Welcome back to the final term of 2009. We are all looking forward to getting rid of the cold weather bugs that have affected so many this winter.

Last term I wrote about the new DECS validation process that is being introduced across schools as part of the cycle of review. Schools self assess their progress against the current strategic directions documented in their Site Improvement Plan and validation then verifies the quality of the site self review processes, the findings of the site self review and the effectiveness of the improvement actions undertaken over the three year cycle.

Kilparrin undertook the Validation Day last Wednesday.

The Validation team spent the whole day with us and Cheryl and I together with the leadership team and other staff members presented an overview of Kilparrin, with supporting data, to them. We were able to show them all the activities that Kilparrin is involved in through a series of posters and static displays. Video evidence of learner participation was used and staff and parents were interviewed. It was a thoroughly worthwhile experience as we had the opportunity to take a step out of the general business of the services and consider the scope and breadth of the work we do.

The Validation team then reported back to us and I would like to share this report with you.

### Site Validation Report

<table>
<thead>
<tr>
<th>Self Review Processes</th>
<th>I can verify that the self-review processes have met the standards outlined in the DIAf policy guidelines: (Evidence based, Inquiry focused, Collaborative, Well managed, Comprehensive, Actioned)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comments:</td>
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<tr>
<td></td>
<td>The self review process involved whole school community engagement in extensive inquiry methods to evaluate progress and outcomes relating to current strategic directions. The process has identified and will inform future directions.</td>
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<tr>
<td></td>
<td>• Using Parent Opinion Surveys perception data was collected and analysed as it related to three key strategic direction i.e. Attend to culture, Focus on learning, Think systemically</td>
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<td></td>
<td>• Data relating to Learner Achievement was gathered and interrogated</td>
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<td></td>
<td>• Staff perception as identified through the DIAf Level 2 Scan was analysed</td>
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<td>• Evidence of learner engagement was presented through video and static display</td>
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<td></td>
<td>Data was presented, discussed and examined by the validation team.</td>
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<td></td>
<td>Follow up discussion with parent and staff groups enabled the validation team to gain deeper insight and validate processes used and assertions presented.</td>
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<tr>
<td></td>
<td>The process was evidence based, well managed and comprehensive.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvement Cycle</th>
<th>I can verify that effective plans and processes have been developed to address the findings of the self-review. (Clear cycle of improvement developed with issues identified, targets articulated, actions planned, resources allocated, progress monitored and reviewed; plans and processes linked to Site Improvement Plan, Annual Report and Performance Plan; evidence of whole site processes and commitment)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Comments:</td>
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<tr>
<td></td>
<td>Kilparrin has a clearly articulated and publicly documented process of planning and review.</td>
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<td>A cycle of improvement involves data gathering and analysis. Goals and targets met are identified as well as areas of development. Priorities are articulated by staff and are well documented and published for the school community through the Site Improvement Plan.</td>
</tr>
<tr>
<td></td>
<td>A comprehensive system of documentation is available to support staff.</td>
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<td></td>
<td>Resources are allocated to support priorities particularly evident in relation to learner achievement and staff development.</td>
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<td></td>
<td>Progress is reported through learner reports and the Annual Report.</td>
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<td></td>
<td>There is evidence of a deep commitment to the school’s Improvement Plan.</td>
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</tbody>
</table>
Evidence of Outcomes

I can verify that effective plans and processes have been developed to address the findings of the self review improvements in quality of outcomes.  (Multiple measure of data demonstrate improvement)

Comments:
Data demonstrated that there has been improvement in all areas of the Site Improvement Plan. Issues identified have been addressed (e.g. Psychological Health).
A significant amount of work has been devoted to ensuring that data collected is meaningful to Kilparrin.
An intensive accountability and reporting cycle including service agreements exits.
All learners receive comprehensive reports (written, photographic and DVD) detailing achievements, distance travelled and progress made.
Evidence presented demonstrates that there is outstanding staff commitment ensuring a supportive, welcoming environment for families.
There is a culture of high expectations and a positive learning environment.

Further Comments:
The validation team acknowledges that Kilparrin is a unique and complex “site”.
The leadership team is to be congratulated on the quality and quantity of evidence based data collected and presented through out the self review and validation processes.
The time and energy that staff devoted to the process was acknowledged and appreciated by the validation team.
The power point, poster and video presentations from leadership, teachers and SSOs provided the validation team members with a deeper understanding and appreciation of the outstanding work and commitment of Kilparrin staff.

Commendations:
We commend Kilparrin on the following:
- The positive culture of care, learning and high expectations “We were told that when your child comes to Kilparrin they will experience success”
- The truly inclusive approach to ensure that the specific needs of individual learners are met
- Level of learner engagement and wellbeing (supported by video evidence, reports, Kilparrin Learner Wellbeing Rubric etc.)
- Effective communication strategies with families (despite the lack of face to face opportunities available)
- A commitment to continuous improvement and the effective use of data (“Centre of excellence”)
- A commitment to well resourced, high quality staff professional development
- Capacity building strategies (valuing skills and expertise)
- Effective partnerships with a range of professional groups
- A culture of promoting success and celebration (assemblies, newsletters)

“Parents feel valued and they know their children are respected and valued”

Recommendations:
The validation team recommends that the current commitment to improvement is maintained.
The self review validation processes raised the issue of exploring opportunities to share the excellent work of staff and the utilisation of Kilparrin’s world class facilities with in DECS and Internationally.

Note: This Validation Report has been compiled by the Assistant Regional Director and is informed by regional documentation and performance management processes. It is usually completed as a summative report at the end of a 3 year cycle.

The comments and commendations are very welcome and we are delighted to have such positive feedback. It was a pleasure to have the opportunity to share our work with the Validation Team. All staff across Kilparrin Services are to be congratulated on the outcome.

Alison McWilliams
Principal
GREEN TRIANGLES

We have chosen Be Active Outside for our theme this term. It is a great topic for experimenting with our new playground equipment and doing some exercises around stretching, hopping, running, jumping etc. Also walking to the shops on Wednesdays and the Library on Fridays keeps us active outside whilst developing our daily living skills.

BLUE DIAMONDS

Term 4 for the Blue Diamonds is about preparing our learners for the next stage in their lives. I have been working with the learners who are transitioning to new schools for next year, taking them on school visits and helping them to adjust to their new surroundings.

It is such a proud feeling to observe learners meet new friends and have their new teachers and peers support them through this delicate stage. I am confident that Oliver and Giorgio will enjoy their new learning locations.

Meanwhile, the Blue Diamonds are enjoying the school theme, Be Active Outside. Bryan and I are very happy that our learners are enjoying trying new activities. We have made a conscious effort to allow Oliver and Giorgio experience a different range of activities in their quest for a healthy mind and healthy body. The new activities we have introduced have been centred around the play equipment. This has been useful for strengthening the body, agility, speed, body conditioning and a new area to have fun with.

It has been a wonderful topic to use across the curriculum. In literacy we have written a journal, read books related to healthy lifestyles and brainstormed words to use in sentences. In numeracy we have talked about distance, time and introduced a stop watch which the learners enjoyed.

The Blue Diamonds will continue to create a learning environment that is safe, challenging and always fun.

Chris and Bryan

YELLOW SQUARES

The holidays have come and long gone, as we head down the final days of another school year.

Our theme this term is Be Active Outside, and at the moment we are lucky with the weather being favourable and allowing us to spend time outside. Also the play area underwent a transformation during the holidays with new ground surface under the play equipment. Some learners are exploring the new surface and rediscovering the boundaries.

A new see-saw has been installed and two of our boys...
have had great fun experiencing it. We are awaiting installation of more equipment that we hope the learners in wheelchairs will be able to use and enjoy.

Outside time is proving to be a fun time.

We are also exploring books and stories that relate to the topic with sounds, smells, taste and touch being incorporated into them.

The new surface underneath the equipment has resulted in easier access for all learners to the play equipment.

In addition to renewing their interest in the play equipment, the learners have been developing their gardening skills.

We have watched how the soil changes colour when it is watered and how adding water to the hard earth makes it easier to dig.

We are looking forward to continuing our exploration of other city playgrounds in the mild Spring weather and also continuing to practise our ball skills.

We will be cooking some more healthy snacks in our weekly cooking lessons and sharing our efforts with staff!

Cheryl, Hayley, Rachel & Karly

ORANGE CIRCLES

The learners in the Orange Circles class have been enjoying the Spring weather by being active outside in our revitalised playground.

Taking photographs of our outside activities and then displaying them later on our interactive whiteboard enables us to talk about what we did and to expand our signing vocabulary.

The final weeks of term are usually consumed by Christmas songs, trees and decorations and this year will be no exception. Krystyna is busy gathering appropriate songs and actions together that we can use.

Brenda, Krystyna, Lyn, Jess

KILPARRIN EARLY LEARNING CENTRE

We will make the most of the warmer weather in Term 4 by playing outside. The outdoor play area is an extension of the curriculum at KELC.
Sensory play not only with water but with seeds and beans etc provides the opportunities for the children to develop fine motor skills, language skills and to participate in experiences with other children in a motivating, non-threatening activity. Basic math concepts such as full/empty, heavy/light, more and less are learnt incidentally through their play.

Outdoor play supports the children to develop confidence, independence and most of all a sense of achievement.

The children learn turn taking skills and being with their friends. The benefits of outdoor play for children with vision impairment and the motivation to want to explore their environment is vital to their development.

Music can be very powerful and is one of the few things people of all abilities can enjoy, share and participate in. For the 2009 Music. Count us In a group of young composers led by John Foreman (Australian Idol) has written the catchy song The Music is Everything.

At Kilparrin, during music sessions, from the beginning of Term 4 we have been listening and practising this song with all of our learners. Each class had their own copy of the song which could be played incidentally throughout the school day for the learners to gain familiarity with the words and music.

The idea came from the 2006 National Music Workshop and was a response to the first recommendation of the National Review of School Music Education: that the status and value placed on school music education needed to be raised higher in Australian schools.

When learning a song The Music is Everything, as a starting point our learners were encouraged to sing the words ‘I’ and ‘Hey’ then building up to some learners joining in with most of the words. Being able to sing along to a song gave
learners great practise in developing their verbal language and articulation.

To be a part of Music Count Us In and celebrate music, on Tuesday 20th October (in lieu of Thursday which is our swimming day) the whole school got together and we sang this special song The Music is Everything playing rhythm sticks to the chorus repeated twice at the end.

We also repeated a joyous, upbeat song from last year called Sing! Shaking maracas to the chorus.

This event provided our learners with a great opportunity for socialisation and participation in the bigger group.

Krystyna Misiara
Music Teacher

**Workshop for Parents UPDATE**

Unfortunately, due to circumstances beyond our control, the healthy eating workshop planned for Kiparrin parents and caregivers has been deferred.

We are currently renegotiating speakers, dates and times and will inform all parents and caregivers once details have been finalised.

We apologise for any inconvenience resulting from these changes and we look forward to seeing all families represented at the rescheduled workshop.

Roley Stuart, Coordinator

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**Minda Pool Family & Friends Week**

Glenda Brindle
Instructor in Charge
Minda Swimming Centre

would like to invite you to Family and Friends Week

Come and watch your child participate in their weekly swimming class and see all the wonderful things they are achieving in the water!!!

The day for Kiparrin learners is Thursday 12 November

Catalogues have been sent home for you to do your shopping.

Check with the class teacher for the exact times of your child’s swimming lesson on that day.

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**Governing Council Fundraiser**

Kiparrin is organising a fundraiser from Parent Direct and Chalk who sell educational resources/toys.

These toys are excellent educational resources to purchase for your child or as presents for young friends.

Remember Christmas is just around the corner!

Pam Dunnett, on behalf of the Kiparrin Governing Council

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**Social and Recreational Options for Children and Adolescents with a Disability**

If you are looking for some great social activities for your child to participate in and provide a great social experience for them to mix and play with other children - please find a list below.

There may be a waiting list for some groups and activities.

**Autism SA:**
Provides a wide range of activities of activities and services.


**Duke of Edinburgh Award Program:**
Opportunities for personal achievements, adventure (14-25 year olds).

Phone: 1300 438 537

**Edmund Rice Camps:**
Provides holidays and recreational activities (8-16 year olds)

Phone: 8234 2937
Guides South Australia: Inclusion of young girls and women with a disability.
www.guidessa.org.au

Scouts Australia: Assisting young people to develop life skills - girls and boys.
www.sa.scouts.com.au

Sharing the fun – YMCA: Skill development program for children with a disability.
Phone: 8200 2519

Recreation link up – YMCA: Assists people to become involved in an activity of their choice by developing a personalised recreational plan.
Phone: 8200 2508

From Denise Hatzi Kilparrin Governing Councillor

Tutti Kids
Tutti Kids is a program run in conjunction with Novita Children’s Services and Tutti Arts for children with special needs, from preschool to early teens.

Through the use of drama, song, movement and play, the program aims to assist the children in the development of a vast array of skills (literacy & numeracy; creative expression; coordination; following direction; relaxation techniques etc), and assist them to build relationships and develop socialisation skills.

The program is also a successful way for parents of special needs children to meet others in a similar position and develop support networks.

For information, contact Karen, tel 0412 548 889.
(DECXtra+ Vol 3 no 18 2009 Pg 2)

Sensory Disabilities Information from Disability SA

What is sensory disability?
People with sensory disability include people who:
• have significant visual impairment or are blind
• have a hearing impairment or are deaf
• are DeafBlind.

Support for people with sensory disabilities
Sensory Directions
Helps people with sensory disability to find and use a range of supports.

Telephone: 1800 738 855


The following approved organisations also specialise in information and support for people with sensory disabilities.

You may be able to book in by calling them directly (there may be fees) or they will advise you where to go for a referral.

Adelaide Hearing Consultants
Provides diagnostic and rehabilitation services for adults and children aged more than three years with hearing loss, tinnitus and central auditory processing disorders.

CanDo4Kids
Provides a range of services for children with vision and hearing impairments.

Cora Barclay Centre
Provides family-focused Auditory-Verbal Therapy for children who are deaf or hard of hearing and wear hearing aids, cochlear implants or other listening devices.

Deaf CanDo
Provides information about deafness, deaf culture, the deaf community, hearing loss, technical devices and communication modes employed by deaf persons and others with hearing loss. There is also a Deafness Friendly A-Z Listing of services in South Australia.

Guide Dogs SA NT
Provides free services for people with a sensory loss. This includes guide dogs.

Lions Hearing Dogs
Provides Hearing Dogs and training in their use to hearing impaired people throughout Australia.

Royal Society for the Blind (RSB)
Provides services to South Australians who have a severe vision impairment. The RSB’s Low Vision Centre offers information, advice and low vision aids.

Search easily for other organisations, services and activities in your local area using our service and information directories.

Our library and information service can also help you to find publications on many disability-related topics, including sensory disabilities. Loans are free of charge.
BEEF, BROCCOLI & SNOW PEA STIR-FRY
15 minutes preparation plus 10 minutes cooking.
5 serves of vegies in this recipe

Ingredients
250g cooked Hokkien egg noodles
2 teaspoons oil
400g rump steak, sliced
1 medium brown onion, diced
2 cloves garlic, crushed
1 teaspoon ginger, peeled and grated
½ head broccoli, cut into florets
100g snow peas, ends and strings removed
2 tablespoons water
1 tablespoon oyster sauce
1 teaspoon cornflour
½ tablespoon reduced-salt soy sauce
1 teaspoon chilli sauce

Method
Prepare noodles following packet directions. Heat oil in pan, stir-fry beef in two batches, set aside and keep warm.

Add onion, garlic and ginger, cooking until onion is translucent. Add broccoli, snow peas and water, cooking until vegetables soften.

Return beef to pan. In a small bowl combine water, cornflour and sauces. Stir through beef and vegetables and allow to bubble and thicken.

Serves 4.

Variation
Substitute 400g lean pork leg steak for beef. Replace broccoli and snow peas with other vegetables, eg: Chinese cabbage, bok choy and sliced carrots.
CITRUS COLESLAW
10 minutes preparation.
6 serves of vegies in this recipe

Ingredients
1 orange
3 cups cabbage, shredded
2 spring onions, sliced
1 small green capsicum, seeded and sliced

Dressing
1 tablespoon vinegar
1 tablespoon orange juice
2 tablespoons olive oil

Method
Grate the orange rind and set aside. Peel and slice orange into segments or rings. Combine orange with cabbage, spring onions and capsicum in a serving bowl.
Mix dressing ingredients in a separate bowl and add orange rind. Pour over salad and mix well.

Serves 4.

Variation
Use pink grapefruit instead of orange. Add sliced kiwi fruit or grated carrot.
For a creamy, low-fat dressing, mix ¼ cup low-fat natural yogurt, ¼ cup reduced-fat mayonnaise, juice of ½ lemon and 1 teaspoon wholegrain or French mustard.

CRUNCHY WALDORF SALAD
A colourful variation of this traditional favourite.
8 minutes preparation.
8 serves of vegies in this recipe

Ingredients
2 red apples, cored and chopped
2 green apples, cored and chopped
1 cup celery, sliced
1 cup orange segments
¼ cup walnuts, chopped

Dressing
½ cup low-fat natural yoghurt
2 tablespoons reduced-fat mayonnaise
2 tablespoons parsley, chopped
Juice of ½ orange

Method
Combine salad ingredients in a bowl.
Mix dressing ingredients in a separate bowl and pour over the salad.
Mix thoroughly and serve.

Serves 4.

Variation
Red or black grapes can be added when in season. Instead of walnuts, try macadamias or cashews.

Serving Suggestion
This simple salad is delicious with grilled chicken or turkey.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Term Dates</th>
<th>Time</th>
<th>Venue</th>
<th>Cost</th>
<th>Bookings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Dad Factor</strong></td>
<td>7 week course</td>
<td>Tuesday 27th October 2009</td>
<td>6:00 pm – 8:00 pm</td>
<td>Southern Primary Health, 211 South Road, Morphett Vale</td>
<td>No cost</td>
<td>(08) 8325 8100</td>
</tr>
<tr>
<td><strong>Self Esteem</strong></td>
<td>1 night session</td>
<td>Tuesday 3rd November 2009</td>
<td>7:30 pm – 9:30 pm</td>
<td>Effective Living Centre, 26 King William Street, Wayville</td>
<td>Cost: $10 / $12</td>
<td>(08) 8271 0329</td>
</tr>
<tr>
<td><strong>Growing up with your Teenager</strong></td>
<td>6 week course</td>
<td>Thursday 15th October 2009</td>
<td>7:00 pm – 9:00 pm</td>
<td>Centacare (Fennescey House), 33 Wakefield Street, Adelaide</td>
<td>No cost</td>
<td>(08) 8210 8200</td>
</tr>
<tr>
<td><strong>From Pre-school to Pre-cool</strong></td>
<td>Parenting 4 – 8 year olds</td>
<td>Tuesday 27th October 2009</td>
<td>10:00 am – 12:00 noon</td>
<td>Centacare (Fennescey House), 33 Wakefield Street, Adelaide</td>
<td>No cost</td>
<td>(08) 8210 8200</td>
</tr>
<tr>
<td><strong>Making Step-Parenting Work</strong></td>
<td>5 evening sessions</td>
<td>Tuesday 10th November 2009</td>
<td>7:00 pm – 9:30 pm</td>
<td>Relationships Australia, 49a Orsmond Street, Hindmarsh</td>
<td>Cost: $80 / $40</td>
<td>(08) 8245 8100</td>
</tr>
<tr>
<td><strong>Hey Dad: Continuing Parenting after Separation/Divorce</strong></td>
<td>6 evening sessions</td>
<td>Thursday 5th November 2009</td>
<td>7:00 pm – 9:30 pm</td>
<td>Relationships Australia, 49a Orsmond Street, Hindmarsh</td>
<td>Cost: $60 / $30</td>
<td>(08) 8245 8100</td>
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<tr>
<td><strong>For Separated Parents</strong></td>
<td><strong>Focus on kids: Mum’s Place, Dad’s Place</strong></td>
<td>(Helping children through separation)</td>
<td>5 evening sessions</td>
<td>Starting Monday 9th November 2009</td>
<td>7:00 pm – 9:30 pm</td>
<td>Relationships Australia, 49a Orsmond Street, Hindmarsh</td>
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