Our school at a glance

Students
Centennial Park School provides short-term intensive personalised educational programs and support for students in Years 7-10 who have been diagnosed with mental health disorders. Our school caters for 21 students and has strong links with local schools and government and non-government agencies. Centennial Park School provides access to the full curriculum, but emphasis is given to literacy, numeracy, social skills, the development of appropriate behaviours and vocational education. Our school is committed to delivering high quality personalised programs which engage challenging students in a supportive learning environment and prepares students for their return to a regular secondary school, or supports their transition to other education and training opportunities.

Students referred during 2010 have often had a history of school refusal, which means they have had extended periods away from school. This has made integration to home schools for these students a less important goal than re-engaging them in a learning community and encouraging full attendance and participation.

Staff
Centennial Park School has three classroom teachers supported by three School Learning Support Officers, a part-time relief from face to face teaching teacher and a School Administration Manager. We are also supported by a School Counsellor one day per week and a General Assistant one day per week.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Messages

Principal’s message
2010 has seen our student population at capacity level each term. This is a strong indication of the success of the programs offered here, and of the growing need for facilities such as Centennial Park School.

We have seen major works completed in our school as a result of the ‘Building the Education Revolution Program’. Our classrooms are now modern and well-resourced and each student has their individual workstation with access to a computer.

Our library and art room have also been refurbished and are now places which invite engagement.

We have maintained strong links with our community, including local high schools, the Adolescent Unit at the Prince of Wales Hospital, Community Health Centres, Randwick Council and Library, and our students are also fortunate to access Head Space and Youth Start.

This Annual School Report for 2010 provides our community with information regarding our programs, our achievements, our initiatives and our evaluations.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Jennifer Shumack

Counsellor’s message
The school counsellor at Centennial Park School works together with the school staff, providing specialised psychological expertise, to complement behaviour management plans which support the educational, emotional and social growth of students. The core work of the counsellor comprises assessment, counselling, attending reviews, file management, collaborative support and the referral of students. This work assists students who have been disengaged from learning to manage their emotions and behaviour more effectively so that learning and participation in their home schools can improve. The counsellor’s service also supports programs running within the school which are aimed at increasing students’ self-concept, confidence and health so that they are able to make more positive choices at school, at home and in the community.

Student representative’s message
This year has been the best academic year of my life. I completed literally a kilogram of school work; I had many of my artworks displayed around the school and one displayed in a museum; I learned to play an instrument and played in front of the whole school, and best of all I made the most friends I’ve ever had. This all happened because of the small classes and one-on-one teaching that goes on every day. Overall, despite all of the ups and downs in my personal life, I still managed to accomplish so much.

Jack Somerton Year 9

School context

Student enrolment profile
In 2010 Centennial Park School provided educational programs for 29 students, through Years 7 - 10. The average program length for students is 4 terms.

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>female</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Student attendance profile
Enrolment at Centennial Park School is through an ongoing regional process. Students may enrol into a full-time program and commence their integration back to their mainstream school at an appropriate time, through negotiation between both schools. Students may begin a part-time program at Centennial Park School and begin their integration program immediately.

Student attendance is closely monitored and when absences are consistent and/or extended and unexplained, referral is made to the Home School Liaison Officer. Attendance plans can then be negotiated and implemented, so that student attendance becomes regular and learning programs are commenced.

Post-school destinations
Upon completion of the Centennial Park School program students either integrate back to their mainstream schools, move to other educational settings, or continue on to TAFE or employment, according to their individual transition plan. In 2010, all four Year 10 students completed the school certificate, and have moved on to Year 11 studies at other settings.

Of the remaining 25 students (Yrs. 7 – 9):
12 students maintained enrolment in 2011
10 students returned to their mainstream schools
3 students moved to other educational settings

Staff information
Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
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</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td>General Assistant</td>
<td>.1</td>
</tr>
</tbody>
</table>

There are no permanent Aboriginal staff at Centennial Park School. However, our school community works closely with Aboriginal consultants located at the St Peters Office and with our Aboriginal families’ support workers.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>60</td>
</tr>
<tr>
<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary: 30/11/2010

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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>36 896.85</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Administration &amp; office</td>
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<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
<td>7 634.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>122 727.97</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>37 954.96</strong></td>
</tr>
</tbody>
</table>
and in all of the extra-curricular activities that are offered.

Our academic program is supported by teachers at the Sydney Distance Education High School. The therapeutic component is provided by our school counsellor, by students’ individual therapists, by our music therapist, and by our close connection with the staff at the Prince of Wales Adolescent Unit, who visit the school regularly.

The progress of each student is examined at the review of placement meeting, held each term, and attended by all relevant personnel, including home schools. The goal is for all students to return to their home schools, when they have completed the Centennial program.

All students in Years 7 and 9 were assessed with the NAPLAN and ESSA testing. Results for this assessment were included in the results for each student’s mainstream school. Parents were notified by mail.

Reports from Sydney Distance Education High School, as well as Centennial Park reports for subjects offered internally such as music, sport, food technology and art, are sent to the parents at the end of each semester.

Achievements
Arts
In 2010 students worked on paper mache masks, collages, and acrylic paintings on canvases. Students submitted work for the Koori Art Expressions Exhibition, the theme this year being ‘unsung Indigenous heroes.’ As with last year, all of the works submitted were chosen to hang in Parliament House. The inaugural White Ribbon Day, which aims to bring awareness to the issue of domestic violence, was the impetus for a painting unit of work which involved teachers from Sydney Distance Education, in collaboration with Centennial Park staff and our Community of Schools, conducting a workshop to discuss the issue and to work on appropriate artworks to convey the intended message: ‘Not Violent, Not Silent.’ Centennial Park School students had works chosen to be included in an exhibition on White Ribbon Day.

Students attended a 2 day workshop organised by The Museum of Contemporary Art, allowing the students access to an international exhibition, which served as inspiration for sculptural work with the theme of ‘luminescence’. An excursion to the annual ‘Sculpture by the Sea’ exhibition later in the year served as an extension activity in this medium.

The school has also purchased a kiln for the art room, by funds provided to the school by Souths Junior Rugby League Club through the Community Development Support Expenditure Scheme, managed by Randwick Council.

Class Music
The Centennial Park music program takes place weekly and provides an opportunity for all students to be tutored in small groups on a variety of musical instruments. Music appreciation, ensemble awareness, and other key learning areas from the compulsory stage 4 Board of Studies music course are embedded in the program.

2010 has seen the implementation of an electronic music program, another compulsory learning area from the Board of Studies syllabus, and the purchase of African drums for group performances. Each class has also worked on a musical item to perform at the end of year assembly, an activity which fosters their social skills, communication skills and self-esteem.

Sport
PD/Health/PE, Sport and morning fitness are essential elements in the success of the students at Centennial Park School. Healthy lifestyle choices are actively modelled by all staff and social skills such as cooperation, sharing, fair play and encouragement, are practised and developed.

In 2010 a more ambitious sporting program was implemented, largely as a result of the efforts of a specialist member of staff, and as a result, student engagement was at an all-time high. Activities such as rock-climbing, athletics (conducted at an elite track), Ultimate Frisbee, lawn bowls and dragon-boat racing were a resounding success. Specialist coaches were sourced to achieve maximum learning outcomes for all students, and the opportunity was provided to practise the social skills learned during class time in the wider community.

Music Connect
Music Connect is a music therapy program designed to build self-esteem, reduce anxiety, and through music open up channels of communication to address individual therapeutic needs. This year twenty one students accessed Music Connect.

Individual work continued from 2009 and group work was introduced to assist with fostering interpersonal skills via music. Hand drumming became a focus during the year and as a result ten djembes (African drums) were purchased to encourage group drumming and whole school involvement. This gave the staff and students an opportunity to play music together and to observe each other’s skills and abilities. It also assisted in adding to the sense of connection to the school and to each other as peers.

For students who are experiencing difficulties with attention, following instructions, academic achievement, social interaction and sense of self, a program like Music Connect can assist in confronting and beginning to deal with these issues. Music Therapy for adolescents with emotional and
behavioural disorders is available in only a few schools in NSW.

**Academic**

Four Year 10 students greatly improved their attendance and were eligible to sit the School Certificate in 2010. All have moved on to other educational settings to complete Year 11 studies.

**Significant programs and initiatives**

**Aboriginal education**

Centennial Park School continued its commitment to promoting awareness and an understanding of Aboriginal culture throughout 2010. The school participated for a second year in The Koori Art Expressions program, with 4 students’ artworks exhibited in Parliament House. Professional learning detailing the Aboriginal Education Policy was undertaken, and staff discussions held as to how Aboriginal Education could be further imbedded into the Centennial Park program.

Aboriginal funding was allocated for the employment of a specialist teacher to implement an intensive program for indigenous students to improve their reading levels. The regional Aboriginal Education Grant was also sought and awarded to a student for the purchase of a license to care for reptiles, which was linked to an H.S.I.E. and science program written into their Individual Education Plans.

**Multicultural education**

Our school is an inclusive setting, with an emphasis on valuing difference and fostering acceptance and tolerance. We celebrate and acknowledge the variety of cultural backgrounds of attending students and proudly display the flags of our students’ backgrounds in our main hallways.

**Respect and responsibility**

These two values are embedded in all our procedures, in our social skills program and in the philosophy of our school. We acknowledge and honour difference and individuality, and respectful relationships are role modelled and encouraged. Participation in the White Ribbon Project this year enabled further exploration and understanding of the values of respect and responsibility in relationships. The school has a clearly defined anti-bullying policy, which is practised consistently with all students. The behaviour management system fosters the acceptance of responsibility, and a focus on repair allows for positive outcomes when issues arise.

**Progress on 2010 targets**

**Target 1**

All students achieve literacy and numeracy goals in personalised learning plans

Our achievements include:

**Literacy**

- All stage 4 students were assessed on enrolment
- Completed NAPLAN tests were assessed in term 2 to inform student deficits
- Students with identified needs were included in one-on-one remedial literacy sessions held weekly. Writing, reading fluency and comprehension were target areas, and programs were incorporated into the students’ IEPs.
- Braintastic, a reading and comprehension program, continued to be used to compliment the literacy program, and time each week was allocated in the class timetable.
- Formal observations as well as formal follow-up assessments showed improvements in reading abilities.
- A thorough audit of the resource room was carried out, with obsolete materials discarded and up to date texts and support materials sourced.

**Numeracy**

- All stage 4 students were assessed on enrolment
- Completed NAPLAN tests were assessed in term 2 to inform student deficits
- Support from a Sydney Distance Education High School specialist mathematics teacher was available, though less frequently than in 2009
- A mathematics and science teacher was appointed to the school in term 3.
- Mathletics continued to be used and remained written into class timetables each week.

**Technology**

- Extra class desktop computers were purchased.
  4 computer workstations now available in each classroom
- All Year 9 students received their DER laptops.
- Wireless internet access points were installed in every classroom. Senior students can now complete online content wirelessly via their DER laptops

**Professional Learning**

- Staff accessed training in the use of laptops and their application in Mathematics, shared the resources with colleagues at school, and used the information and skills gained with students.
Target 2
All students achieve social and emotional goals in personalised learning plans

Our achievements include:
- A closer relationship was formed between the school and Home School Liaison Officers with positive outcomes for students on attendance plans
- A therapy space was established for external counsellors to meet with students during school hours
- Therapy was actively sought for all students, and more students than in the past were provided with regular weekly sessions with the school counselor
- An inter-school basketball game against Woniora Road School was extended to become a termly event, building student morale and school spirit
- The successful Music Connect program continued with positive therapeutic results for all of its participants
- Social skill lessons were more explicitly directed towards strategies outlined in IEPS to manage or address behaviours.
- The school’s art program in 2010 allowed for more self expression and direction.
- A broader more engaging sports program was planned and executed well with greater student participation. Activities also provided the opportunity for students to practise appropriate social skills in public; for example, rock climbing and lawn bowls.
- A review was completed of the Student Welfare and Discipline Policy, and satisfaction surveys were completed by students and parents. Responses were unequivocally positive with regards to the school’s performance; especially concerning the support offered to students.
- Staff attended various professional learning activities to support the social and emotional well-being of students. These workshops, seminars or courses, covered such issues as Autism, drug intervention, and girls’ mental health.

Staff were able to accompany students who were formally non-refusers to slowly integrate them informally into a mainstream setting.

Applications for Woniora Road School were made for two Year 10 students to transition into senior school.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out the following evaluations:

Educational and management practice

Whole school management

Background
In 2010 the opinions of parents, students and teachers were sought about various aspects of the school’s management and practice. A survey was conducted to assess levels of satisfaction, along with the opportunity given to highlight any issues or areas for further development.

Findings and conclusions
All of those surveyed were satisfied with the manner in which the school is organised and the support and opportunities offered by the teachers and the principal. Parents were particularly pleased with the school’s policy of actively accessing and facilitating therapy for all students.

Future directions
More parents are requesting feedback, and teachers will increase the use of emails to keep caregivers informed of student progress. Parents will be invited to attend the school and become more involved. Future activities include inviting mothers and female caregivers to the school’s first International Women’s Day Breakfast, and encouraging parents to use the school’s gym along with students when it is completed in 2011.

Curriculum – numeracy and literacy

Background
In 2010 a review was conducted of the program provided to our school by Sydney Distance Education High School for students in Years 7 and 8 (stage 4). Of particular concern was the extent to which numeracy and literacy deficits were being targeted, and the degree to which the program was flexible enough to cater for individual interests in order to maximise engagement and learning.

Findings and conclusion
Following the staff evaluation it was decided that teachers at Centennial Park School would create a new program incorporating all of the K.L.A.s, but with a strong focus on numeracy and literacy, and with greater emphasis given to thorough assessments on
enrolment to target academic areas of concern. Throughout 2010 modern textbooks, materials, computer programs, and diagnostic assessments were compiled, and scope and sequences with the relevant outcomes written.

Future directions
Centennial Park School has been allocated a fourth class, and students will now be able to complete Years 11 and 12. A new teacher will be recruited, ideally with experience teaching senior classes and vocational education. Stronger links will also need to be made with stage 6 teachers at Sydney Distance Education High School, as well as time allocated to whole school programming.

Professional development opportunities will be offered in stage 6 curriculum for all staff, and a review of the new stage 4 program will also be conducted in term 4, 2010.

Professional learning
In 2010, Centennial Park School staff accessed a range of professional learning. All staff, including teaching, temporary and support staff were offered professional learning opportunities. The school had regular staff meetings, providing opportunities to complete the annual mandatory training including child protection, anaphylaxis, asthma management and Non Violent Crisis Intervention. Staff attended regional courses in relation to using ICT in Mathematics, and attended seminars on drug intervention, Autism, and girls’ mental health. An in-service was conducted based on current research into collaboration amongst teachers, and guest speakers were invited to Centennial Park School as well other SSPs in our community of schools to discuss a range of relevant topics such as vicarious trauma, online support communities and adolescent mental health. Throughout 2010 teachers were also released to visit other SSP settings in order to observe different classroom environments and management practices.

School development 2009 – 2011
Targets for 2009-2011 relate directly to the school plan 2009-2011, and have been developed in consultation with the school staff.

Targets for 2011
Target 1
All students achieve literacy and numeracy goals in personalised learning plans
Strategies to achieve this target include:

- Centennial Park School teachers will write a stage 4 program for all K.L.A.s.
- The Centennial Park School stage 4 program will focus on literacy and numeracy.

- All students will be tested on enrolment to establish baseline data in order to direct personalised learning plans
- One-on-one remedial literacy and numeracy sessions will continue to be offered weekly
- Implement the recommendations of the review of The D.E.A.R. program (Drop Everything and Read)
- A spelling program Spellodrome, will be used to address deficits
- Braintastic, a comprehension program, will be employed to improve reading levels
- Mathletics will continue to be used to reinforce basic numeracy concepts covered during class time
- Students will attend excursions linked to the stage 4 curriculum
- Professional learning opportunities will be offered to staff to develop numeracy and literacy skills which improve student outcomes

Our success will be measured by:

- Student achievement of personalised learning goals as evidenced in behavior tracking data
- Increased student engagement as measured by attendance data and reductions in ‘Work It Outs’.
- Improved scores in formal assessments such as NAPLAN and ESSA, and in informal class tests with reference to established baseline data
- Feedback at term reviews from students, parents, teachers, the counselor and home school
- Reporting from Sydney Distance Education High School for stage 5

Target 2
All students achieve social and emotional goals in personalised learning plans
Strategies to achieve this target include:

- There will be a strong emphasis on expected therapeutic input – whether through external counselling, dialogue with a consulting psychiatrist, art expression, music connect, or a commitment to sessions with the school counsellor.
- A gardening program to continue
- Fitness studio/gym to be installed and accessed by students and parents
- The student welfare and discipline policy will be implemented consistently at all times, including a focus on anti-bullying, and healthy eating habits during school time.
Sporting program will continue to provide our students with opportunities to build their social skills and develop their self-esteem.

Social skills are explicitly taught in all environments across the school.

Sense Ability (from Beyond Blue), and ‘The Way I like It’ will be implemented.

A ‘Girls Program’ including Sex Education will be delivered onsite.

Professional learning opportunities will be offered in areas of mental health and social skill development.

**Our success will be measured by:**
- Student achievement of personalised goals.
- Increase in the amount of build-up tickets given out for pro-social behavior.
- Improved attendance data, especially for former school refusers.
- Feedback at term reviews from students, parents, teachers, the counsellor and home school.
- Reporting from Sydney Distance Education High School.
- Data from behaviour tracking sheets and behaviour graphs.
- Data concerning the number of Work It Outs and suspensions, particularly concerning bullying incidences.

**Target 3**

**All students achieve successful transition goals in personalised learning plans.**

Strategies to achieve this target include:

- Access to the Home School Liaison Officer for re-engaging former non-attending students with their education with support from the Home School Liaison Officer.
- Work experience with support provided by the Support Teacher Transition.
- Integration supported by Centennial Park School staff.

**Our success will be measured by:**
- Student achievement of personalised learning goals.
- Feedback at term reviews from students, parents, teachers, the counsellor and home school.
- Reports and integrating cards from home schools.
- Data of student transitions to mainstream settings, work experience, TAFE or the workplace.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Jennifer Shumack
Principal

David Lomas
Assistant Principal (Acting)

Annie Bierzynski
Classroom Teacher

Moeaki Bloomfield
School Learning Support Officer

Lesley Fraser
School Administration Manager

**School contact information**

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Level 1/78 Avoca Street Randwick NSW
Ph: 9310 0588
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Email: centennial-s.school@det.nsw.edu.au
Web: www.centennial-s.schools.nsw.edu.au
School Code: 5516

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: