

Redbank School

Annual Report



2016



5559

Introduction

The Annual Report for 2016 is provided to the community of Redbank 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, including equity funding.

Mrs K Thorson

Principal

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Message from the Principal

Redbank School's programs and services have been strongly linked with Redbank House services since the school was established back in the 1970s. Progressively, the implementation of New South Wales (NSW) Health initiatives have impacted on the nature of this partnership and the school's programs and services. In this context, throughout the 2016 school year, we continued to improve existing programs and services to bring about increased student engagement, achievement and learning outcomes whilst engaging in conversation regarding the emerging needs of our student cohort and the model of educational delivery to best meet these needs. The NSW Department of Education (DoE) Local Schools Local Decisions initiative ensures we have the authority to make decisions to meet the unique context of our school. Over the next couple of years, we will continue to deliver quality programs and services whilst working with staff, students, our partners and the wider school community to develop a shared vision for our school that focuses on personalised learning and support and wellbeing. The NSW Education Standards Authority (NESA) curriculum and accreditation requirements, the NSW DoE's Great Teaching Inspired Learning and Literacy and Numeracy strategy and the recently released Wellbeing Framework will inform planning and the development of our revised programs and services. Overall, the 2016 school year has been a busy and successful year. I'd like to take this opportunity to recognise and thank our staff, students and community members for all their hard work and contribution to the many achievements. The next few years will be an exciting time as we continue to work together to improve the educational outcomes of our students.

School background

School vision statement

Redbank School works collaboratively with students and key stakeholders to deliver quality programs and services. Students are provided optimal support to develop the knowledge, skills and strategies to connect, thrive and succeed at school and reach their life potential.

School context

Redbank School is a NSW Department of Education School for Specific Purposes (SSP) located on the grounds of Westmead Hospital. Redbank School staff work collaboratively with Redbank House and community mental health team staff of agencies and services across Western Sydney Local Health District to identify, manage and treat children, young people and their families experiencing significant emotional, social, behavioural mental health difficulties. Redbank School caters for students from pre-school through to Year 12 from government, non-government and independent schools across Western Sydney.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Learning

Our learning culture has been one of our focus areas in the Learning domain this year. Through learning about trauma and the impact of trauma, attachment theory and the skills and strategies of dialectical behaviour therapy, staff developed a stronger understanding of the relationship between student engagement and learning and of the importance of a culture of high expectations and positive, respectful relationships. Although a culture of wellbeing is a core component of our programs and ensuring conditions for student learning are optimal, we recognised next steps are to ensure our school culture is underpinned by the belief that students and their families are viewed as doing the best they can do in the circumstances they are in and they can do better. And recognise, our programs and services need to support them to learn the knowledge, skills and strategies to do better. To this end, we have engaged in conversations about our teaching and learning programs and agreed that whilst the curriculum we deliver meets students' needs and provides equitable academic opportunities for students, next steps are to revise our teaching and learning programs to ensure the specific needs of identified student groups are being met and assessment and student performance measures are effective. We identified the need to review and improve our parent/carer and community program participation opportunities. We also recognised that although individual learning is supported by the effective use of school, system and community expertise and resources, with the implementation of a number of NSW Health and NSW Department of Education initiatives and the significant changes to our model of educational delivery, we need to review and revise the format of our documentation.

Teaching

Our collaborative practices have been one of our focus areas in the Teaching domain this year. We have recognised that although collaborative practices continue to underpin everything we do, next steps are to further refine and document our processes for collaboration, particularly with our site-partners and our community partners, due to our emerging model of educational delivery. Executive, staff and program meetings are used to review teaching and learning programs and staff have engaged in professional conversation around professional teaching standards and accreditation requirements. Staff agreed that whilst we have implemented a revised structure of supportive supervision, the next step needs to be to document the modelling, mentoring and feedback loops we have established so they are more recognisable. In other area of this domain, we have processes in place to ensure staff are participating in professional learning targeted to school priorities and their professional learning needs and staff share their learning with others. We have processes for the performance and management of teaching and non-teaching staff, a mentor program for our beginning teacher. Next steps include documenting the procedures for the performance, development and management of teaching and non-teaching staff into an explicit school document.

Leading

Our School Planning, Implementation and Reporting has been a focus area in the Leading domain this year. On-going implementation of the new planning model for schools has provided increased opportunity for consultation with staff, parents/carers and members of our extended school community. Due to the emerging model of educational delivery, this has included conversations about the overarching strategic vision for the school. As it did in 2015, and will continue to in 2017, it included conversations and planning for a review of program structures and systems that strengthen the partnership with our site-partners and community partners to develop programs and services for improved outcomes for students and their families across the Western Sydney Local Health District and beyond. In other areas within this domain, we continued to strengthen our partnerships with other schools and agencies, next step is to continue to forge new ones to enhance support for our students, their families and their community school settings. In the area of Leadership within this domain, the next step is a stronger focus on sustaining and measuring whole school improvement.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

School Community Learning and Engagement

Purpose

To work in partnership with schools and community organisations to maximise student engagement.

To build capacity and enhance staff potential and ability through professional learning opportunities.

Overall summary of progress

School staff continued to work collaboratively with members of our extended school community. Students' Individual Education Plan documentation was revised to monitor and record student progress and key stakeholder communication. Professional Learning packages were developed and delivered to a number of schools including schools who did not have a student enrolled at the school at the time. Due to a need to reallocate resources, professional learning services were progressively ceased for those schools without an enrolled student. School's who requested professional learning who did not have a student currently enrolled in the school were notified of the need to reallocate resources for this service.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Creation and delivery of professional learning packages.	Professional Learning packages created and delivered.	N/A
Feedback on professional learning delivered to schools indicates an increased awareness of mental health.	Feedback from staff participating in the professional learning was positive with 100% of attendees commenting that the learning was both relevant and helpful in meeting the individual needs of students.	N/A

Next Steps

School staff will continue to work collaboratively with key stakeholders to meet the needs of students.

Professional learning packages will be reviewed to ensure learning meets the needs of schools and is research and evidence based. Our professional Learning Provision Policy will be developed and limit access to professional learning services to schools with enrolled students.

Redbank School will continue to deliver a NESA accredited annual conference.

Strategic Direction 2

Student Learning

Purpose

To develop our students as effective global citizens by equipping them with the knowledge, understanding, skills and values to reach their full potential and face challenges with confidence.

To deliver an intensive learning program that will empower students with skills and strategies to manage the expectations of a school setting and/or work placement.

Overall summary of progress

Overall, we achieved the desired level of improvement for the established measures. School staff work collaboratively with stakeholders to identify and meet the learning and support needs of students. Personalised Learning and Support Plans reflect the student's level of function according to the Personalised Learning and Support Signposting Tool.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Pre and post admission PLASST data demonstrates value added growth.	The school's reporting practices were revised to reflect the PLASST domains.	N/A
Increased parent/carers participation and feedback indicating parents/carers feel they are contributing to their child's education.	Parent/carer feedback indicated a high level of satisfaction in their contribution to their child's education at Redbank School. The collaborative development of a student's personalised learning and support plan is incorporated into the school's enrolment and discharge procedures.	N/A
Every student has a Personalised Learning and Support Plan reflective of current pedagogy around the principles of Trauma Informed Care, Dialectical Behaviour Therapy and Attachment Theory.	Every student has a personalised learning and support plan underpinned by the principles of Trauma Informed Care, Dialectical Behaviour Therapy and Attachment Theory.	N/A
Every student achieves placement goals.	Every student has the opportunity to work toward placement goals with optimal support.	N/A
All students are connected to appropriate community services throughout admission and post discharge.	All primary school age students enrolled at Redbank School are patients of Redbank House, access to community services for this cohort is through their case manager. The majority of high school age students are connected to community services post discharge, this is facilitated by acute ward staff.	N/A

Next Steps

Program goals established for each program and processes in place to collect data around progress and achievement.

Development of a database to monitor pre and post learning and support data to measure impact of intervention on the student's function in each of the personalised learning and support domains.

Continued conversation regarding community based service provision for our students.

Strategic Direction 3

Teacher / Leader Learning

Purpose

To foster a culture of best practice through quality professional learning and collegiality across a multi-disciplinary environment.

Teachers will be responsive to student needs and provide innovative learning opportunities to students experiencing mental health difficulties.

Overall summary of progress

Overall, the improvement measures were achieved this year. All teaching staff participated in the NSW Department of Education's Performance and Development cycle and worked with their supervisors to develop a Professional Development Plan (PDP) reflective of their own professional learning needs and of the school identified priority areas. Non-teaching staff prepared for the introduction of a similar process in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers have a Performance and Development Plan.	All teachers participate in a supportive supervision process which includes the development of a Performance and Development Plan.	N/A
Supervisors report improved Personalised Learning and Support Plans with clearly defined differentiated teaching and learning activities with references to the Quality Teaching model.	Student's Personalised Learning and Support Plans outline adjustments for learning. Teaching and Learning Programs with evidence of quality teaching practices.	N/A
Behaviour Support data indicates teacher intervention aligns with placement goal and reflective of trauma informed principles and Dialectical Behaviour Therapy.	Behaviour support data reflective of individual student needs and the theories that underpin our programs.	N/A
Teacher surveys indicate appropriate levels of support to achieve professional learning goals.	Feedback from staff indicates staff feel supported to achieve goals identified in Professional Development Plan.	N/A

Next Steps

Research and establish data collection processes to better measure student progress and achievement

Refine and document the school's staff performance, development and management procedures and practices

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	This funding provided students with equal and appropriate access to our programs and services.	\$2146.64
Socio-economic background	Funding contributed to the provision of optimal support for students. It assisted the school to ensure students' equal and appropriate access to the curriculum.	\$4279.66
Support for beginning teachers	This funding contributed to the provision of optimal support for our beginning teacher. It contributed to the development and implementation of a mentor program and ensured the teacher had sufficient release from face-to-face teaching time. Feedback from the participating teacher indicated a strong level of support was provided.	\$13377.89

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	24	24	13	27
Girls	18	14	10	17

Data displayed in the above table is indicative of student enrolment numbers on a day on which the data is scheduled to be extracted from the school's enrolment information and only includes census enrolment data. Actual enrolment numbers vary throughout the year. The majority of students are enrolled in Redbank School due to admission into Redbank House. Redbank House is a NSW Health Service for children or adolescents and their families experiencing complex and significant mental health issues. A student's enrolment can be shared with other Department of Education (DoE) schools or a census enrolment when the student's community school is a non-government or independent setting. Students can be offered placement in to the school's support class through the Department of Education Access Request process which is managed by the Macquarie Park Educational Services Team, Nirimba Office.

Management of non-attendance

Students are required to attend school on a full time basis. Regular school attendance is important as it aids the development of good work habits and a commitment to lifelong learning. Attendance patterns throughout a student's enrolment may vary according to individual need and program stage. Students who are participating in re-integration to community schools or TVET programs will attend according to their individual plan. Students non-attendance at school is managed according to the school's Attendance Policy and Procedures. The procedures include a number of strategies to support school attendance including personal telephone contact, formal letters of concern to parents/carers, meetings with parents/carers to discuss non-attendance and referral to the Home School Liaison Officer program. Student's attendance information is communicated between schools due to student enrolment being shared across settings and discussed with clinical and nursing teams.

Year 12 attaining HSC or equivalent

We had one Year 12 student in 2016 and he was successful in attaining the Higher School Certificate. We were extremely proud of his efforts as he diligently planned and prepared for the HSC whilst engaging in intensive weekly therapy to overcome the impact of his mental health issues. We celebrated his

achievements which included first place in his Mathematics course. The student, family, peers, SDEHS teachers and the community mental health treating team attended the graduation ceremony. It was a highly celebratory occasion that recognised his courage and commitment to learning, moving forward and engaging with work/study in the future.

We had a number of senior students in varying stages of the Preliminary HSC and HSC courses. Staff worked collaboratively with community school staff to ensure students optimal support to continue their studies during enrolment. This led to students achieving significant individual goals including the completion of preliminary and Higher School Certificate assessment tasks, trials and exams. Students were supported to apply for illness and misadventure consideration and disability provisions as appropriate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.76
Teacher Librarian	0.4
School Counsellor	0
School Administration & Support Staff	10.82
Other Positions	0

*Full Time Equivalent

Redbank School has one staff member who identifies as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	50
Postgraduate degree	50

Professional learning and teacher accreditation

Staff demonstrated an on-going commitment to professional learning through participation in a variety of school and non-school based activities.

Professional learning activities included NSW Department of Education (DoE) mandatory staff training. Some of this learning included: Cardio–Pulmonary Resuscitation, Child Protection Update, Emergency Care, Code of Conduct. Staff also participated in professional learning reflective of staff and school priorities. Some of the learning included:

Dialectical Behaviour Therapy Skills and Strategies: is a cognitive behavioural approach to working with students who are prone to react in a 'more intense than one might expect' manner toward emotional situations. The theory suggests some people's arousal levels can increase more quickly than the average person's, attain a higher level of emotional stimulation, and take a significant amount of time to return to baseline arousal levels. Key features of this approach in our context is that it is cognitive based; it helps students to identify thoughts, beliefs and assumptions that make situations more difficult and helps them learn different ways of thinking that may make things easier; it is support–oriented, it helps students identify their strengths and builds on them so they can feel better about themselves; and it's collaborative, it requires a team approach to identify and meet students' needs. A crucial component are the skills and strategies that are explicitly taught, practised and refined.

Trauma Informed Care and Practice: in our context, a strengths–based framework grounded in an understanding of and responsiveness to the impact of trauma that emphasises physical, psychological and emotional safety for both staff and students and that creates opportunities for students to rebuild a sense of control and empowerment.

Twenty 10 Here and Now: a practical workshop about working with people of diverse genders, diverse sexualities and or intersex status.

A number of teaching staff achieved accreditation at the Proficient level and a number of teaching staff continued to maintain accreditations at the Proficient level.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	575 764.38
Global funds	114 579.33
Tied funds	-94 550.15
School & community sources	118 542.13
Interest	7 434.18
Trust receipts	140 000.00
Canteen	0.00
Total income	861 769.87
Expenditure	
Teaching & learning	
Key learning areas	3 035.28
Excursions	0.00
Extracurricular dissections	111 070.94
Library	206.49
Training & development	1 653.51
Tied funds	36 335.59
Short term relief	863.98
Administration & office	33 316.25
School-operated canteen	0.00
Utilities	3 450.11
Maintenance	3 508.04
Trust accounts	0.00
Capital programs	22 032.77
Total expenditure	0.00
Balance carried forward	861 769.87

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	738 481.27
(2a) Appropriation	649 614.27
(2b) Sale of Goods and Services	85 090.91
(2c) Grants and Contributions	1 680.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 096.09
Expenses	-89 733.20
Recurrent Expenses	-89 733.20
(3a) Employee Related	-48 749.07
(3b) Operating Expenses	-40 984.13
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	648 748.07
Balance Carried Forward	648 748.07

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

	2016 Actual (\$)
Base Total	382 795.38
Base Per Capita	6 020.85
Base Location	0.00
Other Base	376 774.54
Equity Total	6 426.30
Equity Aboriginal	2 146.64
Equity Socio economic	4 279.67
Equity Language	0.00
Equity Disability	0.00
Targeted Total	1 642 276.13
Other Total	0.00
Grand Total	2 031 497.81

A full copy of the school's 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.

School performance

School-based assessment

School based assessment is used to inform students' individual education programs and personalised learning and support.

Assessment includes:

The Wechsler Individual Achievement Test (WIAT) to identify student's academic strengths and weaknesses. Results are used to inform student's individual education programs and may be used to determine educational placement options.

A reading test to determine a student's reading recovery level. Students participate in learning designed to develop effective reading and writing strategies. The goal is for the child to read at or above the age stage appropriate level and demonstrate the use of independent reading and writing strategies.

The Strengths and Difficulties Questionnaire (SDQ), a behavioural screening tool that provides information relating to a number of psychological attributes. The purpose being to identify a student's strengths and areas of difficulty to inform program planning. Impact and follow-up questionnaires provide information regarding a student's progress and achievement as well as a measure of intervention impact.

Personalised Learning and Support Signposting Tool (PLASST), a NSW Department of Education (DoE) tool used to identify a student's strengths and areas where they may benefit from adjustments, to support planning for student's personalised learning and support.

Parent/caregiver, student, teacher satisfaction

Throughout 2016 our staff have engaged in professional conversations and worked collaboratively and consultatively met with students, parents and carers during enrolment meetings, planning and review meetings and through networking with community schools and community teams. These experiences have led to discussions and feedback around their experience with Redbank School.

Parent/carer feedback included:

- describing how their children feel safe at our school
- appreciation for the support Redbank School has provided
- being grateful for regular progress reports, communication and resources provided to their community schools and children.
- being satisfied with the transition support provided to their child and community school.

Students at Redbank have expressed their appreciation for:

- the flexibility of our programs
- smaller class sizes
- individual support provided by staff
- meditation and yoga
- the advantages of being able to take space outdoors and use a range of strategies when feeling stressed

At the beginning of the school year staff comments indicated concern about the impact NSW Health changes may have on the school's programs and services in the short and long term. As the year progressed, staff participated in discussions regarding the changes and contributed to strategic school planning sessions. The result was staff comments becoming more positive and increasingly reflective of improved confidence and excitement levels regarding the future of the school's programs and services and how they could contribute.

Policy requirements

Aboriginal education

Redbank School is committed to increasing cultural awareness for all staff and students and improving educational outcomes for Aboriginal and Torres Strait Islander students. In 2016 the school maintained Acknowledgement of Country in all formal events to recognise and pay respect to the traditional owners of the land and pay respect to Aboriginal values, culture and heritage. As we do every year, we celebrated NAIDOC week with a range of creative arts, creative writing and storytelling activities. At every opportunity we promote mutual respect and understanding of all cultures within our school. The purchase of resources to support teaching and learning continued. During 2016, we identified the need to revise teaching and learning programs to ensure Aboriginal Education is incorporated into learning and Aboriginal

perspectives are across the school's programs and services.

Multicultural and anti-racism education

Redbank School promotes harmony, understanding and the celebration of differences and commonalities among cultures. Multicultural education provides a fundamental education for all students, with the purpose of eliminating discrimination because of ethnic origin and background. By incorporating many cultural based activities into our teaching and learning program, we celebrate diversity, learn about different cultures around the world and raise awareness.

Other school programs

Pre-school and Primary School Programs

Redbank House and Redbank School staff work collaboratively to provide mental health and education programs for children aged 4 to 12 years with emotional and behavioural difficulties and their families.

The School Program aims to assist students to develop the skills and strategies needed to safely manage the different aspects of the school environment, including developing and maintaining respectful and positive relationships through facilitating each student's social and emotional development. Students are provided with individualised support to develop self-awareness and self-management capabilities through planned activities, lessons and experiences.

Teaching and Learning programs focus on Literacy and Numeracy and Social and Emotional learning. Each student has a Personalised Learning and Support Plan (PLSP) which is developed collaboratively with contribution from the classroom teacher, parent/carer and case manager. This is based on the student's individual needs identified by both Redbank staff and the student's community school through various assessments including the Personalised Learning and Support Signposting Tool, the WIAT II, PM Reading Benchmark and the ACARA Personal and Social Capability Learning Continuum. The PLSP includes student's goals, strengths and adjustment needs along with identifying the agreed strategies the student will use, with support, to help manage difficult emotions and situations safely.

This year the multidisciplinary teams continued to provide support for each student's community school while they were enrolled in the program. This support aimed to develop each school's capacity to support the student's social and emotional development in their setting by increasing understanding and awareness of a student's educational needs and wellbeing. Participation in the Redbank program includes attendance at their community school settings as this aids in maintaining relationships and connections with their community school and provides valuable opportunities for students to practice and refine the skills and strategies they learn at Redbank.

The ECU class re-integration to community school program increases attendance at the community school setting increasingly starting from an initial one day per week and moving to three days toward the end of the student's placement. The students in the CFU class attend their community school setting two days per week throughout placement.

The average length of stay for most students is two school terms. Each student's parents/carers are supported by the multidisciplinary team throughout placement and participate in weekly individual counselling sessions with their child's case manager. Parents/carers also participate in group therapy and parent-child play therapy.

This year, students participating in both programs enjoyed recognising and celebrating important events and occasions. This included a visit by players from the Parramatta Eels Rugby League Club, Harmony Day celebrations, ANZAC Day, NAIDOC Week and our very own 'Olympathon'. The 'Olympathon' not only encouraged physical activity but team work in a fun and exciting atmosphere. Each student enjoyed trying new activities and encouraging their class mates, the support the students gave each other and their level of participation was highly commendable.

High School Programs

Acute

Redbank House and Redbank School staff work collaboratively to deliver programs and services for young people admitted to Redbank House through the Emergency Department of Westmead Hospital. Redbank School staff worked closely with a multidisciplinary team that includes Consultants, Registrars, Allied Health, Nursing and Neuropsychologists and the student, family and the student's community school setting throughout the student's admission.

Teachers liaise and work collaboratively with community school staff to gain insight into issues around learning and social and emotional issues to ensure every student has access to optimal support post discharge. Students engaged in individual educational tasks, wellbeing activities, food technology, mindful meditation and health and fitness programs. The class program focuses on the skills and strategies taught in Dialectical Behaviour Therapy (DBT) which includes mindfulness, distress tolerance, interpersonal effectiveness and emotion regulation. Students are encouraged to practise these skills and strategies and are supported to contextualise these in to a classroom setting. The program includes a living skills component to promote confidence and independence.

Sub-acute

Redbank School high school programs aim to provide supportive learning environments for students that focus on wellbeing, learning engagement and academic success. The aim is to provide optimal support for students dealing with the impact of significant mental

health issues and other life challenges to engage with education. Students are supported to achieve their potential through personalised learning and support. Depending on individual needs and circumstances, students may access the curriculum through their community school setting, Sydney Distance Education High School (SDEHS) or Redbank School. Students' programs include Literacy and Numeracy and areas of the curriculum appropriate to their age-stage level. Our programs aim to teach students the knowledge, skills and strategies that build independence and improve social communication and interaction skills. Focus areas include: Wellbeing, Mindful Education, Food Technology and Health and Fitness. All students have a collaboratively developed Personalised Learning and Support Plans which outlines their individual academic, social and emotional needs and provides information for their class teacher about the student's areas of strength and areas where the student may need adjustments. Individual plans include strategies to support and promote learning, personal worth, positive behaviours, independence and transition to school, work and/or study.

Thrive

This program provides access to education for students who are unable to attend mainstream school due to significant social and emotional issues. Students are offered placement in to this program through an education panel placement process. To ensure students' equal and appropriate access to the curriculum, students' enrolment is shared with Sydney Distance Education High School (SDEHS). The classroom teacher's role is to develop and implement intensive wellbeing programs for students whilst providing optimum support for the students as they work toward achieving their academic goals. Class teachers act as advocates for the student and liaise extensively with SDEHS to plan and implement the extensive personalised learning and support adjustments accordingly. Class teachers work collaboratively with other members of the program team and consult with community mental health teams and other agencies and services to meet the wellbeing needs of students.

Aspire

Redbank School established the Aspire Program late in the year. The program caters for secondary students who have been discharged from the short stay acute unit and may require long recovery support from a significant mental illness. It also caters for students who are disengaged or at risk of being disengaged from school. The support includes the gradual transition of students to successfully re engage with school/educational long term and/or world like to explore alternative education options, including ED school settings. The program can enrol up to 7 students with one full time teacher and one full time SLSO.

Students in the Aspire Program follow an Individual education program which may be provided by their community school setting or Sydney Distance Education High School (SDEHS). Students who receive

their curriculum through SDEHS are made eligible for a specialised school placement setting within the public school system through placement panel. Students also engage in workshops including sports, food tech, social skills, gardening, yoga and creative arts activities.

Succeed

This program provides students with optimal support as they progressively re-integrate back to their community school setting after discharge from the acute ward. the opportunity to re-integrate to their community school setting in a safe and supportive setting. Students are re-connected with their community school setting whilst accessing optimal support for their recovery and wellbeing. Students re-connect at a pace that is comfortable for them as they practise the skills and strategies learning during admission. Students work toward returning to school and exiting Redbank School.

Vocational Education

Redbank School places value and importance on preparing students for future employment and community participation. We provide information and opportunities to students to enrol and participate in vocational education training and workplace experience. This year, students visited the Career Expo and attended organised community outings to assist them in making informed decisions about their educational and vocational pathways. NOVA Disability workshops were held at Redbank School to encourage and support the transition to work/study. Redbank School transitioned students and worked closely with alternative educational settings including Warakirri College, Good Shepherd (Waranara Centre), MTC Australia, Pete's Place and TAFE NSW.

Food Technology

Our modern and fully functional kitchen provided students with opportunities to plan, prepare and cook delicious meals. Students studying food technology used our kitchen to complete their practical tasks under the supervision of our teaching and SLSO staff. In Term 3, a Food Technology teacher joined our team, providing students with a weekly cooking program as part of the school's living skills program. Students participated in learning designed to build confidence, independence and responsibility and learned about hygienic food preparation, healthy eating, budgeting, cleaning and working with others.

Visual Arts

The Express Yourself, Visual Arts Program compliments our core wellbeing programs through exploring practical and creative ways to articulate ideas, feelings and emotions. Students work through a visual arts process diary to record their work and journal ideas and processes and complete a number of pieces of artwork each term. Students' artworks are displayed throughout the school and are part of a curated exhibition display at the school's annual conference.

Wellbeing

Students focus on wellbeing, covering the exploration of triggers for and strategies to practice in a classroom setting. The wellbeing program is broken down into learning modules: health and fitness, relaxation, mindful meditation, coping skills, kindness and gratitude.

Cognitive Remediation

Students in the Access, Succeed and Aspire Programs participate in a daily Cognitive Remediation Program working at their own pace on computer based tasks designed to improve concentration, focus, sustained attention and memory. It is a 45minute 'gaming' program and a 15 minute theoretical component to complete.

Health and Fitness

We offer our students a wide range of physical activities, both structured and unstructured. We offered weekly external sport activities, tennis, swimming, rock climbing and roller blading to promote positive relationships between peers, fitness and fun. During recess and lunch staff organise some sports activities for students to participate in such as soccer or volleyball. Students also enjoy jogging or walking around the oval at their own pace to improve their health and fitness and/or to distract them from their distress and illness.

Mindful Meditation

Students participate in Mindfulness meditation sessions daily to promote wellbeing through sleep, managing emotions, improving focus and concentration, behaviour and stress management. Teachers guide students through 5 – 10 minute meditations mainly using the Smiling MindApp as well as YouTube Mindful meditation scripts. The meditation allows students to practice mindfulness by sitting and focusing on their breathing. Classes have also participated in mindful walks and mindful eating activities to explore, discomfort and acceptance and a sense of non-judgementally living in the moment.

Yoga

Students have participated in weekly Yoga lessons by a trained yoga instructor since term 4 2016. The aim of yoga is to promote mental and physical wellbeing and centeredness as well as relieve tensions and stressors of daily life. Students are given the opportunity to participate in various yoga exercises followed by a guided meditation. All students complete a pre and post survey of their feelings toward yoga. Student's overall feedback was that yoga was enjoyable and relaxing. Research suggests that school-based yoga cultivates competencies in mind-body awareness, self-regulation and physical fitness. And classroom teachers benefit as well. Taken together, these competencies may lead to improvements in students' behaviour, mental state, health, and performance, as well as teacher resilience, effectiveness and overall classroom climate.