

SCHOOL CONTEXT STATEMENT

Updated: 29/01/13

School Name: Kensington Centre

School Number: 0997

1. General Information

Part A

School name	: KENSINGTON CENTRE			
School No.	: 0997	Courier	: Eastern Aelaide	
Principal	: Mr Jamie Price			
Deputy Principal	: Mr Anthony Patten			
Postal Address	: 3 Shipsters Road, Kensington 5068			
Location Address	: 3 Shipsters Road, Kensington 5068			
District	: Eastern Aelaide			
Distance from GPO	: 5 kms	Phone No.	: 08 83310549	
CPC attached	: NO	Fax No.	: 08 83327454	

		2011	2012	2013	2014
February FTE Enrolment					
Secondary	Special, NEP. Ungraded etc.	40.4	46.2	45.2	56.2
	Year 8				
	Year 9				
	Year 10				
	Year 11				
	Year 12				
	Year 12 plus				
TOTAL		40.4	46.2	45.2	56.2
Feb total FTE Enrolment		40.4	46.2	45.2	56.2
	Male FTE	27.4	31.0	35.2	40.2
	Female FTE	13.0	16.0	10.0	16.0
School Card Approvals (Persons)		18.0	15.0	22.0	22.0
NESB Total (Persons)		5.0	11.0	12.0	12.0
Aboriginal FTE Enrolment		1.0	0.0	0.0	0.0

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

- Staff Numbers:

Teaching staff 9.33 FTE comprising of Principal (1), and 12 classroom based teachers.

Support Staff = 367 hours.

The Centre provides educational alternatives for students with intellectual disabilities as well as students on the ASD spectrum.

The Centre provides work education options for students and in approved circumstances enrolment can be part time.

- Year of opening:

1963.

- Public transport access:

Stop 13, The Parade, Kensington. Circle Line is on Portrush Road.

2. Students (and their welfare)

- General characteristics:

Kensington Centre provides an alternative educational setting for students who have an intellectual disability/special needs that generally cannot be met in secondary settings. Students have a range of learning needs and individualised programs are developed to suit these needs. Liaison with parents and carers is encouraged to ensure consistent approaches to foster the development of our students.

- Pastoral Care programs:

All students belong to a Home Group. Whole school relaxation is from 8.30 am to 8.45 am followed by Home Group until 9.00 am. There is an afternoon home-group between 2.50 pm and 3.00 pm each day. The Home Group teacher is responsible for the roll and initial communication with parents and carers. In addition we have a parent/caregiver liaison 0.4 Diaries are used for home/school communication. The Home Group teacher usually takes their students for literacy and numeracy and special communication programs immediately after the Home Group session.

- Support offered:

Staff are encouraged to assist with managing student behaviour and counselling students. Several staff members have special training and use a positive non-aversive approach in managing challenging behaviours. The Staff works with Department for Education and Child Development (DECD) District Support Services and other agencies such as the Down Syndrome Association, Child and Youth Health Services (CYH), Child and Adolescent Mental Health Services (CAMHS), Disability S.A., and Autism S.A.

- Student management:

The Staff support the belief that everyone has the right to work in a safe learning environment. Strategies have been developed to give students positive feedback for responsible behaviour students are awarded Leadership, Gold or Silver Passes that have special privileges. Staff work with students to assist them to learn more socially acceptable ways of interacting with their peers. A special social skills program involving explicit teaching methodology is implemented across the Centre to assist young people to learn appropriate skills. Programs are designed that are physically and intellectually challenging, enjoyable and allow students to succeed.

Case meetings are held for students who have an ongoing medical, behavioural and mental health diagnosis. These are attended by all agencies and families/carers involved with the student.

- Student Leadership:

Student Leadership meetings are held regularly with the designated teacher. Functions are organised by these students to raise funds for charities and to organise some social events for students.

- Special programmes:

These include Work Education and operating a Café that is open to the public. There is a formal Social Skills training program that includes Drug Education, Sexuality, Anger Management and Personal Development. In addition the school works with other agencies and DECD personnel to provide support for individual speech programs and group social skills programs.

3. Key School Policies

- Statement of Purpose:

To provide high quality teaching and care for our students by working with parents, carers and other support agencies to maximise student learning. We achieve this through collaborative teaching programs in an environment that values continuous improvement, respect for individuality and diversity in an environment that encourages students to develop positive relationships, good communication, work skills and independence in the community. To achieve this, the Centre provides a broad practical curriculum a proportion of which occurs through accessing community facilities and activities. We are responsive to and focus on special student and parent/family needs and emerging priorities for students requiring alternative approaches for achieving successful learning outcomes.

4. Curriculum

- Subject offerings:

All students participate in the compulsory subjects of Literacy, Numeracy, Child Protection Curriculum, Social Skills, Work Education and Independent Living Skills. There are four other areas of study all of which encompass 4-5 subjects. Among these are personal life focus, cultural life focus, community life focus, and transition life focus. Students over the age of 15 years begin to access the South Australian Certificate of Education (SACE) with opportunities to complete SACE within a four year framework

- Special needs:

All students have a Negotiated Education Plan (NEP). Individual Education Plans (IEP) are available for students who are under the Guardianship of the Minister. There are programs based on the Down Syndrome program for Numeracy and Literacy in small groups and one to one. There is access to technology and special aquatics for students with Severe Multiple Disabilities (SMD). A bus for wheelchair transport to community activities is on site as well as a 21 seater for general use.

- Special curriculum features:

Part-time enrolments, promoting access to TAFE, Work Training and a program for students with Asperger Disorder.

- Teaching methodology:

Groups are small and programs individualised to suit special needs. A range of teaching methodologies is used when designing learning outcomes for students with a broad range of disabilities.

- Assessment procedures and reporting:
Student assessments and reports have been based on Australian Curriculum and SACE. NEPs are reviewed annually or as required.
- Joint programmes:
Our Work Education facility (Café) is available to students attending other educational facilities.

5. Sporting Activities:

There is a wide range of elective activities. Bush walking, cycling, swimming, bowling and inter-school athletic carnivals, netball, soccer and cycling competitions are regular features. The Centre has a focus on developing the skills of fitness and health.

6. Other Co-Curricular Activities:

- General
Regular fundraisers for various charities are organised and run by the Student Voice Committee.
- Special:
Students participate in community based art exhibitions and festivals. The parent/carer group is very supportive. A theme dinner is held twice a year and is catered by the Cafe as part of student work training. Every student is encouraged to participate in Centre camps.

7. Staff (and their welfare)

- Leadership structure:
The Deputy Principal is responsible for Technology and Time-tables and shares with the Co-ordinator Australian Curriculum, SACE, Transition and Behaviour Management. Each teacher has areas of responsibility that reflect their area of interest and/or expertise. School Service Officer (SSOs) have areas of designated responsibility in addition to their classroom work. SSO's and teachers are encouraged to develop expertise in areas of interest/talent.
- Staff support systems:
The nature of students' personal care welfare and personal needs make it imperative that staff support one another especially to help with issues involving students with challenging behaviours. DECD regional personnel and community services provide regular support to individual staff or joint programs to assist with students with complex needs.
- Staff Performance Development:
Teachers meet with the Principal on a regular basis both formally and informally to discuss plans and progress with programs and student goals. The small number of staff and the quality of staff relationships enable frequent and positive sharing of expertise and provision of feedback on

performance. Staff meetings, unit meetings and workshops are used for this purpose.

- Access to other agencies:

These include Disability SA, Families SA, Autism SA, NOVITA, Down Syndrome Association, Child and Youth Health and the DECS District Personnel and DECS specialised programs.

8. School Facilities

- Buildings and grounds:

All buildings have wheelchair access. The Centre is located next to a park. The school grounds are maintained by Staff and Students as part of work education.

- Specialist facilities:

Café, Multi-Media Centre with resources for broad range of learning needs, Recreation room, Gym, and Art Room.

- Student facilities:

Bus for SMD, Café, Recreation room, equipment and lighting for discos, access to well equipped gym.

- Staff facilities:

Office areas, staff room, café, preparation rooms.

- Access for students and staff with disabilities:

As above.

- Access to bus transport:

The centre has access to a 21 seater school bus, a 13 seater bus with removable seats for wheelchair access and a 12 seater vehicle.

- Proposed relocation of Kensington Centre to the Campbelltown High School site has been approved.

10. School Operations

- Decision making structures:

School Council, Staff Meetings, Student Voice Team, Personnel Advisory Committee (PAC) and Team Teaching approaches.

- Regular publications:

There is a regular Newsletter, DVD's and CD's and School Publication available to parents and the wider school community. Inter-agency, e.g. Novita and Parent Advocacy as well as community information relevant to parents and families with children with disabilities is also forwarded as necessary.

- Other communication:

Student diaries, telephone contact, email are used on a regular basis. Kensington Centre has a designated Family Liaison person 0.4. The Centre Café is open on Wednesdays and this provides an important and informal opportunity for communication with parents and the wider school community. A daily communication book is used for staff information.

11. School Community

- Community involvement:

Parent support through School Council is welcomed. Many local residents, church groups and businesses and parents patronize the café on a regular basis.

Kensington students come from a wide geographical area including the hills. Many come directly from primary schools, special classes or high schools. Interstate transfers and students from private schools make up a small proportion of enrolments.

- Other local care and educational facilities:

Kensington is located close to Pembroke College, Marryatville Primary School and High School, Norwood–Morialta High School and St Joseph's Primary School.

- Other local facilities:

State Swim Centre, Norwood, Kensington Sports Field and Burnside Hospital/ Health Centre.

- Local Government body:

Norwood, Payneham and St Peter's Council.