Centennial Park School
Annual Report

Literacy and Numeracy in the 21st Century
Social and Emotional Wellbeing
Transition

5516
Principal’s message

The Annual Report for 2015 is provided to the community of Centennial Park School as an account of the school’s operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, to the allocation of equity funding.

Centennial Park School has a vision to be a centre of expertise in the delivery of educational programs for students with emotional disorders, and to destigmatise youth mental health. The school has a passionate, dedicated team who continually seek to reflect, refine, and improve on the program that the school provides, and are committed to delivering equitable, high quality teaching and learning, in line with the Disability Standards for Education.

David Lomas  
R/Principal

School contact details:
Centennial Park School  
1/78 Avoca Street  
Randwick  
centennial-s.school@det.nsw.edu.au  
(02) 9310 0588
School Background

School vision statement

**Our purpose at Centennial Park School is to:**

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

**At Centennial Park School the staff believe in:**

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

**When students exit Centennial Park School they will:**

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

School context

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

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

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. This year, our school undertook self-assessment using the elements of the School Excellence Framework (SEF).

In term 1 2015, a number of staff meetings were held with all staff, to discuss the school’s strategic directions. Reflection on the School Excellence Framework enabled staff to further refine the directions, and to reflect on what evidence the school could provide to its community, to demonstrate the level of learning, teaching, and leading that was taking place. This was a valuable tool to frame the discussions that occurred, and to identify areas the school could improve, in line with the Department’s high expectations for all public schools. Our strategic directions, which are detailed below, as well as the progress we have made in these areas, include Literacy and Numeracy in the 21st Century, Social and Emotional Wellbeing, and Transition. Our school strives to be a centre of excellence, in these areas, and will use the 3 year school planning cycle and The School Excellence Framework, to assess what we have achieved, and where we need to move to in the future.

In the domain of Learning, the school’s focus area has primarily been in the area of wellbeing. As a school for mental health disorders, we are constantly searching for innovative practices to support student wellbeing, and reflecting on current methods. In 2015 for example, we undertook a review of our student welfare and discipline policy, including the whole school behaviour management plan. We feel the school is currently in the ‘sustaining and growing’ phase, as “The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment” (SEF pg. 3). In an effort to make sure students
“care for self”, data was collected on the participation rate of all students in outside therapy, and in the therapeutic programs on offer within the school. Funds were allocated for example, as a result of these reflections, to employ our music therapist for a second day, and to continue to have our qualified art therapy trained teacher, off class one day per week to conduct art therapy sessions.

In the domain of Teaching, our focus has been on effective classroom, and collaborative practice. Strategic Direction 1 of the School Plan is in the area of Literacy and Numeracy in the 21st Century. Staff have regularly met to review and revise teaching and learning programs, and plans have been put in place to develop the school’s diagnostic assessment and formative assessment procedures, in order to realise the vision of our school becoming a centre of best practice, with regards to providing intensive remedial numeracy and literacy intervention. There has also been a renewed focus this year on The Quality Teaching Framework, and how its features can be demonstrated by teachers, in an academic program which utilises a distance education model for stages 5 and 6. This year a new individual education plan (IEP) format was developed, with each student having a literacy and numeracy in the 21st Century goal included in their plan. Teachers are using this student performance data to evaluate the effectiveness of their teaching practices.

In the domain of Leading, the school has focussed on the areas of leadership, and school planning, implementation and reporting. In the case of the former, an identified improvement measure in 2015, as part of 3 year cycle of the school plan, was to increase the number of IEPs signed by parents. The school has sought to solicit feedback on school performance from parents, in the form of surveys about the school’s strategic directions, and to seek engagement in the learning of the young person in their care. Links have also been strengthened with communities of schools, and leadership mentoring has taken place between the executive at these similar special settings. Leadership is seen as central to school capacity building, and the school’s leadership strategy has promoted succession planning, with staff receiving mentoring and support from school leaders, and relieving executive positions, including both principal and assistant principal, being filled by internal applicants. In terms of school planning, implementation and reporting, there have been a number of staff meetings held over the course of 2015, to collaboratively develop the school directions and priorities. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of the ‘next steps’ to be taken, are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic directions in our school plan leading to further improvements in the delivery of education to our students.

### Strategic Direction 1

**Literacy and Numeracy in the 21st Century**

**Purpose**

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

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

### Overall summary of progress

The staff at Centennial Park School have worked hard this year to lay the foundation for the 3 year plan of improving student literacy and numeracy outcomes across the school, in increasing access to up to date technologies, and in fostering the use of 21st Century skills. Most importantly, staff have had to develop new systems and approaches to demonstrate that this learning has taken place.

By the end of term 1 a new individual education plan (IEP) format was developed, which contained explicit and measurable goals for each student, with regards to the strategic directions in the school plan. Staff meetings and in-services were held, aimed at upskilling staff in this area, and collaborative sessions with teaching and executive staff were held to assist teachers who were struggling with identifying appropriate goals for particular students in the school. By the end of term 3 all staff were familiar with the new format, and had moved information across into the new system. Review and analysis of the data around the number of students who had achieved their targets was conducted in term 4, in an effort to establish baseline data to inform future progress over the duration of the 3 year planning cycle. This is a new process for the staff to navigate, and due to the transient nature of our students, their challenging behaviour, and the busy nature of term 4 in schools, this area will require refinement moving forward.

Baseline data was also collected for the number of returned IEPs, signed by parents. Further work is needed to identify obstacles to this process, and improve systems for their dissemination.

Technology classes were established for the first time in the school’s history in 2015, and were up and running each week by the end of term 1. All students were provided with access to these technology lessons, as the four classes rotated on a termly basis. The goal had been to make sure that the latest technology was shared and downloaded on classrooms computers across the school, and not just in the class in which the technology classes were taking place. While some software was installed, more work needs to go into this area next year, so that students who develop an interest in computer related topics such as coding for example, can continue their interest at other times. Baseline data was established for student access to technology, as well as the level of engagement, and the number of projects produced.

2015 also saw the implementation of the Staff Performance and Development Framework.
Professional learning was provided and staff meetings held to discuss developing goals related to the school plan, and by the middle of term 3 all staff had formal performance and development plan (PDP) meetings to discuss their goals. Over the course of the year the amount of staff professional learning increased dramatically, and was aligned to school plan targets and the BOSTES teaching standards.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| • Increase in number of students achieving literacy and numeracy in the 21st C goals in their IEP from baseline data taken end term 4 | • Staff meeting held to develop strategic goals for each student collaboratively  
• Staff meeting held on new IEP format  
• Baseline data collected with regards to the number of students achieving their literacy and numeracy goals | $ |
Technology is embedded in learning and an increased number of technology projects will be completed by students.

- Technology classes established weekly
- All students afforded the opportunity to participate in these lessons over the course of 2015
- School was successful in an application for a grant to receive 10 Arduino Esplora boards as part of the MadMaker project
- Extra iPads were purchased for student use
- The number of student technology projects that were finished was recorded, as well as the level of ‘significant’ engagement
- Music and art lessons all had assessable technology component, and technology was utilised in lesson design
- Music software installed on iPads in each classroom

Technology class will be introduced weekly with a different class each term participating.

- Technology lessons introduced and all students in 2015 given opportunity to attend

Staff will develop professional goals to support and embed in numeracy, literacy and technology in the 21stC skills.

- Staff meeting held to go through PDP presentation from Region and Federation
- Data collected on number of professional learning activities carried out by teachers

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Professional Learning</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Term 2</td>
</tr>
<tr>
<td>Frank</td>
<td>2</td>
</tr>
<tr>
<td>Sian</td>
<td>1</td>
</tr>
<tr>
<td>Lara</td>
<td>1</td>
</tr>
<tr>
<td>Annie</td>
<td>0</td>
</tr>
<tr>
<td>Andrew</td>
<td>0</td>
</tr>
<tr>
<td>David</td>
<td>2</td>
</tr>
</tbody>
</table>

iPads - $1776
Next steps

In the 2016 there are plans for a renewed focus on The Quality Teaching Framework. Staff meetings will be held concerning formative assessment and the teaching and learning cycle, and improvements to staff practices regarding assessment and reporting are planned. It is hoped that a culture of preparing outcomes-based assessments for all lessons conducted internally, such as music, art, food technology, and social skills can be developed, along with the existing stage 4 academic program. This is in line with future plans for BOSTES to visit schools each year to look at programs.

For the staff development day in term 2, 2016, the area of lesson observation will be explored, with guest presenter Paul Herbert conducting a workshop on lesson observation and feedback. It is intended that lesson observations become more formalised, and more regular, after their initial trial this year.

Remedial literacy and numeracy lessons will be investigated next year, with the possibility of external consultant assistance.

The Performance and Development Framework will begin its first full cycle next year, and staff will again meet collaboratively to set personal and school based goals in line with school plan directions. With the support of a newly appointed assistant principal, teachers will be given more supervision with regards to ensuring that individual numeracy, literacy and technology targets are set, recorded, and assessed.

New computer equipment will be purchased for the technology program, and more funds budgeted for this area. Areas include the purchase of more iPads, a Mac Book Pro, and the Adobe suite of software.

Strategies to address why so few IEPs were returned and signed this year will be explored, including a return to parent IEP meetings held at the school, and sending them out electronically, as well as more supervision with regards to ensuring teachers are sending the documents home. The school will also look at data with regards to how many were sent out, and how many had parental input, as opposed to simply recording the number signed and stored on site.

Strategic Direction 2

Social and Emotional Wellbeing

Purpose

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

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

**Overall summary of progress**

Centennial Park School regards its core business to be to improve the social and emotional wellbeing of all students. Social skills are modelled at all times by teachers, school learning support officers, and other non-teaching staff. In 2015 all students were encouraged to participate in the whole school program, including daily ‘circle time’ sessions, weekly social skills lessons, ‘girls’ and boys’ club’, fitness and personal training in the gym, art therapy and music therapy, and an expectation was explicitly stated, that all students would continue to access outside therapy.

Attempts were made to collect baseline data on student engagement in various therapies offered internally, such as art therapy, music therapy, and counsellor sessions, however this data needs to be more thoroughly collected. Baseline data however, was successfully established for the number of students currently engaged in outside therapy, and the regularity of their attendance. Efforts were made to reconnect or find new outside psychological services for students who had ceased attending the service which had facilitated their acceptance into our setting. Funds were allocated to employ our music therapist for an extra day, to increase the number of students they are able to see. Welfare funds were used to pay for school fees, lunches, clothing for students, and even haircuts.

The anti-bulling policy and student welfare and discipline policy was reviewed, and social skills lessons were held weekly on issues around wellbeing and respect for others. All new students were assessed by teachers, and provided with a self-assessment, using the Social Skills Improvement System (SSiS) rating scale. More work needs to be applied to retesting students throughout their program, rather than on exit only; which has been the model to date.

A new IEP format was developed at the beginning of the year, with all students having a target for their social and emotional wellbeing. Data was collected throughout the year to report on individual progress in achieving these targets, and staff meetings were held to collaboratively assign student targets in each of the strategic direction areas. The number of suspensions, and times the students were put through the behaviour management system for a ‘work it out’, were recorded, as well as school attendance data.

Engagement across all of our programs was high, and the impact was noted in the reduction of suspensions, and in the individual achievement of social and emotional targets, and the behaviour tracking graphs which were recorded. Details of which are recorded in the table below:
<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| • Increase in student wellbeing according to SSiS and website MeMoodGetActive data (baseline to be determined in 2015). | • Funds allocated to employ music therapist for extra day  
• Data collected for first semester engagement in various therapies often internally  
• Baseline data established on access and engagement in outside therapy – 75%  
• Plan established to retest students on Social Skills Improvement Scale, and to more actively use school developed website: MeMoodGetActive, to gauge improvements in mood after fitness and the gym | $20,580 |
| • Increase in number of students achieving social and emotional goals in their IEP, baseline to be determined in 2015. | • Collaborative Partnerships project – baseline data collected on number of IEPs signed by parents and engagement in the process (27% signed at the school)  
• Connections developed with mental health practitioners, with several conducting consultations with students at our school  
• Baseline data collected on number of students achieving social and emotional goals – 46% | |
| • Increase in daily attendance at either CPS or mainstream from baseline to 80% | • Mainstream attendance throughout the year was poor. Students generally refused to consider integration. Strategies will be developed to address this in 2016 | |
| • Individual students are | • Baseline data collected on suspensions and (work it outs) | |
seen to be practising emotional regulation strategies resulting in a reduced need for intervention

<table>
<thead>
<tr>
<th>Term</th>
<th>No. work it outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>68</td>
</tr>
</tbody>
</table>

- Behaviour tracking graphs on Excel for every student to report on success against target behaviours
- Students will regularly use and value a variety of therapies
- Baseline data for 2015 was collected on the number of students accessing external therapy. 75% of the student cohort were accessing therapy at the end of term 4
- All students not currently accessing therapy outside of school were given music and art therapy priority, and counsellor time
- Outside therapy was sourced for students, including at new services such as The Black Dog psychology centre
- Teacher released one day per week to conduct personal training in the gym

Next steps

In 2016, students who are not engaged in external therapy will be given priority for in house programs such as art and music therapy, personal training in the gym, and school counsellor allocation. We also plan to follow up the collection of data concerning student

Suspension rates

- 2013: 25
- 2014: 10
- 2015: 5
engagement in the various therapies on offer at the school, in a more thorough manner. The school’s mental health website, Me Mood Get Active, is planned to have an art and music therapy component developed, which will be trialed with the students.

More effort will be placed in 2016, on collecting SSiS data throughout the course of a student’s enrolment, as a means of collecting evidence on improvements in social and emotional wellbeing. New counselling and psychology service providers will be sourced and their specialists encouraged to see students during school hours on-site.

**Strategic Direction 3**

**Transition**

**Purpose**

Students begin their enrolment with the end of this journey in mind. Students are encouraged to understand that placement at Centennial Park School is short-term and for a specific purpose: to reengage with learning, to access therapy, to understand their individual learning and social emotional needs well, so they can put strategies into place which will enable them to transition to a less restrictive setting.

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

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

All transitions are a part of the students’ individual education plan.

**Overall summary of progress**

Centennial Park School’s aim is to either integrate students back to their mainstream school, to transition them to other support services or learning environments, or into the workforce. In line with the new IEP format developed this year, all students were given a transition goal, and this has been reviewed, modified if necessary, and updated throughout the year if it has been achieved. Baseline data has been collected with regards to the number of students achieving their transition goals in their IEP. Unfortunately the school is having difficulty achieving the success it would like to see, in terms of students reintegrating to their home school. Transition targets in student IEPs have therefore been developed to be broader, and to encompass the acquisition of skills deemed to be required to facilitate future integration possibilities. Only a very small percentage of students returned to their referring school in 2015. Many of the students are adamant that they do not want to leave our setting. This is perhaps the best evidence that we are achieving our second target of supporting our students’ social and emotional wellbeing. Much more work and planning will need to go into exploring ways to support integration, in order to maintain the integrity of our school, as a short-term, integrating program.
In 2015 the school invested a lot of energy and resources into vocational education. More students at the same time, than ever before, were involved in work experience or TAFE programs. The school was delighted for example to facilitate a student’s long-held desire to gain work experience with the police; a program that was over a year in the planning. Extra staff members were employed to support students in these environments, using the funding applied for through programs such as LINK and Transition to Work. The school also worked closely with our regional support teacher transition, and connected more students than ever before to disability support services post-school.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase in number of students achieving transition goals in their IEP, baseline to be determined in 2015</td>
<td>• 1&lt;sup&gt;st&lt;/sup&gt; semester data gathered on student achievement of transition goals – 38%&lt;br&gt;• Music therapy used in attendance plans (students allowed to attend music therapy only, in an attempt to get them to, or back to, school)&lt;br&gt;• A number of teachers taught different subjects in the stage 4 program for the first time, in order to replicate a more mainstream environment&lt;br&gt;• Careers Day held at school for the first time&lt;br&gt;• Students supported to attend TAFE interviews&lt;br&gt;• Work experience program continued and supported by AP – more students than ever before at the same time attending placements&lt;br&gt;• Funds allocated to support students to achieve transition goals</td>
<td>SAP $878.57&lt;br&gt;Link $2071.4</td>
</tr>
</tbody>
</table>
- Will be collection of evidence and acceptance of evidence to facilitate and support transition back to mainstream schools, or into vocational and further educational areas

- Data gathered on number of students who have successfully attended work experience or TAFE
  
  **Work experience – 9**
  
  **TAFE - 2**

- Excel table created denoting different funding categories. Updated fortnightly, to allow the school to monitor RAM and other funding categories and to plan how to best support transition goals

- Tracking graphs created to show improvements in behavior

- Transition targets included in IEPs

- Staff at mainstream schools will have a clear understanding of the role of the mainstream school and the extent of provision of service; and their role in this journey

- Reviews held at mainstream schools for students who were integrating

- Advocacy sought from regional representatives such as learning and wellbeing officers

- Mainstream schools contacted when new students enrol, to reinforce that the program is temporary

### Next steps

In 2016 the school will come together to discuss ways to address the low number of students successfully reintegrating to their mainstream school, or willing to attempt integration. Collegial discussion will take place with other similar schools, to investigate innovative practices occurring elsewhere. A model of 4 days in the program, and 1 day integrating for all students for example, will be examined. Other suggestions include:

- Conducting social skills lessons and discussions around anxiety, which are firmly focused on mainstream high school, how students felt when they were at their
home school, and what strategies could be utilized back in a mainstream setting

- Acclimatizing students to mainstream by making regular visits
- Integration periods rather than days
- Funding SLSOs to support integrating students
- Giving talks to mainstream staff about ways to work with certain students
- Putting a senior classroom downstairs, with a common room planned
- Maintaining connections with TAFE, regional support teacher transition, and exploring other work experience providers in the community
- Developing mainstream behaviours in our students through all of our other programs and strategic directions

**Key initiatives and other school focus areas**

**Every Student Every School Initiative (ESES)**
2015 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**
2015 also saw the second year of the PDHPE (personal development) program at the school; that of conducting weekly Girls’ and Boys’ clubs. After a review of 2014’s inaugural program, the sessions were conducted in alternate terms throughout the year. 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 that 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 2015, but especially in social skills, as well as in history, geography and art. Students contributed artworks again in 2015 to the Koori Art exhibition, with student work displayed at The Maritime Museum. This artwork was also the theme for our Xmas card which is sent out to families and our students’ mainstream schools.
The school’s indigenous garden continued to flourish in 2015, and its contents was discussed with new students.
Staff attended a variety of events to support Indigenous education. These included a visit
to Taronga Zoo to learn about some of the programs on offer for Aboriginal students, and the Australian’s First Scientists excursion. Staff also attended an event at Headspace looking at suicide and depression in Aboriginal youth. Norta Norta funding was sought, and other Aboriginal funds used to provide extra one on one support for Indigenous students to get through senior school, as well as to provide access to a variety of whole school programs including a drama and film workshop.

**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 2015 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 hangs 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 celebrated Harmony Day, and spent time discussing multiculturalism in social skills lessons. The ‘title pages’ sourced from Sydney Distance Education High School for stage 5 and 6, are also imbedded with content that is multicultural. In art classes at the school, students were encouraged to research artists and art practices from around the world, and for the first time this year we had several students studying languages next door at The Open High School.
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 an ethnically diverse staff, and this is celebrated. The school also has a staff member designated as an anti-racism officer who undertakes mandatory updates of their training.
<table>
<thead>
<tr>
<th><strong>Key initiatives (annual)</strong></th>
<th><strong>Impact achieved this year</strong></th>
<th><strong>Resources (annual)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>A casual teacher was employed to replace our art teacher to attend professional learning in engagement strategies for Indigenous students through the Koori Art project. On a separate occasion a casual teacher was employed to help an Indigenous student who was struggling with attendance get through their year 10 ROSA by working with them to redeem warning letters from Sydney Distance Education High School.</td>
<td><strong>Impact:</strong> An Indigenous student with very poor attendance and significant emotional difficulties was provided with intensive one on one support to complete her Year 10 studies. This would not have occurred without extra support. This student has now moved on to year 11 and is successfully attending a TAFE program, something we would not have anticipated was possible at the start of 2015.</td>
</tr>
<tr>
<td>$878.57</td>
<td></td>
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<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Socio-economic funding in 2015 was used to employ and external movie producer to work with our students on a short film about the school, for entry into a competition.</td>
<td><strong>Impact:</strong> The school has this year been informed that their film is a finalist, and will be shown on the ‘big screen’ at Event Cinemas in Bondi Junction, with the students attending a red carpet premiere. This is an incredible experience that our students will most likely remember for the rest of their lives.</td>
</tr>
<tr>
<td>$2219.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>2 casual teacher days were expended to allow students struggling to achieve their year 10 ROSA due to learning needs, to have one on one support.</td>
<td><strong>Impact:</strong> 10 out of 13 students last year successfully completed year 10 studies. Many were long time ‘school refusing’ students, with serious mental health issues.</td>
</tr>
<tr>
<td>$878.57</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>In 2015 the school had one teacher who was receiving funding as a beginning teacher, as a result of achieving accreditation through The Board of Studies the year prior. This teacher was released from face to face teaching for one day a</td>
<td><strong>Impact:</strong> This teacher was responsible for the stage 4 class, and as such was the main teacher responsible for academic programming, as the other classes were using distance education programs. This teacher greatly improved their planning and programming skills, with the assistance of executive mentoring.</td>
</tr>
<tr>
<td>$6584.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
week on most weeks. Funds were used to source casual teacher replacement. They were also able to attend a great deal of professional learning. This learning was evident in the programs delivered, as evidenced by staff. This was particularly the case in the area of technology. The teacher conducted weekly technology lessons across the school, and greatly increased the number and level of sophistication, of a number of technology projects produced across the school (a goal of the school plan).

**Student information**

**Student enrolment profile**

In 2015 Centennial Park School provided educational programs for 48 students from Years 7-12.

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>3</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td>19</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>female</td>
<td>1</td>
<td>8</td>
<td>10</td>
<td>16</td>
<td>15</td>
<td>18</td>
<td>21</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**

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>employment</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Proportion of students moving into post-school education, training or employment</td>
<td>Year 11</td>
<td>Year 12</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>University entry</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Return to mainstream</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**Year 12 students attaining HSC or equivalent vocational educational qualification**

Of the 6 students in Year 12 in our setting in 2015, 2 completed the HSC, with one gaining acceptance to university. The other has entered the workforce. 2 were on a Pathways program, and received a ROSA. The other 2 students withdrew from their program and were connected to disability services.

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**Staff information**

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Emotional Disturbance</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>
</tr>
</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.

**Workforce Retention**

In term 2, 2015 our principal Jennifer Shumack was asked to relief at another school. Assistant Principal David Lomas relieved as principal for the remainder of the year, and class teacher Lara Hatton relieved as assistant principal. All other permanent teaching staff remained for the entirety of the year. At the beginning of term 4 a new school administrative manager was appointed full-time through merit selection.
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools, and all permanent ‘beginning teacher’ staff are accredited as ‘proficient’ with The Board of Studies.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>60</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40</td>
</tr>
</tbody>
</table>

School achievements

Academic

10 of 13 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 we had multiple Year 12 students, with 2 completing their HSC exams on a full program. One of these successful students was able to gain entry into The University of Notre Dame, and the other has decided to have a year off study, and has gained employment.

Other outstanding achievements included several students finishing in the top 3 of their grade in subject areas provided by Sydney Distance Education High School. Technology remained a major academic focus in 2015 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.

2015 again 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. We hope this year’s effort is as successful as last year’s, which went on to win the Spirit of REELISE award, at a red carpet grand ceremony at Bondi Junction EVENT Cinemas, with our film played on the big screen.

Select senior students in 2015 engaged in a community engagement program, offering to read with primary school students from the neighboring school, Randwick Public. Primary school students from non-English speaking backgrounds as well as students identified as requiring extra support, were selected for a weekly reading program with Centennial Park School buddies. The idea stemmed from a desire to build connections between the schools, in the hope of demystifying mental health disorders within the local community, and reducing any possible anxiety that parents from the primary school may have about a special setting being adjacent to their’s.

Several students from the school also enrolled in the neighboring Open High School for languages in 2015, which was a first in the school’s history. This allowed for some community building on the shared site, as teachers from the Open High visited our setting, and our students attended sessions in the Open High School, which allowed for valuable insight for staff from both settings about the unique nature of the two very different schools.
2015 marked the first year of the new Performance and Development Framework. All staff were required to identify professional goals in consultation with the executive team, and evidence was collected throughout the year to support the achievement of these goals. Individual goals needed to be in line with the strategic directions of the school plan, as well as addressing national teaching standards. A great deal of professional learning took place in 2015, and the first formalised lesson observations were carried out in the spirit of collegiality, and borne out of a desire to build capacity and improve student outcomes.

Careers and transition programs were also prioritised in 2015, 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 the assistant principal organized the school’s first ever ‘career expo’. Connections were established with local businesses to support future work experience programs, for example at the local Bunnings and Coles supermarket, and a lot of funding to support transition was used to facilitate several student’s entry into TAFE programs. Notable work placements included regular work experience each week for a student at a local café as a barista, and another student fulfilled a long held dream to complete work experience with the police, a program that was over a year in the organizing and which required significant dedication and persistence from staff.

The social and emotional wellbeing of our students is a key element imbedded in all of the academic programs at the school, from daily ‘circle time’ sessions, to weekly ‘social skills’ lessons, through to the day to day modelling of prosocial skills by all teaching and support staff. To this end, in 2015 the school participated in a program with Henny Penny Hatching to take possession of a number of chicken eggs and an incubator. Students took responsibility for the care of these young animals, and displayed a great deal of compassion. Student’s also used the project to create a time-lapse video of the eggs hatching as part of technology lessons.

Students participated in a variety of excursions to support the academic programs supplied by the school. These included the ‘B Street Smart’ road safety event at Acer Arena, Art Express, The World Press Photography Competition, Romeo and Juliet performed at The Opera House, The Sydney Science and Technology Expo, and Skills Week at Parliament House. These excursions will be made easier next year, as the school was ecstatic to be notified in late 2015, that we have been awarded our first ever school bus, after years of trials, tribulations and false starts. This could not have been achieved without the persistence of staff, the generous donations from Clovelly Community Bank and Souths Juniors after successful grant bids, and the incredible work that is carried out by the Variety Club Sunshine Coach program, which aims to provide subsidised buses for registered charities and non-profit organisations like Centennial Park School.

**Arts**

In 2015 students created acrylic paintings after a visit to the Pop Art exhibition at the New South Wales Art Gallery titled, ‘A new take on Pop Art’. The following term they created clay relief sculptures of flora and fauna. 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 Maritime Museum. The school’s entries were of such high standard that the museum used images of our work on their brochures to publicise the exhibition. Students also entered the Waverley Woollahra youth art exhibition and one of our students won a prize. Their work was displayed at the Waverley Public library.

Notable excursions included the Art Express exhibition, the Pop Art exhibition at the New South Wales Art Gallery, MCA aboriginal artists’ exhibition, 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 performance, 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 model a ‘have a go’ attitude and encourage all students to participate to the best of their ability. Students practice 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.

2015 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, 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 practice 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 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.

**Parent/caregiver, student, and teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parent, student, and teacher satisfaction results**

In 2015 the school again sought the opinions of parents about the direction and adequacy of the targets in the school plan, and the teachers particularly, around the milestones towards achieving our goals.

Teachers were anonymously asked if they felt the school targets were appropriate, and whether there were other areas the school should focus on to achieve student outcomes.

- 100% of teacher respondents agreed that the targets were appropriate for our setting
- Teachers felt the suggestions from the 2014 survey for other areas to focus on, including ‘attendance’ and ‘stage 4 programming’ were being addressed in the milestones, school plan, and in particular the new IEP format.

Of the parents responses that were returned:

- 100% agreed that the targets were appropriate for our setting
- 100% agree with the direction the school is moving towards, and feel positively about the program
- Other areas to continue to focus on included: the anxiety and fear students have about integrating

Students were also surveyed on how they rate a variety of programs the school has on offer, including art therapy, music therapy, personal training, and technology lessons. Teachers also collected the level of engagement in these programs. The student feedback from these programs was reported back to staff, and has informed planning.
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>235359.84</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td><strong>Total expenditure</strong></td>
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<td><strong>Balance carried forward</strong></td>
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