School plan 2015 – 2017

Centennial Park School (5516)

- Literacy and Numeracy in the 21st Century
- Social and Emotional Wellbeing
- Transition
School vision statement

Our purpose at Centennial Park School is to:

• provide education and guidance to all students by facilitating access to the fullest, least restrictive range of curriculum options
• nurture the individual needs of each young person academically, socially and emotionally
• facilitate the re-entry of each student to mainstream school, work or further study
• value and encourage the participation and collaboration of family, carers and the community with the school

At Centennial Park School staff believe in:

• fostering the resilience and development of our students to reach their fullest potential, by accessing professional learning in order to remain current in secondary education, and in particular the areas of special education, behaviour and mental health
• understanding and respecting professional roles and boundaries by modelling appropriate behaviour
• providing a nurturing and safe learning environment where our students experience success
• taking individual and collective responsibility for the wellbeing and WH&S of self and others
• working cooperatively, demonstrating collegial mutual respect and working towards a common explicitly communicated goal

When students exit Centennial Park School they will:

• have experienced success, socially and emotionally
• have a more positive self-concept than on entry, and have developed pro-social skills
• have experienced positive functional relationships with peers and adults
• have experienced a caring community

School context

Centennial Park School is a School for a Specific Purposes located on Avoca St Randwick, and sharing a site with the Open High School. It is within the Ultimo ‘footprint’, receiving students from a large drawing area, from Woronora in the south, to Vaucluse in the north and as far as Belmore in the west, and Strathfield in the south west. Students who are unable to access public transport are eligible to apply for Assisted School Travel, where if criteria are met, they have access to a driver to and from school.

Centennial Park School provides short-term intensive personalised educational programs and support for students in Years 7-12 who have been diagnosed with a mental health disorder. Our school has a capacity of 35 students and has strong links with local schools for integration, and government and non-government agencies for support and connection to programs. Programs for students in years 9-12 are developed by Sydney Distance Education High School, providing students with the opportunity to gain equitable access to the mainstream curriculum. Centennial Park School provides the academic program for Stage 4 students. This program allows for flexibility of content, and is targeted at addressing individual numeracy and literacy deficits. The stage 4 program, in addition to the collaborative relationship with Sydney Distance Education High School, allows for such modifications as are necessary to meet individual needs and cater for individual learning styles. Life skills and blended mainstream/life skills programs are developed for students as appropriate. All students have access to computer and internet technology, and specific skills in these areas are taught in an integrated manner through all key learning areas, and in specific technology classes. There is a focus on social skills, the development of appropriate behaviours and access to therapy. Our school is committed to delivering high quality individualised programs which aim to engage students in relevant learning and prepare students for their return to a regular secondary school, or support their transition to other education and training opportunities. All students are expected to engage in some form of therapy, either externally or within the school program, and regular school counsellor discussions are encouraged.

School planning process

The school and its community have evaluated the 2012 – 2014 school plan in order to determine the future strategic directions for 2015 – 2017.

This evaluation has been conducted as follows:

SURVEYS:

• staff meetings at school
• staff surveys and TARS reflections
• student surveys
• parent surveys
• feeder school anecdotal feedback

EXAMINATION OF DATA:

• attendance
• behaviour tracking
• suspensions
• Social Skills Improvement System (SSIS)
• Every Student Every School (ESES) mood chart
• therapy access
• integration
• student reviews
Students regularly enrol in our school after a considerable absence from educational environments. This may be due to hospital admission, school refusal, or a lack of engagement. As a result, there can be large gaps in their understandings of basic skills. Students benefit in our setting from a low student to staff ratio, and we see ourselves as best placed to provide students with the remedial numeracy and literacy skills required to return successfully to a mainstream school, and a safe and supportive environment to best facilitate the acquisition of material which may have posed a challenge or produced anxiety in the past.

The school has spent considerable effort in the last 5 years to equip classrooms with the latest technology, and to upskill staff on its use. However, there is always more to learn, as this is a constantly evolving environment. The school has committed to making technology a focal point, and to imbue the use of 21st Century skills into our programs, to support our young learners to become successful contributors to our changing world.

All students who are enrolled at Centennial Park School have a mental health disorder which has disabled their attendance, learning and engagement, and/or participation in the regular social interaction of their mainstream high school. On enrolment, students and their families are made aware of the specific 6 tenets of our program which support positive wellbeing and promote a successful transition from the school to their next setting: access to therapy, medication (if supported by a health care plan), regular exercise, healthy eating, goal setting and participation in all aspects of the program.

Students benefit in our setting from access to a wide range of therapeutic opportunities: school counsellor support, supported access to outside therapists (onsite), music therapy, art therapy, specific social skills lessons and individual support in ‘work it outs’ through the behaviour management system.

Students begin their enrolment with the end of this journey in mind. Students are encouraged to understand that placement at Centennial Park School is short term and for a specific purpose: to reengage with learning, to access therapy, to understand their individual learning and social emotional needs well, so they can put strategies into place which will enable them to transition to a less restrictive setting. Transition from Centennial Park School may be as follows: a return to the student’s mainstream school, enrolment in a new public high school, enrolment in TAFE or university, supported work placement or enrolment in an alternative program; either a DEC setting or private. Transition may occur over a long period of time (integration) or students may complete the program at CPS and move on to a full time program without integration. All transitions are a part of the students’ individual education plan (IEP).
Strategic Direction 1: Literacy and Numeracy in the 21st Century

**Purpose**

Students regularly enrol in our school after a considerable absence from educational environments. This may be due to hospital admission, school refusal, or a lack of engagement. As a result, there can be large gaps in their understandings of basic skills. Students benefit in our setting from a low student to staff ratio, and we see ourselves as best placed to provide students with the remedial numeracy and literacy skills required to return successfully to a mainstream school, and a safe and supportive environment to best facilitate the acquisition of material that may have posed a challenge or produced anxiety in the past.

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**Improvement Measures**

**Products:**
- Increase in number of students achieving academic goals in their IEP from baseline data taken end term 2
- Increase in number of returned IEPs signed by parents from 60% to 80%

**Practices:**
- Technology is embedded in learning and an increased number of technology projects will be completed by students
- Technology class will be introduced weekly with select students
- Staff will develop professional goals to support and embed improved numeracy, literacy and technology in the 21st Century skills

**People**

- **Students:** need to develop numeracy and literacy skill levels commensurate with their mainstream cohort.
  - Need to learn skills enabling them to use 21st Century technology
- **Staff:** need to set goals in accordance with the Performance and Management Framework and in line with school Strategic Directions
  - Need to access professional learning opportunities and work collegially, to develop their 21st Century skills and numeracy and literacy teaching capacity
- **Parents:** will be asked to complete surveys on a range of topics including the use of technology both at home and at school
  - Will be asked to provide their input at review of placement meetings and in the development of individual education plans (IEPs)
- **Community partners:** course providers of 21st Century Skills, such as computer programming, game design and coding will provide work experience placements

**Processes**

1. **New Individual Education Plan (IEP)**
   - Specific individualised targets for literacy, numeracy and technology
   - Communication with parents will be regular and ongoing, including expected input in student planning

2. **Access to up to date technology**
   - Including game design software, iPads, interactive whiteboards, Mathletics, Spellodrome
   - Technology projects will be a priority for classes to produce each term

3. **Staff Performance and Development framework implemented**
   - Professional goals within the Performance and Development Framework will be set and will align with the strategic directions on the School Plan
   - Resources will be allocated to support professional goals

**Products and Practices**

**Products:**
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**Practices:**
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- Staff will develop professional goals to support and embed improved numeracy, literacy and technology in the 21st Century skills
Strategic Direction 2: Social and Emotional Wellbeing

**Purpose**
All students who are enrolled at Centennial Park School have a mental health disorder which has disabled their attendance, learning and engagement, and/or participation in the regular social interaction of their mainstream high school. On enrolment, students and their families are made aware of the specific 6 tenets of our program which support positive wellbeing and promote a successful transition from the school to their next setting: access to therapy, medication as supported by a health care plan, regular exercise, healthy eating, goal setting and participation in all aspects of the program.

Students benefit in our setting from access to a wide range of therapeutic opportunities: school counsellor support, supported access to outside therapists (onsite), music therapy, art therapy, specific social skills lessons and individual support in Work It Outs through the behaviour management system.

**Improvement Measures**

**Products:**
- Increase in number of students achieving social and emotional goals in their IEP, baseline to be determined in 2015.
- Increase in student wellbeing according to SSIS and MeMoodGetActive data (baseline to be determined in 2015).
- Increase in daily attendance at either CPS or mainstream from 65% to 80%

**Practices:**
- Students will regularly use and value a variety of therapies
- Individual students are seen to be practising emotional regulation strategies resulting in a reduced need for intervention

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| Students: need an awareness and understanding of their mental health diagnosis and the impact it has on their learning and academic achievements. **Staff:** need to seek and share professional learning related to positive mental health research and practices. **Staff** need to set goals in accordance with the Performance and Management Framework. **Parents/Carers:** need to work together with and support the school to meet the mental health needs of the young person. **Community partners:** collaborative partnerships need to be strengthened with mental health and therapy providers and parents to widen the support available. **Leaders:** need to identify areas for school improvement in relation to promoting student mental health support. Need to evaluate data, distribute resources and plan for school improvement. | **Improved access to therapy**
- Students will have access to therapy, medication as supported by a health care plan, regular exercise, healthy eating, goal setting and all other therapeutic aspects of the program. **Social and Emotional Health project**
- Students will learn strategies to support their wellbeing.
- Students will complete SSIS and MeMoodGetActive.
- Staff will write Individual Education Plans to include a specific target in social and emotional health. **Collaborative Partnerships project**
- Staff will communicate regularly with parents, home schools and teachers from Sydney Distance Education High School.
- Parents will attend and provide their input at termly student reviews of placement.
- Parents will be active participants in the development of the IEP.
- Parents will be available to support their young person with access to therapy. | **Products**
- Increase in number of students achieving social and emotional goals in their IEP (baseline to be determined in 2015). **Products**
- Increase in student wellbeing according to SSIS and MeMoodGetActive data, baseline to be determined in 2015.
- Increase in daily attendance at either CPS or mainstream from 65% to 80% **Practices**
- Students will regularly use and value a variety of therapies.
- Individual students are seen to be practising emotional regulation strategies resulting in a reduced need for intervention. |
Students begin their enrolment with the end of this journey in mind. Students are encouraged to understand that placement at Centennial Park School is short term and for a specific purpose: to reengage with learning, to access therapy, to understand their individual learning and social emotional needs well so they can put strategies into place which will enable them to transition to a less restrictive setting.

Transition from Centennial Park School may be as follows: a return to the student's mainstream school, enrolment in a new public high school, enrolment in TAFE or university, supported work placement or enrolment in an alternative program, either a DEC setting or a private school.

Transition may occur over a long period of time (integration) or students may complete the program at COPS and move on to a full time program without integration.

All transitions are a part of the students’ Individual Education Plan.

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| Students: need to appreciate that the school is an integrating setting, either to mainstream schooling or to work and further training. Need to develop the personal and academic skills, and demonstrate the behaviours necessary, for integration into a future transition setting. | Improved transition processes:

- staff will write Individual Education Plans to include a specific target for transition and goals will be communicated to home schools
- staff will support student goal setting
- staff will communicate regularly with parents, home schools and teachers from Sydney Distance Education High School
- students will participate where relevant, in meetings to discuss career pathways, interests, work experience and training
- parents will attend and provide their input at termly student reviews of placement
- parents will be active participants in the development of the IEP
- an information/ transition package will be developed for schools and will be presented at the first meeting prior to enrolment | Products:

- Increase in number of students achieving transition goals in their IEP, baseline to be determined in 2015 |

Practices:

- will be collection of evidence and acceptance of evidence to facilitate and support transition back to mainstream schools |
- Staff at mainstream schools will have a clear understanding of the role of the mainstream school and the extent of provision of service; and their role in this journey |