From Term 2, 2011 The Kilparrin Newsletter will be available as a hard copy to families of enrolled learners only. The Newsletter is available on the Kilparrin website, www.kilparrin.sa.edu.au for all other interested readers.

DIARY DATES

TERM 1, 2011
Wednesday 6 April
10:30am Morning Tea**
11:00am Term 1 Assembly**
Wednesday 13 April
8:30am Governing Council
Friday 15 April
2:00pm Term 1 ends

TERM 2, 2011
Monday 2 May
Term 2 begins
Monday 13 June
Public Holiday: Queen’s Birthday
Wednesday 29 June
10:30am Morning Tea**
11:00am Term 2 Assembly**
Friday 8 July
2:00pm Term 2 ends

TERM 3, 2011
Monday 25 July
Term 3 begins
Wednesday 31 August
10:30am Morning Tea**
11:00am Term 3 Assembly**
Friday 30 September
2:00pm Term 3 ends

TERM 4, 2011
Monday 17 October
Term 4 begins
Wednesday 30 November
10:30am Morning Tea**
11:00am Term 4 Assembly**
Friday 16 December
2:00pm Term 4 ends

FROM THE PRINCIPAL

As we near the end of term we are making sure that all of the procedures are in place for the year. All teachers have had their initial goal setting meetings for the Negotiated Education plan process. All health support planning is underway with Kilparrin Health Support Plans written in response to all of the health care plans which are written by the medical support providers.

Transport arrangements are in place and information about Respite placement has been shared with Kilparrin. All of these arrangements are required to provide access for participation in the curriculum. Once these factors are in place we are able to concentrate on the teaching and learning, the core business for the school and the most fun for the learners.

Recently we enjoyed the input of our Educator in Residence Professor Dr. Paul Pagliano. Paul presented a workshop to parents/caregivers and interested friends on Care Theory which attracted 15 attendees. The feedback from this workshop was very positive. Parents were particularly positive in their feedback about being given the opportunity to share and discuss issues important to them in an inclusive and understanding environment.

Paul is an excellent communicator and is very knowledgeable about issues which are of concern to families of learners with disabilities. We will plan to have further workshops with Paul when he returns to Kilparrin next year. In the meantime he has given interested people his contact details and is happy to be contacted via email.

In response to the positive feedback from the participants, the Chairperson of the Kilparrin Governing Council, Denise Hatzi will be proposing that the Governing Council hold a function each term for parents and caregivers. This function could be an information session about issues arising in relation to government proposals for change in provision for people with a disability or an opportunity to feedback to decision makers from the parent and care giver perspective. You will be kept informed.

Autumn in Adelaide is a wonderful time of the year and our learners have enjoyed the gentle sunshine and the experience of wet weather which for Adelaide has been very rare over the last few years. The whole school ventured out to the Festival Theatre on Tuesday to enjoy a Come Out festival performance. This excursion was initiated and organised by Krystyna Misiara and was a resounding success. All of the learners had an enjoyable experience. Excursions always entail extra planning and organisation but are such rich experiences for our learners that the time and effort on the part of staff is well worth it.

Congratulations to all staff involved.

Happy Holidays and enjoy the long Easter break with your families.

Alison McWilliams
Principal
We have been recording all of the physical activity we are doing each week for the Premiers be active Challenge.

Karen, Bruna and Mel

As part of our morning routine we have been working on our fitness, we have been doing a variety of fitness activities every morning.

These activities have included walking around the large bike track, swinging and a variety of obstacle courses, or going to the gym when we can’t go outside. All of the learners are enjoying our fitness and look forward to fitness each morning.

We have also been focusing on maths concepts such as full and empty (measurement) and big and small (size) through a variety of hands-on experiences, and for the remainder of the term we will be providing experiences to develop an understanding of the concepts of time (yesterday, tomorrow, soon, next, after recess etc) and space (in, under, on, behind, next to).

It seems the cooler weather is upon us, and while we are not always able to access the outside play area, we are very fortunate to have a courtyard attached to the classroom, and areas such as the Orientation and Mobility area and gym, which we make good use of in inclement weather, allowing the learners to experience fresh air and be active.

Rachel, Jess and Lyn
As well as these maths activities, learners also follow a daily schedule and a routine which is also another maths concept that we use in the classroom.

This term some of our learners have also enjoyed aquatic sessions at West Lakes. Our last session out on the boat was quite an adventure as it turned out to be quite a windy day. The boat rocked and tipped and, as we found out, the learners are much braver than the staff members!

Overall, the aquatic sessions have been very enjoyable for all those involved.

So as Term 1 comes to an end we can reflect on the learning experiences we have had and look ahead to Term 2.

Becci and Hayley

**REMINDER**

Term 1 Assembly
Wednesday 6 April at 11:00am
understanding, fluency, logical reasoning, analytical thought and problem-solving skills through mathematics, as do the Yellow Squares!

We are continuing to explore different textures through sensory play and in cooking lessons. The Orientation and Mobility courtyard is an ideal setting for intensive interaction and literacy most mornings. A focus on communication at meal times has also seen some great successes with switching and signing.

An exciting development during Term 1 was the arrival of a package from London, UK where some children from a far away school wrote letters to us and made us a DVD. We have made some collage letters to send and we posted our package back on Wednesday. We hope to hear back from our pen-pals soon!

Jess and Marina

KILPARRIN EARLY LEARNING CENTRE

Numeracy is a term that encapsulates a broad range of mathematical concepts, and numeracy takes many different forms at kindy in our play-based learning programme. Our children are exploring their world through a range of motivating activities across the day that include floor play, small and large group times, outside activities and sensory play. Each of these involves our children in numeracy-rich experiences in a natural and meaningful way.

Here are some examples:

**Floor play**

Nasser and Dylan enjoy having time on the floor for Active Learning and tactile play. They are introduced to activities that can be felt with their hands and their feet and these experiences are labelled for them as they play; soft, hard, cold, warm, rough, smooth. In this way, they learn to become aware of their hands, feet and body, and use them purposefully in their play. As their hands are ‘woken up’ with massage, we say ‘one, two’, and ensure they have plenty of processing time. Similarly with their feet, as socks and shoes are removed or put back on when the activity is finished.

**Group time**

Small and large group times are becoming favourite times for Nasser and Dylan as they sit on the mat with their friends to listen to stories and join in action rhymes and songs. This week all the children in the Primary Care Group have been singing 5 Little Speckled Frogs and 5 Little Ducks.

The songs are based on children’s interests (Nasser loves another frog song – Galumph, so we’re expanding his concept), and the children smile to show their enjoyment of the songs and the rhythms. Repetition allows the children to develop familiarity with the concepts and terms within the song.

**Outside play**

The hammock is a favourite activity for Nasser and Dylan at preschool, and they are learning that the rough texture of the hammock means it’s time for a swing. We sing to them while they are in the hammock – ‘Dylan is swinging, swinging, swinging, Dylan is swinging side to side’, etc. Many mathematical concepts are made meaningful for them as they swing up and down, back and forth, fast and slow.

**Sensory play**

One of the most enduring approaches in the teaching of the many concepts that contribute to numeracy is the ‘hands-on’ approach. This encourages the use of concrete materials for learning in the early years. At KELC, our sensory play programme provides valuable opportunities to manipulate and explore different textures such as play dough, gloop, finger paints and jelly.

All the children in the preschool enjoy taking part as we play with these textures on bubble wrap, corrugated cardboard, sandpaper or smooth trays.

The play-based programme embeds numeracy within every part of the day to ensure that as children are ready to learn, the concepts have meaning for them.

Jenny, Kay & Hayley
At Kilparrin music activities provide a great opportunity for reinforcement of various numeracy concepts which may include:

- **rhythm**: beat, experiencing and experimenting with different rhythms or rhythm patterns, creating, imitating, responding, playing/keeping the beat on various percussion instruments and body percussion
- **length**: short or long
- **time**: responding to tempo changes - fast/slow
- **positional and directional concepts**: left/right, up/down, high/low, over/under, in front/behind, in/out, front/back, through responding to or creating movement to music
- **size**: big/small (drum/maraca)
- **counting**: during singing
- **shapes**: triangle, square, circle, star
- **capacity**: full/empty eg access to containers with various percussion instruments.

Kilparrin learners are involved in regular individual and group music sessions and they experience and practise these concepts through activities related to theme songs, instruments and movement.

One of the many examples is *Kilparrin’s Scarf Song* that we have been practising this term. In this song the name of each class is reinforced that is: Green Triangles, Orange Circles, Purple Stars and Yellow Squares. When a particular class is called the learners shake the appropriate coloured scarf in time to music.

The opening song in *Music & Movement* sessions *Let’s All Clap Along* encourages the learners to count 1, 2, 3 and keep a steady beat when clapping hands, patting, stamping feet and clicking.

Learners are encouraged to feel the difference and respond to tempo changes in a piece of music called *Spanish Sunrise* by Wendy Jensen. We hold a parachute, listen to music and shake the parachute when the tempo is fast. When we hear slow music we sit still, listen and wait to respond again to the fast section of this particular piece.

Krystyna and Kristel
Music Team

**Curriculum News NUMERACY**

For young children inquiry involves learning through exploration and investigation. The learners at KEELC and at Kilparrin School are actively engaged and involved in all areas of the curriculum. The children and learners use sight, sound, taste, smell, touch and the kinaesthetic sense to gain general and specific information that will help form concepts and categories for making sense of experiences and seeing connections between them.

Concepts cannot be taught directly, but grow out of inquiry experiences. Each child constructs his/her own concepts in a unique and personal way. A child’s ability to understand and develop a concept is dependent on the availability of relevant experiences and cognitive maturations.

In order for inquiry and concept development to occur, it is important that the teacher provide an environment that is interesting, safe and stimulating, materials that are readily available for exploration and extended periods of time for active exploration and experimentation to occur.

Generally children approach their world with a sense of wonder, a teacher can influence how the children pursue that curiosity. It is important to be responsive to children and share that curiosity and interest with them. Talking with children when they are exploring and discovering is important, observing the children and by just being “with” the children provides reassurance and expands their understanding and concept development. Young children are developing concepts of classification, space, number, measurement, patterning, seriation (ordering) and time every day.

Children also learn through the routines and activities in their school day. Sequencing is learned through observing the daily schedule; we use the ‘literacy’ of numeracy daily, we talk about time, dates, ages and amounts in both natural and structured environments. The outside play environment, individual classrooms and the school are filled with maths concepts and it is far more than just number and shapes! Children require a range of play experiences and language to build on their understanding. It is important to look closely at
the environment and how we can best support, expand and enrich the possibilities that are planned for and happen in the classroom on a daily basis.

Space
Children develop concepts about space as they become aware of the relationship of their bodies to other people and objects. For some of our learners it could look like Orientation and Mobility. The discovery of position could be putting their diary in the box and their bag in their locker, moving to the court yard, to music or to the library.

Number
Number is more than just rote counting. The learners develop one to one correspondence, for example a cup for each child at morning tea time, how many chairs at group time, how many things in their lunch box.

Measurement
Learners develop the concept of measurement through water play, by filling and emptying containers, during active learning opportunities with containers of beans and pasta, and more structured activities such as cooking. Cooking the same food for a few weeks in a row builds on awareness and the child’s memory of the previous week’s activity.

Patterning
Children learn about patterning by threading beads and make necklaces, patterning occurs during block play and during music when they sing the chorus after every verse.

Time
Kilparrin learners develop time concepts as they experience the events in their day. They learn to understand that lunch play time is longer that morning tea play time. They learn that when they wait in the court yard with their bag it is the end of the school day and time to go home in the taxi. They learn that before they go shopping the list of ingredients is read out and then they walk to the shop.

The information below comes from The Early Years Learning Framework: Belonging, Being & Becoming (page 33)

OUTCOME 4: Children are confident and involved learners.
Children develop understandings of themselves and their world through active, hands on investigation. A supportive learning environment encourages children’s engagement in learning which can be recognised as deep concentration and complete focus on what captures their interests.
Active involvement in learning builds children’s understandings of concepts and the creative thinking and enquiry processes that are necessary for lifelong learning. Educators’ knowledge of individual children is crucial to providing an environment and experiences that will optimise children’s learning. Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

This is evident when children:

- participate in a variety of rich and meaningful inquiry based experiences
- manipulate objects and experiment with cause and effect
- apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these to new situations.

Educators promote this learning when they:

- recognise the mathematical understandings that children bring to learning and build on these in ways that are relevant to each child
- provide learning environments that are flexible and open ended.

Mathematics is fun and it appears the children and teachers enjoy exploring it.

A thought by Louisa May Alcott.

Far away there in the sunshine are my highest aspirations. I may not reach them, but I can look up and see their beauty, believe in them, and follow where they lead.

Lea Thorpe, Coordinator Curriculum and Pedagogy

2011 Bulb Fundraiser

Thankyou to the Kilparrin families and staff who placed bulb orders as part of the recent Bulb Fundraiser. The order has been dispatched and we are expecting to receive the bulbs before the end of the term, in time for planting in the school holidays.

The amount raised for Kilparrin was $105.50.

Thank you

Cheryl Elwood

Entertainment Book

The 2011-2012 Entertainment™ Book can now be ordered from Mia Nicholson. Please complete the attached order form and return it, with your payment ($65.00), to Mia. Cheques are to be made payable to Kilparrin Teaching and Assessment School and Services.

Thank you

Alison McWilliams

Mother’s Day Raffle

Please see the attached letter re the Mothers Day Goodie Basket Raffle being run by the Kilparrin Governing Council Fundraising Committee.
One in five people have an emotional problem in any twelve month period.

**BluePages**

www.bluepages.anu.edu.au

BluePages provides information on treatments for depression based on the latest scientific evidence. BluePages also offers screening tests for depression and anxiety, a depression search engine, and links to other helpful resources.

**BlueBoard**

www.blueboard.anu.edu.au

BlueBoard is an online community for people suffering from depression or anxiety, their friends and carers, and for those who are concerned that they may have depression or anxiety and want some support.

**Online cognitive behaviour therapy program for preventing depression**

www.moodgym.anu.edu.au

MoodGYM is an innovative, interactive web program designed to prevent depression. It consists of five modules, an interactive game, anxiety and depression assessments, downloadable relaxation audio, a workbook and feedback assessment.

Using diagrams and online exercises, MoodGYM teaches the principles of cognitive behaviour therapy – a proven treatment for depression. It also demonstrates the relationship between thoughts and emotions, and works through dealing with stress and relationship break-ups, as well as teaching relaxation and meditation techniques.

**Self-help program for depression, general anxiety and social anxiety**

www.ecouch.anu.edu.au

e-couch provides information about emotional problems - what causes them, how to prevent them and how to treat them. It includes exercises to help you understand yourself and others better. Even better, it provides you with a set of strategies that might help you to improve your life.

The e-couch program includes information, exercises and a workbook to track your progress and record your experiences, and toolkits to help you improve your mood and emotional state, and tackle challenges that you may be facing.

**Reviews of self-help websites for mental and physical health conditions**

www.beacon.anu.edu.au

Beacon is a portal to health online applications for mental and physical disorders. A panel of health experts categorise, review and rate websites. These ratings are provided to you by Beacon along with the link to the site and information about how you can get access.

Cheryl Elwood
Deputy Principal

**Hope & Help Conference Information for Families**

Hope and Help for Families of Children with Sensory Processing Disorder

Adelaide 12th May, 2011.

Public conference, targeted at professionals, parents and caregivers.

There will be guest speakers, including International Speaker, Alex Doman, CEO and Founder of Advanced Brain Technologies, (author of "Healing at the Speed of Sound").

This public conference is open to anyone wanting to gain an understanding of Auditory Processing, Sensory Processing and the impact it has on the children’s lives who are touched by it.

There will be an opportunity to explore interesting exhibits including tools to enable you to help your child, educational programs, books, CDs etc. This event is fully catered and every delegate will receive a conference information bag.

If you are interested in how to help your child reach their full potential, we invite you to join us.

For further details, contact
Donna (08) 8210-9477 or info@links2learning.com.au

**LINKS TO LEARNING TEAM**

Links To Learning
East Adelaide Medical Centre
50 Hutt Street,
Adelaide SA 5000
Ph: 61 8 8210 9477
info@links2learning.com.au
www.links2learning.com.au
Interesting Websites for Families

**Free Visual Aids:**
All children can benefit from visual aids and this website has free downloadable visuals to help people learn everyday activities. For school and home, the images are ideal for children, particularly those with Down Syndrome, Autism, ADHD, language disorders and delays.

Access the website at [http://visualaidsforlearning.com/](http://visualaidsforlearning.com/)

**Signing:**
Information about 'Talking Hands': [https://bilby.net/sign/ProdDisplayAuth or.asp?txtSearch=DeafSA](https://bilby.net/sign/ProdDisplayAuth or.asp?txtSearch=DeafSA)

**Disability Care and Support Draft Report:**
The Commission's draft report into Disability Care and Support is available on the inquiry website, along with some additional explanatory material.


**Better Start for Children with Disability (Better Start) initiative:**
The Better Start for Children with Disability (Better Start) initiative aims to assist eligible children with developmental disabilities to access funding for early treatment, diagnostic and management services.

From 1 July 2011, eligible children diagnosed with a sight or hearing impairment, Down Syndrome, Cerebral Palsy or Fragile X syndrome will have access to funding and Medicare rebates under the Better Start for Children with Disability (Better Start) initiative. Eligible children will also have access to new Medicare items.


**Walk & Roll tennis tournament:**
Participants with a physical disability will play doubles with an able bodied person. Team up with a family member or a friend and take on a new concept of wheelchair tennis. **Sunday 10 April 2011**, Broadview Tennis Club (Myponga Tce, Broadview).

**RSVP by Friday 8th April 2011 to Louise Woods, email: membership@wheelchairsports-sa.org.au or telephone: 8234 1533. Cost: $10.00 per doubles team (includes BBQ).**

**TeenZone Disco:**
TeenZone is a Vacation Care Program for teenagers living with disability and their siblings.

**When:**
Friday 29 April 2011, 1pm-3pm

**Where:**
Novita Children’s Services Theatre 171 Days Road, Regency Park.

**Cost:**
$5 per child (Adults free)
(all ages welcome)
Must be accompanied by an adult or booked into TeenZone.
For bookings and information, call Monique on 8243 8282

Dionysia (Denise) Hatzì
Chairperson
Kilparrin Governing Council

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**Healthy Snacks**

**Free Recipes**

**ORANGE LOAF**

20 minutes preparation
35-40 minutes cooking
5 serves of fruit in this recipe

**Ingredients**

- Olive or canola oil spray
- 2 cups self-raising flour
- ½ cup castor sugar
- ½ cup sultanas
- Rind of 2 oranges, grated
- ⅓ cup freshly squeezed orange juice
- 2 eggs
- ¼ cup low-fat milk
- 1 tablespoon margarine, melted

**Topping Ingredients**

- 125g reduced-fat ricotta
- Rind of 1 small orange, grated
- 2 tsp freshly squeezed orange juice

**Method**

Preheat oven to 180°C.
Lightly spray a loaf tin.
Combine flour, sugar and sultanas in a mixing bowl.
In another bowl mix remaining ingredients. Add wet ingredients to dry, stir and spoon into tin.
Bake for 35–40 minutes until cooked and golden.
Turn onto wire cooling rack. When cool, spread with ricotta topping. Store in refrigerator. (Serves 8)

**Topping**

Whip ricotta, rind and juice until smooth.

**Variation**

Replace half the flour with whole meal self-raising flour and use 1 cup chopped dried apricots instead of sultanas.

**Serving suggestion**

Serve with freshly sliced citrus fruit as a gourmet breakfast, or spread with a little marmalade and cheese, e.g quark or cottage cheese, for a delicious snack.

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Kilparrin families receive two free recipe booklets with this Newsletter. The *Eat Smart* booklet provides menus and recipe ideas to feed a family of four for around $8 per person per day.

*It's Easy with Autumn Fruit and Veg!* includes six delicious quick and easy recipes using Autumn produce.

Booklets are made available as part of the Go for 2&5 campaign.

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**Dionysia (Denise) Hatzì**
Chairperson
Kilparrin Governing Council

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