**2010 DIARY DATES**

**Special events for parents/caregivers**

**TERM 3**

Wednesday 1 September
10:30am Morning Tea**
11:00am Term 3 Assembly**

**Note change in Assembly date**

Friday 3 September
Pupil Free Day

Monday 6 September
School Closure

Thursday 16 September
8:30am Governing Council

Friday 24 September
2:00pm Term 3 ends

**TERM 4**

Monday 11 October
Term 4 begins

Thursday 21 October
8:30am Governing Council

Thursday 18 November
8:30am Governing Council

Friday 10 December
2:00pm Term 4 ends

**FROM THE PRINCIPAL**

Last Newsletter I mentioned that I hoped we would have a wet term. That has certainly been true this week. While it may be a little difficult to get out into the playground it is wonderful to have so much rain and experience a real winter at last. In classrooms teachers are making sure that there are play activities for the learners to enjoy during recess and lunch breaks when it is too wet to be outside. We are also lucky to have a gym for indoor games and exercise.

This week we have been celebrating National Recognition Week for School Services Officers. At Kilparrin we are very fortunate to have an excellent team of support staff helping to care for and educate your children and providing administrative support for our school and statewide service.

Most parents will have met some of the support staff however the full team is:

Pam Dunnett, Front Desk, PA, Administration
Naomi Ryan/Mia Nicholson, Finance
Vicki Swan, SSS Administration
Eileen Goodall, Transport/SSS
Kristel Dally, Music
Dot Penglis, Resource Centre
Belinda Fallon, SSS/Clerical
Hayley Sharp, SSS/Clerical
Kay Wheeler, KELC
Bruna Finch, Purple Stars
Lyn Hedger, Green Triangles
Jessica Burgess, Orange Circles
Karly Ball, Yellow Squares

While the occupation listed is the major role at Kilparrin, all SSOs step into other roles as necessary. This ability to be willing and able to take on other duties as required is to a large extent what makes Kilparrin support so effective.

In recognition of their efforts the teaching staff have provided a little treat each day this week, morning tea, a camellia, a chocolate frog (Haigh’s dark), a Certificate of Appreciation and a soup lunch on Friday. Please join us in thanking these staff, their contribution is vital to Kilparrin.

Over the last two weeks I have had the pleasure of attending most of the NEP Review meetings. It is always a pleasure to meet and discuss the progress of the learners and to work together to plan adaptations to the curriculum to meet individual needs. Some meetings have needed to be rescheduled and will take place next week.

Next week will also be the second of our Educator in Residence weeks when Dr. Paul Pagliano will be returning to work with us. He will be in the school from Monday to Thursday and will be presenting a workshop on Assessment on Friday our Pupil Free Day. We have been considering, assessment of learning, assessment for learning, and assessment as learning and the implications of assessment on planning and developing the curriculum with individual adaptations and modifications, in preparation for this week.

Professional Development is a strong focus at Kilparrin. Kilparrin is the only educational facility in Australia for learners with sensory (vision and/or hearing) and additional disabilities. Because of this we seek professional support for our own learning. Dr Paul Pagliano is currently an Associate Professor at James Cook University and the President of South Pacific Educators in Vision Impairment (SPEVI). He is a well respected educator and author in the field of the education of learners with sensory and additional disabilities.

Thank you for your support,

*Alison McWilliams, Principal*
CLASS NEWS
Focus: Wellbeing & Social Skills

ORANGE CIRCLES

The Orange Circles class have been working very hard on a double focus of social skills and literacy to increase our self esteem and wellbeing. Each morning we join forces with the Purple Stars class to concentrate on learning the skills of turn taking within the context of a game. After some weeks of practice and skill building we are starting to have some real success with our games of object and alphabet fish. Due to the importance of developing our social skills we will be continuing this program for the rest of the school year.

Now that the weather is set to improve it will be easier for us to get outside! We have had some great roller skating sessions in the gym and continue to make good use of the running track and playground.

In our daily literacy lessons, learners are showing improved concentration with great results in print reading, Braille skills and writing. We are very proud of the way that the Orange Circles learners have dedicated themselves to learning their reading, writing and spelling and have seen some particularly good improvements in blending the sounds of the alphabet to create meaningful words. Rachel Scheuoboek, Kilparrin support teacher, is currently joining us on Fridays to work specifically on these skills.

Our involvement in the Premier’s be active Challenge continues, although we are starting to wind up now and we are in the process of collating our records.

It has been fantastic catching up with all the Orange Circles families at the NEP review meetings. The learners have shown some great skill development over the year so far. These meetings have helped us to focus on the things that we all agree are important to helping the learners to grow and develop. Thank you all for attending and for your support and expert contributions!

Jess and Jessica

GREEN TRIANGLES

As well as our regular visits to the gym, the learners in the Green Triangles class have been spending time outdoors when we can, to learn, be active and be with friends, through experiences such as ball play, bikes, the trampoline, sand play, ‘chasey’ games and swings. The new basket swing is proving to be popular also, and all these experiences have been logged and included in the Premier’s be active Challenge, which concludes soon.

The Premier’s Reading Challenge also recently wrapped up with all of the Orange Circles class members being able to demonstrate that they understood complex questions about the 12 books on their lists, even after not hearing the stories for a while.

Our cooking lessons with the learners from the Purple Stars class continue to be a highlight of the week and we have made two more healthy dips, baba ghanoush and guacamole. Everyone participates to the best of their abilities and we are seeing some very courageous attempts at feeling, smelling and most importantly, tasting new foods. So far the dips have been a real hit. Feel free to put a note in the diary if you would like us to share any of the recipes.

Lyn and Hayley have been carrying out regular 1:1 orientation and mobility sessions with two of the learners, who seem to really enjoy these opportunities and are increasingly becoming more familiar with and confident in the school environment.
We are enjoying regular visits to the Park Holme library, listening to a story or two and having a play with and borrow of toys, as well as visits to the school library, to listen to a story, songs, DVD or explore literacy kits, with props to help support the story line and develop concepts.

Our focus on developing social skills and awareness of others is progressing well, through turn taking and sharing activities, fun play experiences, shared sensory experiences and songs.

In a few weeks we will be attending The Royal Adelaide Show, which I’m sure will be a great day, with so much to see, touch, taste, smell and hear. More information will be forwarded soon.

For the past 2 weeks and for the remainder of the term Lea Thorpe (Kilparin support teacher) will be spending Friday afternoons in the classroom, to implement literacy based activities with the learners, centered around the story *The Three Billy Goats Gruff*. Lea has already implemented some fun activities including recreating the ‘trip trapping’ over the bridge.

Finally, during SSO week, what a great opportunity to acknowledge and thank Lyn and Hayley for the fantastic way in which they work with the children to help them learn, and for their support in the classroom. Thanks girls!

Rachel, Hayley and Lyn

**PURPLE STARS**

Wow, hasn’t time gone by so quickly? We are already half way through the term... well, you know what they say – time flies when you’re having fun!!

Beccy, Bruna and Hayley

**YELLOW SQUARES**

This term the learners in the Yellow Squares class have been focusing on *Well Being*. This takes on many forms including: establishing an identity – exploring their world – being involved and engaged learners – being effective communicators. The Early Years Framework *BELONGING, BEING, BECOMING* summarises our focus.

Learners have been looking at their lunch boxes and signing what they have for recess and lunch.

Every morning the learners in the Purple Stars and the learners in the Orange Circles join together to work on their social skills. It is important to our learners’ wellbeing that they have the opportunity to socialise with one another.

There have been plenty of opportunities for the learners to engage with one another and we have been working very hard learning to play *The Object Fish* game. *The Object Fish* game is basically the card game *Fish* but with objects instead of cards. Playing this game has encouraged learner-to-learner communication and has provided an opportunity for learners to practise their social skills. All in all it has been a great term so far!!
We have been continuing our focus on healthy eating with a focus on fresh fruit. We have also been cutting and pasting healthy foods from magazines and looking at how these foods help our minds and bodies. The learners have also been having fun with various ‘fruit’ words such as orange and mango. Some learners write these words others sign or say these words.

![Image of mango](image)

The learners have been playing memory games and mystery box with healthy items.

Learners have continued to be active in the gym, the playground and through our weekly walks to the Park Holme Shopping Centre. Those learners in wheelchairs have also been participating in their weekly swimming program.

![Image of learners swimming](image)

We have been exercising and then having time for relaxation. The learners sometimes choose to sit and read during relaxation rather than lying down and listening to music.

The learners certainly have come a long way with their signing and communication skills. This has obviously made them happier within themselves. Thank you to all the parents for your hard work and support. I can see your efforts.

Tanya and Karly

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At KELC we have not only been looking at our own wellbeing but also the wellbeing of others including animals.

We have had a number of different animals at kindy during this term including guinea pigs, a bird and stick insects.

The learners have enjoyed being able to touch these different animals and compare how different they feel. We have been talking about the importance of being gentle with all living things especially animals and other people.

We have also been reading the book *I’m Me I’m Special*, focusing on the fact that we are all different, and it is okay to be different because that is what makes us us.

Karen and Belinda

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We started off with a bang with Musica Viva in Schools group PASTANCE performing for us in Week 2.

Karoo and Letisha have been busy with choir practices, rehearsals and concerts for the Festival of Music Choir. Along with the Ascot Park Primary School and SASVI Festival Choir, they were invited to perform at the Adelaide Convention Centre in Week 4 as part of the 2010 SA Education Leaders Conference. *(see footnote)*

In Week 5 we had a dress rehearsal at the Festival Theatre and then our concert was on Saturday, August 21st in front of a packed Festival Theatre audience. Karoo and Letisha sang in the choir along with 20 other schools from around South Australia.

Well done Karoo and Letisha!

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We have been continuing our theme of Healthy Me in music lessons this term. A highlight has been signing in Auslan to some of our Wiggles favourites, *Fruit Salad* and *Hot Potato*. We have also been very active in our music lessons, singing songs like *Proud Mary* and *Running on the Spot* that get us moving and on our feet. It has been wonderful to see that a lot of the learners have picked up the words to the choruses in our songs very quickly.

You will all be able to hear them sing, play and dance in our Assembly in Week 7.
Along with our Assembly in Week 7, we also have Music Count Us In which will involve us singing Come Play Your Part together with learners across Australia. This is a community event where all Australian schools have been invited to learn the song and at 11.30 am on September 2nd, we are to sing the song and join in the fun.

Lucy and Kristel
Music Team

Footnote:
On Thursday 12th and Friday 13th August I attended the 2010 SA Education Leaders Conference. This conference was held in the Adelaide Convention Centre and was attended by leaders from preschool, primary, secondary, area, rural and special school sites. There were over 450 education leaders at this prestigious education event.

During lunch on Friday we were entertained by the Ascot Park PS, SASVI and Kilparrin choir. Both Letisha and Karoo sang and behaved beautifully. The choir was a great success with many other school leaders complementing the choir on its performance and disciplined presentation. It was a joy and a privilege to see our learners participating so well.

Well done Letisha and Karoo.
Well done Lucy and Kristel.
Well done Belinda and Hayley who accompanied our learners on the day. (Cheryl Elwood)

As part of my role at Kilparrin in 2010 I have been involved in research, preparation and planning for transition from schooling to post school options for Kilparrin learners when the time will be appropriate. A strong commitment to a long term collaborative and well planned transition from school to the most suitable pathway is a critical element of successful transition for learners with complex sensory impairments and additional disabilities.

Collaborative planning involves the learner and the family, educational site and support agencies, and is documented in the Negotiated Education Plan. To support Kilparrin learners in making a successful transition to life after school Alison and I have attended a number of professional development workshops and planning forums to further develop our knowledge and understanding of the range of options and pathways available.

We have had a guest speaker, Monica Leahy from the NDCO Program (National Disability Coordination Officer Program) to talk to Kilparrin staff about Australia-wide coordination and delivery of transition services for people with a disability.

I would like to share what we have learnt so far. The vital aspects of Transition Planning are:

- an understanding of pathways
- preparation for life after school
- a personal transition plan (including Personal Learning Plan for SACE completion).

There is obviously a series of steps and actions behind each aspect of transition planning. We will be working with each individual learner and their family to ensure optimal outcomes and to support you through this process.

Available Pathways
The pathways for learners can be divided into three major groups:

- Day Options
- Australian Disability Enterprise
- Open Employment

The placement is decided after taking into consideration the learner’s interests, ability level and individual needs. The good news is that there are successful pathways for all to follow.

Day Options Programs are resourced by the State Government through the Department for Families and Communities and administered by Disability SA. A Day Options Program provides meaningful activities for young people for whom work may not be a suitable option and who require an alternative paid work. A range of education, leisure and activity choices is available to assist each person to have opportunities to participate and be included in the community, expand and develop their social experiences and interests and develop pre-vocational skills whenever appropriate. To access Day Options, learners must be clients of Disability SA.

Examples of Day Option Programs are:

- SCOSA (Spastic Centres of SA Inc)
- Bedford
- Centacare
- Minda Inc
- Out & About
- X Lent
- Y Options.

Australian Disability Enterprise (ADE) employs people with a disability who find it difficult to work or to maintain employment
in the open labour market or people who choose to work in an ADE.

ADE provides employment for people with a disability as well as operates a commercial business. Any person who is a recipient of a Disability Support Pension or is referred by a Job Capacity Assessor is able to work in an ADE. Examples of these organisations are: Bedford, Barkuma, Orana, Hands On SA and Phoenix Society.

These organisations work with schools and offer work experience and employment in supported environment.

**Open Employment** – Working in ‘open employment’ means having a job in the general labour market. Jobseekers with a disability requiring specialist help can be assisted by the Disability Employment Service (DES). An example of an open employment service is Personnel Employment (an arm of Barkuma) which specialises in assisting people with a disability to find and maintain employment in the mainstream workforce.

I recently attended the 2010 Disability EXPO and where I collected plenty of pamphlets and brochures from all the organisations and services mentioned above.

Please contact me at Kilparrin if you would like some more information about any of the options. I will be more than happy to talk to you or to arrange a convenient time to visit some of the programs if you would like.

Kind regards,

Beata Nalepa
Coordinator, Transition and Post School Options

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**JEANS for GENES Day**

I would like to thank all the families and staff who supported this cause.

**We raised $50.00!**
The learners (and staff!) looked great wearing their jeans on the day.

Thanks again to everyone who supported the day.

Karen Colliver

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**Health Support Policy**

At the Kilparrin Governing Council meeting on Thursday 19 August the reviewed Kilparrin Health Support Policy was presented for discussion and signature. The Governing Council recommended that sections of this comprehensive policy be brought to parents’/caregivers’ attention.

Parents/caregivers have also recently attended NEP review meetings where individual learners’ Health Support Plans were discussed and/or signed.

**Health Support Plans** are an important component of the Health Support Folder as they outline how Kilparrin staff will implement the recommendations made by the various health professionals and documented in health care plans and/or first aid plans.

**Kilparrin Health Support Policy (August 2010) pages 2-4**

**HEALTH SUPPORT FOLDERS** All Kilparrin learners have a Health Support Folder.

Health Support Folders contain the following; (as required)

- **Health Care/First Aid Plans** for emergency response/first aid, medication, health conditions and health related personal care issues (see below)
- **Personal Care Plans** for daily living support (see below)
- **Health Support Plan** detailing the action/s that Kilparrin staff will take to implement Health Care/First Aid Plans and/or Personal Care Plans)

**HEALTH CARE/FIRST AID PLANS**

Some learners may require assistance with:

- routine or emergency health and personal care needs
- invasive health care needs.
Specific Health Care Plan and First Aid Plan forms ensure that Kilparrin staff have information from the treating health professional/s that is relevant to the learner’s health, well being, attendance, learning and care at pre/school. These care plans and/or first aid plans cover specific conditions such as asthma, epilepsy, anaphylaxis as well as general health information.

Before staff can respond with anything other than a basic first aid response, parents/caregivers must provide written information from their doctor or treating health professional that outlines the specific care needs in the appropriate plan format.

Staff can work with families to plan support for learners who require assistance in these areas. This support may be required when:
- there are individual first aid requirements other than basic first aid response
- the learner has a predictable need for additional support with daily living tasks
- there is additional need for supervision for health related safety.

It is required that parents/caregivers provide the pre/school with relevant and updated Health Care/First Aid Plans. Review dates on all Personal Care Plans are determined by medical professionals and must be adhered to.

Health Care/First Aid Plan forms are available from www.chess.sa.edu.au or the front office.

**PERSONAL CARE PLANS**

Many learners require additional support with daily living skills including:
- personal hygiene
- continence care
- eating and drinking
- transfer and positioning.

Any learner who requires additional support must have a relevant Personal Care Plan written by a health professional.

To ensure the effective provision of personal care support:
- relevant training and development is provided for staff
- equipment and facilities are provided & accessed as needed to ensure safe work practices.

It is required that parents/caregivers provide the pre/school with relevant and updated Personal Care Plans. Review dates on all Personal Care Plans are determined by the treating health professionals and must be adhered to.


**HEALTH SUPPORT PLAN**

DECS has developed a Health Support Plan form that summarises the additional support staff will provide to implement the Health Care/First Aid Plan and the Personal Care Plan prepared by the treating health professional for:
- first aid
- supervision for safety
- personal care
- learning behaviour and general wellbeing.

The documentation of the Health Support Plan is an integral part of the health support planning process at Kilparrin. Health Support Plans detail information such as staff roles and responsibilities, storage of medication and excursion arrangements. Teachers are to ensure they have current copies of the Health Support Plan in classrooms in each learners’ Health Support Folder. Health Support Plans are required to be reviewed annually.

**Note:** Health Support Folders that include Health Care/First Aid Plans are to accompany learners whenever they move off-site.


In the next Newsletter we will report on the Procedures and Responsibilities section of the policy

*Cheryl Elwood, Deputy Principal*

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**Taxi Transport**

Attached to this Newsletter is a brochure relating to *Transport Assistance for Students with Disabilities*. This information has been produced by DECS specifically for parents and carers.

Please read this information carefully particularly those sections relating to *applying for a temporary change to transport arrangements and responsibilities of parents/carers*.

**Note:**

Taxi drivers are not able to hand on messages from home to school staff. This must be done in writing using the school diary. It is the parent’s/caregiver’s responsibility to notify the taxi/bus company if their child is not attending school on a particular school day.

**Child Restraint Laws**

Refer to [www.dtei.sa.gov.au](http://www.dtei.sa.gov.au)

Please refer to the above web site and the attached information sheet from Novita for the latest information about the new Child Restraint Laws.

**SHOW TICKETS**

Thankyou

The Royal Agricultural & Horticultural Society of SA Inc has once again provided Kilparrin with complimentary passes to the 2010 Royal Adelaide Show.

The Society’s donation of 16 adult and 16 child tickets represents a significant financial donation and is acknowledged with thanks.

Class teachers are in the process of organising the excursion to the show. Parents/caregivers will be notified when details have been finalised.
Asthma is a common condition in childhood. Children with asthma can lead active, healthy lives if their asthma is well managed.

Symptoms can include:
- a tight chest
- wheezing or coughing
- shortness of breath.

Asthma triggers can include:
- cigarette smoke
- colds and ‘flu’
- dust and mould
- pollens
- cold weather.

For good asthma management:
- know your child’s triggers and avoid or limit exposure
- take asthma medication as directed
- know how to use asthma equipment
- visit your doctor regularly
- have an asthma action plan.

Come and hear speakers from the WCH (Dr Andre Tai and Asthma Nurse Educators)

**Wednesday 8 September**
**Time:** 7:15pm-9:00pm
**Venue:** Queen Victoria Lecture Theatre, WCH, 72 King William Road, North Adelaide

For bookings contact,
Centre for Health Promotion
Tel: 8161 7777

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**FREE Health Seminars**
**Children with ASTHMA**

For green skin varieties use gentle pressure on the stem to see if it yields. If it does, it's ready to eat!

If you plan to serve the Avocado in a few days, stock up on hard, un-ripened fruit. Avoid fruit with dark blemishes on the skin.

**The right way to ripen**
Avocados do not ripen on trees. It's actually the harvesting (picking) action that triggers the ripening process!

To ripen an Avocado, place the fruit in a plain brown paper bag and store at room temperature until ready to eat. This will usually take two to five days.

Including an apple or banana in the bag accelerates the process, as these fruits give off ethylene gas - a ripening agent.

Ripe fruit can be refrigerated until eaten, however, not for more than two or three days.

**Safe Storage**
Whole, ripe Avocados can be stored in the refrigerator uncut for two to three days.

Cut Avocado should be sprinkled with lemon juice, lime juice or white vinegar and placed in an air-tight container in your refrigerator. They should be eaten within a day or two.

If refrigerated guacamole turns brown during storage, simply discard the top, browned layer.

Ref: [www.avocado.org.au](http://www.avocado.org.au)

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**GUACAMOLE**

Guacamole is a Mexican dip with avocado and chilli and is featured on the bottom left of the photograph

10 minutes preparation

**Ingredients:**
- 2 ripe avocados, peeled and stones removed
- 1 ripe tomato, finely chopped
- 1 clove garlic, crushed
- Juice of ½ lemon
- ¼ red onion, finely chopped
- 1 tablespoon coriander or parsley, chopped
- Freshly ground or cracked black pepper, to taste
- Chilli sauce or Tabasco sauce, to taste

**Method:**
Mash avocado and combine with tomato, garlic, lemon juice, onion and coriander.

Season with pepper and enough chilli sauce to give a gentle ‘kick’.

Serves 6-8.

**Serving suggestions:**
Serve with crackers or with vegetable crudités.
Great on jacket potatoes.