**2010 DIARY DATES**  
**Special events for parents/caregivers**

**TERM 4**

**Thursday 25 November**  
8:30am Governing Council

**Wednesday 8 December**

10:30am Morning Tea  
11:00am Christmas Concert

**Friday 10 December**  
2:00pm Term 4 ends

**FROM THE PRINCIPAL**

On October 29th we celebrated World Teacher’s Day. This day is recognised in 100 countries. World Teachers’ Day was introduced in 1994 by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) to celebrate the significance of competent, qualified and motivated teachers as instrumental in shaping the futures of children and learners. At Kilparrin our School Services Officers provided the teachers with a lovely morning tea and presented each teacher with a personalised Certificate of Appreciation. We wore our World Teachers’ Day badges and took time to recognise the significance of our profession. We have a group of excellent, motivated and inspiring teachers working at Kilparrin School and across the state to support the teaching and learning of children and students with vision/hearing impairment and additional disabilities. There is no one way to modify the curriculum to suit all of our learners. Kilparrin teachers need to have skills, knowledge, experience and understanding in the regular curriculum, in the particular disability and the impact of that disability on learning. Our Statewide Support Service teachers also need the communication and social skills to relate this knowledge and understanding to the staff working with the referred learner on a daily basis. Teachers at Kilparrin School have the responsibility to modify the curriculum to accommodate each learner’s specific needs and abilities in negotiation with parents, implement these modifications and assess and report to parents. Kilparrin is fortunate to have teachers who are willing and able to undertake professional development of a tertiary standard, to remain up to date in their knowledge of impairments and the implications on teaching and learning. Congratulations to all of our teachers and thank you to the SSOs.

There will be a change at Kilparrin Early Learning Centre (KELC) next year. For the past four years the KELC has been co-located at the Ascot Park Kindergarten. However, with changes in the provision of preschool sessions and ongoing difficulties with the facilities for children with significant physical needs I have negotiated a change of venue from Term 1 2011. KELC will be moving to the new Forbes Children’s Centre attached to the Forbes Primary School. We are very excited about this as the centre is new and built to accommodate inclusion. The KELC is staffed with a teacher and an SSO for the four children who will be enrolled. KELC staff and children will be working and learning together with the children and staff of the Forbes CC. At this stage we have two vacancies. I anticipate that the children will be at Forbes CC on Monday, Tuesday and a ½ day on Wednesday for their 5 sessions under the universal preschool access for those turning 5 years of age.

This is a new setting and a new beginning for our learners and for the children enrolled at Forbes CC as well. It is very exciting to be part of the establishment of the new program. We will be welcoming Jenny McGinn back from her exchange in England to lead the establishment of KELC at Forbes CC. She is very excited to be coming back to such a wonderful position.

At the moment Cheryl and I are working through the implications of the Enterprise Agreement and the cuts announced through the State Budget. At this point we seem to be slightly ahead. The old losing on swings and gaining on roundabouts seems to be an apt description of the outcome at this point. We do have a continuing problem with the level of vandalism at this site. Both SASVI and Kilparrin are enduring roofing repairs this week as vandals have once again smashed their way across the roof.

Thank you for your support.

Alison McWilliams
Principal
Term 4 is flying by already and the Orange Circles have been focussing on the theme Celebrating Me. We have been working very hard on our class movie which develops our social skills, confidence and self esteem. The movie covers many curriculum areas such as Design, Technology, English, Art, Drama and Extended Core Curriculum. Hopefully we will have a finished product by the end of the year so that we can all watch and listen to the movie and celebrate our achievements. I must say that the sets, acting and narration have all been of outstanding quality!

The Orange Circles participated in the recent school picnic and modelled our sun smart behaviour in keeping with our beach theme. We made giant bubbles and completed the be active circuit. There were also some sand play and other activities before we came together to have our picnic lunch in the courtyard.

Our cooking lessons continue to be a great success and participation levels are at an all time high. Cracking eggs is always fun and all of our recipes this term use eggs as the main ingredient. Learners are being very brave and trying new things as well as learning new skills in the kitchen that may be useful to parents at home (like doing the dishes)!

It sure has been a fantastic year in the Orange Circles class and we are now revising some of the things we have learned so far in literacy and numeracy. We also continue to be active as often as possible with a busy swimming schedule underway at the moment.

Jess and Jessica

As we approach the end of Term 4, it’s fantastic to be able to reflect on the year at Kilparrin, and particularly in the Green Triangles class, and celebrate the development of each of the learners.

Some of the highlights of the year have been increases in participation during morning group time, awareness of others, counting skills, acceptance of various sensory experiences, making choices in play, physical development and communication skills. For Lyn, Hayley and me, this is so rewarding. It has been great to be a part of their development.

Week 6 (and until the end of week 8) sees the beginning of swimming lessons each morning at the Marion Swimming Centre for some learners. As in Term 1, it will be great to observe their developing confidence and skills in the water over the three weeks. Just another reminder to please send your child with their bathers on. For other learners, swimming consists of regular sessions at Minda Pool each Thursday, and again, it’s lovely to observe them enjoying themselves and moving their bodies in water.

Although it is raining as I write, we have been making the most of the lovely weather and spending time exploring new equipment and play activities outside. We have provided sensory experiences such as ‘gloop’ (cornflour and water), doll play, block construction, big bubbles, floor time on mats with various equipment and obstacle courses.

We didn’t have the best weather for our school picnic day, but a fun time seemed to be had by all, and it was lovely for parents (and siblings) to be able to spend time at our school.

Rachel, Hayley and Lyn

Where have the weeks gone? This term just seems to be passing us by!!

The theme for this term is Celebrating Me and the learners in the Purple Stars and the Orange Circles worked together
and decided what better way to Celebrate Me than to be movie stars!! The learners have had a fantastic time starring in the production of Dr Seuss’ Scrambled Eggs Super.

Learners have been hard at work putting together this movie, which has included making props, putting together sets, voice recording and acting in front of the camera.

The learners have certainly stepped up to the task and have done so with enthusiasm and lots of laughs. The learners in both classes seemed to have particularly enjoyed dressing up as birds.

Some learners have also enjoyed hearing their own voices played back to them.

It has been a wonderful way to celebrate who we are as learners at Kilparrin. It has really brought the learners together and as a group we are celebrating the ‘uniqueness’ that each of us brings to our class groups.

In Science we have been investigating movement with and without wheels. One of the tasks was to use split pins to make different body parts ‘move’ on an animal cut-out. These were very successful.

The next task is making paper model cars with wheels. When did education become so much fun? The learners certainly appear to be enjoying these learning tasks.

As you can see learners in the Yellow Squares class are keen to learn and participate.

To see each learner progress this year has certainly been a reason to celebrate. Each learner is experimenting with using their voice to communicate and some have progressed to a three word sentence. I am thrilled!

It is not all hard work though; we also have fun times such as...
having our own version of Halloween and going to the Zoo. Yes it is all still educational and embracing cultures and community.

In further developing their own communication skills they have also increased their own well being.

The kindy children also enjoy joining-in with us for music on some occasions when Krystyna comes to visit.

Last Monday we walked to Kilparrin to have our photos taken. This provided an opportunity to play in the Kilparrin playground and join in with the Orange Circles for a little while.

Kay has had a long road to recovery and we are looking forward to seeing her back at KELC soon.

A special thank you to Belinda for all that she has done for us while she has been at KELC. We hope that she will come back and visit soon.

Karen and Belinda

Yellow Square learners have a lot to celebrate about their learning and themselves.

They have developed their fine motor skills and so much more.

Our class has a lot to celebrate! Thanks Mums and Dads!!!

Tanya and Karly

KILPARRIN EARLY LEARNING CENTRE

We have been enjoying a number of different sensory activities at KELC in the last few weeks, these include exploring jelly, sand and other materials.

We have also been playing with the other kindy children in a number of different ways.

There are a number of girls who enjoy pushing Dylan and Nasser on the swing and in the hammock.

MUSIC

Our preparation for the end of year assembly is well under way. During group music sessions we are learning and practising new songs related to the Term 4 theme Celebrating Me and also to Christmas. The new song One of a Kind involves the learners in listening, echoing the words ‘me too’, pointing to themselves and then joining in with appropriate actions.

Another new song Feel the Joy is becoming popular among the learners. Some learners already join in with the repetitive section ‘A-O-A’.
During singing our learners regularly use a microphone which encourages them to use their voices and improve pronunciation. For this song we also hold different colour beanbag scarves, listen carefully to music and shake them when we hear the words ‘Feel the Joy’.

We have also begun to practice a very catchy song called The Bell Boogie that is a lot of fun. We use a mixture of normal bells, sleigh bells and tambourines in the chorus. The jingling of the bells gives The Bell Boogie a real Christmas feel.

We will present the musical items at the end of year assembly on Wednesday 8th December.

Krystyna & Kristel
Music Team

Cortical Vision Impairment

A number of the learners supported by the Kilparrin Statewide Support Service have Cortical Vision Impairment (CVI).

CVI is the most frequent cause of vision impairment in children and the research appears to indicate that the incidence of CVI continues to rise and yet in the past it was not always acknowledged as a vision impairment. This is because the vision difficulties experienced with CVI are not caused by damage to the eyes but by damage caused to the visual perception areas of the brain. An eye examination reveals no ocular abnormalities but the child does not appear to see as s/he should. (Some of our learners can have an additional ocular vision impairment but this is separate from the CVI).

Our learners with CVI have eyes that are able to take in light and focus an image however the perceptual visual processes and pathways to interpret that image are not working properly. The visual systems of the brain do not consistently understand or interpret what the eyes see. A percentage of the learners supported by the Statewide Support Service have cerebral palsy as one of their additional disabilities and as damage to their brain has caused the cerebral palsy so damage has resulted in their CVI. The causes of CVI are neurological and can include lack of or insufficiency of oxygen, developmental brain anomalies, head injury, hydrocephalus, and infections of the central nervous system such as encephalitis and meningitis.

Kilparrin support teachers who are working with learners with CVI have found the book Cortical Vision Impairment, by Christine Roman-Lantzy (AFB Press, 2007) to be an excellent resource for describing, assessing specifically, and most importantly programming for our referred learners.

Some characteristics of Cortical Vision Impairment identified by Dr Roman-Lantzy and others are:

- visual latency (delayed or slowed visual responses)
- highly variable visual performance (ability to ‘see’ fluctuates across time and situations due to difficulty recognising objects under particular environmental conditions)
- head turn when reaching for objects (not able to look at and touch an object at the same time)
- difficulty with distance viewing and close viewing behaviours (the closer an object is to the face, the more the complicated background can be shut out)
- difficulty with visual novelty (generally our vision is highly attracted by the unusual or the new, for CVI learners it is the familiar that attracts)
- visual field restrictions and peripheral field loss
- poor depth/figure-ground perception and poor shape discrimination
- a preoccupation with light (light gaze) or an aversion to light (photophobia)
- preference for brightly coloured objects, often yellow and red
- difficulties with visual complexity (pattern on the surface of an object; object surrounded by complicated environment; multiple and competing sensory input)
- need for movement to achieve or maintain visual attention (either the learner needs to be moving or the object needs to be moving).

As CVI is associated with perception and processing it is possible for learners to improve their use of their functional vision. Our assessments are about identifying and understanding our learners’ visual characteristics, their preferences and their difficulties so that we can try to present visual stimuli and environments that are the most likely to
encourage our learners to use their vision, and to learn to do so in a sustained way; to assist them to comprehend what they see.

Louise Morpeth
Kilparrin SSS Teacher

International Day of People with a Disability

Rundle Mall Showcase
Where: Rundle Mall  
Date: 3 December 2010  
Time: 10am to 3pm

International Day of People with a Disability (IDPwD) is a day that aims to promote an understanding of people with a disability and encourage support for their dignity, rights and wellbeing.

The IDPwD Rundle Mall showcase features service providers displaying their services and products in Zone H of Rundle Mall (located in a high prominent location across from Charles Street and Arcade Lane and in between the Rundle Mall fountain and the Rundle Mall Silver Balls).

The celebration of IDPwD will raise the awareness of disability and the benefits of people with a disability in every aspect of political, social, economic and cultural life.

IDPwD Rundle Mall Showcase will feature the amazing Weekend Warriors band "Riverstock Music Fest" playing music from Daddy Cool to Snow Patrol. Roving Entertainers, featuring the Gold Man in Rundle Mall, Daisy the Traditional Clown, face painting, balloons, glitter and airbrush tattoos and see Circus Elements - Chef on stilts. Renowned Chef de Cuisine, Cole Thomas, Adelaide's most prominent and inspiring young chefs will feature his marvellous cooking demonstration on Rundle Mall! (Entertainment to be confirmed)

For more information contact DIRC on 82360555 or email Claudia at claudia@dircsa.org.au

Health Support Policy  
Part 4

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

TRANSPORT
Bus/taxi drivers are not required to have first aid training. They are advised to either call an ambulance or take the learner to the nearest hospital if an emergency occurs.

Specialised agencies provide, in consultation with families, expert advice regarding a learner’s need for specialised equipment for transport, e.g. harnesses or special seats.

EXCURSIONS
Excursions include one-off outings and regular outings such as weekly swimming sessions.

The following procedures apply:
• class teachers are required to complete an excursion form and risk assessment form prior to arranging an excursion or outing
• the Principal discusses the risk assessment with class staff to determine risk and related strategies and support needs
• teacher preparation prior to the event includes documentation of strategies and relevant information relating to the implementation of learner Health Support Plans
• information about health support needs is collected by Aquatics and swimming staff on the standard permission form
• if Access Assistant Program support is required for a learner during an excursion the Request for Access Assistant Program support form must be completed by the class teacher at least four weeks prior to the planned event.

FACILITIES
Kilparrin facilities are purpose-built to accommodate the needs of learners with sensory and additional disabilities, some of whom may have high health and personal care needs.

Worksite audit and planning processes include:
• identifying and resolving health and/or safety facility-related concerns through -OHS&W processes including specific training -advice from support services -documented safety procedures
• completing a risk assessment through the Health Support Planning Process to inform the identification of specific facility needs (where appropriate).

EQUIPMENT Provision
Specific equipment related to health support needs is provided on an individual learner basis as described in the Negotiated Education Plan.

All equipment provided must meet DECS OHS&W guidelines.

Note:
Before specific equipment is introduced into the classroom
or site consideration is given to the needs and safety of all enrolled learners and the safety of staff.

Staff Training
Staff are trained in the use of specialised equipment prior to the equipment being used. This training occurs within OHS&W guidelines and is provided by the agency recommending the equipment or other relevant personnel.

Maintenance
Kilparrin manages the maintenance schedule for DECS equipment that is used by a number of learners. Non-DECS agencies are required to maintain the equipment that they provide. Staff are required to report concerns regarding equipment via the maintenance request and/or hazard notification process.

Storage
Equipment is stored to:
• enable easy access by staff
• ensure safety for learners and staff eg. not in thoroughfares.

Staff are required to notify the relevant personnel/agency if equipment is no longer being used and needs to be removed. Removal of equipment is organised by the relevant agency.

Review
Suppliers of the equipment and/or personnel recommending specialised equipment are responsible for reviewing the suitability of the equipment for their clients.

DECS staff are required to report concerns to the supplier or agency through the Principal.

In the next Newsletter the focus of the final excerpt will be on Occupational Health Safety and Welfare, Working with Support Agencies and the Health Professionals, and Curriculum.

Cheryl Elwood, Deputy Principal

Specialised Equipment: End of Term Arrangements
As stated in the Kilparrin Health Support Policy, all specialised equipment for use by individual learners must meet DECS OHS&W guidelines.

Principal approval is required before any specialised equipment (eg standing frames and walkers) is sent to Kilparrin.

Safe storage of specialised equipment when it is not in use is one of the issues the Principal needs to consider.

If your child has specialised equipment at Kilparrin please arrange for it to be collected during the last week of term. Equipment is unable to be stored at Kilparrin over the holidays.

Thank you.
Cheryl Elwood, Deputy Principal

VACSWIM 2011
Will commence on Wednesday 5 January and finish Thursday 13 January 2011

What is SA Water VACSWIM?
SA Water VACSWIM is a South Australian Government funded program for school aged children from 5 years and up.

The program provides participants with opportunities to develop a range of skills and positive experiences in the areas of water safety, confidence and competence in the water, personal survival activities, emergency procedures and basic swimming stroke improvement.

The program is conducted by qualified instructors in a controlled environment, located at school pools, public and private pools, beaches and lakes throughout South Australia.

Aim
The aim is for SA Water VACSWIM to provide opportunities for participants to be involved in activities that will develop:
• water safety knowledge in, on and around water
• confidence and competence in and around aquatic environments
• personal survival skills
• emergency procedures, safe self-rescue and the rescue of others
• swimming strokes and skills.

Outcomes
SA Water VACSWIM:
• Provides opportunities for participants to enjoy the recreational aspect of involvement in water related activities.
• Provides participants with an opportunity to experience, and develop skills in, a variety of water safety, swimming and aquatic based activities.
• Provides instruction for participants to develop skills in accepted swimming strokes.
• Provides instruction and training to enable skills to be developed to ensure for personal safety and the safety of others in aquatic environments.
• Encourages participants with special needs to use water as a form of recreation and therapy.

Please check location listing for more information on dates and fees specific to each venue

A copy of the 2011 Enrolment Package is attached to this Newsletter.

www.vacswimsa.com
ZooVentures and Zu-Fari focus on making friends, learning lots and providing unique opportunities to meet with Zoo animals and their keepers. Children aged 6-12 (Adelaide Zoo) and 8-13 (Monarto Zoo) are cared for by two qualified teachers for a full day of fantastic Zoo experiences.

Run by the Adelaide and Monarto Zoos from 9:00am-4:00pm on various weekdays during the school holidays.

ZooVentures ($55/day)
Zu-Fari ($65/day incl.bus trip)

Positions must be booked by phone on 8267 2434. Phone for more information or visit the website; www.zossa.com.au/education

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**ASPARAGUS**

**Selection**
Select bunches with tender straight stems and compact tips.

**Storage**
Use as soon as possible after purchase. Asparagus can be stored in an airtight bag in refrigerator crisper.

**Cooking**
To use, snap off the woody ends. If stems are thick, peel the lower part with a vegetable peeler.
Boil or steam for 3–4 minutes.
Microwave in a covered dish in 1 tablespoon water on HIGH (100%) for 2 minutes until just tender.
Barbecue by brushing with a little oil and cooking for 1–2 minutes, turning frequently until slightly blackened but still crisp.

**Serving suggestion**
Serve topped with a little salsa or baba ghanoush.

**Nutrition Information**
Asparagus is fat free, low in sugar, salt free, contains thiamin, good source of folate and a good source of vitamin C

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**HONEYED GREENS**

8 minutes preparation
6-8 minutes cooking
13 serves of vegies in this recipe

**Ingredients**
6 cups assorted green vegetables in season (choose from: leek, zucchini, celery, asparagus, green beans, Brussels sprouts, broccoli, green capsicums, snow peas and bean-shoots).

**Dressing**
2 tablespoons honey
2 tablespoons vinegar
1 teaspoon olive oil
1 teaspoon reduced-salt soy sauce
1 teaspoon ginger (finely chopped)

**Method**
Slice vegetables to same size for even cooking.
Steam vegetables for 6-8 minutes or microwave on HIGH (100%) for 3-4 minutes until crisp but tender.
Place dressing ingredients in a saucepan and simmer over low heat until honey dissolves, or microwave on HIGH (100%) for 1 minute.
Drain vegetables and toss through dressing.
Serve immediately. (Serves 4)

**Variation**
Garlic may be used instead of ginger.

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**SCHOOL HATS For Sale**

Kilparrin hats for learners (bucket hats with Kilparrin logo) are available for purchase from the front office.

Contact Pam (8277 5999) or put a note in the school diary.

Cost: $7.30 each