Term 1 Theme: People Who Help Us - Responsibility

2013 DIARY DATES

TERM 1, 2013
Monday 11 March
Public Holiday: Adelaide Cup
Thursday 28 March
Pupil Free Day
Friday 29 March
Public Holiday: Good Friday
Monday 1 April
Public Holiday: Easter Monday
Friday 12 April
2:00pm Term 1 ends

TERM 2, 2013
Monday 29 April
Term 2 begins
Monday 10 June
Public Holiday: Queen’s Birthday
Friday 5 July
2:00pm Term 2 ends

TERM 3, 2013
Monday 22 July
Term 3 begins
Monday 29 July
Pupil Free Day
Friday 6 September
Pupil Free Day
Monday 9 September
School Closure
Friday 27 September
2:00pm Term 3 ends

TERM 4, 2013
Monday 14 October
Term 4 begins
Monday 21 October
Pupil Free Day
Friday 13 December
2:00pm Term 4 ends

FROM THE PRINCIPAL

The theme for this term reflects the concept of mutual responsibility, helping ourselves and others. All of us need help at some time from people who are more able at a particular task than we are. At other times an extra pair of hands, with no particular expertise attached, is what is required for the task. We all need to give and accept help. The classes are putting this theme into practice and reporting on their progress.

The guest speakers from Parents Helping Parents at the Annual General Meeting illustrated this theme in the world outside school by sharing information with families. The audience represented 75% of Kilparrin families in attendance, which is an excellent response to the Annual General Meeting invitation. Parents and carers have given positive feedback to the opportunity to see their child’s class at work in the Open Classroom visit. The purpose of this time was for parents and carers to see their child’s class in action. The day was a usual day with all that goes on in the school on show. The comings and goings and general flexibility required with the swimming program and visiting support services (e.g. NOVITA, W&CHS), was apparent. The complications of individual needs and the progress being made particularly in Literacy and Communication, as that was the subject area timetabled across the school for the morning, were there to be seen. School is a very busy place.

This week we have begun our NEP reviews and it has been an opportunity for some parents to meet with Jane Farrall as well. Jane is our Educator in Residence for 2013 and in her second visit for the year. With the focus on supporting communication and literacy development we have seen improvement in every learner. We have been able to combine Jane’s professional expertise in speech pathology with teaching of literacy to implement a united, relentless approach across the school.

Kilparrin staff, teachers and SSOs, have been instrumental in the success of this project. The Four Blocks Literacy framework is in action in every classroom with staff supporting learners in their guided reading, self-selected reading, writing and working with words each day.

The primary task in communication is to develop a consistent yes/no response in every learner. Some learners indicate by looking at the symbols, some nod, some blink, some speak. We aim to establish a consistent response which is not physically demanding for the learner. Once this is in place the range of responses is limitless. The progress in the use of PODDs across the school is positive.

All teachers are modelling the use of PODDs and so all learners are hearing and/or seeing the pragmatic organisation of language - rather than a list of vocabulary with the limits on communication that such a list imposes.

Alison McWilliams
Principal
ORSANGE CIRCLES

We are working on our theme of Responsibility and People Who Help Us through dance classes with the Purple Stars class. We have also thought about different kinds of dance, and how different dances make us feel. Our assessment for this subject will be two dance videos for your viewing pleasure at the end-of-term assembly.

As usual we continue with literacy learning in English lessons. All of the Orange Circles learners now have a consistent mode for communication that is used to develop fabulous topics for writing.

The Australian Curriculum has provided some new directions for the learners who have discussed quotation marks, fiction/non-fiction, recount and narrative. We are beginning to see some great improvements already. How exciting so early in the year!

We launched straight in to some difficult maths in Term 1, but everyone is giving it their best shot at the moment.

The learners are also enjoying learning about natural disasters such as flood, blizzard and bushfire.

Jess, Karly & Sarah

PURPLE STARS

Well here we are at Week 6 of Term 1!! It is hard to believe that we are already halfway through Term 1. Where has the time gone?

For the Purple Stars time has gone into a lot of hard work!

Literacy continues to play a very important role in the Purple Stars classroom and mornings are still dedicated to our literacy block. The learners look forward to literacy and are very focused during these sessions. The learners have enjoyed tying art lessons into our ‘Book of the Week’. So far the learners have created ‘Wilbur the cat’ from ‘Winnie the Witch’ and they have each made their own ‘Incy Wincy Spider’. All are on display in the classroom. This has been a great way to weave the curriculum together.

This term the learners in the Purple Stars have been working with the Orange Circles learners on ‘dance’. The learners have been focusing on different types of dances and analysing clips of different styles. We have been focusing on questions such as ‘How does this dance make you feel?’ and ‘What is the story behind this dance?’

We have also been working on our theme of ‘People who help us’ during these sessions. Each Wednesday the learners look forward to collaborating and working with one another.

Beccy, Elisha & Christina

YELLOW SQUARES

Well, the year is progressing nicely in the Yellow Squares class. All of the learners and I are settling in really well and getting to know each other better and better with every day.

This year we have again had the pleasure of having Jane Farrall as our Educator-in-Residence. As a new member of school staff, I have been fortunate enough to have some really good in-depth chats with her about our learners’ literacy needs, and also attended a Four Blocks Literacy training day last week. The Four Blocks Literacy Programme has already proven to be a powerful tool for our learners to access and extend their literacy skills, and I (and the class) have had some fantastic learning opportunities using the framework.

Alternative and Assistive Communication (AAC) and independence skills have continued to be foci for us in Yellow Squares. We have been discussing responsibility, and the learners have engaged with the topic through learning ways of being independent and responsible for their own needs and possessions. We are now beginning to look at the topic of “People Who Help Us”, so that our learners can identify safe people in our community, and appropriate ways of interacting with them.

Looking forward to more great learning.

Have a fantastic long weekend!

Christina, Jess, Lyn and Kay.

KELC

We have certainly been busy in the KELC program, participating in a variety of learning experiences aimed at developing awareness of self and others, communication skills, physical skills and working with technologies.

We have been joining the Green Triangles class each morning for a structured group time, followed by one or two stories, and an opportunity to access the interactive white board, as well combining with the Green Triangles all day on Thursdays and Fridays.

The routines and timetable of the KELC program are structured and predictable, to help the children feel safe and secure, and cues such as tactile objects and symbols are used to help
them predict what may happen next in their day.

Repetition is important in helping the children develop confidence, self-esteem and learn, but subtle changes are made to specific learning opportunities to prevent boredom and to challenge them. For example, the same sensory experience offered indoors can also be offered outdoors.

Developing physical skills and maintaining comfort levels is important at Kilparrin, and is a strong part of the KELC program. This includes encouraging movement on the floor, weight bearing, transferring weight and developing upper body strength, using specialised equipment and motivating resources. The children spend regular structured time in the gym and Orientation and Mobility area to develop these skills, and they are also practised naturally across all areas of the curriculum.

Assessments for the Mobility Options Via Education (MOVE) program will begin soon, and after discussion with families, goals will be set to develop functional motor skills.

I look forward to meeting with families over the next week to look at health support documents, learning goals and MOVE goals.

Rachel Elliott

GREEN TRIANGLES

Green Triangles have been very busy the last few weeks, going on adventures to the library and to the supermarket.

Our book of the week is ‘Handa Surprise’.

Learners have enjoyed listening to the story ‘Handa Surprise’ on the interactive white board.

The Green Triangle learners have been enjoying making orange juice, counting the oranges, touching and feeling them.

The learners had some ‘messy fun’ sensory play with gloop and paint, working with different textures and colours.

Maths - counting with coloured cubes and seeing how high we can stack them till it falls down.

We have been very busy ‘learning by doing’.

Nalani, Hayley, Kay and Uzma

This term we are concentrating on various musical activities within the theme “People Who Help Us and Responsibility”.

When practising a new song called “Where do you go” our learners use pictures with the written words which support the key vocabulary. These include: dentist, doctor, teacher, baker, builder and plumber. Signing also supports the key words and some students are already joining in.

Another new song called “Fireman” is becoming popular amongst the students. They are eager to learn new actions and make vocal sounds such as “woo” and “sh....” changing tempo and dynamics. Towards the end of this song we use hand held bells which are supposed to wake the fireman up.

We are also focusing on the speech rhyme “Doctor, Doctor” with a repetitive chorus that we sing. This humorous song/rhyme encourages our learners to touch different body parts, adding sounds effect for each one.

Soon we will begin to practise 2 songs that acknowledge Harmony Day. Once again we will be using orange scarves as orange is the colour for the Harmony Day. We will present our items during the end of term assembly in Week 10 on Wednesday 10 April.

Krystyna Misiara
Music Teacher

Resource Centre News

We have been very busy in the resource centre; we have rearranged the fiction and non-fiction to create a visual difference between the two collections to assist the learners to locate books of interest more easily.

All of the classes have continued to regularly enjoy lessons in the resource centre. It is an important part of these lessons that the learners borrow books and resources to bring home and share with family. Please ensure that they bring these items back the following week for their lesson so that they can borrow another item to bring home and share.

Dot and I have been working on creating some tactile books to assist younger learners with both pre-Braille skills and engaging them in the story.

If you have any suggestions regarding books your child may like to borrow or a topic they are very interested in, please do not hesitate to let me know and I will see what I can do.

Karen, Dot & Gloria.

Mothers’ Day Raffle

The Kilparrin Governing Council is running a Mothers’ Day Goodie Basket Raffle again this year with the prize/s to be drawn in the second week back at school in Term 2, just before Mothers’ Day.
Donations of prizes would be much appreciated; it could be anything from wine, to chocolates, books, jams, biscuits, soaps, magazines anything that you think a mother would like! We would like to have a 1st, 2nd and 3rd prize basket.

Items can be sent to school clearly marked DONATIONS FOR MOTHERS’ DAY RAFFLE by Monday 8th April 2013. Alternatively you can drop items to the front office at any time.

Thank you for your continuing support.

Kristy Sander
Fundraising Committee
Kilparrin Governing Council

Curriculum News

Deafblind is a term that is used when a person has both impaired vision and impaired hearing. Dual sensory loss is another term that can be used to describe deafblindness. Deafblindness is described as a “unique… sensory disability resulting from the combination of both a hearing and vision loss or impairment which significantly affects communication, socialisation mobility and daily living”. Australian Deafblind Council, 2004.

95% of what we learn about ourselves and the world around us comes through our sight and hearing. Lacking these two “distance senses”, deafblind people find that their mobility, communication and access to information is usually greatly affected.

Curriculum

The curriculum focus for learners with deafblindness will differ from that of the learner with only a single sensory impairment. The deaf education focus may be primarily on using language to code existing concepts. The curriculum focus for a learner with visual impairment may be more oriented toward building concepts and experiences, which can provide a firm foundation for language. The curriculum focus for a learner with deafblindness should be on bonding and developing interactions and routines for expanding the frequency and functions of communication. These learners will not learn about objects or actions incidentally. They cannot tie together the fragmented input they receive without interpretation and instruction from others. They must be taught to use and accept this instruction.

Communication

Developing a communication foundation for learning is a priority. Typically, communication is tactile in nature using signals, objects, gestures and later on sign language or tactile symbols or some combination of each. Language is developed through the use of tactile symbols, routines, calendar systems, discussion boxes, etc. Because of the degree of vision impairment and inexperience with real events in the world, the use of print, pictures, and demonstration will be of little or no value to the learner.

Learners with deafblindness may first need to be moved co-actively through an activity to know what is expected of them. After they understand what is expected, this support would be faded to avoid building prompt dependence.

For this reason vocabulary (concepts) which are taught should be broader in nature. Careful consideration should be given to concepts which can be applied to other units throughout the year and across a variety of settings. For example, the farm animal unit might focus on action concepts such as feed, pat, rub, pull, walk, open, close, pour. These same concepts should be applied to other units or in different environments. For example, “pull the leaf”, “pull the wagon”, “pull the drawer”, “pull off the lid” and so forth. A child may have a “pull” unit throughout the year that is embedded in the various units the other learners will study. If the learner has a pet at home, another approach to instruction could focus on things the learner can learn to do with their pet. For example, s/he might learn to feed the pet, walk it, pet it, brush it, etc. Units could be developed around things that can be fed, walked, brushed, etc.

Social Skills

Deafblindness impacts on the ability to form relationships and respond to interactions with others in typical ways. For example, a lack of environmental information makes it difficult to identify people, locate them, know what they are doing, or understand what they want. Many ordinary interactions may seem threatening, negative, or confusing to the learner. In turn, the learner’s need to gather information by close viewing and/or touch can offend others. It is not unusual to see withdrawal and problems with bonding. It is important to consider that social problems for a student with deafblindness are often the result of an on-going lack of essential information.

Behaviour

For learners with deafblindness, issues of challenging behaviour are usually closely tied to sensory access and communication. Behaviour is often the result of coping with situations that seem confusing or threatening due to lack of information available from others or from the environment. It can also be the result of frustration about being ineffective in communicating. The learner’s difficulty in recognising, trusting, and bonding with others can have an impact on behaviour.

References:
- Australian Deafblind Council (2013) www.deafblind.org.au
- Ellen Berbec, Coordinator Information & Communication Technologies (ICT)
HAVE YOU RECEIVED THE SCHOOLKIDS BONUS?
Do you know about the Schoolkids Bonus? It is a new cash payment to help eligible families and students with the costs of primary and secondary school studies. Around 1.2 million families have already benefitted from the first wave of payments in January 2013 – have you?

If you receive a family or income support payment, including Family Tax Benefit Part A, you could be eligible to receive $410 a year for each primary student and $820 a year for each secondary student, with half paid in January and half paid in July.

The Schoolkids Bonus replaces the Education Tax Refund (ETR) and is a much simpler system. You no longer need to collect receipts and payments are made automatically so you don’t have to wait months to make a claim via your tax return. Unlike the ETR you can choose how you use the payment to best support your children’s education – whether it be school books, stationery, uniforms, school fees, or excursions.

Check your eligibility by visiting www.australia.gov.au/schoolkidsbonus and if you think you might have missed out on the January payment, contact Centrelink – either in person at a Centrelink-Medicare Office or by calling 132 468.

Keeping Healthy

The Lunch Box Challenge
This week the Kilparrin staff are participating in the ‘Bring a Healthy Lunch Box to Work’ Challenge. This is a fun, team building activity that motivates staff to pack a healthier lunch box everyday by increasing our intake of vegetables; swapping unhealthy for healthy and having a waste-free lunch.

The Challenge encourages staff to bring a healthy lunch box to work for five days. Staff can select up to four Challenges and report their progress every day.

Everyone participating has received a Go for 2 & 5® lunch box that includes the Fresh Food to Fuel your Day! A guide to healthy lunch boxes.

Here is one of the suggested recipes.

**Italian Pasta Salad**

10 minutes preparation
10 minutes cooking
Serves 4

**Ingredients**

2½ cups pasta shapes (spiral or bows)
1 punnet cherry tomatoes, sliced in half
12 black olives, pitted and sliced
1 green capsicum, seeded and diced
6 button mushrooms, sliced
½ cup snow peas, strings removed and sliced
2 tablespoons chopped parsley
1 tablespoon lemon juice
185g can of tuna in spring water, drained
½ cup low-fat Italian salad dressing*
Freshly ground or cracked black pepper, to taste

**Method**

Cook pasta according to packet directions.
Toss tomatoes, olives, capsicum, mushrooms, snow peas, parsley, lemon juice and tuna together.
Mix through pasta.
Pour the dressing over salad and add pepper to taste.

**Hint**

*Look for low-fat or fat-free dressings in the dressing section at the supermarket.

**Variation**

For best results use Italian parsley, when available.


Bulb Fundraiser

Extended due date

Please take the time to peruse the brochure included with the last Newsletter and then send back the completed form with the correct money, in the attached envelope, to Naomi by Friday 15 March. This will ensure delivery of your bulbs before the end of the term.

Cheryl Elwood, Deputy Principal

www.kilparrin.sa.edu.au

Over the past six months the Kilparrin website has been undergoing a major revamp.

The ‘new look’ website is hopefully easier to navigate and the Quick Links take the user straight to one of the following:

- KELC
- School
- Statewide Support Service
- Resource centre
- Policies

The Site Map can be used to navigate to:

- Site context statement
- Our history
- Facilities
- News and events
- Annual report
- Referral
- Contact us
- Search
- Newsletters
- Calendar

We are continuing to update the website and welcome your feedback in relation to ‘where are the gaps’ and ‘ease of navigation’.

Please contact us directly or via dl.1372.info@schools.sa.edu.au

Thank you, your feedback is appreciated.

Ellen Berbec
Coordinator, ICT
RESPONDING TO ABUSE and NEGLECT TRAINING

Education and Care Training for

DECD Volunteer’s

Before undertaking volunteer duties, individuals in DECD educational settings must take part in a Responding to Abuse and Neglect induction for volunteers. Volunteers must attend this training face to face, not on-line. This training session is for any volunteer interested in working in a DECD school or early childhood setting, including current volunteers who have not participated in this training in the past three years. All are welcome.

Date: Wednesday 20 March 2013
Venue: Ascot Park Primary School
Time: 1.00pm—3.00pm

Handbook and Certificate of Participation Provided

RSVP by Tuesday 13 March 2013
Fill in your details at the bottom of this form and send back to Cassee Jose
Fax: 8226 3120
Email: cassandra.jose@sa.gov.au
Phone: 8226 2479

Name:__________________________________________
Region / School: ____________________________ Contact phone: __________________
Any dietary requirements:______________________________________________