Dr Paul Pagliano’s consultancy this term was designed to support Kilparrin teachers in ‘Assessment; for, of and as Learning’. Paul had asked teachers to prepare evidence of all three aspects of assessment from within their regular teaching practice, for sharing and moderating with his assistance. All teachers contributed to the investigation of assessment. It was particularly valuable for us to learn together within our own teaching context. It was also very interesting to share the range of learners, sites and curricula that our teachers in the statewide service support. In addition he introduced us to the concept of Care Theory.

Care Theory is the work of Nell Noddings (a mother of 10) and describes the ethical and moral foundations of teaching, schooling and education more broadly.

Nell Noddings is currently the Jacks Professor Emeriti of Child Education at Stanford University; she also holds the John W. Porter Chair in Urban Education at Eastern Michigan University.

Care Theory, in relation to developing and implementing curriculum for learners with disabilities, supports the approach of encouraging the learners independence of, or interdependence with, the adult. Rather than having things done to them, things are done with the learners. Rather than being spoken about, they are spoken to. Learners are encouraged to have an opinion and share it. Learners’ communication is valued and seen as meaningful. The learner is cared about and the learner in turn cares about others. Modelling care in all aspects of life from the way we listen and speak to each other to the way we do our work and care for ourselves, has an impact on others around us.

Care is described as reciprocal. That is the person cared for must respond in some way. Caring in this form describes those aspects of life with which we have a connection, they matter to us and we care about them. We have some form of relationship with them. Care Theory is quoted in human services professions for example Social Work and Nursing. However, Care Theory as an ethical structure, can underpin all aspects of our lives.

Imagine if business and government put the theory of Care into practice world wide! The modifications and additions to the school under the Building the Education Revolution will be completed this week. Kilparrin has extended and rubberised the classroom courtyards, installed acoustic ceiling tiles throughout the Resource Centre and finally had a visual alarm system fitted. The visual alarm is linked with the school bell system and display different colours for the usual bell change, invacuation, evacuation and ‘all clear’. It is most useful for those with a hearing impairment and also those who cannot discriminate between Kilparrin, Ascot Park Primary, or SASVI school bells. Next week we will farewell Lucy Standish who has been Kilparrin Music Teacher this term. Lucy has replaced Krystyna Misiara, who has enjoyed a term of long service leave. Lucy has introduced a different interpretation of the music curriculum to Kilparrin that we all enjoyed at the Term 3 Assembly. It has been lovely to see the learners respond to Lucy and her music. She has carried on the tradition of music excellence at Kilparrin and has been a fine replacement teacher for Krystyna. We wish Lucy every success in the future and thank her for her wonderful contribution to Kilparrin.

Happy holidays
Alison McWilliams, Principal
CLASS NEWS
Focus: The Show and the Term in Review

ORANGE CIRCLES

The Orange Circles have stretched, balanced, walked, skated, climbed, danced and cycled their way to the end of the Premier’s be active Challenge. It was good for us to spend so much time outside and in the gym. We will definitely continue to be active as the weather warms up. Our best discovery during the challenge was the roller skates in the gym... we are getting much better at maintaining our balance!

Two of the Orange Circles learners were lucky enough to go to the Royal Adelaide Show in Week 8. They turned out to be real thrill seekers!!! The ‘Giant Slide’ wasn’t scary enough for them so they made us go on the ‘Crazy Coaster’ with them. It was very good fun! We also bought show bags and visited the farm and dog pavilions.

We are about half way through George’s Marvellous Medicine, a novel by Roald Dahl. We have been listening to this story as a class, and answering comprehension questions about it. This has been a great activity that we started in National Literacy and Numeracy Week (Week 7) and we will probably extend the text to next term to make sure that we all understand such a complex story. Perhaps there is another class movie on the horizon...

Jess and Jessica

GREEN TRIANGLES

The Green Triangles had a fantastic time at The Royal Adelaide Show last week!

The weather was lovely which certainly helped, and gave us the chance to take our time and explore everything the Show has to offer, including animals, grains, Sideshow Alley, taste tests and show bags.

One of the pigs performed for us just at the right time, ‘oinking’ continuously and giving us plenty to sing about and talk about, and lots of laughs when he tried to eat Tom’s sock!

The Premiers be active Challenge is now finished, and the learners’ physical activity over a four week period has been logged, so they can receive their award in the coming weeks. The school has recently purchased three climbing boards for outside physical activity, which the learners seem to be enjoying, while developing physical skills and spatial concepts such as ‘over’, ‘under’, ‘up’ and ‘down’.

Dr Paul Pagliano spent a day in our classroom during his visit to Kilparrin. It was a fantastic opportunity to utilize his expertise and gain feedback regarding learning and
assessment and also for him to meet the learners and share with him some of the experiences provided for them in the Green Triangles. He summed up the class well when he highlighted the importance of being aware of stages of child development when planning for learning, catering to individual needs, the importance of well being and providing a rich sensory environment.

I’ve enjoyed meeting with you over the past few weeks for the NEP meetings. It has been a valuable time to discuss shared goals for your children, celebrate learning, and set further goals. These discussions certainly don’t have to occur only in NEP meetings, and I am happy for you to contact me at any stage to arrange a suitable time if you would like to discuss any aspect of your child’s development.

Rachel, Lyn and Hayley

PURPLE STARS

Well here we are again at the end of yet another term. Term 3 has just gone by so quickly and the learners in the Purple Stars class have been very busy with the theme Healthy Me. Throughout the term the learners have experienced a variety of healthy foods during our weekly cooking sessions with the learners in the Orange Circles class. The learners really enjoyed tasting different fruits and vegetables (although grapefruit was not a favourite!!). We also made lots of different dips including guacamole, baba ghanoush and tatziki. The learners seemed to really enjoy eating these with flat bread.

As well as looking at healthy foods, the learners have also been participating in lots of physical activity throughout the term. This has included community walks, gym work and playing on the SASVI play equipment. Some of the learners have even been going to the fitness room (with supervision) and using the treadmill. Overall, this term’s theme has been very successful in the Purple Stars class and we will be continuing some of the healthy habits we have learned next term.

All in all it was fantastic and the learners and staff had a tiring yet fun filled day.

Beccy, Bruna and Hayley

YELLOW SQUARES

Term 3, Healthy Me, has been a wonderful time together. There have been mystery boxes to feel, smell and guess what they contain and then, last week, the learning and sensory experiences available at the Royal Adelaide Show.

A highlight of this term has been our visit to the Royal Adelaide Show. The learners had a wonderful time taking in all the sights, sounds and smells of the show.

Some of the learners went on show rides, others bought show bags and some bought themselves lunch.

The learners in the Yellow Squares class also had the experience of watching other performers (with hearing impairments) sing and sign during Hearing Awareness Week. Then it was their turn to perform at our Assembly during Week 6.

Two of our learners had photos taken on a very large police motorbike. The learners were also lucky enough to have a group photo with two South Australian police officers.
The adventures did not stop there as our classroom turned into a camping ground! The learners brushed their teeth using a cup and toothbrush and ate food from a can. The aim was to look at the basic needs for survival such as food, warmth and shelter. The learners were required to find information about and ask parents for materials required for camping. Thank you to the parents who have made their Science activities so successful! The learners not only learnt valuable information about survival but also had a lot of fun!!

We have also enjoyed doing a variety of sensory activities this term including painting.

Everyone enjoys the different paints, especially banging and making a mess!
Karen and Belinda

Music Count Us In was on Thursday of Week 7. Kilparrin, along with several thousand schools around Australia, sang Come Play Your Part. We took advantage of the nice weather and gathered in the courtyard and sang and played instruments along to the song. The learners really ‘got into it’, some even got up and danced to the music. Music plays an important role in bringing people together and to participate in an event like this helps us understand just how significant it is. I think that everyone went away from the sing-a-long in good spirits.

Since our assembly was early this term, I decided to introduce the learners to one of my favourite pieces of classical music: Peter and the Wolf. Written by Sergei Prokofiev in 1936, this piece has already been a big hit with the learners. In group music sessions, we have been reading the story of Peter and the Wolf and acting out each scene by making animal noises and doing actions. Then we have been listening to the music and
learning how the animals are portrayed by the various instruments. It has been a great way to introduce the learners to some of the less known instruments of the orchestra like the oboe, bassoon, timpani and the clarinet.

Lucy and Kristel
Music Team

As it is drawing closer to the end of the term, I am starting to feel very sad that I will be leaving Kilparrin. I have had a wonderful time with the learners, staff and parents. Thank you to everyone for making me feel so welcome in the school community.

Lucy

**Health Support Policy**

Part 2

This is the second in a series of excerpts from the Kilparrin Health Support Policy.

**HEALTH SUPPORT PROCEDURES AND RESPONSIBILITIES**

‘Parents and guardians are responsible for their children’s health and welfare. Health professionals are responsible for medical management and care. … Education and childcare workers are trained in basic first aid – they are not trained to provide medical care.’

(Health Support: Planning in Education and Children’s Services brochure for families p.2)

Parents/Caregivers are encouraged to keep their child home when they are unwell. Staff are unable to care for learners who are not well enough to participate in the class program.

**Parents/Caregivers are responsible for:**
- completing the enrolment form with accurate health/medical information
- ensuring that Kilparrin has up-to-date information with parent/caregiver emergency contact details and at least 2 other people for back-up emergency contact
- having the relevant Health Care/First Aid Plan and/or Personal Care Plan forms completed and signed by the treating medical practitioner, signing and returning them to Kilparrin (forms can be obtained from www.chess.sa.edu.au or the front office if needed)
- working with Kilparrin staff to complete the Health Support Plan
- ensuring all medication is delivered to Kilparrin as needed (in a container with an original Pharmacy label), and that a Medication Authority is completed for each item and signed by the doctor or treating health professional and the parent/caregiver
- updating the medical information annually or as necessary with forms completed and signed by the treating medical or health practitioner and communicating, in writing, any changes in health-related issues with staff immediately
- providing and maintaining health equipment as negotiated (eg nappies, gastrostomy equipment, hearing aids).

**Teachers are responsible for:**
- checking Health Care/First Aid Plan forms for treating health professional’s and parent/caregiver’s signature
- ensuring all support staff understand the care required if different from usual first aid
- providing basic first aid in line with DECS training (refer to www.chess.sa.edu.au )
- following Health Support Plans, Health Care/First Aid Plans, Personal Care Plans and Medication Authorities as necessary
- ensuring the First Aid Log is completed each time first aid is given
- ensuring the Medication Log is completed each time medication is given
- filing Health Care/First Aid Plan forms, Medication Authorities and Health Support Plans in the learner’s Health Support Folder
- reviewing individual health support needs annually at NEP or Learning Goal meetings.

**The Principal is responsible for:**
- ensuring families are informed about and supported to understand and participate in the health support planning process
- checking for any health issues at enrolment discussion
- ensuring correct forms are given to parents/caregivers and that this policy is explained
- involving relevant staff (class teacher, SSO) in health support planning processes
- ensuring each learner’s Health Support Plan is developed, implemented, monitored and reviewed
- identifying and ensuring access to the training required to meet the routine and emergency health support needs of learners
- ensuring Occupational Health and Safety (OH&S&W) processes are inclusive of health support planning requirements
- ensuring the Governing Council remains informed about this policy and its implementation.

**All staff are responsible for:**
- following OH&S&W worksite procedures e.g. universal precautions and use of personal protective equipment (PPE)
- implementing individual learners’ Health Support Plans
- following Kilparrin medication management procedures
- completing the First Aid Log each time first aid is given
- completing the Medication Log each time medication is given
- familiarising themselves with the relevant Health Care/First Aid Plans, Personal Care Plans and procedures for individual learners with severe health concerns
- participating in training in line with health support planning responsibilities
• contributing to implementation of learners’ Health Support Plans
• maintaining confidentiality
• developing programs that are inclusive of health support plan requirements
• communicating any health-related issues to the parent/caregiver through the class teacher.

**Governing Council is responsible for:**
• being informed about and supporting this policy
• maintaining confidentiality.

In the next Newsletter the focus will be on Medication Management, Infection and Infestation and the Management of Complex and Invasive Health Care.

Cheryl Elwood, Deputy Principal

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**Advice for Families**

**Cyber Bullying and e-Crime**

The attached pamphlet provides information and advice about what to do if children or young people are feeling unsafe or uncomfortable following online or mobile phone communications, or exposure to offensive internet sites.

This pamphlet is a result of joint DECS, Catholic Education and Association of Independent Schools collaboration.

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**ZooVentures at the Adelaide Zoo**

**Zoo School Holiday Activities for 6-12 year olds.**

The ZooVentures program focuses on making friends, learning lots and providing unique opportunities to meet with Zoo animals and their keepers. Children aged between 6 and 12 years are cared for by two qualified teachers for a full day of fantastic Zoo experiences.

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Run by the Adelaide Zoo from 9:00am-4:00pm on various weekdays during the school holidays. $50 per child/day.

Positions must be booked by phone on 8267 2434. Phone for more information or visit the web site: www.zoossa.com.au/education

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**Fathers’ Day Raffle**

**THANK YOU**

A BIG thankyou to all members of the Kilparrin community who provided prizes and bought tickets.

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**We made a profit of $214.**

There were a total of 9 prizes of various Father’s Day goods.

The winners were:
- Karen Colliver (2 prizes)
- Tom Sander’s family (2 prizes)
- Stavros Vasilikiotis’ boss
- Jane Samson
- Gill Menzies
- Karly Ball
- Jean Bass’ ticket buyer.

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**Kilparrin Staff involved in Post-Graduate Study**

Kilparrin has a wonderful history of providing teaching staff with support towards study in the field of vision and/or hearing impairment. As part of a commitment to building workforce capacity, the Department of Education and Children’s Services (DECS) has also been funding training for staff through the University of Newcastle.

This year Kilparrin has seized this opportunity and has enrolled eight teachers both from the Statewide Support Service (SSS) and the classroom in studying towards a Graduate Certificate or Master of Educational Studies (Hearing Impairment).

This semester’s subject ‘Deaf child in family and school: Signed language approach’ saw participants attend lectures in Adelaide presented by Dr Breda Carty.

The objectives for this subject were:
- to develop a theoretical model and practical skills for supporting families of deaf and hearing impaired children through a team approach from diagnosis and throughout the school years
- to gain an understanding of the role of early intervention for deaf children and their families
- to understand the theory and practice of a bilingual approach to the education and early support of deaf and hearing impaired students
- to develop skills in the area of the assessment of bilingual language proficiency, programming for the development of sign and spoken language, and literacy skill development in second language acquisition for students whose first language is a sign language.

With such a large cohort of teachers studying at Kilparrin, it has provided us with a fabulous support network, especially for those teachers who have returned to study after several years away. Our frequent study group sessions have encouraged professional discussions about the required readings and have helped each of us to think critically about our profession and especially our assignments!
Congratulations go to the following staff for their dedication and hard work towards higher education and the pursuit of personal and professional development.
Karen Colliver, KELC Teacher
Rachel Elliott, Class Teacher
Beccy Hayes, Class Teacher
Ellen Ker, SSS Teacher
Alison McWilliams, Principal
Rachel Scheuboeck, SSS Teacher
Lea Thorpe, SSS Teacher
Jess Whalley, Class Teacher

Ellen Ker
Coordinator,
Assessment and Research

Coles
SPORTS for SCHOOLS

Kilparrin has nominated to register in the Coles Sports for Schools Program. The sporting equipment will benefit the learners at Kilparrin through the purchase of sport equipment.

Every $10 spent at Coles Supermarket, Coles On-Line and Bi-Lo will earn Kilparrin 1 point. Vouchers are provided with the receipt at point of purchase. If Coles do not provide you with your vouchers please ask for them. Purchases exclude gift cards, mobile recharge, iTunes and tobacco products.

Students, staff, parents, family and friends can help by collecting their vouchers and sending them to school via their child’s communication diary or place them in the collection box located at the front reception area of Kilparrin.

The Coles Sports for Schools Program runs from 2 September to 31 October 2010.

Please tell relatives, friends, neighbours and workmates to support our school. Thank you.
Alison McWilliams, Principal

Tips for Healthy Snacks: Carrots

Selection
Choose firm, orange carrots with no signs of softness.

Storage
Store unwashed in an airtight bag in refrigerator crisper.

Nutrition Information
Carrots are fat free, low in salt, contain fibre and are a good source of vitamin A.

CARROT, ZUCCHINI AND DATE CAKE

General Information
20 minutes plus 4 hours to stand 1 to 1¼ hours cooking
7 serves of ‘vegies’ in this recipe
Serves 12

Ingredients
2 cups dates, pitted and chopped
½ cup bran cereal (eg Allbran®)
½ cup untoasted muesli
1½ cups low-fat milk
1 teaspoon cinnamon
½ cup low-fat natural yoghurt
1 egg, beaten
1 cup zucchini, grated
1 cup carrot, grated
2 cups self-raising flour
1 cup whole meal self-raising flour

Method
Combine dates, bran cereal, muesli, milk, sugar and cinnamon and allow to stand for 4 hours or overnight.

Preheat oven to 180 °C.
Line a 23cm square cake tin.
Add yoghurt, egg, zucchini and carrot to the date mixture and mix well.
Add flour and combine.
Pour mixture into tin and bake for 1 to 1¼ hours until firm and browned.
Cool on a wire rack.

Hint
This cake can be frozen. Individually wrap slices for a healthy lunch box treat.

www.gofor2and5.com.au

Spring Recipe Booklet

Go for 2& 5 Campaign in SA
SA Health launched the South Australian Go for 2&5® social marketing campaign in February 2008 to help reduce the risks of poor nutrition, overweight and obesity and chronic disease. The campaign aims to reach adults with children aged up to 12 years and people from lower socio-economic backgrounds.

As part of our involvement in the eat well be active project Kilparrin staff support the campaign through activities that promote fruit and vegetable consumption. Resources such as the Spring to Life with Fruit and Veg! recipe book included with this Newsletter are part of the SA campaign.

Further enquiries can be directed to the Health Promotion Branch, SA Health on (08) 8226 6329 or email hpb@health.sa.gov.au
Parents of a child with a disability is often challenging, especially when your child's additional needs are complex and time-consuming. Working together as a family and getting support from relatives, friends and professional services is really important. Finding ways to meet the challenges helps to develop your strengths and can lead to resilient and rewarding family relationships. The following suggestions may be helpful.

Be an advocate for your child
Being an advocate for your child involves letting others know about your child's needs and working with them to find ways to help them. Parents and carers can be active in this by finding out what kinds of additional support are available for your child and making sure this is provided. This can be hard work at times, so gather allies to help you. Supportive allies may include family, friends, school staff or health professionals who understand your child's difficulties and are committed to meeting the child's needs. There are also a number of disability advocacy groups who can provide valuable support. See the accompanying KidsMatter resource, Children with additional needs for resources on disability advocacy groups.

Work collaboratively with the school
Discuss your child's needs with school staff and work with them to develop strategies for supporting your child's learning, social and emotional development. Talk with school staff about ways you can collaborate to actively support your child's involvement in school life so that it is a positive and enjoyable experience. For example, you might write a letter to introduce your child to the class. Make sure to communicate regularly with your child's teacher so you can share information, provide updates and continue to work together effectively. One strategy is to use a booklet for daily or weekly communication between home and school. Another approach is to set up regular telephone or meeting times to talk about how your child is managing socially as well as academically.

Teach social and emotional skills
Social relationships can sometimes be difficult for all children. Parents can help by supporting the development of social and emotional skills. Extra help may be needed by children with disabilities if they have been absent from school due to ill health and have to re-engage with others, or if they face intolerance or bullying behaviour. For some children the nature of the disability may mean that learning social skills is difficult and therefore requires lots of guidance and practice. See the KidsMatter resource packs on social and emotional learning for more information on how you can support children's social and emotional skills.

Provide opportunities for developing friendships
Inviting classmates over to play can be a good way to strengthen a budding friendship. Choose activities or games that your child can do confidently with friends. With younger children, or if your child's social skills are limited, ensure you are available to provide support if needed.

Support siblings
Be open with siblings about the challenges that affect their brother or sister with a disability. Provide important acknowledgement by showing you appreciate their help, but also ensure that they have time and space for themselves. Try to ensure that they have regular 'off-duty' times when they do not have to be responsible for their sibling with a disability. Listening to their feelings and experiences lets them know you are there for them too. Setting aside some regular time to spend with your other children, even if it is brief, helps to maintain positive family relationships.

Get support for you
Parents have needs too. Some people try to be super-parents. It's important to set realistic expectations of what you can and can't do. Take some time out. Spend time with friends, your partner, or alone doing something you enjoy. Asking friends, family or respite services for help when you need it is a really important coping strategy for families. Talking with other parents or carers of children with disabilities can be very helpful.