

Kilparrin Teaching & Assessment School & Services (1372) & Kilparrin Early Learning Centre (4162) Annual Report 2009

Kilparrin Teaching and Assessment School and Services (Kilparrin) provides a preschool program, school program and a statewide support service for learners with vision and/or hearing impairment/s and additional disabilities.

Early Intervention programs are provided statewide for babies and young children (birth to 3 years), who have both vision and hearing impairment, 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 (via the web)

All members of the Governing Council

The Assistant Regional 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
Date

Dr Ken Fryer
Chairperson, Governing Council
Date

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PRINCIPAL'S REPORT FOR GOVERNING COUNCIL PRESENTED AT THE 2009 AGM, Wednesday 24 February 2010

In the Annual Report there is information relating to all aspects of Kilparrin Teaching and Assessment School and Services for the year 2009.

Issues which relate beyond 2009 focus on the attraction, recruitment and retention of staff.

In 2009 Kilparrin appointed a further 3 permanent School Services Officers, this is in addition to the 4 School Services Officers appointed to permanent positions in 2008.

These new positions may be deployed across the service but are mainly based in the Statewide service which currently supports more than 170 learners from early intervention to end of schooling across the state.

While Kilparrin School including KELC is most visible with the facilities and parent body and indeed a Governing Council, the educational support service is the much larger component of Kilparrin where $\frac{3}{4}$ of the staff are deployed.

With end of tenure and pending retirement, Kilparrin advertised for 4 permanent teachers in 2009 to commence their tenure from 2010. We were fortunate to appoint Ellen Ker and Rachel Swetenham both well known to Kilparrin as capable, creative, well qualified teachers. However, we were unable to fill the other positions. These positions and others which result from end of tenure will be advertised in 2010.

Kilparrin requires its teachers to be not only qualified and experienced in vision and/or hearing impairment and additional disabilities but also to have qualifications and experience in mainstream education theory and practice, preferably in the early years.

This set of understandings has been observed over time to be the most successful pre-requisites to provide support required across the state. It is difficult for Kilparrin to find teachers with this set of knowledge as there is no teacher training course offered in South Australia for Teachers of the Deaf and the teacher training for teachers of the Vision Impaired is very limited.

Currently DECS offers a scholarship program with the University of Newcastle for studies in Hearing Impairment and in the recent past offered a similar program for studies in Vision Impairment with Flinders University. Kilparrin teachers have accessed both programs. In 2009, 6 teachers completed subjects at the University of Newcastle.

At Kilparrin we support a high level of professional learning. Teachers and support staff are supported financially and with release time and are encouraged in planned performance development, to participate in relevant professional learning. More experienced teachers are utilized as mentors to new teachers and staff share expertise regularly.

To maintain staff expertise and to ensure sustainability of specialist knowledge and expertise, Kilparrin is required to provide ongoing professional learning, to source professional learning and to provide support to staff both at Kilparrin and across the state. Kilparrin also requires staff that are both willing and able to take on such further learning and further, to demonstrate the practical application of this learning.

Successful recruitment ensures the sustainability of Kilparrin Services as a centre of expertise for learners with hearing and/or vision impairment and additional disabilities both enrolled at Kilparrin School and KELC and referred to Kilparrin Services in homes, preschools and schools across the state from early intervention to end of schooling.

Kilparrin has no peer service in Australia and therefore is required to seek professional support from various sources across Australia and the world.

As Principal my role is to encourage and develop the potential of teachers and support staff, just as their role is to encourage and develop the potential of Kilparrin learners.

Further, as Principal I take the view that Kilparrin must lead research to develop further learning in the field.

This is the challenge for the future.

Alison McWilliams
Principal

CHAIRPERSON'S REPORT FOR GOVERNING COUNCIL PRESENTED AT THE 2009 AGM, Wednesday 24 February 2010

It is a pleasure and a privilege to present the Chairperson's report.

My son Oliver has graduated from Kilparrin and moved on, so I will no longer be on the Governing Council. Accordingly this will be my final report as Chair of the Governing Council.

This year the school has worked smoothly and efficiently. The financial position is sound. School functions have been well organized and attendance at these events has been excellent.

The Teachers and the Support staff have a huge challenge every day teaching and caring for our sons and daughters. All the staff are to be congratulated for their professional approach, dedication and industry.

I would like to express thanks on behalf of the Governing Council, the teaching staff, parents and learners, to the administration staff. Their work is important and most of it is done quietly in the background and unseen.

Alison McWilliams is our Principal. I feel that over the years I have come to know her reasonably well. I consider that we are really fortunate to have her as our leader, mentor and guide. On behalf of us all, I would like to sincerely thank Alison for all she has done.

On a sad note: Life is fragile, especially for children with disabilities. One of my duties this year was to express the sympathy of our school community to the families of three of our enrolled learners who passed away.

I have been on the Governing Council for many years. It has been a wonderful experience. I have appreciated the opportunity to meet staff, parents and learners. I have enjoyed being involved with the school, seeing how things work and being in a position to give an input. It has been rewarding to be able to help with the organization of events and fund raising. I recommend all parents to consider standing for a position on the Governing Council. The meetings are friendly and the duties are not onerous.

I have enjoyed the support of the other Governing Council members; Denise Hatzi, Tina Mouzakis, Stavros Vasilikiotis, Georgina Richardson, Alison McWilliams, Roley Stuart and Pam Dunnitt. I would like to express my thanks to them all for their input, enthusiasm and cooperation. Governing Council Meetings have been well attended and the members have developed a real esprit de corps.

Now it is time for me to close.

I will remember:

- the move from the Townsend House site to the current location here at Park Holme
 - the Swimming Galas and Christmas Assemblies
 - class names like Green Triangles, Orange Circles, Silver Squares and Blue Diamonds
 - Oliver's Graduation Ceremony, which Ann and I found to be a really emotional occasion.
- On a personal note, Ann and I would like to sincerely thank the school for the DVD of Oliver's graduation ceremony and the magazine subscription for Oliver, which Oliver really enjoys.

I will miss:

- the Student's folder (portfolio), Ann and I have kept all of Oliver's folders, the folders are a wonderful permanent record of the student's school life and achievements
- the school newsletter
- Pam on the phone and her emails
- documents for signature coming home with Oliver.

I will miss you all and I wish you all well for the future.

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

Dr Ken Fryer
24 February 2010

Kilparrin Teaching & Assessment School & Services

Annual Report 2009

School Name: *Kilparrin Teaching & Assessment School & Services*

Location Number: 1372

Pre school Name: *Kilparrin Early Learning Centre*

Location Number: 4162

1. CONTEXT STATEMENT

Staffing numbers

Teaching Staff	13.08 FTE
School Services Officers	194.0 hours/week

Enrolment trends Relatively stable

Special arrangements

Teaching staff employed at Kilparrin Teaching and Assessment School and Services may be deployed to either component of the service:

- Kilparrin School/Preschool
- Kilparrin Statewide Support Service

Learners (and their welfare)

General characteristics

Learners who attend Kilparrin pre/school have complex sensory impairment/s (vision and/or hearing) and additional disabilities. Several enrolled learners have complex health needs, often resulting in hospitalisation. During 2009 three enrolled learners died.

Kilparrin's statewide support service extends to all learners with sensory impairments (vision and/or hearing) and additional disabilities.

Early Intervention programs are provided statewide for babies and young children (birth to 3 years), who have both vision and hearing impairment, and their families.

Learners are grouped in small classes according to their broad chronological ages, developmental age, educational needs, interests, strengths and abilities.

Support accessed

Learners access other support services as required including DECS support services. Viz; the school Guidance Officer, Disability Coordinator & Hearing services Coordinator.

Non DECS support services;

Families SA	Children, Youth and Women's Health Services
Novita	Disabilities SA
Autism SA	Down Syndrome Society of SA Inc.
cando4kids	Playgroup Association
Guide Dogs Association SA & NT Inc.	Options Coordination.

Student management

Kilparrin staff work within current DECS policies and guidelines.

The Kilparrin *Behaviour Support Policy* describes specific strategies and processes for enrolled learners.

Kilparrin teachers develop behaviour management programs for individual learners with regard to their ability to understand logical consequences.

Special programmes

<i>Active Learning</i> approach	Augmentative Communication
Orientation and Mobility	Independent Living skills
Adaptive Technology	Braille and Pre-Braille
Music	Community Access
<i>Intensive Interaction</i> approach.	

Key School Policies

Site Improvement Plan and other key statements or policies

Three Strategic Directions (2008-2009)

- Focus on Learning
- Think Systemically
- Attend to Culture

Recent key outcomes

Successful Self Review validation

All learners participated in the Premier's *be active* Challenge

All learners participated in the Premier's Reading Challenge

Identified learners participated in the Festival of Music

Values Education Project

eat well be active Project

Focussed Professional Development 2009:

Dr Mark Barber (Intensive Interaction)

Professor Norman Erber (Hearing Loss Simulation)

Educator-in-Residence, Professor Paul Pagliano (Vision and Multiple Impairments)

Using Interactive Whiteboards with Kilparrin learners

Curriculum

All enrolled learners have a Negotiated Education Plan that is reviewed annually.

SACSA framework is used as the basis for curriculum planning.

Extended Curriculum Areas include;

- | | |
|-----------------------------|------------------------------|
| - Braille and Pre-Braille | - Orientation and Mobility |
| - Independent Living Skills | - Augmentative Communication |

Teaching methodology

Staff use constructivist methodology, incorporating elements as appropriate to particular sensory impairment/s, for example, the *Active Learning* approach. A wide range of modes of communication is utilised, for example; *Intensive Interaction*, signing, Braille and assistive and augmentative communication.

Assessment procedures and reporting

Learners are continuously assessed using formal observations and formal checklists.

Review meetings are conducted with parents and others involved at least twice a year.

Twice yearly individual portfolios are compiled to give a photographic and written record of curriculum participation and learning outcomes.

End of year reports are discussed with parents in the first instance as this allows for clarification and alleviates misunderstanding.

Communication books are used daily by parents/caregivers and teachers.

Joint programmes

Kilparrin Early Learning Centre (KELC) with Ascot Park Kindergarten

Choir with SASVI and Ascot Park Primary School

Values Education project with Ascot Park Primary School

Staff (and their welfare)

Staff profile High female to male ratio.

Leadership structure

Principal

Deputy Principal

2 Co-ordinators Level 3

2 Co-ordinators Level 2

Staff support systems

A proactive professional learning program is in place to support the implementation of the school's strategic directions and teachers' personal professional development priorities.

Performance Management

All staff participate in performance management meetings. All staff prepare a Performance and Personal Professional Development Plan, which is monitored.

Kilparrin complies with the DECS Performance Management Policy for all departmental employees.

Local Community***General characteristics***

Kilparrin learners are not necessarily from the local community but may come from country and metropolitan areas throughout South Australia. Consequently, most families live quite a distance from the school. The school is therefore not a local community school.

Kilparrin students use the Minda pool for swimming classes.

Parent and community involvement

Governing Council

Community Volunteers

Feeder schools

Kilparrin School is a member of the Marion Alliance cluster of schools in the Southern Adelaide Region.

Other local care and educational facilities

Kilparrin is co-located with the Warradale Child Care Centre, Ascot Park Primary School and S.A. School for Vision Impaired on the Park Holme Campus.

Further Comments***Kilparrin Statewide Service***

The aim of the Kilparrin Statewide Support Service is to support pre/school staff, parents and other service providers in facilitating access to and participation in appropriate curricula for learners with complex sensory (vision and/or hearing) impairment/s and additional disabilities.

Support teachers provide comprehensive and functional educational, vision and/or hearing assessment of referred learners; discuss the educational implications with staff and parents and advise on the development, implementation and monitoring of programs in collaboration with the teacher.

Kilparrin staff provide professional development programs in response to the expressed needs of individual staff, whole staff groups or Regional clusters.

Government cars are available for the use of Kilparrin Statewide Support Service staff.

A Distance Education facility is being developed to augment the Statewide Support Service through videoconferencing.

Early intervention

Early Intervention programs are provided for children (birth to 3.5 years) who have a vision and hearing impairment and their families through home visits.

Playgroups are organised as an extension of home visits and enable sharing of experiences and creation of networks.

Kilparrin Early Learning Centre (KELC)

This specialist preschool support program is currently based at Ascot Park Kindergarten.

The program is available to children from 3.5 to 5+ years who have vision and/or hearing impairment and additional disabilities.

Access to the program is determined by eligibility.

Enrolment is negotiated with the Kilparrin Principal, and the Kilparrin Guidance Officer.

2. STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: Attend to Culture

Strategic Priority 1: Positive Learning Culture

Target:

A positive learning culture supports learners, staff and community experience success and work with enthusiasm, commitment and energy.

Strategies:

- DIAf level 2 Scan
- staff work on culture building activities;
 - reviewing Kilparrin values statement
 - participate in workshops on strategic questioning and appreciative enquiry.

Evidence:

- DIAf level 2 scan completed by 9th April 2009 -analysis prepared, presented to Governing Council 4th May
- Kilparrin values statement reviewed by staff at meeting on 16th March , confirmed at staff meeting on 6th April, new values statement displayed around school
- Ken Case (AEU) led workshop on strategic questioning and appreciative enquiry on Thursday 19th February
- Denis Goodfellow from Converge DECS Employee Assistance program led a session for all staff on 'Dealing with difficult people' 17 August 2009
- self-review validation process involved all staff and provided evidence of a positive learning culture
- public poster displays of evidence of progress towards achieving our strategic directions and priorities
- Newsletters have kept the Kilparrin community informed about the school and services.

Recommendations for the future:

Continue to support a positive learning culture at Kilparrin by embedding current successful practices.

Strategic Priority 2: Professional Development and Performance Management

Target:

Professional development and performance management processes provide recognition, support and development in the areas of vision and hearing impairment and in the delivery of a statewide support service.

Strategies:

- focussed professional development in the areas of Hearing Impairment and Vision Impairment is accessed by Kilparrin staff
- staff supported to attend relevant courses at RIDBC, University of Newcastle and appropriate national and international conferences e.g. SPEVI, AGOSCI
- professional development provided at Kilparrin by Prof. N. Erber
- continued opportunities to discuss quality teaching and learning in staff, teaching and SSS meetings.

Evidence:

- 8 teachers participated in SPEVI 2009
- 6 teachers attended VISCON 2009 – conference organised by RIDBC, Sydney for itinerant teachers of VI learners
- 1 teacher and 2 SSOs participated in T&D in the *Intensive Interaction* approach in Melbourne
- 2 teachers attended the Australasian newborn hearing screening conference
- 4 teachers participated in AGOSCI conference in Canberra
- 6 teachers accessed Renwick Centre, module on Family Support and Early Intervention Sensory Disability
- 4 SSOs attended training at RIDBC, Sydney, for Teachers Aides working with students with HI
- Educator in Residence – Dr Paul Pagliano, 31st August – 4th September
- 4 teachers attended Itinerant teachers of the deaf conference at RIDBC

- 6th March – all staff attended Prof. N. Erber's presentation on HELOS and strategies for working with learners with HI
- support teacher's presentations at the 2009 special education expo and at 12 other sites were well received
- Principal presented a paper at the Deafblind International 7th European Conference in Senagalia, Italy entitled *Developing Communication Systems in young children who are Deafblind, non-verbal, pre-intentional communicators : A Case Study of Research and Action*, which recounted the work of Kilparrin over the past six years. This paper was very well received with positive comments and contacts made.
- Minutes of meetings meeting minutes indicate scheduled opportunities to discuss teaching and learning resulted in teachers engaging in reflective dialogue about their practice.

Recommendations for the future:

Continue to refine the successful 2009 professional development and performance management processes. Focussed professional development in the areas of Hearing Impairment, and Vision Impairment.

Strategic Priority 3: Build Culture and Morale

Target:

Processes and structures exist to **build culture and morale**, effectively redress concerns and address issues that prevent improvement.

Strategies:

- all staff complete DECS *Psychological Hazard & Health Checklist for Sites*
- Psychological Health Action Plan is revised
- 'Thank You' boards, regular celebrations scheduled each term, affirmations
- all staff involved in the review and implementation of the Kilparrin norms and values
- provide a range of options for staff and/or campus social functions
- following community building processes staff workshops review the Kilparrin values and vision statement
- staff implement a number of strategies to promote Kilparrin site & services to parents, DECS staff & the wider community
- Kilparrin *Complaint Resolution Policy* and the *DECS Complaint Resolution for Employees* used as a guide by staff.

Evidence:

- DECS *Psychological Hazard & Health Checklist for Sites* completed by all staff on 9th April 2009
- SSO meeting 13th May & teacher meeting 15th June addressed planning, for Psychological Health Action Plan. Plan approved July 2009
- celebration boards contributed to by all staff at end of each term
- Kilparrin values statement reviewed by staff at meeting on 16th March, confirmed at staff meeting on 6th April, new values statement displayed around school
- cocktail party, staff lunches, Friday drinks
- whole school and staff excursion to the Zoo Tuesday 1 December 2009
- Christmas staff lunch (December 11)
- 2 staff attended SACLE breakfast on "Marketing your School"
- Kilparrin *Complaint Resolution Policy* and the *DECS Complaint Resolution for Employees* presented to staff on 23rd January and verbal reminders have been given through the year.

Recommendations for the future:

Continue to refine the successful practices employed during 2009.

Strategic Direction 2: Think Systemically

Strategic Priority 4: Improvement Approaches

Target:

Known and effective improvement approaches are used with stakeholders to continuously improve the service provided by Kilparrin as the DECS centre of expertise and excellence in the area of dual sensory impairment and vision or hearing impairment and additional disabilities.

Strategies:

- identify PD opportunities that reflect world's best practice in the area of vision and/or hearing (dual sensory) impairment
- professional development in the pedagogy of distance education and the use of the ICT equipment
- survey SSS client sites to ascertain preferred modes of delivery of distance education
- develop and implement a research project focusing on an aspect of education for learners with sensory impairment and additional disabilities.

Evidence:

- see Strategic Priority 2: Professional Development and Performance Management above for evidence of professional development opportunities that reflect world's best practice in the area of vision and/or hearing (dual sensory) impairment
- initial T&D relating to the pedagogy of distance education
- survey of SSS client sites to ascertain preferred modes of delivery of distance education completed and results analysed
- Values Education project – successful grant application and project implemented with learners from Kilparrin and Ascot Park PS participating. Results reported to DECS.

Recommendations for the future:

Continue to support staff participation in relevant professional learning.

Strategic Priority 5: Effective Partnerships

Target:

Effective partnerships exist with the local community, regional and professional groups to support learners and the site.

Strategies:

- link school events with classroom visits and other opportunities for community involvement
- staff access Marion Alliance cluster activities, relevant Regional activities and appropriate professional groups
- Ascot Park PS, SASVI & Kilparrin leadership meet regularly
- staff from Ascot Pk kindergarten and KELC meet regularly
- participation of Kilparrin, Ascot Park PS & SASVI learners in the Festival of Music
- participation in values education project across campus schools.

Evidence:

- *Interactive Whiteboard* demonstration to members of Kilparrin Governing Council
- joint Kilparrin and Ascot Park parent meeting linked to Values Education project
- leadership participation in Education Works meetings and regional BER briefings and workshops
- Ascot Park PS, SASVI & Kilparrin leadership meetings occur regularly
- campus Choir rehearsals occurred leading to participation in the Festival of Music
- leadership actively involved in cluster and regional activities
- Values Education project underway.

Recommendations for the future:

Support the organisation of social opportunities for staff across the Park Holme campus.
Continue participation in the tri-school campus choir.

Strategic Direction 3: Focus on Learning

Strategic Priority 6: Learner Needs

Target:

The achievement & wellbeing needs of learners with vision and/or hearing impairment and additional disabilities are identified as the basis of decisions with directions appropriate to the context and stated standards.

Strategies:

- SAS software introduced and staff trained to use it
- NEP review forms used as part of NEP review meetings
- apply for a Values Education grant from DEEWR
- negotiate and implement Values Education project with identified Ascot Park Primary School learners
- apply to participate in the *eat well be active* project
- apply for a *Parent Initiatives in Education* (PIE) grant focusing on parent education about healthy eating.

Evidence:

- coordinator involved in trial and review of Indicators of Learning (IOLs)
- NEP review meetings held in Term 3 and NEP review form completed for all learners
- Values Education grant application successful, Values Education project implemented and project report written
- application for involvement in *eat well be active* project successful and involvement of Bluerth consultant
- *eat well be active* resources and recipes included in Newsletters.

Recommendations for the future:

Focus on the implementation of the SACSA Achievement Software (SAS) using IOLs.

Extend the work done through the implementation of the Values Education project into the Kilparrin curriculum. Continue to raise the profile of 'healthy eating and physical activity' within the Kilparrin community.

Strategic Priority 7: Teaching and Learning

Target:

Curriculum plans and weekly programs articulate implications for the teaching and learning of learners with vision and/or hearing impairment and additional disabilities.

Strategies:

- specific learners identified for comprehensive assessment
- learner portfolios show progress and identify areas for improvement
- reflective staff dialogue
- development of individual action plans for instances of extreme behaviour.

Evidence:

- assessment reports
- learner portfolios
- behaviour support policy developed and implemented
- minutes of staff meetings and SSO meetings report reflective dialogue relating to individual learners' needs and strategies to support their learning and engagement
- documented action plans.

Recommendations for the future:

Professional development focus for Kilparrin staff, for 2010, on education of learners with hearing and/or vision impairment and additional disabilities.

Summary of Key Data

Site Demographics & Context *The key characteristics of the site and community*

Kilparrin Teaching and Assessment School and Services (Kilparrin) is located at Park Holme and provides a preschool and school (R-12+) program, a statewide support service for learners with sensory (vision and/or hearing) impairment/s and additional disabilities and an early intervention program for babies and young children with dual sensory (hearing and vision) impairment.

The Kilparrin Early learning Centre (KELC) program is a specialist preschool support program and is delivered in the Ascot Park Kindergarten.

2009 enrolments: KELC x4 R-7 x14 8-12 x5 (School enrolments are primarily of short-to-medium term duration.)

2 enrolled learners are educated in their home environment due to their fragile health status. 3 enrolled learners and 5 SSS learners have died over the past 4 years.

In 2009 50% of enrolled learners are on School Card.

DECS provides taxi transport for most of the enrolled learners.

The Kilparrin Resource Centre has a selection of specialist reference & resource materials for loan to Kilparrin staff, learners & SSS clients.

Kilparrin shares purpose built facilities with the SA School for Vision Impaired (SASVI) and is co-located on the Park Holme campus with the Ascot Park PS, SASVI and the Warradale Childcare Centre.

As part of the Kilparrin Statewide Support Service (SSS) teachers provide professional development to client sites relating to learners with sensory impairments and additional disabilities.

Evaluation of Site Performance *Results/implications of the Self Review from analysis of achievement and perception data, site priorities, site processes, DECS Principles of Improvement & Effectiveness, performance drivers and root causes.*

Focus on Learning

November 2008 - 46% of staff responded* that Kilparrin was at the *Strategic* (46%) or *Embedded* (4%) level of development
April 2009 – an average of 84% of staff recorded** a positive response to the *Focus on Learning* items

Think Systemically

November 2008 - 27% of staff responded* that Kilparrin was at the *Strategic* level of development (*Embedded* 0%)
April 2009 – an average of 74% of staff recorded** a positive response to the *Think Systemically* items

Attend to Culture

November 2008 - 8% of staff responded* that Kilparrin was at the *Strategic* level of development (*Embedded* 0%)
April 2009 – an average of 77% of staff recorded** a positive response to the *Attend to Culture* items

**via the DIAf Level 1 Scan **via the DIAf Level 2 Scan*

20% of parents responded to the **2008 DECS online parent opinion survey**. In all areas surveyed, parents rated Kilparrin above the 75th percentile and higher in 2008 than they had in 2007.

50% of staff responded to the 2008 DECS online staff opinion survey. Two main issues for development were identified; student behaviour management procedures and intra-staff communication and relationships.

Summary of Strengths *Achievements, perceptions & processes identified as strengths of the site during the Self Review*

DIAf level 2 scan completed by all staff in April 2009 identified an 80% or above positive response to the following;

- learner achievement and wellbeing needs are identified as the basis of decisions with directions appropriate to the context and stated standards
- high expectations exist for all learners with effective intervention and support for learners to achieve success
- shared beliefs and understandings drive pedagogy, staff professional development and curriculum development
- plans and practices articulate implications for teaching and learning, evidenced in staff practices and professional development activities
- effective partnerships exist with the local community, region and professional groups to support learners and the site
- professional development and performance management processes provide recognition, support and development.

Implications for Improvement *Direction for future actions, intervention and support, and provision for sustaining and extending improvements.*

DIAf level 2 scan completed by all staff in April 2009 and discussions with staff have indicated that the 2010 Site Improvement Plan include the following as Strategic Directions;

- Make Data Count
- Set Direction
- Continuously Improve

3.2 DIAF LEVEL 2 SCAN

Analysis of DIAf Level 2 scan

25 members of Kilparrin staff completed the self review tool

Descriptors:

Positive	<i>Agree and Strongly Agree</i>
Negative	<i>Disagree and Strongly Disagree</i>
Neutral	<i>Neither Agree nor Disagree and Not Completed</i>

Site Improvement Plan **2008-2009 Strategic Directions are highlighted**

Focus on Learning

	Neutral	Negative	Positive
1. Learner achievement and wellbeing needs are identified as the basis of decisions with directions appropriate to the context and stated standards.	8%	4%	88%
2. High expectations exist for all learners with effective intervention and support for learners to achieve success.	4%	8%	88%
3. Shared beliefs and understandings drive pedagogy, staff professional development and curriculum development.	20%	0%	80%
4. Plans and practices articulate implications for teaching and learning, evidenced in staff practices and professional development activities.	20%	0%	80%

Think Systemically

	Neutral	Negative	Positive
1. Contextual and system issues are strategically address with implications for practice and planning identified	24%	4%	72%
2. Improvement approaches are known and effective and use with stakeholders to continuously improve the site as a system	20%	4%	76%
3. Internal management processes are routinely improved to effectively support learning and smooth site operations	24%	8%	68%
4. Effective partnerships exist with the local community, region and professional groups to support learners and the site	12%	8%	80%

Share Leadership

	Neutral	Negative	Positive
1. Leaders provide clear and supportive leadership and take an effective stance appropriate to the individual/situation to achieve agreed outcomes	20%	4%	76%
2. Leadership is shared with strategies and processes to build the leadership capacity and density of the site and individuals	36%	4%	60%
3. Leaders lead the learning to provide effective direction, support and management to ensure change is managed positively and successfully	32%	4%	64%

Attend to Culture

	Neutral	Negative	Positive
1. A positive learning and workplace culture supports learners, staff and community to experience success and work with enthusiasm, commitment and energy	20%	4%	76%
2. Professional development and performance management processes provide recognition, support and development	12%	4%	84%
3. Processes and structures exist to build culture and morale, effectively redress concerns and address issues that prevent improvement	24%	4%	72%

Listen and Respond

	Neutral	Negative	Positive
1. Quality home-site-community partnerships exist to support learners and improve learning outcomes	20%	8%	72%
2. Governance and decision making structures are effective with high levels of stakeholder support for, and engagement in, decisions	40%	4%	56%
3. Continuously improving service culture and responsiveness ensure positive levels of staff, parent and learner satisfaction	32%	4%	64%

Make Data Count

	Neutral	Negative	Positive
1. Effective data management processes are in place to collect, store and access reliable data	36%	0%	64%
2. Multiple measures of data (demographic, perception, achievement, process) are collected, analysed and used to inform improvement	44%	4%	52%
3. Data analysis informs directions and decisions for teaching, learning, program and outcome improvement and reporting to occur	40%	4%	56%
4. Focused improvement efforts and effective strategies are implemented through data being used to identify root causes and variation	52%	8%	40%

Set Direction

	Neutral	Negative	Positive
1. Explicitly stated values, vision and purpose, developed in collaboration with stakeholders, drive decisions and directions	36%	4%	60%
2. Direction and planning processes work to achieve the vision and continuously improve learning outcomes for all learners	32%	4%	64%
3. Communication, monitoring and evaluation of planning processes occur with high level of stakeholder involvement	36%	8%	56%

Target Resources

	Neutral	Negative	Positive
1. Effective resource management systems identify, support and develop the site's human, financial and physical resources	36%	4%	60%
2. Resources are targeted to achieve successful outcomes with processes in place to review resource needs and effectiveness	32%	4%	64%
3. Risk management and compliance processes support personnel and ensure successful improvement and effective financial management	24%	8%	68%

Continuously Improve

	Neutral	Negative	Positive
1. Effective known processes operate to ensure achievement and continuous improvement of quality outcomes for learners and the site	36%	4%	60%
2. Rigorous, regular self review processes occur with stakeholder involvement to monitor outcomes, evaluate progress and inform future directions	36%	4%	60%
3. Sustainable and systemic approaches connect people, align and improve site operations and enact strategic plans and directions	44%	4%	52%

Summary:

The Level 2 Scan identified the **following areas for improvement**:

- Make Data Count
- Continuously Improve
- Set Directions

These three strategic directions will provide the basis of the **2010-2012 Site Improvement Plan**.

3.3 SITE VALIDATION REPORT

The Validation team provided the following report.

Self Review Processes	<p>I can verify that the self-review processes have met the standards outlined in the DIAf policy guidelines: <i>(Evidence based, Inquiry focused, Collaborative, Well managed, Comprehensive, Actioned)</i></p> <p>Comments: The self review process involved whole school community engagement in extensive inquiry methods to evaluate progress and outcomes relating to current strategic directions. The process has identified and will inform future directions.</p> <ul style="list-style-type: none"> • Using Parent Opinion Surveys perception data was collected and analysed as it related to three key strategic direction i.e. Attend to culture, Focus on learning, Think systemically • Data relating to Learner Achievement was gathered and interrogated • Staff perception as identified through the Diaf/Level 2 Scan was analysed • Evidence of learner engagement was presented through video and static display <p>Data was presented, discussed and examined by the validation team. Follow up discussion with parent and staff groups enabled the validation team to gain deeper insight and validate processes used and assertions presented. The process was evidence based, well managed and comprehensive.</p>
Improvement Cycle	<p>I can verify that effective plans and processes have been developed to address the findings of the self-review. <i>(Clear cycle of improvement developed with issues identified, targets articulated, actions planned, resources allocated, progress monitored and reviewed; plans and processes linked to Site Improvement Plan, Annual Report and Performance Plan; evidence of whole site processes and commitment)</i></p> <p>Comments: Kilparrin has a clearly articulated and publicly documented process of planning and review. A cycle of improvement involves data gathering and analysis. Goals and targets met are identified as well as areas of development. Priorities are articulated by staff and are well documented and published for the school community through the Site Improvement Plan. A comprehensive system of documentation is available to support staff. Resources are allocated to support priorities particularly evident in relation to learner achievement and staff development. Progress is reported through learner reports and the Annual Report. There is evidence of a deep commitment to the school's Improvement Plan.</p>
Evidence of Outcomes	<p>I can verify that effective plans and processes have been developed to address the findings of the self review improvements in quality of outcomes. <i>(Multiple measure of data demonstrate improvement)</i></p> <p>Comments: Data demonstrated that there has been improvement in all areas of the Site Improvement Plan. Issues identified have been addressed (e.g. Psychological Health). A significant amount of work has been devoted to ensuring that data collected is meaningful to Kilparrin. An intensive accountability and reporting cycle including service agreements exists. All learners receive comprehensive reports (written, photographic and DVD) detailing achievements, distance travelled and progress made. Evidence presented demonstrates that there is outstanding staff commitment ensuring a supportive, welcoming environment for families. There is a culture of high expectations and a positive learning environment.</p>
<p>Further Comments: The validation team acknowledges that Kilparrin is a unique and complex "site". The leadership team is to be congratulated on the quality and quantity of evidence based data collected and presented through out the self review and validation processes. The time and energy that staff devoted to the process was acknowledged and appreciated by the validation team. The power point, poster and video presentations from leadership, teachers and SSOs provided the validation team members with a deeper understanding and appreciation of the outstanding work and commitment of Kilparrin staff.</p>	

Commendations:

We commend Kilparrin on the following:

- The positive culture of care, learning and high expectations “We were told that when your child comes to Kilparrin they will experience success”
- The truly inclusive approach to ensure that the specific needs of individual learners are met
- Level of learner engagement and wellbeing (supported by video evidence, reports, Kilparrin Learner Wellbeing Rubric etc.)
- Effective communication strategies with families (despite the lack of face to face opportunities available)
- A commitment to continuous improvement and the effective use of data (“Centre of excellence”)
- A commitment to well resourced, high quality staff professional development
- Capacity building strategies (valuing skills and expertise)
- Effective partnerships with a range of professional groups
- A culture of promoting success and celebration (assemblies, newsletters)

“Parents feel valued and they know their children are respected and valued”

Recommendations:

The validation team recommends that the current commitment to improvement is maintained.

The self review validation processes raised the issue of exploring opportunities to share the excellent work of staff and the utilisation of Kilparrin's world class facilities with in DECS and Internationally.

Note: This Validation Report has been compiled by the Assistant Regional Director and is informed by regional documentation and performance management processes. It is usually completed as a summative report at the end of a 3 year cycle.

4.0 SCHOOL PERFORMANCE DATA REQUIREMENTS

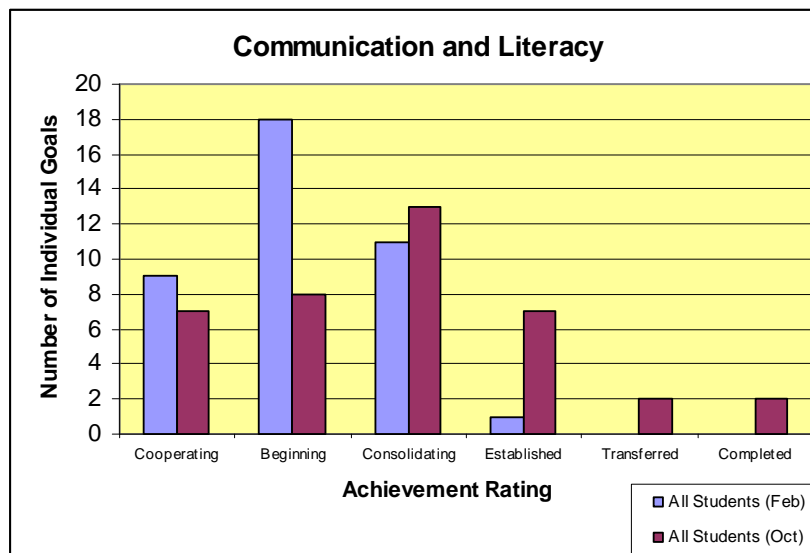
4.1 STUDENT ACHIEVEMENT DATA

All Kilparrin Learners were exempted from the NAPLAN Tests in 2009.

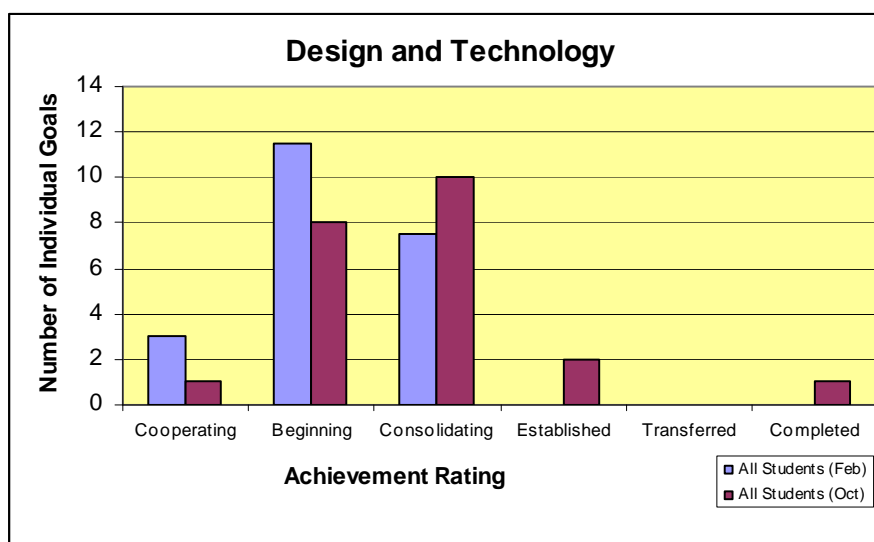
The Negotiated Education Plan (NEP) processes and templates were used to streamline the reporting of information to parents and meet the DECS requirements. In Term 1 specific goals were identified and discussed with parents/caregivers. Agreed goals were incorporated into the NEP Learning Plan document 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 achievement data for individual learners within the SACSA Framework and to enable class and whole school representation of data.

2009 SACSAF Achievement Ratings: Progress across the Year for All Enrolled Learners

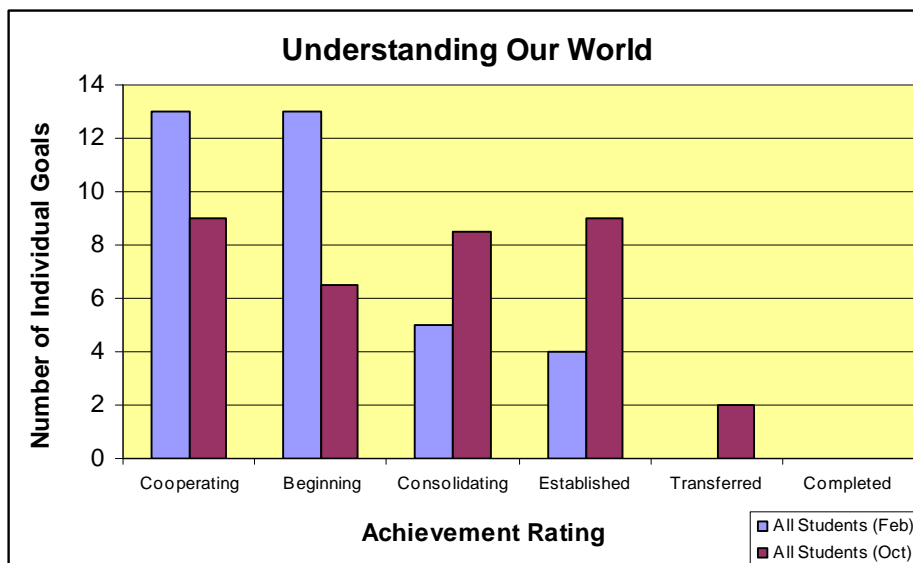
SACSAF Early Years Band - Learning Area: Communication and Literacy						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students' goals (Feb)	9	18	11	1	0	0
All students' goals (Oct)	7	8	13	7	2	2



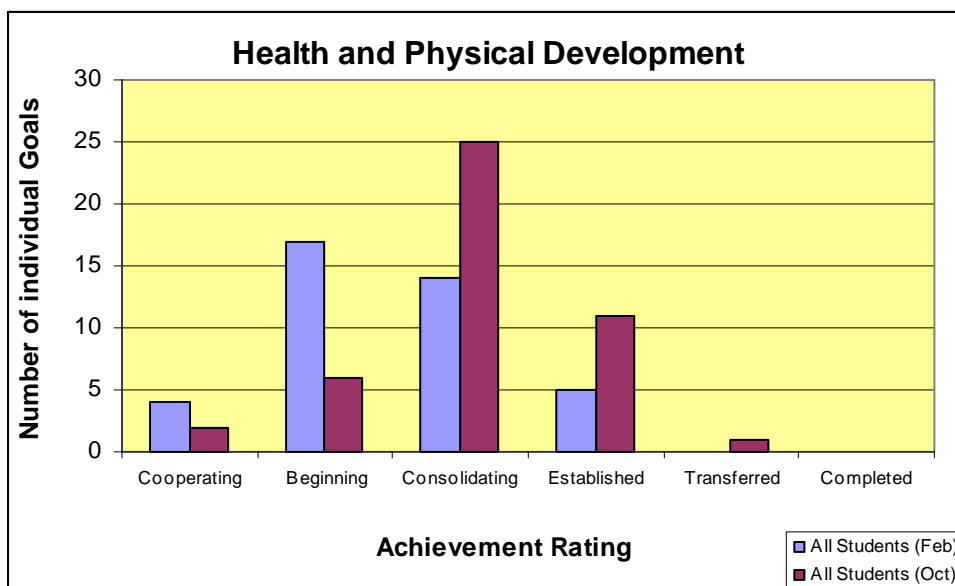
SACSAF Early Years Band - Learning Area: Design and Technology						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students' goals (Feb)	3	11.5	7.5	0	0	0
All students' goals (Oct)	1	8	10	2	0	1



SACSAF Early Years Band - Learning Area: Understanding Our World						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students' goals (Feb)	13	13	5	4	0	0
All students' goals (Oct)	9	6.5	8.5	9	2	0



SACSAF Early Years Band - Learning Area: Health & Physical Development						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students' goals (Feb)	4	17	14	5	0	0
All students' goals (Oct)	2	6	25	11	1	0



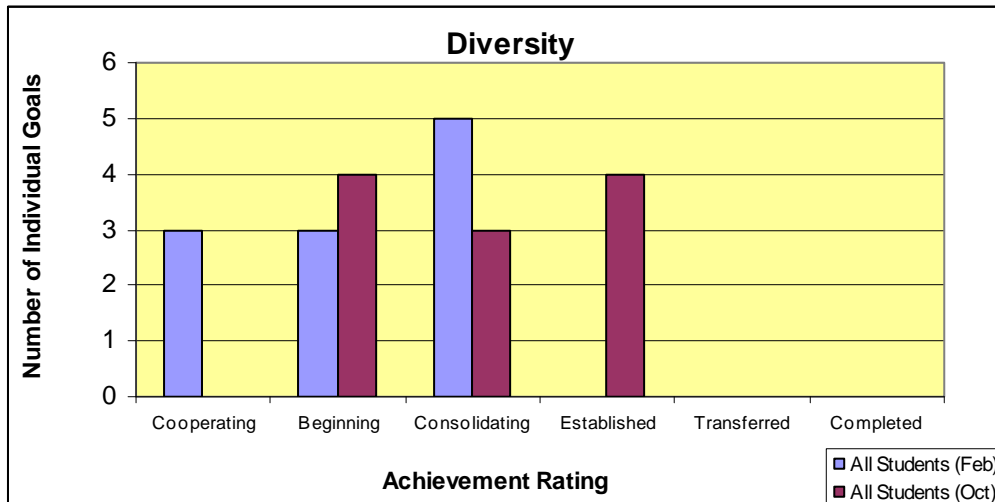
Comment:

Communication and Language continues to be a major curriculum focus for most Kilparrin learners. All learners continue to have documented Personal Communication Dictionaries (PCDs). The PCDs support consistency in communication between adults and individual learners. The Intensive Interaction approach has significantly benefited those learners at the pre-intentional stage of communication development. Learners with whom this approach has been used have shown marked increased engagement in their interactions with the adults in their world.

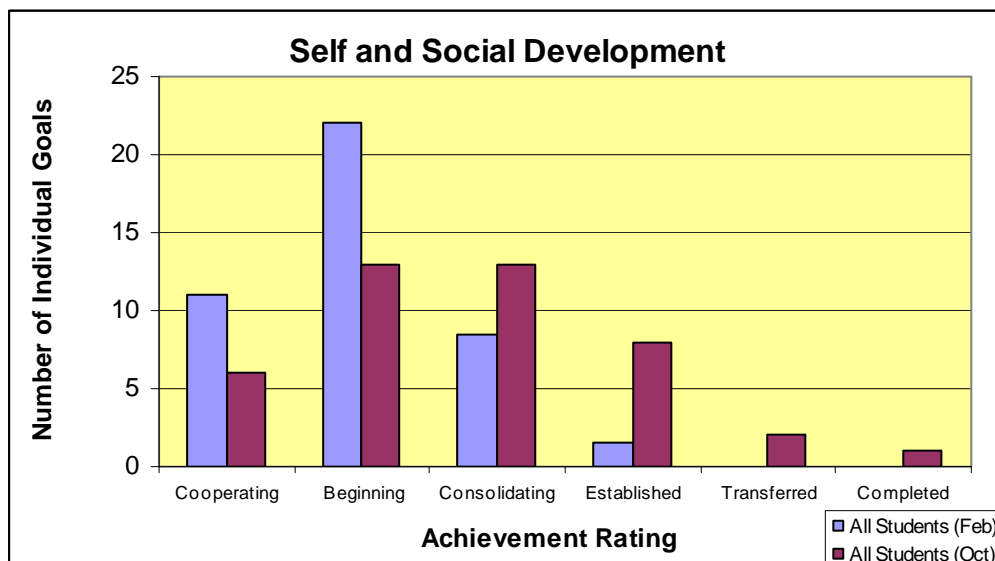
Throughout 2009 there was a focus on healthy eating and physical activity. All Kilparrin learners participated in the Premier's *be active* Challenge. Kilparrin was also successful in participating in the *eat well be active* initiative.

It is particularly pleasing to see the development in the level of physical activity in response to this curriculum focus.

SACSAP Early Years Band - Learning Area: Diversity						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students' goals (Feb)	3	3	5	0	0	0
All students' goals (Oct)	0	4	3	4	0	0



SACSAP Early Years Band - Learning Area: Self and Social Development						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students' goals (Feb)	11	22	8.5	1.5	0	0
All students' goals (Oct)	6	13	13	8	2	1

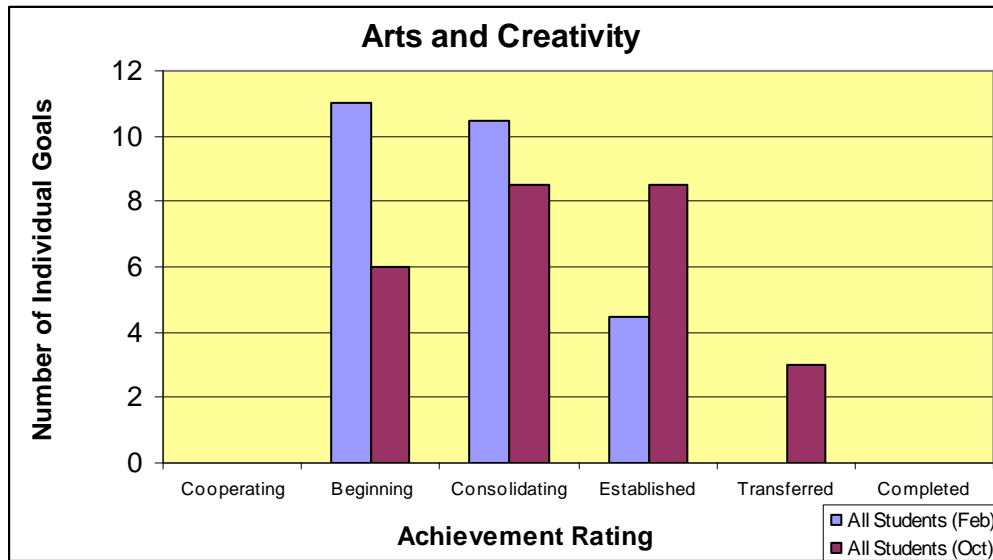


Comment:

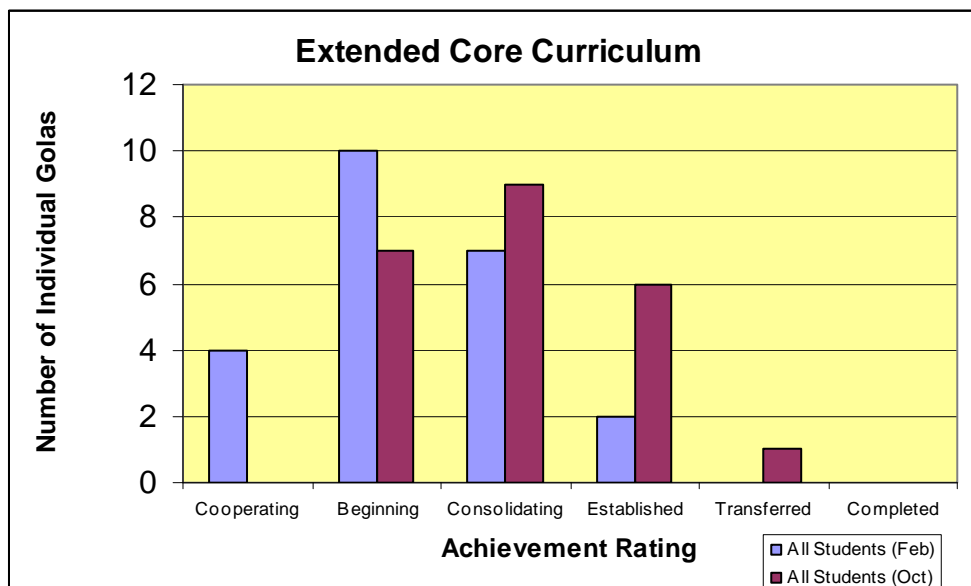
For learners with complex sensory impairment/s and additional disabilities, activities that support the development of self awareness and social skills are a strong focus in curriculum delivery.

During 2009 many learners have shown significant development in this area.

SACSAF Early Years Band - Learning Area: Arts and Creativity						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students' goals (Feb)	0	11	10.5	4.5	0	0
All students' goals (Oct)	0	6	8.5	8.5	3	0



Learning Area: Extended Core Curriculum (Orientation & Mobility)						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students' goals (Feb)	4	10	7	2	0	0
All students' goals (Oct)	0	7	9	6	1	0



Comment:

The use of a thematic approach to curriculum design and delivery at Kilparrin supports the meaningful development of concepts. Music and art sessions reinforce basic concepts identified within the theme for each term. School assemblies and excursions also contribute to the consolidation and celebration of conceptual learning.

Knowing where they are in space and being able to move around their environment is a fundamental skill for learners with significant vision impairment.

4.2 OTHER STUDENT ACHIEVEMENT DATA

Premier's *be active* Challenge

All enrolled learners (R-13) participated in the Premier's *be active* Challenge

The following table summarises the learners' achievements

Award	Number of Learners
Bronze Medal	4
Silver Medal (or equivalent)	9
TOTAL	13

Premier's Reading Challenge

All enrolled learners (R-13) participated in the Premier's Reading Challenge

The following table summarises the learners' achievements

Award	Number of Learners
Certificate	5
Bronze Medal	1
Gold Medal	2
Champion Medal	8
TOTAL	16

43 OPINION SURVEYS

Staff Opinion

The Employment Self Esteem Scale developed by William M.K. Trochim (2006) was used to ascertain how staff perceived their 'work self esteem'. The scale was purposely developed without a 'neutral' response box.

Summary of Kilparrin Staff Responses (19-20 September 2009)

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by placing a check mark in the appropriate box.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	
0	0	6 (25%)	18 (75%)	1. I feel good about my work on the job.
0	0	5 (21%)	19 (79%)	2. On the whole, I get along well with others at work.
0	1 (4%)	5.5 (23%)	17.5 (73%)	3. I am proud of my ability to cope with difficulties at work.
0	1 (4%)	15 (63%)	8 (33%)	4. When I feel uncomfortable at work, I know how to handle it.
1 (4%)	1 (4%)	10 (42%)	12 (50%)	5. I can tell that other people at work are glad to have me there.
0	3 (13%)	7 (29%)	14 (58%)	6. I know I'll be able to cope with work for as long as I want.
2 (9%)	0	6 (26%)	15 (65%)	7. I am proud of my relationship with my supervisor at work. (23 staff responded to this question)
0	0.5 (2%)	4.5 (19%)	19 (79%)	8. I am confident that I can handle my job without constant assistance.
0	1 (4%)	5 (21%)	18 (75%)	9. I feel like I make a useful contribution at work.
0	1.5 (6%)	7.5 (31%)	15 (63%)	10. I can tell that my co-workers respect me.

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Total number of staff respondents = 24

89% of staff completed the survey.



Figure 1

Figure 1 shows that there were very few 'strongly disagree' responses (3 out of a possible 239 responses). The overwhelming majority of responses were in the 'somewhat agree' and 'strongly agree' category.

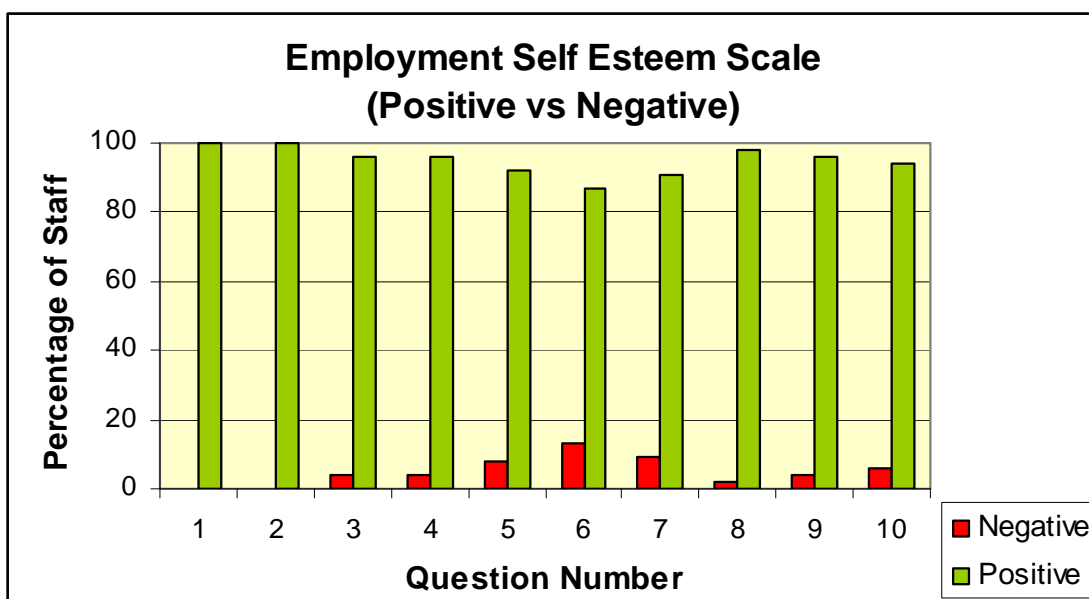


Figure 2

Figure 2 shows that a significant majority of staff indicated that they had a positive 'work self esteem'.

Summary:

The results of the *Employment Self Esteem Scale* indicate that a significant majority of staff feel positive about working at Kilparrin. This is a pleasing result and reflects a positive outcome to the implementation of the **Attend to Culture** strategic direction, in particular the two strategic priorities, *Positive Learning Culture* and *Build Culture and Morale*.

Issues identified for development in the 2008 Staff Opinion Survey included;

- incorporating strategies into the curriculum that enable learners to be 'life-long learners'
- student behaviour management procedures
- intra-staff communication and relationships.

2009 Initiatives included;

- focus on communication and 'eat well be active' programs
- *Behaviour Support Policy* developed
- revised *Psychological Health Action Plan* addresses Decision Making, Individual Morale and Group Morale.

Parent Opinion

In the 2008 Parent Opinion Survey, providing opportunities for parents to be more involved in the school's educational activities was identified as the main issue for development.

2009 initiatives included;

- End-of-Term School Assemblies linked to other celebrations such as the Gross Motor Picnic and Governing Council BBQ lunches. (71% of families were represented at the Term 3 2009 Assembly)
- almost 50% of families registered to attend parent workshop funded through PIE grant.

Summary of Responses to Parent Questionnaire

Parents were asked how successfully they felt Kilparrin was addressing the 2009 Strategic Directions and Priorities.

Parent Responses;

Attend to Culture

Very successful, both from my child's aspect in that he enjoys going to school, and as parents we are made to feel welcome and feel part of an education experience.

Positive - parents involved in special fundraising events, evenings etc.

Open communication – teacher and parents valued - empowered with regular informative newsletters, invitation to parents for end of term special programs.

'Front Office' very supportive and informative.

Kilparrin has been successful in these areas.

Focus on Learning

Given the situation there is a distinct emphasis on teaching and improving my child's abilities.

Good/attainable learning goals and objectives.

Individualised programs – enhance children's learning outcomes.

Kilparrin has been successful in these areas.

Think Systemically

Well thought out T&D programs for educators.

Parents included in Parent Initiatives in Education (PIE) programs.

Smart board – information evening for Governing Councillors was very interesting and informative.

Kilparrin has been successful in these areas.

Summary of Responses to Parent Opinion Survey (KELC)

100% of the parents of learners enrolled in the Kilparrin Early Learning Centre (KELC) responded to the 2009 Parent Opinion Survey.

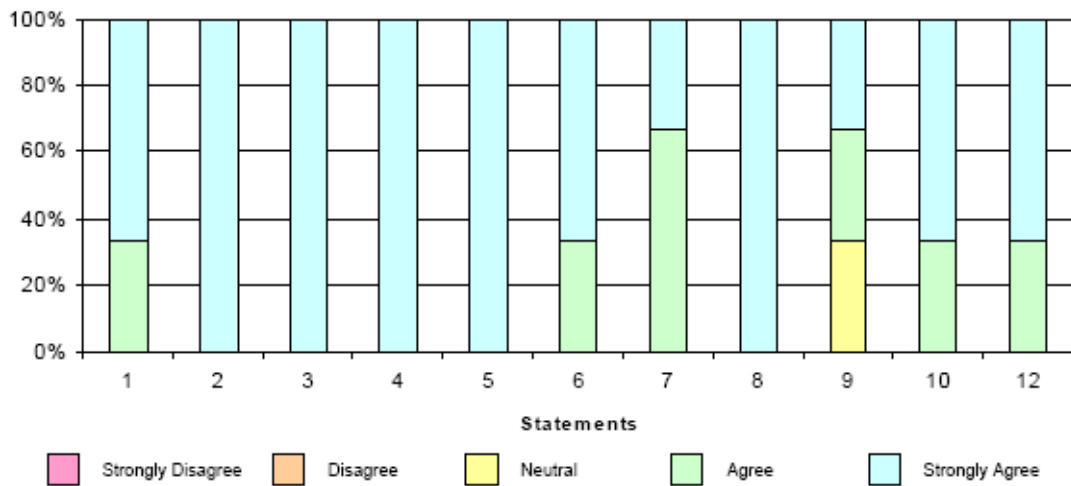
The tabulated responses appear below.

All parent responses were positive. Figure 3 (at the end of this section) shows that a significant number of positive responses were strongly positive (89 responses out of a possible 114 responses or 78%).

Issues identified for development in 2010 include;

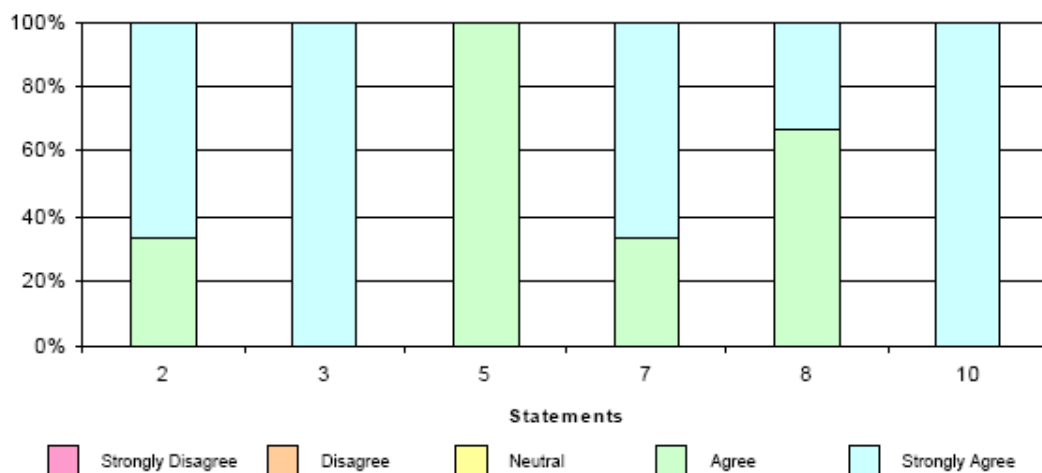
- increasing opportunities for parents/caregivers to become involved in educational activities at KELC.

Parent Opinion - Support of Learning



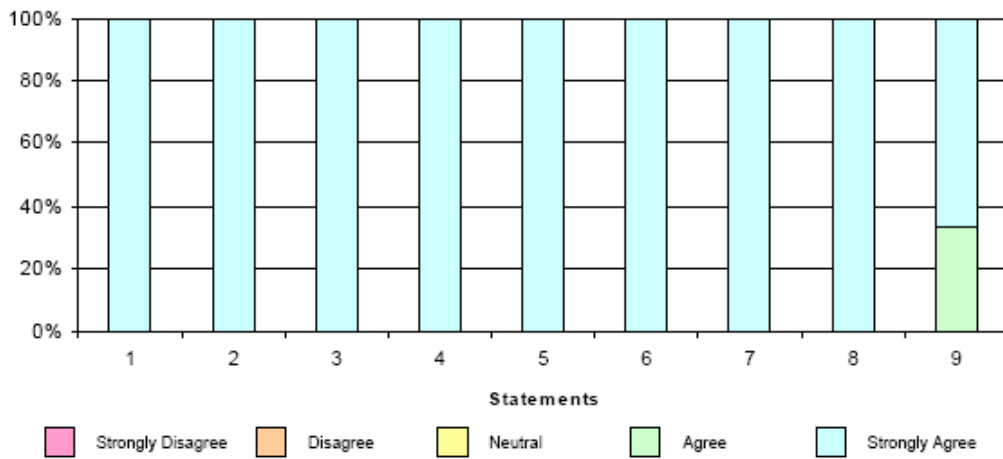
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	My child is motivated to learn at this preschool.	0%	0%	0%	33%	67%	3
2	My child's teachers provide help and support when it is needed.	0%	0%	0%	0%	100%	3
3	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	0%	100%	3
4	My child is happy at this preschool this year.	0%	0%	0%	0%	100%	3
5	My child would receive support for any special needs he/she had.	0%	0%	0%	0%	100%	3
6	The preschool changes its programs and activities to improve student achievement.	0%	0%	0%	33%	67%	3
7	Children know how they are expected to behave at preschool.	0%	0%	0%	67%	33%	3
8	Teachers at this preschool treat my child fairly.	0%	0%	0%	0%	100%	3
9	This preschool provides a safe and secure environment.	0%	0%	33%	33%	33%	3
10	Children have enough materials and resources for their learning.	0%	0%	0%	33%	67%	3
12	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	33%	67%	3

Parent Opinion - Leadership and Decision Making



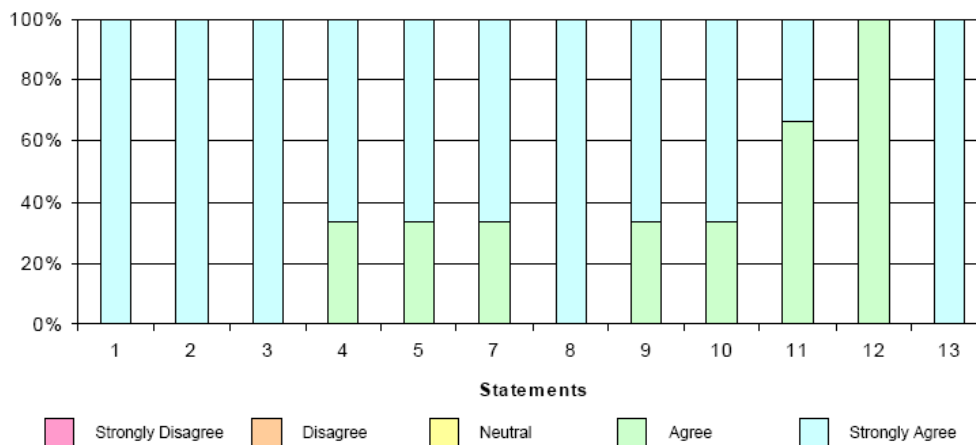
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
2	I have confidence in how the preschool is managed.	0%	0%	0%	33%	67%	3
3	I believe there is effective educational leadership within the preschool.	0%	0%	0%	0%	100%	3
5	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	0%	100%	0%	3
7	Parents are invited to participate in decisions about their child's education.	0%	0%	0%	33%	67%	3
8	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	67%	33%	3
10	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	0%	100%	3

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 preschool.	0%	0%	0%	0%	100%	3
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	0%	100%	3
3	This preschool has the expectation that children will learn.	0%	0%	0%	0%	100%	3
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	0%	100%	3
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	0%	100%	3
6	My child's teachers clearly inform me about the learning program.	0%	0%	0%	0%	100%	3
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	0%	100%	3
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	0%	100%	3
9	The preschool has an excellent learning environment.	0%	0%	0%	33%	67%	3

Parent Opinion - Relationships and Communication



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I feel welcome at this preschool.	0%	0%	0%	0%	100%	3
2	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	0%	100%	3
3	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	0%	100%	3
4	I am given opportunities to have a say in matters about this preschool.	0%	0%	0%	33%	67%	3
5	There is a broad variety of communications that inform me about this preschool.	0%	0%	0%	33%	67%	3
7	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	33%	67%	3
8	I receive helpful information about my child's progress and achievement.	0%	0%	0%	0%	100%	3
9	This preschool provides opportunities to discuss my child's progress.	0%	0%	0%	33%	67%	3
10	I am well informed about preschool activities.	0%	0%	0%	33%	67%	3
11	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	0%	67%	33%	3
12	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	0%	100%	0%	3
13	Teachers let me know how well my child is doing.	0%	0%	0%	0%	100%	3

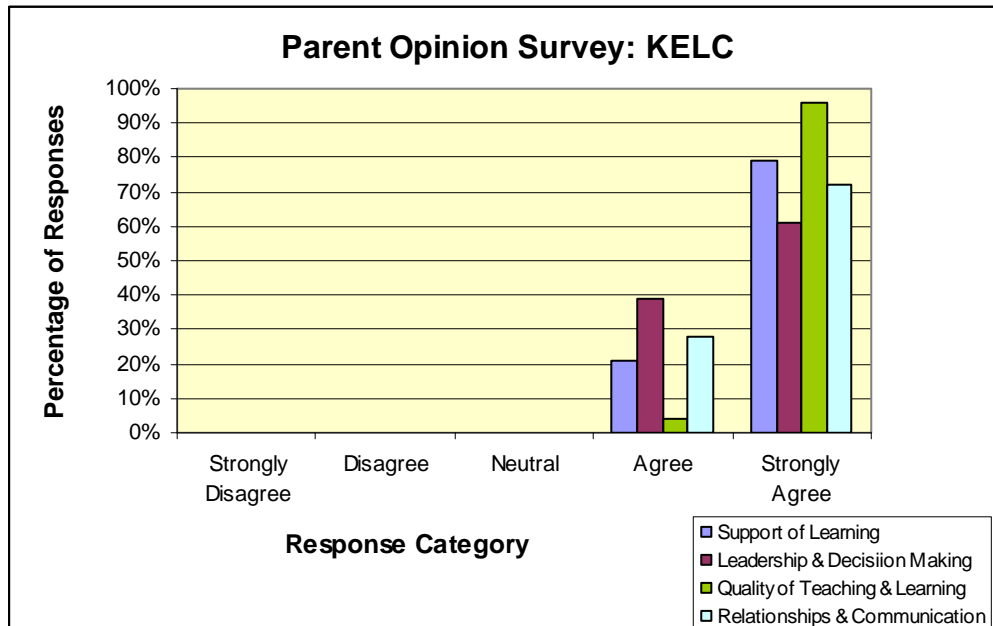


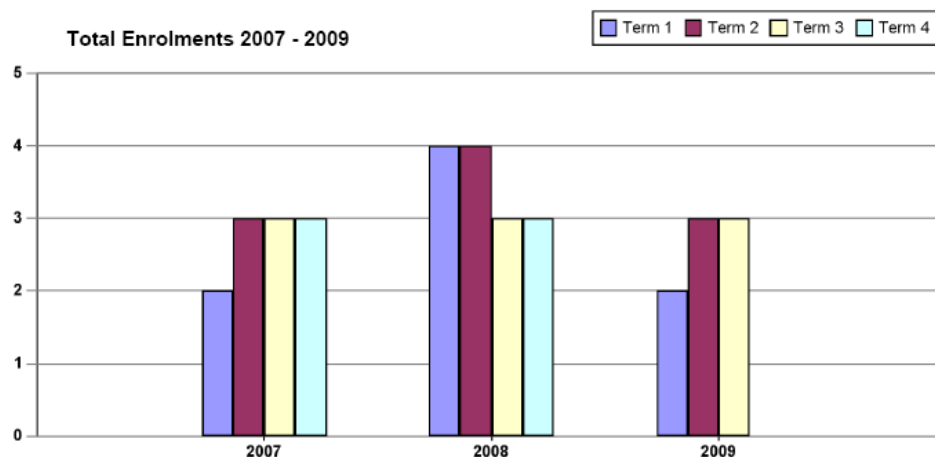
Figure 3

Figure 3 shows that a significant number of positive responses were strongly positive.

4.4 ENROLMENT AND ATTENDANCE

ENROLMENTS 2007-2009

Preschool 4162 Kilparrin Early learning Centre



	Term 1	Term 2	Term 3	Term 4
2007	2	3	3	3
2008	4	4	3	3
2009	2	3	3	

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

ENROLMENTS 2007-2009

School 1372 Kilparrin Teaching and Assessment School and Services

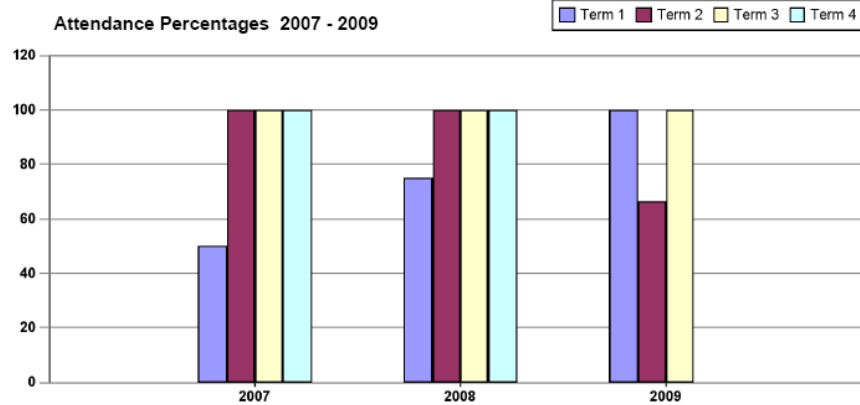
Year Level	2007			2008			2009			Change	
	M	F	T	M	F	T	M	F	T	2007-2008	2008-2009
Primary Other	15.0	7.0	22.0	8.0	3.0	11.0	11.0	3.0	14.0	-11.0	3.0
Secondary Other	2.0	0	2.0	7.0	1.0	8	4.0	1.0	5.0	6.0	-3
TOTAL	17.0	7.0	24.0	15.0	4.0	19.0	15.0	4.0	19.0	-5.0	0

Comment

For most learners Kilparrin is a short-to-medium term placement option. Many learners eventually transition to a site within their local district.

ATTENDANCE

Preschool 4162 Kilparrin Early learning Centre



	Term 1	Term 2	Term 3	Term 4
2007 Centre	50.0	100.0	100.0	100.0
2008 Centre	75.0	100.0	100.0	100.0
2009 Centre	100.0	66.7	100.0	
2007 State	87.8	88.1	85.3	87.2
2008 State	87.8	87.7	86.8	87.1
2009 State	87.2	87.8	86.1	

Source: Preschool Data Collection, Data Management

ATTENDANCE

School 1372 Kilparrin Teaching and Assessment School and Services

Year Level	2009			
	School	Region	DECS	Index
Primary Other	87.8	90.7	91.3	89.7
Primary Total	87.8	92.6	91.9	92.3
Secondary Other	96.7	91.4	88.8	88.3
Secondary Total	96.7	88.1	86.6	87.7
Total All Year Levels	90.1	90.9	90.0	90.8

Year Level	2006				2007				2008				Change	
	School	Region	DECS	Index	School	Region	DECS	Index	School	Region	DECS	Index	2006-2007	2007-2008
Primary Other	90.4	92.7	91.8	90.2	86.4	92.5	92.7	91.3	91.1	92.4	92.3	91.0	-4.0	4.7
Primary Total	90.4	93.5	92.7	93.1	86.4	93.5	92.8	93.2	91.1	93.2	92.6	93.1	-4.0	4.7
Secondary Other	96.6	89.6	90.0	89.9	94.9	90.6	90.6	90.7	96.7	90.9	89.7	88.6	-1.7	1.8
Secondary Total	96.6	89.0	88.3	89.3	94.9	88.8	88.4	90.2	96.7	88.8	88.1	89.9	-1.7	1.8
Total R-12	91.0	91.8	91.2	91.9	87.1	91.7	91.2	92.3	93.4	91.5	91.0	92.1	-3.9	6.3

ABSENCE RATES

School 1372 Kilparrin Teaching and Assessment School and Services

Year Level	Rate	2009			
		School	Region	DECS	Index
Primary Other	Absence	12.2	9.3	8.7	10.3
	Authorised	12.2	7.3	6.3	8.7
	Unauthorised	0.0	1.9	2.3	1.6
Primary Total	Absence	12.2	7.4	8.1	7.7
	Authorised	12.2	5.8	5.9	6.0
	Unauthorised	0.0	1.6	2.2	1.7
Secondary Other	Absence	3.3	8.6	11.2	11.7
	Authorised	3.3	6.3	8.2	9.8
	Unauthorised	0.0	2.3	3.0	1.9
Secondary Total	Absence	3.3	11.9	13.4	12.3
	Authorised	3.3	7.6	8.3	7.8
	Unauthorised	0.0	4.2	5.2	4.5
Total All Year Levels	Absence	9.9	9.1	10.0	9.2
	Authorised	9.9	6.5	6.8	6.6
	Unauthorised	0.0	2.6	3.3	2.6

Source: Semester 1 Absence Data collected in the term 3 School Enrolment Census

Factors affecting attendance include;

- general physical frailty of some learners (During Term 3, 2009 five (5) learners spent time in the Intensive Care Unit at WCH)
- three (3) enrolled learners died during 2009
- issues around the medical management of 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.

4.5 RETENTION AND DESTINATION

DESTINATION

Preschool 4162 Kilparrin Early learning Centre

Feeder School Percentage Data 2007 - 2009

Site Number - Name	Type	2007	2008	2009
1372 - Kilparrin Tch & Assessment Sch & Ser	Govt.	100.0	100.0	100.0
Total		100.0	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.
Source: Term 3 Preschool Data Collection

DESTINATION

School 1372 Kilparrin Teaching and Assessment School and Services

Destination Data for Learners Leaving Kilparrin During 2009

	Number of Learners	2009 Year Level	Destination
End of Term 1	0		
End of Term 2	0		
End of Term 3	1	06	Government Special School (x1)
End of Term 4	2	07, 13	Government Secondary School (Special Unit) (x1) Post-School Options (x1)
TOTAL	3		

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 for a very small group of learners who have complex vision and/or hearing impairments and have additional disabilities.

During 2009 planning occurred for the transition of three learners (including one to post-school options) and three learners died.

4.6 OTHER SITE PRIORITIES

Participation in the Values Education Project

Project Title: Improving the social skills of Kilparrin learners through interaction with peers.

Project Focus: Developing appropriate social skills through involvement in a mixed group of students.

Project Aims:

- to improve the ability of Kilparrin learners to interact appropriately with others of their own age
- to develop a better understanding of the needs of learners with sensory impairments and additional disabilities in members of the Ascot Park Primary School community.

Project Outline:

Four Kilparrin students were chosen by their class teachers because of their needs and abilities. An initial group of about twenty Ascot Park students (between Year 3 and 7) were nominated by the principal and invited to a disability awareness and information meeting. 12 of these chose to participate in the rest of the project. Parents

were provided with information about the project via a parent information session and at meetings of the Governing Councils at both sites.

Social skill goals were set for the Kilparrin learners by their class teachers and the Ascot Park students informed of these and encouraged to reinforce this learning when appropriate. Regular sessions took place (8 in total) – each session involved some teacher directed time and some ‘free activity’ time to allow for natural social interaction.

The sessions were videoed and the video transcribed. The original video and the transcripts were used as data to evaluate the project.

Project Outcomes:

All of the students involved participated enthusiastically in the sessions and had fun interacting with each other. All participants wished to continue the project. The perception of Kilparrin learners as people who it was fun to be with spread within the Ascot Park community with many students requesting to join the project.

Incidental interaction at combined community events (such as the Festival of Music and other choir events) increased and Kilparrin learners were included in social interactions around these events in ways that had not happened previously.

Two of the four Kilparrin learners had demonstrable improvements in social engagement over the period of the project; one was absent too often for significant improvement to be observed and one showed no obvious improvement in his social skills.

Ascot Park students had an overwhelmingly positive response when interviewed about the project during the last session. Individuals commented on having enjoyed “helping them learn how to interact with other people” and remarked on the impact that getting to know individual students (from Kilparrin) had had on them.

Staff and students from both schools expressed a desire for the continuation of similar activities.

Use of Values Education Resources

The Values Education resources were used at parent information sessions and the relevant elements of the 9 values for Australian Schooling were discussed at the disability awareness session with the students from Ascot Park Primary School.

4.7 TEACHER QUALIFICATIONS

Teacher Qualifications

Qualification Type	% of Teachers
Masters Degree	12%
Bachelor Degree in Education or Special Education	94%
Diploma of Teaching	41%
Post Graduate Diploma or Certificate	71%
Teacher Certificate	6%
Other: B Mus Ed (Hons), BA (Hons), Adv. Dip. T., B Mus (x2), Dip O&M B Sc (Disability Studies)	35%

Expenditure on Staff Professional Learning

2007	\$26,104 spent on professional development (PD) initiatives for staff
2008	\$36,669 spent on PD initiatives for staff (<i>approx. \$1220 per staff member</i>)
2009	\$52,301 spent on PD initiatives for staff (<i>approx. \$1937 per staff member</i>)

Expenditure on professional development activities focussed on the needs highlighted in the *Site Improvement Plan*, *OHS&W Training Needs Analysis & Risk Profile* and individual staff *Personal Professional Development Plans*.

In 2009 our pupil free days were used for staff training in Hearing Impairment (Dr Norm Erber HELOS) and working with learners with vision impairment and multiple disabilities (Professor Dr Paul Pagliano, Educator in Residence).

The educator-in-residence program enabled a visiting expert to spend time observing classroom practice and SSS clients prior to the professional development program offered on the pupil free day. This initiative resulted in the professional development sessions being tailored to our context and learners' needs.

In 2009 staff several staff were also supported to participate in post graduate programs.

In addition to the professional development opportunities provided for 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.

4.8 WORKFORCE COMPOSITION

The majority of staff are female. Figure 4 illustrates the 2009 staff profile.

2009 Staff Profile

Role	Male	Female
Principal	0	1
Deputy principal	0	1
Coordinator	1	3
Teacher	1	8*
School Services Officer	4*	14*
TOTAL	6*	27*

*Numbers of persons (including part-time)

Figure 4

5.0 FINANCE REPORTS**5.1 BALANCE SHEET****KILPARRIN TEACHING & ASSESSMENT General Ledger Balance Sheet for Prior Year, period 13****==== Assets ====****CASH (CURRENT)**

A-ZZZ-1110	CASH AT BANK – SCHOOL	<u>5,160.84</u>
Total for CASH (CURRENT)		<u>5,160.84</u>

INVESTMENTS (CURRENT)

A-ZZZ-1210	SASIF INVESTMENT - SCHOOL	885,948.52
A-ZZZ-1260	NAT SCHL PRIDE SASIF A/C	<u>8,103.15</u>
Total for INVESTMENTS (CURRENT)		<u>894,051.67</u>

RECEIVABLES (CURRENT)

A-ZZZ-1310	ACCOUNTS RECEIVABLE	861.85
A-ZZZ-1350	PROVISION FOR DOUBTFUL DEBTS CUSTOM	<u>(129.27)</u>
Total for RECEIVABLES (CURRENT)		<u>732.58</u>

GLOBAL BUDGET ASSETS

A-ZZG-15118	P21 ACCRUED	<u>52,731.87</u>
Total for GLOBAL BUDGET ASSETS		<u>52,731.87</u>

FURNITURE AND EQUIPMENT

A-ZZP-2650	PRINT - EQUIPMENT PHOTOCOPIER	12,999.00
A-ZZP-2651	PRINT - ACCUM DEPREC EQUIPMENT	<u>(10,182.55)</u>
Total for FURNITURE AND EQUIPMENT		<u>2,816.45</u>

COMPUTING AND COMMUNICATIONS

A-ZZI-2770	INFO SYSTEM - NETWORK HARDWARE	7,547.38
A-ZZI-2771	INFO SYSTEM - ACCUM DEPREC NETWORK	<u>(1,514.88)</u>
Total for COMPUTING AND COMMUNICATIONS		<u>6,032.50</u>

BUSES AND MOTOR VEHICLES

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

Total Assets**964,904.01****==== Liabilities ====****OTHER LIABILITIES (CURRENT)**

L-ZZS-3540	GRANT - SCHOOL CARD	2,115.10
L-ZZZ-3515	WS - GST HOLDING ACCOUNT	(1,083.00)
L-ZZZ-3560	WS - ACCRUED EXPENSES	<u>2,042.49</u>
Total for OTHER LIABILITIES (CURRENT)		<u>3,074.59</u>

SCHOOL EQUITY

F-CCY-5200	COORD POSITION RESERVE 2010-2011	50,000.00
F-CCZ-5200-0007	CURRICULUM - HORSE RDA	5,000.00
F-ZZF-5200-0001	FACIL - IMPROVEMENTS RESERVE	150,000.00
F-ZZF-5200-0002	FACIL - FURNITURE RESERVE	5,000.00
F-ZZF-5200-0007	FACILITIES - LANDSCAPING RESERVE	5,000.00
F-ZZI-5200-0001	INFO SYSTEM - COMPUTER RESERVE	2,000.00
F-ZZP-5200	PRINT - PHOTOCOPIER RESERVE	14,000.00
F-ZZZ-5100	ACCUMULATED SURPLUS	526,851.82
F-ZZZ-5110	NET INCOME YEAR TO DATE	209,488.05
SURPLUS/(DEFICIT) CURRENT PERIOD		<u>(5,510.45)</u>
Total for SCHOOL EQUITY		<u>961,829.42</u>

Total Liabilities and Equity**964,904.01**

5.2 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-CPB-6113	GRANT - BASIC SKILLS – TEST	0.00	1,337.00
R-ZDC-6195	COUNCIL - PIE GRANT	0.00	1,000.00
R-ZZG-6142	GRANT-GLOBAL BUDGET	0.00	2,075,554.65
R-ZZG-6195-0002	GRANT - VALUES EDUCATION	0.00	5,500.00
R-ZZG-6195-0006	GRANT - OH&S REP TRAINING TRT	0.00	680.40
R-ZZG-6195-0009	GRANTS - BUS DRIVER TRAINING	0.00	2,700.00
R-ZZG-6195-0014	GRANTS - MATHS&SCIENCE	0.00	818.00
R-ZZG-6195-0016	GRANTS - GREEN SCHOOL GRANT	0.00	1,000.00
R-ZZH-6195	GRANT - O.H.S. & W.	0.00	400.00
R-ZZI-6128-0001	GRANT-DIGITAL EDUCATION REVOLUTION	0.00	1,000.00
R-ZZI-6195	GRANT - INFO SYSTEMS OTHER	0.00	<u>200.00</u>
Total for GRANTS : DE TE		0.00	2,090,190.05
GLOBAL BUDGET REVENUE			
R-ZDS-65118	GB-TCH SUPPLEMENTATION	0.00	63,186.60
R-ZDS-65119	GB-SSO SUPPLEMENTATION	0.00	7,616.98
R-ZZG-61471	GB-RECONCILIATION	0.00	<u>8,667.43</u>
Total for GLOBAL BUDGET REVENUE		0.00	79,471.01
GRANTS : COMMONWEALTH			
R-ZOJ-6330-0001	AEDI GRANT - REVENUE	0.00	198.35
R-ZOT-6395	INVESTING IN OUR SCHOOLS GRANT	0.00	7,948.00
R-ZZB-6395-0001	NAT SCHL PRIDE REVUNUE ACCOUNT	0.00	<u>25,000.00</u>
Total for GRANTS : COMMONWEALTH		0.00	33,146.35
PARENT CONTRIBUTION REVENUE			
R-CXE-6470-0010	EXCURSION REVENUE - GENERAL	0.00	231.25
R-SOC-6470	COME OUT - EXCURSION REVENUE	0.00	63.00
R-ZZS-6410-0001	PC - M & S G WHOLE SCHOOL	0.00	3,984.00
R-ZZS-6416	SCHOOL CARD CLEARING	0.00	<u>(3,104.00)</u>
Total for PARENT CONTRIBUTION REVENUE		0.00	1,174.25
OTHER OPERATING REVENUE			
R-CCR-6890-0003	RES CENTRE -ACTIVE LEARNING	0.00	145.45
R-ZDC-6820-0007	COUNCIL - S/SIZZLE X-MAS	0.00	350.00
R-ZDC-6820-0009	COUNCIL - SCHOLASTIC	0.00	338.95
R-ZDC-6820-003	COUNCIL - XMAS CONCERT - S/SIZZLE	0.00	258.00
R-ZUU-6870-03	US - SALES : UNIFORMS	0.00	436.37
R-ZZR-6820-0003	SCHOOL-FUNDRAISING GENERAL	0.00	68.00
R-ZZR-6820-0004	SCHOOL - F/R ENTERTAINMENT BKS	0.00	945.44
R-ZZR-6820-0007	SCHOOL - BULB FUNDRAISING	0.00	250.00
R-ZZT-6855-0002	TRAINING & DEVELOPMENT - REVENUE	0.00	94.25
R-ZZT-6855-0015	T&D INT/INTERACTION 13-14/08/09	0.00	6,109.15
R-ZZT-6890-0001	T & D - CONTRIBUTION	0.00	(22.73)
R-ZZZ-6850	WS - INTEREST REVENUE	17.85	12,450.99
R-ZZZ-6890-0001	WS - GENERAL TRANSITS	0.00	198.28
R-ZZZ-6890-0011	GENERAL REVENUE ACCOUNT	30.70	30.70
R-ZZZ-6890-0013	GEN REVENUE - UMBRELLAS	<u>0.00</u>	<u>25.00</u>
Total for OTHER OPERATING REVENUE		48.55	21,677.85
NON-OPERATING REVENUE			
R-ZZH-6910	O.H.S. & W. - INJECTIONS REVENUE	0.00	<u>346.00</u>
Total for NON-OPERATING REVENUE		0.00	346.00
<u>Total Revenue</u>		<u>48.55</u>	<u>2,226,005.51</u>

Account	Description	PTD Posting	YTD Posting
SUPPLIES AND SERVICES			
E-CCR-7148	RC - MINOR EQUIPMENT & BRAILLERS	0.00	133.64
E-CCR-7172	RES CENTRE - BOOKS	0.00	3,029.06
E-CCR-7181	RES CENTRE - STATIONERY	0.00	1,265.82
E-CCR-7183	RES CENTRE - SUBSCRIPTIONS	0.00	930.81
E-CCR-7184-0003	RES CENTRE - RESOURCES	0.00	7,557.45
E-CCR-7184-0005	RES CENTRE - REPAIRS & MAINTENANCE	0.00	390.98
E-CCR-7184-0006	RES CENTRE - TEACHER REFERENCE	0.00	1,846.92
E-CCZ-7172	CURRIC - RESOURCES	0.00	62.73
E-CCZ-7184-0001	CURRIC - C/R CURR - YELLOW SQUARES	0.00	396.91
E-CCZ-7184-0002	CURRIC - C/R CURR - CPC KELC PRESCH	0.00	286.86
E-CCZ-7184-0003	CURRIC - ORIENTATION & MOBILITY	0.00	291.42
E-CCZ-7184-0005	CURRIC - C/R CURR - GREEN TRIANGLES	0.00	879.52
E-CCZ-7184-0007	CURRIC - MUSIC	0.00	1,275.73
E-CCZ-7184-0008	CURRIC - TEACHER STATIONERY PK08-09	0.00	330.20
E-CCZ-7184-0012	CURRIC - AQUATIC/SWIMMING	0.00	833.17
E-CCZ-7184-0014	CURRIC - C/R CURR BLUE DIAMONDS	0.00	453.91
E-CCZ-7184-0017	CURRIC - ORANGE CIRCLES	0.00	1,025.30
E-CCZ-7184-0020	TRANSITION & INTEGRATION	145.45	327.03
E-CPE-7335	THINK SYSTEMICALLY	0.00	6,369.81
E-CVW-7184	ATTEND TO CULTURE	0.00	2,283.67
E-ZDC-7139-0002	COUNCIL - GENERAL FUNDRAISING	0.00	945.45
E-ZDC-7139-0004	COUNCIL - FUNDRAISING BULBS	0.00	135.00
E-ZDC-7139-0009	COUNCIL - SCHOLASTIC	0.00	45.09
E-ZDC-7139-0012	COUNCIL - FUND. PARENT DIRECT (KANG)	0.00	74.91
E-ZDC-7139-0013	COUNCIL - FUND CHALK (MODERN TA)	(6.89)	(6.89)
E-ZDC-7184	COUNCIL - GENERAL EXPENSES	0.00	1,535.50
E-ZDC-7199	COUNCIL - PIE GRANT EXPENSES	0.00	600.00
E-ZDM-7121	MANAGEMENT - CONSUMABLES	0.00	1,836.72
E-ZDM-7181	MANAGEMENT - OFFICE SUPPLIES	0.00	2,929.51
E-ZDM-7183	MANAGEMENT - SUBSCRIPTIONS	0.00	1,568.06
E-ZDM-7184-0001	MANAGEMENT - GENERAL EXPENSES	0.00	562.20
E-ZDM-7184-0002	MANAGEMENT - GENERAL PARKING EXP	0.00	113.85
E-ZDS-7164	STAFF - PRINCIPAL EXPENDITURE	82.64	595.12
E-ZDS-7165	STAFF - PRINCIPAL DISCRETIONARY FUND	0.00	1,127.36
E-ZSS-7103	SSS-ACCOMODATION	0.00	4,595.58
E-ZSS-7109	SSS-CAR EXPENSES	0.00	2,281.41
E-ZSS-7121	SSS-MEALS	0.00	2,759.48
E-ZSS-7148	SSS - RESOURCES	0.00	2,596.84
E-ZSS-7151	SSS - ICT	0.00	7,828.40
E-ZSS-7169	SSS-REPAIRS MAINTENANCE GVT CARS	0.00	53.64
E-ZSS-7184	SSS-ADMINISTRATION	78.00	2,534.37
E-ZSS-7194	SSS-FLIGHT EXPENSES	0.00	12,827.11
E-ZSS-7196	SSS-TRAVEL REIMBURSEMENT	0.00	766.63
E-ZSS-7670	SSS-LEASE OF GOVERNMENT CARS	0.00	24,417.26
E-ZUU-7166-01	US - C.O.G.S. : NEW UNIFORMS	0.00	576.70
E-ZUU-7166-03	US - C.O.G.S. : OTHER	0.00	2,754.32
E-ZZF-7121-0004	FACIL - PLAYGROUND/EQUIPMENT	0.00	7,447.34
E-ZZF-7140	FACILITIES - FURNITURE (PRO. SCREEN)	0.00	404.55
E-ZZF-7148	FACIL - MINOR EQUIPMENT	0.00	685.30
E-ZZF-7169	FACIL - BREAKDOWN MAINTENANCE	1,277.62	15,172.16
E-ZZG-7148-0003	GRANT: INVESTING IN OUR SCHOOLS	0.00	46,189.50
E-ZZG-7199-0009	GWS - BUS DRIVER TRAINING	0.00	1,775.00
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	0.00	354.22
E-ZZH-7148	O.H.S. & W. - MINOR EQUIPMENT	0.00	576.01
E-ZZH-7184-0001	O.H.S. & W. - PHYSICAL HEALTH	0.00	368.00
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	95.88	1,504.55
E-ZZI-7148	INFO SYSTEM - MINOR EQUIPMENT	1,514.88	3,476.12
E-ZZI-7151	INFO SYSTEM - WEB HOSTING COSTS	0.00	800.00
E-ZZI-7184-0003	ICT - BREAKDOWN MAINTENANCE	0.00	141.81
E-ZZI-7184-0005	GRANTS DIGITAL EDUCATION REVOLUTION	0.00	990.90
E-ZZI-7192	ICT - INTERNET/EDUCONNECT CHARGES	55.00	910.00
E-ZZP-7121-0001	PRINT - GENERAL CONSUMABLES	0.00	1,336.74
E-ZZP-7163-0002	PRINT - PAPER A4	0.00	2,545.47
E-ZZP-7163-0003	PRINT - PAPER SPECIAL (A3 A4 ETC)	0.00	94.69

Account	Description	PTD Posting	YTD Posting
SUPPLIES AND SERVICES (contd)			
E-ZZP-7169-0002	COPY COST - SERVICE & TONER	0.00	2,749.84
E-ZZU-7145	BUS - INSURANCE	0.00	1,348.16
E-ZZU-7154	BUS - REGISTRATION/INSPECTION	0.00	1,803.36
E-ZZU-7164	BUS - SERVICE	203.00	1,392.20
E-ZZU-7169	BUS - R & M & INSPECTIONS (MONTHLY)	0.00	3,043.24
E-ZZU-7245	BUS - FUEL & OIL	0.00	581.80
E-ZZZ-7106	WS - ADVERTISING / PUBLIC RELATIONS	0.00	2,107.53
E-ZZZ-7136	WS - FREIGHT	1.54	1,006.98
E-ZZZ-7160	WS - POSTAGE	0.00	728.69
E-ZZZ-7184-0001	WS-POLICY/PLANNING COMMITTEE	0.00	20.50
E-ZZZ-7184-0002	WS - OHS&W COMMITTEE	0.00	237.45
E-ZZZ-7184-0004	WS-PROFESSIONAL DEV. COMMITTEE	0.00	220.68
E-ZZZ-7184-0005	WS-LEADERSHIP COMMITTEE	0.00	489.50
E-ZZZ-7199-0003	WS - GENERAL TRANSITS (RE-LOCATION)	0.00	11.00
Total for SUPPLIES AND SERVICES		3,447.12	206,537.85
GLOBAL BUDGET EXPENSES			
E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0.00	1,436.04
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0.00	1,149.01
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0.00	106.76
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0.00	107.44
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0.00	1,077,728.41
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0.00	562,211.69
E-ZDS-71114	GB-SAL/WAGES-TRT	0.00	45,050.00
E-ZOB-73512	GB-SITE FUNDED WORKS	0.00	14,421.00
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0.00	(14,999.98)
Total for GLOBAL BUDGET EXPENSES		0.00	1,687,210.37
FACILITIES AND UTILITIES EXPENSES			
E-ZSS-7245	SSS-PETROL ON GVT CARS	0.00	2,011.57
E-ZZB-7206-0001	NATIONAL SCHOOL PRIDE	0.00	17,170.59
E-ZZF-7225	FACIL - CLEANING ONGOING	0.00	41,335.10
E-ZZF-7240	FACIL - ELECTRICITY COSTS	0.00	5,802.37
E-ZZF-7250	FACIL - GROUNDS MAINTENANCE	0.00	7,050.50
E-ZZF-7280	FACIL - WASTE DISPOSAL	103.36	482.91
E-ZZU-7220	BUS - GENERAL EXPENSES	0.00	10.00
Total for FACILITIES AND UTILITIES EXPENSES		103.36	73,863.04
FINANCIAL EXPENSES			
E-ZZZ-7410	WS - BANK CHARGES	15.00	122.00
Total for FINANCIAL EXPENSES		15.00	122.00
EMPLOYEE EXPENSES			
E-ZZT-7393-0001	T & D - PRINCIPAL/LEADERSHIP PD	0.00	19,879.90
E-ZZT-7393-0004	T & D - TRAINING COSTS STAFF	0.00	18,836.75
E-ZZT-7393-0007	FOCUS ON LEARNING	0.00	7,758.97
E-ZZT-7393-0015	T&D INT/INTERACTION 13-14/08/09	0.00	5,825.51
Total for EMPLOYEE EXPENSES		0.00	52,301.13
OTHER OPERATING EXPENSES			
E-ZZZ-7630	WS - DOUBTFUL DEBTS CUSTOMERS	(606.28)	(606.28)
Total for OTHER OPERATING EXPENSES		(606.28)	(606.28)
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
Total Expenses		5,559.00	2,022,027.91
Surplus or (Deficit) funds		(5,510.45)	203,977.60

6.0 STATEWIDE SUPPORT SERVICES REPORT

Support Feedback Summary: December 2009

School Type

	Preschool	Junior/Primary	Secondary	Rural/Community	Area	Special	Non-Govt School	Total
Sent <small>(no. of schools)</small>	7	21	7	5	2	13	2	57
Received <small>(no. of schools)</small>	4 (57%)	12 (57%)	1 (14%)	1 (20%)	0	7 (54%)	2 (100%)	27(47%)
Received <small>(no. of individuals)</small>	5	14	1	1		15	2	36

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

Programming & Curriculum Adaptation	23	Communication Skills	29
Classroom & Behaviour Management	11	Social Skills	13
Orientation & Mobility	11	Daily Living Skills	8
Sensory Impairment	48	Play	11
Vision 33 (69%)		Other (<i>physical</i>)	1
Hearing 15 (42%)			

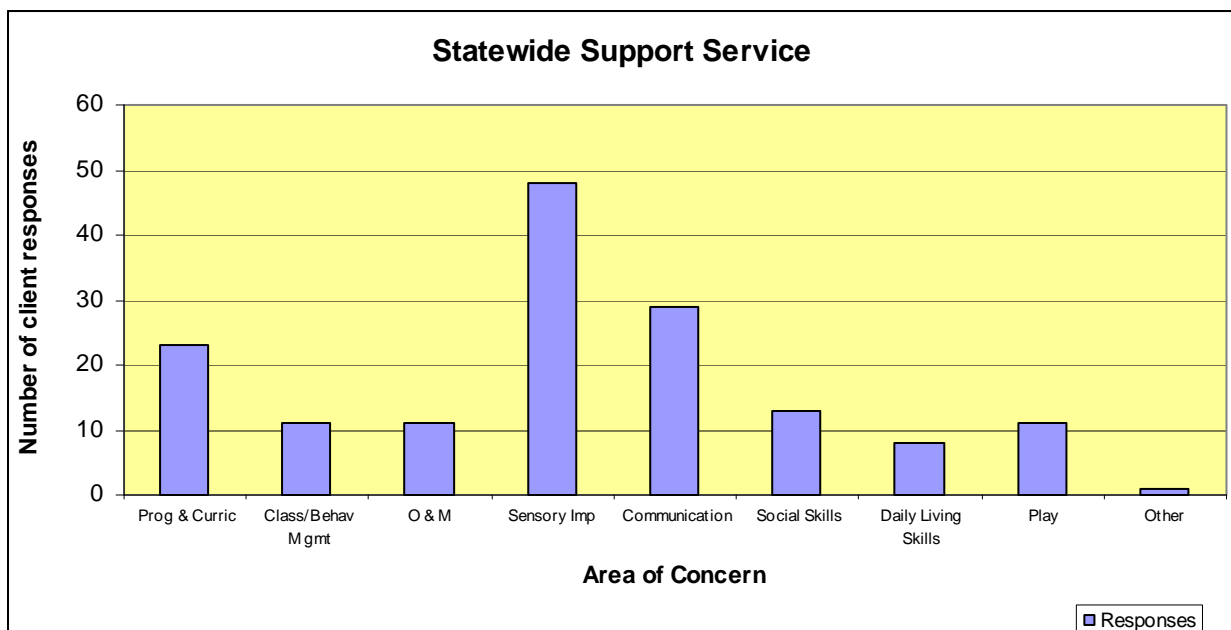


Figure 5: Focus for Support

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

The sharing of knowledge, especially in how to cater to my students' learning needs.

Talking with Support Teacher (ST) about different techniques to use and resources that are available.

Watching ST and using her ideas.

Input on environment from Orientation and Mobility (O&M) teacher and ST.

Training for staff team from O&M teacher and ST led to increased understanding by all staff.

Regular contact and discussions with ST who was very obliging with her time and support.

ST has been able to give us lots of ideas for hands on activities and activities which help learner to focus and learn about himself as part of this world.

Knowledge and information about learner's vision impairment and how this affects his functioning during activities.

Information about learner's vision impairment and how she is affected by it in the classroom activities.

Have only met once.

Receiving Brailled readers.
 Lots of feedback – good ideas for keeping learner happy within the classroom.
 Access to ideas and resources and some practical advice.
 The Book Box and information on colours used to optimise visual acuity.
 PECS™ support.
 Mentoring.
 Play ideas.
 General reassurance of current teaching practices.
Intensive Interaction and *Active Learning* training and support.
 All support has been great.
 The visit reports are excellent providing ideas etc for programming.
 Talking books on the computer.
 How to avoid sensory overload for the two learners.
 Social stories.
 Being referred to SERU so I could access more sensory toys.
 Ideas and the supportive nature of ST, it gives us confidence. The Book Boxes and song signs are great.
 Supply of useful resources.
 Reinforced my own ideas of future direction to be taken with learner.
 Service providers have an excellent knowledge of learner's progress from kindy. They are aware and responsive to her.
 Resource design and access (eg new harness fittings). Teaching strategies.
 Design of resources and adaptations.
 Advice support in the above areas very helpful – often followed up with additional ideas, suggestions and/or resources.
 ST offered a lot of advice, suggestions and support in the above areas which were very helpful. She followed up any queries or interests with resources, e-mails etc especially if she came across a new idea etc.
 Learning about sound localisation, how to work with learner to work out where the sounds are coming from.
 Using ST's expertise to gain further information.
 ST was working with learner to assist me clarify what was hearing impairment and what was understanding of task and expectation.
 The practical ideas that ST provides and resources.
 Advice, support, resources. *Intensive Interaction*.
 Written report (including details of learner's Vision Impairment). Ideas for classroom use eg font size, light (natural) in room, position of desk.
 O&M teacher was keen to see learner in his new future day options environments and spoke to staff about learner's future support needs.
 Observations and feed back from ST.
 Regular visits – student's needs catered for.
 Service provider being able to work 1:1 with each learner and teacher able to observe whilst supporting other students in the class.
 Suggested activities to support learner in using her vision rather than relying on her hearing.
 All support to learner, especially our discussions.
 Observations of engagement and enjoyment of activities.
 Support requested for a visit to be taught how to use FM.
 ST was going to advise date of visit in Term 3. She did not visit so no support given. Phone call not returned.
 ST's general observations of learner's explorations and object investigations.
 Specific observations of learner's responses to *Intensive Interaction*.
 Up to date information on Cortical Vision Impairment.
 Hearing support – signing (communication).
 ST provided a sounding board for new ideas to be trialled with learner. Her reflective observations were also valuable in assessing whether current innovations were succeeding.
 Special readers found by ST to support learner.
 Professional development on CVI.

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

More visual information and strategies.

Induction in use of FM.

We would like to continue to receive ongoing support from Kilparrin with regards to the two identified learners.

I feel I could personally improve the timing and implementation of the NEP process. This experience has provided me with the desire to develop a flowchart of processes to ensure regular formal review in future.

More help with adapting mainstream curriculum to suit a child with severe intellectual needs. Continuity of support person if possible.

Yes 1:1 to help learner cross roads in safety. This may need to be re-evaluated in 2010.

Some specific programs for developing social and play skills.

Ideas, programs, equipment to support mobility and physical play.

Not sure on how to use learner's new communication device. That support would have helped but the device is still not in the school.

Looking forward to continued support in 2010.

Consistent support would have been more beneficial to all our staff. During 3rd term ST was in the country regions for a number of weeks which meant we didn't see her at all in Term 3.

Time to work with support staff member to develop strategies for classrooms.

Everything asked for was provided.

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	32
No	6
Unsure	3

Comment

The *Intensive Interaction* component.

Found that the chance to observe ST working with learner was very useful. It changed my concept and understanding of how to interact and/or promote interaction with him.

Made me more aware of how important lighting/colour contrast, showing and role play were. Bringing an object to learner eg nappy.

Definitely. Support with sensory suggestions, signing, large picture cues, story boxes. Appreciated strong play-based pedagogy.

ST ran a professional development session for all our unit staff about Cortical Vision Impairment which helped both our knowledge and skills very much.

Particular positioning where learner will best be in view of the lesson and how she sees best.

Some good practical suggestions re learner's community access.

Very much so.

Social stories have changed classroom behaviour.

Having a class with multiple skill levels I had no idea how to include identified learner in class activities. Support was helpful.

Just a few good suggestions and ideas that have been great for our personal growth.

Excellent information and sharing of knowledge has helped all staff working with learner.

For sure, increase SSO knowledge also.

ST and I rarely had opportunities to discuss outcomes of her visit.

The class teacher has a far greater knowledge than when she started with learner and her skills are developing all the time. I have been working with learner for 3 years and I find I am still learning new ideas etc with each visit

Made me more aware of the type and content of the learner's vision impairment. Provided a greater understanding which led to greater knowledge of and use of resources, ideas for use in classroom.

Some useful tips provided.

Very useful information about *Intensive Interaction*. I also followed this up by attending a workshop at Special Ed. Expo.

Absolutely! ST's expertise has helped me tremendously. I learn something every visit.

Learner's functional vision assessment.

ST gave useful information to help learner during each visit.

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

Yes	32
No	8
Unsure	2

Comment

Mostly with *Intensive Interaction*.

ST's T& D session on Cortical Vision Impairment was very useful. It helped increase our understanding of the learner's condition.

Helped with my expectations and enabled me to be persistent with some 'non negotiables' eg wearing a hat outside, with successful results over time.

By having a better understanding of the issues, it has been easier to help manage them.

Learner is still a challenge sometimes but I am confident working with the 3 students. Short tasks followed by rewards.

Still building on my confidence with more practise I have improved.

Having someone from Kilparrin who is so supportive and positive gave us confidence.

It is great to have confirmation that we are heading in the right direction but also we value constructive suggestions as to how to improve outcomes for the student.

Increased knowledge which in turn increase confidence.

The class teacher has only been in the room for 2 terms and I have seen her confidence with learner increase.

Provided greater awareness and understanding.

Good knowing there is support if needed.

Definitely.

This support is vital in ensuring appropriate measures are put in place to support implementation of programs and in doing so, increases my confidence.

Need further training in signing.

Made me aware of strategies I could use to help learner.

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

Yes	36
No	4
Unsure	1

Comment

Yes with *Intensive Interaction*.

St shared what she was trying to achieve when working with the two learners. This helped me when I was looking at what aspects of my students' learning to focus on.

Working on skills to help learner through times of frustration. Using key words and going for a run as suggested by ST worked extremely well.

With all staff – training particularly provided a shared understanding and knowledge and participation in planning and programming for specific needs.

ST has made books and software programs to help learner and all staff can use these and put all ST's ideas into practice.

Very good success with learner's food preparation.

Always good to include and recognise members of the learners' extended learning team.

Intensive Interaction training.

Lots of support for the hearing impaired learners.

Lots of helpful tips and ideas were given by Kilparrin staff and that changed class programs to include the learner.

It was me who was involved with the ST really.

There is an easy flow of information and communication so a common understanding of the learner's needs has always been a high priority.

Learner has complex needs and placement is an issue. ST provided support and reinforcement that we were working in the learner's best interests.

I oversee the care and programming for learner and ST has supported me and the SSOs and class teacher in working towards common goals for the learner.

Provision of these ideas and resources created consistency and continuity amongst staff, support staff and Kilparrin support.

I believe there were some conflicting ideas amongst our own staff.

I thought our communication between agencies was positive and information was shared regarding the learner.

ST talked and worked with the support worker at the kindergarten.

4.5 An improvement in learning outcomes for the learner/s

Yes 36

No 3

Unsure 3

Comment

Hopefully learner's teacher next year will continue the program.

Hearing aids.

I noted an increase in learner's independence in caring for his hearing aids. I have also noted an increase in learner initiating conversation with both his peers and staff.

Learner's progress has been phenomenal. He has been reaching out more and trying to initiate contact with other people.

Regular intermittent contact and discussions with ST enabled us to build on successes and problem-solve new ways forward. Enabled us to celebrate improvements.

Learner seems to have improved visual responses and tracking when watching the computer screen.

I'm sure I will be able to plan some.

It has helped me to plan lessons that cater for learner's needs.

Ideas how to modify visual supports.

Better communication.

Resorted to short and achievable tasks followed by rewards has made the learners do more work than before.

There is a huge improvement. Learner has been learning to smell food, touch and feel different textures.

Tips and ideas have increased his diversity in play and learning.

In a few areas as suitable tactile resources were supplied.

Potential outcomes as we resolved ideas for planning in 2010.

Learner's learning outcomes are quite variable but some pleasing 'milestones' have been reached over the time.

Better access to appropriate resources and strategies.

ST has provided us with many ideas for improving learner's hearing. Learner makes progress in small steps.

Learner transitions at the end of Term 2, 2010 and support of any kind in this area is very useful.

Readers useful and magnifiers have assisted with many tasks.

Learner is practising her skills to improve her vision.

ST gives ideas to the support worker for her to do with learner.

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	32	6	3
An increase in your own confidence in working with/managing the learner/s	32	8	2
People involved in supporting the learner working more effectively together and having a common understanding of the learner's needs	36	4	1
An improvement in learning outcomes for the learner/s	36	3	3

Figure 6

Comment:

Figure 6 shows that a significant majority of respondents believe that Kilparrin support had some form of 'flow-on' effect in their site.

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

Yes	26
No	10
Unsure	2

Comment

Yes, the *Intensive Interaction* component is working well with other learners

Most certainly!!!

ST's work with my learners and her sharing of skills and expertise has been invaluable!!!

It has assisted us in breaking down the bias about disability in our site. All children have shown growth in acceptance and caring for each other as well as the identified learner.

Understanding the needs and abilities of some of the other children in the class with vision impairment

Yes, those children in my class who have vision impairment.

I have another learner in my class with vision impairment.

None of the learners cope with long tasks. Social stories have changed the learning environment

Other learners with have benefited from this support.

The ideas (mainly *Intensive Interaction*) will overflow to other learners.

Much of the 'life skills and orientation program' is used to support all learners but also with some of our other learners who need additional support and have levels of support.

Always valuable for the range of complex learning needs in our site.

Introduction to *Intensive Interaction* has been great – able to adopt this approach with quite a few of our learners.

To a certain degree becoming more aware of encouraging the learners to listen and identify different noises and where they are coming from.

Being a communication class, we use a lot of visual supports. We have increased the size of many of the written tasks, texts and fonts for all learners, who are accessing some clear areas more easily and with greater confidence.

Built awareness of vision impairment, mobility issues in others.

Generally increases our knowledge.

Not really.

Used some of the strategies with other learners we had concerns with.

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

Yes	39
No	3
Unsure	2

Comment

Kilparrin phoned school to discuss a possible visit.

ST has been very accommodating in fixing/establishing appointments when days suddenly become suitable, we were able to contact her, vice versa!

After initial contact everything fell into place with regular support from O&M teacher and then ST.

Am still waiting for support for another student.

ST has been able to visit regularly.

Through Learning Support teacher on staff.

Great e-mail contact when needed.

The school arranged the times and the ST worked with the learners in the classrooms.

The school arranged the visits and staff were given times to have meaningful time with Kilparrin staff.

Well, I think so.

Excellent service.

Service continued from last year.

The only disadvantage as a classroom teacher is not having the time to talk to support people. Their visits are usually during class time. I had to give up my own personal time (NIT or breaktime) to follow anything up. This is not a fault of anyone's. It is just the way it is. ST did a great job, very friendly and helpful. Thank you!

Having access to ST and all of her recommended resources was great. Thank you for loaning us some of your own resources.

Kilparrin's support has always been absolutely outstanding, reports highly professional and valuable.

If ST was not there to take a call she always rang back as soon as she could.

7. Any further comments?

Would it be possible for ST to continue supporting learners to further develop *Intensive Interaction*.

This year at around the time of visit learner had major leg surgery so there were many other issues to deal with in his long and still now continued recovery. However the family via CDU feedback this year and obvious recognition of all of learner's needs have had further hearing tests, new hearing aids, new glasses and he is in general doing well and there have been no urgent need to receive assistance from ST. I feel comfortable to call her if I require assistance during next year.

When is ST visiting in 2010? Needs to be early Term 1.

Learner would benefit from support in vision strategies next year.

Request to be met urgently please for visit to support staff to use FM and review how learner is hearing in the learning environment.

When is ST visiting in Term 1 2010?

It has been great working and learning LOTS from ST and O&M teacher. Their knowledge skills and expertise have helped me and further developed my skills in helping learner. Thank you.

Kilparrin has been the most successful relevant support that our site has received from all the support services involved.

We have been very happy and grateful to have had ST's help and input. Learner is not in a mainstream class so we did not fill in the sheet for the class teacher.

I am very grateful for help I had last year with ST. This year has been much less focussed and somewhat stop-start.

Very supportive and professional staff – a pleasure to work with.

ST was highly knowledgeable and gave me some wonderful ideas for improving learner outcomes.

Thank you for all your help. See you next year!

Thank you so much! See you next year.

All their ideas are practical and simple.

Kilparrin staff help work with the kids, they give practical ideas eg talking books, fabulous resource.

We couldn't be happier with our service provider. She is always positive and quick to follow up and very supportive. Thank you.

ST has provided minimal support this year, by mutual agreement but has always been available by phone if needed.

Both ST and I had considerable time out this year, and learner is absent from school quite a bit. The set back impinged on learner's progress.

Both ST and O&M teacher are accessible, easy to communicate with and work with. They definitely 'go the extra yard' to support staff, learner and myself.

A very beneficial service, would be great if more visits could be incorporated each year.

Thank you for a fantastic service, ST was always willing to answer questions as they arose, or would get back as early as possible.

We appreciate the visits we get from Kilparrin, all staff have been very positive in helping us. ST understands the problems that we face with learner's class integration and is always willing to offer advice. It has been great that we have been able to e-mail at times with questions and ST is always willing to go away and look for other resources or find answers to our questions.

Some difficulty following up Doctor's vision report (our issue not yours).

It has been most helpful having support from the Kilparrin staff. ST has been not only helpful but also patient with my time and the class, waiting for time for us to speak and fitting in with what the class was involved with when she needed to work with my learners. Thank you.

Thank you ST for your thoughtful and useful support.

ST did a great job, very friendly and helpful. Thank you.

Thank you. I appreciated all the support received.

ST's input in our NEP Meeting was outstanding and greatly appreciated. Thank you ST.

Cheryl Elwood, Deputy Principal

Kilparrin Teaching and Assessment School and Services

December 2009