2012 DIARY DATES

Note:
In 2012 there are four 10 week Terms

TERM 2, 2012
Monday 11 June
Public Holiday: Queen’s Birthday
Friday 29 June
2:00pm Term 2 ends

TERM 3, 2012
Monday 16 July
Term 3 begins
Friday 21 September
2:00pm Term 3 ends

TERM 4, 2012
Monday 8 October
Term 4 begins
Swimming Block
(Ambulant Learners Only)
19 Nov-30 Nov
Tuesday 4 December
Proposed End of Year Assembly
Friday 14 December
2:00pm Term 4 ends

FROM THE PRINCIPAL

Recently Kilparrin School has had several opportunities to showcase the facilities and the learning that these wonderful facilities support. The Hon Jenny Macklin MP, Minister for Families Community Services and Indigenous Affairs, Minister for Disability Reform, visited with Mr Steve Georganas Member for Hindmarsh, and their advisors. They were interested to see the facilities in use with the classes operating throughout the school. They were delighted to experience the playground and see how well the learners make use of the plants and flowers. They commented on the learners’ calm and happy demeanour and were pleased that they were greeted so positively by the learners. The school and statewide service facilities are very impressive especially when the modifications to support vision and hearing are pointed out.

Jane Farrall has also spent several days with us this term and is due back next week. Jane is liaising with Carla from Novita and all of our learners are benefitting from their expertise. Kilparrin teachers are experiencing the best professional development tailored specifically to the learners and teachers (as learners) needs. This makes for a most exciting centre for learning at all levels.

At the Special Schools Principals Conference Roley and I spoke about Kilparrin Educator in Residence program and Kilparrin Statewide Service. We cannot assume that everyone knows the support available and we are constantly aware of the need to promote the service to ensure that we meet the educational needs of the learners Kilparrin was created to support.

Julie Aschberger, Director Special Education, Karen Marton, Educational and Developmental Psychologist (Sensory), Regina Elliot, Manager Regional Support Services Southern Adelaide and Lise Moody, Disabilities Statewide Operations, all visited and toured the site. We work closely with Karen in her role on the Statewide Verification and Support Team and also with Regina who manages the support services in our Region. As Kilparrin is a statewide service and a school we are managed with input from both Central Office and the Region. This visit was an opportunity to introduce and renew aspects of Kilparrin services with a shared understanding of future directions.

All Kilparrin teachers and Marc Kilparrin ICT support, attended the Inclusive Learning Technologies Conference last week. I joined the group for Thursday and Friday and was most impressed by the professional manner in which the staff conducted themselves and the collegiality they showed to each other. Kilparrin certainly made themselves known – acting roles to demonstrate behaviour management strategies and as a signing choir. The signing choir was part of a band composed of conference delegates which took part in the Battle of the Bands – they won!

The Conference was presented by Spectronics a Gold Coast based company which sources and supplies assistive technology for students with learning difficulties and disabilities. As part of the conference there was an international trade display of technology from assistive speech devices and programs to interactive whiteboards. It was an excellent opportunity to speak with the representatives and sometimes the inventor and see the device in practice. In the winning band in the Battle of the Bands, two people played iPad instruments while others played an electronic device called a skoog, a squeezable and colourful device that can be played by all children – something we may need to explore.

Alison McWilliams
Principal
CLASSROOM NEWS

ORANGE CIRCLES

Learners have been working on their social skills in a variety of different settings during this term. The class has continued our gym lessons with Ascot Park Primary learners which has included being involved with an AFL football clinic. James has been using his walker while we have been at gym.

As a class we are enjoying eating our recess and lunch in the courtyard with the other classes, it is a great time to catch-up with friends and have a chat.

We have also been joining Green Triangles for lessons to encourage appropriate social interactions.

Karen, Christina, Jess & Marina

GREEN TRIANGLES

The Green Triangles LOVE singing!
The Green Triangles class has a ‘Top 10 favourite song list’ that Georgia, Tyson, Adele and Amanda sing along to, all day long!

Our day starts with our group time ‘hit songs’. We sing action ‘Hello’ songs that encourage and reinforce the social skills introduced earlier in the term.

We have joined the Orange Circles class with their ‘community visits’ to the library and the local shops. This collaboration has provided opportunities for all the children to help each other and further develop their friendships, and introduce independent living skills.

‘Everybody swimming… swimming …swimming…’ was on the top singing list during our two week swimming program.

We got the bus rocking along to, ‘The wheels on the bus’, singing all the way to the Westminster School pool. At the pool, Tyson and Georgia both actively showed their love for water. Teachers Debbie and Margaret encouraged water safety skills, games and activities accompanied by lots of singing.

Tyson and Georgia’s water confidence and skills increased.

‘Pat-a-Cake, Pat-a-Cake, Bakers man’….and ‘Wash the dishes, dry the dishes’ are the top of the hits chart during our cooking on Wednesday. Anzac biscuits are still the favourite recipe.

‘How does your garden grow?’

Our Broad Beans are growing very well, and we water while we sing the teapot song. We have been discussing, watching and measuring the height of our tall Broad Beans, and our short peas.

Watch out for the new hit song, it will be ‘Row Row Row your boat…” Is now heading for the top of our Kilparrin charts!

Adele and Amanda

PURPLE STARS

Here we are half way through Term 2 already!! Where is the time going? Just goes to show that when you are working hard and having fun, time really does fly!

The learners in the Purple Stars are continuing to work hard during class time and social interaction amongst the learners...
continues to be a priority in the classroom. The number and frequency of interactions between individuals is increasing as learners are developing the skills to initiate conversations with one another.

Even though the learners have different modes of communication, whether it is spoken language, PORDDs, devices or Auslan (sign language), they still make an effort to greet each other during the day. It is lovely to see and with some facilitation by a staff member the conversations between learners can be extended and enhanced.

busy designing the layout of our school garden. This has involved lessons in the classroom and at the garden. At Bunnings the learners hope to buy some seeds that are appropriate for growing in winter. The learners are very excited!!

Becce, Elisha and Christina

YELLOW SQUARES

This term the Yellow Squares learners are being supported to learn more about appropriate social behaviour. They are being encouraged to interact with their peers rather than always going to an adult. Communication is an integral part of social skills and we are introducing new symbols and continuing to use signing to support language development.

Our excursion to the museum was very successful and we will look at extending that activity to more trips along the same bus route in Terms 3 and 4. The Yellow Squares demonstrated some excellent behaviour on the excursion and we all look forward to becoming more acquainted with the M44!

the girls will visit. The Yellow Squares learners are working cooperatively with the Ascot Park boys and each other.

Our shopping and cooking classes are also progressing well with some learners now able to find all of the weekly ingredients for their sandwiches by themselves. Some learners ask the deli staff for their sandwich meat on their own, and ALL of us say “thank you”! Sandwich constructions are being presented well and all learners do their best to cut their sandwiches in half. Our lettuce supply is over for now, but we still have carrots, cabbage, beetroot and red onions maturing in the garden.

Jess, Karly & Sarah

BLUE DIAMONDS

Term 2 is progressing quickly as all our terms always seem to do. The Blue Diamonds learners have been provided with numerous opportunities to learn and engage with their environment as part of our modified curriculum.

This term we have only boys visiting us from Ascot Park Primary School. We have played bingo with numbers and done indoor bowling as well as tower and bridge challenges. Next term
Conference on the Gold Coast and what a conference it was!! I have returned with a wealth of information and strategies to help learners with complex needs develop communication skills through the use of technology such as switches and iPads, incorporated into the daily curriculum. The conference was so inspiring and I look forward to providing further opportunities for the Blue Diamonds to extend their communication skills.

During the past fortnight learners have been practising a popular song by Bruno Mars, ‘Count on Me’, concentrating on the chorus and with the vocabulary supported by sign. The main message in this song is that you can always rely on a good friend and get help when you need it.

A concept of team work is reinforced through sharing a parachute which we use to a song ‘Parachute Journey’. During this activity our learners listen to the song and first walk in a circle to the left while holding the parachute. Stand still and shake the parachute vigorously to the words ‘stormy sea’. Towards the end we change the direction while listening to the particular words.

In Week 5 I had the privilege of attending the 4 day Inclusive Learning Technologies

In regards to staffing, we welcome Sophia to the Blue Diamonds, who will be the SSO on Mondays for the remainder of the term.

Rachel, Lyn, Kay and Sophia
During group music sessions we use an Interactive White Board activity learning about Indonesian instruments and music.

Krystyna
Music Teacher

**Some strategies for teaching learners with a vision impairment – Part 1.**

When thinking about strategies for learners with a vision impairment it is useful to consider the critical role of vision in learning. Studies estimate that 80 - 85% of education is presented through the visual sense and some writers give an even higher percentage. It is vision that enables the ‘whole’ to be absorbed, giving detailed information about near and distance and enabling awareness of the layout of an object and its relationship to an environment. Vision unifies information and our other senses together cannot provide the depth or detail of knowledge that vision gives in a single glance. When a learner has low vision the amount of visual data they receive is limited and can often be interpreted inaccurately. For learners with a vision impairment who have some useful residual vision, the visual environment is an important factor which can aid or hinder their learning. In teaching such learners, however the etiology, the curriculum needs to address the limitations in the range and variety of experiences and on the access to information that is available to the rest of the class. A considered, structured learning environment is needed to provide experiences and activities that would otherwise be missed. Some consistent modifications to presentation will improve clarity and comprehension in activities and enable participation and understanding.

In creating a less confusing learning environment there are areas with particular impact on vision to consider:

**Contrast**

Good use of contrast is about improving the visibility of an object. A dark object on a light background is easier to see than a dark object on a dark background and vice versa. An object that is the same colour as the surface it is on will be difficult to see. Strong colour contrast should be incorporated into all daily activities.

Contrast colours in plates, cups and cutlery.

Use working black or blue marker pens on a clean whiteboard.

White glue on white paper does not indicate where the glue has been applied. Use a ‘Blu Glue’ stick or other coloured glue which can be seen when it is applied.

Provide work surfaces that contrast with learning materials – black felt or material, black boards, single coloured tray, place mat or cards.

Don’t ask a learner to look at a red object being held in front of your red jumper.

Bold black lines around shapes to be cut out, bold line paper and black felt tipped pens increase contrast.

**Glare free environment**

Evenly spread, glare free lighting increases visibility. Glare from direct light entering a room can be reduced by closing the curtains and using overhead lighting.

Be aware of standing in front of a window when speaking to a learner as they will be looking directly into the bright light reducing their vision. Avoid glare on tasks, work surfaces (glossy paper or laminates), toys or areas painted in high gloss.

Consider the placement of computer screens, Interactive White Boards and displays to minimise glare.

Identify if changing sunlight across the day in the classroom is too strong at particular times in certain teaching areas or if shadows are created.

**Minimal background distractions**

Visual and auditory activities, such as movement and talking, in the learning setting may prevent a learner from fully concentrating on using their vision. Reducing visual and auditory distractions provides an environment supportive of optimising visual potential.

For all learners with a vision impairment, the information gained from the sounds in the environment can be either of value or a distraction. It is not a good idea to have music playing all the time as this can mask useful sounds which may
provide clues, as well as disrupting concentration.

To be continued…..

Louise Morpeth
Support Teacher
Kilparrin Statewide Support Service

As a result of our attendance at the conference, all teachers will be integrating assistive technology into their busy classroom and across the entire curriculum. Assistive technology is an essential consideration when providing accommodations and adjustments for learners at Kilparrin. We look forward to sharing our learning, challenging our learners and exploring assistive technologies as part of our teaching practices this year.

What a truly energizing conference this was! I’m sure many of our teachers have been just as inspired by the ILT2012 theme ‘Don’t think outside the box. Think as if there were no box’ as I was!

A few highlights for our staff included:
- Preconference workshops
- An impromptu flash mob during the conference dinner
- Jenny, Lea, Phoebe, Jess, Rachel S, Louise and I helping the AAAC band win the Battle of the Bands competition with our signing choir
- Keynote presenters and their engaging approach to educating learners with disability
- The opportunity to network with colleagues and share ideas

Ellen Berbec
Coordinator - Communication Technologies

Interactive Workshop for Parents - Siblings of Children with a disability
Presented by Kate Strohm
Thursday 7 June 2012
9.30 am – 11.30am
@ Kilparrin, 1C Duncan Avenue, Park Holme

Content:
- Issues for siblings of children with special needs
- How concerns present themselves
- Factors affecting adjustment
- What siblings need
- The role of parents

Dionysia Hatzi, Chairperson
Kilparrin Governing Council

Winter Warmer

Zucchini and Sweet corn Soup
8 minutes preparation
+10 minutes cooking
(7 serves of vegies in this recipe)
2 medium zucchinis, chopped
4 cups vegetable or chicken stock
310g can creamed corn
½ cup low-fat evaporated milk

Place zucchini and stock in a large pot and bring to the boil. Simmer over gentle heat for 10 minutes or until zucchini is tender. Remove from heat, puree in a blender until smooth. Stir through creamed corn and milk.

Serves 6.