

SCHOOL CONTEXT STATEMENT Updated: 22/07/08

School number: 1414

School name: Regency Park School

1. General information

Part A

School Name : Regency Park School
School No. : 1414
Principal : Ms Sylvia Flato
Postal Address : P.O. Box 2438, Regency Park, 5942
Location Address : 171 Days Road, Regency Park, 5010
District : Metro West
Distance from GPO : 11 km
CPC attached : No
Phone No. : (08) 82438342
Fax No. : (08) 82430198

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

Part B

- **Principal:** Ms Sylvia Flato
Assistant Principals: Carol Van Der Wijngaart – School Management
Niki Takos – School Development
- **School e-mail address:**
the.principal@regencysp.sa.edu.au
- **Staffing numbers**
Total teacher allocation for 2008 is 20 F.T. E.

Total ancillary hours / week: 990.0

Staff Profile

There are 4.4 male teachers and 15.6 female teachers.

Principal (1.0)

Assistant Principal – School Management (1.0)

Assistant Principal – School Development (1.0)

Teacher Librarian (0.4)

Physical Education Teacher (0.4)

Co-ordinator – Transition Education and SACE (0.8)

The school has 45 part-time School Services Officers (SSOs)

- **Active After School Communities Program**

This program caters for Regency Park School students one day per week for an hour and is conducted by 3 SSO staff. It is funded through the Australian Sports Commission.

- **Enrolment trends**

February FTE	2006	2007	2008
Primary (R-7) Special, N.A.P. Ungraded etc	39.0	40.4	36.6
Secondary(8-12) Special, N.A.P. Ungraded etc.	50.6	44.8	51.6
Total	89.6	85.2	88.2

- **Special Arrangements**

Regency Park School is part of the Education Works Program. A new school will be built at Taperoo (adjacent to Ocean View College).

It is anticipated it will be completed by 2011

- **Year of opening**

Regency Park School was opened in February 1976.

- **Public transport access**

Public transport is located at front of the school
(Stop 25. Route 233, 234 & 233D)

2. Students (and their welfare)

- **General characteristics**

All students attending the school have a significant physical disability. Most students have a sensory impairment and intellectual disability. A significant percentage of students have severe and multiple disabilities. A small percentage of students communicate verbally, two thirds of the students are non-verbal and a third use a range of alternative augmentative communication devices (AAC).

Regency Park School is a specialist school for students with physical disabilities and communication needs. Students travel from across the greater metropolitan area to attend the school.

The age range of students is from 5 –19+ years.

All students have a documented Negotiated Education Plan (NEP) which is reviewed annually in Term 1.

Classes range from between six to nine students per class group. The classes are formed according to age and skill development, taking gender balance into account where possible. Classes have a teacher and two or three School Services Officers (SSOs) to support students. Health Support Officers (HSOs) provide the invasive health care needs of students.

Regency Park School has three Link Programs. These are located at two secondary schools and one primary school site. The school conducts an Outreach Statewide Specialist Service.

- **Care programs**

Underlying all of the school's practices is the development of positive self esteem and student empowerment. The school fosters this through the provision of a supportive environment, effective communication between staff and families, working collaboratively with other agencies and when needed, advocating for students.

Staff provide students with a high level duty of care. All staff working at Regency Park School and its Link programs are expected to, where necessary, assist with the provision of personal care of students.

Staff employed at the school receive specific training in safe lifting and handling techniques, safe mealtime management procedures, medication management, Health Support Plan management and Basic Emergency Life Support.

- **Support offered**

The school offers a volunteer program which is supported by regular volunteers.

Classroom teachers are responsible for day-to-day communication with parents and carers. This occurs through use of communication books, diaries, telephone and e-mail.

The Co-ordinator *Transition Education and future SACE*, together with class teachers, supports students and their parents to explore post school options. These may include Day Options, Business Services, open employment and/or further education. This process occurs through the transition planning section of the Negotiated Education Plan (NEP). This support is ongoing.

- **Student management**
The school has a general Behaviour Management policy. Behaviour management strategies rarely need to be implemented at this school, as there are no students requiring behaviour management intervention.
- **Student government**
The school has an active Student Representative Council (SRC) which meets regularly. The SRC organises student functions and interactions with other local schools. It supports fundraising for extra curricular activities and selected charities. Staff members support the operation of the SRC.
- **Special programmes**
These include adapted Physical Education programs, adapted swimming activities, sensory based activity programs, communication and language development, integrated studies, transition programs and work and community placements. Alternative Augmentative Communication (AAC) programs are used to assist students in developing their communication skills. The school conducts an Outreach Statewide Specialist service.
- **Joint programs**
 - School staff work collaboratively with staff from other agencies to support students to access and participate in the curriculum
 - Health Support Officers, employed by Child, Youth and Women's Health service (CYWHS) provide health care
 - Therapists employed by Novita Children's Services provide a range of therapy related services to students under 18 years of age
 - Regency Park School Link staff develop joint programs with staff at Mitcham Primary School, Ross Smith Secondary School and Unley High School to increase access, participation and achievement for students within Link Programs
 - Regency Park School Outreach Service teachers provide a statewide consultancy and educational service to private and public schools and pre-schools who have students with disabilities. This service is provided upon request from schools. The service is staffed by 1. 2 teachers.

3. Key School Policies

- **Statement of Purpose**
The core business of Regency Park School is to:
 - Provide students with a safe, supportive and responsive learning environment
 - Cater for a diverse range of student needs and learning styles
 - Develop students' positive self-esteem and empowerment, which are values underlying all of the school's practices

- Provide students with a broad and challenging range of learning experiences within the R-12 curriculum
- Provide students with skills and understandings which will enable them to participate in a meaningful way within the community

To meet the individual needs and learning styles of each student the school offers:

- Modified programs and learning activities
- All curriculum areas (except L.O.T.E.) within the SACSA Framework
- Modified SACE programs. Some of these programs have VET modules incorporated to provide students with skills, understanding and experiences needed in their post school options
- Transition education programs to prepare students for post school options
- Individual and small group programs
- Training that will enable students to use a communication system that meets their individual needs and abilities. This ranges from teaching students to use a symbol system or to use alternative augmentative communication (AAC) device
- A safe learning environment by working within strict O.H.S.&W. guidelines
- Access to technology across all curriculum areas
- Additional support and opportunities for students in the Link programs enabling them to achieve in an integrated setting

Site Learning Plan 2008 - 2009

INCREASE LEARNER WELLBEING

(a) SOCIAL / EMOTIONAL

- To implement the DECS Child Protection Curriculum
- To implement the RPS Sexuality Curriculum
- To improve student wellbeing through providing and supporting meaningful social interaction

(b) PHYSICAL

- To maintain and/or improve students' physical abilities
- To ensure safe lifting and transferring practices

(c) COGNITIVE

- To improve student engagement

- Students' wellbeing will be improved through access to learning and care programs that best meet their needs
- Staff will value their role in a professional learning community, in order to provide the best possible outcomes for students

(d) School Community Wellbeing

- To ensure a smooth transition to the new school site

Communication

- Students will be supported in communication and language to access the curriculum
- To improve communication and language through a focus on science and numeracy

Link Programs

Link Programs have the same 'Statement of Purpose' as the Regency site. They provide an environment where students have access to a quality inclusive education that builds positive attitudes towards life long learning, and nurtures independence, self-esteem, respect, friendship and success.

Link Program at Mitcham Primary School

Communication is based on engagement and quality relationships with parents and staff.

- To ensure there is an 'open door policy' for students, parents and staff
- To survey parents with regard to individual students' needs and strengths
- To maintain frequent interaction with Mitcham Primary school staff

Student Engagement:

There will be an emphasis on the transition processes from pre-school and to high school. This will be achieved through:

- extended transition visits for students
- training and development for Year 7/8 transition for students with disabilities
- open communication with relevant parents, pre-school and high school teachers
- maintaining awareness of the Link Program within the community, in particular pre-schools and other existing community connections

Learner Wellbeing:

For students to demonstrate resilient and optimistic behaviours. This will be achieved through the implementation of existing and new plans, policies and procedures such as DECS *Child Protection Program*, *Program Achieve* and *Off to a Great Start*

Information Communication Technology: To improve student learning outcomes through access to well maintained and accessible ICT equipment.

- To ensure mobility and efficiency of equipment provides for changing needs (accessibility & optimum usage)
- To conduct a review of ICT resources and programs with a focus on mathematics and “multiplication tables”

Link Program at Unley High School

- To improve the Unley High School Link program profile at UHS, District levels and Novita Children’s Services
- To create an information package about UHS Link program suitable for prospective parents and outside agencies
- To improve student learning outcomes through access to well maintained and accessible ICT equipment. Continue where relevant to improve and increase the technology to meet individual student’s needs at UHS link
- To create induction packages for new students, parents, staff and therapists.

Link Program at Ross Smith Secondary School

Staff will consult with the host school, professionals, students and their families to support students in their successful participation of the curriculum.

- To involve students in activities through the Community Access Program (CAPS), which will enable students to have an increased awareness and connectiveness to their community. Students will be supported to learn and practice skills to empower them to become self-determined, confident, capable and successful individuals, providing the foundation for a positive transition from school to adult life.

Regency Park School State-wide Outreach Program

Outreach teachers provide educational support in pre-schools and schools to staff working with students with physical and associated disabilities. This includes

- Promoting inclusive practices through adaptation and modification of the curriculum

- Recommending appropriate teaching strategies to support curriculum delivery
- Providing expertise to adapt physical education and daily fitness programs
- Presenting professional development about specific disabilities and the educational, social and health implications of disabilities
- Advice on specialised equipment, augmentative and alternative communication programs, computer access and software
- Supporting school staff and parents at times of transition
- Presenting disability awareness lessons to class groups.

4. Curriculum

- **Subject offerings**

Regency Park School staff have designed a *Developmental Skills Based Curriculum* based upon the SACSA Framework. The school provides learning programs in all curriculum areas except LOTE. Students are offered four modified SACE programs each year.

- **Special needs**

All students at the school have special needs. These are documented through Negotiated Education Plans and Health Support Plans. These documents are reviewed and updated annually in consultation with parents.

- **Special curriculum features**

Regency Park School is a focus school for non-verbal students with physical disabilities who may have the potential to learn to use a communication device. The school provides specialised alternative augmentative communication (AAC) programs which include symbol and signing systems, communication boards, switches and electronic communication devices.

Individual and small group communication and language development programs are provided for all non-verbal students.

Sensory awareness programs are provided for students with severe and multiple disabilities.

Students aged 15 years, are offered an adapted SACE program, VET modules and a transition program.

All students participate in adapted swimming and Physical Education programs.

- **Teaching methodology**

Students range widely in their abilities and learning styles. Teaching methodologies vary according to students' needs. Explicit teaching occurs on a 1:1 basis and in small groups. Collaborative learning methodologies are used where possible.

Each class has a minimum of 60 hours SSO support to assist students to access and participate in learning programs. Some classes and programs

have additional support provided and a small number of students are accompanied by Registered Nurses.

Information Technology is used across the curriculum by all classes. Students access and use a variety of technologies ranging from simple equipment to more sophisticated communication devices. Students have a range of disabilities which impact on their use of computers and technology.

Teachers should become familiar with alternative access techniques to enable students to access and use a range of technology. Professional training is provided to school staff in the area of Information Technology.

Each classroom is equipped with at least two computers. All computers are networked and technical IT support is available to teachers and staff to support student learning.

- **Assessment procedures and reporting**

Methods used for student assessment and reporting include work samples, student portfolios, observation, digital photos, videos and test results. Continuous monitoring and evaluation occurs to determine if students are meeting their negotiated individual learning goals. Informal reporting occurs regularly through student communication books and diaries. During Term 1 parents have the opportunity to meet formally with teachers and discuss their child's NEP. Written reports are provided to parents at the conclusion of Terms 3 and a student portfolio sent to parents in Terms 2 & 4.

5. Sporting Activities

All students participate in regular modified physical education sessions and have a weekly swimming session. Students at the Regency Park site participate in the school's annual sports day and students from Regency Park site, Madison Park Primary and Ross Smith Secondary participate in the annual swimming carnival. Students are able to access the Active After School Communities program.

6. Other Co-Curricular Activities

- **General**

The Girl Guide Association runs a weekly group, held within school hours for female students.

7. Staff (and their welfare)

- **Staff profile**

There is a small turnover of staff, however most staff stay for the 10 year tenure period.

- **Leadership structure**

The school has a Principal, two Assistant Principals, one Co-ordinator (Transition Education and SACE) and one AST 2 (Communication focus).

- **Staff support systems**

The leadership team of Principal and Assistant Principals, together with Co-ordinator, AST 2 and Information Technology focus teacher, provide support in the areas of curriculum planning, team building, and provision of Professional Learning opportunities through formal and informal meetings. Performance Development and Planning meetings are the responsibility of the leadership team. The Principal provides support to Link Program staff and Assistant Principals cater for the Junior and Senior sections of the school at RPS site.

Sound working relationships exist between the OHS&W representatives, PAC, AEU Sub-Branch secretary and the Administration of the school.

The school has 8 staff trained in Merit Selection and Equal Opportunity.

The school has clear Grievance Procedures and Policy.

Committees to ensure staff welfare include: Professional Learning, PAC, O.H.S. & W., Well-being and Social Club.

Staff are provided with extensive opportunities for school based professional learning in Safe Lifting and Handling of students, Mealtime Management and Procedures, disability awareness, Information Communication Technology, Augmentative and Alternative Communication (AAC) and other areas as recognised by staff and members of the Professional Learning Committee.

- **Performance Development**

Staff are provided with specific meetings and main discussion points to be addressed in relation to Performance Development. Staff meet with either the Principal or Assistant Principals to discuss professional aspects of their work which include current practices, student goals and progress, personal career pathways, study opportunities and professional learning options. Staff are provided with oral and/or written feedback as part of this process.

- **Staff utilisation policies**

Staff positions in Link Programs, Outreach Services, Physical Education and Information Resource Centre are filled through a selection process by the Principal in consultation with the PAC.

- **Access to specialist staff**

Specialist support services are available from D.E.C.S. e.g. Guidance Officers, Speech Pathology, Kilparrin Teaching and Assessment Unit, Special Education and Resource Unit. Other support services may include Novita Children's Services, Disability Services S.A., Adult Therapy Services and Child, Youth and Women's Health service.

Other

Staff at Regency Park School must have a commitment to and empathy for the students and their families. Physical, emotional and intellectual demands on staff are high. Staff work in a team situation with teachers providing the leadership for the classroom team consisting of SSOs and HSOs and Registered Nurses. They work in close collaboration with therapists employed by Novita Children's Services and staff from other agencies.

Staff are expected to familiarise themselves with the nature of their student's disability and the impact it has on learning. They must commit to constantly increasing their technological knowledge and awareness of information technologies and resources available to students with disabilities.

Learning to support students using alternative augmentative communication devices requires intensive training. Teachers at the school provide this training, outside of school hours.

Staff must be creative, innovative and able to constantly modify educational resources and programs to suit their students' needs.

8. Incentives, support and award conditions for staff

- **Complexity placement points**

1.5

- **Isolation placement points**

1.0

- **Designated School benefits**

Teachers receive a Special Education allowance. Teachers and SSOs are eligible for an annual clothing allowance.

- **Medical and dental treatment expenses**

Staff are entitled to free Hepatitis A and B vaccinations

9. School Facilities

- **Buildings and grounds**

Regency Park School site buildings are leased from Novita Children's Services and are located at the rear of the Novita building. The school's Multi-purpose Hall, Theatre, Swimming pools and car parks are facilities shared with Novita Children's Services.

- **Cooling**

Air conditioning exists in all areas of the school

- **Specialist facilities**

The school building has been designed for wheelchair users with wide corridors, adapted toilet facilities and a large bus bay designed for buses with hoists.

The school has a meeting room, an extensive Information Resource Centre, Multi-Purpose Hall, access to a Theatre, access to two heated indoor swimming pools and a canteen. Novita Children's Services maintains the school grounds.

- **Student facilities**

(See above)

The school has a large playground area designed for wheelchair users, with direct access from classrooms. The school has a specifically designed shaded playground area with accessible sandpit, activity & play stations and wheelchair swing.

The school has a sensory room with specific equipment designed to cater for students with severe and multiple disabilities.

- **Staff facilities**

Staff have a separate staff room, meeting room, off road parking areas and access to a canteen run by Bedford Industries. Staff have access to internet and e-mail facilities.

- **Access for students and staff with disabilities**

All facilities are fully accessible to wheelchair users.

- **Access to bus transport**

Students travel to and from school in buses and taxis adapted for wheelchair access. The school has access to two D.E.C.S. buses (adapted for wheelchair access) for school excursions. The school is located on a public transport bus route.

- **Other**

There is Dental Clinic on Novita Children's Services site.

10. School Operations

- **Decision making structures**

The school uses a participatory decision making model ensuring students, staff and parents have the opportunity to be involved at all stages.

A number of committees / groups are involved in decision making within the school. These include: Personal Advisory Committee; SRC; AAC; Professional Learning; Well-being; Playground; Sensory Awareness; Finance; Arts Week; Science Week and Book Week committees.

- **Regular publications**

The school has a Daily Notice Book, Weekly Staff Bulletin and a School Newsletter (published fortnightly) and distributed to students' families.

- **Other communication**

Regular staff, section, Link staff, Professional Learning, SSO meetings, notes and e-mails, via staff distribution together with the *School Handbook* provide means of communication within Regency Park site and the Link sites.

- **Special funding**

Special Education funding

11. Local Community

- **Parent and community involvement**

The students travel from the greater metropolitan area to attend Regency Park School. This makes direct involvement often difficult for a number of parents. The school has an active School Council and parental support is given on special days, occasions and activities.

- **Commercial/industrial and shopping facilities**

The Arndale Centro Shopping Centre is located 2 km away from Regency Park School.

- **Local Government body**

City of Port Adelaide Enfield