Kilparrin Teaching & Assessment School & Services
and
Kilparrin Early Learning Centre
Annual Report 2014
# LIST OF CONTENTS

## ANNUAL REPORT VERIFICATION

2

## CONTEXT

3

- REPORT FROM GOVERNING COUNCIL
  3
- 2014 HIGHLIGHTS
  4

## SITE IMPROVEMENT PLANNING AND TARGETS

6

- Site Self-Review
  6

## STUDENT ACHIEVEMENT

8

- Learner Achievement Data
  12
- Naplan
  12
- Senior Secondary
  12

## STUDENT DATA

13

- Enrolment Kelc
  13
- Attendance Kelc
  13
- Attendance Kilparrin School
  13
- Managing Non-Attendance
  13
- Destination Data
  14

## CLIENT OPINION

15

- 2014 Kilparrin Staff Satisfaction Survey
  15
- 2014 Kilparrin School Parent Opinion Survey
  21

  Preschool and School Based Support
  21
  Early Intervention Support
  21

## STAFF

22

## FINANCIAL STATEMENT (SEE APPENDIX C)

## APPENDIX

| Appendix A: Statewide Support Services Feedback Summary: Preschool and School Based Support |
|---------------------------------------------------------------|-------------|
| Appendix B: Statewide Support Services Feedback Summary: Early Intervention Home Support |
| Appendix C: General Ledger Profit and Loss for Prior Year (2013) |

34
ANNUAL REPORT VERIFICATION

This annual report provides the community and the Chief Executive, Department for Education and Child Development 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
- Education Director.

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

Dionysia (Denise) Hatzi
Chairperson, Governing Council
Date
1. CONTEXT

School Name: Kilparrin Teaching and Assessment School and Services  
School Number: 1372

School Name: Kilparrin Early Learning Centre  
School Number: 4162

Principal: Alison McWilliams  
Partner: Marion Inland

Kilparrin Teaching and Assessment School and Services (Kilparrin) provides a pre-school, the Kilparrin Early Learning Centre (KELC) and a school program in addition to a statewide support program for learners with vision and/or hearing impairment/s and additional disabilities.

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

2. REPORT FROM GOVERNING COUNCIL

Chairperson’s Report for the year ending 2014.

On behalf of the Kilparrin Governing Council, I have pleasure in submitting the Chairperson’s Report for the year ending 2014.

A new Governing Council was elected this year for a two year term. The Council met twice each term and the Finance Committee chaired by the Treasurer, including the Principal and the finance officer, has met regularly throughout the year.

I would like to thank the members - Fiona Crabb (Deputy Chairperson), Sallie Willis (Treasurer), Kristy Sander (Secretary), Alison McWilliams (Principal) and Bindy Weir for minute taking and keeping us on track.

The Governing Council continues to strive towards raising the profile of Kilparrin and ways to continue to grow for and with our children. As a Council, we function in a manner that supports the educational needs and social development of our children.

The rolling out of the NDIS has proved an interesting time for parents, service providers and teaching staff. It is a new era, requiring understanding of the impacts to students and their education. It has resulted in the drafting of additional policies such as draft “Policy for the provision of service to students in school time by private providers” and a draft “Agreement for the provision of service to students in school time”. These policies are important as there are many agencies wanting to visit students during school time. We will continue to work together with the teaching staff to ensure that the support for the education of our students is well managed.

As with previous years, we supported and continued with the school foci - Literacy and Communication, the Four Blocks program and the MOVE Program. To support the principle of a consistent communication system for all of our students regardless of their individual challenges, the Governing Council endorsed attendance of 11 teaching staff to attend the Spectronics Conference, as it incorporates technology into teaching. Each attended various workshops on the different technologies that are available - vital to the learning of Kilparrin students and staff members.

Janelle Sampson has worked together with the teaching staff to create individual PODDs (Pragmatic Organisation Dynamic Display communication books) for each student resulting based on their
individual language, sensory and communication needs. This is in turn, has been supported by Jane Farrell, in the technology area such as IPads. We were also visited by Ian Bean (UK) whose area of expertise is technology. Ian identified gaps and provided strategies for teaching staff to support our students in their learning and communication.

Kilparrin is striving towards ‘best practice’ teaching – there is a desire and drive to provide a positive culture of care and education for life. This culture has been strongly encouraged and supported by Alison McWilliams. Alison is moving into the next exciting phase of her life, and as such, I was on the selection panel for the New Kilparrin Principal. Mrs Cathy Roche-Wells accepted the 7 year appointment of new Principal starting in 2015.

On behalf of the Governing Council, I would like to extend a very big thank you to Alison for her strategic leadership, teaching, and support over the many years as Principal at Kilparrin, to not only the Kilparrin staff but to the many families that have been part of the Kilparrin community.

Krystyna, our dedicated and long-time serving music teacher is also retiring. We thank her for the many, many assemblies and end of year celebrations and wish her the very best in her next adventure. Four full time teaching positions were advertised and filled. Governing Council welcomes them to our school community.

To Kristy and Sallie, a big thank you for your efforts to fundraising opportunities. I would also like to extend thanks to those who have supported us in not only purchasing but donating to the fundraisers. The fundraising helps to support the ‘Riding for the Disabled’ program of which some of the Kilparrin students attend.

Once again, Variety has supported Kilparrin in the donation of another school bus. It is being modified for 5 wheel chairs and 6 passengers. The Governing Council extends our appreciation and thanks.

To ensure the safety of all students and staff, the warning system (bells and sirens) has been updated. The emergency sounds will be consistent as those in airport and shopping centres.

Personally and on behalf of the other members of the Council, I would like to extend gratitude to all the staff of Kilparrin. The dedication to the care and education of our children is unwavering, innovative, inspiring and is to be congratulated.

I thank you for the privilege to serve for the past year and look forward to the challenges and dreams of 2015.

Denise Hatzi
Kilparrin Governing Council, Chair
3. 2014 HIGHLIGHTS

2014 was a year of many achievements at Kilparrin. These achievements illustrated a relentless focus on improving teacher skills and knowledge of children and students with vision and/or hearing impairment/s and additional disabilities. This focus is for the primary purpose of improving the learning outcomes of enrolled students and identified learners in client sites.

2014 highlights included

Postgraduate study in sensory impairment (hearing/vision) was again a focus in 2014. Five teachers undertook the Graduate Certificate in Education (Vision Impairment) through Flinders University. Two teachers continued with the Masters of Special Education (Deaf/Hard of Hearing Specialisation) with one teacher completing the Teacher of the Deaf qualification.

Other exceptional Professional Development opportunities for staff included:
- Action Research Development with Associate Professor Kerry Bissaker and Peter Walker from Flinders University
- Three teachers qualified as Mobility Options Via Education (MOVE) International Trainers, and in turn trained all Kilparrin staff
- Janelle Sampson (Two Way Street) has provided training to the whole staff and the SSO group in the use of PODDs
- Orientation and Mobility training was held by Mel Holland from Guide Dogs SA/NT for the SSO group
- Teachers attended a full day of special education workshops at Adelaide West Special Education Centre
- One teacher attended the third instalment in Michelle Baker and Michelle Stark’s (Qld) series on teaching literacy to Deaf students
- Teachers attended various workshops in curriculum areas throughout the year including geography, music and maths.
- Sonia Magon Primary Mathematics Facilitator supported the Teachers with programming and understanding the content within the mathematics curriculum.
- Trish Newport Secondary Australian curriculum Implementation Officer supported the school with the updated Keeping Safe Child Protection Curriculum

In Term 2 eleven teachers attended the Inclusive Learning Technologies (ILT2014) conference on the Gold Coast. Hosted by Spectronics, This biannual event offers professional learning opportunities about assistive technology (technologies designed to advance independent achievement for people with disabilities). The conference focused on learning within special education classrooms and students with Complex Communication Needs (CCN). Conference attendees presented what they had learned to Kilparrin teaching staff and wrote a special ILT2014 edition of the school newsletter that elaborated on how the conference had impacted on their practice.

Ian Bean visited Kilparrin in Term 3 to share his expertise in switch progression skills and assistive technology. Ian is an Independent Special Needs Information and Communication Technologies (ICT) Consultant from the UK. His familiarity with the needs of the learners with CCN ensured that the information he shared was relevant both for the school and the statewide service. Ian also ran a full day workshop that was offered to all of the sites supported by the Kilparrin statewide service. This provided attendees (including Kilparrin teachers) with information about:

- Common accessibility accommodations
- Touch-screens and Interactive whiteboards
- iPads and Apps and how they contribute to teaching and learning
- Anywhere, anytime learning with online activities for assistive technology users
- Whole body computing
- Switch Progression Road Map
Educator-in-Residence Jane Farrall continued to visit Kilparrin, with a four day visit occurring each Term. Presentations were given to staff on the advanced application of the Four Blocks Literacy framework, literacy assessment tools for Kilparrin learners, AAC and assistive technology and the of Pragmatic Organisation Dynamic Displays (PODDs). Kilparrin classroom teachers continue to build upon and refine their use of the Four Blocks Literacy framework during the whole school literacy block, held each morning in class groups. All learners have an identified mode of communication, and 2014 has seen increased learner achievement and success in communication.

Five learners participated in weekly horse riding lessons at Riding for the Disabled at Jenni brook Farm and are now all successful in wearing a helmet, holding the reins and or the monkey strap and one learner is now able to sit in the saddle without a body brace.

Three learners participated in the joint choir with Ascot Park Primary School and SASVI and performed at the Festival Theatre in the Festival of Music.

All Kilparrin learners participate in the daily fitness program. The MOVE (Mobility Opportunities via Education) program and Orientation and Mobility programs for identified learners (under the guidance of the Orientation and Mobility Instructor from Guide dogs) and daily circuits are set up in the outdoor environment. The Outdoor curriculum is identified as an important link to the health and well being of all Kilparrin learners.

A visit from Ascot Park Primary School Reception class to the Kilparrin Reception class provided an opportunity to build relationships, share pedagogical approaches and engage the school community. The play’ date provided a positive outcome in building and maintaining positive partnerships with other sites.
4. SITE IMPROVEMENT PLANNING AND TARGETS

In 2014 Kilparrin continued to focus on three strategic priorities:

- **Mobility Opportunities Via Education (MOVE) Program**
- Literacy and Communication
- Information and Communication Technologies.

These priorities were linked to the professional development program offered to staff, visits by an external consultant, Jane Farrall, and curriculum and student improvement targets.

### Priority 1: MOVE Program

Strategic actions included;

- Liaison with NOVITA/SERU re-assessment and equipment
- Budget line maintained to support initiative
- Governing Council endorsement
- Communication with school and wider community via the newsletter and online
- Newly appointed staff access T&D – provided in-house by qualified Kilparrin staff
- Use the Afternoon Teas with a Purpose as a forum to share MOVE information and practice
  Assessment and program goals reviewed each term

Outcomes;

- Full implementation of the MOVE program
- New Teachers and SSOs are trained in the MOVE Program
- Three staff members attended the MOVE International Trainers program in Australia in February 2014 in liaison with Adelaide West Special Education Centre

Future Directions;

- **Mobility Opportunities Via Education (MOVE) program** implemented with identified learners to improve their self-initiated functional motor skills
- Every identified learner participates in the MOVE Program
- New Teachers and SSOs are trained in the MOVE Program
- Ongoing training in the MOVE program as required
- Liaison occurs with relevant therapists to support the program
- Class teachers incorporate MOVE goals into their daily program

### Priority 2: Literacy and Communication

Strategic actions included;

- Five consultancy visits (each visit 4-days)
- Teachers supported to complete post-graduate qualifications in Hearing and Vision Impairment
- Budget line maintained to support initiative
- Governing Council endorsement
- Communication with school and wider community via the newsletter and online
- Liaison with Flinders University to develop a research project (Pupil Free Day – Term 1)

Outcomes;

- Jane Farrall consultancy: communication and literacy improvement
- A consistent communication mode is in place for each learner that is linked with a whole school literacy program
- Teachers will be informed about current research and implications for practice
- Learners are provided with the appropriate equipment and resources required to access the program
Future Directions:
- Jane Farrall consultancy- communication and literacy improvement: classroom/learner support and teacher professional development
- A consistent communication mode is in place for each learner that is linked with a whole school literacy program
- Teachers will be informed about current research and implications for practice
- Learners are provided with the appropriate equipment and resources required to access the program
- Teachers collect baseline data on numeracy skills for all learners
- Identify and purchase specific numeracy resources to support the teaching and learning program

Priority 3: Information and Communication Technologies

Strategic actions included:
- Budget line maintained to support initiative
- Governing Council endorsement
- Communication with school and wider community via the newsletter and online
- Educational software researched, sourced and purchased
- Use the Afternoon Teas with a purpose as a forum for sharing ICT information and practice
- Ian Bean to provide T&D to staff on the Switch Progression Road Map and the use of adaptive technology with learners who are vision impaired
- Jane Farrall to provide T&D and consultancy support around the use of ICT specifically Apple products in relation to classroom literacy programs.

Outcomes:
- All teachers are proficient in using iPads as an inclusive teaching tool
- Identified learners have been introduced to iPads and educational software
- SSS teachers improve their skills in using ICT to support their professional learning presentations
- Staff are familiar with the ICT assistive devices available through the Resource Centre
- The Switch Progression Road Map is used as a guide to planning a developmental program for identified learners
- Kilparrin web site reflects current information, policies, curriculum and referral practices

Future Directions:
- Teachers use ICTs as an integral part of the teaching and learning program
- Identified learners using iPads and educational software as part of their daily learning program
- SSS teachers using ICT to support their professional learning presentations
- Staff are accessing ICTs through the Resource Centre
- The Switch Progression Road Map is used as a guide to planning a developmental program for identified learners
- Kilparrin web site reflects current information, policies, curriculum and referral practices

4. Better Schools Funding

The Better Schools funding was used to support the development of communication and literacy through the engagement of Janelle Sampson, Two Way Street, to lead training sessions for parents in the use of Pragmatic Organisation Dynamic Display (PODD) books. Further development and production of individualized PODD books for each child was funded through this grant.
5. STUDENT ACHIEVEMENT

5.1 Learner Achievement Data

In 2014 class teachers have been using the Early Years Learning Framework and the Australian Curriculum as reference documents for class curricula. Class teachers also used the Australian Curriculum: Progressing to Foundation documents. Two class teachers were assigned the focus roles for Maths and Science to support their colleagues in the implementation of the Australian Curriculum.

The charts below illustrate the ‘distance travelled’ by learners in relation to their individual goals. Class teachers use a 1-6 goal scaling process that clearly articulates what each level ‘looks like’ for each learner. This enables parents/carers to understand what learners can do now and what they will be doing if they achieve progression to the next level. These charts provide a sample, across the school, of learners’ achievement levels in four learning areas: English (Literacy), Mathematics, Science, History, Geography, Music and Art.

In addition to the NEP processes learner progress is reported to parents/carers in a Learner Portfolio that is sent home at the end of Terms 2 and 4. Learner portfolios provide a written report relating to the achievement of goals and an illustrated (photos and video) report of access, participation and achievement in all learning areas.

<table>
<thead>
<tr>
<th>Learning Area: English (Literacy)</th>
<th>Cooperating</th>
<th>Beginning</th>
<th>Consolidating</th>
<th>Established</th>
<th>Transferred</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (Feb)</td>
<td>36</td>
<td>28</td>
<td>8</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students (Nov)</td>
<td>19</td>
<td>20</td>
<td>17</td>
<td>10</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>
Learning Area: Mathematics

<table>
<thead>
<tr>
<th></th>
<th>Cooperating</th>
<th>Beginning</th>
<th>Consolidating</th>
<th>Established</th>
<th>Transferred</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (Feb)</td>
<td>24</td>
<td>5</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students (Nov)</td>
<td>5</td>
<td>15</td>
<td>8</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning Area: Science

<table>
<thead>
<tr>
<th></th>
<th>Cooperating</th>
<th>Beginning</th>
<th>Consolidating</th>
<th>Established</th>
<th>Transferred</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (Feb)</td>
<td>24</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students (Nov)</td>
<td>4</td>
<td>16</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### Learning Area: History

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Cooperating</th>
<th>Beginning</th>
<th>Consolidating</th>
<th>Established</th>
<th>Transferred</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (Feb)</td>
<td>22</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students (Nov)</td>
<td>1</td>
<td>14</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Area: Geography

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Cooperating</th>
<th>Beginning</th>
<th>Consolidating</th>
<th>Established</th>
<th>Transferred</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (Feb)</td>
<td>19</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students (Nov)</td>
<td>2</td>
<td>13</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Learning Area: Music

<table>
<thead>
<tr>
<th></th>
<th>Cooperating</th>
<th>Beginning</th>
<th>Consolidating</th>
<th>Established</th>
<th>Transferred</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (Feb)</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students (Nov)</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>17</td>
<td>22</td>
<td>19</td>
</tr>
</tbody>
</table>

Learning Area: Art

<table>
<thead>
<tr>
<th></th>
<th>Cooperating</th>
<th>Beginning</th>
<th>Consolidating</th>
<th>Established</th>
<th>Transferred</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (Feb)</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students (Nov)</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 5.2 NAPLAN

All Kilparrin learners were exempted or withdrawn from the 2014 NAPLAN tests.

### 5.3 Senior Secondary

**Students in Yr 12 Undertaking Vocational or Trade Training**

No learners undertook vocational or trade training in 2014.

**Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification**

2014 completed:

1 Learner:
- English Pathways: Modified 20 credits Stage 2
- Mathematics Pathways: Modified 20 credits Stage 2
- Research Project: Modified 10 credits Stage 2

1 Learner
- Personal Learning Plan: Modified 10 credits Stage 1

1 Learner
- Personal Learning Plan: Modified 10 credits Stage 1

1 Learner:
- Creative Arts: Modified 20 credits Stage 1
- Language and Culture: Modified 20 credits Stage 1
- Health: Modified 20 credits Stage 2

To be completed in 2015

1 Learner:
- Research Project: Modified St. 2
- English Pathways: Modified St. 2
- Mathematics Pathways: Modified St. 2

1 Learner:
- English Pathways: Modified St. 1
- Mathematics Pathways: Modified St. 1
- Scientific Studies: Modified St. 1
- Health: Modified St. 1

1 Learner:
- English Pathways: Modified St. 1
- Mathematics Pathways: Modified St. 1
- Scientific Studies: Modified St. 1
- Heath: Modified St. 1

1 Learner:
- Personal Learning Plan: Modified St. 1
6. STUDENT DATA

6.1 Attendance

KELC Enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 KELC</td>
<td>50.0</td>
<td>0.0</td>
<td>0.0</td>
<td>50.0</td>
</tr>
<tr>
<td>2013 KELC</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 KELC</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2014 State | 89.9 | 88.8 | 85.9

Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1372 - Kilparrin Tch &amp; Assessment Sch &amp; Ser</td>
<td>Govt.</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Primary Other</td>
<td>85.8</td>
</tr>
<tr>
<td>Secondary Other</td>
<td>89.2</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>86.3</td>
</tr>
</tbody>
</table>

Factors affecting attendance include:

- general physical frailty of some learners
- 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.

Managing Non-Attendance

The School Services Officer (SSO) on morning taxi duty notifies class teachers and the front office of student absence. The front office SSO then rings parents seeking the reason for absence. This is
noted in a designated record book. Teachers complete the class roll book. Teachers also notify the
front office of pending student absence due to medical appointments and this also recorded.
All unexplained absences are recorded and consistent unexplained absence is reported to the
Regional Office for further investigation and action.
### 6.2 Destination

**Intended Destination**

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
<th>School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td></td>
<td></td>
<td>2.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td></td>
<td></td>
<td>10.9%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>0.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td></td>
<td>1.3%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td></td>
<td>5.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td></td>
<td></td>
<td>12.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td></td>
<td></td>
<td>46.1%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>100.0%</td>
<td>20.9%</td>
<td>20.1%</td>
</tr>
</tbody>
</table>
7. CLIENT OPINION

Kilparrin Staff Satisfaction

[Bar chart showing the responses to various statements related to staff satisfaction at Kilparrin School. The statements include:
- Teachers at this school expect students to do their best.
- Teachers at this school provide students with useful feedback.
- Teachers at this school treat students fairly.
- This school is well maintained.
- Students feel safe at this school.
- Students at this school can talk to their teachers about problems.
- Parents at this school can talk to teachers about their concerns.
- Student behaviour is well managed at this school.
- Students like being at this school.
- This school looks for ways to improve.
- This school takes staff opinions seriously.
- Teachers at this school motivate students to learn.
- Students' learning needs are being met at this school.
- This school works with parents to support students' learning.
- I receive useful feedback about my work at this school.
- Staff are well supported at this school.]

Response [%]
<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect students to do their best.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Teachers at this school provide students with useful feedback about their school work.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>46%</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Students feel safe at this school.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Students at this school can talk to their teachers about their concerns.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Parents at this school can talk to teachers about their concerns.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>38%</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>38%</td>
</tr>
<tr>
<td>Students like being at this school.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>This school takes staff opinions seriously.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Teachers at this school motivate students to learn.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Students' learning needs are being met at this school.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>This school works with parents to support students' learning.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>I receive useful feedback about my work at this school.</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Staff are well supported at this school.</td>
<td>1</td>
<td>8%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Kilparrin School Parent Opinion Survey

[Bar chart showing responses to various statements related to school performance and parent satisfaction.]

- Teachers at this school expect my child to do his or her best.
- Teachers at this school provide my child with useful feedback.
- Teachers at this school treat students fairly.
- This school is well maintained.
- My child feels safe at this school.
- I can talk to my child's teachers about my concerns.
- Student behaviour is well managed at this school.
- My child likes being at this school.
- This school looks for ways to improve.
- This school takes parents' opinions seriously.
- Teachers at this school motivate my child to learn.
- My child is making good progress at this school.
- My child's learning needs are being met at this school.
- This school works with me to support my child's learning.

Response (%)
<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>My child’s learning needs are being met at this school.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>This school works with me to support my child’s learning.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>7%</td>
</tr>
</tbody>
</table>
Kilparrin Early Learning Centre – Parent Survey

- I think my child receives high quality teaching at this...
- My child’s teachers know what my child can do and what he/she...
- This preschool has the expectation that children will learn.
- Teachers are enthusiastic in their teaching.
- I am satisfied with the learning programs offered at my...
- My child’s teachers clearly inform me about the learning...
- My child’s teachers make learning interesting and enjoyable.
- Teachers at this preschool really want to help my child...
- The preschool has an excellent learning environment.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't Know</td>
<td>6</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

### Survey Results

- **I think my child receives high quality teaching at this...**
  - Average Rating: 4.0

- **My child’s teachers know what my child can do and what he/she...**
  - Average Rating: 5.0

- **This preschool has the expectation that children will learn.**
  - Average Rating: 5.0

- **Teachers are enthusiastic in their teaching.**
  - Average Rating: 5.0

- **I am satisfied with the learning programs offered at my...**
  - Average Rating: 4.0

- **My child’s teachers clearly inform me about the learning...**
  - Average Rating: 4.0

- **My child’s teachers make learning interesting and enjoyable.**
  - Average Rating: 5.0

- **Teachers at this preschool really want to help my child...**
  - Average Rating: 5.0

- **The preschool has an excellent learning environment.**
  - Average Rating: 5.0
My School website
http://www.myschool.edu.au/

Statewide Support Service Feedback Summary: Early Intervention Support 2014

1. What aspects of your child’s learning were of concern to you?
   Hand-eye coordination, basic communication and PODD usage, basic instruction following, processing of complex visual stimuli.
   • Learner (L) is slow in developing sitting and watching other people’s movements.
   • Vision – we wanted L to learn how to use her vision as best she can

2. What aspects of Kilparrin’s support did you find most valuable?
   • Support Teacher (ST) is very passionate in educating the child, always being helpful and resolve uncertainties for parents.
   • ST has constantly provided us with new ideas, toys, song cards and response cards almost every time in order to keep L stimulated and pushing his skills forward/ She is extremely proactive in pushing him forward in his skills.
   • ST cheerful attitude – L doesn’t react well to people, so having someone passionate and happy to give time for a relationship to bloom helped.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>%</td>
<td>Num</td>
<td>%</td>
<td>Num</td>
<td>%</td>
</tr>
<tr>
<td>I think my child receives high quality teaching at this preschool.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>My child’s teachers know what my child can do and what he/she needs to learn.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>This preschool has the expectation that children will learn.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Teachers are enthusiastic in their teaching.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I am satisfied with the learning programs offered at my child’s preschool.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>My child’s teachers clearly inform me about the learning program.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>My child’s teachers make learning interesting and enjoyable.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Teachers at this preschool really want to help my child learn.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>The preschool has an excellent learning environment.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
3. Is there any particular type of support that you would have found useful that you did not receive from the K teacher?
   • ST is a fantastic teacher, so couldn’t think of anything.
   • None – ST was wonderful and a wealth of knowledge and support.
   • Maybe if they had books that helped parents understand their child’s vision diagnosis.

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

An increase in your own knowledge and skills in understanding your child’s needs and the impact of vision and/or hearing impairment has on their development

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>3</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
</table>

Comment:
• ST taught us the things we can improve
• Without question, ST input has taught me so much as I try and keep up with where my son is

An increase in your own confidence in supporting your child’s learning/development

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>3</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
</table>

Comment:
• ST provides good support so we are more confident
• ST new ideas and new toy options always give me plenty of ideas to continue

People involved in supporting your child working more effectively together and having a common understanding of your child’s needs

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>3</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
</table>

Comment:
• Although emails have been sent from person to person, others still don’t fully understand
• We are satisfied with the communications
• ST has always been proactive working with many of L therapists and employing their suggestions. Even went to see L at his conductive education session.

An improvement in learning outcomes/development for your child

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>3</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
</table>

Comment:
• L vision and ability to process complex stimuli have increased amazingly
• L shows improvement!

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

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>3</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
</table>

Comment:
• We found no difficulties. Communication is good!

6. Any further comments?:
• Although we only see someone 3 times a term it’s exciting to have them comment on the improvement from visit to visit.
• We really appreciate the help from the early intervention program, it definitely improves L learning.
• We are just so grateful for all the support, you do an amazing job, with an amazing amount of patience and integrity- thank you
### Statewide Support Service Feedback Summary: Preschool & School Based Support 2014

<table>
<thead>
<tr>
<th>Area</th>
<th>Special</th>
<th>Non-Govt</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school</td>
<td>14</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Junior/Primary</td>
<td>23</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Secondary</td>
<td>11</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Other: e.g. Socializing, mat time, sibling concerns, use of switch</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre-school</th>
<th>Junior/Primary</th>
<th>Secondary</th>
<th>Area</th>
<th>Special</th>
<th>Non-Govt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programming &amp; Curriculum Adaptation</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation &amp; Mobility (provided by Guide Dogs)</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory Impairment</td>
<td>35</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Living Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: e.g. Socializing, mat time, sibling concerns, use of switch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- The vision information on using contrasting colour behind pictures. ST also showed us examples of what L vision might be like.
- All
- The ST coming in to chat with me about L vision.
- ST’s willingness to assist in any area in any way she could.
- Programming
- Communication skills
- Being able to clarify to what extent L could actually hear, and therefore establishing strategies together with the ST that would benefit L learning potential.
- When ST visit and observe L in the classroom and give feedback about his participation.
- Demonstration of 4 Blocks
- Previously I was unaware that L had a vision impairment
- The conversations between ST, myself (teacher) and the SSO were most valuable in terms of reinforcing that what we are doing is the right thing.
- Initial, introductory visits were positive but follow up support was minimal due to the unavailability of ST then ST.
- Programming and curriculum adaptation. Communication skills.
- ST supported all areas listed and provided insights into L learning to consider.
- After speaking with staff involved in this process it was evident they really benefited from having curriculum adaptation support. They also found it useful to their current practices to engage in accessing information about different communication techniques used at other sites.
- Regular advice, visits and resources supplied feedback.
• ST was very affirming of our efforts in caring for L. She informed me of sibling support we can access. She promised to follow through on successful programmes as L transitions to his new school in 2015.
• Ideas and knowledge to work with L
• ST visits when she supported the worker and gave ideas and tips.
• ST knowledge of L and her family.
• Expert advice.
• Practical examples.
• Meeting in person – suggestions and support given to support L in the classroom.
• Daily Living skills and Orientation support were of great value.
• Availability to answer questions/make suggestions.
• Affirmations of what we are doing well.
• ST visited regularly and built a great rapport with L and teachers. ST gave us both ideas and resources.
• ST followed up on L most current hearing assessments and looked at L aids.
• Feedback about what we are doing in class.
• Visits to support us to support the student.
• ST supplied me with a sheet that clearly and simply explained L visual problem. She observed and supported L in various school environments (classroom, outside and in the hall). ST was then able to give advice and she provided some visuals to support L in these environments.
• Suggestions for further development with a view to L life skills and post school independence.
• The practical ideas on how best to support her learning opportunities.
• Suggestions on visual aid.
• 1:1 support with L and time with staff.
• Understanding more of L vision impairment.
• A person on site to share ideas for us to use.
• Practical suggestions. Made staff feel more comfortable and effective in their practices.
• Physical changes to L lap top. Advice re L mobility in class and out in community.
• Strategies to support L in her learning.
• Discussions regarding use of suitable software and assistive technologies to support L learning in the classroom.
• ST was always supportive and encouraging, it was always good to sit and discuss L and her needs. ST gave me a handout on ‘classroom accommodations for people with a visual impairment. ST also did a print size test on L which provides me with valuable information.
• ST visit summaries are also very informative and useful.
• Chatting with ST and discussing the options available.
• Support directly given to the teacher.
• Advice on strategies.
• Practical advice on ways to engage L in play and information about her CVI and how it impacts on her interactions and understandings.
• Knowledge of available resources suitable for L vision and learning needs.
• Sensory activities and some of the daily skills for students like putting hearing aids on with a mirror etc
• ST had time to get to know L and give us some ideas
• Resources from Kilparrin which gave me some ideas to engage him in some sort of project.
• Engage L for reading with Braille
• Vision assessment, literacy assessment, support with switch activities
• Feedback from ST and opportunity to discuss the students learning
• Initial consultation regarding size of visuals

3. Is there any particular type of support that you would have found useful that you did not receive?
• Relevant and helpful support that was professionally given. Thanks
• The information provided was relevant. Too much information at one time can be overwhelming and ineffective.
• More advice on strategies to try and directions to work towards would have been useful. The information provided by ST tended to be just a repetition of the details and strategies we had tried and discussed with her, rather than new ideas.
• Very happy with support from ST
• More visits would be great
• No, ST was brilliant during the time of the application for HLOS, and always responded via email when needed.
• Resources. Is there an official request form? List of available resources that we can borrow? Although we verbally request3d things to support L, we didn’t receive anything.
• It was great.
• Unsure
• No, we talked openly bout preparing L for the future – that support that focused on school life activities would not be beneficial at this final stage of his transition.
• Visual Aid tools available.
• Would really appreciate more digital books for the 2 students for the IPads and computers
• More time
• Understanding of using Braille
• Curriculum planning for L
• Would be great if more teaching resources/activities could be brought in which could be trialed with the students. This was only done on the last visit for the year but I found it to be particularly useful.
• We would have appreciated any resources e.g. table activities to use with students that were motivating or assisted accessibility

4. Do you believe that the support provided contributed to any of the following?
An increase in your own knowledge and skills in working with/managing the learner/s

<table>
<thead>
<tr>
<th>Yes</th>
<th>37</th>
<th>No</th>
<th>3</th>
<th>Unsure</th>
<th>4</th>
</tr>
</thead>
</table>
• Definitely, I see myself as a learner and always willing to learn from other people.
• Support tended to reinforce existing knowledge rather than contribute to increased my knowledge
• My knowledge skills as well as support staff.
• Different resources provided by Kilparrin have helped my skills.
• Vision knowledge was useful
• My experience with hearing impaired children was minimal so all the assistance was welcomed.
• Informed me of sibling support and helped me see the sibling in a different way. Suggested a different literacy intervention.
• Ideas and props were great.
• Increased understanding of how to eliminate noise distractions and program, to support the L (Auditory Skills Program).
• Tips on helping L with living skills in particular shopping were of great value
• Good resources – information sheet and visuals.
• Working alongside specialist support offers a wealth of knowledge, experience to learn from.
• ST provided me with information on how the L may benefit from Guide Dogs re mobility issues.
• Professional advice after filling gaps in our knowledge.
• Increased knowledge of L vision impairment
• Most definitely.
• Learnt how to use a mirror to help a student put her hearing aids in
• The resources and verbal communication with ST enhanced my knowledge and skills for working with the L
• Has supported future study I have been doing re these students
• Visits gave more reassurance that many of our strategies and classroom set up are effective for the students

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>34</th>
<th>No</th>
<th>5</th>
<th>Unsure</th>
<th>5</th>
</tr>
</thead>
</table>
• ST positive support and ideas increased our confidence in working with L
Great to have suggestions and reminders and resources
The support increased our knowledge on how best to implement curriculum that would benefit L needs
Yes, because you are more knowledgeable
It’s always good to have input from professionals
St is very easy to talk to and a wealth of information and constantly praised my efforts.
Affirmed the course we have been taking.
Improving, but more room for improvement on my behalf.
Great to have 1:1 assistance with L and time to work through issues.
Opportunities to reinforce the planning and adapting that I have undertaken was great.
The strategies suggested by ST are consistent with current school practices.
As working with a student with such extreme needs, is new and challenging for us without direct training.
Gave me confidence I was on the right track.
This has led to close trusting relationships between L and staff which enhances her learning outcomes.
More information on the sensory needs of the students boost my confidence.
I am more confident in dealing with the L
Has been extremely valuable for SSO support for L
Confirmation from ST that I am using appropriate positioning etc
Would have liked some new ideas, different things to try

People involved in supporting the learning working more effectively together and having a common understanding of the learner’s needs

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolutely – ST was especially great at this.</td>
<td>40</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Working more effectively with L eg asking L where he would think it’s best to sit, rather than me just seating him.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always look forward to ST visits, great manner with students and staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ST has been approachable and keen to share her knowledge with the IPP staff and together we have been able to identify L needs and work on approaches to support him.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff still refer to training St did for the team previously.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, they worked as a team and that contributed to their effectiveness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L has complex needs, working with a speech pathologist also. Attempts to arrange time for the speech pathologist, ST and myself to collaborate were unsuccessful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using same methodology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST happily spoke to all on staff and we were all inclusive in our curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will liaise with L future school, hopefully ensuring a smooth transition.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good sharing of knowledge about family.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The involvement of SSOs with Orientation gave them a sound understanding of L skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most changes occurred because of questions/issues raised by Salisbury staff. It would be good to have more input from K staff. If we don’t ask the right questions we may miss out on helping because we don’t have the knowledge.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information from ST was shared with the class SSOs and L parents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST conducted observations in a variety of learning environments and suggested strategies to suit L for each area.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Should have had a meeting with all teachers present and support personnel.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great to have.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All teachers had an increased understanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ST supported all staff who work with L.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We help each other, I ask questions and most of them are clarified. Own class routines and behaviour management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We share our ideas how we can help the learner and make strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussions re PODD with Novita and Speech support</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An improvement in learning outcomes for the learner/s
Yes 35  No 4  Unsure 5

• We have attempted many of ST suggestions to improve L outcomes.
• L is finding it easier when working at his table.
• ST explained her observations - compliment programs in place.
• Too early to tell.
• Yes, because of the commitment of the team.
• It is very difficult to determine what exactly has contributed to L improvements, from explicit collaboration between myself, her Speech Pathologist and Guide Dogs.
• L is more engaged when working with her.
• Suggested more imaginative writing. Suggested book creator.
• To work slowly and do repetitive things reinforced.
• We followed up on suggestions made (eg grid paper) which helped L.
• Build in suggestions to our daily routines and schedule.
• Formed on a successful transition of skills form school
• Measures to assist L mobility were discussed so that she could access a wider range of learning activities.
• Progress with L is so limited Kilparrin has pushed us to achieve.
• Receiving programs/devices to maximise L outcomes and increased independence.
• L has made great progress this year in her communication and mobility and is using her vision more effectively.
• Building confidence and using skills with both L
• Finding directions, numeracy and literacy skills have been improved
• More digital books would be for the whole class

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

Yes 24  No 13  Unsure 5

• Information on signing led us to do a signing course leading to improved outcomes for another child at our centre.
• No, but could in the future.
• Whole class literacy groups and rotation.
• Yes, their needs are all interlinked so any learning from one results in learning in others.
• Writing for my students (literacy).
• Absolutely.
• I will look into Four Blocks literacy, which would benefit many students.
• Each child is different, advice is more specific to L.
• Support colleagues with ideas.
• Some of the strategies were adapted for another student in the class with Cortical Vision Impairment.
• Use of communication device especially.
• More awareness and knowledge of sensory challenges/impacts and general support.
• Software purchased that was recommended by Kilparrin is also accessed by other students and relevant to learning for other students within the school.
• L is the only learner we have with a CVI, but some of the strategies/resources can be used with others, eg high contrast books and materials.
• More digital books would be for the whole class
• Provided resources assisted me working with other learners

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

Yes 42  No  Unsure

• Email contact on a regular basis.
• When L commenced in the program late last term the K support had already been established.
• ST was very supportive and happy to help in any way.
• Services were sought before I started my contract in this class.
• Introductory visits timely and positive, communication via email good. On site support did not eventuate due to ST commitments. Preplanned visits which were confirmed were not
cancelled because of changes in our timetable ie MOVE Senior Class at ANSS. We are sorry we did not get to benefit from ST expertise.

• Through Centre Director.
• Always available via email.
• Regular visits and the ability to request more support was greatly appreciated.
• ST contacted me regularly asking if I needed assistance which was great.
• Great communication.
• Regular communication and flexibility ensured the services were accessible.
• Great support.
• Kilparrin visits L on a regular basis and is in regular communication with myself or the class teacher.
• I did not contribute for the access. It was provided through the school.
• Through emails and phone calls

7. Any further comments?
• We enjoyed ST visits to our centre. Thank you.
• Most valuable resource and always done in a caring and thoughtful way.
• I won’t be teaching the class next term, would be good for the teacher to have a visit for the day (early in term if possible)
• At this point in time L is able to participate in all learning activities without any difficulties. I may however need more support should his vision deteriorate.
• It was good to be able to discuss any concerns with ST and for her feedback.
• I stated at this time I had no concerns in relation to L vision and his ability to participate in our learning activities, but may need more support if his vision deteriorates.
• Whilst ST was great to talk to, we were generally left feeling that we had received no actual support. Rachel’s reports were merely records of the information we had supplied, and her recommendations were things we were already undertaking.
• ST kept me up to date via email about her visit. I value ST support for L and also for ST support for myself re programming for L.
• ST teaching skills and ability to pass on ideas and give positive feedback were excellent.
• Really enjoyed building my knowledge with ST. Thanks Kilparrin.
• ST was fabulous. I loved her visit and am most grateful for her expertise and encouragement.
• Great support when filling in forms and doing plans.
• ST has been the best support person from K that I have ever worked with. Thank you.
• ST is leaving this term and I would like to acknowledge the support of Kilparrin ST for their support. Over the last 4 years I have developed my knowledge and skills in developing programs and activities to support L needs.
• Thanks for the support and referral to the Guide Dogs. ST has been fantastic to share ideas with.
• Would like to find out about availability of visual aid tools.
• Very valuable support
• ST has provided a great support in providing knowledge about suitable software to support L writing that has been beneficial for many other students within the school.
• Thank you so much for your support with L.
• As an experienced teacher, L coped comfortably in the classroom, working on a modified program.
• ST knowledge and expertise was very helpful in the area of software required for L in the classroom.
• I enjoyed reading the resources provided. I would like to have more knowledge and skills from Kilparrin in the future

Annual Report 2014
8. ACCOUNTABILITY

8.1 Behaviour Management

The Kilparrin Behaviour Support Policy is reviewed regularly. As part of this review process a Kilparrin Learner Behaviour Code is documented and distributed to all families. In addition to clearly articulating a behaviour code for learners, the Learner Behaviour Code outlines the following:

- principles of learner behaviour development and management
- responsibilities of learners, staff and parents/carers
- consequences of inappropriate behaviour
- management of violent and unpredictable behaviour.

Where learner behaviour threatens the safety of other learners and of teachers and impacts on teachers ability to teach, DECD policies and procedures are followed.


8.2 Criminal History Screening

Kilparrin complies with DECD HR Workforce Management directions for Criminal History Screening.


8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>35</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>20</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>15.00</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>13.37</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Persons</td>
<td>0.00</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>17</td>
</tr>
</tbody>
</table>
## 9. FINANCIAL STATEMENT

### Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>3096910.48</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>10000</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>6556.00</td>
</tr>
<tr>
<td>4 Other</td>
<td>19085.29</td>
</tr>
</tbody>
</table>