Centennial Park School
Annual School Report

Creating Positive Pathways
Our school at a glance

Students

Centennial Park School provides short-term intensive personalised educational programs and support for students in Years 7-12 who have been diagnosed with mental health disorders. Our school has a capacity of 28 students and has strong links with local schools for integration and government and non-government agencies for support and connection to programs. Students at Centennial Park School are engaged with the full curriculum, although there is a particular focus on literacy, numeracy, 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.

Students who enrol in this school often have a history of school refusal or long term non-attendance, which means they have had extended periods away from learning. 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, participation and attainment of learning.

Staff

As well as a non-teaching Principal, Centennial Park School has a teaching Assistant Principal and three classroom teachers supported by four School Learning Support Officers, a part-time relief from face to face 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.

The school employs a music therapist who works with the students every week.

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

Principal’s message

Centennial Park School grew from three to four classes in 2011, and has remained at 28 students capacity for the entire year. This shows a clear need for settings such as this, and is also an indication that we are providing a valuable service to our mainstream schools.

The Annual School Report for 2011 provides our community with information regarding our programs, initiatives, achievements, evaluations and challenges. It also provides a clear indication of our targets and planning for 2012.

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.

Patricia Butterworth

Student representative’s message

This year has been a good year for me. I have excelled in academics due to the small classes and the teachers who have been always ready to help. I have participated in the wonderful art classes, and have had my paintings in exhibitions and one displayed in Parliament House. I also designed the Christmas card for the school. In the relatively short time I have attended Centennial Park School, I have been able to achieve so much and am now ready to move on to a mainstream school, thanks to the great programmes and support available to the students.

Ulani McManus, Year 9

Student enrolment profile

In 2011 Centennial Park School provided educational programs for 34 students from Years 7-11.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>Year 7</th>
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<th>Year 9</th>
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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 may 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 2011, one student moved to TAFE, 3 completed the School Certificate and moved to mainstream, 6 transferred to alternative placements, one to full-time work, one to a work placement, and 6 integrated fully to mainstream. Of the remaining 23, 16 maintained enrolment into 2012.

Staff information
Staff establishment

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<tr>
<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Counsellor</td>
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<td>School Learning Support Officers</td>
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<td>School Administration Manager</td>
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<tr>
<td>General Assistant</td>
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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

<table>
<thead>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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Community of Schools art exhibition at the Seaview Gallery, Dulwich Hill High School of Visual Arts and Design

Income

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Expenditure

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<td>Administration &amp; office</td>
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<td><strong>Total expenditure</strong></td>
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<td><strong>Balance carried forward</strong></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.

School performance 2011
Centennial Park School’s aim is to provide short-term intensive support for students who have been diagnosed with mental health problems and/or disorders. All students work from individual education plans, and families and students are actively consulted in the preparation of these programs. Academic and individual behavioural targets are determined and monitored weekly, with therapeutic goals reviewed each term. Students are encouraged to participate in all the relevant Key Learning Areas and in all the extracurricular 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 and art therapists, and by our close connection with the staff at the Prince of Wales Adolescent Unit and Headspace, who visit the school. Therapists and counsellors from outside agencies are encouraged to see students on-site and a room has been made available for such consultations.
The progress of each student is discussed 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 Park School 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 School 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
We started 2011 with an operational kiln, purchased and installed with money from the Community Development Support Expenditure Scheme, with thanks to Souths Juniors Club. We spent our first term experimenting with clay techniques and glazes. We made ceramic heads, figurines and plaques of student hands to decorate our walls. We organized our first ‘Community of Schools’ exhibition in the Seaview Gallery at Dulwich Hill High School of Visual Art and Design, an activity we hope to continue every year. Centennial Park School entered acrylic paint canvases of abstract seascapes inspired by photos taken at Coogee Beach and Bronte Beach. All seven schools displayed artwork of a high standard, and we were pleased to invite Mr Gavin Patterson, Regional Director (Relieving), Sydney Region, to open our exhibition. The exhibition then went on to be hung in the William Wilkins gallery in Bridge St.

We submitted some beautiful collages and mixed media paintings to the annual Koori Art Exhibition at the Australian Museum. We also submitted paintings for the White Ribbon display, an annual exhibition which focuses on educating our community around the need to honour young girls and women by committing to and speaking out about non-violence. Our art was also displayed at Parliament House and at Sydney Distance Education High School. We finished off the year making assembled painted wooden sculptures to place in our garden. As well as working towards these projects we have offered students art therapy sessions where the creative process rather than the end product is emphasised.

Class Music
All students participate in the Centennial Park School compulsory music program, which runs weekly, and allows for one-on-one tuition in a small class setting, on musical instruments such as guitars, basses, drums and keyboards. An emphasis is placed on listening to and playing with others (ensemble awareness), and on learning songs the students are listening to outside of school in their free time. The program attempts to cover components where appropriate, of the Stage 4 Board of Studies music course. In 2011 students have also had access to a computer music program Fruity Loops, addressing outcomes from the syllabus relating to the exploration of technology in music, as well as African Drums purchased in Term 4, 2010. The music course allows the students the opportunity to release frustrations and energy, to interact positively with their peers in situations in which they depend on one another, and ideally, gives them the opportunity to perform in front of an audience at school assemblies.

Sport
The sports and fitness program is embedded in the Centennial Park School curriculum and plays a fundamental role in the students’ success in other areas such as wellbeing and social skill development. Staff role model a ‘have a go’ attitude and encourage all students to participate to the best of their ability. Practised social skills learnt in others programs, such as co-operation and communication, as well as team work, fair play, encouragement and build ups, are developed throughout the program. 2011 has been another successful year with many students engaging in activities that have taken them out of their comfort zone. Students have participated in activities such as Ultimate Frisbee, modified hockey, rock climbing, athletics and tennis. Many of these activities have been off-site and in the local community where yet again the students have had to practise the social skills learnt in other areas.

This year the PDH program has been planned and delivered to Stage 4 students by a specialist member of staff. Students have worked individually and in groups on researching and presenting information on: Drugs, what’s the deal, Connectedness, Let’s Get Active, fire safety, the benefits of exercise on physical and mental health, and road safety. This year has seen Centennial Park School open our own gym. Specialist training was undertaken by a member of staff and the ‘Fit and Fab’ program was created to engage students. Pupils have been involved in group and personal training sessions where they have learnt how to work the cardio machines and with close supervision, they have also been involved in resistance training.

Music Connect
The Music Connect program has continued to engage students throughout 2011 and has been well utilised by the students of Centennial Park. The program has been offered on Tuesday mornings and Thursdays of the school week. Sessions have been conducted according to the presenting needs of each student and average 30-40 minutes in duration. Students have primarily been seen on an individual basis however students have also worked in pairs.
The objectives for each student have been determined through initial and ongoing assessment and are particular to each individual student. Such objectives which have been worked towards during the music therapy program have included: reducing anxiety, providing opportunities for control, increasing opportunities for self-expression, lifting mood, increasing self-esteem, increasing attention span, increasing motivation, development of resilience and development of identity.

Music therapy techniques have included improvisation, song writing and recording, playing familiar songs, instrument learning, song sharing and lyric analysis.

Written documentation of each session has been recorded and student progress in music therapy sessions is reported at the end of each semester (for students who have attended at least three Music Connect sessions) - reports include each student’s objectives, attendance figures and outcomes.

Simone Mastrillo Armstrong, RMT

Academic

Three Year 10 students greatly improved their attendance to be eligible to sit for the School Certificate in 2011. One Year 10 student was transferred to a Life Skills certificate, while another successfully enrolled in a private college to study 3D animation.

As part of the Centennial Park School English course students in Stage 4 wrote poems to be entered in the White Ribbon Day exhibition at Parliament House. Two received high commendations and the authors were invited to read their poems at the opening in front of 200 guests, including Dr. Phil Lambert, Regional Director, Sydney Region.

2011 saw the installation of the school’s first science laboratory, with Bunsen burners, lab coats and protective eyewear now a feature of the Centennial Park School Stage 4 science program, conducted by the school’s specialist mathematics and science teacher.

Significant programs and initiatives

Aboriginal education

Aboriginal Education was imbedded in the programs offered at Centennial Park School in 2011, through the acknowledgement and celebration of diversity and difference, and through the exploration of multicultural experience and perspectives. Key subject areas in this regard were social skills, English (media unit on current affairs), science, history and geography.

In addition, students in Year 7 and 8 completed an Indigenous Education unit of work as part of the English course. Students investigated the importance of oral traditions in Indigenous culture, as well as studied the writing of acclaimed Indigenous author Jack Davis.

A series of posters depicting Aboriginal history entitled ‘Koori, Murri, Goori, and Palawa Story lines’ was also displayed in the school’s entrance hall, with students encouraged to reflect on the content during the Stage 4 English program. The school took part in the Koori Art exhibition, with student work exhibited at The Australian Museum.

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 our students.

In 2011 we continued to prepare foods from all around the globe in our cooking program. Students participated in a writing competition to break down racial barriers and stereotypes, and discussed these issues in social skill lessons. In the Stage 4 English unit entitled ‘Exposing the News’, students discussed the portrayal of refugees in the media. The school also has a staff member designated as an anti-racism officer who in 2011 undertook a mandatory update of their training.

Progress on 2011 targets

Target 1

All students to 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, and results were written into IEPs to gather baseline data
- Spelling program Spellodrome was purchased, to address poor spelling results as evidenced by informal observations of NAPLAN performance post-test
- A comprehensive review was carried out of the manner with which the school writes personalised learning plans. Our ‘Community of Schools’ shared their current pro forma documents, and consultation and sharing took place with regards to ideas to improve systems and student outcomes
- The newly appointed Assistant Principal conducted learning program reviews, across several KLAs, with special emphasis on numeracy and literacy, and provided feedback to teachers concerning ways to effectively assess on student learning outcomes

Numeracy

- All Stage 4 students were assessed on enrolment
- Completed NAPLAN tests were assessed in Term 2 to inform student deficits
- Mathematics and science teacher sourced resources to develop the school’s science lab, allowing for cross-curricular mathematics skills to be addressed in an engaging manner
- Mathletics continued to be used and remained written into class timetables each week
Technology
- Interactive whiteboards were installed in all classrooms
- All staff were trained in software to provide interactive lesson content
- Extra class desktop computers were purchased
- 4 computer workstations are now available in each classroom
- A comprehensive audit was carried out of technology in the school
- A new server was purchased to replace the previous aging unit
- New teacher laptops were purchased to replace slow computers and to manage interactive whiteboard software
- 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
- All staff were given training in using Panaboard software after the installation of the interactive whiteboards in each class
- Newly appointed Assistant Principal attended ‘Executive Induction Program’, a regional initiative covering topics such as leading curriculum change and The Quality Teaching Framework
- Assistant Principal attended UNSW professional development course in ‘Leading Technology Development in Schools’
- A member of the teaching staff attended course in Adobe Captivate, and its application for lesson preparation and assessment, and conducted brief in-service with all staff

Target 2
All students to achieve social and emotional goals in personalised learning plans
Our achievements include:
- A strong relationship was maintained with the Home School Liaison Officer with positive outcomes for students on attendance plans, with follow-up meetings taking place at the school
- Therapy was actively sought for all students
- The school offered its first art therapy sessions conducted weekly
- The inter-school basketball competitions continued against Woniora Road School SSP, building student morale and school spirit
- The successful Music Connect program continued with positive therapeutic results for all of its participants
- The school initiated a whole school social skills program in cyber bullying to address issues occurring outside of school hours

- An inaugural school camp was organized, aiming to foster cooperation between students, build trust, and develop leadership skills
- An evidence-based social skills program (SSIS) which develops empirical data on improvements made over time was sourced, with intended implementation in 2012

Professional learning
- Staff attended various professional learning activities to support the social and emotional wellbeing of students. These workshops, seminars or courses, covered such issues as Asperger’s Syndrome, Drug Ed., Sex Ed., Non-Violent Crisis Intervention, and Understanding Bipolar Disorder

Target 3
All students to achieve successful transition goals in personalised learning plans
Our achievements include:
- Seven students integrated back to their mainstream settings in 2011, the largest group to successfully transition from the school in one year
- Reviews were held at mainstream schools for integrating students
- Applications were made for alternative settings such as other SSPs and programs such as WAYS
- Newly appointed Assistant Principal was given the role of supporting transition and workplace learning. As part of the role he attended the Regional Careers and Transition Advisors Network meetings
- One eligible student was successfully placed in a work experience setting, and several other placements were sought and connections established
- Interviews were conducted with senior students with regards to their career goals and intentions for work or further study
- Careers time was written into the senior class timetable each week
- The school took part in a Regional Engagement and Retention study, to address the changes brought about by the ‘new school leaving age’ legislation, and to reflect on what the school currently is doing in these areas, and what support the school requires to adapt to these changes
- Posters were placed around the senior class to inspire students to think about what subjects they excel in, and what career paths would suit these skills

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 2011 our school carried out evaluations of:
Educational and Management Practice - Review of the school’s Anti-Bullying Plan

Background
In term 1 2011 there were a number of incidents at the school involving several students who were participating in cyber bullying. The issue was of a serious nature, as parents had become involved and expressed a desire to have the school’s procedures and plans for addressing such behavior explained to them. Upon resolution of these matters, it was decided to conduct a thorough review of the school’s Anti-Bullying Plan, and to develop a whole school approach to address cyber bullying particularly.

Findings and conclusions
The local Police Youth Liaison Officer was invited to the school to talk to students about the various ramifications of bullying online and the standpoint of the law on these issues. All classes took part in a unit of work on cyber bullying and digital citizenry, and were made aware of such issues as safety online, privacy settings, and digital footprints. Staff at the school also undertook a review of the Anti-Bullying Plan, with particular attention to how the issue of cyber bullying was addressed, and what procedures the school would follow should an issue arise. The statement was expanded, with additions made after staff feedback, and the rights and responsibilities of both staff and students were clarified.

Future directions
In term 1, 2012 the revised Anti-Bullying Plan will be shown to all students in their respective social skill lessons, to offer the students the opportunity to give feedback, add anything they feel hasn’t been covered, and to give students a sense of ownership over the document. Students need to see the plan, to feel safe in the knowledge that the school will endeavour to support their welfare at all times, and to clarify what their rights and responsibilities are within the school community.

Curriculum - I.E.P.s (Individual Education Plans)

Background
In 2011 a review was conducted of the way the school constructs Individual Education Plans (I.E.P.S.), and particularly, how they are used to measure and monitor improvements for students in learning outcomes across a variety of curriculum areas. Invitations were extended to the executive at other SSPs in the region to provide a copy of their IEPs, in order to collaborate and share ideas with regards to the forms used and the processes of assessment and recording. A number of settings within the ‘Community of SSP Schools’ sent through a copy of their pro forma for examination, and an evaluation of the Centennial Park School IEP was carried out and subsequently shared with the schools involved.

Findings and conclusion
Several schools had a ‘get to know you’ style questionnaire for both parents and new students. Centennial Park School had formerly invited parents to IEP meetings to discuss the contents of the plan in the hope of encouraging input, with very few parents having been either willing or able to take up the offer. The school now sends a copy of the IEP home with a questionnaire about what the parents or caregivers feel are the issues for the child in their care, as well as questions about their strengths and interests.

Various other changes were adopted including:
- the recording of NAPLAN results and/or of initial assessments where relevant, to be referred to throughout the student’s placement to record gains made
- Strengths and weaknesses academically, as well as other useful information, such as helpful strategies and language to be used, are now recorded on the cover sheet of the IEP, particularly for casual and temporary staff.

The Assistant Principal used a number of staff meetings to conduct professional development into the writing of IEPs. Two critical points were highlighted. Firstly, the imperative to make sure that the strategies detailed in an IEP are referred to regularly, followed up, that activities planned do indeed take place, and that an assessment of students improvement is conducted either formally or informally, with reference to the strategies outlined. Secondly, a reaffirmation of the importance of the written document itself was emphasised, not only for its role in developing targeted strategies for improved student learning outcomes, but as a record for teachers and an acknowledgment of the great work that takes place in classrooms at Centennial Park School.

As a result of discussions regarding the measurement of success in our programs, the need was highlighted for empirical data regarding improvements made in one of our core learning areas, ‘social skills’. As a result of the IEP review, a new social skills program, SSIS (Pearson Social Skills Intervention System) was purchased, including a pre- and post-testing function allowing for the gathering of data, and a targeted intervention guide.

Future directions
The Assistant Principal has assumed the role of overseeing and supporting IEP development within the school. The issue will be re-visited in 2012, to ensure that new practices are being adopted, and to provide feedback to teachers. Staff meetings will be set aside to discuss new students and to collaborate as a staff on approaches and strategies to best address presenting behaviours, and how to construct an IEP accordingly.

The SSIS social skills program will also be implemented in 2012, and discussed with parents at the term 1 review of placement meetings.
Professional learning
In 2011 Centennial Park School actively encouraged and supported all staff including teaching, temporary and support staff, to access a range of professional development opportunities. The annual mandatory training, including child protection, anaphylaxis, asthma management, first aid and Non Violent Crisis Intervention, were carried out either at staff meetings or on staff development days. Staff attended regional and private courses in relation to, using emerging technologies, career development, executive leadership, sex education, youth alcohol and cigarettes, Asperger’s Syndrome, and Bipolar Disorder.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
• Each student achieves his/her literacy and numeracy goals in his/her individual education plan

Strategies to achieve these targets include:
Assessment and Individual Education Plans
• All students will be assessed on enrolment
• Diagnostic tests have been organised for extensive assessment (literacy and numeracy) for Stage 4 students
• NAPLAN papers (Year 7) will be sighted and used as assessment and planning for Stage 4. Past NAPLAN papers will be given to Year 8 students, to identify ‘explicit targets for student achievement in the higher bands in NAPLAN’ (Sydney Region Strategic Directions)
• Stage 4 literacy and numeracy sessions will be held daily in different classes with specialised teachers
• Streamed guided reading and comprehension sessions will replace D.E.A.R. for Stage 4

Sydney Distance Education High School
• There will be Sydney Distance Education High School (S.D.E.H.S.) classes in 2012 with a mix of Stage 5, Stage 6 and some Stage 4, while some Stage 4 students will remain on the CPS program - ‘promoting differentiation in teaching to meet the needs of learner diversity’ (S.R. St. Dir.)
• There will be a focus on numeracy and literacy, with electives not mandatory
• Invitations will be extended to all S.D.E.H.S. teachers to support CPS students in class and by phone
• The principal will consult with S.D.E.H.S. re: one contact person

• Staff will liaise with S.D.E.H.S. teachers to differentiate work, change content focus, and substitute alternative activities
• Staff will liaise with S.D.E.H.S. teachers re: accurate reporting

Technology
• Interactive whiteboards have been installed in all classrooms and will be used in content delivery
• The Stage 4 program will incorporate TaLe, Adobe Captivate, and other computer programs into lessons supported by professional learning - ‘providing quality professional learning and support for leaders and staff to integrate technology in teaching and learning practices’ (S.R. St. Dir.)
• Staff will network with the Community of Schools, local schools and integrating home schools

School priority 2
Outcome for 2012–2014
• Each student achieves his/her social, emotional and physical wellbeing goals in his/her individual education plan

Strategies to achieve these targets include:
Individual Education Plans
• IEPs will include individual goals for behaviour, goal setting and therapeutic access

Anti-Bullying
• The Centennial Park School Student Welfare and Discipline Policy will be consistently implemented by all staff
• All staff will participate in professional development in the NSW DEC Anti-Bullying Policy
• A review will be conducted of the Centennial Park School Anti-Bullying Plan followed by continued development and consistent implementation
• The school will participate annually in White Ribbon Day, a regional initiative encouraging young people to speak out about violence against women
• A social skills program will be conducted weekly in each class, covering issues such as cyber bullying, and digital citizenry

Healthy Lifestyle Plans
• Students will have access to and participate in daily morning fitness
• A school camp will be planned, with the aim of greater student participation and an overnight stay encouraged. Outdoor activities will be a priority
• Whole school excursions into the community will be planned to practise social skills
• Students will have access to and participate in the weekly sports program, which has been expanded to include a wider variety of sports - basketball, volleyball, tennis and netball now available on-site due to refurbishments
Students will have access to the Fitness Studio. A gym program will be offered to classes one day per week, as well as weekly boys’ and girls’ sessions, and one-on-one individualised personal training. A research component is planned.

Centennial Park School will continue to host an International Women’s Day Breakfast, inviting female community members.

All students will participate in the food technology program, focusing on healthy foods for a healthy lifestyle.

Students will be encouraged to take care of the school’s garden (ongoing maintenance with the support of Bunnings). The cultivation of fresh fruit and vegetables is to be included in the food tech. program.

A Healthy Eating Policy will be implemented at break times.

Water filters are now available on both levels of the school.

Free fruit will be available at all times.

The Live Life Well at School program will be implemented.

Students will participate in the Premier’s Sporting Challenge.

Inter-school sport will continue with the community of SSP schools: basketball and athletics.

Therapy

Engagement with therapy is an expectation on enrolment.

Therapy can be accessed through the school counsellor, The Prince of Wales Adolescent Unit, Headspace, or through a personal psychologist.

Students will have access to daily exercise as a form of therapy; Healthy Body Healthy Mind (research component planned).

Students will have access to the Art Therapy program.

Students will have access to and engagement with the Magic of Music program (music therapy, research component planned).

Students will have access to and engagement with art expression, music expression, class social skills, and ‘Work it Out’ sessions.

Staff will implement the newly purchased SSIS social skills program for each student, with data collection component – ‘using student data to ensure implementation of successful (IEPS) and... Personalised Learning Plans’ (Sydney Region Strategic Directions).

Staff will be provided with a variety of professional development opportunities to support the social, emotional, and physical wellbeing of students. These include:

Child protection, Anaphylaxis, Emergency Care and First Aid, Code of Conduct, Suspension procedures, Youth Mental Health, such as through The Black Dog Institute, and other relevant regional programs.

The progress of each student will be discussed daily at formal debriefing and briefing meetings, and at review of placement meetings held each term.

School priority 3

Outcome for 2012–2014

Each student achieves his/her transition goals in his/her individual education plan.

Strategies to achieve these targets include:

IEPs to include individual goals for integration to home school. Integration to commence as soon as possible.

Reviews will be held off-site for integrating students.

Transition meetings will take place as part of senior student reviews, and involve the Regional Support Teacher Transition.

An Executive will attend the Careers and Transition Advisors meetings to address needs as a result of school’s growth to Years 11 and 12, and New School Leaving Age – ‘developing and sharing effective retention and transition programs’ (S.R. St. Dir.)

An external consultant has been employed and will work with senior students on developing work readiness skills, as well as seek work experience placements for all eligible students.

Exit plans to TAFE or other services will be developed. Links have been made with various employment agencies involved in organising TAFE courses, i.e. HTN Hospitality Employment Solutions, Strategic Workforce Planning and Development, and Sydney Local Health Network.

Alternative setting placement will be sought where appropriate.

Careers will be included as part of the senior school timetable.

Professional Learning:

An Executive will continue to attend Careers and Transition Network regional meetings.

Staff will attend a variety of professional development opportunities aimed at fostering engagement, and supporting transition. An Executive will attend regional project ‘Engaging Students in Stage 4 and 5, and network with two other SSPs.

School priority 4

Outcome for 2012–2014

Each student achieves in his/her individual education plan with an emphasis on the demonstrated use of current technologies.

Strategies to achieve these targets include:

Teachers will be surveyed on their competence and confidence in the use of emerging technologies, using the CLAS Schools (Connected
Learning Advisory Service) survey, in order to direct professional learning for improved student outcomes

- Follow-up surveys will be conducted to determine improvements in staff confidence and the use of technologies in lesson preparation, assessment and in devising tasks requiring students to demonstrate the use of emerging technologies
- Staff will use the newly installed interactive whiteboards to teach the use of various programs such as PowerPoint, MovieMaker, Photoshop, Paint and Adobe Captivate, as well as utilise educational computer programs and resource sites such as Mathletics, SpelloDrome, E-Chalk, Brain Pop, and TaLe
- Networked computers newly installed in the library, music room, art room and food technology room, will be used for information access, and to increase the targeted use of technology in class programs across all KLAs
- There will be an increase in the use of computer programs in content delivery, in presentation tasks, and embedded in teaching practice, as well as support for students to complete Sydney Distance Education High School curriculum work online through Moodle
- There will be an increase in the use of the DER laptops in classrooms, as all students will have access to a laptop on their desk, either allocated or loaned (TSO working 2 days per fortnight to support laptop program - protocols developed for student use, both for integrating and non-integrating students)
- The music program will aim to address Stage 4 Outcomes concerning ‘experimentation with different forms of technology in the composition process’ (4.6), and ‘identifying the use of technology in the music selected for study (4.10), through the use of the electronic program Fruity Loops

**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.

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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: