2012 DIARY DATES

Note:
In 2012 there are four 10 week Terms

TERM 2, 2012
Friday 29 June
2:00pm Term 2 ends

TERM 3, 2012
Monday 16 July
Term 3 begins
Friday 7 September
School Closure (Adelaide Show)
Monday 10 September
Pupil Free Day
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

This is the last Newsletter for the term as the school holidays begin on the 2nd July. Although it is cold, wet and windy and we have had fluctuating attendance both for learners and staff, the term has been lively and stimulating. At the end of term the learners will be bringing home their Portfolio which is their learning and achievement record for the first half of the year. We ask that you return the portfolio next term so it can be built on for the remainder of the year. At the end of Term 4 the Portfolio will be sent home for you to keep as a record of the year’s learning and achievement. We also ask for your feedback as we are constantly reviewing our assessment and documentation. There is a sheet included in the portfolio for this purpose.

Last week a delegation of educators from Malaysia visited Kilparrin. They are establishing a Special School and were interested in our use of space and how we develop curriculum for individual students. They were very appreciative of the hospitality they were offered at Kilparrin. We hosted a vegetarian lunch for them. Jess Whalley who is an accomplished cook and has lived in Malaysia cooked some dishes in traditional Malay style. This was particularly appreciated by all of us and especially the delegation as they were missing their familiar food. They enjoyed the sweet treats that staff provided and we also enjoyed some salad vegetables grown by our students in the Kilparrin garden.

Last Wednesday we held our term 2 Assembly. This Assembly was led, very capably, by the Yellow Squares class. The theme was Social Skills and it was exciting to see the development of social skills on show by all of the students. It was an outstanding example of learning made visible. This was one of the fastest hours I have experienced. Each student participated either in the visual productions and or in the class items. Over 50% of our families were represented and shared in this treat. Friends of Kilparrin, who attended, included one couple who have kindly made donations to Kilparrin and one of our treasured volunteers. The teachers and staff demonstrated their skills in making iMovies and in leading the production and direction of the items for the students to showcase their learning. There was hardly a dry eye when Omer led the singing of the Bruno Mars song “Count On Me”, or when watching the classes in action in their fast paced, visually and aurally exciting movies. The students developing ability to remain on task and respond appropriately in a group with an audience, was wonderful to see and a credit to them and to their teachers and support staff.

This week I was invited to participate in the Educational Innovations Workshop: Leading Culture Building and Professional Learning Communities for sustainable Innovation. I was delighted to share Kilparrin’s approach to accessing professional learning for our staff to enhance our students’ learning.

Alison McWilliams
Principal
ORANGE CIRCLES

We have had a busy term in Orange Circles.

We have continued with our gym lessons with Ascot Park Primary School, which have included being involved in 2 football clinics. We have also continued our shopping trips catching the bus and train. We have also continued our regular visits to the Park Holme Library.

It has been very exciting this term using more technology within the classroom; we have been using Clicker 5 to help everyone participate in our morning routine with greater independence.

We have also started using iPads in the classroom to extend our core curriculum.

I hope everyone has a great holiday and see you next term refreshed and ready to go.

Kilparrin Assembly was our first ‘LIVE’ performance of “Row, Row, Row your boat” and our new favourite song, “UP High, DOWN Low.” This new song is reinforcing the Math concepts of up, down, low, high and in the middle.

The Musica Viva concert was fantastic. Georgia and Tyson had the opportunity to practice “UP high, DOWN low” when they played the Saron. The Saron is an Indonesian Instrument that is similar to the xylophone.

GREEN TRIANGLES

“Row, Row, Row your boat,” has been the “top” song for a few weeks. We sang the song as an extension to studying the book, “Who Sank the boat.” The song helps us to work together with our movements and actions and we sing into the microphone. We have now started some dance routines, and the Wiggles, “Rock-a-Bye your Bear” is now rockin’ our Green Triangles class!

Krystyna has been introducing these Indonesian instruments as part of her music program throughout the term and it was a great pleasure to watch the learners interact and experiment with the different instruments after the musicians had played their songs.

Adele and Amanda

PURPLE STARS

Here we are at the end of Term 2! Halfway through the school year already! It feels like only yesterday that we were strolling into the school grounds after the Christmas holidays... Where has the time gone? Well I can tell you, for the learners in the Purple Stars it has gone into 2 full terms of solid work.

The learners have worked extremely well for the first half of the year. They have shown an eagerness to learn and improve. Communication and literacy, in particular has been a priority this year. Communication in the Purple Stars looks like: PODDs, iPads, gestures, facial expressions, Auslan sign and speech.

PODD stands for Pragmatic (the ways that we use language socially), Organisation (words and symbols arranged in a systematic way) Dynamic Display (changing pages). A PODD is a way of organising whole word and symbol
vocabulary in a communication book to provide modelling for learning. PODDs provide vocabulary for communication at all times in different settings.

A personalized mode of communication has been developed for each learner and improvement has been noticed in everyone's communication. The use of the group PODD in the classroom has significantly assisted the learners with their communication. It provides a model for the learners who use PODDs and it provides the language for the verbal learners in the classroom. It has been a great asset to the class.

The excursion to Bunnings was a success with our mission to buy some seeds to plant in our garden completed with much enthusiasm. Each of the learners was able to choose some seeds that they would like to plant. It was a thoroughly enjoyable educational excursion.

We now look forward to finishing up the term and planning for Term 3.

Beccy, Elisha and Christina

YELLOW SQUARES

The Yellow Squares class has been concentrating on this term’s theme of Social Skills. We have a lot of discussion based around behaviour that is appropriate and different contexts for appropriate behaviour. We try to remember that our peers can help us out just like adults and we try to communicate well with our school friends.

Social skills are absolutely vital in the development of all children. Sometimes we need to remember that it is hard for children to understand when and where a particular behaviour is appropriate. Although it has been the theme for this term, the Yellow Squares will continue to focus on developing our social skills throughout the year.

Jess, Karly & Sarah

Our classroom changeover is now complete, with new iPads for the learners, and Apple computers for both the Interactive White Board and the classroom computer. The learners now have the option of typing their work and we are beginning to use a variety of educational applications across the curriculum.
BLUE DIAMONDS

The term has certainly whizzed by in the Blue Diamonds class. Term 2 has seen a focus on developing awareness of self and others; communication and physical skills. One example of our work on communication was when highlights of one learner’s interstate holiday were recorded on the ‘big mack’ communicator. At lunchtime the learner was able to share information about his holiday with other learners and staff, which created plenty of interest and interaction.

As a class we have begun assessments and goal setting for the MOVE program. Learners are encouraged to develop greater participation and independence; supported sitting, standing transfers and the use of specialised equipment such as standing frames and walkers has been integrated into our daily program.

Developing literacy and communication skills has and will continue to be a focus in the classroom, providing many opportunities throughout the day for learners to access personal communication systems and develop yes/no responses. As learners learn how to use the system it is sometimes unclear whether responses are always intentional and consistent. Staff assume that the response given is intentional and let the learner know how and why they have interpreted the response, for example, ‘you’re looking at the yes symbol so you’re telling me yes’. Letter writing has been a successful activity throughout the school, and learners have also been doing regular writing using alphabet flip charts.

The learners have participated in regular community walks this term to local shops and the Park Holme Library, including shopping for ingredients for smoothies. The switch adapter was used to activate the blender to ensure all learners were involved in the whole process, and those that could, enjoyed a taste.

We look forward to working with families in Term 3 and providing further learning opportunities for the Blue Diamonds class.

Rachel, Lyn, Kay, Sophia and Jess

MUSIC

At Kilparrin on Tuesday 19 June we had at a live performance by group Makukuhan, representing Musica Viva In Schools program. This Indonesian percussion group took our learners on an exotic journey through a variety of musical styles focusing on melodic percussion and rhythm. From the beginning of Term 2 classes have done lots of preparation during music time for the Makukuhan visit, to be ready for the performance so the learners could fully participate. This was an enjoyable and interactive experience for all of us with great opportunities for practising audience skills in the smaller environment.
Australian family living on the farm and their struggle with everyday life.

Group music sessions continue to focus on activities and songs related to the theme ‘Social Skills’. In music time this term our learners have had many opportunities to practise group skills such as: listening, turn taking, waiting and participating. We successfully presented our new music items during school assembly on Wednesday 20 June.

I am also happy to report that learners involved in the choir have been busy attending weekly rehearsals at Ascot Park Primary School, and the learning of the repertoire is going well. These learning and practise sessions will culminate in a performance later in the year at the Festival Theatre as part of ‘The Festival of Music’. This year the musical program includes compositions about respect, family and living together. The Commissioned Work “Danny Allen Was Here”, by John Schumann, is about an

Minimal visual clutter

A plain uncluttered background, with strong colour contrast between the background and the items against it, reduces visual confusion and allows objects to be seen more easily. It may be difficult to locate people and objects if the background is busy. Presenting only a small number of objects on a visually simple background reduces visual clutter.

Walls and windows in schools are often covered with complex visual displays, mirrors and window paintings. Whilst it is important to provide a stimulating and varied visual environment, it is also important that the environment does not become too cluttered. Furniture and equipment needs to be seen clearly against walls. Shiny displays or mirrors can provide confusing images. Sometimes painted scenes on windows can be reflected onto surfaces and floors creating very confusing shapes and patterns. Patterned carpets or tiles can add to clutter making contrast poor.

The Comic Sans font is frequently used in classrooms on computers, Interactive Whiteboards, worksheets and displays. However this is a very difficult font for learners with a vision impairment to read, as is Times New Roman, or any decorative font. Century Gothic font is a much clearer font with its simple lines and curves. Verdana and Arial are also much easier to read (though use the less plain a/a rather than o).

Leave out unnecessary detail on worksheets and whiteboards. Ensure readers have clear text separated from illustrations, which should be simple with good use of black outline and colours.

Appropriate size

Small pictures are difficult for children with a vision impairment to see. Providing pictures that are sufficiently large to enable the detail to be visible assists with visual discrimination and sustained viewing.

Books presented to whole groups need to have large, simple illustrations, or the learner needs to have their own copy. If not, enable the learner to have a good look at the book before it is presented to the class.

Size of print will be individualised to the needs of individual learners both in
materials presented close and at distance on the board. Enlargement is not necessarily the best strategy for a learner as this will involve increased scanning.

**Time**

A learner with a vision impairment will require additional time to respond to and consider a visual stimulus. Provide time for learners to look closely at objects and people and to touch and explore so they can add to their visual knowledge. Vision fatigue is an aspect of vision impairment when a learner has to work hard to make best use of their vision and make sense of what they are seeing. Allow time for rest breaks or alternating visual and non-visual activities.

A learner with a vision impairment can adapt to changes in the classroom and will be stimulated by new interests and dynamic environments as any other learners; however they will need to be specifically alerted to changes in the room layout and given time to explore alterations and new inclusions.

Louise Morpeth
Support Teacher
Kilparrin Statewide Support Service

**Healthy Winter Dinner**

Fast Vegie Spaghetti

10 minutes preparation + 10 minutes cooking
11 serves of veggies in this recipe

- 500g spaghetti or other pasta
- 2 teaspoons vegetable oil
- 1 small onion, thinly sliced
- 1 small carrot, thinly sliced
- 1 small stick of celery, thinly sliced
- ½ capsicum, seeded and cut into small dice
- 1 small zucchini, cut into small dice
- 570g tomato based pasta sauce
- ¼ cup grated Parmesan cheese

Cook pasta according to packet directions and drain. Heat oil in a saucepan, add onion and cook until soft. Add other vegetables, stirring until well mixed. Lower heat, cover and cook for 5-7 minutes. Add pasta sauce to vegetables and heat through. Remove from heat and serve over pasta. Sprinkle with cheese.

Serves 4-6.

**Variation**

Substitute other vegetables for those listed – use those you have in the refrigerator or freeze.

SERU are also holding another free introductory iPad morning for parents on the 22nd June. Information and bookings at the same web address as above.

Dionysia Hatzi, Chairperson
Kilparrin Governing Council

**Entertainment Book**

For only **$65**, the new 2012/2013 Adelaide Entertainment™ Book contains over $15,000 in valuable 50% off, 25% off and 2-for-1 offers from the best restaurants, attractions, cinemas, sports and hotel accommodation.


$13 of every book purchase goes towards Kilparrin fund-raising - so please tell your family and friends, as the more books we sell, the more funds we'll raise.