

2022 Annual Report

Centennial Park School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

School contact details

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School vision

At Centennial Park School, our vision is to work towards all students improving their academic, emotional, vocational and social skills whilst developing a personalised education and transition pathway. Its a collaborative process with the student at the centre of our decision making processes, is adaptable and flexible in its delivery with each student getting what they need.

School context

Centennial Park School (CPS) is a School for Specific Purpose (SSP), which caters for up to 42 students with complex mental health and emotional support needs. The school caters for students in Years 7-12 who access our program through an Access Request application which is submitted to the Regional Placement Panel for consideration twice per term. Students are then offered a place at our school and we then work collaboratively to enrol the student so that we can best cater for their needs in our setting.

The school caters for students with complex mental health disorders and as such as a variety of programs / staff to support them in these critical areas. This includes a school counsellor(s) / school psychologist(s), art therapist, music therapist, occupational therapist, youth workers and highly skilled teachers and school learning and support staff.

We have six classes which are flexibly designed to best cater for our students ever changing needs. We offer a comprehensive range of subject areas and also teach a modified version of the HSC, through a 3-year pathways program. This includes NESA endorsed courses and Vocational Educational and Training (VET) subjects.

We work within the principles of Universal Design for Learning model in our Stage 4-5 programs to ensure that all students can access the curriculum, engage and thrive. Assessment is targeted for maximum engagement, flexibility and adaptability and is a hallmark of the curriculum processes. Students have a Personalised Learning Plan (PLP) which is living document that is regularly reviewed internally and at the Semester 1 / 2 review meeting.

The CPS school community is regularly consulted and their feedback and support is greatly appreciated and sought after. Community events occur each term with the intention of ensuring that the school is a welcoming, collaborative environment for all community members. Regular correspondence with all key stakeholders and open and honest dialogue are the foundation of the schools past and future success.

Student attendance and participation are key performance indicators and we have a range of practices to ensure that we are supporting our students in achieving their personalised goals. This includes embedding a consistent message of high expectations across all areas of the school, being accountable for your actions and attempting to complete all aspects of the program to the best of your ability.

Our goal is for every student to leave CPS with a clear transition plan, achieving their personal goals and having attained at least one qualification to support them in the next phase of their journey.

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. 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Reviewing and developing processes and practices to ensure that data is at the centre of our decision making, with student attainment and engagement our key drivers.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data development and analysis
- Developing evidence based practices for growth and attainment

Resources allocated to this strategic direction

Student support officer (SSO): \$5,000.00

Professional learning: \$2,000.00

Socio-economic background: \$3,565.59

Aboriginal background: \$2,891.95

Summary of progress

The school executive participated in 'measuring what we value' professional learning with Professor Toglonini (USyd) and we are now incorporating aspects of that PL into our school practices. We have also begun a data project with Professor Cumming (UNSW).

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance target of 68% and suspension target of less than 0.5%.	Attendance is improving year on year but is still COVID affected and was 62% for the year. The 2025 attendance goal of 68% is still on track. Suspensions were below the 0.5% goal and therefore on schedule.
Whole school data tracking demonstrates 5% growth in engagement compared to 2021 data	The school is developing processes to demonstrate student growth and attainment that are in conjunction with the extensive curriculum school based reforms. Engagement data indicates that the 5% target will be attained by 2025.
Baseline data from 2021 is used to inform future improvements in the areas of Data Skills and Use. Whole school practices are implemented with a focus on improving our students academic and wellbeing outcomes through a comprehensive analysis of student progress and achievement	The school has started to implement ongoing and sustained professional learning for all staff in 'data skills and use' and are well placed to improve our position against the school excellence framework by the end of the 2023 school year.
Eligible Years 11 and 12 students achieve level 3 or above, of the minimum standard literacy and numeracy NESA online test.	All eligible students have met the minimum standards by completion of their HSC. The school has provided flexible and engaging support to the pathways students so they can pass all minimum standards requirements and are therefore on track for this target.
School connectedness survey results demonstrate a 5% increase across the whole school student community compared to 2021 results	The school will be moving to the DoE's Tell them From Me survey in 2023 to more accurately measure school based connectedness, whilst also providing more robust data. This target is ongoing.

Purpose

Restructuring the curriculum model to allow for greater access, achievement and post school opportunities.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment and reporting
- Curriculum development and Professional Learning

Resources allocated to this strategic direction

SSP supplementary funding: \$60,000.00

Professional learning: \$0.00

Summary of progress

2022 was an outstanding year for CPS. The staff continued to challenge expected norms and the UDL teaching and learning programs were recognised as exemplars of excellent practice in inclusive education.

The stage 6 pathways and HSC model continued to excel with the first cohort of students that completed face to face subjects at CPS sitting their SC exams on-site.

The first CPS student to complete their HSC via subjects studied at CPS occurred in 2022 and this will only grow more in 2023 and beyond.

The school will look at delivering a face to face ATAR in 2023 and this is based on the outstanding work of the 2021-22 teaching staff and the lessons learnt from their wonderful endeavours.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Student self-assessment occurs in over 50% of lessons On track with this target, exceeding it as of 2022.	On track and exceeding with further growth expected in 2023.
100% of school developed teaching and learning programs for Stage 5 are based on Universal Design for Learning (UDL) and Project Based Learning (PBL) methodologies - on track re UDL with the exception of Science. The staff are working on developing face to face materials for Stage 4, not PBL. Stage 4 programs are developed and adjusted to meet UDL requirements - developing	Target achieved and with further modifications in 2023 around HPGE and learning support, the programs will be improved in 2023.
Minimum of 75% of the FSK cohort to be awarded the full Certificate II by the end of the 2022 school year - based on students that are still attending our school, 57% attained full certificate II.	Achieved with 80% gaining the full qualification, outstanding result.

80% that were enrolled for the full year gained the full qualification.	
In comparison to 2021 'work it outs' data, there is a reduction of 10% which can be attributed to more engaging face to face lessons. - on track and exceeding	On track and continuing to exceed this target. Further reductions expected in 2023.
Students to have access to VET subjects including a Certificate II in Hospitality (Food and Beverage) in 2021. Unfortunately unable to deliver this subject due to facilities issues. Will be delivering Food Technology as an ATAR HSC subject in 2023 instead.	Unable to start due to facilities issues via AMU. On track for a 2023 delivery of the first CPS, Food Technology cohort.
Year 11 Visual Arts and Hospitality (Food and Beverage) to be delivered face to face for the first time - 2023 plan Year 12 English Studies, Society and Culture and IDT (Digital Animation) subjects to be completed - done!	On track and with the change to Food Technology in 2023, another ATAR subject was added to the CPS, HSC face to face delivery options. Outstanding achievement by the cohort to complete their HSC in face to face subjects via teachers who were teaching it for the first time.
Over 75% of families report increased engagement in school as a direct result of curriculum changes via survey results at bi-annual review meetings. - not achieved, working on developing a better strategy for attaining data in this progress measure. This includes PL via Professor Tognolini.	Changed goal to be more data driven and authentic. Have engaged UNSW staff to support this targets development and implementation.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,565.59</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Centennial Park School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing evidence based practices for growth and attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support whole school program implementation. <p>The allocation of this funding has resulted in the following impact: Additional support to students via SLSOs</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate resources / SLSOs where required</p>
<p>Aboriginal background</p> <p>\$2,891.95</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Centennial Park School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing evidence based practices for growth and attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Specialised support for students from an Aboriginal background</p> <p>After evaluation, the next steps to support our students will be: Continue this process for 2023.</p>
<p>Professional learning</p> <p>\$2,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Centennial Park School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing evidence based practices for growth and attainment • Assessment and reporting <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging the assistant principal, curriculum instruction to unpack evidence-based approaches to support curriculum implementation <p>The allocation of this funding has resulted in the following impact: Curriculum implementation is on track</p> <p>After evaluation, the next steps to support our students will be: Explore additional HPGE strategies in 2023</p>

<p>COVID ILSP</p> <p>\$21,347.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: All HSC students passed minimum standards</p> <p>After evaluation, the next steps to support our students will be: Continue in 2023</p>
<p>Student support officer (SSO)</p> <p>\$5,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Centennial Park School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data development and analysis <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Supporting surveys and community feedback <p>The allocation of this funding has resulted in the following impact: Pronounced and ongoing</p> <p>After evaluation, the next steps to support our students will be: Tell Them From Me in 2023</p>
<p>SSP supplementary funding</p> <p>\$60,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Centennial Park School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment and reporting <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Stage 5 / 6 programs</p> <p>After evaluation, the next steps to support our students will be: HPGE and LaST focus in 2023</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	15	20	17	13
Girls	24	21	24	29

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.5
Teacher Librarian	0.2
School Administration and Support Staff	9.02

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	226,955
Revenue	2,224,674
Appropriation	2,214,383
Sale of Goods and Services	2,152
Grants and contributions	6,827
Investment income	1,213
Other revenue	100
Expenses	-2,218,876
Employee related	-1,764,613
Operating expenses	-454,263
Surplus / deficit for the year	5,798
Closing Balance	232,753

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	6,458
Equity - Aboriginal	2,892
Equity - Socio-economic	3,566
Equity - Language	0
Equity - Disability	0
Base Total	1,756,191
Base - Per Capita	20,285
Base - Location	0
Base - Other	1,735,906
Other Total	353,725
Grand Total	2,116,373

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

Centennial Park School had another successful year which is exemplified by the feedback from families, students and staff.

Families and student feedback from annual review meetings were overwhelmingly positive, with specific reference to the following:

- excellent communication from the school, which included availability, flexibility and knowing the 'students and how they learn'
- the academic program has engaged and pushed the students to be their best. The Stage 5 / 6 programs were very well received and were noted as a key reason for increased attendance, improved academic outlook and aspirational post-school goals
- the staff team are wonderful people, empathetic, caring and quality educators
- the face to face HSC options have ensured that some of the students attained their HSC or are on track to gain their HSC. Student feedback included comments that without the face to face HSC, they would not have gained their HSC
- the schools transition programs are individualised, student led and comprehensively planned for optimal chances of success

Teacher feedback was extremely positive with the following highlights mentioned:

- program development and support was outstanding and their capacity to deliver high quality teaching and learning programs has significantly increased
- mentoring by executive staff in a 1:1 and small group format
- school executive take on and listen to staff advice and are receptive to feedback
- school learning support officers are great supports to the students and teachers and a key to the schools success

Teachers also mentioned the collaboration and support that was provided in developing and resourcing for face to face stage 6 delivery and their personal satisfaction with teaching senior subjects. A key reason for their overall job satisfaction.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.