in remote and rural areas. CoRE stands as a beacon of stability, providing ongoing support for educators and students alike. Together, we continue to shape a brighter future for STEM education.



*"I see CoRE better than a normal curriculum's science class, as it teaches us things that will occur in the real world, and as well as other information that is made interesting."*

Year 8 CoRE Student

# MESSAGE FROM THE LEAD EDUCATOR

*"The CoRE Learning Model has helped me develop a passion for science and see the world differently."*

- Year 9 CoRE, Kent Street SHS -

As we reflect on CoRE's third year of expansion, our vision to 'realise the full potential of students to create and thrive in the future economy' continues to be realised through the ongoing development and growth of our CoRE Learning Community.

We now operate in four Western Australian regions and one of our biggest achievements of 2021 has been the consolidation of **CoRE in Primary Schools**. This is a major milestone in building the talent pipeline of the future and we are already seeing amazing results in less than 36 months.


COVID-19 disruptions not only highlighted the CoRE Learning Model's adaptability to remote learning for the ICT competent schools but its intricate scientific process foundation was effective support for students compromised by the digital divide.

The **CoRE Beyond 2020 Learning Model** established in response to COVID-19 during the first quarter of 2020 continues to innovate and diversify new CoRE Learning pathways.

Collaborations with the Minerals Council of Australia and BHP has seen our Gamification Initiative Pilot Program launch successfully across Australia during the latter part of the year. These Australian Curriculum Integrated learning tools are change-making, early reports indicate their engaging STEM learning.

The CoRE Learning Model, its vision, purpose and impacts were also promoted and celebrated through two virtual, international and national conferences and three of its educators were recognised across local and state category awards. Our partnership with IGO enabled the IGO Graduate Program to evolve with success with Norseman CoRE.

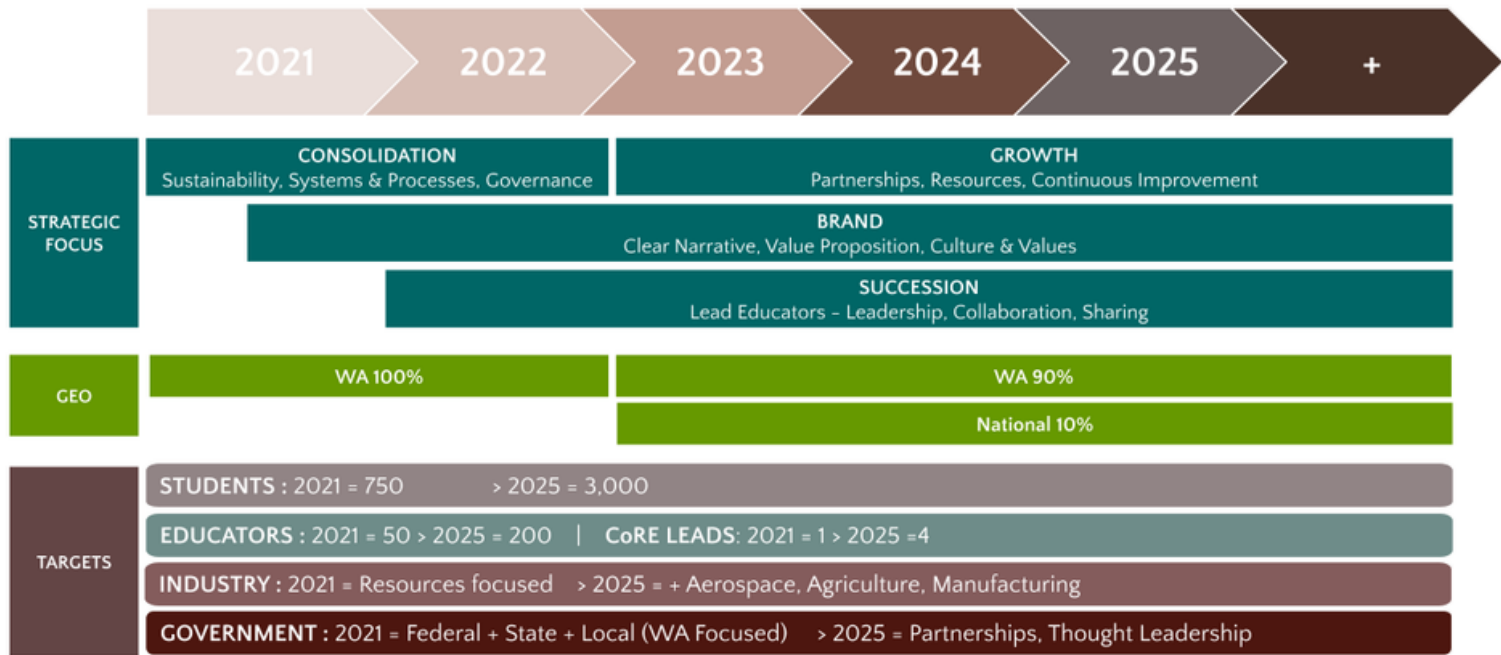
As CoRE continues to grow so has the need to expand its employee base. Two new employees have joined the team to support the expansion of the Gamification Initiative.



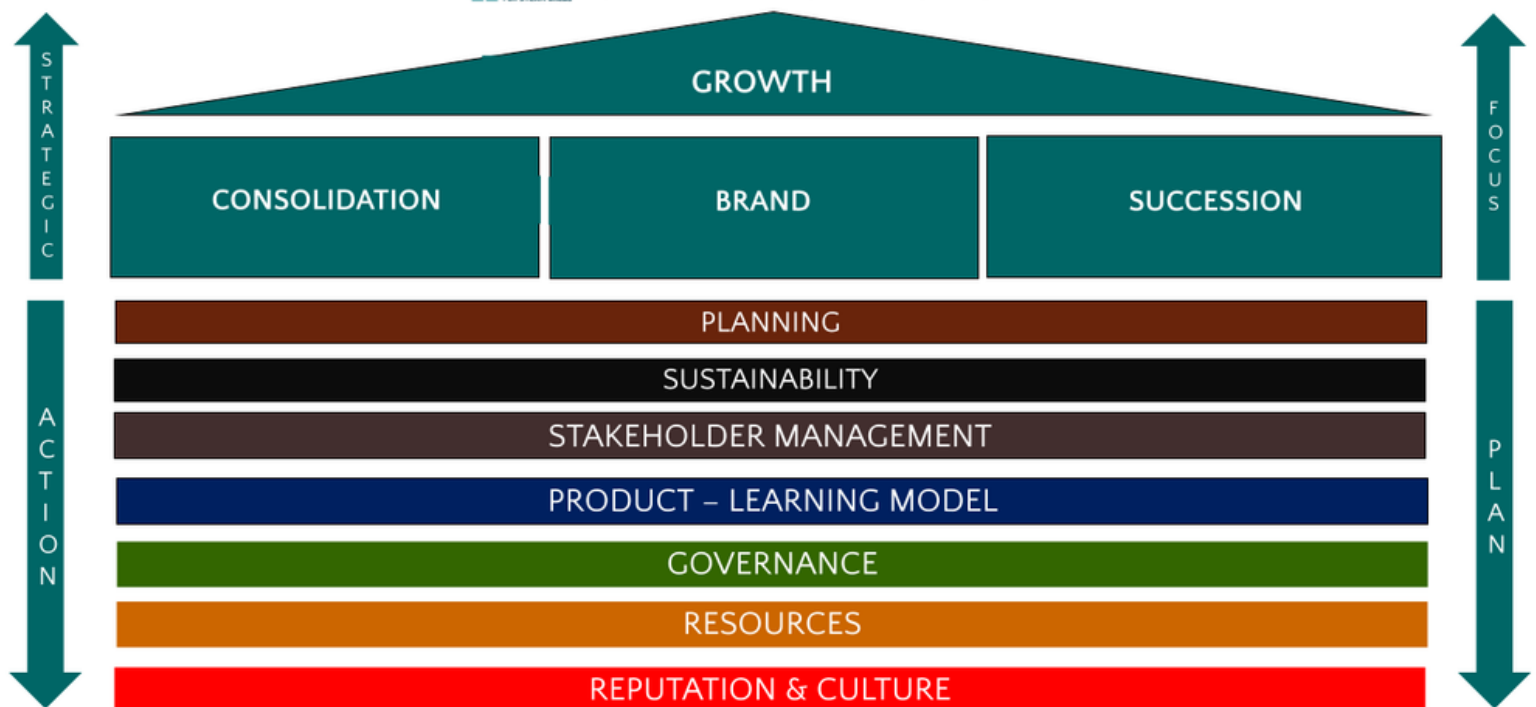
*"I love CoRE, it has made me realise how much I love engineering and problem solving"*

- Female -  
Year 6 Primary CoRE Student

# STRATEGIC FOCUS AND OBJECTIVES



## CoRE STRATEGY 2025



# CoRE STRUCTURE

CoRE Board



CoRE Lead



CoRE Management  
Committee



CoRE Gamification  
(MCA & BHP)



CoRE Expansion  
Program - Schools  
Operation



Gamification  
Marketing  
Officer



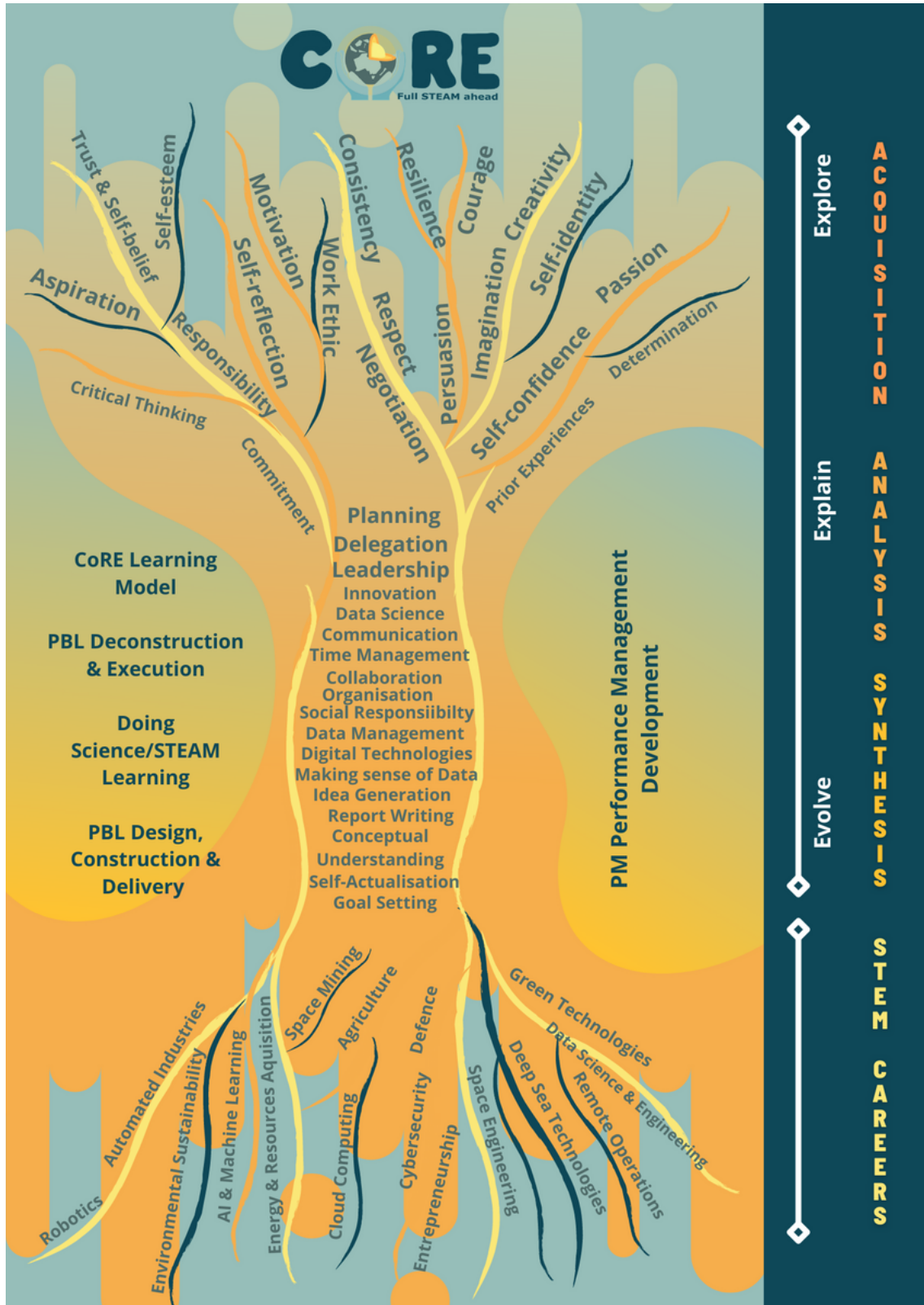
Gamification  
Officer

*"Sharing ideas, cooperating with others, experiencing a fun learning activity and the fact that you can have fun while learning."*

- Gamification Student -  
Year 6 Primary WA

# CoRE LEARNING MODEL

#therealclassroom



Explore

Explain

Evolve

ACQUISITION

ANALYSIS

SYNTHESIS

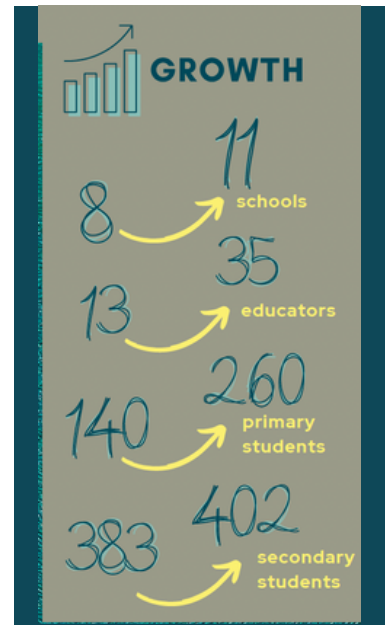
STEM CAREERS



# CoRE GROWTH

Our 'boots on ground, walk the talk' ethos is responsible for the current positive pace of our CoRE Expansion. Post COVID-19, four new CoRE pathways have been progressed. A significant achievement for our team!

The introduction of Primary CoRE at Merredin, Paraburdoo and Norseman primary schools was a major accomplishment. Whilst the CoRE Learning Model highlighted the low literacy, digital capability and numeracy of some of its students educators have worked tirelessly on transforming, adjusting and trialing different teaching-learning strategies to ensure that the inherent scientific and engineering processes are impactful and supportive of student literacy, numeracy and digital competencies. The CoRE Learning Model is about individual performance and improvement and as Greg (Tom Price Primary) noted, *"the difference in student approach, engagement and achievement has been outstanding. This growth has been exciting and incredible to observe."*



Merredin Primary School



Paraburdoo Price Primary School



Norseman District High School (Primary)

It is without hesitation that we promote 2021 as CoRE's year of growth. CoRE has grown all round with more students, classes, schools and educators. We are immensely proud of what we have achieved. This is our growth for 2021.

# 43%

Increase in CoRE schools from 2020 to 2021

# 169%

Increase in CoRE's educator team, implementing STEAM Learning

# 93%

Increase in CoRE student number from 3 new regional schools

# CoRE STUDENTS

*"Because I've lived on a farm all my life, I am used to doing things hands on, not on sheets of paper like we have been doing all year, copying from textbooks is boring and hard to understand so I like the idea of no textbooks!" Year 7 Female Merredin*

CoRE field trips are unique and although disrupted temporarily by COVID lockdowns, they were rescheduled and enjoyed. COVID disruptions highlighted the CoRE Learning Models capacity to not only adapt to remote learning for the ICT competent schools but its intricate scientific process foundation, was an effective support for students compromised by the digital divide. For our mature CoRE students, our Kent Street CoRE educators reported that the students well developed enterprising skills, including confidence, time management, planning and collaboration enabled the remote development of their Project Based Learning (PBL). For some business units (BUs), they returned to school with a nearly completed project.

Underpinning CoRE Learning is the motto - 'for the students, by the students'. CoRE students from 6 of the 8 CoRE schools were surveyed and overwhelmingly, field trips were voted as the favourite CoRE learning experience. When asked about their most improved skills during 2021 report writing was clearly the most improved skill and was accompanied by other tasks such as note-taking, data collection, graphing, researching and public speaking.

From secondary to primary, from the Goldfields to the Pilbara, these images showcase the diversity of learning activities which characterise the 'spectrum' of CoRE Learning, including a Zoom, from a Coolgardie carpark into the Tom Price Primary 5/6 classrooms!



# CoRE EDUCATORS

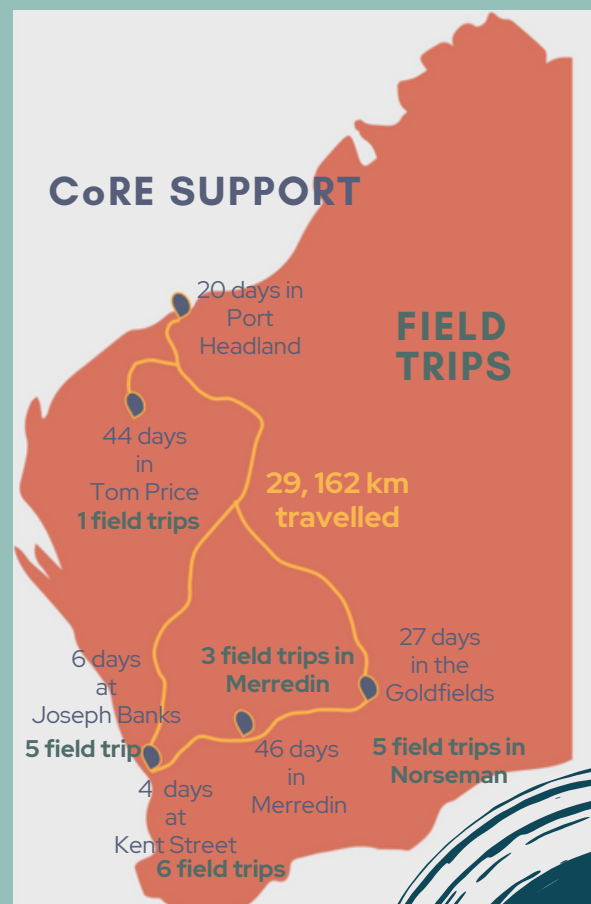
*Transforming education through innovative teaching and learning for the benefit of empowering our student to have the courage to achieve*

Our educators are the energy, the drivers and the innovators of our CoRE Learning philosophy. School Leadership and Teacher Excellence is the 3rd STEM Pillar and is a critical strategy for the CLF. Just into the second year of expansion, it is pleasing to see how the schools have customised the CoRE Learning Model to suit the needs of their students and educators.

We have been able to run several professional development events during the year and provide support for 20 field trips and 2 Resource Challenges. These include:

- Two Gamification Seminars
- 148 days were spent team teaching with educators at CoRE Schools. That is **74%** of total school hours
- Transition to sustainable Ashburton School Alliance CoRE Learning Leadership commenced in August 2021. Kiara Sinclair from North Tom Price Primary has become the CoRE Champion for this Hub.

- A collaboration with AROSE and SPaaRK, enabled some Metro CoRE educators to observe and experience their remote operations facility at Gngangara
- The CONQUEST work with UWA, has provided a conduit for CoRE Learning awareness



# CoRE GAMIFICATION MODEL

The Gamification Initiative was developed to stem the disruption in the future talent pipeline for the Resources Industry. With STEM skills accounting for over 75% of careers beyond 2030, the industry faces a critical limitation. Not enough human energy to sustain, develop and grow its enterprise.

The talent pipeline commences in primary and secondary school. The Resources Industry, its purpose, relevance and importance to the Australian economy has been inadequately addressed through the Australian Curriculum. Furthermore, the career diversity required to support this industry has a minimal promotion. Two games were designed to address this critical situation.

Their two aims are:

1. To create a greater awareness of the importance of earth science education in the 21st century
2. To promote the diversity of STEM careers in the Resources Industry.

The Earth Science curriculum is the poor cousin to the other science disciplines. Considered too dry, too tedious and for some 'unnecessary'. Over the last fifteen years, it has been challenging to engage the greater education, parent and student community in its delivery and importance.

Today's students use games as a learning tool. They are adept at using digital technologies to their advantage and recognise their importance as a communication medium. The games put the students' talents as their engine, and it's Earth Science, and Resource Industry careers at its core.

The games are unique. They have been designed to align with the Australian Earth Science curriculum as an assessable and reportable learning task. The games are also embedded with 21st-century skills which mimic real-world workforce processes.

Progress monitoring variables for Gamification Initiative Pilot implementation include:

- student and educator pre and post surveys
- video testimonials
- student work samples
- educator program development
- informal student interviews
- BHP Intern survey and game engagement
- Email correspondence and Educator Support Platform engagement

Some statistics from Gamification students, educators and BHP Interns (2021/22).

**91%**

Gamification students enjoy using games as a learning tool

**72%**

University students indicated that they wished they had a better secondary Earth Science education

**85%**

Gamification educators are confident with digital technologies & Earth Science content

**9%**

University students had an Earth Science education which directed them into a resources career pathway



# CoRE SUPPORTERS

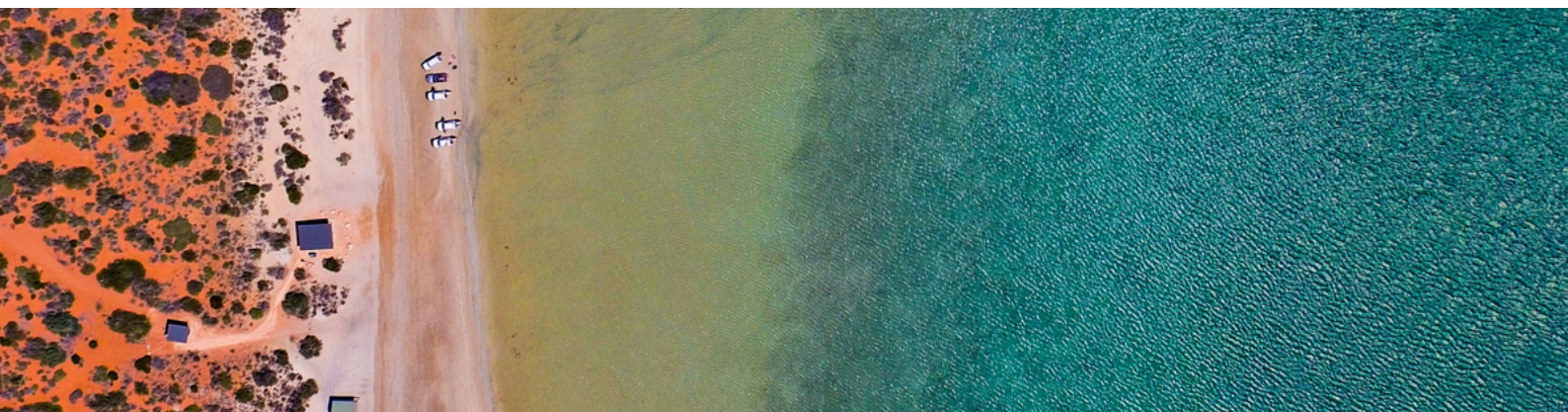
*Supporting today's youth for tomorrow world*

## SPONSORS

- Chevron
- IGO
- Ramelius Resources
- Perenti
- AGC
- AIG
- Minerals Council of Australia
- BHP

## PARTNERSHIPS

- AROSE
- Discovery Capital Partners
- Questacon
- HopgoodGanim
- Curtin University
- Gold Industry Group
- The Accounts Lady
- WASM
- WASMA



# CoRE FINANCES

## SUMMARY

The CoRE Learning Foundation (CLF) ended the financial Year 2021 in an improved financial position, generating revenue of \$790,000, operating expenses of \$227,463 for a net profit of \$562,537<sup>1</sup>. The balance sheet remains robust with a net asset position of \$549,367 which includes a GST liability currently estimated at \$42,720 following GST being potentially charged on three invoiced amounts. These totals include funding received for the Gamification initiative which are further broken down below and treated separately for accounting purposes.

CoRE's commitment to the National Earth Science Gamification Rollout (Gamification) initiative was the largest variation on Balance Sheet and P&L items. Currently, grants/expenses for Gamification are consolidated within the CoRE statements, however Adam is currently working with our new bookkeeper to break these into separate fields for future ease of reporting to our sponsors, Minerals Council of Australia (MCA) and BHP. MCA funded \$400,000 on 22/12/20 for the development of the Gamification platform. This work has been undertaken by Secret Lab Pty Ltd and in FY21, \$93,014 was invoiced to CoRE and paid. On 23/06/21, CoRE received funding of \$255,000 from BHP for the rollout of Gamification and CoRE has begun incurring costs associated with the rollout.

The CLF is targeting minimum funding of \$1m in the coming 12 months to support its growth strategy as part of the '2025 Strategy'. Key focus is the recruitment of executive management to support educator growth (target 50 educators in next 12 months), administration and the commercialization of the CLF. The Case for Support document was completed in preparation for funding campaigns that have commenced.

Key funding grants and sponsorships received during FY21 are tabulated below. Saracen/Northern Star have been a major supporter of CoRE to-date and have advised they will not continue funding in FY22. Whilst disappointing (and not due to CoRE but their own Board reshuffle), this confirms the need to market further and wider in FY22.

CoRE is progressing its application for DGR/PBI status with Pitcher Partners which will enable to apply for further grants and sponsorships via tax deductible donations. We understand that we are 80% through the application.

Cash at June 30 2021 was \$590,327, an increase from our June 30 2020 position of \$21,182. |

### Funding received in FY21

Date	Transaction	Designation	Credit
9/07/2020	Saracen Mineral Holdings Limited	CoRE	\$25,000.00
22/12/2020	Minerals Council of Australia	Gamification	\$400,000.00
24/12/2020	Saracen Mineral Holdings Limited	CoRE	\$25,000.00
8/04/2021	Australian Geoscience Council	CoRE	\$10,000.00
15/04/2021	IGO Limited	CoRE	\$25,000.00
30/04/2021	Ramelius Resources Ltd	CoRE	\$25,000.00
18/06/2021	Chevron Australia Pty Ltd	CoRE	\$50,000.00
23/06/2021	BHP Group Operations Pty Ltd	Gamification	\$255,000.00
<b>Total</b>			<b>\$815,000.00</b>

<sup>1</sup> Final Net Profit amount subject to final Xero verification and financial audit.

# CoRE FINANCES

## Balance Sheet

CoRE Learning Foundation Inc.

As at 30 June 2021

Account	30-Jun-21
<b>Assets</b>	
Bank	
Core Foundation Inc.	590,327
<b>Total Bank</b>	<b>590,327</b>
<b>Current Assets</b>	
Accounts Receivable	1,761
<b>Total Current Assets</b>	<b>1,761</b>
<b>Total Assets</b>	<b>592,088</b>
<b>Liabilities</b>	
<b>Current Liabilities</b>	
GST	42,720
<b>Total Current Liabilities</b>	<b>42,720</b>
<b>Total Liabilities</b>	<b>42,720</b>
<b>Net Assets</b>	<b>549,367.6 2</b>
<b>Equity</b>	
Current Year Earnings	651,006
Retained Earnings	49,466
<b>Total Equity</b>	<b>549,368</b>

# CoRE FINANCES

## Profit and Loss

CoRE Learning Foundation Inc.  
For the year ended 30 June 2021

Account	2021
<b>Trading Income</b>	
<b>CoRE Learning Foundation</b>	
Other Revenue - Grants & Sponsorships	160,000.00
Sales	0.00
<b>Gamification</b>	
Other Revenue	0.00
Sales	655,000.00
<b>Total Trading Income</b>	<b>815,000.00</b>
<b>Gross Profit</b>	<b>815,000.00</b>
<b>Operating Expenses</b>	
<b>CoRE Learning Foundation</b>	
Bank Fees	26.58
Computer Licences & Subscriptions	378.42
Motor Vehicle Expenses	1,330.75
Travel - National	6,438.61
Wages and Salaries	126,274.63
<b>CoRE Operating Expenses</b>	<b>134,448.99</b>
<b>Gamification</b>	
Gamification Development	93,013.70
Gamification Rollout	0.00
Travel - National	0.00
Salaries	0.00
<b>Gamification Operating Expenses</b>	<b>93,013.70</b>
<b>Total Operating Expenses</b>	<b>227,462.69</b>
<b>Net Profit</b>	<b>587,537.31</b>



# CoRE FINANCES

## GST Reconciliation

CoRE Learning Foundation Inc.  
From 1 July 2020 to 30 June 2021  
Cash Basis

GST Period	GST Collected	Adjustments	Filed	Unfiled
<b>Opening Balance</b>				<b>\$500.00</b>
1 Jul 20 - 30 Sep 20	\$0.00			\$500.00
1 Oct 20 - 31 Dec 20	\$40,000.00			\$40,500.00
1 Jan 21 - 31 Mar 21	\$0.00			\$40,500.00
1 Apr 21 - 30 Jun 21	\$6,000.00			\$46,500.00
<b>Total</b>	<b>\$46,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$46,500.00</b>

GST Period	GST Paid	GST On Imports	Adjustments	Filed	Unfiled
<b>Opening Balance</b>					<b>\$2,670.85</b>
1 Jul 20 - 30 Sep 20	\$421.80	\$0.00			\$3,092.65
1 Oct 20 - 31 Dec 20	\$341.44	\$0.00			\$3,434.09
1 Jan 21 - 31 Mar 21	\$352.81	\$0.00			\$3,786.90
1 Apr 21 - 30 Jun 21	\$1,113.57	\$0.00			\$4,900.47
<b>Total</b>	<b>\$2,229.62</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,900.47</b>

GST Account Transactions	Transaction	Amount
<b>Date</b>		
<b>Total</b>		<b>\$0.00</b>

<b>GST Owing</b>	
Opening Balance	\$0.00
Plus GST Collected and Filed	\$0.00
Less GST Paid and Filed	\$0.00
Less Payments Made	\$0.00
<b>Closing Balance</b>	<b>\$0.00</b>

<b>GST Account Summary</b>	
GST Owing	\$0.00
GST in Accounts Receivable	\$160.06
GST in Accounts Payable	\$0.00
GST in Expense Claims	\$0.00
Unfiled GST	\$41,599.53
<b>Balance at 30 June 2021</b>	<b>\$41,759.59</b>

<b>GST Account Balance</b>	<b>\$41,759.59</b>
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# CoRE Learning Foundation

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[WWW.COREFOUNDATION.COM.AU](http://WWW.COREFOUNDATION.COM.AU)

