

Redbank School

Annual Report



2017



5559

Introduction

The Annual Report for 2017 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 in the provision of high quality educational opportunities for all students, as set out in the plan. It outlines the findings from self-assessment that reflect the impact of key strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the Principal

The 2017 school year was a particularly busy one at Redbank School. Whilst a review of the local health district's mental health services for children and young people including implementation of revised models of care for patients of Redbank House, school staff embraced the opportunity to achieve transformational change. Staff used departmental policy and recently released education initiatives to develop a new model of educational delivery. Staff participated in community consultation, engaged with research and professional learning and used the outcomes of school planning and reporting cycle and the external validation process to develop a new shared vision for the school. These processes led to the development of revised teaching and learning programs, the identification and establishment of internal systems and structures to support the new way of working and identified a number of policy implementation procedures requiring review. These processes also led to the development of core values for the school which were incorporated symbolically into the design of a new school logo and a new school motto. The new motto, inspired by the themes of the department's wellbeing framework, accurately describes what we as the school strive to provide optimal opportunities for every student, every day. Progressively, a shared language emerged from these processes, one that staff began to use to describe the school's purposes and practices and the principles that underpinned them. Staff wellbeing improved as their confidence in their ability to articulate what they did in their respective roles grew. This language will continue to assist as in communicating and harnessing support for, the school and its purposes, and as a result, improve our capacity to support and advocate support for our students.

The new model of educational delivery continues to be revised in response to ongoing implementation of changes within Redbank House, we anticipate a final model will be achieved in the near future. I'd like to take this opportunity to express my sincere appreciation for my staff who have shown incredible resilience, commitment hard work. As mentioned above, some of the key achievements this year include a new school vision is Sustainable Wellbeing, our new motto is Connect Thrive Succeed and our values are: Safety, Perspective, Unique, Connection, Regard, Perseverance, Self-Determination, On Purpose. I could not be more proud of all the achievements we have made this year. I look forward to working with my staff and with the school's extended community to continue to grow and improve the school as we work together toward the journey of excellence.

Kylee Thorson

Principal

School background

School vision statement

Redbank School's vision is Sustainable Wellbeing. Our vision is in line with the school's dialectical approach, sustainability meaning the ability to be maintained at a certain level and wellbeing being a dynamic state. It reflects the context of the school and the uniqueness of the school's teaching and learning programs which focus on the explicit teaching of wellbeing and the knowledge, skills and strategies for wellbeing. Our vision also reflects the school's role in planning for student's future needs to increase the likelihood the wellbeing student's achieve is sustainable beyond their time at Redbank School.

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 Kindergarten through to Year 12 from government, non-government and independent schools across Western Sydney.

Like all public schools, the school's core business is teaching and learning. Our students learn skills and strategies for safety, distress tolerance and emotional regulation. Students learn regard for themselves and for others, interpersonal effectiveness, perseverance, mindfulness, resilience and self-determination. Our practices empower students with the ability to make better choices about their behaviour, we maximise opportunities for students to make decisions regarding their program, their education and their educational pathway. We facilitate and build connection, we collaborate and communicate within and across areas of education and work closely with other agencies and key stakeholders. We listen. We work as a team to meet our student's current needs whilst planning and preparing for student's future needs. We ensure a continuum of learning, a connection across home school and community. We teach perspective. We perceive our students and our school community through a lens, a lens informed by what we know, or believe we know, about wellbeing, the strong link between wellbeing and learning, the growth and development of a child, the impact attachment relationships and trauma has on a child's growth and development in the short and long term. A lens informed by what we know about mental illness and the impact mental illness has on the state of wellbeing. A lens informed by some key assumptions; people do the best they can with what they have and they can do better, behaviour is a form of communication and there is a reason for behaviour, a causal link exists between thoughts, feelings and behaviour. Our lens is informed by dialectical thinking, we strive to find a synthesis, a shared path from what are often competing or opposite points of view or concepts; clinical and educational, whole school and personalised, acceptance and change. Everything we do at Redbank School, we do on-purpose. Every day, every student, every member of staff and every member of our school community has a role in achieving the school's vision for Sustainable Wellbeing.

As a school for specific purposes, a Redbank School enrolment is an adjustment that enables students significantly impacted by severe, often treatment resistant, mental illness and mental health related difficulties access to education in a comparable way to other students.

Redbank School, as an adjustment for students with severe mental illness and significant mental health related difficulties, provides:

- a small setting with higher staff to student ratio
- optimal opportunity for students to connect thrive and succeed at school
- intensive educational support
- a positive, calm environment
- personalised programs to meet the complex, diverse and dynamic needs of individual and small groups of students
- wellbeing focused education programs for students to learn and grow as they progress from levels of intensive support to increased independence at school, home and in the community
- more consistent and predictable management
- staff, students, parents/carers and members of the extended school community working consultatively and collaboratively toward sustainable wellbeing

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, the school undertook self-assessment using the School Excellence Framework and participated in the department's external validation process. In the pursuit of excellence, the school achieved the following results.

In the learning domain, the school was Sustaining and Growing. This judgement was based on the body of evidence showing the school was Excelling in the Learning Culture element, Sustaining and Growing in the Wellbeing and Curriculum and Learning elements, Delivering in the Assessment and Reporting element and Working Toward Delivering in Student Performance Measures. Whilst there was evidence of a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students and students are provided optimal opportunity to connect, thrive and succeed at school, there is not a school-wide system to measure improvements in individual or collective wellbeing. The body of evidence showed teaching and learning is research informed and underpinned by consultative and collaborative practices, a school wide, collective responsibility for student learning and success with high levels of student, staff and community engagement and positive and respectful relationships within and across the school community. Areas for improvement include the development of explicit processes to collect, analyse and report student and school progress and performance data to measure impact, the achievement of value-added results.

In the teaching domain, the school was Sustaining and Growing. This judgement was based on the body of evidence showing the school was Sustaining and Growing across all elements of the domain except the Effective Classroom Practice element which was judged at Delivering. The evidence showed staff contribute to broader school programs and demonstrate a high level of professionalism in working in teams toward the school's goals. Evidence showed while teachers use student assessment data to understand the learning needs of students and teachers regularly review learning with individual students, there is no evidence teachers use student data to evaluate the effectiveness of their own teaching practices. The evidence showed the school has processes in place for staff performance and development, effective professional learning and support for new and beginning teachers. An area for improvement is the provision of professional learning activities to build understandings of effective teaching strategies in achieving improved student literacy and numeracy levels. The evidence showed that while teachers work together to improve teaching and learning through shared planning and supportive supervision practices, there is a need to embed explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain on-going, school-wide improvement in teaching practice and student outcomes. The school leadership team needs to build the collective capacity of the staff and school community to understand and use student and school performance data and analysis to inform strategic improvement areas.

In the leading domain, the school was Delivering. This judgement was based on the body of evidence showing the school was Sustaining and Growing in the Leadership and School Planning, Implementation and Reporting elements and Delivering in Management Practices and Processes and School Resources with some evidence of Excelling across two of the four elements. The evidence showed while school planning aligns to local and system priorities, the school articulates a commitment to equity and high expectations for students and is highly responsive to emerging needs, the school needs to establish processes to build the capacity of the school community to use data and evidence for measuring student and school progress and performance and for strategic school improvement. The body of evidence showed streamlined, flexible processes exist to deliver services and information about the school and the school successfully fosters collaboration with key stakeholders, it also showed there is a need to create opportunities for students and community members to provide constructive feedback on school practices and procedures and develop process and practices to respond to the feedback accordingly. The evidence showed the school leadership team communicates school priorities and practices and administrative practices effectively support school operations and the teaching and learning activities of the school, there is a need to more explicitly and strategically plan for leadership succession and improvement.

Our self-assessment and the external validation process will inform the school's planning to further improvement the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Overall, progress made in the school's role in building the capacity of schools to meet the needs of students with additional learning and support needs related to mental illness and mental health related difficulties was very good.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Creation and delivery of professional learning packages.	\$6,000	A Microsoft power-point presentation was developed about the school and its purpose and delivered to a number of education staff. The imaging achieved was professional quality and incorporated the school's new logo and colours. School staff from a number of mainstream and special schools participated in professional learning on the development of a range of learning and support strategies including the development of personalised learning and support plans for students returning from a Redbank School intervention. The annual conference was delivered and highly successful with 350 attendees each of the two day conference. Delegates from a diverse range of government and non-government primary and secondary schools earned up to 10 hours of accredited professional learning.
Feedback on professional learning delivered to schools indicates an increased awareness of mental health.	Feedback was collected and analysed at no cost to the school.	Feedback from professional learning participants was generally very positive. Every participant of every session felt the learning was highly valuable for students returning from a Redbank School intervention. Feedback from every participant indicated increased awareness of mental health and an increase in their level of confidence in meeting the needs of other students with similar learning and support needs.

Next Steps

Revise the professional support delivered to schools.

Investigate opportunities to build the capacity of more schools and staff in meeting the additional learning and support needs of students with mental illness and mental health related difficulties.

Plan, deliver and evaluate the school's 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, progress in student learning was very good this year with many achievements being made. Of particular note were achievements related to meeting the additional learning and support needs of individual students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Pre and post admission Personalised Learning And Support Signposting Tool data demonstrates value added growth.	Nil cost to the school.	Progress in the use of PLASST data to measure value added growth has been minimal this year. The main challenge was accessing this data at the time of enrolment.
Increased parent/carer participation and feedback indicating parents/carers feel they are contributing to their child's education.	\$2000	We have made a good level of progress in increasing parent/carer participation in our programs. We have
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.	Personalised Learning and Support Plans were developed for students at no cost to the school.	A significant level of progress was made in this area as every student has a personalised learning and support plan reflective of their additional learning and support needs.
Every student achieves placement goals.	Goals were achieved at no cost to the school.	Excellent progress was made in supporting every student to achieve their individual placement goals. These goals formed the basis of the students personalised learning and support plans.
All students are connected to appropriate community services throughout admission and post discharge.	\$1500	A reasonable level of progress was made in this area as an increasing number of students accessed community support services.

Next Steps

Develop explicit processes to collect, analyse and report student and school progress and achievement data and build the collective capacity of staff to understand and use data to measure value-added results.

Develop program goals every student in their respective programs will achieve.

Implement systems to ensure all students have ongoing access to community services and strengthen our partnerships with other agencies and services.

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, progress in teacher leader learning was very good. On-going opportunities to build capacity within the leadership team will facilitate further progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers have a Performance and Development Plan.	\$8000	All teaching and non-teaching staff participated in a process to develop a Performance and Development Plan (PDP).
Supervisors report improved Personalised Learning and Support Plans with clearly defined differentiated teaching and learning activities with references to the Quality Teaching model.	\$2000	Whilst personalised learning and support plans identified adjustments, there was limited explicit evidence of quality teaching domains in most teaching and learning programs.
Behaviour Support data indicates teacher intervention aligns with placement goal and reflective of trauma informed principles and Dialectical Behaviour Therapy.	\$4500	Some progress in this area as data regarding student's participation in the school's behaviour support system indicated whilst the number of reflections decreased, the number of reviews increased.
Teacher surveys indicate appropriate levels of support to achieve professional learning goals.	Survey data was collected and analysed at no cost to the school.	Progress in this area was good, feedback from teaching and non-teaching staff indicated a high level of support for achieving their professional learning goals.

Next Steps

Review of the school's behaviour support system including the implementation of theoretical principles.

Review teaching practices using the quality teaching framework to achieve learning for all, learning that matters and learning that lasts.

Improve support for staff in achieving their professional learning goals through the streamlining of processes into a single system of support. Improve the school's induction process for new staff and develop a staff handbook.

Allocate resources to create a role as leader community engagement and utilise the role to build the capacity of an aspiring leader.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,800	This funding contributed to the school's capacity to meet the individual needs of Aboriginal and Torres Strait Islander students.
Socio-economic background	\$3,000	This funding contributed to the provision of equal and appropriate access to curriculum for all students.
Support for beginning teachers	\$10,000	This funding provided additional release from face-to-face teaching time for the beginning teacher. This allowed the teacher regular reflective sessions with a mentor for advice and support.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	24	13	27	19
Girls	14	10	17	14

Enrolment data displayed in the above table is indicative of enrolment numbers on the specific day census enrolment data is extracted from the school's enrolment information. The majority of our student enrolments are non-census or shared enrolments so many of our enrolments are not included in the data. Student enrolments fluctuate frequently throughout the school year and length and type of enrolments vary. Redbank School has an enrolment capacity of 63, the average number of total enrolments in a school year is well in excess of 100 enrolments.

Management of non-attendance

Regular school attendance is important for all students as it aids the development of good work habits and a commitment to lifelong learning. Student's attendance data is communicated to community schools if students' enrolment is shared between schools.

Redbank School students are required to attend school on a full time basis but an individual student's attendance pattern may vary for many reasons including the student's wellbeing, which we know is a dynamic state. A student's pattern of attendance may also be impacted by the complexities of a student's situation outside of school, the level of entrenched non-attendance behaviour prior to enrolment and how the previous non-attendance has been managed. Another impact on student's attendance patterns at Redbank School is the students' participation in the return to school process or participation in a flexible program of learning. In these cases, students are still expected to attend school full-time but attendance may be across a number of settings depending on their individual plan.

Student's non-attendance at school is managed according to the school's attendance policy implementation procedures. The procedures include a number of strategies to support regular school attendance including personal telephone contact, formal letters of concern to parents/carers and meetings with parents/carers to discuss non-attendance concerns. Facilitation of support from outside agencies is a common strategy whilst referral to the department's Home School Liaison Officer program is rare. A student's non-attendance at Redbank School may instead lead to the student's access to the special placement being reviewed and students returning to

Structure of classes

The school's pre-school and primary school programs are structured based on the age of the students. High school classes are structured according to the mental health needs of students and optimal group dynamics.

The school has one class (seven places) for students whose enrolment is initiated after a parent/carer accepts an offer of placement made through the department's access request process. This process is managed by the Macquarie Park Educational Services Team based out of the Nirimba Education Precinct Office, Quakers Hill. Schools, in negotiation with and on behalf of parents/carers, submit a request through the department's access request process. Eligibility for consideration includes the department's confirmation that the student is experiencing emotional disturbance and intensive level of educational support in a specialist setting is optimal to meet the additional learning and support needs. The length of these enrolments are generally long term but actual length depends on individual need. On-going access to this level of support is reviewed each semester.

The school has seven classes (49 places) for students whose enrolment is initiated after being admitted as acute or day-patients of Redbank House. The length of these enrolments are generally short – medium in length and determined by the length of the hospital admission. Students return to their community school setting with limited support at time of discharge.

The school has one class (seven places) for students to access intensive educational support post discharge. Students are identified during an admission and an internal referral process that includes a parent/carer request for the enrolment to continue post discharge, consultation with the acute treating team and community mental health team, and consultation with the community school and education team. The school's learning and support team considers the referral based on availability and education need. Students are offered places according to highest educational need. If needs are considered equal, priority is given to students in out of home care and Aboriginal and Torres Strait Islander students. This process emulates the process used in the department's access request process. The length of these enrolments are generally short term but actual length depends on individual need. On-going access to this level of support is reviewed weekly.

Redbank House reviewed its model of care for patients this year as mental health service provision for children and young people within the local health district was reviewed. Progressively, Redbank House will continue to admit patients in to the acute service for adolescents and other services as part of the continuum of community mental health service provision for children and young people in the local health district. This will impact our class structure and provide exciting opportunities to enhance our school's programs and services.

Year 12 attaining HSC or equivalent

As Redbank School is special school setting, the majority of teaching staff are primary education trained so to offer students in years 11 and 12 a specialist, mainstream curriculum is a challenge. To provide students a curriculum comparable to their mainstream peers, students access curriculum through Sydney Distance Education High School. Student's classroom teachers at Redbank School work in the role of supervisor of the student's academic program and work with support staff to coordinate the learning tasks, negotiate adjustments and other supports with distance education staff and support students to submit applications for additional time to complete assessment tasks and/or special examination provisions if required and if students meet eligibility requirements. Redbank School staff deliver wellbeing programs and work in partnership with parents/carers and mental health service providers to provide optimal support for students to overcome the challenges mental illness brings and succeed in achieving the Higher School Certificate. This year, two students were successful in achieving the Higher School Certificate through Sydney Distance Education High School. Redbank School offers a Life Skills Higher School Certificate for students who, for whatever reason, can't access the mainstream curriculum even with adjustments. This year, one student was successful in achieving a Life Skills Higher School Certificate through Redbank School. A number of year 12 students were also supported to return to school post discharge or supported to engage in a transition program. Students accessed the SLES Transition to Work Program and were linked with disability employment services and a range of mental health support services to ensure on-going access to post-school support and a positive alternate pathway.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	6.77
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.82
Other Positions	0

*Full Time Equivalent

Redbank School does not have any staff member who identify 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	100
Postgraduate degree	15

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.

Staff participated in the department's mandatory training including:

Cardio-Pulmonary Resuscitation (CPR) and Anaphylaxis

Child Protection Update

Emergency Care

Code of Conduct.

Staff participated also participated in professional learning reflective of individual personal development goals, school and departmental priorities.

Professional learning included:

Women In Educational Leadership Conference

Mindful Leadership Summit

Understanding mental illness

Adobe Connect

Implementing technology into classroom practice

Understanding the English / Maths syllabus years 7-10

Social and Emotional Learning

Complex Trauma and it's impact on learning

Dialectical Behaviour Therapy Skills and Strategies

Performance Development and Management

NSW Education Standards

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	648,748
Revenue	2,407,075
Appropriation	2,209,968
Sale of Goods and Services	164,202
Grants and Contributions	22,905
Gain and Loss	0
Other Revenue	0
Investment Income	10,001
Expenses	-2,126,722
Recurrent Expenses	-2,126,722
Employee Related	-1,957,777
Operating Expenses	-168,945
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	280,354
Balance Carried Forward	929,102

Redbank School implements effective financial management processes and governance structures to meet financial policy requirements. Redbank School does not charge school fees, the revenue amount for the sale of goods and services is the amount raised through the delivery of the school's conference. This amount does not include expenditure, the cost of delivering the conference. The intended use of the available funds includes the resurfacing of the school's tennis/basketball court and on-going redesign of the school's teaching and learning environments. Available funds will contribute to the costs of improving and enhancing the school's programs and services to achieve better outcomes for students.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	413,667
Base Per Capita	18,403
Base Location	0
Other Base	395,263
Equity Total	12,653
Equity Aboriginal	2,509
Equity Socio economic	10,144
Equity Language	0
Equity Disability	0
Targeted Total	1,662,851
Other Total	102,894
Grand Total	2,192,066

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Parent/caregiver, student, teacher satisfaction

Throughout the 2017 school year, all staff implemented consultative and collaborative practices to support the additional learning and support needs of students. School staff participated in multiple planning and review meetings for every student, mental health and shared professional learning experiences with students, parents/carers, community mental health teams and worked with other agencies in support of students. Parents/carers constantly expressed their appreciation for the support provided by school staff and frequently expressed recognition of the respect afforded them by staff at all times. Parent/carer feedback also included comments of feeling heard or listened to, understood, engaged and supported throughout their child's enrolment. Community school staff feedback indicated improved understanding of their role in meeting the needs of students with mental illness and mental health related difficulties in their schools. Student feedback indicated students were generally feeling connected and supported at school. Teaching and non-teaching staff feedback indicated that whilst staff were feeling a general unsettledness due to the changes happening across the school in response to mental health services model of care changes, staff were feeling supported and positive about the future of the schools programs.

Policy requirements

Aboriginal education

Redbank School had very few Aboriginal and Torres Strait Islander students this year. The school is committed to improving the educational outcomes of Aboriginal and Torres Strait Islander students who do enrol in the school and to improving understanding of Aboriginal and Torres Strait Islander culture, histories and experiences. The school celebrated NAIDOC week with a range of creative arts, creative writing and storytelling activities. Teaching and Learning programs were evaluated for Aboriginal and Torres Strait Islander perspectives, and will be a focus for the school in 2018.

Multicultural and anti-racism education

Redbank School promotes understanding of different cultures and recognises and celebrates difference and similarities between and among cultures. Multicultural education provides a fundamental education for all students. The purpose being the elimination of discrimination due to ethnic origin and background. We incorporate many cultural based activities into our teaching and learning programs, we celebrate diversity and learn about different cultures around the world.

Other school programs

Preschool and Primary School Programs

The school's preschool and primary school programs support children aged 4 to 12 years with emotional and/or behavioural difficulties and their families. Redbank School and Redbank House staff work collaboratively to provide a mental health and education program tailored to the individual needs of the students. The multidisciplinary team work together to develop student's social and emotional skills through planned activities, lessons and experiences. Parents/carers participate in weekly individual counselling sessions with their child's case manager, engage in parent group therapy sessions and parent/child play therapy. Students maintain connections with their community education settings.

The intervention is based on the principles of trauma informed care, attachment theory and mindfulness principles. Students are provided intensive levels of support and explicit instruction to learn skills and strategies to safely manage their emotions in a school environment and to develop longer term improved wellbeing. Teaching and Learning programs focus on Literacy and Numeracy and Social and Emotional Learning (SEL). Each student has a Personalised Learning and Support Plan (PLSP) developed following assessment and consultation with the classroom teacher, parent/carer and case manager. Assessments are used to identify individual needs and to monitor progress. A variety of assessment tools are used including the Personalised Learning and Support Signposting Tool, WIAT 11, PM Reading Benchmark,

ACARA Personal and Social Capability Learning Continuum and a Strengths and Difficulties Questionnaire. The PLSP includes individual student goals and identification of strengths that will assist the student in achieving their goals. Adjustments are identified to support the student to engage in learning as well as the strategies the student will use at school to help manage difficult emotions and situations safely. Students are supported to generalise learning across settings.

A key feature of the program is the multidisciplinary team approach. Teams include education teaching and support staff, health staff including psychiatrists, psychologists, social workers and specialised nursing staff. Teams work together to provide support for each child, family and community school. Every child and family is different, the general aim of an admission are to provide intensive, co-ordinated support to build understanding and capacity to support the student's social and emotional development, engagement in learning and family function. Whilst the average length of the enrolment is two school terms, health interventions generally precede and continue post enrolment.

High School Programs

Access

This program is a wellbeing focused education program for young people who are patients of the Acute Adolescent Unit, Redbank House. School staff work collaboratively with other members of the multidisciplinary team to provide students access to education during periods of acute mental illness and to plan and prepare for education post discharge.

The department's wellbeing framework informed the curriculum structure which focuses on cognitive, social, emotional, physical and spiritual learning. The program includes mindfulness activities and teaches the students the skills and strategies in line with Dialectical Behaviour Therapy which is a skills based therapeutic intervention. Students engage in a visual arts program that focuses on expressive arts. Students engage in social skills, activities, food technology and gentle movement activities to teach student's life skills, good health and nutrition. Students can access their community school curriculum by bringing hard copies of their school work into the classroom or use the school's technology resources to access learning digitally.

Throughout the student's time in the program, education staff are in consultation with other members of the acute team, updating and collaborating plans with all parent/carers, community schools and community and private mental health services and agencies. Maintaining this contact with all key stakeholders facilitates support for students to return to school post discharge or ensure plans are in place for an alternate educational pathway depending on the needs of the students.

Engage and Focus

Redbank School's other programs for secondary

students cater for students with a range of needs and designed according to a continuum of independence, functionality and additional learning and support needs. Students may be experiencing or recovering from psychosis or episodes of other severe mental illness or experiencing challenges related to a number of other mental health related difficulties.

Programs provide intensive levels of support for students whilst they building and re-build wellbeing. The aim is for students to improve engagement in learning and school and to succeed in achieving their academic goals. Students are provided optimal support to manage and overcome the impact of significant mental health issues and other life challenges. Students are supported to achieve their potential through the collaborative development and implementation of Personalised Learning Support Plans (PLSP). Student's plans outline individual academic, social and emotional needs and goals and identify areas of strength and areas where the student may require adjustments to their learning to achieve the goals. Individual plans include wellbeing strategies to support and promote learning, personal worth, positive behaviours, independence and transition to school, work and/or study. 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. Student's programs include Literacy and Numeracy and areas of the curriculum appropriate to their stage level. Students participate in a variety of workshops to teach students knowledge, skills and strategies that build independence and improve social communication and interaction skills and contribute positively to their overall wellbeing.

Programs are wellbeing focused across the cognitive, physical, social, emotional and spiritual domains of wellbeing. Learning modules include health and fitness, relaxation, mindful meditation, coping skills, kindness and gratitude. Students explore their known triggers and learn the skills and strategies for managing their triggers in a classroom and school setting. Learning happens in recently refurbished mindful environments to support the students to feel calm and focused while they learn. Students learn about the importance of sleep, how to manage emotions, improve focus and concentration levels, self-control and stress management. Teachers guide students through 5 – 10 minute meditations allowing students focus on their breathing at the beginning of each day to create a sense of calm and to improve concentration and focus. Classes also participate in mindful walks and mindful eating activities to foster acceptance. Students engage in a daily Cognitive Remediation Program (CRP) and work at their own pace on computer based tasks designed to improve concentration, focus, sustained attention and memory. Generally, lessons include a 45 minute game-based component followed by a 15 minute theory-based activity to consolidate learning.

Programs also engage students in vocational education to prepare them for future employment and community participation. This year, students were offered opportunities to participate in vocational education training and participate in work experience through a

partner disability employment service. Students visited the career-expo and attended organised community outings to assist them in making informed decisions about their educational and vocational pathways. A number of students were successful in gaining part time employment and supported to investigate alternate educational pathways.

Programs include participation in a number of workshop based learning experiences with teachers other than their classroom teacher. This year, students participated in the following workshops.

Food Technology: the school's modern and fully functional kitchen provides students with opportunities to plan, prepare and cook tasty and healthy meals. Students engaged in learning designed to build confidence, independence and responsibility as well as the importance of hygiene, food preparation, healthy eating and budgeting.

Expressive Arts: compliments our wellbeing programs by 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. Student's artworks are displayed throughout the school and at the school's annual conference.

Health and Fitness: promotes positive relationships between peers, fitness and fun. Students participate according to their individual ability and capability and are encouraged and supported in trying new activities and sports which are aimed at improving their overall health and wellbeing. Students also participated in gentle movement and relaxation lessons. The aim being to promote mental and physical wellbeing and centeredness as well as to relieve tensions and stressors of daily life. Students are given the opportunity to participate in various exercises followed by a guided meditation. All students complete a pre and post survey of their feelings toward the lessons. Student's overall feedback was that the activities were relaxing and helped them focus on their work after the activity.

Social Skills: supports students to improve their social communication and interaction skills including verbal and non-verbal communication methods such as language, tone, volume, gestures, facial expressions and body language. Social skills are vital in developing and maintaining positive friendships and relationships with others. Activities focus on dealing with stressful situations including failure, making friends, improving technology based communication, improving self esteem levels and strategies to build resilience. Social interactions do not always run smoothly and students are provided with skills and strategies to help them manage situations in a positive way.