

Kilparrin Teaching & Assessment School & Services (1372) & Kilparrin Early Learning Centre (4162) Annual Report 2007

Kilparrin Teaching and Assessment School and Services (Kilparrin) provides on-site preschool and school programs and a statewide support service for learners with complex sensory impairment/s and additional disabilities.

Early Intervention programs are provided statewide for children (birth – 3 years), who are deafblind, and their families.



Government of South Australia
Department of Education and
Children's Services

ANNUAL REPORT VERIFICATION

This annual report provides the community and the Chief Executive, Department of Education and Children's Services with important information on aspects of the operation of our school and preschool.

Copies of the report will be made available to:

The Chief Executive (electronic copy)

The school community

All members of the Governing Council

The District Director (electronic copy)

The annual report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.

Alison McWilliams
Principal
April 2008

Dr Ken Fryer
Chairperson, Governing Council
April 2008

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CONTEXT

PRINCIPAL'S REPORT FOR GOVERNING COUNCIL PRESENTED AT THE 2007 AGM

Significant aspects of 2007

Students

As Kilparrin is a Statewide Service we deal with sites in all Education Department Districts. Each District has different processes and timelines for entry into special facilities. Vacancies rarely become available in facilities with provision for students with severe multiple disabilities. When they do, Kilparrin needs to be responsive.

In 2007 several vacancies occurred which coincided with needs of our students to move to their next setting. Preparation for movement influenced the curriculum provision and implementation for these students. Movement between educational facilities has been problematic in the past. This was noted in the 2006 Annual Report.

Over 2007 the Kilparrin leadership worked in collaboration with the leadership of the Access Assistant Program to clarify understanding of the purpose of Kilparrin and to ensure that accurate information is communicated to parents. This exercise was very positive and allowed access assistants who do have close relationships with families to further develop their understanding of Kilparrin and the difference between Kilparrin and District Special Schools.

Staff

Kilparrin farewelled Caroline Nesbitt on maternity leave (giving birth to a baby girl Sophie) and Raija Linckers who was at Kilparrin for over 10 years.

Kilparrin welcomed Mandy Conner, Lea Thorpe, Ellen Ker & Katrina Bishop (from Term 2).

Cheryl and I were re-appointed for 5 years and 7 years respectively.

Mandy worked at Kilparrin for the year before moving into a specialist coordinator position in Hearing Impairment. We all appreciated Mandy's contribution to Kilparrin and look forward to continuing our relationship with her at SERU.

Lea Thorpe established the Kilparrin Early Learning Centre at Ascot Park Kindergarten. This has been very successful as reported by the Ascot Park Kindergarten staff, parents of Kilparrin enrolled learners and Ascot Park Kindergarten children.

Katrina led an art program enjoyed by many learners and Ellen took over management of the Resource Centre and backfilling all the classes relieving teachers for non instruction time and Flexible Initiative Resource (FIR time).

Facilities

This facility continues to develop with occupancy. We are delighted with the level of comfort for staff and learners. The gardens and playground are challenging and beautiful.

Our Statewide Support Program operates on site and the plans for the Distance Education Facility are developing well.

With SASVI Kilparrin was jointly successful in receiving funding through the Federal Government's *Investing in Our Schools Program*. With this funding we completed the fencing of the whole campus enclosing the Pildappa Avenue boundary as well. This has contributed to a significant reduction in vandalism and graffiti activity. We also upgraded the existing toilet facility attached to the Resource Centre and Statewide Support Service Block. This enables staff, students and visitors to access facilities without having to enter the administration building, -a boon for taxi drivers.

I would like to share with you a 'highlight' version of the 2007 Annual Report which focuses on the Strategic Directions and Targets for 2007. (See Appendix A)

Each of our Strategic Directions was supported with a coordinator position;

- Improving Learner Wellbeing: Lee Adams
- Improving Learner Achievement: Lorna Fenech
- Improving Staff Professional Capacity and Performance: Roley Stuart.

When considering the Staff and Parent Opinion Surveys we need to take into account the general nature of the questions asked and the way the questions are framed. For example, in relation to Behaviour Management; for Kilparrin students Behaviour Management is individual and we do not necessarily follow the Departmental Policy for students who understand consequences. However, this is not to say that Kilparrin students are not expected to abide by standards of behaviour.

Another point of interest in the survey is that a response of '*I do not know*' or '*not applicable*' is counted as negative. That being said these surveys are very useful in planning and reviewing programs at Kilparrin and are viewed positively as a learning tool.

Please take the time to share the highlights of the year in the brochure provided. The full 2007 Annual Report will also be available. However, we consider that this version will be more user friendly.

Thank you for your continued support.

Alison McWilliams, Principal

CHAIRPERSON'S REPORT FOR GOVERNING COUNCIL PRESENTED AT THE 2007 AGM

It gives me great pleasure to present the Chairperson's report

It has been a privilege to serve on Governing Council as the chair for the past year.

I have enjoyed the support of the other Governing Council members and I would like to express my thanks to them all for their input and enthusiasm. Alison McWilliams, Cheryl Elwood, Stavros Vasilikiotis, Denise Hatzi, Tina Mouzakitis, Glenys Carbone, Sharyn Sandric, Nella Nisco, Sue Garrard and Pam Dunnett.

Governing Council Meetings have been well attended and the members have developed an excellent spirit and working relationship.

I recommend all parents to consider standing for a position on the Governing Council. You will find it a most rewarding experience.

We are fortunate to have an excellent leader. On behalf of the Governing Council, staff, parents and students, I would like to sincerely thank Alison. This year her contract has been renewed and we can look forward to Alison's continued presence.

I would also like to mention that our deputy, Cheryl Elwood has had her contract renewed and the Governing Council would like offer our congratulations.

Kilparrin Teaching and Assessment School and Services runs smoothly with a happy atmosphere. This does not happen just by chance. It takes the constant efforts and careful management of the administration staff. There is lots to do and most of it is in the background and unseen. The importance of their work is appreciated and I would like to express the thanks of the Governing Council, the teaching staff, parents and students.

The school finances are sound and well managed. This has enabled the acquisition of additional resources for everyone's benefit.

The teachers and the support staff have performed well and they are a wonderful group. They have a challenge every day caring for and teaching our sons and daughters, they are really special people. All

the staff are to be congratulated for their work, skill, kindness and dedication. I never cease to be impressed and marvel at what they do and how much they achieve.

Thank you from all the parents and students.

Parents have been kept well informed via the school newsletter.

School Functions have been well attended and all parents should try and come along. The staff put in lots of time and effort organizing events, such as the Christmas Concert and Swimming Gala. Seeing your son or daughter in the pool at the swimming gala is an uplifting experience and the Christmas concert is always an emotional occasion.

The students have performed well and seem happy and content whenever I have visited the school.

Thank you.

Dr Ken Fryer,
Chairperson, Governing Council

Annual Report 2007

Kilparrin Teaching and Assessment School and Services

Location Number: 1372

Location Number: 4162

1. STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: Improving Learner Achievement.

Target 1.1: Improving communication outcomes for all learners.

Ongoing professional development ensures that all staff have an understanding of pre-intentional, intentional & symbolic communication, the strategies used at Kilparrin to support this and are confident in the use of personal communication dictionaries (PCDs).

Intensive Interaction will be explored as an approach to communication for pre-intentional learners at Kilparrin.

Actions:

Structured discussion at staff & teacher meetings.

Group support through reflective dialogue (teacher & staff meetings), sharing and reporting on practice.

Pupil Free Day in Term 1 as part of 2 day workshop on Intensive Interaction.

Regular after-school Intensive interaction meetings to moderate practice.

Leadership position appointed with focus on Learner Achievement.

Evidence:

Documentation shows that all learners have Personal Communication Dictionaries and a record of their preferred communication modes.

Intensive Interaction has begun at Kilparrin and staff have identified learners for whom it is appropriate.

Intensive Interaction focus class teacher was allocated additional time to oversee the implementation of Intensive Interaction for identified learners.

Recommendations for 2008:

Intensive Interaction to be focus for Term 1 Educator-in-Residence program (Dr Mark Barber).

Specific communication programs for learners who are deafblind to be the focus for Term 3 Educator-in-Residence program (Sharon Barry-Grassick).

Target 1.2: Improving literacy outcomes for all learners.

Expand the Resource Centre collection to include a broader range of literacy genres to support learner engagement, access and borrowing.

All learners to have Individual Reading records.

Teachers develop an understanding of a range of teaching strategies to support emergent expressive literacy development.

All learners are engaged in specific listening activities.

Actions:

Develop Individual Reading records for all learners.

Expand literacy collection to support learner's sensory needs.
 Budget line to support adaptation & modification of resource materials.
 Trial and evaluation of available ICT resources.
 Moving Forward with SACSA: Literacy identified as the focus learning area for required reporting.
 Teachers identify sounds, music and story activities that motivate individual learners to attend and listen.
 Targeted professional learning about Soundfield systems.

Evidence:

Individual Reading Records indicate that learners are accessing a range of genres.
 Literacy collection for learners has expanded.
 Existing resources are presented in a range of formats to support learners' sensory needs.
 All learners participated in the Premiers Reading Challenge.
 Training in video camera usage and observation techniques occurred in Term 1.
 Evidence collected through observation records, data collection, anecdotes, digital photos, video and learners' work samples shows that 63.6% of learners engaged in emergent expressive literacy activities.
 Teachers reported against individual learners goals in Literacy to meet Moving Forward with SACSA requirements.
 Tapes, CDs, talking books, listening posts and headphones have been used to assist individual learners to attend and engage in listening activities.
 Soundfield systems are in place and being used effectively.

Recommendations for 2008:

Learners with significant vision impairment to have access to 'Books in the Sky' technology.

Target 1.3: Improving numeracy outcomes for all learners.

Numeracy goals are identified, implemented, assessed, reported and reviewed for each learner.
 Audit of numeracy resources available at Kilparrin.

Actions:

Class programs incorporate specific numeracy goals for each learner.
 Targeted purchasing of resources.

Evidence:

Teachers' programs & learner reports address numeracy goals.
 Documented audit of numeracy resources.
 Numeracy resources matching the needs of learners have been identified and purchased.

Recommendations for 2008:

Targeted professional learning to assist with required SACSA reporting in numeracy.

Strategic Direction 2: Improving Services for the Early Years.**Target 2.1: Further development of the Kilparrin Early Learning Centre program.**

Locate KELC program within the Ascot Park Kindergarten.
 Promote enrolments.

Actions:

Liaise with Ascot Park Kindergarten and referring agencies.
 Professional Development for staff involved in KELC program.

Evidence:

Ongoing program accepted and functioning exceptionally well with continuous and increasing enrolments.

Recommendations for 2008:

Begin 'Education Works' conversations with Park Holme campus leaders, Ascot Park Kindergarten Director, Warradale Child Care representative and District personnel regarding possible co-location of the kindergarten on the Park Holme campus.
Developing Individual Service Plans for Early Intervention clients.

Strategic Direction 3: Improving Learner Wellbeing.**Target 3.1: Improving the involvement and engagement of learners.**

Staff participate in professional discussions relating to involvement and engagement of learners.
Implement the DECS Wellbeing framework with Kilparrin learners.

Actions:

Data collection relating to learner involvement and engagement.
Moderation and analysis of data and identification of issues.
Individual learners have specific goals relating to involvement & engagement.
Leadership position in Learner Wellbeing advertised.

Evidence:

Kilparrin Learner Wellbeing Rubric, covering the five dimensions of the *DECS Wellbeing Framework* developed, modified and trialled with all learners.
A wellbeing task group was established to oversee the development of the *Kilparrin Learner Wellbeing Rubric*.
Specific goals relating to wellbeing are incorporated into some learners' NEPs.
Ages and Stages Questionnaires: Social-Emotional Competence (ASQ:SE) has been trialled with the children in KELC.
T&D for staff around wellbeing occurred during staff and teacher meetings.
Leadership position in Learner Wellbeing created and filled.

Recommendations for 2008:

Embed the use of the Kilparrin wellbeing rubric into the NEP goal setting and reporting cycle.

Target 3.2: Improving the physical skills of learners.

Curriculum design provides opportunities for the purposeful development of physical skills.

Actions:

Targeted professional learning supported with appropriate resources.

Evidence:

Kilparrin teacher nominated to the Premier's Be Active Challenge (PbaC) Advisory Committee.
Kilparrin has had significant input into the inclusion of students with disabilities in the PbaC.
Playground Committee has introduced 'Be Active' days.

Recommendations for 2008:

All Kilparrin learners will participate in the PbaC in 2008.

Target 3.3: Improving the social skills of learners.

Curriculum design provides opportunities for the purposeful development of social skills.

Actions:

Targeted professional learning in *Intensive Interaction*.

Evidence:

Record of professional learning in *Intensive Interaction*.
Classroom programs include evidence of specific social skills activities.

Strategic Direction 4: Improving Staff Professional Capacity and Performance

Target 4.1: Supporting staff professional learning.

Provide a comprehensive program of staff professional learning based on the identified needs of the system and staff.

Actions:

Documented *Professional & Personal Performance Development Plans* reflect system, school, support service & individual requirements.

OHS&W Training Needs Analysis and Risk Profiles done and professional learning program developed based on identified needs.

Leadership position with a focus on staff capacity and performance advertised.

Evidence:

Professional & Personal Performance Development Plans reviewed against system, school, support service and individual priorities.

OHS&W Training Needs Analysis and Risk Profiles completed and identified professional development was implemented.

DECS Training & Professional Development Support Strategy implemented and documented.

Leadership position with a focus on staff capacity and performance created and filled.

Recommendations for 2008:

Focus on supporting the implementation of staff *Professional and Personal Performance Development Plans*.

Target 4.2: Supporting positive staff wellbeing.

Staff feel positive about work and feel supported in the work place in recognition of the impact that staff wellbeing has on learner wellbeing.

Actions:

Develop and document Kilparrin Psychological Health Action Plan.

Targeted professional learning.

Review staff induction program.

Support Staff Association initiatives.

Evidence:

Psychological Health Survey results documented and follow-up questionnaire completed to assist in clarification of issues.

Kilparrin Psychological Health Action Plan developed, documented and implemented following extensive staff consultation.

Targeted professional learning organised, including Pupil Free Day, and accessing District and private support personnel including Dr Heather Gibb, Organisational Psychologist.

Recommendations for 2008:

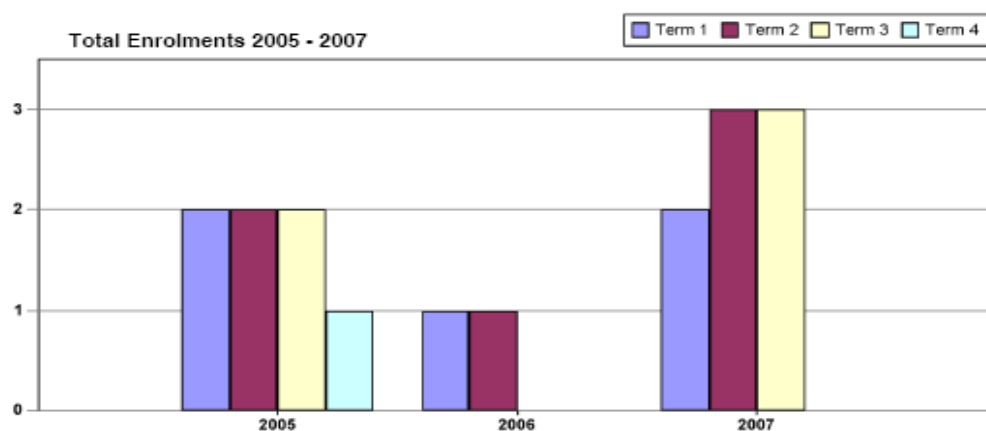
Review implementation of *Kilparrin Psychological Health Action Plan*

2.0 REQUIRED DATA ANALYSIS

For full details see Appendix B: School Data Overview (1372) and Appendix C: Preschool Data Overview (4162)

2.1 ENROLMENT

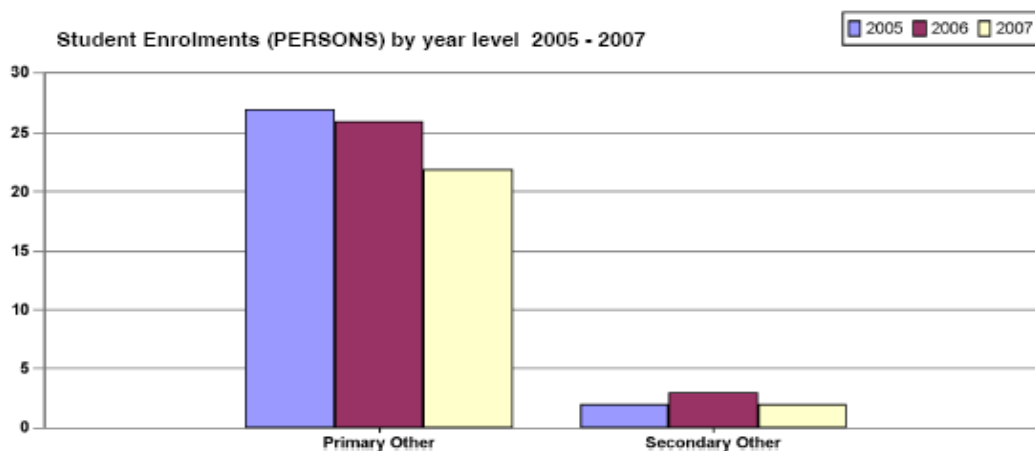
Preschool 4162 Kilparrin Early Learning Centre



	Term 1	Term 2	Term 3	Term 4
2005	2	2	2	1
2006	1	1	0	0
2007	2	3	3	

Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management & Accountability

School 1372 Kilparrin Teaching & Assessment School & Services (Kilparrin)



Year Level	2005			2006			2007			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2005 - 2006	2006 - 2007
Primary Other	14	13	27	10	10	20	15	7	22	-1	-4
Secondary Other	2	0	2	2	1	3	2	0	2	1	-1
Total	16	13	29	18	11	29	17	7	24	0	-5

Source: Term 3 census of schools, Data Management & Accountability.

Scale may vary from graph to graph, always check the scale on the vertical (Y) axis before interpreting apparent differences.

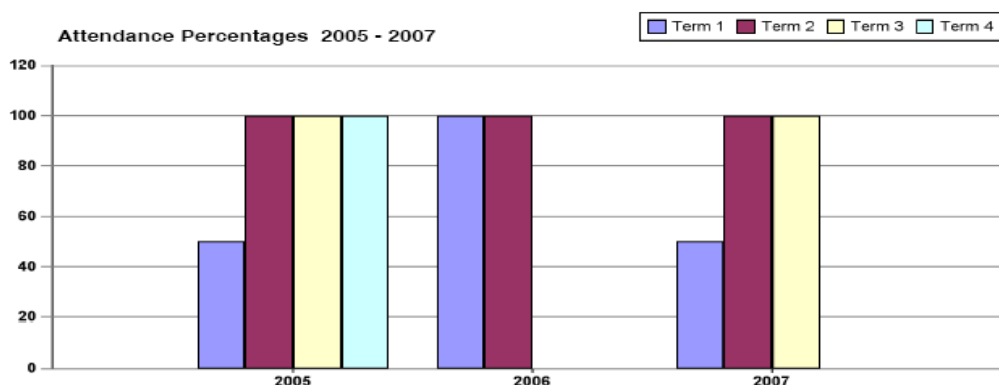
Comment:

For most learners Kilparrin is a short-to-medium term placement option. Most learners eventually transition to a site within their local district. At the end of Term 4 2006 two learners had successfully transitioned to local district facilities. Three learners began in new settings within their local district at the beginning of the 2007 school year.

During 2007 planning occurred for the transition of six learners to their local district special education facility.

2.2 ATTENDANCE

Preschool 4162 Kilparrin Early Learning Centre

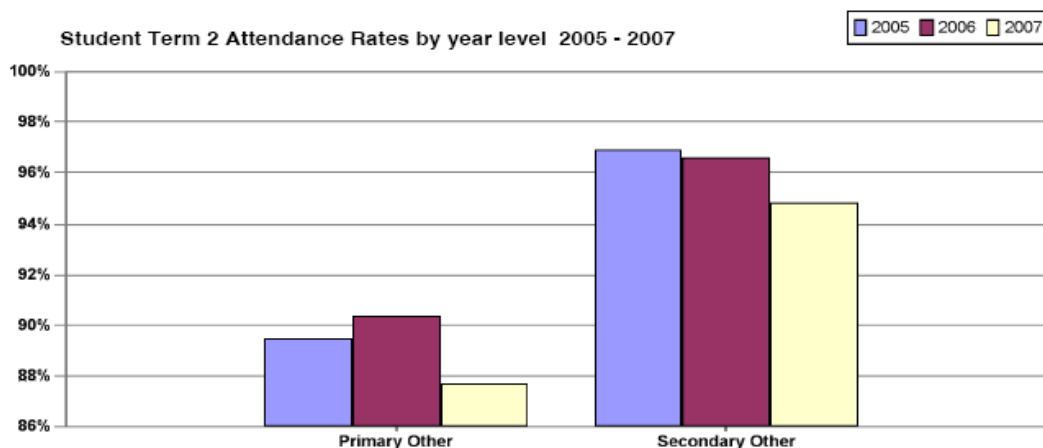


	Term 1	Term 2	Term 3	Term 4
2005 Centre	50.0	100.0	100.0	100.0
2006 Centre	100.0	100.0	0	0
2007 Centre	50.0	100.0	100.0	0
2005 State	87.3	88.1	86.5	87.2
2006 State	87.2	87.4	86.6	87.5
2007 State	87.8	88.1	85.3	0

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management & Accountability

School 1372 Kilparrin



Year Level	2005			2006			2007			Change	
	School	District	State	School	District	State	School	District	State	2005 - 2006	2006 - 2007
Primary Other	89.5	92.3	91.2	90.4	93.0	91.8	87.7	94.2	92.7	0.9	-2.7
Secondary Other	96.9	92.9	89.4	96.6	92.4	90.0	94.9	93.2	90.6	-0.3	-1.7
Total	90.0	92.0	90.7	91.0	92.1	91.2	87.1	92.4	91.2	1.0	-3.9

Source: Term 3 census of schools, Data Management & Accountability. Calculated on Term 2 whole day absences, full time students enrolled in one school for the entire term.

Comment:

A number of learners enrolled at Kilparrin are absent for significant periods of time because of their general physical frailty. Some of the learners spend regular periods of time in hospital. (During 2007 one learner spent over six months in hospital). Issues around changes in medication and the medical management of their specific conditions can result in longer than usual absences from school. Common childhood illnesses can become serious for learners enrolled at Kilparrin. Parents are encouraged to keep their children home when they have common childhood ailments because of the possible deleterious effect on the health of other learners.

There were no unauthorised absences during 2007 (see below)

Absence, Authorised and Unauthorised Rates, Term 2 by Year Level 2006 - 2007

Year Level	2006			2007			Change 2006 - 2007		
	Absence	Auth.	Unauth.	Absence	Auth.	Unauth.	Absence	Auth.	Unauth.
PrimOth	9.6	9.6	0.0	12.3	12.3	0.0	2.7	2.7	0.0
SecOth	3.4	3.4	0.0	5.1	5.1	0.0	1.7	1.7	0.0
TOTAL	9.0	9.0	0.0	12.9	12.9	0.0	3.9	3.9	0.0

Source: Term 3 census of schools, Data Management & Accountability. Calculated on Term 2 whole day absences, full time students enrolled in one school for the entire term.

2.3 RETENTION /DESTINATION**Preschool 4162 Kilparrin Early Learning Centre****Feeder School Percentage Data 2005 - 2007**

Site Number - Name	Type	2005	2007
1372 - Kilparrin Tch & Assessment Sch & Ser	Govt.	50.0	100.0
9127 - Suneden Special School	Non-Govt.	50.0	
Total		100.0	100.0

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.
Due to rounding totals may not add up to 100%.
Source: Term 3 Preschool Data Collection, Data Management & Accountability

School 1372 Kilparrin**Intended Destinations by Year Level 2004 - 2006**

Year Level	Exit Reason	2004		2005		2006	
		Number	% of Tot.	Number	% of Tot.	Number	% of Tot.
PO	Transfer to SA Govt Schl	1	100.0%	4	100.0%	4	100.0%
Total for PO		1	100.0%	4	100.0%	4	100.0%
Total for School		1	100.0%	4	100.0%	4	100.0%

Intended Destinations by Reason 2004 - 2006

Exit Reason	2004		2005		2006	
	Number	% of Tot.	Number	% of Tot.	Number	% of Tot.
Transfer to SA Govt Schl	1	100.0%	4	100.0%	4	100.0%
Total for School	1	100.0%	4	100.0%	4	100.0%

Destination Data for Learners Leaving Kilparrin During 2007

	Number of Learners	2007 Year Level	Destination
End of Term 1	0		
End of Term 2	0		
End of Term 3	0		
End of Term 4	6	02, 03, 03, 04, 05, 08	Government Special Schools (x6)
TOTAL	6		

Comment:

Kilparrin is a facility that specialises in assessment and determining the most appropriate long-term placement for enrolled learners. This focus results in many short-to-medium-term placements.

Kilparrin will remain the most appropriate long-term placement option for a very small group of learners who are deafblind and have additional disabilities.

2.4 STUDENT ACHIEVEMENT

2.4.1 LITERACY & NUMERACY

All Kilparrin learners are exempt from participating in the LaN tests.

During 2007 teachers continued to explore meaningful ways that data relating to individual learners' specific goals in literacy and numeracy could be recorded and represented to enable further detailed analysis and inform future planning. The Negotiated Education Plan (NEP) processes and templates were used to streamline the reporting of information to parents and meet the DECS requirements.

In Term 1 specific goals were identified and discussed with parents/caregivers. Agreed goals were incorporated into the NEP Learning Plan document and were recorded along with an initial skill level on the *Specific Goals Review* section of the NEP Review Form. In Terms 3 & 4, during the annual NEP Review process, observed skill levels were recorded and achievement ratings were given for each specific goal. This information has enabled clear documentation and representation of the Literacy and Numeracy data for individual learners within the SACSA Framework and to enable class and whole school representation of data.

Literacy

2007 Achievement Ratings for Literacy Targets: Progress across the Year

Initial Entry Skill

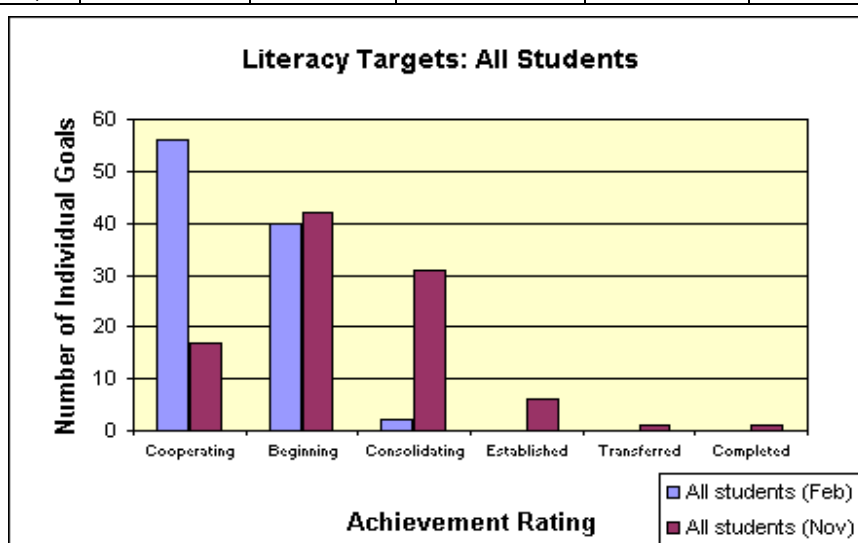
Class	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
Purple Stars	17	15	1	0	0	0
Green Triangles	24	8	1	0	0	0
Blue Diamonds	15	17	0	0	0	0
TOTAL	56	40	2	0	0	0

Rating of Achievement

Class	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
Purple Stars	11	15	7	0	0	0
Green Triangles	5	13	9	4	1	1
Blue Diamonds	1	14	15	2	0	0
TOTAL	17	42	31	6	1	1

Progress across the Year

	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students (Feb)	56	40	2	0	0	0
All students (Nov)	17	42	31	6	1	1



Comments:

The *Literacy Targets: All Students* chart shows that most learners showed skill development in literacy across the year. When considering the nature of Kilparrin learners this chart also demonstrates that teachers set SMART (Specific, Measurable, Achievable, Realistic and Timely) literacy goals for individual learners.

Numeracy

2007 Achievement Ratings for Numeracy Targets: Progress across the Year

Initial Entry Skill

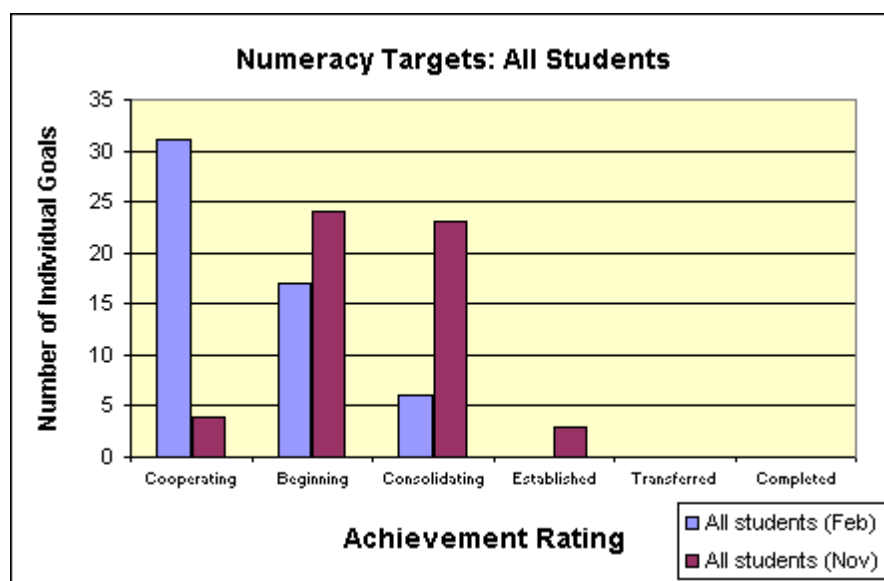
Class	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
Purple Stars	8	8	2	0	0	0
Green Triangles	16	3	0	0	0	0
Blue Diamonds	7	6	4	0	0	0
TOTAL	31	17	6	0	0	0

Rating of Achievement

Class	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
Purple Stars	2	10	6	0	0	0
Green Triangles	2	8	9	0	0	0
Blue Diamonds	0	6	8	3	0	0
TOTAL	4	24	23	3	0	0

Progress across the Year

	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students (Feb)	31	17	6	0	0	0
All students (Nov)	4	24	23	3	0	0



Comments:

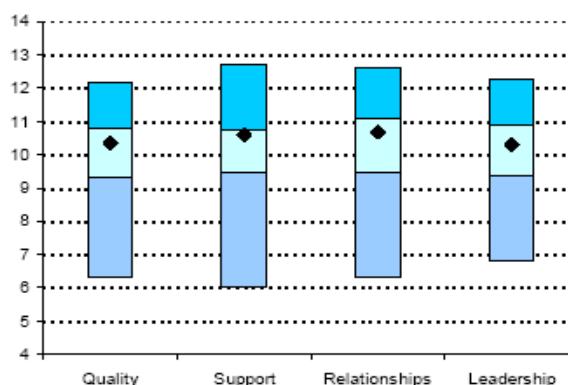
The *Numeracy Targets: All Students* chart demonstrates that almost all learners showed skill development in numeracy over the year and that teachers set SMART (Specific, Measurable, Achievable, Realistic and Timely) numeracy goals for individual learners.

Teachers generally set fewer numeracy goals for individual learners compared to the number of literacy goals. However during 2007 there was evidence of a broader range of numeracy activities and an overall increase in the number of numeracy goals identified.

2.5 PARENT OPINION SURVEY

Parent Opinion: State comparison

25% of parents responded to the 2007 DECS online parent opinion survey. The summary chart below indicates that most parent respondents were positive about the Kilparrin's services and directions.



Particular achievements identified included

Teachers clearly inform parents about the learning program.

Teachers provide help and support where it is needed.

Children are happy at school.

Kilparrin provides a safe and secure environment.

The school is well organised.

Parents are involved in the development of school plans.

Issues for development identified

Clarifying behavioural expectations of students.

Supporting and encouraging students to have a sense of pride in their achievements.

Providing opportunities for parents to be involved in the school's educational activities.

Note: See Appendix D for full report of the DECS Parent Opinion Surveys

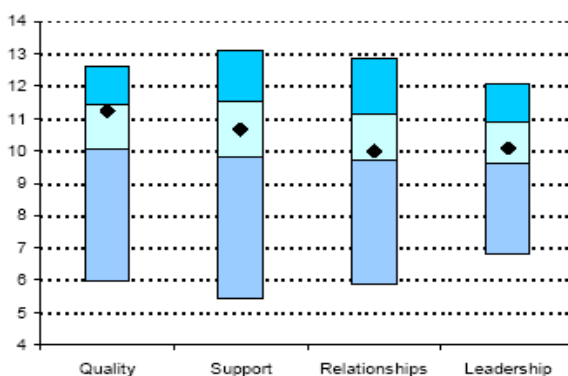
2.6 STUDENT SATISFACTION

Due to the complex nature of the Kilparrin learners' impairments, it was not possible for them to complete the 2007 Student Opinion Survey

2.7 TEACHER SATISFACTION

Staff Opinion: State Comparison

28% of staff responded to the 2007 DECS online staff opinion survey. The chart below summarises staff responses.



Particular achievements identified included

Teachers are enthusiastic in their teaching.

Assessment processes provide information on students' strengths and areas for further development.

Student assessment information is used to evaluate, develop and refine teaching programs.

Learning programs respond to the range of students' abilities.

Kilparrin environment is focussed on learning.

Programs provide for the needs of every student.

Kilparrin provides a safe and secure environment.

Parents have opportunities to participate in decisions about their children's education.

Issues for development identified

Supporting and encouraging students to have a sense of pride in their achievements.

Clarifying student behaviour management procedures.

Intra-staff communication.

Review of decision making at Kilparrin.

Note: See Appendix D for full report of the DECS 2007 Opinion Surveys

Comment on Opinion Surveys

A relatively small number of parents and staff responded to the online surveys and not all respondents answered all questions. This resulted in the opinion of one or two respondents having a significant effect on the overall charted result. Some parents reported that several questions were not relevant or applicable to their situation and so they were unsure how to respond.

The surveys did identify some issues for further development that were common to both parents and staff. These issues will be incorporated into the 2008 Site Learning Plan. The remaining issues identified for development have been scheduled to be addressed in whole staff or teacher meetings.

2.8 TEACHING STAFF ATTENDANCE

Staff Attendance Measure Report for the 2007 school year

Absences of less than 5 continuous days	Term 1	Term 2	Term 3	Term 4	Total
Total number of days absent due to sickness - paid sick leave	17.0	20.0	12.0	19.0	68.0
Total number of days absent due to sickness - unpaid sick leave	0.0	0.0	0.0	0.0	0.0
Total number of days absent due to carers leave, parenting, urgent pressing necessity or funerals	4.5	2.0	11.0	5.0	22.5
Total number of available working days (pro rata to FTE)	748.2	685.0	665.0	660.0	2,758.2
Percentage of working days taken as paid sick leave	2.27 %	2.92 %	1.80 %	2.88 %	2.47 %
Percentage of working days taken as (paid & unpaid) sick leave	2.27 %	2.92 %	1.80 %	2.88 %	2.47 %
All Absences					
Total number of days absent due to sickness -paid sick leave	22.0	40.0	17.0	37.0	116.0
Total number of days absent due to sickness -unpaid sick leave	0.0	0.0	0.0	0.0	0.0
Total number of days absent due to carers leave, parenting, urgent pressing necessity or funerals	4.5	7.0	11.0	15.0	37.5
Total number of available working days (pro rata to FTE)	748.2	685.0	665.0	660.0	2,758.2
Percentage of working days taken as paid sick leave	2.94 %	5.84 %	2.56 %	5.61 %	4.21 %
Percentage of working days taken as (paid & unpaid) sick leave	2.94 %	5.84 %	2.56 %	5.61 %	4.21 %
Number of teaching staff employed for more than 1 Term					15

Comments:

The increased percentage of working days taken as sick leave in Terms 2 and 4 relate to specific staff members requiring non-work related surgery.

In addition one staff member was absent for 5 weeks on work cover relating to an injury sustained on-site and one staff member was absent for 9 weeks on work cover relating to an injury sustained off-site.

The total percentage of working days taken as (paid and unpaid) sick leave for 2007 was 4.21% compared with 6.45% during 2006. This shows an improvement of 2.24% in staff attendance in 2007.

Note: See Appendix E for full Staff Attendance Measure Report 2007

2.9 TEACHING STAFF RETENTION

Staff Retention Measure report for the 2007 school year

Table 1

	Perm	Temp	Total
a) Total number of teaching staff employed during 2007 school year	13	2	15
b) Number of above staff employed at the school during 2006 school year	11	1	12
c) Staff retention (b / a * 100)	84.62 %	50.00 %	80.00 %
d) Number of teaching staff who left the school during 2006 school year	3	2	5
e) Number of permanent teachers who left the department during 2006	0		

By Reason -

Table 2

Years employed at the school	Permanent teaching staff	Temporary teaching staff
< 1 year	2	1
>= 1 and < 2	1	1
>= 2 and < 3	1	0
>= 3 and < 4	4	0
>= 4 and < 5	0	0
>= 5 and < 6	0	0
>= 6 and < 7	0	0
>= 7 and < 8	0	0
>= 8 and < 9	1	0
>= 9 and < 10	0	0
>= 10 years	4	0
Total	13	2

Comments:

Most contract teacher positions at Kilparrin result from amalgamating the temporary reduction in time taken by permanent teaching staff.

Staff retention in 2006/2007 was 80% compared with 76.47% in 2005/2006. This shows an increase in staff retention of 3.53%.

Note: See Appendix G for full Staff Retention Measure Report 2007

3.0 TEACHER QUALIFICATIONS

Teacher Qualifications: 2007

Qualification Type	% of Teachers
Masters Degree	13%
Bachelor Degree in Education or Special Education	73%
Diploma of Teaching	60%
Post Graduate Diploma or Certificate	27%
Teacher Certificate	13%
Other (B Mus Ed (Hons), B A (Hons), Adv. Dip T, B Mus (x2), Dip (O&M), B Ed (Hons))	40%

Comments:

Two staff are currently undertaking further study at Masters Degree level.

3.1 EXPENDITURE & TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

In 2006 \$8,093 was spent on professional development initiatives for staff.

In 2007 \$26,104 was spent on professional development initiatives for staff (approximately \$840 per staff member).

This represented an increase of \$18,011 in expenditure for the 2007 year.

A significant proportion of the professional development provided to Kilparrin staff was in response to needs that were highlighted in the 2007 Staff Psychological Health Survey and the 2007 OHS&W Training Needs Analysis and Risk Profile completed by all staff and individual staff Personal Professional Development Plans. In conjunction with the Leadership Group and the Curriculum and Professional Learning Committee input was provided around personality styles, interpersonal relationships and team building under the guidance of Dr Heather Gibb, Organisational Psychologist and Oz Train. In 2008 additional attention will be directed towards school culture.

Intensive Interaction training, provided by Dr Mark Barber, was the centrepiece of the professional development input provided to staff. All staff attended a two day workshop in March and selected staff developed further skills throughout the year culminating in advanced training provided by Dr Barber in November. Intensive Interaction is an approach to developing communication skills in learners that will significantly impact upon Kilparrin teaching methods and learners in 2008 and beyond.

In 2007 staff were supported to complete a number of Tertiary Education programmes, including Graduate Certificate in Education-Hearing Impairment (Renwick College – University of Newcastle); Graduate Certificate in Education-Vision Impairment (Renwick College – University of Newcastle) and Graduate Certificate in Neuroscience (Flinders University).

In addition to the professional development opportunities provided for all or groups of staff, individual staff were supported in their attendance at specific professional development activities organised by the school cluster, local district, DECS or other agencies. The DECS Training and Professional Development Support Strategy was implemented under the auspices of the Curriculum and Professional Learning Committee and recorded on EDSAS.

3.2 VALUE ADDED STUDENT REPORTING

Personal Communication Dictionaries (PCDs)

The focus on documenting PCDs for all Kilparrin learners continued in 2007 and involved;

- embedding common recording methods
- reflective staff dialogue to ensure consistency in communicating with individual learners
- exploring new methodologies (*Intensive Interaction*)

Intensive Interaction

During 2007 all staff attended a two day professional development activity with Dr Mark Barber focussing on;

- developing common understanding of the *Intensive Interaction* approach
- learning about strategies to incorporate the approach into communication programs and the curriculum at Kilparrin
- learning skills and protocols to engage in regular practitioner moderating sessions

The whole school focus on communication and the documentation of individual learner's Personal Communication Dictionaries has resulted in improved adult-learner interactions, greater consistency within the school in adult-initiated interactions with learners, and a greater understanding across the staff in recognising and reinforcing individual learner's communication attempts.

Kilparrin Wellbeing Rubric

During 2007 staff worked collaboratively with the Coordinator, Learner Wellbeing to develop and trial a *Kilparrin Wellbeing Rubric*. The rubric, incorporating the *DECS Wellbeing Framework*, was trialled during Terms 3 and 4 as a means of recording the levels of wellbeing for each Kilparrin learner and identifying teaching and growth points to inform future planning. Working with learners who are primarily non-verbal presents numerous challenges to teachers when trying to ascertain levels of wellbeing of individual learners. The *Kilparrin Wellbeing Rubric* is an innovative tool to assist teachers in implementing the *DECS Wellbeing Framework* and informing parents about staff observations of individual learners.

3.3 FINANCIAL REPORTS

3.3.1 Balance Sheet

KILPARRIN TEACHING & ASSESSMENT General Ledger Balance Sheet for Prior Year, period 13

Assets

CASH (CURRENT)

A-ZZZ-1110	CASH AT BANK - SCHOOL	3,482.16
Total for CASH (CURRENT)		<u>3,482.16</u>

INVESTMENTS (CURRENT)

A-ZZZ-1210	SASIF INVESTMENT - SCHOOL	458,940.76
Total for INVESTMENTS (CURRENT)		<u>458,940.76</u>

RECEIVABLES (CURRENT)

A-ZZZ-1310	ACCOUNTS RECEIVABLE	5,752.43
Total for RECEIVABLES (CURRENT)		<u>5,752.43</u>

GLOBAL BUDGET ASSETS

A-ZZG-15118	P21 ACCRUED	28,015.82
Total for GLOBAL BUDGET ASSETS		<u>28,015.82</u>

FURNITURE AND EQUIPMENT

A-ZZP-2650	PRINT - EQUIPMENT PHOTOCOPIER	12,999.00
A-ZZP-2651	PRINT - ACCUM DEPREC EQUIPMENT	-4,982.95
Total for FURNITURE AND EQUIPMENT		<u>8,016.05</u>

BUSES AND MOTOR VEHICLES

A-ZZU-2810	BUS - VEHICLES GENERAL	33,781.00
A-ZZU-2811	BUS - ACCUM DEPREC VEHICLES	-30,402.90
Total for BUSES AND MOTOR VEHICLES		<u>3,378.10</u>

Total Assets

507,585.32

Liabilities

PAYABLES (CURRENT)

L-ZZZ-3210	WS - ACCOUNTS PAYABLE	-114
Total for PAYABLES (CURRENT)		<u>-114</u>

OTHER LIABILITIES (CURRENT)

L-ZZZ-3515	WS - GST HOLDING ACCOUNT	-3,736.00
Total for OTHER LIABILITIES (CURRENT)		<u>-3,736.00</u>

SCHOOL EQUITY

F-ZZF-5200-0001	FACIL - IMPROVEMENTS RESERVE	61,000.00
F-ZZF-5200-0002	FACIL - FURNITURE RESERVE	10,000.00
F-ZZF-5200-0007	FACILITIES - LANDSCAPING RESERVE	5,000.00
F-ZZF-5200-0008	FACILITIES - PLAYGROUND RESERVE	2,000.00
F-ZZI-5200-0001	INFO SYSTEM - COMPUTER RESERVE	2,000.00
F-ZZI-5200-0004	INFO SYSTEM - COMMUNICATION RESERVE	30,000.00
F-ZZP-5200	PRINT - PHOTOCOPIER RESERVE	12,000.00
F-ZZZ-5100	ACCUMULATED SURPLUS	208,971.41
F-ZZZ-5110	NET INCOME YEAR TO DATE	180,420.86
	SURPLUS/(DEFICIT) CURRENT PERIOD	<u>43.05</u>

Total for SCHOOL EQUITY

511,435.32

Total Liabilities and Equity

507,585.32

3.3.2 Profit and Loss

KILPARRIN TEACHING & ASSESSMENT General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
GRANTS : DE TE			
R-ZDS-6170-TRT	STAFF - TRT SALARY	0	1,316.00
R-ZSS-6195	SSS INCOME	0	60,000.00
R-ZZG-6142	GRANT-GLOBAL BUDGET	0	2,114,495.26
R-ZZG-6195-0006	GRANT - OH&S REP TRAINING TRT	0	1,645.00
R-ZZG-6195-0009	GRANTS - BUS DRIVER TRAINING	0	720
R-ZZG-6195-0011	GRANTS - PIE GRANT 2007	0	1,300.00
R-ZZG-6195-0012	GRANTS - SOUNDFIELD SYSTEMS	0	-8,549.23
R-ZZG-6195-0013	GRANTS - CAR CONTROL TRAINING 2007	0	705
R-ZZG-6195-0014	GRANTS - IEP TRAINING	0	330
R-ZZH-6195	GRANT - O.H.S. & W.	0	634
Total for GRANTS : DE TE		0	2,172,596.03
GLOBAL BUDGET REVENUE			
R-ZDS-65118	GB-TCH SUPPLEMENTATION	0	2,595.41
R-ZDS-65119	GB-SSO SUPPLEMENTATION	0	1,918.14
R-ZZF-62951	GB-MAINTENANCE CHARGES	0	74
Total for GLOBAL BUDGET REVENUE		0	4,587.55
GRANTS : COMMONWEALTH			
R-ZOT-6395	INVESTING IN OUR SCHOOLS GRANT	0	-4,701.20
Total for GRANTS : COMMONWEALTH		0	-4,701.20
PARENT CONTRIBUTION REVENUE			
R-CXE-6470-0007	EXCURSION REVENUE-ASO CONCERT	0	159.94
R-ZZS-6410-0001	PC - M & S G WHOLE SCHOOL	0	5,221.30
R-ZZS-6416	SCHOOL CARD CLEARING	0	-1,995.00
Total for PARENT CONTRIBUTION REVENUE		0	3,386.24
OTHER OPERATING REVENUE			
R-CCR-6890-0003	RES CENTRE -ACTIVE LEARNING	0	160
R-ZDC-6820-0005	COUNCIL - F/R BULBS	0	334
R-ZDC-6820-0007	COUNCIL - S/SIZZLE X-MAS	0	61.1
R-ZDC-6820-0009	COUNCIL - SCHOLASTIC	0	215
R-ZDM-6870	MGMT - CONSUMABLES	0	189.79
R-ZUU-6870-01	US - SALES : NEW UNIFORMS	0	894.35
R-ZUU-6870-03	US - SALES : OTHER	0	227.75
R-ZZC-6870-0002	CONFERENCE REVENUE -PLAY/A/L	0	-14.1
R-ZZP-6860	PRINT - PHOTOCOPY SALES	0	177.3
R-ZZR-6820-0002	SCHOOL - FUNDRAISING PRINTS	0	50
R-ZZR-6820-0003	SCHOOL-FUNDRAISING GENERAL	0	539.8
R-ZZR-6820-0004	SCHOOL - F/R ENTERTAINMENT BKS	0	1,363.75
R-ZZR-6820-0005	SCHOOL - FUNDR. CHALK & PARENT DIR.	0	-89.64
R-ZZR-6820-01	FUNDRAISING - TEA TOWELS	0	923.94
R-ZZT-6855-0002	TRAINING & DEVELOPMENT - REVENUE	0	345.8
R-ZZT-6855-0004	PD PRESENTATIONS	0	390
R-ZZT-6890-0005	T & D - STAFF CONTRIBUTION GENERAL	0	24.99
R-ZZZ-6850	WS - INTEREST REVENUE	2,638.08	19,815.28
R-ZZZ-6890-0001	WS - GENERAL TRANSITS	0	1,955.76
R-ZZZ-6890-0003	WS - GENERAL REVENUE - DONATION	0	160
R-ZZZ-6890-0011	GENERAL REVENUE ACCOUNT	4.77	3,257.37
Total for OTHER OPERATING REVENUE		2,642.85	30,982.24

KILPARRIN TEACHING & ASSESSMENT General Ledger Profit and Loss for Prior Year, period 13 (continued)

Account	Description	PTD Posting	YTD Posting
NON-OPERATING REVENUE			
R-ZZH-6910	O.H.S. & W. - INJECTIONS REVENUE	0	1,342.00
R-ZZI-6910	INFO SYSTEM - ABNORMAL REVENUE	<u>0</u>	<u>3,699.84</u>
Total for NON-OPERATING REVENUE		0	5,041.84
<u>Total Revenue</u>		<u>2,642.85</u>	<u>2,211,892.70</u>
SUPPLIES AND SERVICES			
E-CCH-7184	STAFF CAPACITY & PERFORMANCE	0	4,984.11
E-CCR-7148	RES CENTRE - MINOR EQUIPMENT	0	222.44
E-CCR-7172	RES CENTRE - BOOKS	0	2,699.17
E-CCR-7181	RES CENTRE - STATIONERY	0	945.33
E-CCR-7183	RES CENTRE - SUBSCRIPTIONS	0	776.54
E-CCR-7184-0003	RES CENTRE - RESOURCES	0	4,807.97
E-CCR-7184-0005	RES CENTRE - REPAIRS & MAINTENANCE	0	90.91
E-CCR-7184-0006	RES CENTRE - TEACHER REFERENCE	0	3,222.23
E-CCZ-7184-0001	CURRIC - C/R CURR - YELLOW SQUARES	0	602.9
E-CCZ-7184-0002	CURRIC - C/R CURR - CPC KELC PRESCH	0	289.2
E-CCZ-7184-0003	CURRIC - ORIENTATION & MOBILITY	0	1,446.25
E-CCZ-7184-0005	CURRIC - C/R CURR - GREEN TRIANGLES	0	622.73
E-CCZ-7184-0007	CURRIC - MUSIC	0	601.65
E-CCZ-7184-0008	CURRIC - TEACHERS STATIONERY PK06	0	1,399.37
E-CCZ-7184-0009	CURRIC - PLAYGROUP	0	312.5
E-CCZ-7184-0012	CURRIC - AQUATIC/SWIMMING	0	571.73
E-CCZ-7184-0013	CURRIC- EXCURSIONS	0	204.54
E-CCZ-7184-0014	CURRIC - C/R CURR BLUE DIAMONDS	0	859.49
E-CCZ-7184-0017	CURRIC - ART CONSUMABLES	0	993.03
E-CPE-7335	THINK SYSTEMICALLY	0	1,537.44
E-CVW-7184	ATTEND TO CULTURE	0	5,121.78
E-ZDC-7139-0002	COUNCIL - GENERAL FUNDRAISING	0	55.86
E-ZDC-7139-0004	COUNCIL - FUNDRAISING BULBS	0	176.5
E-ZDC-7139-0005	COUNCIL - FUNDRAISING BOOKS	0	1,090.81
E-ZDC-7139-0007	COUNCIL - FUNDRAISING TEA TOWELS	0	745.45
E-ZDC-7139-0009	COUNCIL - SCHOLASTIC	0	294.59
E-ZDC-7184	COUNCIL - GENERAL EXPENSES	0	490.36
E-ZDM-7121	MANAGEMENT - CONSUMABLES	0	2,711.10
E-ZDM-7181	MANAGEMENT - OFFICE SUPPLIES	0	4,444.44
E-ZDM-7183	MANAGEMENT - SUBSCRIPTIONS	0	1,467.28
E-ZDM-7184-0001	MANAGEMENT - GENERAL EXPENSES	0	153.41
E-ZDM-7184-0002	MANAGEMENT - GENERAL PARKING EXP	0	102.17
E-ZDM-7184-0003	MANAGEMENT - CAPTURING THE MEMORY	0	4.55
E-ZDM-7184-0004	MANAGEMENT - RECORDS MANAGEMENT	0	23.08
E-ZDS-7164	STAFF - PRINCIPAL EXPENDITURE	0	1,453.80
E-ZDS-7165	STAFF- PRINCIPAL DISCRETIONARY FUND	0	450.91
E-ZSS-7103	SSS-ACCOMODATION	0	3,060.11
E-ZSS-7109	SSS-CAR EXPENSES	0	622.18
E-ZSS-7121	SSS-MEALS	0	1,670.38
E-ZSS-7148	SSS - RESOURCES	0	2,244.64
E-ZSS-7169	SSS-REPAIRS MAINTENANCE GVT CARS	0	52.92
E-ZSS-7184	SSS-ADMINISTRATION	0	337.13
E-ZSS-7194	SSS-FLIGHT EXPENSES	0	5,087.78
E-ZSS-7196	SSS-TRAVEL REIMBURSEMENT	0	2,110.55
E-ZSS-7670	SSS-LEASE OF GOVERNMENT CARS	0	23,202.88
E-ZUU-7166-01	US - C.O.G.S. : NEW UNIFORMS	0	1,728.41
E-ZZF-7121-0004	FACIL - PLAYGROUND/EQUIPMENT	0	4,164.23
E-ZZF-7140	FACILITIES - FURNITURE (PRO. SCREEN	0	197.04

KILPARRIN TEACHING & ASSESSMENT General Ledger Profit and Loss for Prior Year, period 13 (continued)

Account	Description	PTD Posting	YTD Posting
SUPPLIES AND SERVICES (continued)			
E-ZZF-7148	FACIL - MINOR EQUIPMENT	0	509.45
E-ZZF-7169	FACIL - BREAKDOWN MAINTENANCE	0	9,980.97
E-ZZG-7199-0003	GWS - 3 X \$1500 TCH STUDY	0	1,863.00
E-ZZG-7199-0005	GWS - DRIVE TO LIVE GRANT	0	427.27
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	0	510.77
E-ZZH-7148	O.H.S. & W. - MINOR EQUIPMENT	0	91.02
E-ZZH-7184-0001	O.H.S. & W. - PHYSICAL HEALTH	0	2,047.50
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	0	1,789.40
E-ZZI-7148	INFO SYSTEM - MINOR EQUIPMENT	0	2,211.80
E-ZZI-7151	INFO SYSTEM - WEB HOSTING COSTS	0	770
E-ZZI-7184-0001	INFO SYSTEM - PRINTERS	0	1,704.73
E-ZZI-7184-0003	ICT - BREAKDOWN MAINTENANCE	0	222.73
E-ZZI-7192	ICT - INTERNET/EDUCONNECT CHARGES	0	803.05
E-ZZP-7163-0002	PRINT - PAPER A4	0	876.45
E-ZZP-7163-0003	PRINT - PAPER SPECIAL (A3 A4 ETC)	0	117.51
E-ZZP-7169-0002	COPY COST - SERVICE & TONER	0	4,175.44
E-ZZU-7145	BUS - INSURANCE	0	1,147.43
E-ZZU-7154	BUS - REGISTRATION/INSPECTION	0	1,277.30
E-ZZU-7164	BUS - SERVICE	0	728.9
E-ZZU-7169	BUS - R & M	0	2,040.28
E-ZZU-7245	BUS - FUEL & OIL	0	1,059.11
E-ZZZ-7106	WS - ADVERTISING / PUBLIC RELATIONS	0	3,573.34
E-ZZZ-7136	WS - FREIGHT	0	1,023.28
E-ZZZ-7160	WS - POSTAGE	0	477.46
E-ZZZ-7184-0001	WS-POLICY/PLANNING COMMITTEE	0	75.64
E-ZZZ-7184-0002	WS - OHS&W COMMITTEE	0	146.5
E-ZZZ-7184-0004	WS-PROFESSIONAL DEV. COMMITTEE	0	5
E-ZZZ-7184-0005	WS-LEADERSHIP COMMITTEE	0	77.12
E-ZZZ-7184-0006	SITE ESTABLISHMENT EXPENSES	0	19,652.07
E-ZZZ-7184-0007	WS-PLAYGROUND COMMITTEE	0	7
E-ZZZ-7199-0007	WS - GENERAL TRANSITS-XMAS LUNCH	0	72
E-ZZZ-7199-0010	WS - GENERAL EXPENSE ACCOUNT	0	90
Total for SUPPLIES AND SERVICES		0	150,007.39
GLOBAL BUDGET EXPENSES			
E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0	2,514.23
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0	1,410.67
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0	82.52
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0	1,127,795.45
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0	629,079.62
E-ZDS-71114	GB-SAL/WAGES-TRT	0	25,497.50
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0	9,055.54
E-ZZF-73288	GB-WASTE DISPOSAL	0	47.12
E-ZZF-73511	GB-REPAIRS & MAINTENANCE	0	5,830.58
Total for GLOBAL BUDGET EXPENSES		0	1,801,313.23
FACILITIES AND UTILITIES EXPENSES			
E-ZSS-7245	SSS-PETROL ON GVT CARS	0	3,420.32
E-ZZF-7225	FACIL - CLEANING ONGOING	0	37,511.90
E-ZZF-7250	FACIL - GROUNDS MAINTENANCE	0	7,211.86
E-ZZF-7280	FACIL - WASTE DISPOSAL	0	525.55
Total for FACILITIES AND UTILITIES EXPENSES		0	48,669.63
FINANCIAL EXPENSES			
E-ZZZ-7410	WS - BANK CHARGES	0	100
Total for FINANCIAL EXPENSES		0	100

KILPARRIN TEACHING & ASSESSMENT General Ledger Profit and Loss for Prior Year, period 13 (continued)

Account	Description	PTD Posting	YTD Posting
EMPLOYEE EXPENSES			
E-ZZG-7393-0002	GWS - BUS TRAINING : T & D	0	565
E-ZZT-7393-0001	T & D - PRINCIPAL/LEADERSHIP PD	0	9,921.97
E-ZZT-7393-0004	T & D - TRAINING COSTS STAFF	0	16,089.58
E-ZZT-7393-0007	FOCUS ON LEARNING	0	1,885.69
E-ZZT-7393-0008	STATEWIDE PROFESSIONAL DEVELOPMENT	0	92.5
Total for EMPLOYEE EXPENSES		0	28,554.74
PARENT CONTRIBUTION EXPENSES			
E-CXE-7930-0005	EXCURSION EXPENSES-ASO PERFORMANCE	0	184
Total for PARENT CONTRIBUTION EXPENSES		0	184
DEPRECIATION AND AMORTISATION			
E-ZZP-7530	PRINT - DEPREC EQUIPMENT	2,599.80	2,599.80
Total for DEPRECIATION AND AMORTISATION		2,599.80	2,599.80
<u>Total Expenses</u>		<u>2,599.80</u>	<u>2,031,428.79</u>
Surplus or (Deficit) funds		<u>43.05</u>	<u>180,463.91</u>

3.3.3 Funds Expended Against Site Priorities

Funds Expended Against Site Priorities - 2007

	Expended	Budget	Ledger
<i>Improving Learner Achievement</i>			
Learner Achievement	1855.69		
Art	993.03		
PD Staff	699.88		
TOTAL	3548.6	5000	1451.4
<i>Improving Services for the Early Years</i>			
Services for the Early Years	1537.44		
Heather Gibb PD	4826.00		
TOTAL	6363.44	5000	-1363.44
<i>Wellbeing</i>			
Wellbeing	5121.78		
TOTAL	5121.78	5000	-121.78

3.3.4 Financial Commitments Report

PLANNED SCHOOL COMMITMENTS REPORT as at 31 DECEMBER 2007

Please email the completed report to DECS.SiteFinancialPolicy@sau.gov.sa.gov.au by 29th February 2008.

Do **not** include any funds outside of the Consolidated/School Fund account as at 31 December 2007 (e.g. Canteen and OSHC/Vacation programs with own bank accounts) on this form.

School Name: Kilparrin Teaching & Assessment School & Services

School Number: 1372

CLOSING CASH AND INVESTMENT BALANCE (31 DECEMBER 2007):	\$ 462,422.92
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SOURCE OF FUNDS		Expected Year to be Spent
1. Unspent Commonwealth Grants (Includes Investing in Our Schools funding.)	\$ 0	
2. Unspent Local Government Grants	\$ 0	
3. Unspent Industry Grants	\$ 0	
4. Unspent Fundraising monies (Fundraising monies collected in previous year(s) but not yet spent.)	\$ 814.97	814.97
5. OSHC/Vacation Care Carried Forward Balance (Where funds are held within the Consolidated/School Fund Acc.)	\$ 0	
6. Building and Library Funds Carried Forward Balance (Where funds are held within the Consolidated/School Fund Acc.)	\$ 0	
7. Enterprise Carried Forward Balance (Where funds are held within the Consolidated/School Fund Acc.)	\$ 0	
8. Other Non-State Government Funds (e.g. scholarships and bequests)	\$ 0	
9. District Cluster Funds (Where funds are managed by the school on behalf of the district.)	\$ 0	
10. Unspent State Government Funds (Includes unspent grants received from DECS and other State Government agencies.)	\$ 461,607.95	461607.95

RECONCILIATION		
The sum of 1 to 10 Source of Funds (incl. Commitments \$186,000)	\$ 462,422.92	462422.92
Closing Cash and Investment Balance	\$ 462,422.92	

Uncollected Materials and Services Charges:

\$ 1774.90

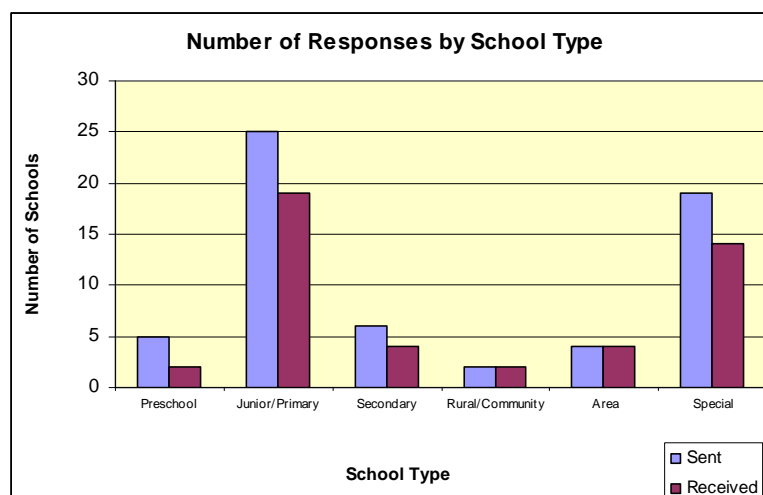
(The figure should be the amount outstanding as at 31 December 2007)

3.4 STATEWIDE SUPPORT SERVICE REPORT

Support Feedback Summary: December 2007

School Type

	Preschool	Junior/Primary	Secondary	Rural/Community	Area	Special	Total
Sent (no. of schools)	5	25	6	2	4	19	61
Received (no. of schools)	2 (40%)	19 (76%)	4 (67%)	2 (100%)	4 (100%)	14 (74%)	45 (74%)
Received (no. of individuals)	3	23	4	2	5	26	63



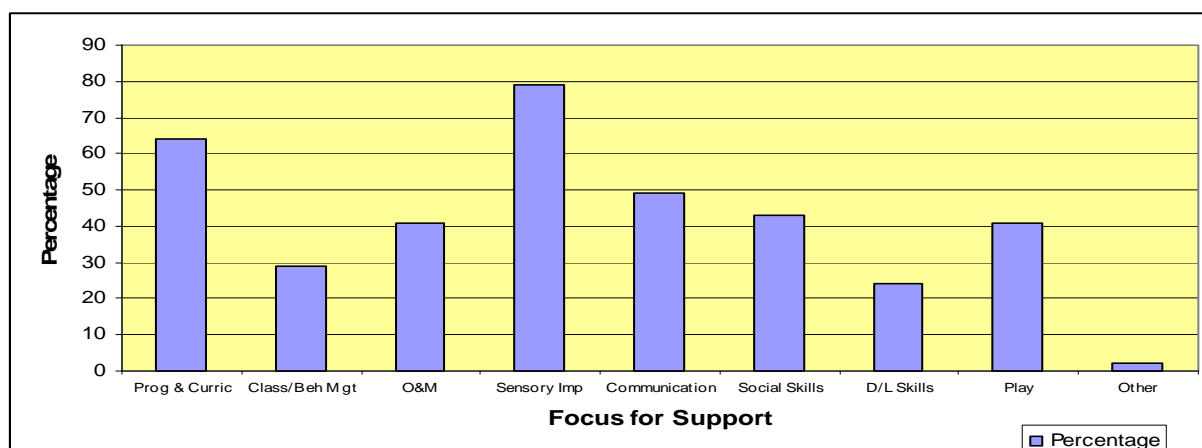
Number of Responses by School Type

Discussion

Support Feedback Sheets were sent to all sites that had received a support service from Kilparrin during 2007. Responses were received from 74% of sites. *Support Feedback Sheets* were not sent to parents/caregivers receiving an early intervention program via home visits.

What aspects of the learner's education were of concern to you?

Programming & Curriculum Adaptation	40 (64%)	Communication Skills	31 (49%)
Classroom & Behaviour Management	18 (29%)	Social Skills	27 (43%)
Orientation & Mobility	26 (41%)	Daily Living Skills	15 (24%)
Sensory Impairment	50 (79%)	Play	26 (41%)
Vision	46 (92% of sensory impairment)	Other (<i>Transition from school</i>)	01 (2%)
Hearing	11 (22% of sensory impairment)		



Do you believe that the support provided contributed to any of the following?

	Yes	No	Unsure
An increase in your own knowledge and skills in working with/managing the learner/s	59 (95%)	3 (5%)	0 (0%)
An increase in your own confidence in working with/managing the learner/s	53 (85%)	9 (14%)	1 (1%)
People involved in supporting the learner working more effectively together and having a common understanding of the learner's needs	54 (88%)	5 (9%)	2 (3%)
An improvement in learning outcomes for the learner/s	49 (79%)	5 (8%)	8 (13%)
Has any of the support you have received assisted you in your work with other learners	39 (68%)	15 (27%)	3 (5%)
Was your access to the Kilparrin Statewide Support Service easily obtained?	51 (82%)	3 (5%)	8 (13%)

Comments:

The full report is included in Appendix G

STRATEGIC DIRECTIONS & TARGETS

Strategic Direction 1: Improving Learner Achievement

Improving communication outcomes for all learners

Evidence:

- documentation shows that all learners have Personal Communication Dictionaries and a record of their preferred communication modes
- *Intensive Interaction* has begun at Kilparrin and staff have identified learners for whom it is appropriate
- *Intensive Interaction* focus class teacher was allocated additional time to oversee the implementation of *Intensive Interaction* for identified learners.

Improving literacy outcomes for all learners

Evidence:

- Individual Reading Records indicate that learners are accessing a range of genres
- literacy collection for learners has expanded and existing resources are presented in a range of formats to support learners' sensory needs
- all learners participated in the Premiers Reading Challenge
- training in video camera usage and observation techniques occurred in Term 1
- evidence collected through observation records, data collection, anecdotes, digital photos, video and learners' work samples shows that 63.6% of learners engaged in emergent expressive literacy activities
- teachers reported against individual learners' goals in literacy to meet *Moving Forward with SACSA* requirements
- tapes, CDs, talking books, listening posts and headphones have been used to assist individual learners to attend and engage in listening activities
- Soundfield systems installed in classrooms and being used effectively.

Improving numeracy outcomes for all learners

Evidence:

- teachers' programs & learner reports address numeracy goals
- documented audit of numeracy resources
- numeracy resources matching the needs of learners have been identified and purchased.

Strategic Direction 2: Improving Services for the Early Years

Further development of the Kilparrin Early Learning Centre (KELC) program

Evidence:

- ongoing program accepted & functioning exceptionally well
- continuous and increasing enrolments.

Strategic Direction 3: Improving Learner Wellbeing

Improving the involvement & engagement of learners

Evidence:

- *Kilparrin Learner Wellbeing Rubric*, covering the five dimensions of the *DECS Wellbeing Framework*, developed, modified & trialled with all learners
- task group established to undertake the development of the *Kilparrin Learner Wellbeing Rubric*
- specific goals relating to wellbeing incorporated into some learners' Negotiated Education Plans
- *Ages and Stages Questionnaires: Social-Emotional Competence* (ASQ:SE) trialled with the children in the KELC program
- training & development for staff around wellbeing occurred during staff and teacher meetings
- leadership position in learner wellbeing created and filled.

Improving the physical skills of learners

Evidence:

- Kilparrin teacher nominated to the Premiers be active Challenge (PbaC) Advisory Committee
- Kilparrin has had input into the inclusion of students with disabilities in the PbaC
- playground committee introduced 'Be Active' days.

Improving the social skills of learners

Evidence:

- record of professional learning in *Intensive Interaction*
- class programs outline specific social skills activities.

Strategic Direction 4: Improving Staff Professional Capacity & Performance

Supporting staff professional learning

Evidence:

- *Professional and Personal Performance Development Plans* reviewed against system, school/service and individual priorities
- *OHS&W Training Needs Analysis* completed and identified professional learning implemented
- *DECS Training & Professional Development Support Strategy* implemented and documented
- leadership position in staff capacity & performance created and filled.

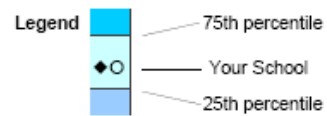
Supporting positive staff wellbeing

Evidence:

- *Psychological Health Survey* results documented and follow-up questionnaire completed to clarify issues
- *Psychological Health Action Plan* developed, documented and implemented following extensive staff consultation
- targeted professional learning organised; including Pupil Free Day, accessing District & private support personnel including Dr Heather Gibb, Organisational Psychologist.

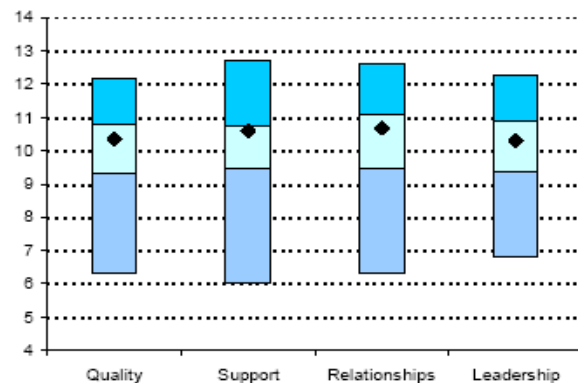
DECS 2007 Parent and Staff Opinion Surveys Kilparrin Teaching & Assessment School & Services

Comparison of aggregated school opinion to State Values (top 25%, middle 50%, lower 25%). The black diamond represents the current score for Kilparrin.



Parent Opinion: State comparison

25% of parents responded to the 2007 DECS online parent opinion survey. The summary chart below indicates that most parent respondents were positive about the Kilparrin's services and directions.



Particular achievements identified included

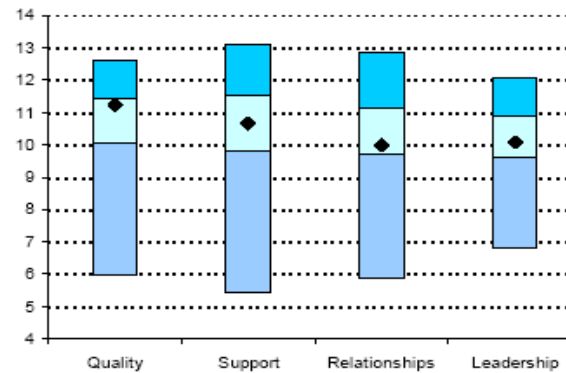
- Teachers clearly inform parents about the learning program.
- Teachers provide help and support where it is needed.
- Children are happy at school.
- Kilparrin provides a safe and secure environment.
- The school is well organised.
- Parents are involved in the development of school plans.

Issues for development identified

- Clarifying behavioural expectations of students.
- Supporting and encouraging students to have a sense of pride in their achievements.
- Providing opportunities for parents to be involved in the school's educational activities.

Staff Opinion: State Comparison

28% of staff responded to the 2007 DECS online staff opinion survey. The chart below summarises staff responses.



Particular achievements identified included

- Teachers are enthusiastic in their teaching.
- Assessment processes provide information on students' strengths and areas for further development.
- Student assessment information is used to evaluate, develop and refine teaching programs.
- Learning programs respond to the range of students' abilities.
- Kilparrin environment is focussed on learning.
- Programs provide for the needs of every student.
- Kilparrin provides a safe and secure environment.
- Parents have opportunities to participate in decisions about their children's education.

Issues for development identified

- Supporting and encouraging students to have a sense of pride in their achievements.
- Clarifying student behaviour management procedures.
- Intra-staff communication.
- Review of decision making at Kilparrin.

Comment on Opinion Surveys

A relatively small number of parents and staff responded to the online surveys and not all respondents answered all questions. This resulted in the opinion of one or two respondents having a significant effect on the overall charted result. The surveys did identify some issues for further development that were common to both parents and staff. These issues will be incorporated into the 2008 Site Learning Plan.



Kilparrin Teaching & Assessment
School & Services

Annual Report 2007
Information for Parents

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**Kilparrin Teaching & Assessment School &
Services**

1372

Site Data Overview 2007



Government of South Australia

Department of Education and
Children's Services



SCHOOL DATA OVERVIEW

Contact & Site Details

Org No	1372
Full Name	Kilparrin Teaching & Assessment School & Services
Address	1C Duncan Avenue, Park Holme SA 5043
Postal Address	1C Duncan Avenue, Park Holme SA 5043
Phone	(08) 8277 5999
Fax	(08) 8277 5800
Email	admin@kilparrin.sa.edu.au
Principal	Ms Alison McWilliams
Type	Special Education
Designation	Reception to Year 12
Index Of Disadvantage	5
District	Inner South
Local Government Area	Marion (C)
Latitude	S 34.991605
Longitude	E 138.555007
Distance from GPO Km	7
Opened	1 January 1978

The attached information is available from systemic data sets collected by Data Management & Accountability. Available trend data are provided to sites for reporting in the Annual Reports process, together with additional interpretation of the data within the local context.

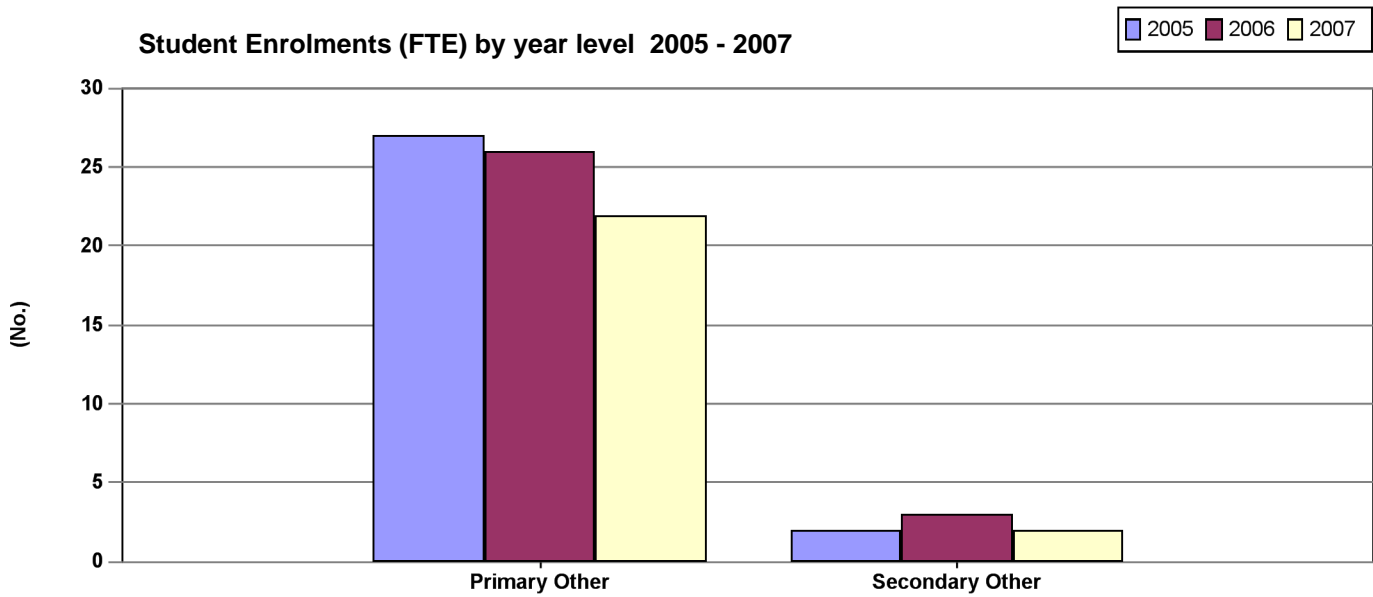
Tables and graphs can be cut and pasted into other documents. Instructions for this are available on <http://www.decs.sa.gov.au/accountability/> under Reporting/2007 Reporting.

For further information on DMA data sets go to the SSONET site <http://ssonet.sa.edu.au> under Administration, Data/InfoServices. Choose School Information or Children's Services Information and then select Fact Sheets.

Notes:

N/A = Not Available.

Numbers in some tables may not sum to total due to rounding.

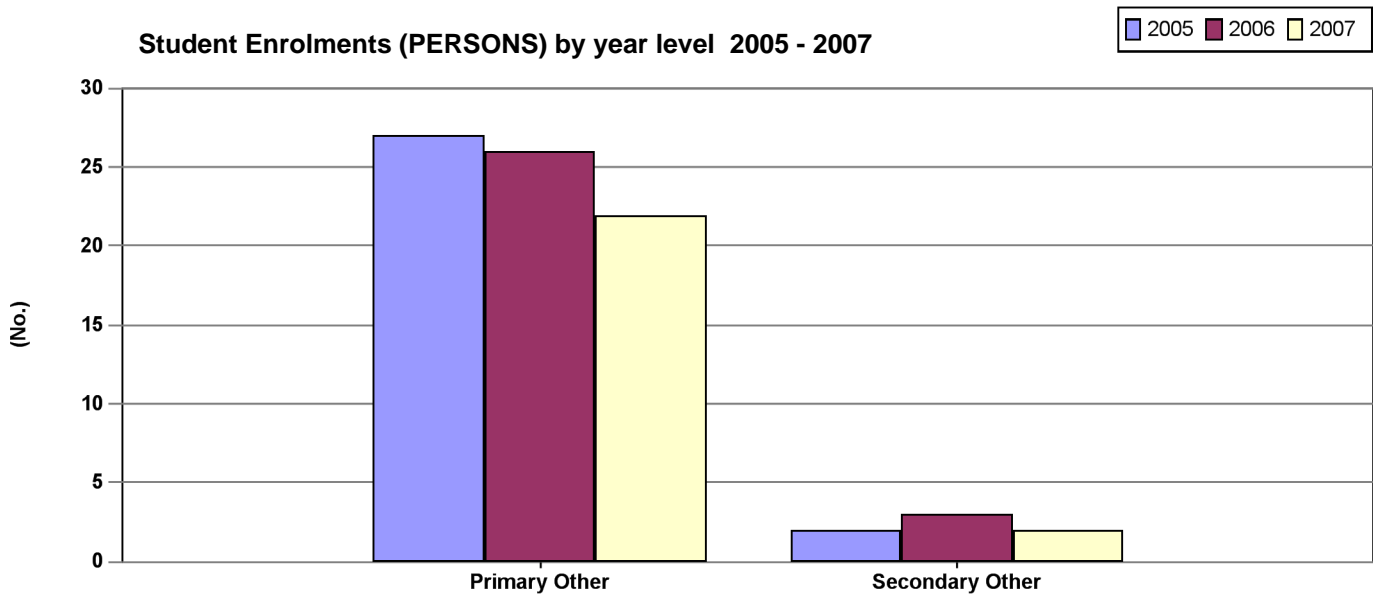


Year Level	2005			2006			2007			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2005 - 2006	2006 - 2007
Primary Other	14.0	13.0	27.0	16.0	10.0	26.0	15.0	7.0	22.0	-1.0	-4.0
Secondary Other	2.0	0	2.0	2.0	1.0	3.0	2.0	0	2.0	1.0	-1.0
Total	16.0	13.0	29.0	18.0	11.0	29.0	17.0	7.0	24.0	0	-5.0

FTE: Full Time Equivalent enrolment

Source: Term 3 census of schools, Data Management & Accountability

Scale may vary from graph to graph, always check the scale on the vertical (Y) axis before interpreting apparent differences.



Year Level	2005			2006			2007			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2005 - 2006	2006 - 2007
Primary Other	14	13	27	16	10	26	15	7	22	-1	-4
Secondary Other	2	0	2	2	1	3	2	0	2	1	-1
Total	16	13	29	18	11	29	17	7	24	0	-5

Source: Term 3 census of schools, Data Management & Accountability.

Scale may vary from graph to graph, always check the scale on the vertical (Y) axis before interpreting apparent differences.

Student Enrolments Specific Populations (FTE) 2005 - 2007

	2005			2006			2007			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2005 - 2006	2006 - 2007
ATSI	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NESB	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Disabilities	16.0	13.0	29.0	18.0	11.0	29.0	17.0	7.0	24.0	0.0	-5.0
School Card	4.0	3.0	7.0	6.0	5.0	11.0	8.0	4.0	12.0	4.0	1.0

Source: Term 3 census of schools, Data Management & Accountability

FTE: Full Time Equivalent

ATSI: Aboriginal and/or Torres Strait Islander

ESL: English as a Second Language

NESB: Non - English Speaking Background

Student Enrolments Specific Populations (PERSONS) 2005 - 2007

	2005			2006			2007			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2005 - 2006	2006 - 2007
ATSI	0	0	0	0	0	0	0	0	0	0	0
NESB	0	0	0	0	0	0	0	0	0	0	0
Disabilities	16	13	29	18	11	29	17	7	24	0	-5
School Card	4	3	7	6	5	11	8	4	12	4	1

Source: Term 3 census of schools, Data Management & Accountability

ATSI: Aboriginal and/or Torres Strait Islander

ESL: English as a Second Language

NESB: Non - English Speaking Background

Student Behaviour Term 2 Exclusions and Suspensions (No of Incidents) 2005 - 2007

Action	Measure	2005			2006			2007		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Exclusions	Incidents	0	0	0	0	0	0	0	0	0
	Percent	0	0	0	0	0	0	0	0	0
Suspensions	Incidents	0	0	0	0	0	0	0	0	0
	Percent	0	0	0	0	0	0	0	0	0

Source: Term 2 data collected in Term 3 census of schools, Data Management & Accountability

Note: Where there are insufficient student numbers (ie less than 5) to ensure privacy considerations or to accurately comment on the analysis of the data, ignore the graph/table. Tables/graphs with such low figures should not be directly copied into annual reports.

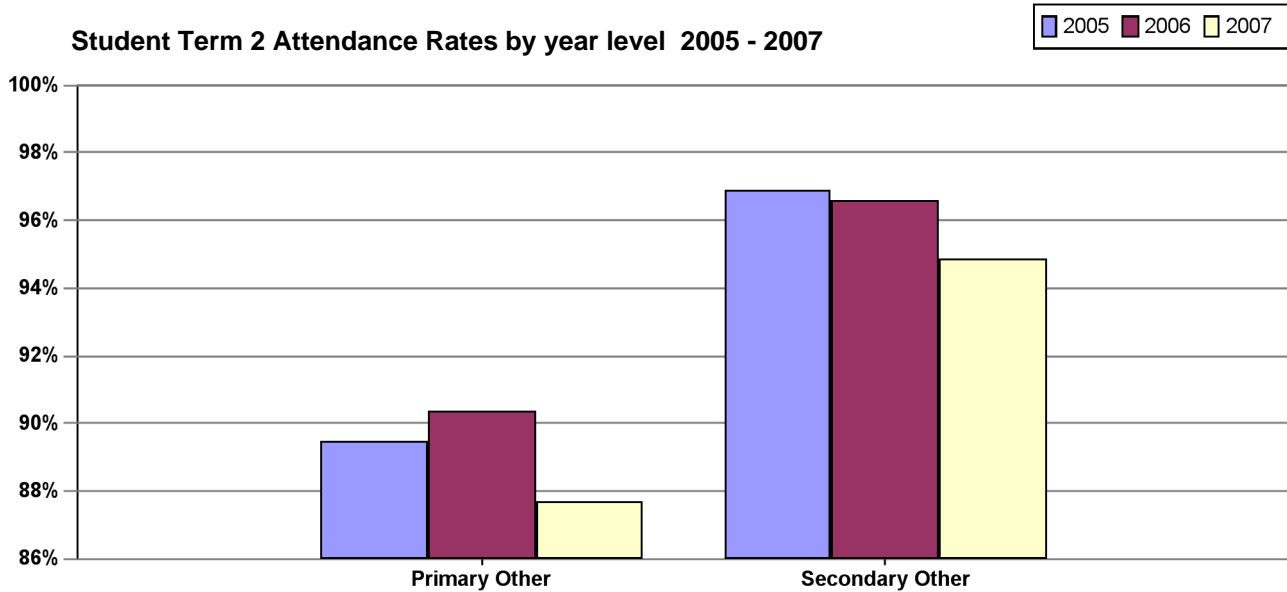
Student Behaviour Term 2 Exclusions and Suspensions (No of Students) 2005 - 2007

Action	Measure	2005			2006			2007		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Exclusions	Students	0	0	0	0	0	0	0	0	0
	Students	0%	0%	0%	0%	0%	0%	0%	0%	0%
Suspensions	Students	0	0	0	0	0	0	0	0	0
	Students	0%	0%	0%	0%	0%	0%	0%	0%	0%

Source: Term 2 data collected in Term 3 census of schools, Data Management & Accountability

Note: Where there are insufficient student numbers (ie less than 5) to ensure privacy considerations or to accurately comment on the analysis of the data, ignore the graph/table. Tables/graphs with such low figures should not be directly copied into annual reports.

Student Term 2 Attendance Rates by year level 2005 - 2007



Year Level	2005			2006			2007			Change	
	School	District	State	School	District	State	School	District	State	2005 - 2006	2006 - 2007
Primary Other	89.5	92.3	91.2	90.4	93.0	91.8	87.7	94.2	92.7	0.9	-2.7
Secondary Other	96.9	92.9	89.4	96.6	92.4	90.0	94.9	93.2	90.6	-0.3	-1.7
Total	90.0	92.0	90.7	91.0	92.1	91.2	87.1	92.4	91.2	1.0	-3.9

Source: Term 3 census of schools, Data Management & Accountability. Calculated on Term 2 whole day absences, full time students enrolled in one school for the entire term.

Where schools have used new absence codes or changed practices relating to recording absence, data at school levels may be unreliable. Figures should therefore be treated as indicative only and supplemented by attendance data available at your school, through EDSAS Replink reports and other quantitative and qualitative data collected at local levels.

Scale may vary from graph to graph, always check the scale on the vertical (Y) axis before interpreting apparent differences.

Data Criteria:

- Includes students that were active as at Term 3 census with FTE >= 0.90
- Students enrolled for all of Term 2
- Only schools with valid absence data
- Based on the following term 2 enrolment days for each year

Note:

Care should be taken in the interpretation of attendance rates at school level, particularly for schools with small populations.

Year	Term Days
2004	47
2005	48
2006	49
2007	49

Absence, Authorised and Unauthorised Rates, Term 2 by Year Level 2006 - 2007

Year Level	2006			2007			Change 2006 - 2007		
	Absence	Auth.	Unauth.	Absence	Auth.	Unauth.	Absence	Auth.	Unauth.
PrimOth	9.6	9.6	0.0	12.3	12.3	0.0	2.7	2.7	0.0
SecOth	3.4	3.4	0.0	5.1	5.1	0.0	1.7	1.7	0.0
TOTAL	9.0	9.0	0.0	12.9	12.9	0.0	3.9	3.9	0.0

Source: Term 3 census of schools, Data Management & Accountability. Calculated on Term 2 whole day absences, full time students enrolled in one school for the entire term.

Where schools have used new absence codes or changed practices relating to recording of absence, data at school levels may be unreliable. Figures should therefore be treated as indicative only and supplemented by attendance data available at your school, through EDSAS Replink reports and other quantitative and qualitative data collected at local levels. Authorised and Unauthorised figures may not add exactly to the total absence rate due to rounding issues.

Data Criteria:

- Includes students that were active as at Term 3 census with FTE >= 0.90
- Students enrolled for all of Term 2
- Only schools with valid absence data

- Based on the following term 2 enrolment days for each year

Note:

Care should be taken in the interpretation of attendance rates at school level, particularly for schools with small populations.

Year	Term Days
2004	47
2005	48
2006	49
2007	49

Intended Destinations by Year Level 2004 - 2006

Year Level	Exit Reason	2004		2005		2006	
		Number	% of Tot.	Number	% of Tot.	Number	% of Tot.
PO	Transfer to SA Govt Schl	1	100.0%	4	100.0%	4	100.0%
Total for PO		1	100.0%	4	100.0%	4	100.0%
Total for School		1	100.0%	4	100.0%	4	100.0%

Source: Term 1 census of schools, Data Management & Accountability Note: For Secondary Schools, Intended Destination Data should be considered in conjunction with Apparent Retention Rate Data and other senior secondary data sets available at the school. Note: Only students with FTE >= 0.4 included. Represents students who left during the calendar year. N/A = Not Available. Intended Destination data only collected from 2004 onwards. Includes movers and leavers from February to December in the year reported.

Intended Destinations by Reason 2004 - 2006

Exit Reason	2004		2005		2006	
	Number	% of Tot.	Number	% of Tot.	Number	% of Tot.
Transfer to SA Govt Schl	1	100.0%	4	100.0%	4	100.0%
Total for School	1	100.0%	4	100.0%	4	100.0%

Source: Term 1 census of schools, Data Management & Accountability

Note: For Secondary Schools, Destination Data should be considered in conjunction with Apparent Retention Rate Data and other senior secondary data sets available at the school.

Note: Only students with FTE >= 0.4 included. Represents students who left during the calendar year.

N/A = Not Available. Destination data only collected from 2004 onwards.

Includes movers and leavers from February to December in the year reported.

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Kilparrin Early Learning Centre

4162

Site Data Overview 2007



Government of South Australia

Department of Education and
Children's Services

Confidential

Preschool 4162 Kilparrin Early Learning Centre

PRESCHOOL DATA OVERVIEW

Contact & Site Details

Org No	4162
Full Name	Kilparrin Early Learning Centre
Address	1C Duncan Avenue, Park Holme SA 5043
Postal Address	1C Duncan Avenue, Park Holme SA 5043
Phone	(08) 8277 5999
Fax	(08) 8277 5800
Email	admin@kilparrin.sa.edu.au
Principal	Ms Alison McWilliams
Type	Preschools
District	Inner South
Local Government Area	Marion (C)
Latitude	S 34.991605
Longitude	E 138.555007
Distance from GPO Km	8

The attached information is available from systemic data sets collected by Data Management & Accountability. Available trend data are provided to sites for reporting in the Annual Reports process, together with additional interpretation of the data within the local context.

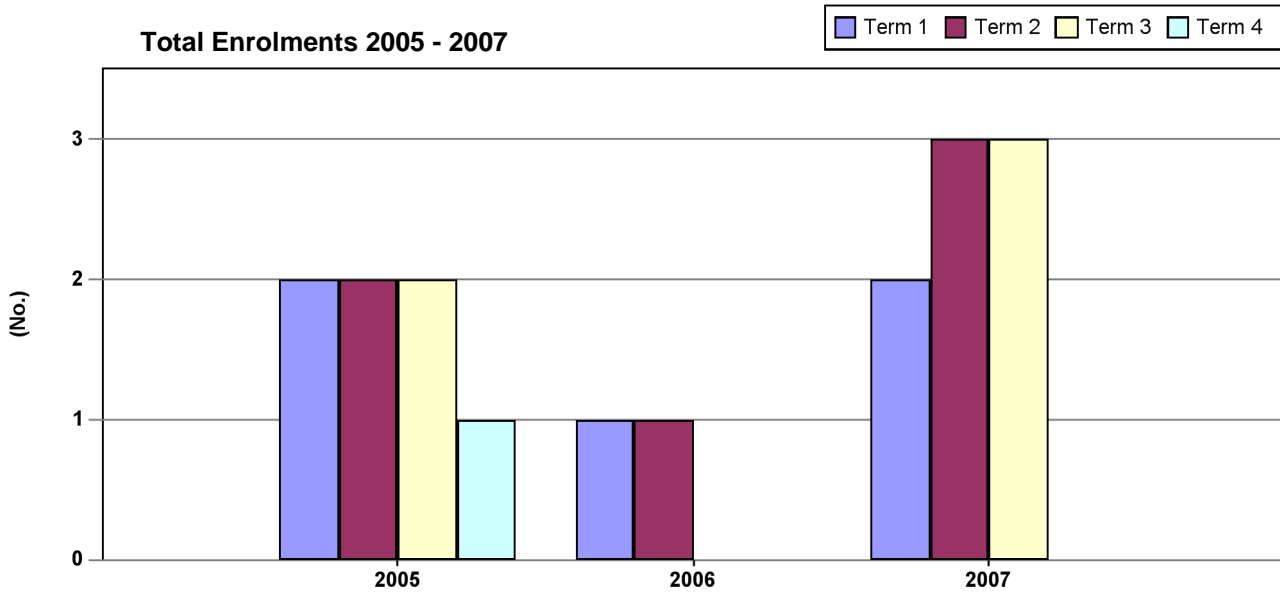
Tables and graphs can be cut and pasted into other documents. Instructions for this are available on <http://www.decs.sa.gov.au/accountability/> under Reporting/2007 Reporting.

For further information on DMA data sets go to the SSONET site <http://ssonet.sa.edu.au> under Administration, Data/InfoServices. Choose School Information or Children's Services Information and then select Fact Sheets.

NOTE: 2007 Term 4 data not available at time of production.

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Preschool 4162 Kilparrin Early Learning Centre

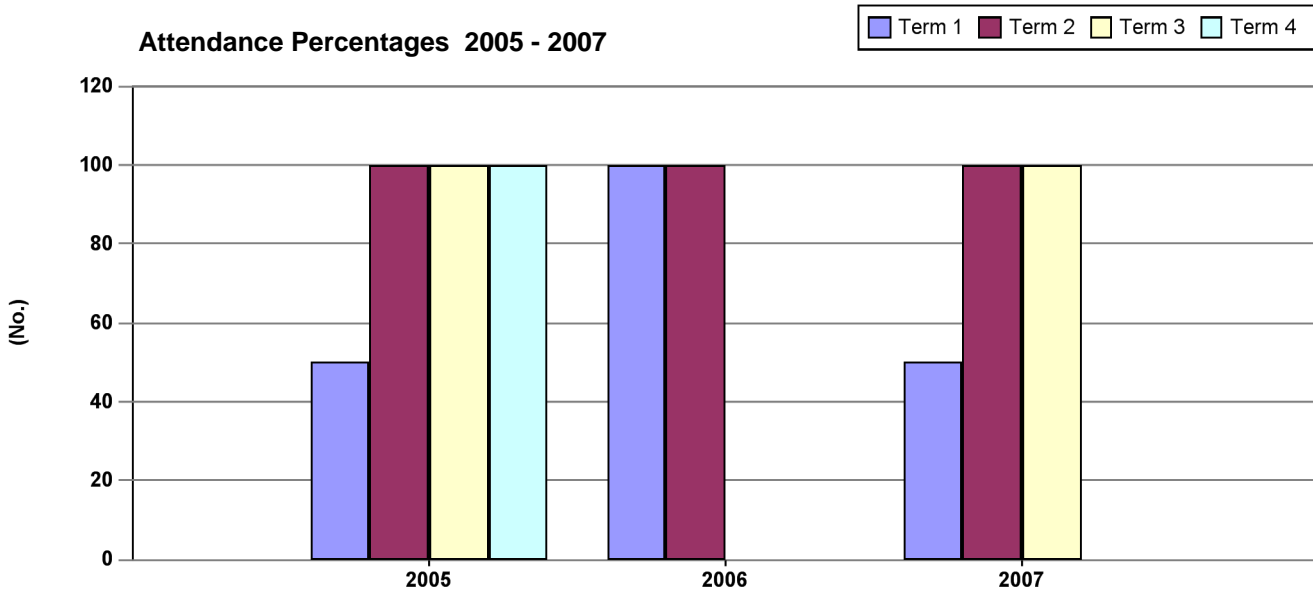


	Term 1	Term 2	Term 3	Term 4
2005	2	2	2	1
2006	1	1	0	0
2007	2	3	3	0

Based on person counts in the two week reference period each term.
 Excludes pre-entry.
 Source: Preschool Data Collection, Data Management & Accountability

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Preschool 4162 Kilparrin Early Learning Centre



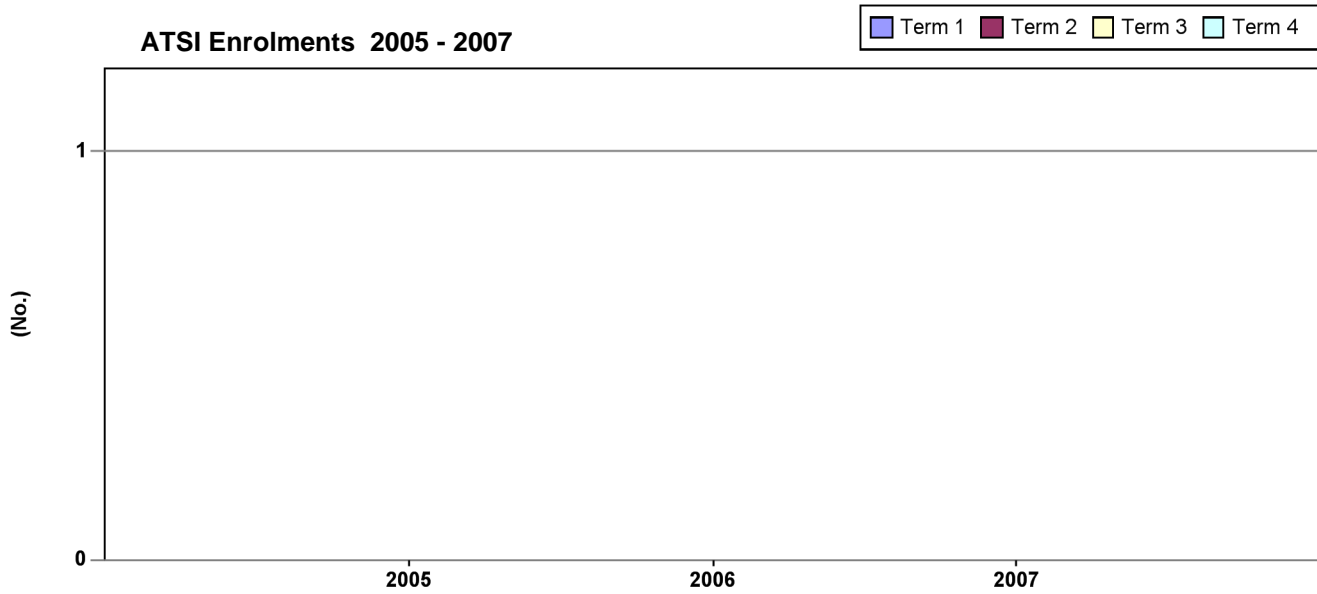
	Term 1	Term 2	Term 3	Term 4
2005 Centre	50.0	100.0	100.0	100.0
2006 Centre	100.0	100.0	0	0
2007 Centre	50.0	100.0	100.0	
2005 State	87.3	88.1	86.5	87.2
2006 State	87.2	87.4	86.6	87.5
2007 State	87.8	88.1	85.3	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management & Accountability

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Preschool 4162 Kilparrin Early Learning Centre

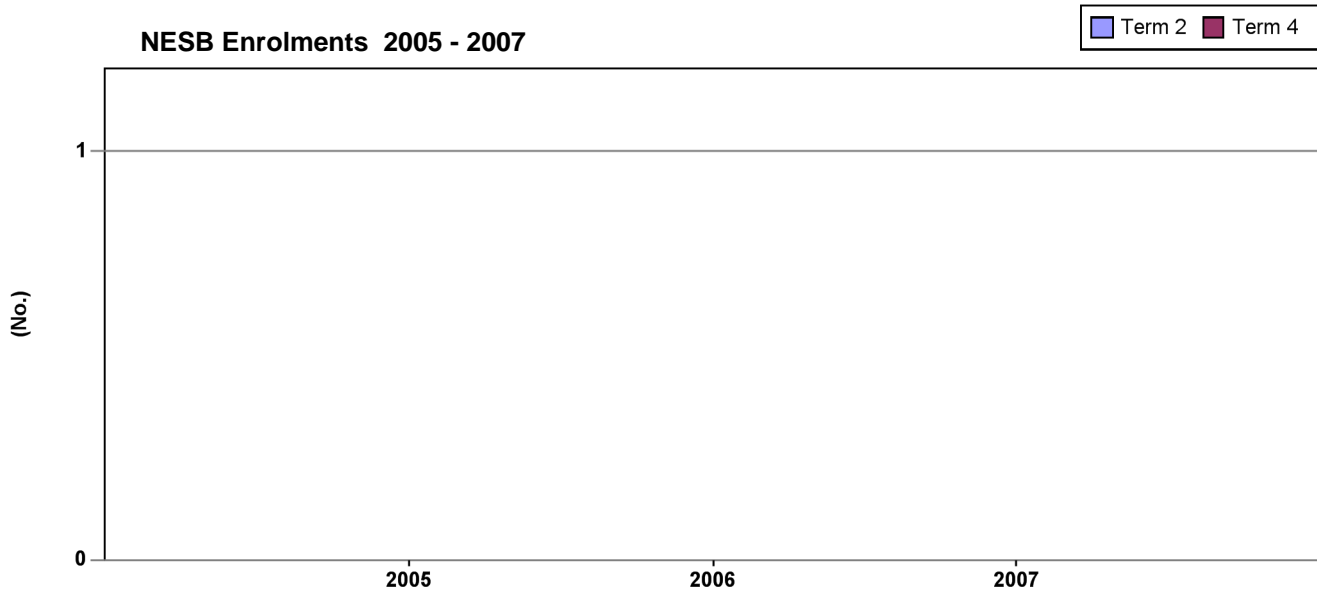


	Term 1	Term 2	Term 3	Term 4
2005	0	0	0	0
2006	0	0	0	0
2007	0	0	0	0

Based on person counts in the two week reference period each term.
Excludes pre-entry.
Children identified as Aboriginal/or Torres Strait Islander by their parents or care-provider.
Source: Preschool Data Collection, Data Management & Accountability

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Preschool 4162 Kilparrin Early Learning Centre



	Term 2	Term 4
2005	0	0
2006	0	0
2007	0	0

Based on person counts in the two week reference period in Terms 2 & 4 only
Excludes pre-entry.
Children whose main language spoken at home is other than English.
Source: Preschool Data Collection, Data Management & Accountability

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Preschool 4162 Kilparrin Early Learning Centre

Feeder School Percentage Data 2005 - 2007

Site Number - Name	Type	2005	2007
1372 - Kilparrin Tch & Assessment Sch & Ser	Govt.	50.0	100.0
9127 - Suneden Special School	Non-Govt.	50.0	
Total		100.0	100.0

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management & Accountability

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Kilparrin Tch & Assessment Sch & Ser

1372

OPINION SURVEYS 2007



Government of South Australia

Department of Education and
Children's Services

CONTENTS

Comparison of Aggregated School Opinion to District and State Opinion.

These graphs show the school's position relative to the state and district distributions of opinion. The top and bottom of the whole bar represent the maximum and minimum score of all schools within the comparison group. The middle segment of the bar in all graphs spans the 25th to the 75th percentile of opinion. Refer to legend at bottom of page.

Frequency Distributions of School Survey Responses.

These charts and tables show the actual proportions of responses to each statement within the specific survey. Comments have been colour coded as follows:

GREEN: Above average agreement or below average disagreement.

RED: Below average agreement or above average disagreement.

BLACK: No appreciable difference to overall state distribution.

Note: Statements where the total number of responses is three or less have been suppressed for reasons of confidentiality and anonymity.

Comments.

Comments given by parents, staff and students have been reported as provided. Comments which identify individuals or contain inappropriate language have been removed where possible.

A review of comments needs to be undertaken by schools prior to further distribution.

Blank graphs or sections indicate insufficient responses to protect anonymity. Consideration should also be given where low frequency responses occur when interpreting these estimates.

For more information please contact Statistical and Demographic Services on 8226 2604 or 8226 2470.

DECS Parent, Student and Staff Opinion Survey - 2007

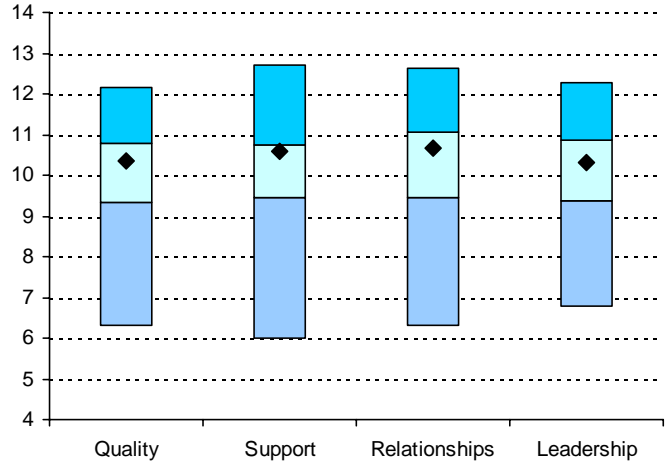
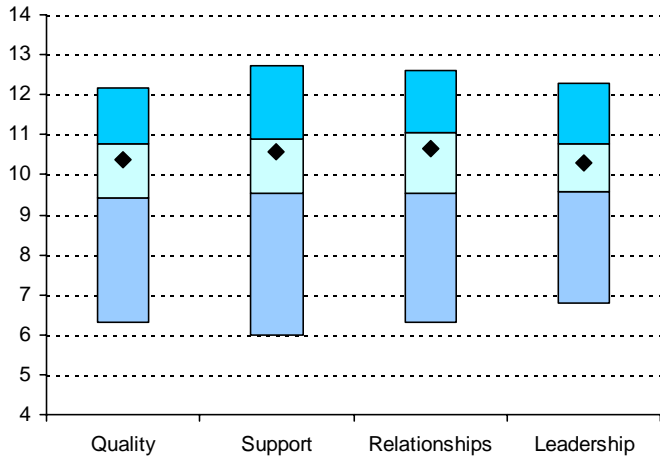
1372 Kilparrin Tch & Assessment Sch & Ser

Comparison of Aggregated School Opinion to District and State Values (top 25%, middle 50%, lower 25%)

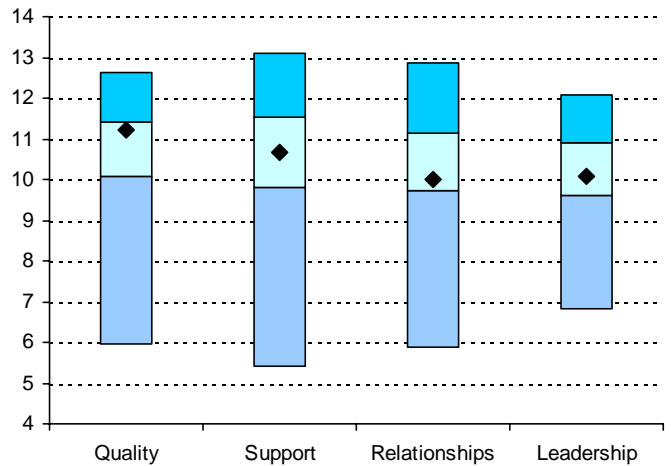
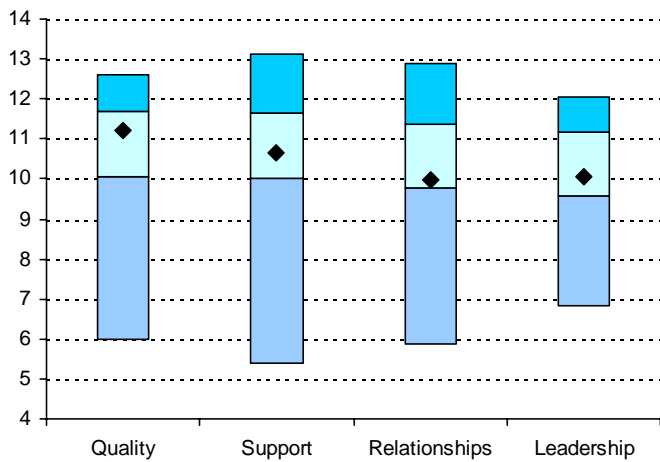
DISTRICT COMPARISON

STATE COMPARISON

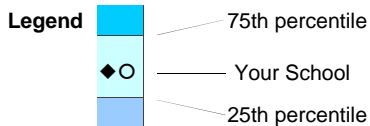
Parent Opinion



Staff Opinion



Student Opinion



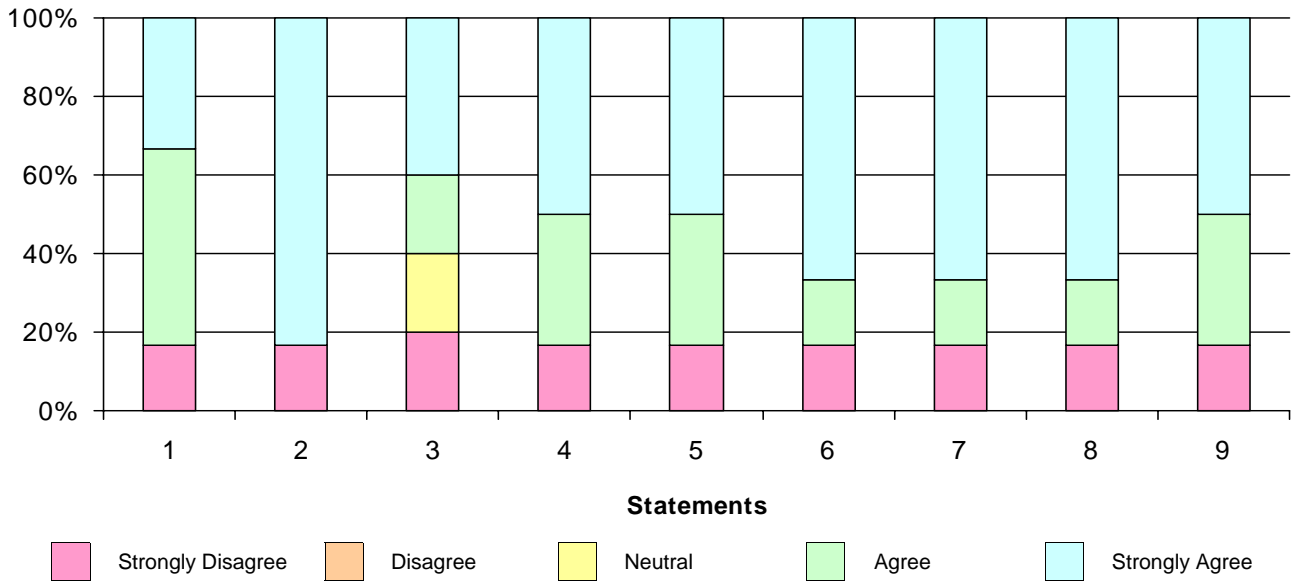
Scores have been calibrated across all surveys to give an average of 10 and deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 95% of the responses are between 8 and 12 in any survey. The black diamond represents current score, and the white dot your previous result (if your site participated last year).

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Parent Opinion - Quality of Teaching and Learning



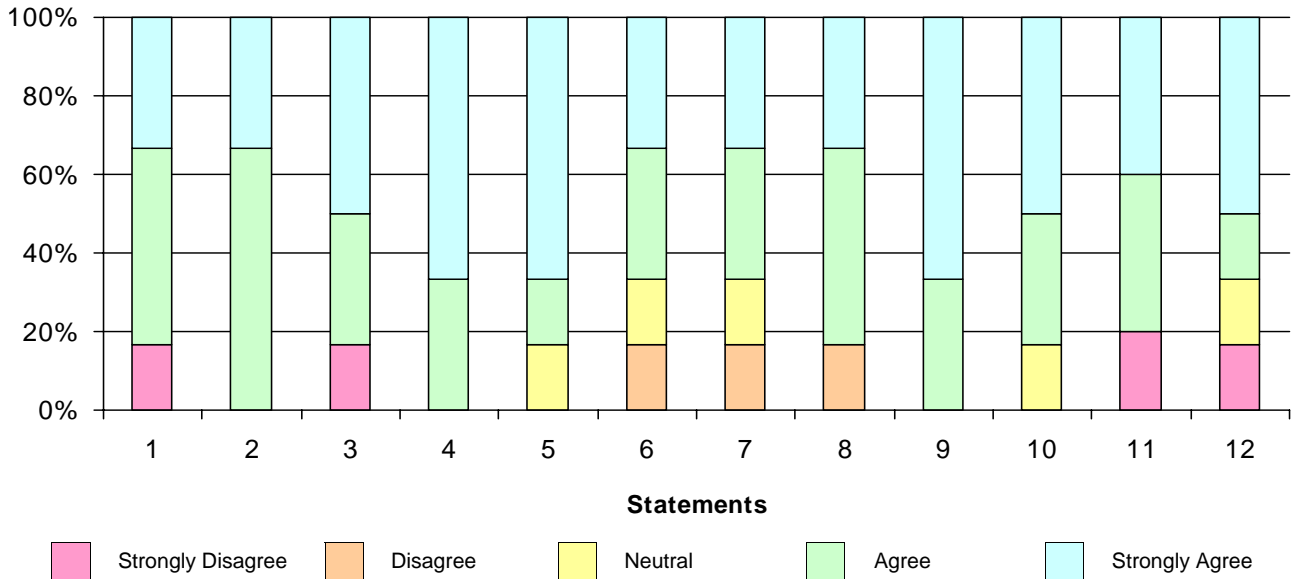
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this school.	17%	0%	0%	50%	33%	6
2	My child's teachers know what my child can do and what he/she needs to learn.	17%	0%	0%	0%	83%	6
3	This school has high expectations of its students.	20%	0%	20%	20%	40%	5
4	Teachers are enthusiastic in their teaching.	17%	0%	0%	33%	50%	6
5	I am satisfied with the learning programs offered at my child's school.	17%	0%	0%	33%	50%	6
6	My child's teachers clearly inform me about the learning program.	17%	0%	0%	17%	67%	6
7	My child's teachers make learning interesting and enjoyable.	17%	0%	0%	17%	67%	6
8	Teachers at this school really want to help my child learn.	17%	0%	0%	17%	67%	6
9	The school has an excellent learning environment.	17%	0%	0%	33%	50%	6

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Parent Opinion - Support of Learning



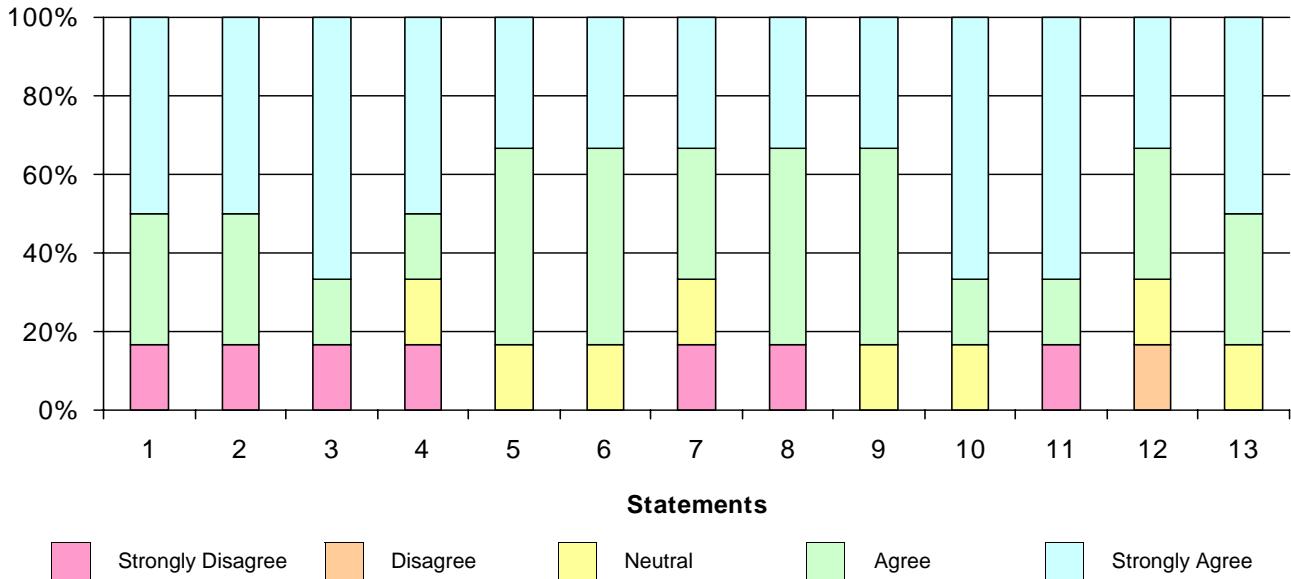
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	My child is motivated to learn at this school.	17%	0%	0%	50%	33%	6
2	My child's teachers provide help and support when it is needed.	0%	0%	0%	67%	33%	6
3	My child has access to quality materials and resources that help him/her to learn.	17%	0%	0%	33%	50%	6
4	My child is happy at this school this year.	0%	0%	0%	33%	67%	6
5	My child would receive support for any special needs he/she had.	0%	0%	17%	17%	67%	6
6	The school changes its programs and activities to improve student achievement.	0%	17%	17%	33%	33%	6
7	Students know how they are expected to behave at school.	0%	17%	17%	33%	33%	6
8	Overall, I am satisfied with the management of facilities at the school.	0%	17%	0%	50%	33%	6
9	This school provides a safe and secure environment.	0%	0%	0%	33%	67%	6
10	Students have enough materials and resources for their learning.	0%	0%	17%	33%	50%	6
11	This school has information available about other support agencies within the community.	20%	0%	0%	40%	40%	5
12	This school encourages students to have a sense of pride in their achievement.	17%	0%	17%	17%	50%	6

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Parent Opinion - Relationships and Communication



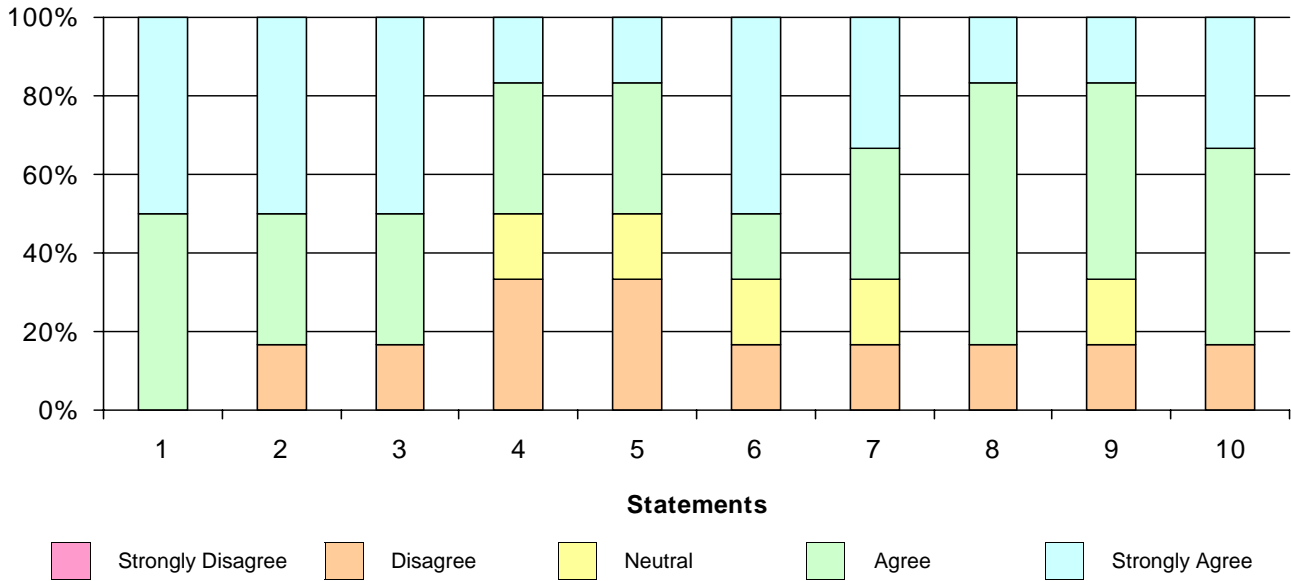
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I feel welcome at this school.	17%	0%	0%	33%	50%	6
2	This school assists the development of my child's personal and social skills.	17%	0%	0%	33%	50%	6
3	I am comfortable about approaching my child's teachers to talk about his/her progress.	17%	0%	0%	17%	67%	6
4	I am given opportunities to have a say in matters about this school.	17%	0%	17%	17%	50%	6
5	There is a broad variety of communications that inform parents about this school.	0%	0%	17%	50%	33%	6
6	Students from all backgrounds and cultures are treated fairly at this school.	0%	0%	17%	50%	33%	6
7	The staff always listen to what I have to say about my child's development and needs.	17%	0%	17%	33%	33%	6
8	I receive helpful information about my child's progress and achievement.	17%	0%	0%	50%	33%	6
9	This school provides opportunities to discuss my child's progress.	0%	0%	17%	50%	33%	6
10	I am well informed about school activities.	0%	0%	17%	17%	67%	6
11	I believe that if I have concerns or suggestions, the school would respond appropriately.	17%	0%	0%	17%	67%	6
12	I am encouraged to be involved in the school in all kinds of ways.	0%	17%	17%	33%	33%	6
13	Teachers let me know how well my child is doing.	0%	0%	17%	33%	50%	6

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Parent Opinion - Leadership and Decision Making



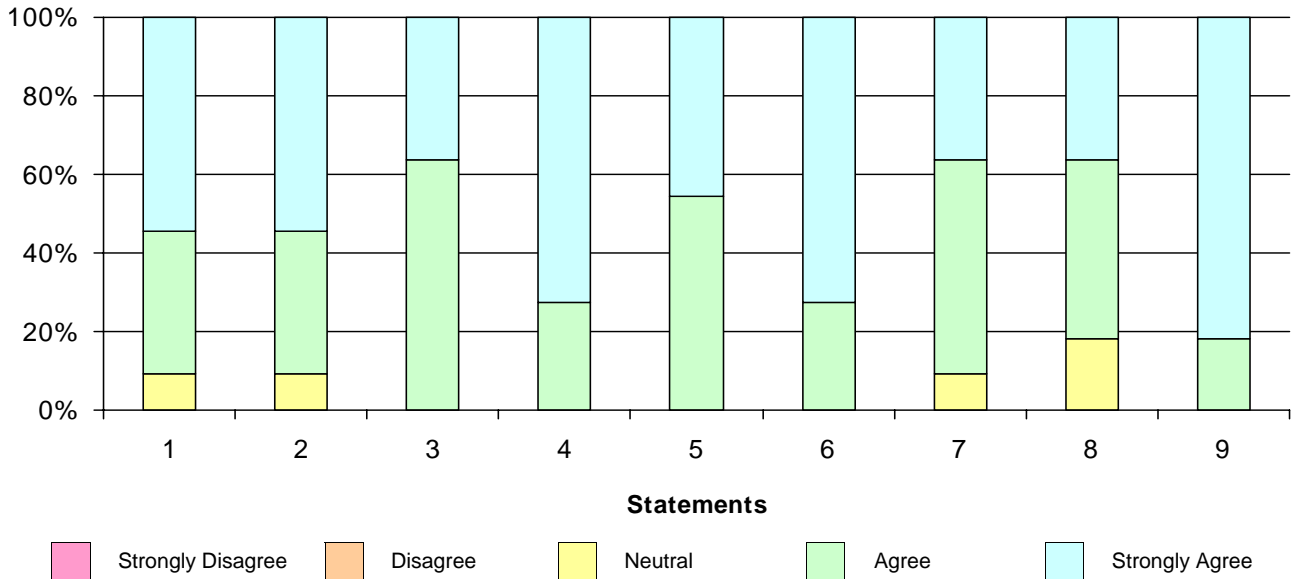
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	This school is well organised this year.	0%	0%	0%	50%	50%	6
2	I have confidence in how the school is managed.	0%	17%	0%	33%	50%	6
3	I believe there is effective educational leadership within the school.	0%	17%	0%	33%	50%	6
4	The school seeks parent's opinions about educational programs.	0%	33%	17%	33%	17%	6
5	I am given the opportunity to be involved in the school's educational activities.	0%	33%	17%	33%	17%	6
6	The school is always looking for ways to improve what it does.	0%	17%	17%	17%	50%	6
7	Parents have the opportunity to participate in decisions about their children's education.	0%	17%	17%	33%	33%	6
8	Parents are involved in the development of school plans.	0%	17%	0%	67%	17%	6
9	The school includes parents and community in decision making.	0%	17%	17%	50%	17%	6
10	Overall, I am satisfied with the school's planning.	0%	17%	0%	50%	33%	6

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Staff Opinion - Quality of Teaching and Learning



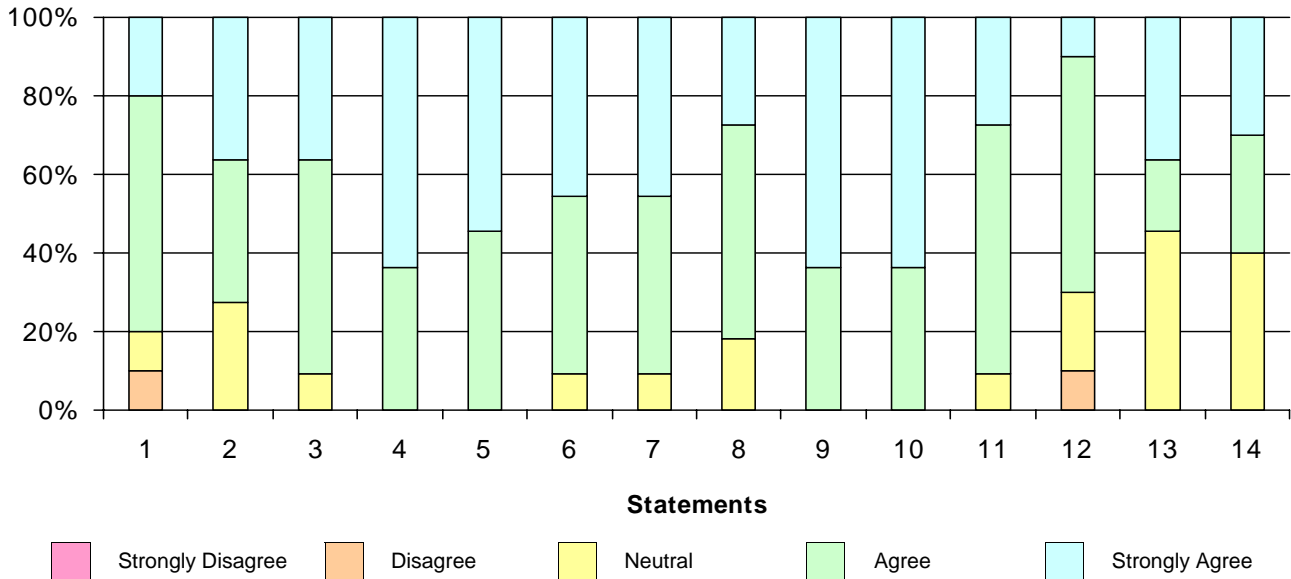
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	Learning programs at this school are responsive to student needs.	0%	0%	9%	36%	55%	11
2	Teachers clearly explain what students are learning.	0%	0%	9%	36%	55%	11
3	Teachers are enthusiastic in their teaching.	0%	0%	0%	64%	36%	11
4	Assessment processes used in the school provide information on students' strengths and areas for further development.	0%	0%	0%	27%	73%	11
5	This school uses student assessment information to evaluate, develop and refine teaching programs.	0%	0%	0%	55%	45%	11
6	Teachers at this school use a variety of teaching and learning strategies to help students.	0%	0%	0%	27%	73%	11
7	Teachers at this school include the active participation of students in their lessons.	0%	0%	9%	55%	36%	11
8	Teachers at this school use a variety of assessment methods which give students the opportunity to show how well they have learned.	0%	0%	18%	45%	36%	11
9	Learning programs in this school respond to the range of students' abilities.	0%	0%	0%	18%	82%	11

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Staff Opinion - Support of Learning



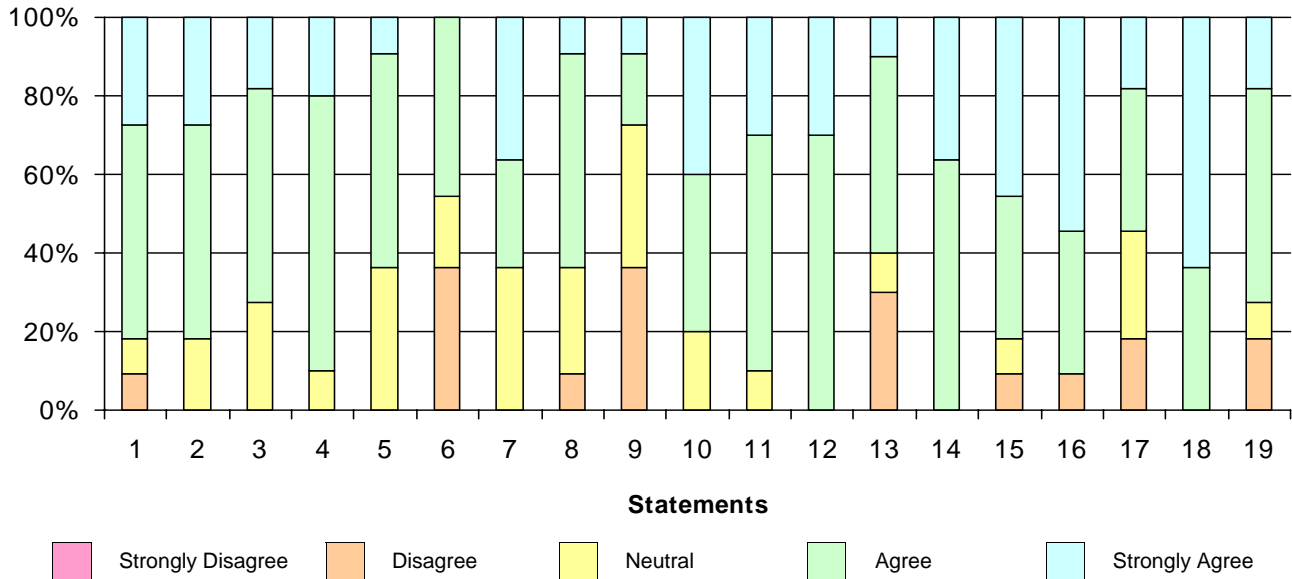
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	Staff are supported by the school in the management of students' behaviour.	0%	10%	10%	60%	20%	10
2	This school has high educational expectations of the students.	0%	0%	27%	36%	36%	11
3	Students at this school are encouraged to achieve to the best of their ability.	0%	0%	9%	55%	36%	11
4	Teachers at this school care about how their students are going.	0%	0%	0%	36%	64%	11
5	Our school environment is focussed on learning.	0%	0%	0%	45%	55%	11
6	Teachers here have high learning expectations for all students.	0%	0%	9%	45%	45%	11
7	Our school's programs provide for the needs of every student.	0%	0%	9%	45%	45%	11
8	Teachers at this school use strategies which enable students to be life-long learners.	0%	0%	18%	55%	27%	11
9	This school provides a safe and secure environment.	0%	0%	0%	36%	64%	11
10	This school provides good management of students' injuries and illnesses.	0%	0%	0%	36%	64%	11
11	Discipline problems at our school are handled fairly.	0%	0%	9%	64%	27%	11
12	Our school has effective procedures to address bullying and harassment issues.	0%	10%	20%	60%	10%	10
13	This school encourages students to have a sense of pride in their achievement.	0%	0%	45%	18%	36%	11
14	There are effective student behaviour management procedures in the school.	0%	0%	40%	30%	30%	10

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Staff Opinion - Relationships and Communication



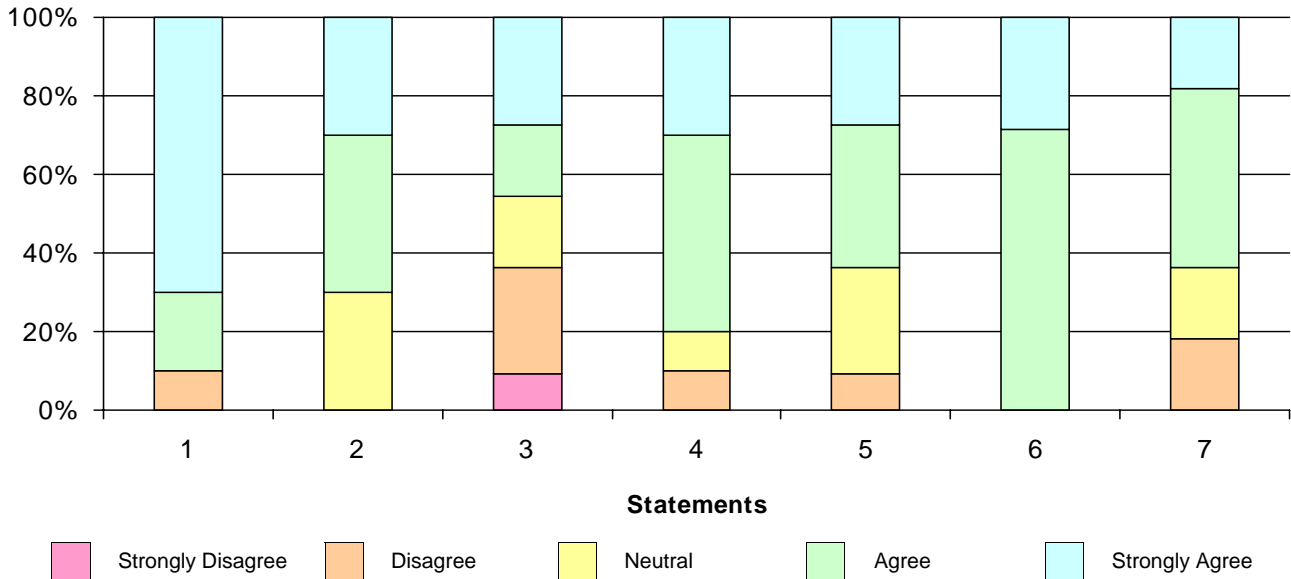
No.	Statement	Response Distribution					Responses
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	I am happy with the opportunities I have to discuss and receive feedback on my work performance.	0%	9%	9%	55%	27%	11
2	I have opportunities for effective communication with other staff.	0%	0%	18%	55%	27%	11
3	I am supported in discussing issues with other staff.	0%	0%	27%	55%	18%	11
4	Parents' input is valued in this school.	0%	0%	10%	70%	20%	10
5	Staff and students at this school care about each other.	0%	0%	36%	55%	9%	11
6	There is good communication between staff in this school.	0%	36%	18%	45%	0%	11
7	I am encouraged to discuss and share teaching methods and strategies with other teachers.	0%	0%	36%	27%	36%	11
8	Teachers feel appreciated for the work that they do in this school.	0%	9%	27%	55%	9%	11
9	Teachers can freely express their opinions or concerns to other staff at this school.	0%	36%	36%	18%	9%	11
10	There is a broad variety of communications that inform parents about the school.	0%	0%	20%	40%	40%	10
11	Staff at the school respond appropriately to students' and parents' concerns or suggestions.	0%	0%	10%	60%	30%	10
12	Our school keeps parents informed of what goes on at the school.	0%	0%	0%	70%	30%	10
13	Our school involves the staff in developing the school's vision.	0%	30%	10%	50%	10%	10
14	There are positive relationships between teachers and students at this school.	0%	0%	0%	64%	36%	11
15	I feel I belong in this school.	0%	9%	9%	36%	45%	11
16	I am happy to be at this school.	0%	9%	0%	36%	55%	11
17	Staff at this school respect each other.	0%	18%	27%	36%	18%	11
18	Students from all backgrounds and cultures are treated fairly at this school.	0%	0%	0%	36%	64%	11
19	Staff at this school care about each other.	0%	18%	9%	55%	18%	11

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Staff Opinion - Leadership and Decision Making








No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	Staff are encouraged to pursue professional development.	0%	10%	0%	20%	70%	10
2	This school is well organised this year.	0%	0%	30%	40%	30%	10
3	I have appropriate opportunities to be involved in decision making.	9%	27%	18%	18%	27%	11
4	My professional needs and interests are met by the professional development provided by this school.	0%	10%	10%	50%	30%	10
5	I am happy with the quality of feedback I receive on my work performance.	0%	9%	27%	36%	27%	11
6	Parents have the opportunity to participate in decisions about their children's education.	0%	0%	0%	71%	29%	7
7	There is supportive leadership in this school.	0%	18%	18%	45%	18%	11

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Student Opinion - Quality of Teaching and Learning






 Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Student Opinion - Support of Learning






 Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Student Opinion - Relationships and Communication






 Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

DECS Parent, Student and Staff Opinion Survey - 2007

1372 Kilparrin Tch & Assessment Sch & Ser

Aggregation of School Survey Responses

Student Opinion - Leadership and Decision Making

 Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree

Department of Education and Children's Services
Staff Attendance Measure Report for the 2007 school year

Org Unit ID: 1372 (Kilparrin Tch & Assessment Sch & Ser)
Org Type: Special Education (SPEC)
Org Sub Type: Primary/Secondary Special Schools (SPPS)

CONFIDENTIAL

Absences of less than 5 continuous days	Term 1	Term 2	Term 3	Term 4	Total
Total number of days absent due to sickness - paid sick leave	17.0	20.0	12.0	19.0	68.0
Total number of days absent due to sickness - unpaid sick leave	0.0	0.0	0.0	0.0	0.0
Total number of days absent due to carers leave, parenting, urgent pressing necessity or funerals	4.5	2.0	11.0	5.0	22.5
Total number of available working days (pro rata to FTE)	748.2	685.0	665.0	660.0	2,758.2
Percentage of working days taken as paid sick leave	2.27 %	2.92 %	1.80 %	2.88 %	2.47 %
Percentage of working days taken as (paid & unpaid) sick leave	2.27 %	2.92 %	1.80 %	2.88 %	2.47 %

All Absences

Total number of days absent due to sickness -paid sick leave	22.0	40.0	17.0	37.0	116.0
Total number of days absent due to sickness -unpaid sick leave	0.0	0.0	0.0	0.0	0.0
Total number of days absent due to carers leave, parenting, urgent pressing necessity or funerals	4.5	7.0	11.0	15.0	37.5
Total number of available working days (pro rata to FTE)	748.2	685.0	665.0	660.0	2,758.2
Percentage of working days taken as paid sick leave	2.94 %	5.84 %	2.56 %	5.61 %	4.21 %
Percentage of working days taken as (paid & unpaid) sick leave	2.94 %	5.84 %	2.56 %	5.61 %	4.21 %

Number of teaching staff employed for more than 1 Term

15

Note: The above figures are based on teaching staff appointed at the same location for a total of more than 50 duty days (approx 1 term) during the school year. TPT's and Top Up Appointments are excluded from this report.

For staff working at more than one location, leave has been reported according to the location that it was booked against. In such cases, there may be discrepancies, as rostering information is not available in Central Office systems.

Where a leave booking spans a change in appointment location, the booking is portioned based on the fraction of time and period appointed at each location.

"Total number of available working days" is the number of duty days covered by teaching appointments at the reported location reduced for part-time employees according to the actual fraction of time worked.

Abutting continuous absences that are of less than 5 days duration each will be reported under "All Absences" instead of "Absences of less then 5 continuous days" if they cover a period of 5 working days or more in total. Absences at all locations and across all teaching appointment types will be considered when determining whether the person has been absent for less than 5 continuous days.

This report is accurate as at 1/2/2008 and includes all changes entered prior to that date.

Department of Education and Children's Services
Staff Retention Measure Report for the 2007 school year

Org Unit ID: 1372 (Kilparrin Tch & Assessment Sch & Ser)
Org Type: Special Education (SPEC)
Org Sub Type: Primary/Secondary Special Schools (SPPS)

CONFIDENTIAL

Table 1	Perm	Temp	Total
a) Total number of teaching staff employed during 2007 school year	13	2	15
b) Number of above staff employed at the school during 2006 school year	11	1	12
c) Staff retention (b / a * 100)	84.62 %	50.00 %	80.00 %
d) Number of teaching staff who left the school during 2006 school year	3	2	5
e) Number of permanent teachers who left the department during 2006	0		
By Reason -			

Table 2

Years employed at the school	Permanent teaching staff	Temporary teaching staff
< 1 year	2	1
>= 1 and < 2	1	1
>= 2 and < 3	1	0
>= 3 and < 4	4	0
>= 4 and < 5	0	0
>= 5 and < 6	0	0
>= 6 and < 7	0	0
>= 7 and < 8	0	0
>= 8 and < 9	1	0
>= 9 and < 10	0	0
>= 10 years	4	0
Total	13	2

Note: Figures for a), b) and c) in Table 1 and all figures shown in Table 2 are based on teaching staff appointed at the same location for a total of more than 50 duty days (approx 1 term) during the 2007 school year. TPT's and Top Up Appointments are excluded from this report.

Figures d) and e) reflect all employees who left in the previous school year, regardless of the length of their employment at the reported location.

Table 2 shows the number of years of continuous service at the reported location as at the 4th Monday of the 2007 school year for employees who are appointed at that location for more than 50 duty days during that year (in non TPT or Top Up Appointments).

Employees are deemed to be Permanent or Temporary based on the status of their latest appointment for the reporting period.

A teacher is considered to have left the school during the 2006 school year if he/she has an appointment at that school that ends during that year, but is not re-employed at the same school in the next school year.

This report is accurate as at 1/2/2008 and includes all changes entered prior to that date.



Kilparrin Teaching and Assessment School and Services
STATEWIDE SUPPORT SERVICE
Support Feedback Summary: December 2007

School Type

	Preschool	Junior/Primary	Secondary	Rural/Community	Area	Special	Total
Sent (no. of schools)	5	25	6	2	4	19	61
Received (no. of schools)	2 (40%)	19 (76%)	4 (67%)	2 (100%)	4 (100%)	14 (74%)	45 (74%)
Received (no. of individuals)	3	23	4	2	5	26	63

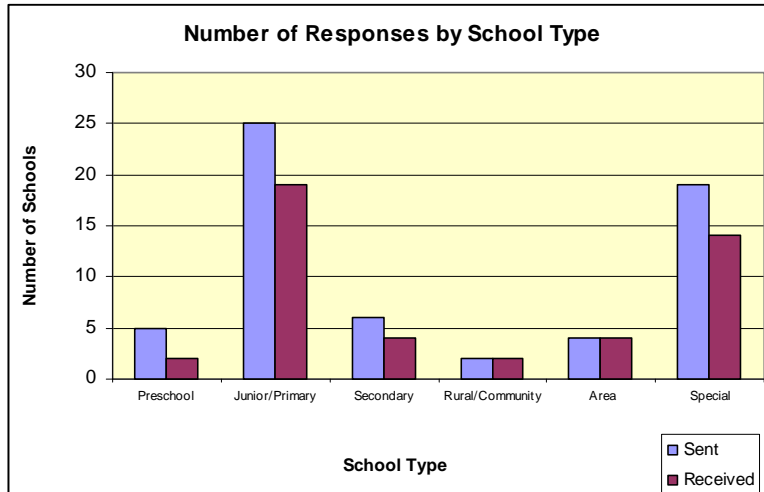


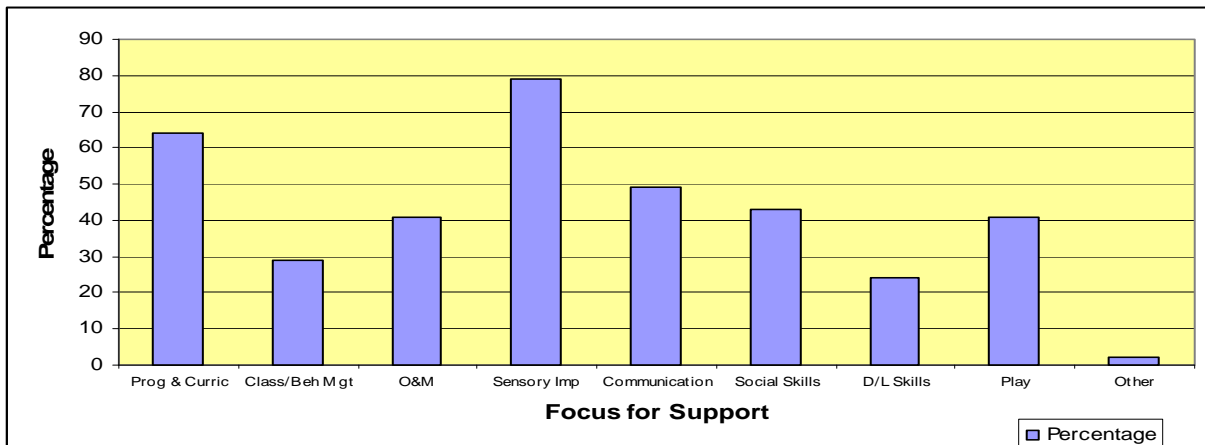
Table 1: Number of Responses by School Type

Discussion

Support Feedback Sheets were sent to all sites that had received a support service from Kilparrin during 2007. Responses were received from 74% of sites. *Support Feedback Sheets* were not sent to parents/caregivers receiving an early intervention program via home visits.

1. What aspects of the learner's education were of concern to you?

Programming & Curriculum Adaptation	40 (64%)	Communication Skills	31 (49%)
Classroom & Behaviour Management	18 (29%)	Social Skills	27 (43%)
Orientation & Mobility	26 (41%)	Daily Living Skills	15 (24%)
Sensory Impairment	50 (79%)	Play	26 (41%)
Vision	46 (92% of sensory impairment)	Other (<i>Transition from school</i>)	01 (2%)
Hearing	11 (22% of sensory impairment)		



2. What aspects of the support did you find most valuable?

- Practicality of the advice.
- All.
- Discussions, ideas, positive feedback. Teacher asking questions to stimulate my thought processes and to develop learning outcomes.
- Regular visits; professional manner of visiting teachers. Practical support for staff. Feedback from visits.
- Support ideas for learner's vision impairment and sensory equipment.
- Support and training with Braille and Braille equipment. Mobility training. Tech support (Cando4kids).
- Support for adaptations for work experience.
- Suggestions for adaptations and curriculum support.
- Visits were excellent; reminders of appropriate strategies; good feedback; lots of good ideas; pleased with length of time given for each visit.
- The ongoing assessment of learner's eyes and discussion that followed regarding him.
- Having teacher come out and try new things with the children to recommend things to try in the classroom; new resources.
- Support teacher came specifically to assess and report on the learner's visual functioning.
- All aspects supported learner, I found the people to be most helpful and were very friendly; hoping for provision of more O&M in 2008.
- In class support from visiting teacher who actually teaches in the classroom with relevant ideas and support.
- Practical suggestions to use in classroom/yard. Informal/formal information sharing. T&D opportunities/handout information.
- Activities and programs provided in terms of learner's vision needs.
- Programming and curriculum adaptation. Ideas of communication skills, play activities, sensory ideas, classroom management. Support and feedback as to progression of learner.
- It is always useful to have all additional perspective on a student's education.
- That visiting teacher committed herself to two visits each term.
- Discussion of learners' progress with someone who understands the very small developmental steps these learners make and functional vision assessment.
- Re-assurance that what was happening in the room to support the student was the right path. Extension of current practice to offer student more options and staff more options.
- I appreciated literature Kilparrin teacher forwarded re notes on active learning approach and time spent discussing in depth Kilparrin's role and methodologies.
- Information/ideas for learner to make best use of her vision.
- One on one work and very close focus on learner's 'play' and development on using his sensory stimulation.
- Opportunities for students to experience one on one active learning sessions with visiting teacher.
- Ideas about objects and activities to provide for students.
- The very specific information and report with regards to learner's visual impairment. Also with regards to her lack of social skills and what we can do.
- Ideas were practical and easy to fit into daily programmes.
- Being able to talk through any issues. Being encouraged and being given positive feedback. Genuine concern. Lots of ideas. Honesty.
- The opportunity to debrief and share laughter! Support to break tasks into smaller achievable elements. Whole school T&D - being blind-folded. Visiting teacher doing mobility training for student/assessment of new environment.
- The sensory programme for learners with vision impairment.
- Observations and then practical suggestions.
- Clarification that learner was able to access the school effectively/ class was suitable to meet visual needs.
- Visiting teacher addressing staff of the classroom about active leaning and how it can be incorporated into the classroom.
- How to use specialised equipment, T&D session on 'Little Room' and harness, ideas to work on. Visit to Kilparrin.
- A professional with whom I could relate and interact with as a sounding board of ideas in the class. Specific background knowledge of visual impairment.
- Info re Guide Dog Association services.
- Gross motor suggestions. Classroom set up. Sensory ideas, eg. suitcase.

- Discussion of learner's capabilities and limitations.
- Teacher having opportunity to talk to visiting teacher very helpful.
- Checking of physical surroundings - school, work place and leisure centre.
- Visiting teacher being able to visit and spend time with learner, SSOs and teacher.
- Provided with SERU toys, talking books and work tray. General support setting up active learning environments and activities.
- The general day-to-day curriculum ideas and activities were excellent and very much appreciated - also ideas on what we could expect from and for learner.
- Visiting teacher had a great list of resources and ideas available for everyday use. Teacher also a great help when reporting.
- Demonstrating how to encourage children to play through mimicking and slightly intervening.
- To show us how to make mobiles and engage children in sensory activities.
- Ideas and programs to help train learner's eyes.
- Nothing - not a lot of contact was made at school to see the student.
- Interpretation of ophthalmological information.
- Visiting teacher's outreach visits are very valuable - we get new ideas, ask questions and other reassurance for staff and learner.
- Observations of how the child was interacting in the class. Suggestions of activities/use of sensory objects.
- Discussing concerns of programming ideas with visiting teacher of the provision of resources.
- Learner can see contrasting colours only and his back needs to be facing the window.
- Knowledge of learner's needs was given to the teacher.
- Being able to talk about issues has been very valuable. Visiting teacher has very sound understanding of the learner's needs. She is a very good sounding board. Teacher and O&M teacher have involved Guide Dogs as learner transitions to work next year. This has been great.
- Information regarding glaucoma. Opportunity to use the 'glasses' demonstrating how much we can see. Additional information regarding Sturge Weber Syndrome.
- The time that visiting teacher spent in working with the learner and staff providing resource and curriculum ideas. Also support during NEPs and information for staff.
- Ideas on mobility and independence of living skills.
- Visiting teacher advised staff re learner's degree of impairment and discussed strategies with us. We presented and received. Visiting O&M teacher worked with learner doing transport training.
- The ability to bounce ideas off. Knowledge of activities and resources.
- Visiting teacher's immediate verbal feedback and then comprehensive written feedback - practical ideas were valuable.
- Program and curriculum suggestions were excellent.

3. Is there any particular type of support that you would have found useful that you did not receive?

- No (x 37) (all services provided by Kilparrin have been exceptional).
- Earlier in year/s we could have accessed tech support.
- Programming and curriculum adaptation.
- The support would perhaps be more beneficial if the service provider was more actively involved in working with the learner.
- More information on support for the learner - ideas for communication and behaviour management from Kilparrin's point of view.
- We have just received O&M teacher's report and were told when he visited that he would brainstorm activities we could provide learner and he would send them - as yet, we haven't received them.
- Perhaps some time to sit and discuss issues would be good - rather than class time.
- Spend some more time at Kilparrin with learner's mobility program.
- Social skills - learner would benefit with further strategies for mixing with his current classmates.
- Visiting teacher is always happy to help over the phone about specific queries as they arise - we really appreciate it!
- Visiting teacher is excellent! She is knowledgeable and skilled working with not only the children but also the teachers.
- Follow-up with parents including information where they can access a specialist.
- Follow-up to parents seems to be not done, according to the parent.

- All support was immediate, relevant and responsive to our needs!
- Some parents have commented in last week or so they would like feedback from Kilparrin following each visit - we currently photocopy reports (which come at next visit) for them - maybe either email as attachments so we can forward, or we could use a triplicate book?

4. Do you believe that the support provided contributed to any of the following?

4.1 An increase in your own **knowledge** and **skills** in working with/managing the learner/s

Yes x 59 (95%)

No x3 (5%)

Unsure x0 (0%)

Comments

- Mainly reaffirmed long held beliefs.
- Visiting teacher and I revisited knowledge and teacher reconfirmed my thoughts on processes needed to help learner, eg the question on "...opportunities for learner to develop skills in primary senses ..."
- The support from Kilparrin is always really useful.
- Knowledge and skills shared by staff continuously and updates regular and concise.
- Support teacher's assessments and reports gave vital information about positioning learning material, amount of learning material to present and size of words to present to the learner.
- I studied special needs at university so knew some things, but was happy with extra support to jog my memory as it's hard to retain lots of information.
- Very much so!
- Support staff were helpful and gave practical advice.
- The support provided widened my knowledge and understanding of how others such as our learner see the world - the more simple/broken down activities, the more achievements made.
- Most useful in developing my skills and knowledge in working with our learner.
- Our learner has had prolonged periods of ill health and hospitalisation throughout the first half of this year which has been a factor in the effectiveness of any support provided. Also, as our learner had received Kilparrin support before, it is perhaps understandable that much of the current advice reflects that which has been previously suggested.
- Refreshed my memory on some points which I then included in the program.
- Extended ideas for current practice.
- Followed up more on Dr Lilli Nielsen's Active Learning approach, history, philosophy etc.
- Our learner has really developed his huffing and puffing and eye contact between helper and objects as a communication. He is now looking more and has made great progress in looking and relating to what he sees rather than just reaching.
- Yes, most definitely and very quickly. This enabled parent to also understand the issues.
- Found it particularly helpful that the support teacher listened to my questions and built on previously acquired knowledge.
- So I am able to continue to support the team working with the learner.
- Support teacher always provides really useful information on sensory work.
- The visual impairment book support teacher showed was useful.
- Planning further professional development in 2008.
- In particular, T&D sessions where all staff hear and contribute ideas.
- Increased knowledge and understanding of visual impairment.
- Increase in knowledge of GDA support/services following student leaving school and entering workforce.
- Suggestions and ideas of how to work with the learner and ideas for programming.
- Good to get ideas about sensory play.
- I have a more extensive repertoire of ideas and activities at my disposal.
- Understanding learner's visual issues helps provide her with a better managed environment.
- Learner has significant needs and support teacher sharing her knowledge and resources has certainly increased both knowledge and skills.
- Understanding of impact of his visual limitations. Ideas to assist his in his learning.
- Contrasting colours knowledge(x2).
- Support teacher had a wealth of knowledge which she freely shared.
- Support teacher brought some terrific resources so that we had a better concept of what learner saw.
- It helped me in terms of a better awareness of student's learning needs.
- Support teacher is very supportive and demonstrates how to work effectively with learner.

4.2 An increase in your own **confidence** in working with/managing the learner/s

Yes **x53 (85%)** No **x9 (14%)** Unsure **x1 (1%)**

Comments

- I felt able to move learner to a range of different positions in the centre to maximise his experiences.
- Very clear instructions.
- A greater awareness.
- Always good to have positive feedback about how we are implementing suggestions/advice.
- It allowed me to look at what my planning/program was and adjust it for the learner to achieve, which enabled me to feel confident.
- Developing skills and knowledge, thus growing in confidence.
- Was great to work with support teacher to exchange information about learner's needs.
- Reassuring to know I was providing the right activities.
- Yes. We are 'unpacking' the social skills to help our learner find ways to converse with others appropriately.
- More particularly, SSOs in the classroom.
- Particularly because it has been a number of years since the Unit has had a student in a wheelchair.
- Reinforcement of knowledge and working successfully with students.
- Positive comments and feedback to ensure us that we are providing a positive program for our learner.
- Quite sure I can work confidently with children.
- I am more aware of expectations and limitations for managing student's learning.
- Again reassurance and support helps confidence.
- Reaffirming actions already in place.
- Support teacher was always positive, reinforcing what I was doing with the student and making suggestions in a non-threatening way.
- Support teacher's feedback was very positive.
- I think any support by its nature increases confidence.
- Not really applicable to me.
- As staff member had not worked with a student with S&MD before, support teacher's guidance really helped to build confidence.

4.3 People involved in supporting the learner **working more effectively together** and having a **common understanding** of the learner's needs

Yes **x54 (88%)** No **x5 (9%)** Unsure **x2 (3%)**

Comments

- As I gained more confidence in my own ability to create effective learning outcomes.
- Great team building exercises.
- Great, clear goals for students with vision/hearing - set-up especially good for relief staff to gain quick understanding of what is needed.
- SSO and myself left feeling more confident.
- The T&D presented that addressed how to cater for the learner's needs was relevant for the whole team.
- Support worked well. Able to talk and share ideas and observations.
- This response is not in any way due to Kilparrin - more of an internal staff one.
- Hints and suggestions are often seen by those slightly removed from the situation.
- Class staff observe and identify the same behaviour indicators.
- Room 1 SSOs know these students very well having worked with them on a daily basis for two years.
- Support teacher always allowed the time to explain to the teacher and SSO about the purpose of play. SSO gained lots of information from support teacher and was very keen to follow all instructions from support teacher.
- Mobile workshops were useful.
- Yes. We now all have a better understanding.
- The provider had broad classroom experience which she shared.
- Needs to be developed further.
- As the year progressed all staff got to know learner more which contributed to the effectiveness of his daily program.
- Knowing who to contact/talk to.
- Support teacher did 'demonstrations' for SSOs and spent time with them but they did not always pick up on the help.

- It was particularly good that support teacher was able to work with different SSOs with different children so that they were able to have an understanding on how to encourage play.
- Able to discuss what I have learnt with other staff members.
- A visit is really the only time all care providers and school support staff are able to meet at the same time.
- SSO and teacher understanding the impact of visual limitations. Trying activities that rely less on intense visual work.
- Support teacher's explanations to the site as a whole helped me immensely in providing support that was 'consistent' for all staff.
- Again, support teacher's support with planning assisted teacher to set clear goals for learner which in turn leads to more effective working.

4.4 An improvement in learning outcomes for the learner/s

Yes **x49 (79%)** No **x5 (8%)** Unsure **x8 (13%)**

Comments

- Learner began to actively touch/feel sensory equipment provided.
- Great help with establishing goals.
- Extra confidence with communication and raised expectations in literacy and independence.
- I could be more confident in presenting material in learner's visual field. I was not always sure of learner's response.
- We really hope so.
- Everyone is using/will use a consistent approach.
- Was appreciative of ideas of programming and reporting.
- Over the year the learner has initiated exploration of objects through an intense program of the Active Learning approach.
- Learner has begun to use his vision.
- Yes. No doubt we will see a vast improvement in the near future.
- Being able to provide a range of programmes for all students.
- These two students have a high rate of absenteeism.
- Particularly through observations of learner in the 'Little Room' and what to look for.
- Learner has a 'stubborn' personality and is very resistant to change.
- Probably.
- We were able to use the help given to us to improve some activities.
- Helped to give a focus to our programming.
- Having the right objects in the boxes has definitely encouraged exploration and more purposeful play.
- Learner especially happy and more engaged in play.
- Learner has been provided with the necessary skills to be more independent.
- Difficult to measure thoughts.
- Understanding learner's milestones helps us aim the program to keep extending and working towards a goal.
- I'm sure all activities/ideas have helped him achieve new goals.
- The setting of goals.

5. Has any of the support you have received assisted you in your work with other learners?

Yes **x39 (68%)** No **x15 (27%)** Unsure **x3 (5%)**

Comment

- I applied the questioning approach to all the other students and particularly the ones with autism.
- Now do more observation of other students.
- Helped engage students with a variety of disabilities and attitudes.
- Cutting program recommended was fantastic and useful for all.
- Waiting on responses can take longer than anticipated if processing is an issue.
- I'm sure it will, in the future though.
- Support teacher always provided suggestions of ways to include learner in our routine and also for others to engage with learner.
- I have put ideas and suggestions into practice.
- Some strategies for learners with CVI have been incorporated across the class with those students being more focussed.

- Other students have learned that supported student is learning to use his vision throughout his play. Other students happily play with him.
- All students benefit from extra resources.
- Very transferable. Thanks.
- All the support given has the ability to move between all children.
- Greater understanding of vision impairments.
- Understanding of services available.
- There is a large gap between the learner's style of learning and the rest of my class.
- Able to use some ideas with the whole class.
- I am more confident working with the children. I also feel that I have a better understanding of developmental play.
- Able to keep knowledge in the back of my mind when working with other students.
- Visual discrimination and fine motor ideas/suggestions aid other students at this age level.
- Not really – maybe we use none. Sensory play?
- Many ideas can be used with all learners.
- Resources and ideas were used with other deaf students.
- Not at this time, but it could with other children with vision impairment.
- Our learner is our only vision impaired student. We have a transport training program in school that Kilparrin's O&M support teacher's work was very supportive of.
- I have adapted a number of things to other students.
- Again, not applicable to me.
- No other SMDs in the class.

6. Was your access to the Kilparrin Statewide Support Service easily obtained?

Yes x51 (82%)

No x3 (5%)

Unsure x8 (13%)

Comment

- Once I knew how to go about it!
- Regular contact throughout the term and prompt responses to changes in routine.
- Very much so.
- It took a long time for us to realise the service was available (or to at least fill out the forms).
- Staff were very approachable and practical.
- Although the access/visits were few I was able to contact Kilparrin and speak to someone who usually answered my questions immediately.
- Have been very supportive even before our learner began school. Playground, classroom etc.
- Our learner's support has been in place for several years.
- Already in place at commencement of this contract.
- Assistant Principal arranged support service.
- Access got harder once learner moved to country school but it was nice to know that support teacher was always available and on the end of the phone – she has tried to be as accommodating as possible. Thanks so much.
- Prior to my employment but learner has significant needs so I wouldn't think it would have been an issue.
- Not sure about this. Already in place when child came into my class.
- Difficulty in country site, knowing how to access Kilparrin and what service they provide.
- Support teacher usually visited at least once a term.

7. Any further comments?

- Please keep coming to visit!
- T&D provided earlier this year was well received – over twenty participants.
- Support teacher was non-intrusive and very helpful because of this quality. It is such a delicate balance to consult and I feel she did it well. Thankyou for your support!
- Limited number of visits due to a higher priority - and safe hands approach!
- Brilliant service, thanks.
- Progress with learner has been positive, however lots of backwards steps with the learner. Inconsistent. Really gone backwards towards end of term. Nil support from home. Worried about home conditions. Would like home visit.
- I am not the learner's regular teacher as she is on leave but Kilparrin's support teacher's recommendations were the only support received and were appreciated and acted upon. Any help on assessing learner's academic knowledge that would inform her teacher and assist in starting points for programming and accommodations would be

appreciated.

- A big thankyou to support teachers for coming to help our learner.
- Thankyou very much for all the support and services that you have always made available to myself and other staff.
- Looking forward to continuing with them next year.
- This support has been a valuable experience for me and has assisted me in providing for the needs of our learner.
- I will be referring two more students next year for a functional vision assessment. Also looking forward to more information on Intensive Interaction.
- No response yet from Kilparrin re another learner's referral.
- Learner would benefit more from more frequent visits. Learner is enrolled in another school for 2008 and would benefit if the support could continue there.
- A big thankyou to support teacher - she has been fantastic. Very observant and thorough.
- Support teacher's encouragement to me was an important step in helping me to increase my confidence in working with these children.
- We have been delighted with the service. Support teacher has so much energy and gave us outstanding support in all areas. She will be missed. Looking forward to working with your team in 2008.
- Thanks to Kilparrin teachers for their support, ideas, acting as a 'sounding board' and professionalism.
- I am happy that our working together will continue next year.
- Thankyou to support teacher for accommodating us at Kilparrin - should happen more often.
- Support teacher's approach working with students and myself has shown empathy in difficult circumstances. Her manner is approachable and she acknowledges and values skills of person she is working with.
- Could we please request an O&M assessment for road-crossing skills next visit - I believe this would be of assistance. Thankyou.
- Thankyou for all your input.
- We have thoroughly enjoyed our visits from support teacher and have enjoyed her professional input and positive feedback. We are sorry that she will not be able to visit in 2008 but look forward to continuing to work with Kilparrin. Many thanks.
- What happens re support from Kilparrin in 2008 for our learner?
- Support teacher provided very practical support, very relevant and useful ideas.
- I would like to thank support teacher and resources SSO for making our mobiles and showing how to prepare interesting and educational mobiles.
- The O&M teacher had little understanding of the student and really needed to read the student file before making suggestions.
- I have appreciated support teacher's input into our classroom.
- Thankyou!
- Service provider very approachable, helpful and worked well with child in activities. Thanks.
- Because of the complex nature of this student, it would be highly desirable to have same support teacher as learner's service provider for next year. This child does not respond well to change or to certain personalities.
- I am not aware of what services Kilparrin can provide. Due to our learner's disability, it was difficult to determine the severity of his vision impairment.
- I am not sure what Kilparrin services include. Learner has only had a vision assessment done.
- Great service.
- Thanks for your ongoing support and we'll see you again in 2008.
- Support teacher is a fabulous advocate for the services Kilparrin provide.
- Thankyou to both for their support of our students and staff.
- Support in making resources - advice and practical, information on vision impairment and links with active learning, developmental stages has been great.
- Support teacher's contribution to learner's wellbeing was much appreciated.
- Thankyou for all your help and support throughout the year.

Cheryl Elwood
Deputy Principal
Kilparrin Teaching and Assessment School and Services
February 2008