Learning Centre
Information Handbook

KIDMAN PARK
PRIMARY SCHOOL

ASPIRE AND SOAR

2015
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WELCOME
Welcome to the Kidman Park Primary School Unit for Students with Severe Multiple Disabilities. (The Learning Centre)

OUR PHILOSOPHY
We believe that all children are unique individuals who can learn and that students learn best when they are actively involved and the learning environment supports their needs.

TEAM SHARED PURPOSE
To ensure the well – being of all students and provide maximum learning opportunities.

TEAM SHARED VISION
For students to be actively engaged in their learning through a holistic teaching and learning programme using the Principles of Conductive Education.

TEAM

TEACHING STAFF:
ENZA MASELLI - COORDINATOR (Release day Tues)
Teaching days : (Mon pm, Wed, Thurs, Fri) LC1
KATH LUCAS (Mon am, Tues) LC1
BARBARA BAYLY (Mon, Tues, Wed, Thurs, Fri) LC2

SCHOOL SERVICES OFFICERS
Jodie Pearce (Wed)
Kristy Leunig (Wed, Thurs, Fri)
Brandon Dolgner (Thurs,Fri)
Karen Pontifex (Mon - Fri)
Stella Crossman (Mon, Tues)
Lee Reeves (Wed)
Caroline Morgan (Mon)
Beris Eden (Fri)
Anastasia Greer – Clarke (Mon, Tues, Wed)
Kayla McAllister(Wed, Thurs, Fri)
Michelle Lazzarino (Tues, Wed, Thurs, Fri)
Melanie Offord (Mon, Tues, Wed)
Mitra Golbaghi (Bilingual School Services Officer – Mon, Tues)
**CONDUCTORS**
Katalin Balla (Mon, Tues am, Wed, Thurs)
Andrea Horvath (Mobility Group, Wed)
Barbara Mozsdenji (Mobility Group, Wed)

**HEALTH SUPPORT OFFICERS**
Judy (Mon)
Julia (Tues, Thurs)
Michelle (Wed)
Gloria (Wed)
Kym (Fri)

**VOLUNTEERS**
Eleanor Parks (Wednesdays even weeks for lunch play music activities)
Sumiko Davoli (Wed – Mobility Group)

**KILPARRIN VISITING SUPPORT TEACHER**
Lindsey Delgado

**NOVITA STAFF**
Christina Vaughan Team Leader
Catrin Evison Physiotherapist
Dale Heath Occupational Therapist
Rachel McLean Speech Pathologist
LEARNERS AND LEARNING

Students with severe multiple disabilities require a balanced curriculum in which their cognitive, physical, emotional and social needs can be catered for.

Through collaboration with parents, teachers, conductors and Novita therapists specific learning goals for individual students are identified during the Negotiated Education Planning process. Students are also encouraged to set their own learning goals.

LEARNING STYLES
People learn in a variety of ways and therefore we incorporate a number of integrated approaches such as:

- Visual
- Sensory
- Experiential
- Play
- Use of concrete materials
- Kinesthetic

CURRICULUM
The curriculum presented is meshed with the physical learning that is taking place particularly during the Conductive Education task series and it forms the motivation for the physical movements. Learning outcomes are designed by teachers to build on prior learning and facilitate development to the next stage of knowledge. Curriculum is drawn from the South Australian Curriculum Standards and Accountability Frameworks document and, as it becomes available, the Australian Curriculum. The Learning Centre follows the curriculum priorities of the whole school including the focus on social learning at the beginning of each year.

SHIP
Methodologies (ways of teaching) for students with high intellectual potential are used throughout the school. In the Learning Centre we use 6 Hat Thinking. This utilises the concept of “putting on” a different coloured hat to facilitate different sorts of thinking about a topic. The code is as follows: White = the facts; Red = feelings; Yellow = good things, positives; Black = bad things, negatives; Blue = planning; Green = creative thinking, something new. When a child is encouraged to think about thinking the learning is doubled because not only is the topic learnt but the method of learning can be applied to another situation.

COMMUNICATION
In consultation with parents and therapists, students are encouraged to develop their individual communication strategies with a focus on use of PODD books. These may also include things such as Big Mac and Step-by-Step devices, Go-Talk, Tobii devices, use of symbols, key word signing and use of their own voices.
CONDUCTIVE EDUCATION

Conductive education, founded by András Pető in Hungary, is a holistic system of teaching and learning for people with motor disorders such as cerebral palsy. CE is conceived of as a partnership between educator and learners to create circumstances for learning- it is an all day learning process. Conductors can be contacted at SERU on 8235 2871.

6 ELEMENTS OF CONDUCTIVE EDUCATION

The Group - The social group works to motivate the child to complete tasks, encourages accomplishments, and supports confidence and effort.

Daily Routine – The timetable of activities allowing for the continuity, consistency, reinforcement and generalisation of skills to occur across all environments and curriculum areas.

Facilitation – This is the “help” given to enable the child to complete the task and may include furniture (such as plinth, ladder), equipment (such as armbands), manual physical assistance (“hands on”) and verbal prompts.

Rhythmic Intention – The “verbal cues” which provide the child with instructions for movement and a time frame in which to complete it. This engages the child’s inner language in order to independently voice motor directions to him/herself, and ultimately incorporate these motor patterns into everyday life.

The Conductor – The specialist who designs, plans and implements the various task series.

The Task Series – These teach the performance of motor tasks learned spontaneously by children without motor disorders. The skills required for a particular motor task are broken down into smaller steps and learned within the lying task, sitting and standing task, hand task series and walking program.
WHAT YOU NEED TO KNOW

ABSENCES
Parents must notify the school by 8:30am if their child is ill, running late or will be absent from school for any reason. This may be done via the communication books if you know in advance, or by ringing the school on 8353 2444. This is particularly vital on swimming days as numbers travelling need to be confirmed and transport reorganised.

BEHAVIOUR MANAGEMENT
We expect and encourage students to be responsible for their learning and their behaviour.
Please inform us of anything that might affect your child’s behaviour (eg change in medication, had a seizure that morning, didn’t sleep well etc) and feel free to talk to us if you have any concerns.
Students are given some form of token for positive behaviour (eg letters on a RESPECT chart) and when the chart is complete they choose from the treasure box.

Consequences
- Reminder of the rule
- “Time out” in the classroom
- “Time out” away from the class

CLASS RULES
Our class rules are based around the school values of RESPECT, CARE, RESPONSIBLE, ACHIEVE and are:

- Look at the person who is talking
- Look at what I’m doing
- Listen to the person who is talking
- Wait for my turn
- Safe hands

COMMUNICATION
- If you need to contact the school, the phone number is 8353 2444. An answering machine is in operation for after hours messages. The fax number for the school is 8235 1357 and email: dl.0996_admin@schools.sa.edu.au

- Each child has a home/school communication book in which we can inform you about your child’s day. We ask that you use this book to inform us about information that we need to know such as upcoming appointments or health issues (eg had a seizure this morning). In order to minimise disruption to students’ learning, and so all staff have the same information, could you please use the student communication book for any messages or new information about your child. Our mornings are very busy times, and valuable information may be lost if passed on verbally to staff.
• Please do not pass messages (including if your child will be absent) through bus or taxi drivers as this is not their role.
• If your child has a device we will record news from school on it. It would be appreciated if you could record some news from home for your child to share.

EXCURSIONS
LC students attend excursions as part of their academic programme, either with their class from the Learning Centre, or with students in their buddy class.

HEALTH
• It is parents’ responsibility to notify the Coordinator of any changes to their child’s Health Support Plan (eg seizure management), so that staff are kept up to date on student’s needs.
• We cannot give any medication (including over the counter products such as panadol or creams) to a student without a doctor’s order.
• Please regularly check the expiry dates of medication for your child (including asthma puffers).
• Please consider the health of other students and staff and keep your child at home when they are ill.

LIBRARY
Students go to the Library for one lesson per week, where they are able to borrow 2 books for the week.

MEALTIMES
• Clothing protectors, all food containers, drink bottles and gastro equipment should be clearly named to avoid confusion.
• These will be sent home daily for washing.
• There is a microwave available for reheating of meals from home.
• There is a fridge for storage of food if required.
• Food can also be ordered from the canteen.
• We are a nut aware school, and so ask that products containing nuts are not sent to school.

NEGOTIATED EDUCATION PLANS
These plans form the basis of your child’s program and are developed in consultation between parents, teachers, Conductor and any other support personnel requested by parents (such as Novita therapists, Kilparrin staff etc)
Dates are set early in Term 1. Parents may also request a review during the year.

NOVITA THERAPISTS
The students are supported by a team of therapists from Novita Children’s Services (refer to the Who’s Who).

PEER CLASS
Special emphasis is placed on interaction with students from the wider school community. While most of the students program occurs in the Learning Centre, all
students are teamed with age appropriate buddies and are involved in inclusion programs in mainstream classrooms. As part of the KPPS Social Learning Program all students in the school attend Disability Awareness lessons in the Learning Centre on Monday afternoons in Term 1.

PERSONAL CARE
Please ensure that your child has an adequate supply of nappies/pads/pull-ups and wipes. Please supply at least one set of named spare clothes in case of accidents or spillage.

REPORTING
All students in the school receive a mid year and end of year written report. LC students also receive a portfolio of work completed at the end of each term.

SCHOOL CARD
Application forms for School Card are available from the front office.

SCHOOL TIMES
Staff are not on duty in classrooms until 8:40am so please negotiate with the class teacher if you wish to drop your child off earlier. Dismissal time is 3.10. There is a staff member outside on duty until 3.25. Please notify the school if you will be late to collect your child. Students may then be collected from the Out of School Hours Care area. Team meetings are held each Monday after school, and Teacher Staff Meetings on alternate Tuesdays.

We know that at times is difficult to get to school on time but it does interrupt the morning routine if you are late. If the lesson has already started, a teacher will delegate a staff member to assist with preparing your child for the lesson, so the whole group isn’t interrupted.
The staff room is usually available if you would like to have a chat with other parents - some students are not able to settle down to the lesson if they can see or hear their parents, so the staff room is a good alternative option.

8.25 am     teachers start the day     students may enter yard
8.40 am     students enter classrooms
8.30 am     some SSOs start the day
8.30 am     students transported by bus or access cab start arriving
8.45 am     lessons begin
10.15 am    students begin eating recess
10.40am     personal care
11.00 am    recess play outside
11.20 am    lesson
12.00 pm    students eat lunch
12.30 pm    personal care
1.05pm      lunch play outside
1.40 pm     lesson
2.45pm      reflection, personal care, pack up
3.00pm      some SSOs finish for day
3.10pm      students dismissed
STAFF
The Department of Education and Child Development employs a Coordinator, Conductors, Teachers and School Services Officers (SSOs) to support student learning in the Unit. Child Youth and Women’s Health Service employ Health Support Officers (HSOs) to cater for students with invasive health care needs such as gastrostomy feeds.

SWIMMING
The swimming program is held each Friday at Regency Park pool. Students must wear Eenie swimwear to participate in this program. Students travel on Access Cabs. The cost is $10 per week and a cab voucher. Students eat recess at school and lunch at the pool.

TERM OVERVIEW
At the beginning of each term parents will receive an overview of the academic program. This will include key ideas or learning outcomes based on the Australian Curriculum and the South Australian Curriculum Standards and Accountability Framework (SACSA).

TIMETABLES
A class timetable will be sent home at the beginning of the year. Individualised timetables may be negotiated at the N.E.P. meetings.

WEATHER
On very hot or cold days students will remain inside in the air conditioned rooms. Students may choose to bring in music, games or videos/DVDs to share with their classmates. Could all items sent in please be named. Buddies are invited to join us.

YARD PLAY
Staff develop a 3 week programme of playtime activities, including sensory based, pretend play, sports and games and construction activities. Mainstream students who have gained their Helper Licence assist Learning Centre students during playtimes. Pictured below are some of our wonderful Helpers.