Centennial Park School
Annual School Report

2014
School context statement

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 35 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, 4 classroom teachers supported by five 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 and a half days 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
2014 has been a particularly busy year in many ways. Our enrolment cap was extended to 35, itself an indication of the growing mental health needs of young people in high school. We had a full enrolment all year and expect to start the year with a waiting list, which makes us so conscious of the responsibility we have in managing our programs equitably, so that access is offered to as many students as possible. We have had lots of individual accomplishments, group achievements and school successes: individual academic achievements leading to access to university, TAFE and work experience; a wonderful group filming project has produced a film from script through production, filming, and editing, and our whole school as usual has embarked on excursions, sport, art exhibitions and musical productions.

I would like to take this opportunity to thank all the staff at Centennial Park School, teachers and school learning support officers, for their commitment to the learning and welfare of all the students who attend. Without their obvious passion, skills and experience, none of what we achieve would be possible. I would also like to thank our families for the support they show us during their young person’s enrolment. We strive to have open and ongoing communication with our families and this can make all the difference to the students’ success. We also have support from outside the school, thanks to: our home school liaison officer (HSLO) who has worked tirelessly to get our students attending; the teachers at Sydney Distance Education High School who provide the academic programs for stages 5 and 6, and come to Centennial Park School to work with students, as well as organising study days down at Wollongooloo; our therapists from the Adolescent Unit, who visit, often weekly, to see students onsite, and who are also willing to support the mental health component of our school in a variety of ways; our Director Sydney Schools (Relieving) who has been a great support this year, particularly through these times of education reform. Congratulations to all the students on the success they have experienced this year, whether in attendance, curriculum grades or behaviour targets.

Jennifer Shumack

Student representative’s message
My name is Troy North and I came to Centennial Park School in Year 7, and I am now in Year 10. When I started here I was depressed, anxious, had low self-esteem, was not very sociable, and I had completely stopped attending school. I gradually improved my attendance at Centennial, I made some really good friends, and the teachers helped me to catch up on my missed schooling. I believe these two things helped me the most. I have also really enjoyed the music and the other social skills that I’ve learnt. I have been at the school for such a long time, because I’ve always been really anxious of going back to my mainstream school. A lot has changed about me over the years, and I now feel ready to integrate back to Rose Bay Secondary College for Year 11 and 12.

Troy North Year 10
Student information

Student enrolment profile
In 2014 Centennial Park School provided educational programs for 46 students from Years 7-12.

<table>
<thead>
<tr>
<th>Year</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>5</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>female</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>

2009 2010 2011 2012 2013 2014
male | 20 | 21 | 20 | 20 | 19 | 18
female | 8 | 8 | 10 | 16 | 15 | 18

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 2014, two students left school to enter the workforce, 10 returned to mainstream school, and 5 transferred to an alternative program. 2 students were connected to disability employment services. 6 students attained their Year 10 Record of School Achievement (ROSA) while enrolled at Centennial Park School.

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 Disturbances</td>
<td>4</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>5</td>
</tr>
<tr>
<td>Counsellor</td>
<td>.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>.976</td>
</tr>
<tr>
<td>General Assistant</td>
<td>.2</td>
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</tbody>
</table>

There are no permanent Aboriginal staff at Centennial Park School. However, our school community works closely with Aboriginal consultants when appropriate and with our Aboriginal families’ support workers.

Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree</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.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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<tbody>
<tr>
<td>Date of financial summary:</td>
<td>30/11/2014</td>
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<tr>
<td>Balance brought forward</td>
<td>83 031.50</td>
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<tr>
<td>Global funds</td>
<td>77 974.47</td>
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<tr>
<td>Tied funds</td>
<td>47 115.19</td>
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<tr>
<td>School community sources</td>
<td>2 816.58</td>
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<tr>
<td>Interest</td>
<td>2 513.29</td>
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<tr>
<td>Trust receipts</td>
<td>1 607.60</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>132 027.13</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
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</thead>
<tbody>
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<td>Key learning areas</td>
<td>11 106.76</td>
</tr>
<tr>
<td>Excursions</td>
<td>120.00</td>
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<tr>
<td>Extracurricular dissections</td>
<td>21 058.43</td>
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<td>Library</td>
<td>563.16</td>
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<td>Training and development Tied Funds</td>
<td>47 584.98</td>
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<td>Casual relief teachers</td>
<td>10 603.62</td>
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<td>Administration &amp; office</td>
<td>21 707.64</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td>Total expenditure</td>
<td>133 999.27</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>81 059.36</td>
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</table>

School performance 2014
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 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. Therapists and counsellors from outside agencies are encouraged to see students on-site and a room is 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

In 2014 students created acrylic paintings based on their own photographs of images and textures in their school environment. The following term they created clay sculptures with the help of a volunteer visual arts student. Students created some beautiful linocut prints and monoprints using our new press. The work from both projects was exhibited at the ‘Community of Schools’ exhibition, which is a regional initiative. The pieces 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’.

Students took part in an Indigenous art Koori Art exhibition displayed at the Eora TAFE. The school’s entries were of such high standard that the museum used images of our work on their brochures to publicise the exhibition.

Notable excursions included the Art Express exhibition at the New South Wales Art Gallery, as well as the famous Sculptures by the Sea annual event. We then made soapstone carvings inspired by these experiences.

Art therapy was also a strong component of the school program in 2014, taking place weekly and giving the students who have difficulty expressing their emotions verbally, a chance to open up through an alternative medium.

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 2014 for example, students addressed outcome 4.3 (performs music demonstrating solo and/or ensemble awareness), through group performances using the most basic note-making on rock instruments, and focusing on timing, texture, layering, and listening to one another. They also demonstrated outcome 4.6 (experiment 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 classroom iPads. Students this year also experimented with composing soundtracks and soundscapes using programs such as Garage Band. Some of these soundtracks were used in a short film which was entered into the ‘REELise’ film-making competition.

The largest group of students in the school’s history also performed a cover song at the 2014 assembly, learned on conventional rock instruments throughout the year. Staff accompanied them for this performances, which was 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, 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.

2014 has seen a wide variety of engaging activities that have taken students out of their comfort zone. New activities are sought every year, with the students this year exposed for the first time to Sky Zone in Alexandria. This is a trampoline park where students experienced playing dodge ball whilst jumping on trampolines. Many students also performed somersaults into a sponge pit for the first time!

Other activities included softball, modified hockey, indoor rock climbing, dragon boat racing, tennis, and by far the most popular sports, wheelchair basketball,
golf and archery. 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.

Personal training continues to be highly regarded by students, with all having access to the gym. Staff continue to role model healthy behaviors and use the website Me Mood Get Active to educate our young people on the benefits of exercise. As a result there has been a vast improvement in students attending lunchtime gym club.

Students also participated in the Premier’s Sporting Challenge, with awards achieved by many students for the amount of physical activity they participated in over the period of the event. Overall our school was awarded a silver award.

**Academic**

10 Year 10 students successfully completed their studies and were awarded the ROSA (Record of School Achievement), either at Centennial Park School or after integrating back to their home school. Several greatly improved their attendance and attitude to learning in order to do so. This year was also the first year in the school’s history that a student completed their HSC on a full program (as opposed to a part-time ‘Pathways’ program. The successful student went on to apply for Sydney University in 2015. Other outstanding achievements included several students finishing in the top 3 of their grade in subject areas provided by Sydney Distance Education High School.

The school’s library was also given a revamp this year, with brand new books and up to date texts purchased, and a qualified English teacher at the school appointed to oversee the library program.

Students across the school contributed poems as part of White Ribbon Day in 2014, a national event aimed at speaking out about violence against women, with one student chosen to have their poem displayed among other notable entries from Sydney Region Department of Education and Communities schools at Dragon’s Lair Gallery in Hurstville.

Technology remained a major academic focus in 2014 in line with the school plan target for all students to achieve competency in the use of emerging technologies. Students were exposed, for example, to computer game design software called Microsoft KODU, with students required to learn basic coding. Technology was a focus in music and art, and class laptops were used to record soundtracks and for various photographic projects.

2014 also saw the students create a short film for entry into the REELise Film Competition. REELise is a charity set up to counter the rise of cyberbullying in the community. Students from the school acted, wrote the script, shot the scenes using iPads, edited the footage, and supplied the soundtrack. The film has been shortlisted as a finalist for the awards night scheduled for early 2015.

The school participated, in conjunction with the University of NSW, in a robotics program which involved making robots out of Lego, and then writing code to get the robots to perform movements, in the hope of participating in inter-school robot soccer competitions. Robotics lessons took place once a week in term 1 and 2 of 2014, with fantastic participation levels.

Careers and transition programs were also prioritised in 2014, with the assistant principal tasked with investigating work placements and exposing students to experiences to allow them to think about post-school pathways. Senior students participated in the ‘Give it a Go’ hands-on trade fair at South Sydney High School in conjunction with TAFE NSW, and coordinators from NOVA employment visited the school and conducted a ‘job club’ over several weeks to prepare students for the world of work.

Notable work placements included a day for one of our students at a local childcare centre, regular work experience each week for a student at a local café as a barista, and a student obtaining work experience at a large software developing company, with its headquarters in Bondi Junction (NEXA PTY LTD). This student learnt so much about coding and programming, that it assisted him in his application to a university course at The University of New South Wales, for select senior high school students, in maths and computing.

Students participated in a variety of excursions to support the academic programs supplied by the school. These included a ‘B Street Smart’ event at Acer Arena, Art Express, The World Press Photography Competition, and an event at Taronga Zoo organised by famed naturalist Jane Goodall, to support the recycling of old mobile phones. Legal Aid NSW also visited the school to discuss the legal implications of sexting and of re-posting private images.

**Significant programs and initiatives**

**Every Student Every School Initiative (ESES)**

2014 saw the continued development of the school’s mental health and exercise website, Me Mood Get Active, as part of the Every Student Every School initiative. Our sports coordinator Lara Hatton presented the website to a variety of regional personnel, Learning and Support Teachers (LaSTs), PDHPE teachers, and executive and principals from Sydney Region Schools.

**Girls’ and Boys’ Club**

2014 saw the initiation of a new PDHPE (personal development) program at the school; that of weekly Girls’ and Boys’ clubs. For a period of 2 hours each week, female staff took the girls, and likewise, male
teachers and students met, to discuss a range of current issues facing both sexes. The separation of the groups was aimed at providing an arena where it was expected there would be less embarrassment or shyness for students, and a freer flow of questions, ideas, and opinions. The atmosphere was more relaxed than in conventional lessons, with the school making use of comfortable spaces such as the library and its bean bags and couches for example, and refreshments, food, and cups of tea were provided by the school. Topics of discussion included gender identity, stereotypes, sexuality, feminism, hygiene, menstruation, the prevalence of online pornography and its lack of association with real relationships, computer game addiction, and a variety of other mental health and ‘teenage’ issues.

Aboriginal Education
Aboriginal Education was imbedded in all programs offered at Centennial Park School in 2014, but especially in social skills, as well as in history, geography and art. Students contributed artworks again in 2014 to the Koori Art exhibition, with student work displayed at The Eora TAFE. The theme chosen by the school was one of celebrating Indigenous veterans and the various contributions of Indigenous Australians to the armed forces since white settlement. This artwork was also the theme for our Christmas card which is sent out to families, our students’ mainstream schools, and our community. The school’s indigenous garden continued to flourish in 2014, and its contents was discussed with new students.

A student in Year 12 also completed her HSC studying Aboriginal Studies. As part of a major assignment staff facilitated some mentoring from a representative from the Redfern Land Council, who had completed research in what programs were in place around Australia to preserve Indigenous languages. This student went on to apply for Sydney University through the universities Indigenous entry program (Cadigal). As part of her transition a staff member was made available to accompany her to the university during term 4 to meet with the Indigenous education consultants at the university.

Multicultural education
The 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 2014 we continued to prepare foods from all around the globe in our cooking program, and all students participated in social skills lessons on racism. National flags from around the world were purchased to update the collection that hang in the school’s main corridor, to reflect the backgrounds of the current cohort of students. At a school assembly students also prepared a video presentation on their ethnic backgrounds. The school has a zero tolerance approach to any racist comments, and students making them are instantly removed from class or the playground and referred to the principal. The school also has a staff member designated as an anti-racism officer who in 2014 undertook a mandatory update of their training.

School planning and evaluation
2012—2014
School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out evaluations of:

The Centennial Park School Stage 4 Academic Program

Background
In Term 3 2013, Sydney Distance Education High School released a report which indicated that due to cost pressures it had decided that it was no longer viable to provide a Stage 4 program to Schools for Specific Purposes. From 2014 onwards Centennial Park School was required to develop programs for all students in Years 7 and 8. This program was evaluated throughout 2014, with a variety of measures put in place to support the successful implementation of this program.

Findings
- New planning documents needed to be written to take into account the new National Syllabus outcomes for English, Maths, Science and History, which came into effect in 2014
- Many of the school’s resources were out of date or did not provide best practice delivery of content. For example a new stage 4 science textbook was purchased for all Year 7 and 8 students, which was mapped to the national curriculum and which allowed for practical science activities to take place
- The Centennial Park School assistant principal initiated an ‘assistant principal network’ among schools for specific purposes, to liaise about resources and programs to assist in the writing of a Stage 4 curriculum. The group met in week 4 of each term throughout 2014, sharing planning documents such as individual education plan formats
- A range of ICT and online resources was trialed and subsequently purchased, and used individually to program content and to assess and report. These included Mathletics, Spellodrome, and IntoScience, and licenses were purchased for educational programs such as E-chalk, and Brainpop, and resources loaded on to class iPads
School planning 2012-2014: Progress on 2013 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  
- National Curriculum update provided by assistant principal at staff meeting
Individual Education Plan (IEP) format and development discussed at staff meeting
Spellodrome purchased 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
Students submitted White Ribbon Day poetry to a Department of Education and Communities exhibition at Dragon’s Lair Gallery
Students were engaged in song writing to explore their emotions in music therapy
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 deficit
- National Curriculum update provided by assistant principal at staff meeting
- Class iPads were loaded with mathematics apps to address deficits and supplement class work
- Students were exposed to coding through KODU and code.org, and took part in a robotics program

**Professional Learning**
- Mathletics, Spellodrome and IntoScience information session and workshop
- Peer mentoring workshop
- BOSTES - Lead Teacher accreditation
- iPad Technology in the Classroom

**Target 2**
All students to achieve social and emotional goals in personalised learning plans
Our achievements include:
- All staff completed the mandatory online module of the new Australian Disability Standards
- The principal used Work it Outs’ to talk through issues with students, and counsel them on their behavior, with a focus on repair, restorative justice, accepting responsibility and acknowledging positives
- Whole school social skills programs were conducted weekly in each class, covering issues such as bullying, racism, sexuality, stereotypes, anger, coping strategies, appropriate social interaction and mental health and wellbeing
- Me Mood Get Active website was used as a whole school social skills, mental health and fitness resource. Data was collected on mood changes, pre- and post-exercise each week
- The Social Skills Improvement System (SSIS), an evidence-based social skills program which collects data on changes made by students over time was used, highlighting deficits and informing lesson direction
- Students exiting the program were pre- and post-tested using the SSIS system
- A strong relationship was maintained with the Home School Liaison Officer with positive outcomes for students on attendance plans, and with follow-up meetings taking place at the school
- Therapy was actively sought for all students
- Students were visited by Legal Aid NSW to speak about the legalities around posting images of yourself or others
- 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 SSP, building student morale and school spirit
- Students participated in class gym sessions weekly, and individualized personal training sessions, as well as working in small groups and training their peers
- 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 skill 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, practicing learned social skills
- iPad mental health apps were used, including relaxation and self-help
- Social skills and mental health programs were used across the school, including Mind Up, This Way Up, and Headstrong
- Telephone access to helplines, as well as to external therapists, was provided during class time
- 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 at Prince of Wales, St. George Hospital, and Rivendell School
● Families were supported to access therapy services in the community

Professional learning
Staff attended various professional learning activities to support the social and emotional and physical wellbeing of students. These workshops, seminars or courses included: Anaphylaxis, Generation Next mental health seminar, The Mind and its Potential, Self-Harm, Softball Level 1 and 2 Coaching Accreditation, Rugby League International Games Coach accreditation, AFL Level 1 Coaching for Secondary Teachers, Fitness and Nutrition for Children – Mini Moves Fitness Training, Punch Fit Punch Pad Trainer Course, CERT 3 Fitness Instructor training, Koori Art Teachers’ Development Day, Mind Up and This Way Up. Staff also shared mental health strategies, resources and articles they had encountered, both at staff meetings and on the staff communication tool, OneNote.

Target 3
All students to achieve successful transition goals in personalised learning plans
Our achievements include:
● Assistant principal continued to be responsible for careers education in the 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 encouraged in classes containing senior students, and a variety of job websites promoted, especially Joblump
● Students were provided with 2014 job guides and TAFE and university brochures
● Senior students worked closely with regional Support Teacher Transition
● Senior students were taken to the ‘Give it a Go’ hands-on trade fair organised by the Sydney Institute and held at South Sydney High School
● Students accessed work experience placements at local businesses
● Applications were made for alternative settings such as other SSPs and programs such as WAYS, and several students were integrated to their mainstream school
● Reviews were held at mainstream schools for integrating students
● School Learning Support Officers were released to support anxious students in work experience placement and in mainstream schools on integration days

Professional Learning
● NOVA employment information session

Target 4
All students to achieve successful demonstration of the use of current technologies
Our achievements include:
● The school employed a part-time technology support officer (TSO) as a trial for the year
● All students were exposed to the concept of coding, and to the increasing areas of employment requiring these skills. They were also introduced to the hands-on site ‘code.org’
● Students were introduced to a variety of new platforms for presenting their work. They included Prezi for presentations, Glogster for online posters, and Animoto for photographic presentations
● Students used free online programs to improve their word processing skills, such as BBC Dance Mat Typing
● The school purchased subscriptions for online and interactive programs to supplement course work, including Brainpop and E-Chalk
● Students took part in a robotics program with the University of NSW, involving building robots from Lego, and using coding to program them to perform tasks
● Students were involved in choosing apps to download for literacy and numeracy purposes, as well as mental health
● Staff meetings were led by the assistant principal on technology
● Photoshop lessons were conducted, as well as other technology programs installed on class iPads such as Garage Band
● Fruity Loops continued to be used to address Stage 4 outcome of student engagement with technology in music
● Students created soundtracks in music using Sample Toy and Juxtaposer.
● Blender and Unity were used in class to create animations

Professional Learning
● The Integration of Technology in Music Education
● Using iPads for photography and making abstract paintings using smart boards

Parent, student, and teacher satisfaction
In 2014 the school sought the opinions of parents and teachers about the direction and adequacy of the targets in the school plan, particularly as the school moves into the next planning cycle, 2015-2017.
Teachers were anonymously asked if they felt the school targets were appropriate, and whether there were other areas the school could focus on to achieve student outcomes.

- 100% of teacher respondents agreed that the targets were appropriate for our setting
- Suggestions for other areas to focus on included ‘creativity’, ‘attendance’ and ‘stage 4 programming’

Teachers were also asked to rank the targets in order of importance, for what our core business is as a specialized setting.

- 100% of respondents rated, ‘All students to achieve social and emotional goals in personalised learning plans’, as the number 1 priority target, over academic and transition goals

Parents were also provided with the same, identical survey.

- Of those who responded, 100% agreed that the targets were appropriate for our setting
- Other areas for comment included: the anxiety and fear students have about integrating, as well as review meetings, the need to ensure intensive remedial assistance for students who are behind their mainstream cohort takes place, and that communication between Centennial Park School and Sydney Distance Education High School be strengthened to ensure accuracy and authentic academic reporting, which takes into account absences and mental health issues.

Parents were also asked to rank the targets in order of importance, for what our core business is as a specialized setting.

- 50% of those who responded rated ‘All students to achieve social and emotional goals in personalised learning plans’, as the number 1 priority target.
- 25% rated the educational goal, ‘All students to achieve literacy and numeracy goals in personalised learning plans’, as most important
- 25% of parents were unable to separate the goals into priorities

**Professional learning**

In 2014 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 took part in a variety of relevant workshops to do with mental health and behavior disorders, such as The Mind and its Potential, and technology and 21st Century learning. Staff also accessed Department of Education and Communities regional and private courses in relation to, using emerging technologies, careers development, executive leadership, and departmental reform agendas.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015. 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 2015-2017**

- Each student achieves his/her literacy and numeracy goals in his/her individual education plan, with an emphasis on the demonstrated use of current technologies

**Strategies to achieve these targets include:**

**Assessment and Individual Education Plans**

- All students will be assessed on enrolment
- New enrolments in Years 7 and 8 (Stage 4) will be provided with a program written by Centennial Park School staff
- 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, as well as develop the Stage 4 program such as Spellodrome, Mathletics, IntosScience, 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
- Assistant principal will assist in the development of an assistant principal network, among Sydney Region Schools for Specific Purposes, to share on a range of topics, including ideas for Stage 4 individual programming
- IEPs will continue to be reviewed as well as resources and professional learning sought to support the new National Curriculum

Sydney Distance Education High School
- There will be a focus on numeracy and literacy, with electives not mandatory
- Invitations will be extended to all Sydney Distance Education High School (S.D.E.H.S.) teachers to support Centennial Park School 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
- The school will continue to employ a part-time technology support officer (TSO)
- Interactive whiteboards will be used in content delivery
- Scootle, 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
- Staff will be encouraged to seek professional learning in 21st Century learning skills and to make technology projects such as digital media presentations, photography and filming a priority in their class programs
- Follow-up surveys will be conducted on staff competence and confidence in 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, IntoScience, E-Chalk, Brain Pop, and TaLe
- Students will be encouraged to use up to date programs and software for presenting course work, such as Prezi, Glogster and Animoto
- Students will use free online programs to improve their word processing skills, such as BBC Dance Mat Typing
- Students will use a variety of apps on the classroom iPads, to improve numeracy and literacy skills as well as address mental health and relaxation
- 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
- 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. Staff will attend professional learning activities in the use of laptops, iPads and other music software
- Staff will continue to use coding sites and software and sites such as KODU for game design
- The Lego robotics program will continue in 2015

School priority 2
Outcome for 2015–2017
- 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
- 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 trophy will be given out at assembly in 2015 for ‘The Freak of the Week Fitness Award’
- The school developed site ‘Me Mood Get Active’ will be used in social skills and as a resource for student directed information gathering in class time, along with other programs such as MindUp, Black Dog, This Way Up, and Headstrong
- Students will attend the WAYS Youth Forum
- 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 hold International Women’s Day events
- 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 technology 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 basketballs games will continue with another SSP each term

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 music therapy program
- 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)
- Deficits highlighted by the program will inform social skills lessons, and the post-testing will be shown to students and placed in their file
- 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
- 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
- Students will be directed to the latest smart phone apps that deal with mental health
- 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 Hospital School, St. George Hospital School and Rivendell School
Families will be supported to access therapy services in the community

School priority 3
Outcome for 2015–2017
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
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 – ‘developing and sharing effective retention and transition programs’ (Sydney Region Strategic Directions)
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 (Get into Vet)
Alternative setting placement will be sought where appropriate
Careers will be included as part of the senior school timetable
Senior students will be supported and 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
Students will be provided with the latest job guides and TAFE and university brochures
The assistant principal network among Sydney Region Schools for Specific Purposes will share resources and strategies for transition from school
A stronger relationship will be sought with organizations supporting transition, such as NOVA Employment

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
Students will access work experience placements at local businesses

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: