DIARY DATES

TERM 3, 2011

Wednesday 31 August
10:30am Morning Tea**
11:00am Term 3 Assembly**

Friday 2 September
Pupil Free Day

Monday 5 September
School Closure

Friday 30 September
2:00pm Term 3 ends

TERM 4, 2011

Monday 17 October
Term 4 begins

Friday 11 November
Pupil Free Day

Wednesday 30 November
10:30am Morning Tea**
11:00am Term 4 Assembly**

Friday 16 December
2:00pm Term 4 ends

FROM THE PRINCIPAL

This Term in Week 8, we will be meeting with all parents to review each learner’s progress against the individual learning goals that were agreed at the beginning of 2011. Letters and a questionnaire will be sent home for you to fill in to inform us of your availability. Please return the questionnaire to the school no later than Monday 22 August.

Negotiated Education Plan (NEP) review meetings provide an opportunity to celebrate your child’s attainments and to discuss your child’s learning with the class teacher. This Term is also when we celebrate Hearing Awareness Week, School Services Officers Recognition Week and Literacy and Numeracy Week. We will be in touch to let you know how we are acknowledging each important occasion. This Term we are also implementing the first of the Low Vision Clinics at Kilparrin to further support our understanding of the learners’ vision impairment and the effect it has on access and participation in the curriculum. Guide Dogs SA-NT will work together with Kilparrin School to develop a Paediatric Low Vision Clinic on site at Kilparrin during school Terms 3 & 4 this year.

Low Vision assessments do not take the place of a regular Ophthalmological and Optometrical assessment and review and learners must continue with their scheduled appointments. It is hoped that the Low Vision assessments will provide an additional level of knowledge about your child’s vision that is purely focussed upon optimising visual performance at school.

Paediatric Low Vision Clinics will be conducted on site at Kilparrin prior to being expanded to other school and preschool facilities outside of Kilparrin. Extension beyond Kilparrin will only take place once a formal review is undertaken.

Clinics will be staffed from Guide Dogs SA-NT with a range of qualified clinical staff including:

- Orientation & Mobility Instructor (O&M)
- Occupational Therapist
- Orthoptist.

Paediatric assessments where possible will include:

- screening for correction
- acuity measure
- ocular motor function including convergence
- visual inattention
- fields
- contrast sensitivity
- scanning patterns
- stereo acuity/binocular vision
- line correction
- colour preference
- lighting
- movement detection
- neurological vision loss
- perceptual assessment including: spatial relationships, object closure, form constancy, visual discrimination and visual memory
- movement detection (Riddoch’s effect).

This is an exciting initiative that we have begun with the Orange Circle class and will move through the school as teachers identify learners who would benefit from the clinic. As each class group is considered, a letter will be sent home asking for your permission for your child to participate in the clinic.

This is also the term when, across DECS sites three groups; students, staff and parents are asked to contribute to the data collection of satisfaction levels in schools and preschools. Parents have been randomly selected by DECS and letters will be sent out to those families. This data is included in the Annual Report for each site.

This is a very busy term as we move from winter into spring with the return of sunshine and colour and The Show.

Alison McWilliams
Principal
CLASSROOM NEWS
Term Theme: BEING

ORANGE CIRCLES
Term 3 has started off as a busy term. We are continuing with lots of exciting activities that we were doing last term including regular shopping trips to a variety of different shopping centres around the city and joining a class at Ascot Park Primary School for a gym lesson once a week. We are also looking forward to attending the rehearsal for the gymnastics assembly on Friday the 12th of August so that we can see what some of the students from Ascot Park Primary School can do.

The learners have been working in different groups for literacy this term, Letisha, Jake, Omer, Zane and Brooke have been working in the Orange Circles classroom for literacy.

We have been concentrating on alphabet recognition and using the letters to build larger words. We have also been enjoying quiet reading of the books we borrowed from the Park Holme library and enjoying puzzles.

GREEN TRIANGLES
I can’t believe we are in the second half of the school year already.

Our theme for this term is Being and will encompass developing the learners’ awareness of themselves, their social interactions, social awareness, and their independence and well being.

We have made the most of the unusually warm weather for this time of the year with outdoor learning opportunities such as seed play, easel painting, musical instruments, climbing and circuit, books and cushions, football and imaginative play. When the weather is undesirable, we are fortunate to be able to utilise areas such as the classroom courtyards, gym and orientation and mobility area, for various purposes.

We have been very fortunate in acquiring an iPad in the classroom, and have begun exploring some of the apps and taking photos of ourselves. This has been lots of fun, including some of the photo programs which make silly effects. I’m sure the iPads will be a valuable and fun learning tool for all the learners in the class.

This term we are trialling focus literacy groups within the school, which will see the learners participate in small groups for structured literacy activities such as prewriting, reading, Braille, book boxes, switch devices and alternative pencils. We will also be exploring some of the short listed books for ‘book week’ which is in Week 5.

We will still continue with our morning group time of greetings, name awareness/recognition and songs, which the learners are familiar with. Recently, Brooke wanted to lead the group, and proceeded to carry out the routines I do as teacher, which was entertaining for all and demonstrated her familiarity with this part of the day.

Rachel, Lyn and JessB
**PURPLE STARS**

Welcome back everyone to Term 3! The Purple Stars have settled back into the school routine well and have started this term showing a keen interest in working hard.

The theme for this term is *Being* and this is a topic that will be incorporated throughout the curriculum. However, the learners in the Purple Stars have been focusing particularly on ‘emotions’ and ‘being ourselves’. We have been acknowledging that everyone is different and unique and that this is a good thing. We have been working on self-awareness and being aware of how we are feeling.

Literacy sessions have been continuing and are a great way to start the day. The learners in the Purple Stars are all engaged during these sessions and we have been continuing our work on story writing. As a class we have written a few stories that we will make into a class big book. Each of the learners contributes by using their own form of communication, whether it is speech, sign, communication devices or switches.

Last term the Purple Stars were making fruit smoothies each week. This term the learners are focusing on vegetables and will be cooking mashed potatoes each week. Every week we will look at a new vegetable and add it to our mashed potatoes! So far we have looked at potatoes and peas.

The learners in the Purple Stars have also been briefly introduced to the iPad. We have been looking at a few applications that we think will be good to use in the classroom to enhance our learning (and just for fun as well!!).

This term looks to be a busy one and I look forward to working hard with the learners!

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**YELLOW SQUARES**

The Yellow Squares have returned, refreshed, after the mid year holiday! This term we are investigating some different options for literacy learning which may see some different learner groupings and changes of focus for individuals. With both Book Week (week 5) and Literacy Week (week 6) occurring in Term 3 we will continue to devote a substantial amount of time to literacy learning. For the learners in the Yellow Squares literacy group, this will mean a continued focus on effective communication through Auslan sign as well as more traditional reading and writing in English and symbol communication.

Our theme for this term is *Being* which will overlap into many areas of classroom learning and help learners to further develop self awareness. We will continue to work on our cooperative tasks in PE and concentrate on basic skills which make learners more confident in their bodies and how they work for them.

We are also using a lot of video technology to help learners reflect on how they execute their communication attempts. Learners have had a brief introduction to the iPad and have demonstrated some fantastic skills! Communication through switching is also being explored with learners moving out of switching purely to communicate wants and needs and into more socially oriented communication.
In other groundbreaking news at Kilparrin (pardon the pun…) the Yellow Squares have sown the first seeds in the new garden! This is a very small crop for now, until our irrigation system has been completed, but we hope to have something to show out there really soon!

Jess and Marina

At KELC this term we have welcomed Madison in to our group for one day each week, and she had a calm and happy start to kindy. It is our primary goal that KELC children feel comfortable in the preschool environment and enjoy the company of their peers and the staff. This links to the notion of Being, with the importance of building relationships, finding joy in everyday activities, and developing capacity to cope with challenges such as separating from Mum and beginning kindy.

Madi has been introduced to some routine activities that will be repeated each time she comes to kindy in order to cue her to her day and provide predictability and a sense of security. For example, each day Madi will start with a swing on the hammock before going in to our group time, and we will structure her day around clear routines that are supported with natural object cues.

Dylan is demonstrating that he is taking joy in his play at kindy and developing relationships. In these photos, he is having a roll and stretch outside as some of his kindy friends make cars and trains for him to push. Recently, Dylan has been able to resume participation in music sessions with Krystyna, and he particularly enjoys listening to the other children and sharing the music activities with them.

We plan each preschool day in a way that values the ‘here and now’ of each activity, and value every child’s engagement in all aspects of play and learning.

Jenny, Kay & Hayley.

KILPARRIN EARLY LEARNING CENTRE

The Early Years Learning Framework (EYLF) builds upon the importance of BELONGING, BEING & BECOMING. Our focus for the newsletter this term is the idea of Being.

‘Being’ recognizes 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. The early childhood years are not solely preparation for the future but also about the present’ (EYLF p7).

Great news! We have a new piano in our small music room for our learners to experiment with and play tunes on. It was delivered to Kilparrin in Week 1 this term and Jake was the first learner to have a turn with pressing the keys up and down the scale and to experience the beautiful sounds. We also
looked inside the piano to see lots of strings and hammers and observe how the sound is produced.
Also Shaun has already had the opportunity to play *Twinkle, Twinkle Little Star* using both hands.

This term in music time we will be exploring through songs and activities relating to our new theme: *Being*. There will be a body rap and body awareness songs packed with lots of actions.

We will also concentrate on Musica Viva activities as we have invited a group called *The Rhythm Works* to Kilparrin. They will perform a wide range of original percussion music, drawing upon African drumming, Caribbean-inspired steel drum melodies, and fast exciting Latin tunes. This performance is a part of our music education program and builds on preparatory work done in group music time. *The Rhythm Works* will perform at Kilparrin in Week 7, on Wednesday 7 September.

Once again this year we will take part in a nationwide program called *Music. Count Us In*. This year’s song is *We’ve Got the Music* co-written by four high school students from across Australia. We have already begun learning this song which will be performed at the same time as nearly a thousand other schools in the nation’s biggest music gig on Thursday 1 September. We are also planning to present this song during our school assembly in Week 6 this term.

We are also looking forward to our whole school excursion to the Hopgood Theatre at Noarlunga on Wednesday 21 September to attend a production by Patch Theatre of *Mr McGee and The Biting Flea* and other stories by Pamela Allen. We will travel by train to see three curious warehouse workers transforming a storeroom into enchanting little miracles of music and play.

Krystyna & Kristel
Music Team

Our theme for Term 3 at Kilparrin is *Being*. The Early Years Learning Framework for Australia’s vision for children’s learning is for “all children (to) experience learning that is engaging and builds success for life”. From before birth, children are connected to family, culture and place. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world. (EYLF 2009). At Kilparrin the focus is building on the individual interests and the abilities of each child and learner.

*Being* recognizes 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 in life’s joys and complexities and meeting challenges in everyday life. (EYLF 2009)

The children are challenged every day and it is the responsibility of every teacher to ensure the children are challenged, that they are successful and are happy in their school day. We as Kilparrin teachers are also learners and we are also challenged!

The Teaching for Effective Learning (TfEL) Framework guide describes learning for effective teaching. If teachers engage in professional learning communities and networks, they will be avid, ongoing learners about their professional work and actively participate in collegiate learning.

During staff meetings we learn together by sharing our thinking, practice, programs and responses to the children with whom we work.

The environments at Kilparrin are welcoming spaces that support learning. They are vibrant, individualized and are responsive to the interests and abilities of each learner. They reflect the learning styles of each individual learner and the learners at Kilparrin all demonstrate their learning in different ways.

The classroom teachers also demonstrate their expertise in the different ways they set up their classroom, by the different programs they provide and their different and individualized teaching styles.
As Kilparrin teachers we believe in all children’s capacities to succeed regardless of their diverse circumstances or abilities.

Lea Thorpe, Coordinator Curriculum & Pedagogy

A thought by Marcel Proust;

*The only real voyage of discovery consists not in seeking new landscapes but in having new eyes.*

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**Coles Sports for Schools**

Coles has launched their 2011 *Sports for Schools* program and we are excited to announce that Kilparrin will once again be participating and collecting vouchers for much needed sports equipment.

Vouchers are available in all Coles stores from 11 August to 19 October and we ask that you get involved to help collect vouchers for our school.

By collecting as many vouchers as you can and encouraging friends and family to do the same, you are helping to provide a healthy and active education for our children.

[www.coles.com.au/sportsforschools](http://www.coles.com.au/sportsforschools) has more information about the program and you can also browse the sporting gear available.

A collection box is located at the front of reception so please drop the vouchers in the box or send them to Kilparrin in the school diary.

**Thank you.**

Your support is appreciated.

*Kilparrin Governing Council*

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**Woolworths Earn and Learn**

Kilparrin is taking part in the Woolworths Earn and Learn community program. This year Woolworths are giving away more than $5 million worth of educational resources for schools all over Australia, including ours!

From 18 July to 18 September 2011, Woolworths will give you one Earn and Learn point for every $10 you spend in store (excluding cigarettes, alcohol and gift cards). Points will automatically appear on your shopping docket. All you need to do is save those docket and send them to Kilparrin (Woolies have given us a special collection box). You will be able to track our progress on our points barometer poster at school or online at [www.woolworths.com.au/earnandlearn](http://www.woolworths.com.au/earnandlearn).

At the end of the 9-week program, we can redeem our collection of points against a choice of more than 7,000 educational resources. The list is extensive and includes library books, classroom equipment, art and craft materials and much, much more!

The more points we earn the more resources we can order!

**Thank you.**

Your support is appreciated.

*Kilparrin Governing Council*

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**Information for Families**

Minda is modernising its practices and moving from a traditional service delivery model to a contemporary model of support. Future services at Minda will necessitate a rights-based approach, where individual strengths and human rights will result in effective Person Centered Thinking embracing Active Support within that framework, allowing us to discover what is important to each person now and in the future via a process of continual listening and learning.

The Minda Board has invested in a program known as *Real Lives, Real Places* to move to the approach described above. One of the projects that is being undertaken as part of the program is focused on “Keeping Families Together”. As the title suggests, this project focuses on researching how Minda can best support families to stay together and access the services and support they need. In order to hear from a range of families Minda will be running a number of focus groups at various venues and times which people are invited to attend.

Minda would like to hear from families their views on the following topics:

- What model of support (e.g. flexible respite, independent living training, and transition planning) would assist them as a family?
- Understanding the ongoing family support including the role of siblings for families with a member with an intellectual disability.
Monday 15th of August
12.15-2.00pm
Christie Downs Community House
Corner of Flaxmill Road and Morton Road, Christie Downs

or
6.30-8.30pm
Minda Inc
1228 South Road, Clovelly Park

Tuesday 16th of August
12.30-2.30pm
South Australian Learning Centre
Minda Campus
King George Avenue, Brighton

or
6.30-8.30pm
Minda Inc
1228 South Road, Clovelly Park

If you are able to participate in one of these focus groups please RSVP to Felicity Brown by Thursday 11th of August. (Phone: 84226314 or email: felicity.brown@minda.asn.au

Parent Newsletter
Parent News
August edition just released!
Parent News is a national quarterly newsletter aimed at providing up to date information about key issues of interest to parents and the sharing of stories, strategies, tips and tricks by parents and people who are blind or vision impaired. The August edition is now available for your enjoyment or you can read past editions of Parent News.

The August issue has a feature article about employment, information about the National Curriculum, how you or your child can identify their own bank notes and lots of ‘techy stuff’ to keep those thumbs busy!

Parent News is available in other formats on request – please contact our National Office if you require Parent News in large print, text to audio format, data CD or Braille.

Go to www.bca.org.au then scroll down and click on August edition in the Parent News section.

Jessica Zammit, National Policy Officer, Blind Citizens Australia
Ross House, Level 3, 247-251 Flinders Lane, Melbourne VIC 3000
Toll free: 1800 033 660
Web: www.bca.org.au

Entertainment Book
The Book that will help you balance the budget
The new 2011/2012 Adelaide Entertainment™ Book is a great way to help you balance the budget while doing all the things you love to do! Selling for only $65, you'll receive over $15,000 worth of valuable offers you can use right away, valid up until 1 June 2012!

Plus, $13 of your 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.

The 2011/2012 Adelaide Entertainment™ Book is packed with 50% off, 25% off and 2-for-1 offers from the best restaurants, attractions, hotel accommodation, and leisure activities.

We still have 10 Entertainment Books left to be sold for $65.00

Healthy Eating and Brain Function
The brain is only as healthy as the body that carries it!

The importance of good nutrition, healthy eating and physical activity, particularly for children is well recognized. Right Bite plays an important role in providing an encouraging environment for healthy food choices.

Research by Dr John Ratey, Harvard Clinical Psychiatrist provides compelling evidence linking brain function, exercise and learning. Dr Ratey’s research provides evidence that;

• exercise prepares the brain for learning through molecular change boosting brain function and creating a learning advantage
• a high fat, high sugar diet impedes the brain’s ability to uptake its glucose
• obese children generally are at increased risk for disease, hypertension and type 2 diabetes

The good N.E.W.S. for healthy brain function involves;
Nutrition
Exercise
Water
Sleep

Since 2008, the Right Bite policy has assisted South Australian schools and preschools to select food and drinks to promote healthy eating, contributing to significant long term health benefits of children.

For more information go to http://www.decs.sa.gov.au/eatwellsa/

SA Association of School Parents’ Clubs Inc
Making a difference:
Volunteers in Schools
SAASPC Conference
30 August 2011, 9.30am-3.30pm
163 Greenhill Road Parkside

2011 is the 10th anniversary of the International Year of Volunteers (IYV10+) and this conference will celebrate the very valuable and important role volunteers play in schools.

Some of the topics will be: the importance of parent participation; DECS volunteer policy and
induction requirements and how some schools ‘do it’, and how to apply for the DECS Parent Initiatives in Education grants.

There is no charge to attend and morning/afternoon tea and lunch is provided.

Further information: 1800 724 640 or info@saaspc.org.au or go to http://www.saaspc.org.au/ and download a registration form.

**AUSLAN Classes**

*Introduction to AUSLAN (Australian Sign Language)*

6 lessons in Term 3 2011

For ECWs and Families of Children with Impaired Hearing.

Starting: Thursday 4 August
Finishing: Thursday 15 Sept
(no lesson on Thursday 25 August)

Where: Klemzig Primary School
Time: 4:00-6:00pm
Cost: $25 (GST inc)
(payable to Klemzig PS)

Bookings: Marion Johnstone
Phone: 8261 1944

Payment includes an introduction to Auslan, some resources, nursery rhymes, story telling techniques, conversational approaches and information on further training.

Classes are presented by a Deaf Auslan Lecturer and Auslan LOTE Teacher.

*Auslan is the language of the Australian Deaf Community.*

**Healthy Recipes**

**PUT THE SNAZZ BACK INTO THE SIMPLE SANDWICH!**

The following ideas may help to make sandwiches a little more EXCITING!

**TRY:**

**Triple Deckers** – make a sandwich with 3 slices of bread and 2 layers of filling. Remove the crusts and cut into 3 strips.

**Pita Pockets** – half a pocket of Pita bread filled with filling.

**Use cookie cutters** pressed into your sandwiches to make some fun sandwich shapes. Imagine how much fun your child would have eating an animal-shaped sandwich!

**Whole wheat sandwich size crackers** (eg. Sandwich-size Vita-Wheat crackers) with your child’s favourite toppings.

**Vary meats** – include lean ham, chicken, turkey, tuna or salmon (in spring water).

**Add reduced fat cheeses.**

**Use a variety of vegies** – like grated carrots, zucchini, lettuce, cucumber and sliced tomatoes (pat dry to prevent sandwiches from going soggy and put them between dry fillings).

Here are a few tasty sandwich filling options:

- Grated carrot, lettuce and sultanas with reduced fat cheese.
- Tuna, diced celery and cucumber.
- Chicken and chopped celery.
- Egg and lettuce.
- Apple and cream cheese.
- Reduced fat cheese and tomato or Vegemite™.
- Chicken, avocado and lettuce.
- Ham, crushed pineapple and grated reduced fat cheese with salsa or tomato paste.
- Try different spreads like chutney, poly or monounsaturated mayonnaise, avocado, tomato paste, or cream cheese.

Sandwiches are cheap, easy to make, they’re convenient and can be a lot more adventurous than the common ham and cheese on white bread! They’re a great way to include lots of fruits and vegies.

**Parenting Courses**

**PARENTING TEENAGERS**

Terms 3 and 4, 2011

**Inside his Head**

Understanding Teenage Boys
3 sessions
Starting Thursday 18 August
6.00pm-9.00pm
Centacare
33 Wakefield Street, Adelaide
Cost $Nil
Bookings: 8210 8200

**How to Drug Proof your Kids**

6 sessions
Starting Wednesday 26 October
7.00 pm – 9.30 pm
Relationships Australia
49a Orsmond Street, Hindmarsh
Cost $80/50
(includes parent guide book)
Bookings: 8245 8100

**FOR SEPARATED PARENTS**

Term 3, 2011

**Mum’s House, Dad’s House**

Dealing with change after separation
3 hour Sessions
Wed 27th July 9.30am-12.30pm
Thurs. 11th August 6.00pm-9.00pm
Tues 23rd August 9.30am-12.30pm
Thurs 8th Sept. 6.00pm-9.00pm
Wed 21st Sept 9.30am-12.30pm
Centacare, 33 Wakefield Street
Adelaide
Cost $5
Bookings: 8210 8200

**Focus on Kids**

5 sessions
Starting Tuesday 23 August
7.00 pm – 9.30 pm
Relationships Australia
49a Orsmond St, Hindmarsh
Cost $60/30
Enquires : 8245 8100

**Making Step Families Work**

A course for Couples
6 sessions
Starting Thursday. 25 August
6.30pm-9.00pm
Relationships Australia, 49a Orsmond St, Hindmarsh
Cost $60 per couple
Bookings: 8245 8100
School uniforms
The Government is changing the Education Tax Refund (ETR) so that people can claim their kid’s school uniforms. This means people will be able to claim school-approved uniform items from 1 July 2012.

What do I need to do and when?
From 1 July 2011 start keeping receipts for school uniform items so you can claim them next year.

What school uniform items will I be eligible to claim?
Items need to be distinctive and recognised by the school — but are not limited to items bearing a school crest. For example:

1. A public school has a policy which states that students should wear yellow shirts, blue hats, grey shorts or skirts and black leather shoes to identify the students as attending the school. However, while wearing these colours is strongly encouraged, it is not compulsory. An eligible individual whose child attends the school buys items which fit within this policy from a store unaffiliated with the school. None of the clothing items contain the name of the school or school crest. As the items, including shoes, are approved or recognised as part of a distinctive school outfit and fall under the policy, they would be eligible expenses. This applies irrespective of where the clothing was purchased or the fact the uniform was not mandatory.

2. A school has a dress code where students are required to be dressed in a neat and presentable fashion, but which does not indicate a more specific colour or style that the clothing should take. An eligible individual whose child attends the school buys clothes which they intend to wear to school. The items would not be eligible expenses. While the clothing meets the school’s dress code, they lack the sufficiently distinctive quality of a uniform, and could not identify the child as a student at the school.
About the Education Tax Refund

Who is eligible?

- A person who has received Family Tax Benefit (FTB) Part A for a child undertaking primary or secondary school studies.
- Independent students in primary or secondary school.
- People on other allowances may be eligible too.

How much can be claimed?

Those eligible can claim 50% of eligible education expenses up to the maximum amounts.

For the 2010-11 financial year the maximum amounts that can be claimed are:

- $794 for each primary school child — that is, a refund of up to $397, and
- $1,588 for each secondary school child — that is a refund of up to $794.

What can be claimed in 2010-11?

Eligible expenses include the cost of buying, establishing, repairing and maintaining any of the following items:

- home computers and laptops
- computer-related equipment such as printers, USB flash drives, and disability aids to assist in the use of computer equipment for students with special needs
- computer repairs
- home internet connections
- computer software for educational use
- school textbooks and other printed learning material, including prescribed textbooks, associated learning materials, study guides and stationery, and
- prescribed trade tools for secondary school trade courses.

How do people claim?

- The ETR is claimed in an individual’s tax return, or
- For those who don’t lodge a tax return, it is claimed on the Education Tax Refund for Individuals claim form, available from the Tax Office.

For more information go to www.educationtaxrefund.gov.au.

For more information and an electronic copy of this fact sheet visit

www.educationtaxrefund.gov.au