

21 SEPT 2012

TERM 3 LEADERSHIP REPORT 2012

SPECIAL POINTS

**LAST DAY
OF TERM 3**

**2-00PM
CLOSE
FRI 21
SEPT**

**TERM 4
FIRST DAY-
MON 08
OCT**

**COUNCIL
MEETINGS
MON 22 OCT
WED 28
NOV**

**LOV DISCO
WED 05 DEC**

**GRAD DAY
TUES
4 DEC**

**LAST DAY
OF TERM 4
FRI 14 DEC**

Principal Report

Term 3, 2012

Once again Term 3 has been an action packed and successful term for all, Term 4 is fast approaching. It is very rewarding to see our students engaging in curriculum that is tailored to meet their needs and learning styles. For this I have to thank the skilled staff at Kensington who do their best to ensure that our students receive effective instruction that delivers a quality education.

Pupil Free Day 2 - 10th August - Australian Curriculum

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is the independent authority responsible for the development of a national curriculum, a national assessment program and a national data collection and reporting program that supports 21st century learning for all Australian students. Kensington Centre is using two allocated pupil free days for intensive training as well as using some of our internal training and development nights to become fully acquainted with the new curriculum changes and reporting procedures as these become active from 2013. We have been very lucky to have received great support and expertise from the very knowledgeable Christine Thompson who has been immersed in the development of ACARA for the last three years. The new national curriculum reinforces that students are at the centre of all that we do and continues to promote the philosophy that all students deserve the opportunity to become lifelong learners able to live and work successfully in the diverse world of the twenty-first century. All staff at Kensington Centre are enacting these philosophies to the best of our abilities and continually strive to develop new and greater techniques to meet the ever changing demands and needs within our unique, safe and equitable environment.

Professor Barry Carpenter - New Generation Children – The Complex Challenge

A number of staff attended Professor Barry Carpenter's seminar at Ashford Special School Saturday August 18 (8.30 -12 pm). He described the new wave of students that are emerging in school settings, who have even more complex needs than have ever been experienced previously. Due to the lack of research in this field, educators are challenged with identifying and enacting pedagogies that engage students in productive and meaningful learning. Professor Barry Carpenter described some possible reasons as alcohol and drug related, such as Foetal Alcohol Syndrome and/or students brains being wired differently. This discussion really prompted our staff to think about Kensington Centre's students and the pedagogies that are being used to support all students to maximise their achievement.

Trauma Training _'Working with vulnerable young people and educator wellbeing' Dr Leigh Burrows August 2012

Dr Leigh Burrows from the School of Education, Flinders University presented a series of three training and development sessions centred around working with vulnerable people, in particular students experiencing trauma. Leigh worked with staff to examine their role in supporting students and how to promote both the student and staff wellbeing. Staff were given strategies and insights into methods of teaching and interacting with the school community.

Andy Delaney – Youth Education

Andy is a youth engagement project officer for the DECD, whose role it is to link schools in mentoring programmes. Andy is working to link Kensington Centre school community with Charles Campbell College community to support the transition process. Andy will coordinate and facilitate planning meetings to design a range of cross school communication and relationship building processes. This will include staff, student and parent initiatives, aiming to reduce anxiety and build positive approaches towards relocation in 2014. The initial planning process is aimed to be completed, ready for full implementation at the beginning of 2013.

Footsteps

Our students participated in dance session for four weeks provided by Footsteps. Within these sessions, students learn about different genres, including Hip Hop with experienced instructors leading the sessions. These also promote fun, fitness and coordination skills.

Surprise Party 2nd August Convention Centre

The Ladies of Variety provided a surprise party at the Adelaide Convention Centre which was full of food, live music, dance floors, face painting and lots of fun activities. The whole school attended and mingled with over 1600 students and was an

extremely fun filled event. The Ladies of Variety continue to be highly supportive of our students and we appreciate their generosity.

Asthma Training

Staff completed a one hour training and development session on Monday August 13 which was conducted by the Asthma Foundation. This training included health plans, prevention and risk management as well as emergency plans. Continual updates are important for our staff to ensure the health of students experiencing asthma symptoms.

Use of ICT to support and improve student engagement and success within Literacy and Numeracy – Niki Baratosy SACE & Transition Co-ordinator

Niki has been working with staff and in classrooms to establish online literacy and numeracy programmes, which students can access both at school and at home. Some programmes, tools and initiatives Niki has been working on include the following;

Literacy Planet www.literacyplanet.com.au

- Literacy Planet was trialled in Term 2, 2012.
- 6 students were signed up in Term 3 after indicating they enjoyed the program and wanted to continue its use
- Literacy Planet currently being used by students in White Building
- Large range of abilities
- Currently accessed areas range from grade 1- grade 7&8
- Older students are enjoying the competitive aspect, both between each other and students from other schools
- Usable on the iPad but still being accessed predominantly via notebooks
- Australian based
- Graphics etc suitable for secondary aged students

Still in early stages but students are becoming increasingly confident about its use and are now beginning to access 'new learning' areas where they are not as confident about their ability level. There is a willingness to 'take risks' with their learning which is something that has been difficult for some students in the past.

Every Child Every Chance - see page 10

Reading Eggs www.readingeggs.com.au

In 2012 whole school trial offered:

- During the trial there was interest in Reading Eggs from a range of classrooms and as a result it was decided that a school subscription would be purchased
- Staff are still becoming familiar with Reading Eggs and investigating ways that it can be incorporated into the individual learning of students to promote better outcomes
- Staff are being provided 1:1 opportunities for Reading Eggs training as well as small group training opportunities
- The individual student access details of enrolled students have been sent home to parents so that students can access reading eggs from home if they would like

Study ladder www.study ladder.com.au

- Study Ladder is being used extensively by some students
- Some students familiar with it because of primary school use
- Graphics etc suitable for secondary students
- Range of curriculum areas can be accessed. Both Literacy and Numeracy curriculum areas can be targeted
- Teacher can allocate specific tasks to specific students. Teacher can also provide personalised message to individual students

Some students have identified Study Ladder as their preferred 'free time' activity

Online Learning Resources Overview and Generalisations

- Allows self-paced learning.
- Non-threatening learning environment
- Students prepared to 'take risks' in their learning
- Immediate feedback of positive gains and efforts
- Platform that students are generally comfortable, familiar and eager to engage with
- Variety of 'reward' systems for students such as certificates, time in virtual shop, games, leader boards etc
- Accommodates a broad spectrum of learning abilities

Allows students to focus on specific skills:

Clicker 5

- Currently being used extensively with one particular class
- Is a writing and literacy support tool

The school has a Clicker 5 version and has decided to delay the purchase of the new Clicker 6 as the current version is meeting the needs of the students and the teacher is familiar and comfortable with the current version

Board maker

• Currently using an older version but plan to upgrade once a decision has been made on the benefits of Studio vs. Plus for our particular setting

• Students are using Board maker as a writing tool as well as a communication option

Board maker symbols are being used to support other visual learning strategies within the classroom, particularly for one particular cohort of students

• Students within the class have requested the trial because they had used it in previous schools and are now more comfortable and enthusiastic about engaging in these types of learning platforms since using Literacy Planet and Reading Eggs

Results of the trial will help inform the direction the school explores in relation to numeracy options in 2013

iPad

• 12 iPads were purchased and made available to students in Term 2, 2012

• Another 12 iPads are currently being configured for student use and will be available for use shortly

• Training is being offered to all staff (teaching and SSO) on general iPad skills and also by investigating specific apps and exploring ways in which they can be used with teaching and learning programs to support student engagement and positive outcomes

• A range of apps are currently accessible – many of which are being explored for their ability to directly expand student connection, confidence and competency with a range of multi-illiteracies e.g. use of Creative Book Builder to create multi-media books and iMovie

• Students are being supported to have a significant role in identifying and accessing the apps being used through the introduction of the Student iPad Review Group.

• Students and staff have a strong interest in the use of the iPad

The introduction of the iPad has been very positive although issues regarding management, interconnections, and technical issues are still being worked through

Multi-Lit

- After investigating and evaluating a number of literacy building programs available for secondary students, the needs and experiences of individual targeted students and the capacity within the school, a trial of Multi-Lit was undertaken
 - There was already staff on site that had experience with the Multi-Lit program
 - Experienced staff were willing to trial it with identified students
 - Results of trial were positive – students enjoyed participating, added to existing literacy activities and it was possible to fit requirements with minimal adjustment to timetable etc
 - Decision was made to purchase Multi-Lit system
 - Experienced teacher with Multi-Lit has offered 1:1 training to teachers new to the program
 - Program explicitly identified on teacher timetable
 - In Term 3 the Multi-Lit teacher is working with 5 identified students
 - Monitoring of program is continuing so that changes can be made to ensure most effective delivery of system to result in improved student outcomes
- In early stages both staff and students have indicated a positive response to Multi-Lit program

Communication

- A need to improve the communication options and strategies for students, particularly those that are non-verbal, has been identified
- School has looked at options to gain support and expertise to facilitate an improved focus on communication for non-verbal students within the school
- A highly positive meeting has occurred with Regional Office exploring availability of a Speech and Language Pathologist to identify best communication options for students and to work in partnership with the school to facilitate implementation of individualised communication programs for students

A number of staff have indicated their interest in being involved in the program

Mathletics www.mathletics.com.au

- In Term 3 one of the senior classes is trialling Mathletics

Regards *Jamie Price*

Principal

WEDNESDAY 30 NOVEMBER

CHRISTMAS LUNCH

\$15-00

Pumpkin Soup

Roast Turkey Roll, Gravy

Cranberry Sauce

Vegetables

Christmas Pudding with Custard

And Cream

Tea Coffee & Juice

BOOK EARLY TO AVOID

DISAPPOINTMENT

PHONE 8331 0549

Kensington Centre School Council**Presents****DECD****Parent Initiatives in Education Grant 2012****EXPLORING POST SCHOOL OPTIONS****21st November, 9:30 – 3:00 pm**

This year, we're looking at what's available for our children after they leave school. We will be visiting some potential work sites in the morning, enjoying a free lunch at the School Café, and listening to some speakers from Multiple Solutions, day options such as SCOSA and COMREC, and from Disability Services to explain assessment and funding options. The full schedule will be confirmed next term.

**Please advise the Kensington Centre Front Office,
ph. 8331 0549, by 2nd November if you'd like to join us.**

Save The Children visit

Last Tuesday Kensington Centre was invited to participate in a Global Peace Schools presentation at the Education Centre at Hindmarsh. The Computer Room accepted the invitation.

We did not know what to expect, but were pleasantly surprised to be seated with about ten other schools and then entertained by these schools presenting reviews about the activities they are undertaking as part of the **Global Peace Schools program**.

The presentations showed that schools around our state are very aware of cultural differences and are making an effort to be inclusive of all nationalities in their studies. They are also very aware of preserving our environment. One activity that all the schools seem to be undertaking is a Peace Garden. They are nurturing plants in an effort to produce a sustainable environment.

Our students are to be congratulated for their enthusiasm in participating in the practical activity. All schools were asked to rate various attributes (20 in all) such as honesty, integrity, respect for parents, respect for teachers, love, beauty, kindness etc, and then chose the five most important. Suchita was our spokesperson for the final selection.

We were given a delicious morning tea and thanked for attending.

Jenny Bonnett

The Pembroke Gym Program

Every Tuesday afternoon, Jenny's Computer Room group walks over to Pembroke to participate in an aerobic fitness program.

We begin in the Rowing Room where every student is seated at a rowing machine ready to exercise. The first bit is easy – a warm up at an easy pace for about six minutes, but then comes the tough part. On counts from Jenny, students row at either an easy or hard pace in sets. For example, we may decide to do a 'pyramid' set, beginning with 5 easy strokes, then 5 hard strokes. Next comes 10 easy strokes, then 10 hard strokes. Then there are 15 easy followed by 15 hard, then 20 easy followed by 20 hard. We build up to 50, We tend to vary the sets each week to keep motivation high and I'm finding the students are able to sustain higher work loads each week.

Once we have completed around 30 minutes of rowing sets, we cool down, then stretch. Next we move into the second room.

The second room is fitted with treadmills, bikes, steppers, a few rowers and a small selection of weights machines (lat pull down, leg press, leg raise and body lift). Here the students have a less rigid program. They select the apparatus they prefer and work at a steady pace on it. For example, Brett, Daniel, Shornee and Brayden prefer to concentrate on the treadmills, Tahlia likes the steppers, Samantha prefers the bikes, Shane and Jack prefer the weights, whilst Suchita has a session on all of them! This 30 minutes of work is then followed by a comprehensive stretching session after which we walk back to school.

The students look forward to their gym sessions each week and I can see the improvement in their fitness levels. The Beep test at the end of term will no doubt confirm my subjective observations.

Jenny Bonnett

Student Leadership Group

Student leadership group have been meeting on a Thursday as of the beginning of the year. The group consists of students who would like leadership roles and responsibilities within the school and opportunities to make decisions and affect change on behalf of the student body. Students decided to have a disco inclusive of family and friends to raise money for the Variety Club. The day was a great success with students decorating The Space. Angeline cooked biscuits for Paul to sell on the day and helped Jeanie with the catering. With the added facilities of bubble machine and coloured lights, students showed their dance moves and wonderful social skills. The day was a great success for all involved, both socially and educationally.

9-a Side Football Carnival

Thursday 26th July 2012 at Mazda Stadium (formally Richmond Oval) 10 students participated in this carnival. The students all had an interest in playing in the carnival. Pembroke College kindly loaned us football Guernseys for the day. The team looked resplendent in their Guernseys (Brisbane Lions design). Plenty of team photos were taken.

The Richmond oval was set up with four ovals so that multiple games could be played at one time. Thanks to the Secondary School Sports Association for organising the carnival. The team had to play 3 games (2 twenty minute halves) during the day. The day was well attended by other schools and there was plenty of excitement amongst the players. The weather even shone on us for the day. Bring on the footy!

The team won their first game and then came up against some tough opposition and lost the next two games. Every player seemed to enjoy the carnival and there was a contented air in the bus as we drove home. Well done team!

Kensington made up a cheer for the day which was vigorously sung in a huddle before and after games. As we arrived in time for assembly on the same day, we demonstrated the cheer to the rest of the school and the students were presented with their certificates. Thanks to Sue and Dharaka who supported the students on the day.

Paul Sawyer
Coordinating Teacher



KENSINGTON CENTRE CAFÉ - MENU TERM 4

WEDNESDAY 10 OCTOBER

Spring Vegetable Soup
Spaghetti Bolognese
Italian Salad and Garlic Bread
Strawberry Mousse

WEDNESDAY 17 OCTOBER

Pumpkin Soup
Sweet and Sour Stir Fry Chicken
Hokkien Noodles
Orange Syrup Cake

WEDNESDAY 24 OCTOBER

Potato and Leek Soup
Quiche Lorraine
Coleslaw and Garden Salad
Fruit Jelly, Cream and Ice-cream

WEDNESDAY 31 OCTOBER

Chicken and Sweet corn Soup
Chicken Croquets with Mustard Cheese
Sauce
Baked Potato and Garden Salad
Apple Turnovers

WEDNESDAY 07 NOVEMBER

Tomato Soup
Mexican Nachos with Fresh Salad
Raspberry Ripple Cake

WEDNESDAY 14 NOVEMBER

Minestrone Soup
Fettuccini Carbonara and Italian Salad
Garlic Bread
Tiramisu

WEDNESDAY 21 NOVEMBER

Vegetable Soup
Roast Chicken and Gravy with Vegetables
Chocolate Cheesecake

WEDNESDAY 30 NOVEMBER

CHRISTMAS LUNCH PAGE 4

SHOW DAY EXCURSION

Kensington Centre students and staff attended the Royal Adelaide Show in September. The students really enjoyed the day watching demonstrations of wood-chopping, visiting the animals and watching cows being milked. It was a great time for city students who don't always get the opportunities to visit farms to appreciate seeing all the different animals and talking to people from the country. They all enjoyed a picnic lunch on the lawns in the fine weather. Staff and students returned to school tired but happy.

Julia enjoying the Show



Congratulations to the following students for receiving **Certificates of Merit** at the Royal Adelaide Show Art Exhibition:

Viola M

Tahlia W

Tarik L

Morgan T

Samantha V

Well done everybody, it was great to see your artwork on display at the Royal Adelaide Show

SCHOOL BIKE RIDE 28TH AUGUST 2012

Eight of our students set off for the Torrens Linear Route under the guidance of Jenny and Tim. We followed the back streets, riding in single file, stopping along the way at an Adventure Playground. The students enjoyed the huge slide, not to mention the swinging bridge.

Although some of the students experienced minor 'stacks' along the way, no one was hurt, thank goodness, just a part of bike riding!

On reaching Elder Park we enjoyed a lunch at the Café and welcomed the respite, after which most of the students opted to cruise around the lawns and bike paths, what energy!!

The ride must be hailed as a complete success. It showed the students have a really good level of fitness, we rode 26km, much of it quite hilly. They proved themselves to be very capable and sensible riders..

Congratulations to Suchita, Brayden, Brett, Brenton, Anthony, Nicholas, Dalton and Shane. A special mention to Dalton who has only been riding for a couple of months. Along with Anthony and Suchita, Dalton was taught to ride in our Bicycle Education Program

Jenny B

MAESBURY

In **Maesbury** we do a wide variety of activities, academic subjects such as Literacy and Numeracy which includes handwriting, alphabet practice, communication and visual discrimination. The students also participate in Art, Music, IT (we have our new IPods now), Cooking, and of course, Community Access in the bus, as well as Swimming. Every day we do something physical, whether it is walking, visiting playgrounds, swimming, bike riding or gym work with bats and balls. And the students all have their favourite activities, here they are enjoying some of their activities.

Here is Lauren dancing.



Tarik likes to paint.

Panos loves to swim at Regency.



Maesbury students enjoy many of their activities. These are some of their favourites.



Morgan loves to ride the bikes.

Michael likes puzzles.



Tom likes the bikes too.

Have your Say about what it means to be a young South Australian

South Australia is developing new legislation to better support opportunities for children, young people and their families. As a valued young South Australian citizen we would like to hear your views about:

“What is important to you in your community and what do you wish for in your life?”

In considering this question think about what communities you are part of. Communities are not only where you live, but places you visit and groups of people with similar interests that you spend time with - your neighbourhood community, school community, sporting community, or the community where your grandparents live.

Some questions that may assist your thinking are:

Where/ what places do you like to go in your everyday life? Including after school and in holiday time.

(for example home, shops, preschool, school, child care, park)

What do you enjoy/ like doing or seeing at these places?

(for example playing games, sport, painting, reading)

Who do you like to spend time with at these places?

(for example parents, brothers or sisters, friends, teachers)

How do you feel when you are at these places; with these people; or undertaking these activities?

(for example happy, safe)

You may also wish to consider places that you do not like to go and things you do not like doing and why. Could it be that there are no fun activities for young people at these locations?

What would you like to see / do that you have never done before? (places to visit, or things you would like to see)

What changes would you like to see in your community/ suburb/ town/area?

**Tell me about how you have a say about what happens in your community?
How can adults better include young people in decision making about the community?**

(SRC, Peace Committee, local councils, sporting groups...)

What type of things should children / young people have more of a say about in the community?

(for example the design and use of public spaces, transport, recreational activities)

What does it mean to you to be South Australian?

What are the things about South Australia that make you proud?



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REMINDER

MATERIAL AND SERVICE FEES

\$320-00

\$50-00 EXCURSION LEVY

South Australian State Schools Term Dates

2012	Term 1	Term 2	Term 3	Term 4
2012	30 Jan - 5 Apr	23 Apr - 29 Jun	16 Jul - 21 Sep	8 Oct - 14 Dec
2013	29 Jan - 12 Apr	29 Apr - 5 Jul	22 Jul - 27 Sep	14 Oct - 13 Dec
2014	28 Jan - 11 Apr	28 April - 4 Jul	21 Jul - 26 Sep	13 Oct - 12 Dec
2015	27 Jan - 10 Apr	27 Apr - 3 Jul	20 Jul - 25 Sep	12 Oct - 11 Dec

This information is current as of December 2012
To confirm this information, please contact the Department of Education and Children's Services on
8226 1083.