Centennial Park School
Annual School Report

2012
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 a mental health disorder. 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 the school often have a history of school refusal or long term non-attendance, which means they have had extended periods away from learning. Integration to home schools remains a goal alongside re-engagement in a learning community, the achievement of full attendance, increased participation, and the attainment of academic targets.

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 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.

The school employs a music therapist who works with the students every week. One of our full-time teachers is also released weekly to conduct art therapy sessions, as is another permanent teacher to conduct one on one personalised gym sessions in the school’s fully equipped fitness studio.

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

Messages

Principal’s message
In 2012, Centennial Park School students were offered and participated in a wide range of learning opportunities aimed at engaging often disengaged students. Learning continues to remain the major focus at the school, whether it is academic, therapeutic or social learning. Our success is gauged by the wellbeing of our students as they leave this setting and return to their mainstream schools or alternative placements. We have worked at recording this success by implementing the Social Skills Improvement System (SSIS), and data shows that our program has ensured successful outcomes for approximately 80% of our population. We also gauge our success by attendance data, behaviour tracking records, academic achievement and anecdotal reports from our mainstream schools. These all indicate that students who engage with this program achieve their goals. We wish our 2012 students well and look forward to supporting and working with a new cohort of students in 2013.

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

Student representative’s message
I have been at this school for 3 years, and not only has my hair changed colour, my personality has changed too. I used to be very meek, and not like to talk to people. I never used to take risks. During my time here I have learned to be balanced, and confident in myself thanks to the really nice people at Centennial Park School. The staff here have really taken an interest in me, and focused on my development socially, and with my learning. I have seen people come here and change throughout my time, and I never thought I would. I thought I’d be here forever, but now I’m open to integrating at a mainstream school.

Kayleigh O’Connor, Year 9

School context

Student information

Student enrolment profile
In 2012 Centennial Park School provided educational programs for 36 students from Years 7-12.

<table>
<thead>
<tr>
<th>2012</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td>1</td>
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<td>1</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td>male</td>
<td>8</td>
<td>14</td>
<td>20</td>
<td>21</td>
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<tr>
<td>female</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>10</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 also begin a part-time program at Centennial Park School and begin their integration program immediately.

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 2012, one student left school to enter the workforce, 5 returned to mainstream school, 5 transferred to alternative settings or programs, and 2 students moved on to home schooling through Sydney Distance Education High School. 5 students attained the Year 10 Record of School Achievement (ROSA), and the school’s first Year 12 student began their Pathways Program.

Management of non-attendance
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.

Staff information
Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.15</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.976</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>
<td>40</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.

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<thead>
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<th>Date of financial summary:</th>
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<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
<td>38 566.55</td>
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<tr>
<td>Global funds</td>
<td>86 677.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44 257.12</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>2 898.15</td>
</tr>
<tr>
<td>Interest</td>
<td>2 496.01</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 819.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>176 714.45</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
  | Key learning areas | 15 176.34 |
  | Excursions         | 134.64    |
  | Extracurricular dissections | 18 969.46 |
Library | 0.00 |
Training & development | 3 545.32 |
Tied funds | 32 319.84 |
Casual relief teachers | 10 049.90 |
Administration & office | 17 050.76 |
School-operated canteen | 0.00 |
Utilities | 2 574.91 |
Maintenance | 8 083.07 |
Trust accounts | 1 663.00 |
Capital programs | 0.00 |
Total expenditure | 109 567.24 |
Balance carried forward | 67 147.21 |

The school program 2012
Centennial Park School’s aim is to provide short-term intensive support for students who have been diagnosed with mental health 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 of the relevant Key Learning Areas and in all of 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 those in Year 8 completed ESSA testing. Results for these assessments 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 began 2012 with acrylic paintings on canvas, and exhibited the works produced at the ‘Community of Schools’ exhibition, which is a regional initiative. The paintings were shown in the Seaview Gallery at Dulwich Hill High School of Visual Art and Design, along with works from the other settings in our community of schools.

Beautiful clay vessels were also produced this year, using the kiln purchased in 2011 thanks to funding from the Community Development Support Expenditure Scheme; with thanks to South’s Juniors Club.

Students produced artwork in support of White Ribbon Day, and submitted them to the 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. The works were exhibited at the Department of Education and Communities Head office in Bridge Street Sydney, as well as at Sydney Distance Education High School.

Students also contributed work to the Koori Art exhibition; their work proudly displayed at the Powerhouse Museum.

Notable excursions included The Biennale on Cockatoo Island, inspiring a unit of work on some of the artists exhibiting, The MCA and Powerhouse Museum, as well as the famous Sculptures by the Sea annual event.

Art therapy was also a strong component of the school program in 2012, taking place weekly and giving the students who have difficulty expressing their emotions verbally, a chance to open up through an alternative medium.

Professional learning also took place in the arts, with our art teacher attending a Koori Art Workshop, and an MCA workshop with two components; animation in the visual arts, and ‘Creative Connections for Young People’.

**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, keyboards and vocals. 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 2012 students addressed outcome 4.6 (experiments with different forms of technology in the composition process) through the use of the computer music program Fruity Loops, as well as using similar programs on the iPads, purchased this year for each class. These compositions have been recorded for presentation at the end of year assembly. Select students will also perform cover songs at the 2012 assembly, learned on conventional rock instruments throughout the year. Staff will accompany them for these performances, which are an opportunity for the students to demonstrate their new found skills and ensemble awareness in front of their peers, parents and caregivers, and other invited guests.

The music course allows the students the opportunity to release frustrations and energy, to experience success, to interact positively with their peers in situations in which they depend on one another, and ideally, gives them the opportunity, if able to manage their understandable stage fright, to perform in front of an audience.

**Sport**

The sports and fitness program is embedded in the Centennial Park School curriculum and plays a fundamental role in the students’ progress 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.

2012 has seen a wide variety of engaging activities that have taken students out of their comfort zone. Students have participated in activities such as Ultimate Frisbee, modified hockey, indoor rock climbing, dragon boat racing, and by far the most popular, wheelchair basketball. 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.

Grants from South Sydney Junior Rugby League Club have allowed the school to continually develop the gym installed last year, and update equipment. Personal training has taken place weekly, with some students taking on the role of the coach under close supervision. Class gym sessions have also run weekly, as well as a lunchtime club. Students also participated once again in the Premier’s Sporting Challenge, with awards achieved by several students for the amount of physical activity they participated in over the period of the event.

Professional learning has included ‘action research programming – drug education, and an online course in managing difficult behavior.

Music Connect
The Music Connect program has continued to engage students throughout 2012 and has been well-utilised by the students of Centennial Park. The program has run weekly, with sessions conducted according to the presenting needs of each student, and averaged 30-40 minutes in duration.

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
5 Year 10 students greatly improved their attendance this year to successfully complete their Year 10 studies at Centennial Park School. 2012 also saw the first Year 12 student in the school’s history studying for their HSC. His Pathways Program for this year included 2 subjects, P.D.H.P.E. and visual arts, and in the latter subject, their practical work was selected for the Art Express exhibition to be displayed at Randwick Council’s Bowen Library.

Students across the school contributed poems as part of the White Ribbon Day exhibition at Sydney Distance Education High School.

Apple iPads were purchased for each classroom, and teachers were trained in approaches to incorporating them into the curriculum. Technology was a focus this year, with students using the iPads and other software to make the school’s first stop-go animations and short films.

As part of the Every Student, Every School initiative (ESES), the school’s sports coordinator has been released from face to face teaching to develop a PDHPE, fitness, and mental health website, to be used by mainstream schools in working with students with emotional disturbances. It is proposed that the website will be presented at the State ED/BD Conference in 2013.

The school also conducted its first action research project in drug education, targeting cigarette smoking, led by the school’s specialist physical education teacher.

Significant programs and initiatives
Aboriginal education
Aboriginal Education was imbedded in the programs offered at Centennial Park School in 2012, especially in social skills, as well as in history, geography and art. This year saw an initiative to create an Indigenous garden, using plants sourced from the Randwick Council Community Garden. Species were chosen according to their native origin of Sydney’s eastern suburbs, and all students were given a lesson on the historical uses, both as sources of food and medicine, by the Aboriginal people native to the land on which the school is situated.

Students also contributed artworks to the Koori Art exhibition, with student work displayed at The Powerhouse 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 2012 we continued to prepare foods from all around the globe in our cooking program. All students in 2012 participated in a unit of work on stereotypes, as well as a unit of work on the portrayal of refugees in the media. Students were also taken through the exhibition at The Powerhouse Museum which showcased Islamic fashion. The school also has a staff member designated as an anti-racism officer who will in 2013 undertake a mandatory update of their training.

Progress on 2012 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 on student deficits, and results were written into IEPs to gather baseline data
- Spellodrome and Spellingcentre.com.au were used to address poor spelling results as evidenced by informal observations of NAPLAN performance
- BBC Dance Mat Typing was used to address students with below age level word processing skills
- Reading awards were given at weekly assembly for reading novels
- A class read the novel ‘The Hunger Games’ as a guided reading activity, and then followed this with an excursion to the cinema to see the movie
- Students submitted White Ribbon Day poetry to an exhibition at Sydney Distance Education High School (SDEHS)
- Students were engaged in song writing to explore their emotions in music therapy
- A staff meeting was conducted by the assistant principal into ways in which The Quality Teaching Framework could be more fully incorporated into classroom practice, including the importance of feedback, highlighting relevance, and elucidating the key skill for acquisition, especially with regards to the program provided by SDEHS
- Students took part in excursions at SDEHS focusing on curriculum areas, including their annual Literacy and Numeracy Day

**Numeracy**
- All Stage 4 students were assessed on enrolment
- Completed NAPLAN tests were assessed in Term 2 to inform student deficits
- New iPads were purchased for each classroom, with students using mathematics apps to address deficits and supplement class work
- Students accessed the mathematics site BBC Numeracy Skills
- More students were observed using the SDEHS Moodle mathematics course
- Numeracy activities were sourced from the regional mathematics consultant focusing on card games (Acing Math – One Deck at a time, from the T.O.W.N. Project), to inspire students disengaged with mathematics
- Mathletics continued to be used to address deficits and increase engagement

**Professional Learning**
- The assistant principal attended ‘Executive Leadership Development Program’, a regional initiative covering topics such as leading curriculum change, The Quality Teaching Framework, and covering modules in Moral Purpose, Supervising Early Career Teachers, and Leading Technology in the Classroom
- AP attended UNSW course, Leading the New Australian Curriculum
- Maths and science specialist teacher attended course in curriculum design and assessment, entitled Backward Mapping
- Several staff completed or began the process of attaining their NSW institute of teachers accreditation, and in doing so examined The Quality Teaching Framework, The NSW Teaching Standards, and were observed conducting lessons and provided with feedback, to reflect on their practice

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
- Art and music therapy sessions were offered weekly
- Students were encouraged by the school to support Bandanna Day and Jeans for Genes, raising awareness about childhood cancer and disease to promote empathy and perspective
- Students attended the WAYS mental health forum
- The inter-school basketball competitions continued against Woniora Road School SSP, building student morale and school spirit
- The school initiated a whole school social skills program in cyber bullying to address issues occurring outside of school hours
- The Social Skills Improvement System (SSIS), an evidence-based social skills program which develops empirical data on changes made by students over time, was implemented, and lessons structured around individual student deficits highlighted by the program
Students participated in an action research project into smoking, working collaboratively in small groups

Students participated in class gym sessions weekly, and individualized personal training sessions, as well as working in small groups and training their peers.

The school continued to conduct weekly social skills lessons, with explicit instruction on issues such as coping with and avoiding bullying, mental health, anger, and appropriate social interaction.

Circle Time was conducted daily, where appropriate conversation-making and turn-taking are modeled, as well as issues covered such as current affairs, friendship, goal setting and other social skills topics.

Teachers and school learning support officers provided constant mentoring and modeling of appropriate behavior, through conversations, organized break time activities and sport, and leading cooperative games.

Food technology lessons were held weekly and provided students with the opportunity to work as a team and to eat together.

The morning breakfast program was held daily before school as a social opportunity and to offer free breakfast.

Morning fitness was provided daily, with whole school participation including staff, playing basketball, working in the gym, or walking in the local community.

Students accessed local community sport centres and facilities, practising learned social skills.

iPad mental health apps were installed, including relaxation and self-help.

Telephone access to helplines, as well as to external therapists, was provided during class times.

More students were engaged in therapy than ever before.

A meeting space continued to be offered in the school for external therapist visits.

Students participated in excursions such as the SDEHS Big Day In, providing them with the opportunity to interact with students from other special settings.

A connection was maintained to hospital schools.

Families were supported to access therapy services in the community.

**Professional learning**

- Staff attended various professional learning activities to support the social and emotional wellbeing of students. These workshops, seminars or courses, included: managing challenging behaviours, A.D.H.D., Mind Matters, adolescent depression, Generation Next mental health seminar, practical resilience building, drug ed., sex ed., and neuroplasticity.

**Target 3**

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

Our achievements include:

- Careers advisor and work experience coordinator employed at the school part-time in term 1, 2 and 3 – resulting in more students than ever before engaged in work experience.
- Student attended WAYS homework club.
- Reviews were held at mainstream schools for integrating students.
- Students accessed ‘TAFE Taster’ courses.
- Senior students worked closely with regional Support Teacher Transition.
- Applications were made for alternative settings such as other SSPs and programs such as WAYS, and 5 students returned to their mainstream school.
- Assistant Principal attended the Regional Careers and Transition Advisors Network meetings.
- Interviews were conducted with senior students with regards to their career goals and intentions for work or further study.
- Careers discussions were incorporated into the senior class timetable.
- School Learning Support Officers were released to support anxious students in work experience placement and in mainstream schools on integration days.
- The school had its first student successfully complete a week’s work experience at the police academy.

**Target 4**

**All students to achieve successful demonstration of the use of current technologies**

Our achievements include:

- New desktop computers were purchased for each classroom and for the staffroom.
- A comprehensive audit was carried out of technology in the school.
- The new server replaced the ageing unit which was out of storage space.
- All Year 9 students received their DER laptops.
- iPads were purchased for use in each classroom. Students were involved in choosing apps to download for literacy and numeracy purposes, as well as mental health.
- A technology survey of students was conducted to assess satisfaction with the level of technology available in the school, the mode of content delivery, Moodle, interactive whiteboard use and social media. Results from the survey indicating some issues with Sydney Distance Education High...
School Moodle were passed on, with amendments planned as a result

- Staff meetings were led by the assistant principal on technology
- Technology projects were initiated across the school, including the school’s first stop go animation, Drug Ed. short film, a time lapse photography short movie, Photoshop lessons, Macro photography, and other individual student artistic projects using the classroom iPads.
- A folder on the server was created for technology projects and lesson ideas to be shared by staff, as well as on OneNote. Discussions were held re: creating a Wiki Space or other format for storing student projects
- The daily reporting for each class was moved from ‘day books’ to the program Microsoft OneNote, for ease of communication between staff, and an in-service was conducted at a staff meeting to train teachers in its use
- Drop Box was adopted so that staff can access the documents saved on the school server at home rather than saving documents to USBs
- Staff were surveyed on their competence and confidence with using technology using a CLAC schools application
- New digital cameras were purchased for student use

Professional Learning

- The assistant principal attended a course entitled, Educational Leadership Development Program through Sydney Region, and chose a module on Leading ICT in the classroom. Staff meetings were conducted to share the results and discuss ideas for development around the school in this area
- Two staff members attended an iPad course concerning how to integrate the devices into classroom practice
- The school’s specialist art teacher participated in an MCA course on using animation in art
- Several staff completed an online Photoshop course

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluations of:

The Centennial Park School Stage 4 academic program

Background

In 2011 it was decided that Centennial Park School teachers would write the curriculum for Stage 4, and students in Years 7 and 8 would be removed from the program offered by Sydney Distance Education High School. Students in Years 9 to 12 would continue to access the program offered through distance education, delivered by Centennial Park School teachers. Students in Years 7 and 8 would be placed in the same class or classes, and whole class lessons would be conducted. Textbooks and other resources were sourced, and a fully functional science laboratory was financed and installed.

The rationale for this decision was that students in Stage 4 arriving at the school, regularly require intensive remedial support in the core subjects. It was envisaged that intensive assessment could take place, and then a targeted curriculum which was skill acquisition, rather than content driven, could be delivered. It was also planned that lessons would be more creative, use technology, follow student interests, and involve multi-media and group work, in the hope of increased engagement.

12 months later in term 1 2012 this program was evaluated and reviewed.

Findings and conclusions

While clear pros and cons could be seen for both systems, it was decided to return Stage 4 students to enrolment in distance education programs beginning in term 2 2012.

Issues that arose from the trial Stage 4 Centennial Park School programming were:

- Too many students were being referred in Years 7 and 8 to be accommodated in 2 classes. This meant that classes with students on both distance education and Centennial Park School programs were required. Whole class Stage 4 lessons were disruptive and distracting to students on individual distance education programs
- Timetable complexity became overwhelming, as specialist teachers in mathematics, science, English and PDHPE, could only effectively be rotated between 2 classes
- The cohort of the school, with students who are occasionally hospitalised, or who have sporadic attendance, meant that units of work were difficult to run if students missed large sections. On a distance education program, students work from individual booklets, and can easily take them up from where they left off after absences
- Behaviour difficulties were significantly increased when all of the younger students were together, including interpersonal disputes and attention-seeking behaviour. Students who had altercations could now not be separated as flexibly as the former system allowed
- The students found it difficult to manage themselves in more unstructured lessons. Staff felt the lessons would be far more engaging and enjoyable than distance education booklets, and put considerable effort into their planning. Students however did not work well with the change in style. Our students have since shown that they engage more productively when they
are working one on one with support, in an individual booth rather than at a central table

- The school has always flourished with the format of multi-stage classrooms. This allows for peer modeling and teaching, and students who are younger modify their behaviour around older students. Opportunities for group work and discussions are offered daily in Circle Time, and weekly in subjects offered internally by Centennial Park School teachers across all stages, such as social skills, music, art, sport and food technology. It was evaluated that deficits in areas of numeracy and literacy are best addressed individually and the Sydney Distance Education program, despite some of its structural limitations, provides this flexibility.

Future directions

Teachers have agreed that the best system currently is for students in Years 7 and 8 to remain on distance education provided that:

- content is modified if necessary, to adapt to student interests, provided the skill required is the same; in consultation with SDEHS teachers
- tasks are modified by Centennial Park School teachers according to student ability
- work is supplemented by technology such as classroom iPads, interactive whiteboard activities, film-making for example, to increase engagement
- work is supplemented with remedial activities to target deficits, using iPads, interactive whiteboards, spelling and numeracy programs etc.

As the school has facilities at its disposal for practical science lessons, and specialist staff across the KLAs, this system will continue to be monitored, and a return to Stage 4 programming will remain an option to be reviewed.

The school’s use of technology in accordance with the new school plan target

Background

An extra target was added in 2011 to the current school plan; for “All students to achieve successful demonstration of the use of current technologies.” This was added to the 3 other targets the school has been focusing on for several years, after the school had interactive whiteboards installed under the B.E.R. (Building the Education Revolution) and wireless internet, as well as in response to the D.E.R. Year 9 laptop program (Digital Education Revolution).

In 2012 the school conducted an audit of all of the available software and hardware at the school’s disposal, and other computer related equipment such as digital photographic and video cameras. New iPads were also purchased for each classroom this year as a result.

Staff were surveyed at the beginning and the end of the year regarding their confidence and capacity to use computers in their daily work and in their teaching, and several staff meetings were held to discuss ways to incorporate technology into learning programs at the school. Students and parents were also surveyed about their satisfaction with the amount and type of technology the school uses, as well as other related questions to do with the running of the school and of forms of communication between the school and families. Their responses are detailed below in the section, Parent, Student, Teacher Satisfaction.

Findings and conclusion

Staff are feeling more confident with the use of technology at the school. Processes such as daily reporting have been moved from handwritten diaries to OneNote. Dropbox was also adopted so that teachers can access the school’s files easily when working from home. Staff are communicating with one another more efficiently, and more confident staff are supporting other teachers after school, with the effect on student outcomes being that staff are feeling generally more competent with emerging technologies, and are now open to introducing technology into learning activities.

Staff meetings on this issue saw teachers commit to undertaking technology projects across the school, in the hope of displaying them at the end of year assembly. Such student projects have included the school’s first stop-go animation, time-lapse photography short films, student led short films as part of the drug ed. program, Photoshop artworks, presentation software creations using Prezi, and electronic music pieces. This year the school is undoubtedly exposing students to more technology than ever before in its history, with students clearly demonstrating their ability to use emerging technologies.

Students have been very engaged with the new emphasis on technology, and participation in the projects has been good. When surveyed students mentioned that they felt the school was going in the right direction, and that they would like to learn more about emerging technologies and engage in more hands-on practical tasks. Students also reported that they were finding the layout of Moodle, the online component of their program through Sydney Distance Education High School (SDEHS), to be confusing. Their specific concerns were passed on to the technology staff at SDEHS, who confirmed that changes will be made based on our feedback, to be effective in 2013.
Future directions
Discussions took place at staff meetings concerning whether it was appropriate to designate a session in the timetable each week for ‘technology’, however it was decided that the schedule is already very busy, with students often behind with their SDEHS programs and receiving warning letters, and with so many other competing, and equally important areas, such as careers for senior students. It was instead agreed that technology be imbedded within all aspects of the curriculum, in line with existing syllabus expectations. This is largely the role of SDEHS, as they prepare the bulk of the students’ academic program, and hence why the students’ general reluctance to engage with SDEHS Moodle was investigated through the survey. Staff committed to focusing on the following areas:

- Digital literacy - teaching the skills to use the laptops, iPads, software, word processing and typing etc
- Digital learning – providing the skills required to learn using technology, such as e-research, summarizing information, and developing their own opinions
- Digital safety and citizenship – keeping safe online, cyber bullying, privacy and security

The majority of these skills will be addressed in weekly social skills lessons, though staff will also work on encouraging students to use technology when they respond to SDEHS work and prepare assignments, as well as address students with deficits with regards to paraphrasing or typing for example, through activities specified in their Individualised Education Plan (I.E.P.)

Other subjects offered internally at Centennial Park School will also have a more intensive technology focus, such as music and art. Our specialist art teacher has just completed a course in term 4 in engaging art students through technology, held at the Museum of Contemporary Art. Staff will continue to create technology projects each term and professional learning will be directed in this area, with several courses already booked for 2013.

Parent, student, and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the use of technology.

Staff were surveyed, as mentioned earlier, at the beginning of the year and at the end of the year, to assess their confidence and competence, and with regards to the support they feel they receive. All mentioned an increase in collaboration amongst staff and an overall increase in their abilities.

Students were emailed an online survey, a first for the school, and asked about their satisfaction with the school’s use of technology. As mentioned above, students desired more practical, hands-on projects and use of the iPads, digital photography and movie-making, and highlighted some issues with the online Moodle program the school uses through Sydney Distance Education High School.

Parents were emailed a survey on a range of technology issues, and of those that responded:
- 100% indicated that their child had access to a computer and the internet at home
- 100% responded that they feel basic skills such as spelling, comprehension and numeracy were a more important focus than the acquisition of skills using emerging technologies
- 100% responded that the amount of time their child spent per evening on Facebook was a concern for them
- The majority of respondents indicated they would be happy for the school to contact them via email rather than by phone for non-urgent matters
- 100% responded that they were satisfied with the support offered by Centennial Park School

Professional learning
In 2012 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, careers development, executive leadership, sex education, youth alcohol and cigarettes, Asperger’s Syndrome, Bipolar Disorder, and The Effect of Trauma on the Brain.

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 will be used for extensive assessment (numeracy and literacy) 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)

- Subscriptions will be paid to access numeracy and literacy sites to supplement work from SDEHS, such as Spellodrome, Mathletics, BBC Numeracy Skills, Dance Mat Typing, E-Chalk and Brainpop
- Reading awards will be given at weekly assembly for reading novels
- Students will continue to be encouraged to submit poetry as part of White Ribbon Day
- Students will be engaged in song writing to explore their emotions in music therapy
- Students will attend excursions and study days at SDEHS focusing on curriculum areas, including their annual Literacy and Numeracy Day
- iPads in each classroom will be used, with students using mathematics and literacy apps to address deficits and supplement class work

Sydney Distance Education High School
- 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
- Staff will liaise with S.D.E.H.S. teachers to differentiate work, change content focus, and substitute alternative activities - 'promoting differentiation in teaching to meet the needs of learner diversity' (S.R. St. Dir.)
- Staff will liaise with S.D.E.H.S. teachers re: accurate reporting

Technology
- Interactive whiteboards will be used in content delivery
- TaLe, Adobe Captivate, and other computer programs will be incorporated 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
- 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
- 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 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 will continue to be 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 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
- A strong relationship will be maintained with the Home School Liaison Officer with positive outcomes for students on attendance plans, with follow-up meetings taking place at the school
- All students will be assessed using the Social Skills Improvement System (SSIS), and lessons structured around individual student deficits highlighted by the program
- The school will continue to conduct weekly social skills lessons, with explicit instruction on issues such as managing anger, making friends, and appropriate social interaction
- Circle Time will be conducted daily, and appropriate conversation-making and turn-taking will be modeled, as well as issues covered such as current affairs, friendship, goal setting and other social skill topics
- Teachers and school learning support officers will continue to provide constant mentoring and modeling of appropriate behavior, through conversations, organized break time activities and sport, and leading cooperative games
- Food technology lessons will be held weekly and provide students with the opportunity to work as a team and to eat together
- The morning breakfast program will be held daily before school as a social opportunity and to offer free breakfast
- iPad mental health apps will be used, including relaxation and self-help
- Telephone access to helplines will be facilitated, as well as access to external therapists during class times
- Students will participate in excursions such as the SDEHS Big Day In, providing them with the opportunity to interact with students from other special settings
- Connections will be maintained with hospital schools at Prince of Wales and St. George
- Families will be supported to access therapy services in the community

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.)
- Exit plans to TAFE or other services will be developed. Links will be maintained with various employment agencies.
- TAFE ‘taster courses’ will be encouraged for suitable students
- Alternative setting placement will be sought where appropriate
- Careers will be included as part of the senior school timetable
- Senior students will be periodically consulted by the AP and Principal to determine their goals and plans for the future
- School Learning Support Officers will continue to be released where possible to support anxious students in work experience placement and in mainstream schools on integration days

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

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:
• Follow-up surveys will be conducted on staff competence and confidence in the use of emerging technologies, using the CLAS Schools (Connected Learning Advisory Service), 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 be encouraged to plan technology projects each term, such as in film, photography and animation
• Staff will use the interactive whiteboards, iPads and student laptops 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 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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