**2010 DIARY DATES**  
**Special events for parents/caregivers**

**TERM 2**  
**Wednesday 23 June**  
10:30am Morning Tea**  
11:00am Term 2 Assembly**  
**Thursday 24 June**  
8:30am Governing Council  
**Friday 2 July**  
2:00pm Term 2 ends

**TERM 3**  
**Monday 19 July**  
Term 3 begins  
**Thursday 19 August**  
8:30am Governing Council  
**Thursday 16 September**  
8:30am Governing Council  
**Friday 24 September**  
2:00pm Term 3 ends

**TERM 4**  
**Monday 11 October**  
Term 4 begins  
**Friday 10 December**  
2:00pm Term 4 ends

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FROM THE PRINCIPAL

Unity
I dreamed I stood in a studio  
And watched two sculptors there,  
The clay they used was a young  
child’s mind  
And they fashioned it with care.

One was a teacher  
The tools she used were play and  
music and art.  
One was a parent  
With a guiding hand and gentle  
loving heart.

And when at last their work was  
done  
They were proud of what they  
had wrought.  
For the things they had worked  
into the child  
Could never be sold or bought!

And each agreed she would have failed  
If she had worked alone.  
For behind the parent stood the school,  
And behind the teacher stood the home!

By Cleo V. Swarat

Rachel Elliot shared this poem with me as she was considering inserting it into the learner portfolios for her class. I am sharing it with all of you as the poem so clearly describes the relationship that we strive for between school and home and it is a lovely reminder of the way we work.

It is the time that teachers are putting together the learner portfolios to be sent home at the end of term and I am lucky enough to be sharing them. Each one of our learners’ programs is developed around individual needs and abilities and evidence of learning is documented and recorded. This documentation is supported by photos as much of the learning cannot be documented with work samples.

At Kilparrin we rely on our families to support curriculum development through the Negotiated Education Planning process. By setting goals together we can target those areas of learning which can be supported best both at school and at home. These goals are then addressed within the broader curriculum offerings within the class. The broad curriculum is planned under the South Australian Curriculum and Accountability framework (SACSAf) which in turn will be replaced by the national curriculum which is currently so much in the news. This will generally be known as ACARA the Australian Curriculum, Assessment and Reporting Authority.

Another major area of collaboration between home and school is the Health Support Planning process. Each school agrees to support the Health Care/First Aid Plans provided by medical personnel for learners. Schools cannot make medical decisions and so need the plan from the health professionals to follow. This includes medication, transfers and positioning, continence care, oral eating and drinking and any personal care which requires support. Without the plan the school cannot provide the support.

A Health and Personal Care Support Needs Questionnaire was sent home in Term 1 for you to complete thereby identifying the area/s of support required. From this questionnaire specific ‘plan proformas’ have been identified and sent home for the medical personnel to complete. These are then returned to school and a Health Support Plan is developed for us to follow at Kilparrin. All the information for each learner is then compiled into a Health Support Folder. Collaboration between home and school ensures the best education and care.

Thank you for your ongoing support.

Alison McWilliams, Principal
CLASS NEWS
Focus: Term 2 in Review

ORANGE CIRCLES
We are almost at the end of Term 2 and the Orange Circles class has enjoyed extending their garden knowledge. We feel we are really ready to take on the new Kiparrin outdoor garden later in the year!

In science we have examined fruits and vegetables and discussed the distribution of seeds. We have also had a really good examination of some big flowers.

Omer and Chelsea took all of the photos and Letisha, Omer and Shaylen recorded all of the information about the pictures. We really hope you all enjoy it.
Jess and Jessica

GREEN TRIANGLES
This term’s theme *Me and the Garden* has involved the learners becoming more aware of their natural environment, and we have implemented various experiences to help foster this awareness.

We have been on nature walks around the school and local neighbourhood to collect materials to explore, compare, sort and collate, such as pods, autumn leaves that have fallen, tree trunks, flowers, and simply feeling the grass on our feet.

The learners have also listened to related stories and have been involved in growing broad beans, and we will begin collecting for our smelly containers over the next week.

To tie in nicely with our theme, on Friday June 25 we will be travelling to the Adelaide Botanic Gardens to attend *Singing in the Rainforest*, a musical performance, in the Bicentennial Conservatory. More information will be forwarded to you over the next week.

It has been lovely to observe the development in the learner’s awareness of routines within the classroom over the past two terms, and their calm, smooth transitions between one learning activity/lesson to another. These routines help the learners feel secure and confident, and help them be able to predict what will happen next. For example, we have a short daily relaxation period after lunch, and after coming inside, the learners will
lie down on the floor and/or request the regular music, books, cushions and sensory toys, without adult prompts.

This term we have been singing songs, playing games and using incidental opportunities to help develop an increased awareness of each other. This is such an important skill, as it provides the basis for moving beyond oneself and establishing/maintaining interactive behaviour with others.

Last week I was very fortunate to be able to attend two inspiring days of lectures in Sydney by Dr Karen Wolff, Ph.D. on social skills for young children with vision impairment, and I look forward to putting into practice the knowledge and useful teaching tools I have acquired.

Thank you for keeping in touch via the school diaries, and feel free to contact me at any stage with regards to your child’s development.

Rachel, Lyn and Hayley.

PURPLE STARS

Well here we are already at the end of Term 2! Hasn’t time flown by so quickly? Well they say time flies when you’re having fun!

It has been a very fun and productive term in the Purple Stars classroom. I have had time to really get to know the learners in the Purple Stars and what a wonderful time it has been.

The learners have been exploring the terms theme *Me and the Garden* through a variety of activities and experiences both in and out of the school.

In school we have been helping our seeds grow and discovering what they need to keep them healthy. We have also been doing lots of sensory exploration with items that we have collected from the Kilparrin garden. The learners seem to enjoy our walks through the garden and can often identify which herbs or flowers they like to smell. Lavender seems to be a favourite!

It has been a very busy and enjoyable term and we can now all look forward to a quick break to be refreshed for Term 3.

Beccy, Bruna & Hayley

YELLOW SQUARES

It is hard to believe that Term 2 is drawing to a close. We have had an exciting time growing bulbs and broad bean plants.

The learners have made some beautiful Art pieces from the school’s scented garden and some hand-print trees.

In Science learners have been experimenting with various plant growing conditions. For example, what happens to plant growth if we put the plant in a cupboard during the day? They have measured and taken digital photos of their plant’s growth. They have also learnt the correct labels for all elements of a plant.

The learners also have been
further developing their gross motor skills by participating in the Premier’s be active Challenge. We have used the SASVI playground to provide a different range of physical activities.

We have had some wonderful community experiences such as seeing the Panda Bears at the Adelaide Zoo and our regular excursions to the Park Holme Shopping Centre.

The learners have grown not only physically but also academically and are now signing the song Twinkle, Twinkle, Little Star. I can’t wait to see what they will be doing at the end of Term 3!

The learners have also been exploring the kindy garden and touching and feeling the different autumn leaves.

We have had a tertiary student, Bee, working with us this term. This has given the learners the opportunity to work with a different person in a safe environment and they have been able to show someone else the activities that they enjoy and share their learning experiences with them. I would like to thank Bee for all that she contributed to KELO.

I was very fortunate last week to attend a couple of days training and development on social skills for children with visual impairment at RIDBC in Sydney. From this course I have a greater understanding of the great importance of social skills for all children and that not all children with vision impairment are able to pick up on social skills through observation so they need to be taught appropriate social skills in order to be successful in life. It is also very important to teach social skills in the natural environment where they occur and not just in the classroom. I am looking forward to putting into practice the ideas that I have obtained from this course.

Karen and Kay.

In music time we have been busy continuing to work around the theme Me and the Garden practising our songs and actions using props representing various garden tools such as rakes, spades and a garden hose. The learners will present the new program to parents, caregivers and friends during our end of Term 2 Assembly, in Week 10 on Wednesday 23 June at 11.00am.

We are continuing our preparation for the Musica Viva performance at Kilparrin (a group called PASTANCE) next term on Monday 26 July in Week 2. We are listening to traditional folk songs of Celtic and Anglo origin and experiencing a wonderful array of unusual instruments including bagpipes, Celtic harp, baroque guitar and a drum called darabukka.

Kristel and I have also begun some preparation towards the Music: Count Us In national campaign which this year will take place in Term 3 on Thursday September 2nd at 11.30 am. This event will give our learners the opportunity to be
part of Australia’s biggest school
music initiative, uniting in music
with other schools from the
Dandenongs to Darwin,
Campbelltown to the Kimberleys.
This year’s song *Come Play Your
Part* is recorded by a 15 year old
student from Victoria, Bobby
Andanov (Australia’s Got talent)
and produced by John Foreman
(Logies, Australian Idol, Carols
by Candlelight).

We look forward to sharing our
music making with you at our
Assembly next week.

Krystyna & Kristel
Music Team

BELONGING, BEING & BECOMING

The Early Years Learning Framework

The Early Years Learning Framework is the first national Early Years framework developed for early childhood educators. The aim of the document is to enrich children’s learning from birth to five years and through the transition to school.

The framework forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning. It has a specific emphasis on play-based learning and recognises the importance of communication and language and social and emotional development.

The framework has been designed for use by early childhood educators working in partnerships with families, children’s first and foremost influential educators.

(Reference: EYLF. Introduction, p 5).

Fundamental to the framework is a view of children’s lives as characterised by *belonging, being and becoming*. Or as it is called by many known *The 3 Bs*

**BELONGING**

Experience *belonging*:- knowing where and with whom you belong, is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. *Belonging* acknowledges children’s interdependence with others and the basis of relationships in defining identities. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they become.

**BEING**

*Being* recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life.

**Becoming**

Children’s identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances.

*Becoming* reflects the process of rapid and significant change that occurs in the early years as young children learn and grow.

LEARNING OUTCOMES

There are five Learning Outcomes.

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of well being
- Children are confident and involved learners
- Children are effective communicators

I will keep you informed about the change over from the SACSA Framework to the EARLY YEARS LEARNING FRAMEWORK.

A quote from Christopher Robin to Pooh by A.A.Milne

*Promise me you’ll always remember.
You’re braver than you believe and stronger than you seem and smarter than you think.*

Lea Thorpe, Coordinator Curriculum and Pedagogy

More Tips for Healthy Meals

The great thing about mushrooms is that they are little nutrition treasures. If you follow a few simple rules they are easy to store, so you always have some on hand for that next meal. When you buy mushrooms a good tip is to use the paper bag,
rather than the plastic produce bag.

Mushrooms can stay in the paper bag on the lower shelf of the fridge until you need them.

Mushrooms are a nutritious addition to any meal. They are a low energy dense food, which means they are low in fat and have fewer kilojoules per serve than many other foods.

They are also packed with a variety of vitamins and minerals and are the only non animal food to have natural vitamin D. If you want to know more then you should check out the Mushrooms for Life website.

http://www.mushroomsforlife.net

A normal serve of mushrooms is 100g (three button mushrooms or one flat mushroom).

**Mushroom & Chicken Risotto**

**Method**

Preheat oven to 160°C fan forced.

Heat 2 tablespoons oil in an oven proof dish over medium heat. Add the leek, garlic and mushrooms and cook, stirring occasionally for 5 minutes or until leeks are soft.

Add the rice and cook, stirring for 1 minute.

Add the stock and bring to the boil.

Remove the pan from the heat, cover with lid or foil and transfer to the oven.

Bake for 18-20 minutes or until the stock is almost absorbed.

Meanwhile heat remaining oil in a non-stick frying pan over medium heat. Add chicken and cook for 5 minutes each side until just cooked through.

Remove to a board, stand for 5 minutes then thinly slice.

Stir the chicken, basil and parmesan into the risotto.

Season with pepper and serve.

Serves 4

www.gofor2and5.com.au

The Gofor2&5 SA Campaign provides lots of useful resources for families and schools. Attached to this Newsletter is a free recipe book with six ‘Winter Warmers’ for you to try at home.

Kilparrin is once again selling the Entertainment Books at a cost of $65 to parents/caregivers, staff and friends.

This book is a valuable purchase that provides you with hundreds of opportunities to access, at reduced cost, restaurants, attractions, theatre, recreational activities, cinemas, retail services, travel and accommodation.

If you would like to purchase the Entertainment Book please fill out the attached form or write a note in your child’s communication diary to Pam Dunnett at Kilparrin.