2012 DIARY DATES

Note:
In 2012 there are four 10 week Terms

TERM 3, 2012
Friday 21 September
2:00pm Term 3 ends

TERM 4, 2012
Monday 8 October
Term 4 begins

Thursday 25 October
9:30am-12:30pm
Social Skills for Kilparrin Students
Professor Karen Wolffe
Swimming Block
(Ambulant Learners Only)
19 Nov-30 Nov

Wednesday 12 December
End-of-Year Assembly

Friday 14 December
2:00pm Term 4 ends

FROM THE PRINCIPAL

As you know on the 29th August Kilparrin underwent an external review of its practices known as Validation. A team of people from the Department of Education and Children’s Services attended for the day I would like to share with you parts of the review team’s very positive report.

Panel feedback on the evidence that:
- the school’s ongoing self-review processes meet the standards outlined in the DIAF guidelines
- effective plans and processes are in place to address the findings of self-review

I am able to confirm that Kilparrin’s Validation processes met the standards of being comprehensive, well managed and involved collaboration between all parties involved in the school. The evidence presented was broad ranging and learner focussed. The evidence was presented in a variety of forms and in a strategic, well managed way.

Panel feedback on the evidence of effective processes to develop quality teaching and learning:
- The holistic development of learners at Kilparrin is supported to a high degree in a safe, engaging and challenging learning environment.
- A culture of high expectation exists for every learner accessing the program at/via Kilparrin. The staff demonstrated detailed evidence of their in depth knowledge of every learner at the site and their individual expectations for learning growth against curriculum expectation described in the EYLF, Australian Curriculum and SACE.
- The learning experiences and challenges set for each learner through their NEP are well planned, scaffolded and taught explicitly throughout the school. There was ample evidence of challenge and high level engagement for all learners in the programs on offer.
- Individualized learning programs and programmed assessment approaches guides the focus and approaches used for learners. Whole site agreements and approaches were evident throughout the Validation. This was strongly evident in connectedness in curriculum, pedagogy and cultural expectations and norms around the school being a high performing learning organisation.

Panel feedback on the evidence of leadership for whole school improvement:
- There was clear evidence of current, purposeful and shared leadership at the site with a relentless focus on professionally developing staff knowledge and skills for the benefit of all students.
- All staff were able to clearly described the key aspects of the Site Improvement Plan and how they translate into action at the classroom level. The staff ability to clearly articulate the shared agreements and actions reflected their high level of collaboration in shaping the direction.
- There was ample strong evidence of purposeful alignment of key resources to achieve the priorities, strategies and outcomes described in the Site Improvement Plan. There was evidence of significant resourcing for access to high quality Professional Development for staff in pursuit of improvement.
- Evidence of respect and support for the professional work of staff was evident at the parent and Governing Council levels. There was evidence of effective engagement of planning and review undertaken with Governing Council. Regular reporting to Governing Council and community about key aspects of the learning program was evidenced.

All staff are to be congratulated for their excellent work both at Kilparrin and state wide.

Alison McWilliams
Principal
YELLOW SQUARES

Term 3 has been a hectic, eventful and active term, despite the weather keeping us inside a lot of the time. We have worked around the elements by holding some of our gardening lessons inside, and transplanting our seedlings out to the garden beds. Some have even survived! Here’s hoping that warmer weather is on the way!

Our excursions into the community have continued throughout Term 3 with visits to the Kurrakta Park Garden Centre, the Royal Adelaide Show and Patch Theatre’s performance of Pamela Allen’s story: A Lion in the Night. Learners are developing their Orientation and Mobility skills, with obvious improvement in their familiarity with the M44 bus route.

We are wrapping up our Term 3 focus on Communication Technologies (CTs) but this does not mean that learners’ opportunities to engage with the curriculum through the use of technology will cease. CTs are now integrated into our lives in many different ways, and may provide our learners with ways of accessing literacy, numeracy and communication skills.

Thank you to those families who have contributed so much to NEP meeting reviews recently, I have enjoyed meeting with you again and sharing the progress of your children. I look forward to catching up with those of you who will be attending meetings over the next few weeks.

Jess W, Sarah and Karly

GREEN TRIANGLES

Green Triangles learners have been hanging around in the gym!

We have been climbing the ladder, jumping on the mats and swinging on the hoops. Every Monday we go to the gym and practise our skills and flex our muscles, and we are all getting stronger and more mobile.

The learners are demonstrating skill improvement in the use of iPads for reading and keyboards for writing. The girls from Ascot Park Primary School have particularly enjoyed learning to make movie trailers on the iPads with Kilparrin learners as the stars of the show!

Father’s Day activities got us doing some messy play. Some beautiful marbled pictures and cards were created. We hope you all enjoyed your father’s and/or parenting day.

Our focus book, shh little mouse led our class to enjoying counting with food. We loved
feeling and counting the biscuits. The biscuits are circle shaped and we could hold lots in our hands. We have been practising counting to five using one to one correspondence, and counting, ‘one more and one less’. Our new focus book *Pearl Barley and Charlie Parsley* has extended our counting by using food as counters. We are now learning to share with our friends.

We have been using our Bigmacks to practise our ‘yes/no’ responses.
Georgia said “Yes, I like working in the garden!”

Tyson said, “Yes, I like my chocolate custard!”

Blue Diamonds visited us on our gardening day. We did lots of weeding and digging the soil in our garden patch. Gee! Our broad beans are tall. They are taller than Tom!

Cooking time is lots of fun and work too. We are still cooking with the Country Women’s Association Scone mix, and we are now making cinnamon scrolls…very yummy!

Tyson helps to carry the ingredients to the table, and Georgia likes to re-arrange the chairs and collect the tools and bowls that we might need.

When we planted the seeds, we mixed lots of water with the soil and made mud. We all had a good feel of the wet, soft, gooey mud. It was messy and fun!

Adele’s father and he is planning and practising some of our songs.

The show is just around the corner, and we are planning our joint excursion with the Orange Circles class. We are getting very excited!

Adele and Amanda

**ORANGE CIRCLES**

I can’t believe that another term is nearly over, where has this year disappeared to?

This term we have been using technology to support our learning in a variety of ways, we have increased the use of the iPads to support with reading, writing and articulation. We have not been limited to using the iPads in the classroom, we have also used them during assembly to assist with introducing the different items.
We are using a variety of technology to support our literacy lessons including self-selected reading using the head phones, the small computer for writing, talking books and switching and the IWB for talking books, writing, switching and self-selected reading.

**Lemon Slice Recipe**

*Ingredients:*
- ½ tin Condensed Milk
- ½ pound Marie Biscuits
- 4 oz butter
- 1 cup Coconut
- Zest from 1 lemon.

*Method:*
Crush biscuits.
Combine biscuits, coconut and lemon zest.
Melt butter and mix with condensed milk.
Mix butter mixture into biscuit mixture until well combined.
Smooth into slice tin and leave to set.
Once set turn it out and ice with lemon icing.

Enjoy.

We have been providing various sensory learning experiences in the classroom, to develop body awareness and to reduce tactile defensiveness. Learners using their feet, instead of or as well as their hands, is also an option to develop these skills.

All of the learners in the class have enjoyed our regular shopping trips to a variety of different locations during the term.

We are all looking forward to attending the show in Week 9 and are talking about what we might see while we are there and looking at the show web site.

Due to popular demand from parents I am including the recipe for the ‘Lemon Slice’ the Orange Circles have prepared on a number of occasions this term.

We hope everyone has a great holiday and we will see you all next term for another busy fun filled term.

Karen, Jess & Marina

**BLUE DIAMONDS**

This term has unfortunately seen quite a bit of sickness amongst the Blue Diamonds class (including myself), but now that winter is behind us, hopefully we will be able to maintain better health. Unfortunately only Tom attended the excursion to the Adelaide Central Markets but it was a positive sensory experience and an opportunity to be involved in the wider community. Our next excursion is to the Royal Adelaide Show, which is always a fantastic day for everyone.

During morning group time, we sing various songs, and learners are involved in what is sung using their yes/no symbols. One song to develop body awareness is Put the beanbag on your foot/head/shoulder etc.

We had lots of fun this term with bubbles, and next term will see a strong focus on developing social skills and switch skills.

Rachel, Lyn, Kay, Jess & Sophia
PURPLE STARS

Well here we are at the end of another term!! I cannot believe how fast this year is going. One more term and the school year will be complete!!

The learners have worked extremely hard all term and I have seen a lot of growth and development amongst them. There have been major improvements in terms of communication. Three of the learners in the Purple Stars have been using their PODDs throughout the school day and there has been an increase in learner engagement. I have also been wearing a group PODD to support and model language to the learners. I look forward to continuing to see improvements with communication.

On the 24th of August the learners went on an excursion to Bunnings Warehouse and Marion Shopping Centre. Whilst at Bunnings the learners explored a variety of plants and seeds. The learners also looked at and discussed different tools that can be used in the garden. The learners looked at gardening gloves, spades and rakes. These tools were then discussed in more depth back at school. Once the learners had explored Bunnings they walked across to Marion Shopping Centre and ate lunch in the food court. It was a lovely day!!

MUSIC

Here we are again at the end of another busy term packed with various musical activities. This term some of the songs became very popular amongst the children.

When singing the song Mouth Sounds we practised: tongue clicking, blowing, humming, whispering and ‘blowing raspberries’. Individual learners had the opportunity to use a microphone to contribute with their own sounds or the sounds they heard during the song. There was lots of laughter and excitement during these activities, which motivated the learners to actively participate.

Another great song for group singing, The Lion Sleeps Tonight, became very popular this term. We did 2 different actions to the introduction and chorus and during singing we supported the vocabulary with signing the key words or phrases.

Recently a song called Hey Yo also became very popular. Some of the children began singing this song in the playground during recess and lunchtime. This song uses a ‘call and response’ approach when a musical phrase is sung then echoed by another person or a group.

Now we are looking forward to a quick break and starting again in Term 4.

Beccy, Elisha and Christina
On Wednesday 5 September we had our End-of-Term Assembly. After our hard work during the term, we presented new songs related to the term theme Communication Technologies. On the day our learners all sang and played their instruments really well. Well done everybody!

Krystyna
Music Teacher

**Curriculum News**

**Communication Technologies**

At Kilparrin we have focused on using a variety of Information & Communication Technologies as part of our teaching and learning. Technology has changed the face of educational provision for children with additional needs, and will continue to do so for many years to come. New technologies such as tablets, laptops, applications (apps), mobile devices, interactive whiteboards and their associated software, web-based content and accessories all combine to mean that schools will be one environment where significant change and choice will be available for the next generation of children.

At Kilparrin technology tools allow teachers to provide information in alternative formats, to structure the learning environment in new and unique ways and to ensure that everyone can join in and learn.

Technology tools can help a child to:
- communicate with others by making requests, attracting attention, giving an answer, asking a question, receiving information or sharing some news
- operate a piece of equipment, toy or educational tool independently
- make a choice or decision
- gain access to an area or place
- participate in an activity alongside other children
- understand the events or activities of the day
- manage their own behaviours in appropriate and positive ways
- interact and participate across cultural, linguistic and physical barriers
- reduce the impact of their disability on the activities of daily living and their ability to learn.

(Anne Vise, 2012)

Our teachers embrace technology tools as a way of ensuring full inclusion and participation in the classroom curriculum. Sometimes it can be difficult to understand the full capabilities of these tools, and to decide what the best choices are. As part of our planning for our learners, we have been using the SETT framework.

The SETT framework is a four-part model intended to promote collaborative decision making in all phases of assistive technology from consideration through to implementation and evaluation of effectiveness. The SETT framework is an acronym for Student, Environment, Task and Tool. Viz;
- Student-what does the student need to do? What are the student’s special needs and current abilities?
- Environment-what are the instructional and physical arrangements? What materials and equipment are currently available?
- Task-what is everyone else doing? What are the critical elements of the activity?
- Tool-what NO technology, LOW technology and HIGH technology options should be considered to enable participation and inclusion

At the 2012 Inclusive Learning Technologies conference British based education consultant and former special education teacher Ian Bean presented an engaging and inspiring keynote address on the ‘Killer app’. We all waited with anticipation – The ‘Killer app’ is …

**YOU!**

Ian discussed that it is parents, teachers and therapists who are the true ‘Killer apps’ not the gadgets they use. He told the conference that there is ‘nothing magical’ about sitting a child in front of a computer or iPad without teaching them how to use it. ‘It doesn’t matter how many resources we’ve got if you don’t know how to use them properly. That’s not useful. It’s all about the training’. No piece of technology or equipment can improve learning without good teaching!

Ellen Berbec, Coordinator, Communication Technologies


**SPECIAL THANKS**

Special thanks to those members of the Kilparrin community who donated goods, assisted in making up the gift baskets and who bought raffle tickets as part of our recent Father’s Day fundraiser.

$285.00 was raised!

Fundraising Sub-Committee,
Kilparrin Governing Council