

2020 Annual Report

Centennial Park School



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Introduction

The Annual Report for 2020 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, including equity funding.

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Message from the principal

Dear Centennial Park School community,

Wow, what a year. The year like no other was a challenge for us all and our small school was similarly affected. We made multiple plans and constantly adapted to the ever changing health crisis and made the decision that for our students who were classified as vulnerable, we would remain open and encourage all students to attend. In this regard, we were unique, we never closed down our school and as such, we had a consistent number of students attending every day. I would like to thank our incredible staff as they pivoted to remote learning with minimal notice and still taught face to face at the same time.

Our students were regularly contacted by our wellbeing team to ensure that we were doing what we could to assist them through this difficult time, whilst the teaching staff adapted and developed programs that were engaging, easily accessible and academically rigorous. It was amazing to see the staff work collaboratively to ensure that every student was known, valued and cared for and that their learning was front and centre of our decision making processes. The students were able to talk to at least one member of staff throughout the lockdown period and we were able to offer multiple levels of support and ensured that no student was left behind. This included welfare packages, food and technology home drops, online lessons, therapeutic phone consults / sessions and student centred online communication portals to name but a few of the strategies we employed at that time. Our community were fantastic throughout and I would like to thank our parents / carers for their understanding and support throughout this very difficult time. We are a richer school community for the experience.

The school utilised the working from home hybrid model, to look at moving our school away from using distance education learning materials to a face to face teaching model. The lockdown led us to moving forward with a whole school curriculum change which included planning for a pathways HSC / VET model which we have started to deliver in 2021. I would like to thank all of the staff, our Director (Paul Owens) and the strategic support team for their efforts and guidance throughout this journey. To be where we are at right now, delivering face to face lessons across all stages and delivering the HSC is a huge achievement and one to which we are very proud. I would also like to thank Professor Terry Cumming and Dr Sue O'Neill for their knowledge, experience and flexibility in supporting our transition to a *Universal Design for Learning* model and for the tailored support they have provided our teachers throughout the co-designed study process.

As we move forward into this new school year, the staff team are extremely excited to be delivering innovative teaching and learning programs to our students and leading the way in what can be done at a special school with a focus on curriculum implementation. We look forward to 2021 and beyond.

Regards

Craig

School vision

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 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 a Specific Purposes located on Avoca St Randwick, and sharing a site with Randwick Public 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 Belmore in the west, and 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 42 students and has strong links with local schools for integration, and government and non-government agencies for support and connection to programs. The curriculum for students in Years 9-12 is developed by Sydney Distance Education High School, providing students with the opportunity to gain equitable access to mainstream subject areas. 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 the individual needs and cater for individual learning styles. Life Skills and blended mainstream and life skills programs are developed for students as appropriate. All students have access to computers and various technologies, and specific skills in these areas are taught in an integrated manner through all key learning areas. 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 them for 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 and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Teaching & Learning

Purpose

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.

Research has demonstrated that the largest determinant of student success, over which schools have control, is teacher quality. Our goal is to provide best practice remedial numeracy and literacy, and wish to develop our practices in programming, delivery, and assessment and reporting across all of the key learning areas on offer at Centennial Park School. This will involve leadership, professional learning, and the management of resources, with resultant academic gains for the students who move through our setting.

Improvement Measures

- Increase in the number of students achieving their academic goal as part of their I.E.P.
- Decrease in 'N' awards for the HSC
- Increase in percentage success rate in achieving Year 10 R.O.S.A.
- Greater number of PL conducted in KLAS/ teaching and learning

Progress towards achieving improvement measures

Process 1: • Data will be collected each term on the achievement of S.M.A.R.T. goals in student I.E.P.s, and on progress recorded by Sydney Distance Education High School

Evaluation	Funds Expended (Resources)
Moved away from this model in 2020.	None required

Process 2: • Pre- and post-surveys will be conducted on teacher confidence in programming, assessment and lesson delivery

Evaluation	Funds Expended (Resources)
Led to our 2021 model.	Staff RFF, SSPSF funding.

Process 3: • Stage 4 programs and subjects offered internally will have clear evidence of differentiation

Evaluation	Funds Expended (Resources)
PBL / UDL programs developed and utilised.	None required

Process 4: • Professional learning will focus on the K.L.A.s

Evaluation	Funds Expended (Resources)
More than achieved. Face to face teaching for 2021 and beyond.	VET training packages, Cert 4 training and assessment.

Strategic Direction 2

Social & 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 (if 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, yoga, mediation, personal training, a therapy dog, specific social skills lessons and individual support in 'work it outs' through the behaviour management system.

Improvement Measures

- Decrease in students who are offered placement but never engage/attend
- All students to be engaged in some form of therapy
- Increase in number of students achieving social and emotional wellbeing goals in I.E.P.s
- Decrease in 'work it outs' for students over the course of their enrolment

Progress towards achieving improvement measures

Process 1: • A more comprehensive and accurate system will be developed for recording student behaviour data

Evaluation	Funds Expended (Resources)
An excellent tracking tool has been developed and is being utilised now.	Executive release

Process 2: • A more comprehensive and accurate system will be developed for recording improvements in social and emotional wellbeing

Evaluation	Funds Expended (Resources)
This has been developed and will be utilised for the 2021 school year as a key focus area.	School psychologist / school counsellor / executive staff.

Process 3: • Connections will be improved with parents and the community

Evaluation	Funds Expended (Resources)
Area of strength but still to be developed even further in the next planning cycle. The pandemic affected our plans.	Zoom

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, and to understand their individual learning and social emotional needs, 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 DEC setting or private.

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 transition goals are a part of a students' individual education plan (I.E.P.).

Improvement Measures

- Increased student integration to mainstream
- Increased student participation in work placements and vocational training
- Increase in students achieving their transition goals in their IEPs

Progress towards achieving improvement measures

Process 1: • A culture of integration will be embedded, with improved communication with mainstream schools

Evaluation	Funds Expended (Resources)
This has been achieved and will continue to be a focus area for students who require / request it. It's on a case by case basis and developed in consultation with all key stake holders with the student in the centre of our decision making processes.	

Process 2: • A new senior transition class will be established

Evaluation	Funds Expended (Resources)
Achieved and we have moved forward with this model into a Stage 6 HSC / VET pathway for 2021 and beyond.	

Process 3: • A revised I.E.P. format will be developed with student input in goal setting

Evaluation	Funds Expended (Resources)
We have utilised a few templates in this time but we have now settled on our 2020 and beyond template which has been approved by our whole school community via review meetings.	

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	RAM funding	On track.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	18	16	15	20
Girls	13	22	24	21

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Even though our attendance like most schools was adversely affected by the pandemic, our overall attendance dramatically improved in 2020. There was an increase of approximately 12% compared to 2019 figures. This is a huge increase and one to which we hope to build on in 2021 and beyond.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Our students who transitioned post Year 12 were provided with individual transition plans and tailored pathways. The supports included employment programs assistance, NDIS support and further studies pathways. This was facilitated by our student support officers who are amazing. Thanks again Mo and Josh.

Year 12 students undertaking vocational or trade training

All of our exiting Year 12 students left with at least one VET qualification.

Year 12 students attaining HSC or equivalent vocational education qualification

We had no students complete their HSC in 2020 as VET became the focus area for our senior students and their preferred educational pathway.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.59
Teacher Librarian	0.2
School Administration and Support Staff	8.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Traditional professional learning was challenging due to the pandemic. However, as we transitioned to a VET / HSC model, all of our teaching staff were trained in at least one VET qualification so we will be able to deliver VET courses in the 2021-2023 HSC / VET cycle. These included FSK, Assisted Dance Teaching, Hospitality and IDT (Digital Animation), with Sports Coaching to come in 2022. To have our teachers trained to deliver VET subjects face to face in 2021 and beyond, will be a seismic shift in our teaching program offerings and one to which our students will be able to access and achieve meaningful qualifications which will assist them in their post CPS transition pathways.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	333,685
Revenue	1,997,869
Appropriation	1,998,635
Sale of Goods and Services	389
Grants and contributions	-1,356
Investment income	202
Expenses	-1,961,216
Employee related	-1,748,295
Operating expenses	-212,921
Surplus / deficit for the year	36,653
Closing Balance	370,339

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	15,312
Equity - Aboriginal	6,610
Equity - Socio-economic	8,702
Equity - Language	0
Equity - Disability	0
Base Total	1,679,295
Base - Per Capita	19,308
Base - Location	0
Base - Other	1,659,987
Other Total	260,593
Grand Total	1,955,200

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.

Parent/caregiver, student, teacher satisfaction

Our community is overwhelmingly satisfied with our curriculum changes, the support we provided throughout the pandemic and our openness and flexibility.

Some of our highlights included the following:



Gardening project



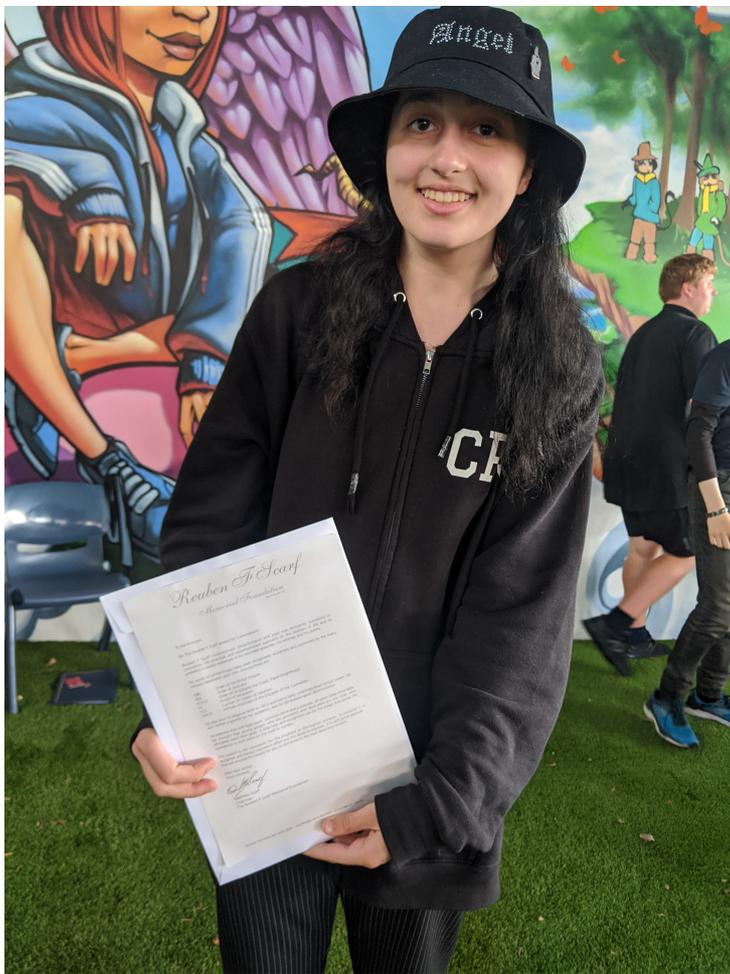
Gymnastics for school sport



Wylie's Baths for school sport



Presentation day recipients



Student of the year



Stage 6 students



Sailing

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.