KILPARRIN NEWSLETTER
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WEEK 9 2011  TERM 2

DIARY DATES

TERM 2, 2011
Friday 8 July
2:00pm Term 2 ends

TERM 3, 2011
Monday 25 July
Term 3 begins
Tuesday 9 August
8:30am Governing Council
Wednesday 31 August
10:30am Morning Tea**
11:00am Term 3 Assembly**
Friday 2 September
Pupil Free Day
Monday 5 September
School Closure
Tuesday 6 September
8:30am Governing Council
Friday 30 September
2:00pm Term 3 ends

TERM 4, 2011
Monday 17 October
Term 4 begins
Tuesday 1 November
8:30am Governing Council
Friday 11 November
Pupil Free Day
Wednesday 23 November
8:30am Governing Council
Wednesday 30 November
10:30am Morning Tea**
11:00am Term 4 Assembly**
Friday 16 December
2:00pm Term 4 ends

FROM THE PRINCIPAL
Recently I attended the joint Australian Special Education Principal’s Association and Association of Special Education Administrators Queensland Inc, conference in Brisbane. I took the opportunity to visit schools for students with sensory impairments in the Brisbane area. Although there is no school in Australia like Kilparrin it is always worthwhile to note practice in a similar field which may be adapted for Kilparrin learners. I met with Special School Principals from every state in Australia and also teachers in Queensland who are Heads of Special Educational Services (HOSES) with responsibilities across groups of special classes in mainstream schools.

The conference focus was “Forensic Leadership: Examining Evidence Based Practices in Special Education”. The presentations and workshops I chose to attend followed the theme of “Evidence Based Practice”. This concept has developed from the medical model. In education it refers to programs and methodology which have been researched and had a body of evidence analysed to ensure that the practices in use in school are educational decisions made on the basis of objective data.

There is an abundance of new knowledge about learning in the public domain. Teachers need to be aware of research findings and also to be able to critically assess the information available.

We understand that the learners Kilparrin support have complex learning needs and that curriculum modifications must be made to enable access and participation by our learners. In these circumstances Kilparrin teachers are the researchers collecting the data for analysis. The cycle of evidence based practice and practice based evidence requires teachers to be researchers to assess, collect data, analyse data and develop the curriculum based on the evidence collected. Teachers as researchers is a concept which is not new, making this formal and publishing our findings is the next step.

Concurrent with the theme of evidence based practice was the practice based evidence of the value of active learning. The 300 hundred conference were all given an iPad to use for the duration of the conference. In between the presentations and workshops, short information sessions by Apple personnel informed us about the iPad in our hands. The engagement level of the conference was very high.

The iPad is socially inclusive device with potential to transform the way teachers and learners work and learn. We will be exploring their use at Kilparrin. Since this conference back at Kilparrin Jim Sprials from SERU has spent a day with all teachers undertaking an ICT audit of all available ICT in use at Kilparrin. Jim has also conducted parent information sessions through SERU.

With the Governing Council the Leadership group has proposed that we investigate the use of iPads at Kilparrin throughout the remainder of the year and then depending on our findings begin their application across the school from the beginning of 2012.

It is always of benefit to attend such conferences to meet with people working in a similar field, sharing ideas and information and then assessing the value of new ideas to be put into practice at Kilparrin.

Happy Holidays
Alison McWilliams
Principal
ORANGE CIRCLES

We have had a very busy term. As a class we have visited a number of different shopping centres including Marion, Ascot Park and Park Holme to do our weekly shopping for our cooking lessons. As part of our shopping lessons the learners have enjoyed catching public transport to get to the different shops.

Since the weather has not been very nice some mornings we have been going to the fitness room and enjoying the use of the equipment.

Have a great holiday everyone.

Karen, Bruna and Jess.

GREEN TRIANGLES

This term has flown by at such a rapid pace, and as a class the Green Triangles have been involved in many fun learning opportunities across the curriculum, including the introduction of rhyming words. We have been acting out nursery rhymes such as ‘There were 5 in the bed’, making up our own ‘silly’ rhyming words and reading stories with a strong rhyming component. It is pleasing to hear one of the learner’s comment that ‘rhyming words sound the same’!

Our new garden is really starting to take shape, and we have been making visits as progress is being made. It will be another great learning opportunity to be involved in.

In maths we have been developing number concepts through hands on experiences, songs and stories. We have also been playing ‘What’s in the box’, with the learners choosing an everyday item, naming it, and talking about its use. We then try to recall who chose what, using short term memory.

In literacy we have been working on switch activities which allow Tom and Chelsea to scribble using the interactive whiteboard.

In keeping with the term theme ‘Move to Learn’, we have been keeping active in a variety of ways, including spending time in the gym, excursions, swimming, health hustle, action songs and local walks, and I have been keeping a record of the activity for the Premiers be active
Challenge. Our school picnic is on Wednesday July 6 at Walkerville, and will be a nice way to finish off the theme, and we hope to see as many families as possible there to observe the learners in action.

Rachel, Jess and Lyn

PURPLE STARS

Well here we are again at the end of another term, and what a wonderful and busy term it has been!!

Right from the beginning of Term 2 the learners in the Purple Stars were ready to go.

As well as being active the learners have also been working very hard in their daily literacy sessions. Literacy in the Purple Stars is very important and we are currently focused on the features of a story including: title, author, who, what, where and when. Whole class sessions involve the learners reading a story and exploring these features so that we can then construct our own story as a class. All learners contribute with their own personalised form of communication.

Next term we look forward to filming our ‘Possum Magic’ movie.

All in all it has been a fantastic term and I cannot wait to see what next term will bring!!

Beccy, Hayley and Elisha.

YELLOW SQUARES

The learners in the Yellow Squares have produced some amazing work this term! We have cooked sumptuous lunches for the staff with fabulous reports back about our samosas, chicken Caesar salad, sushi, and frittata. The boys have learned some new catering skills and are showing improvement in the skills they already knew. There is also a lot more bravery in the kitchen about trying new things!

Our large paintings on canvas are not yet ready to go home. They are looking fantastic and we will continue to work on them into Term 3. Each painting is entirely the learner’s own work and each of the boys has developed quite a unique style with the result being three very different paintings.

Angus has had some great success with switching and is enjoying more control over his environment due to his improved communication. He uses the switch purposefully at mealtimes and has a bit of fun with it during class times. Sometimes he sends and receives messages with learners from other classes! Work in communication with Zane and Logan has produced some fantastic signing footage, some of which has gone home to families… there will be more of that to come! The quality of our signing has really improved (Jess included!) and we are having some great conversation
This term we have introduced some new activities and teaching tools at preschool as part of our focus on developing and encouraging the use of vision. Nasser is painting on gold reflective paper in a well-lit area to stimulate his functional vision use during a familiar play activity.

Reflective papers, fabrics and objects are included across our preschool program to stimulate the children’s use of vision as they play and explore. Nasser also spends time over the cutaway block during his floor play time, and the black and white keys of the piano are one ‘cause and effect’ activity he accesses which provides strong visual input.

Dylan’s vision is being stimulated by the use of a light box with some translucent plastic and gel within the box. This also provides a strong contrast for objects he is exploring. The surface of the box also allows items to be attached with Velcro so they remain in one place for Dylan to locate them more easily.

These are just a few of the activities that are programmed across the week for the children in KELC. As part of the inclusive setting at Forbes Children’s Centre, we plan the activities to maximize involvement with the other children, the learning environment and evolving projects. We look forward to welcoming a new child into KELC during Term 3, and continuing our program with all the children and staff at Forbes.

Jenny and Kay
The highlight of this term was a whole school excursion to Grainger Studio to attend a performance by The Adelaide Symphony Orchestra presenting ‘Peter & The Wolf and The Musical ZOO’. Before this special event we listened to the story and music in group music sessions and we learned how the animals are portrayed by the various instruments. During the concert we had the opportunity to hear the less known instruments of the orchestra like the oboe, flute, bassoon, clarinet and timpani.

We can be proud of our learners who sat well, listened and behaved appropriately during the 1 hour concert. They have been a part of a large audience with peers from main stream schools.

Krystyna and Kristel Music Team

Curriculum News ‘Group Time’

The learners at Kilparrin are involved in 1-1 activities and in group times. Children who are blind, vision and or hearing impaired will benefit from inclusion with two or three children in a small group, prior to participation in a large group. Group music time, health hustle and other times we come together are important and provide the children with a sense of belonging to the Kilparrin community. Our assemblies are a fabulous indicator of children enjoying the opportunity to come together as a school, be in a large group and share their accomplishments with each other. These activities are also in readiness for the learners to participate out in the community at other performances.

The purpose of group time is to support the children to;
- focus and maintain attention
- sit, listen and wait to take their turn
- follow directions and adjust to group expectations
- share knowledge and interests with their peers
- to share enjoyment and a sense of fun with their peers
- have a sense of ‘belonging’

Active participation in real life experiences provides the children with opportunities to develop a wide range of skills. Most importantly it is through the thoughtful and supportive intentional teaching provided by the class teachers involved in each child’s learning, that is fundamental to the development of their confidence and willingness to participate in new experiences.

Lea Thorpe, Coordinator Curriculum and Pedagogy

A thought by Joel Arthur Barker

Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world.

Swimming Block

This term some of our learners were involved in a two week swimming block, using the indoor pool at Westminster School.

Learners in wheelchairs swim weekly at Minda pool but the remainder of learners have three swimming blocks spread across the year focussed on intensive daily swimming across the week.

It is hoped that these intensive blocks of swimming will enhance the skill development of the individual learners and positively boost fitness levels.

Of course swimming fits perfectly with our ‘Move to Learn’ theme and it was great to have ten days of physical activity in these colder months.

Learner’s Garden

This term has seen the start of construction for the Learner’s Garden. Raised garden beds, a tool shed and fencing have been installed.
The garden will support a range of curricula and can be integrated into healthy eating, cooking, literacy, science, math and orientation and mobility.

Learners have watched the progress with interest and Term 3 will see the first soil tilled and the first seeds planted.

Watch out in our Term 3 newsletters for further news on what is a very exciting addition to our teaching and learning environment.

Presentation of Sunshine Coach

Wednesday the 29th of June saw the official presentation of our new Sunshine Coach. Kindly donated by Variety with the support of Balfours the new Toyota Coaster replaces our old smaller passenger bus.

Seating 14 learners and with facility to take up to 3 learners in wheelchairs the bus gives our school the opportunity to travel as entire class groups.

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Healthy Winter Meals

VEGIE LENTIL SOUP

10 minutes preparation + 35 minutes cooking.

11 serves of vegies in this recipe

- 1 onion, chopped
- 1 clove garlic, crushed
- 1 carrot, diced
- 1 potato, diced
- 1 parsnip, peeled and diced
- 1 stick celery, diced
- 125g red lentils
- 6 cups chicken stock or water
- 1 tablespoon tomato paste
- 2 or 3 sprigs parsley, chopped

Saute onion and garlic in a large pot with a little water until onion is translucent. Add carrot, potato, parsnip and celery and cook for a further 5 minutes. Stir in lentils, stock and tomato paste. Bring to the boil, cover and simmer for 30-35 minutes, stirring occasionally. When lentils and vegetables are just cooked, add parsley.

Serves 4.

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