



Kilparrin Teaching &  
Assessment School & Services  
and  
Kilparrin Early Learning Centre  
**Annual Report**  
**2012**



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## **ANNUAL REPORT VERIFICATION**

**THIS ANNUAL REPORT PROVIDES THE COMMUNITY AND THE CHIEF EXECUTIVE, DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT WITH IMPORTANT INFORMATION ON ASPECTS OF THE OPERATION OF OUR SCHOOL AND PRESCHOOL.**

**COPIES OF THE REPORT WILL BE MADE AVAILABLE TO:**

**THE CHIEF EXECUTIVE (ELECTRONIC COPY)**

**THE SCHOOL COMMUNITY (VIA THE WEB)**

**ALL MEMBERS OF THE GOVERNING COUNCIL**

**THE ASSISTANT REGIONAL DIRECTOR.**

**THE ANNUAL REPORT IS SIGNED BELOW BY THE PRINCIPAL AND THE CHAIRPERSON OF THE GOVERNING COUNCIL TO SIGNIFY THAT IT REPRESENTS AN ACCURATE ACCOUNT OF THE OPERATIONS OF THE SCHOOL AND THAT IT COMPLIES WITH THE REQUIREMENTS FOR THE PREPARATION OF ANNUAL REPORTS.**

**ALISON McWILLIAMS  
PRINCIPAL  
DATE VERIFIED: 26 FEBRUARY 2013**

**DIONYSIA (DENISE) HATZI  
CHAIRPERSON, GOVERNING COUNCIL  
DATE VERIFIED: 26 FEBRUARY 2013**

**Context**

<b>School Name:</b>	Kilparrin Teaching & Assessment School & Services	<b>School Number:</b>	1372
<b>Preschool Name:</b>	Kilparrin Early Learning Centre	<b>School Number:</b>	4162
<b>Principal:</b>	Alison McWilliams	<b>Region:</b>	Southern Adelaide

Kilparrin Teaching and Assessment School and Services (Kilparrin) provides a pre-school, the Kilparrin Early Learning Centre (KELC) and a school program in addition to a statewide support program for learners with vision and/or hearing impairment/s and additional disabilities.

Early Intervention programs are provided statewide for babies and young children (birth to preschool), who have both vision and hearing impairment, and their families.

**2012 Highlights**

2012 was a year of many achievements at Kilparrin. These achievements illustrated a relentless focus on improving teacher skills and keeping up to date with current educational practices in the teaching and learning of children and students with vision and/or hearing impairment/s and additional disabilities. This focus is for the primary purpose of improving the learning outcomes of enrolled students and identified learners in client sites.

2012 highlights included;

- Kilparrin successfully completed the Department for Education and Child Development (DECD) site validation process.
- Educator-in-Residence Jane Farrall visited Kilparrin for 10 sessions, each of 4 days duration. Presentations were given to Kilparrin staff on the use of the Four Blocks Framework, Augmentative and Alternative Communication (AAC) devices; Pragmatic Organisation Dynamic Display (PODD); and Clicker 6. Jane also gave a presentation on an Introduction to the Four Blocks to 47 teachers from other sites.
- Kilparrin provided a Professional Development day on *Curriculum Adaptation for Learners with Sensory Loss and Additional Disabilities*. Thirty teachers from around the state attended.
- The Mobility Opportunities Via Education (MOVE) program was introduced to Kilparrin. All staff completed a two day training program in March after which the program was introduced with identified learners.
- An Orthoptist from the Guide Dogs Association SA & NT undertook functional vision assessments of Kilparrin learners and presented detailed reports to teachers on each learner assessed.
- All teaching staff attended the 'Inclusive Learning Technologies Conference' on the Gold Coast in May. Staff subsequently provided feedback presentations to colleagues.
- Staff attended two sessions on the use of the Pragmatic Organisation Dynamic Display (PODD) presented by Speech Pathologist Janelle Sampson. There is evidence of an increase in the use of PODDs as a communication support in the school.
- Visit to Kilparrin by Education Consultant Jane Thistlethwaite (NZ). Jane met with leadership, and addressed staff and parents about the latest research in teaching children with complex learning disabilities including sensory impairment.
- Dr Karen Wolffe (USA) visited Adelaide for a week of observation, presentations and professional dialogue with the staff of both Kilparrin and SASVI (South Australian School for the Vision Impaired). Dr Wolffe presented a number of workshops to Kilparrin staff and parents, over two days, around social skill development for children with vision impairment and additional disabilities.
- The Kilparrin Orientation and Mobility Teacher presented a paper at the International Mobility Conference 14 (IMC 14) in Palmerston North, NZ.
- Two members of the Leadership team visited the Blind and Low Vision Network New Zealand (BLENNZ) school at Homai in Auckland, NZ. The focus of their visit was to investigate the provision of early intervention support and school based support for learners with vision and additional disabilities.

- The Acting Prime Minister, The Hon. Wayne Swan accompanied by Mr. Steve Georganas, Member for Hindmarsh visited Kilparrin on Friday 3 August, 2012.
- All teachers attended basic training in the use of the DECD Educational Support Matrix.
- A new Kilparrin website was constructed and existing web content reviewed.
- Three learner positions were secured with Riding for the Disabled (RDA). Learners attended weekly riding sessions.
- Kilparrin learners were invited to trial the Adelaide City Council *Bonython Park Playspace*, a new accessible playground as part of its official launch in December.
- Kilparrin learners and staff participated in early morning physical activity sessions as part of Physical Education Week.

## Report from Governing Council

It gives me great pleasure to present the 2012 Kilparrin Teaching and Assessment School and Services Governing Council Chairperson's report.

Let me begin by saying that the dedication of the Kilparrin staff is wonderfully inspiring. All staff continue with their want for learning in order to progress the learning of our children. Supported by Alison McWilliams, staff in all areas of Kilparrin, be it leadership, teaching, support services officers, administration, are to be commended on their desire and drive to provide a positive culture of care and teaching in order to foster and enrich our children's love for learning and for life.

2012 was the year that Kilparrin underwent its Validation. Having being part of the process, I can truly say that I was very proud as the Chairperson of the Governing Council, to be in attendance at the presentations by the staff and to witness the coherency and ethos of the school as a whole. The foundations for the students, for a love for learning, were easily demonstrated and the teaching of the curriculum, commitment and dedication of the staff was very transparent and apparent. Kilparrin was recognised as an exemplary example of what good leadership and teaching, or should I say, great teaching is all about. Not only for the Kilparrin School but also for the Statewide Support Services.

This year has been a year where as a school community we have experienced some wonderful and notable firsts.

We eagerly anticipated the strong foci for 2012 that we had set in 2011, being, the *MOVE Program, Literacy and Communication* with Speech Pathologist & iPad guru Jane Farrall and the *Four Blocks* program. As well as *Information Communication Technologies (ICT)* with the purchase of iPads for some learners and other ICT resources. We were not disappointed as demonstrated at the many school assemblies, through iMovies, song and dance, the students of Kilparrin have thrived with the focus. We have been delighted to see the 'happenings of each term', sponsored by a different class, in performances, in their portfolios and in their outings.

Kilparrin was fortunate to be the stage for the Acting Prime Minister, The Hon. Wayne Swan and Federal Member for Hindmarsh, Mr. Steve Georganas to comment on the National Disability Insurance Scheme. The Acting Prime Minister and his press party had the opportunity to tour the school and meet the students and class teachers. All were impressed by the classroom environments and in particular, all were captivated by the precociousness of the students and all were well behaved.

For many years, Kilparrin has been endeavouring to have Riding for the Disabled as an initiative for the students. This year we were successful. Whilst not all the students are able to participate, due to the number of available volunteers, for those that do, it has proved a wonderful experience and a great way to gain confidence in themselves.

Another first, was the 3 senior students who participated in the SACE program and the successes had by them in completing their subjects. Congratulations must go both to their families and the school in providing the forum for them to achieve.

The Governing Council also held its first Quiz Night and Silent Auction in the Ascot Park Gymnasium. It was a fun night attended by the Kilparrin community of family, teachers and friends, with many awaiting another opportunity to 'show their intelligence' again. Many thanks must go to Sallie and Kristy for this event. Not only for the Quiz Night but for the other fundraising opportunities throughout the year, such as entertainment books, bulb fundraising, Mother's Day raffle, and Christmas raffle, on behalf of the Council, I would like to extend a huge thanks to those who have supported us in not only purchasing but donating to the fundraisers. We are always looking for new and exciting ways to raise

funds to support the school, and we hope to have another first for 2013, with our application to Bunnings to host a BBQ sausage sizzle stand on a weekend being approved.

A half day workshop was again held at Kilparrin this year by Siblings Australia. Siblings Australia provided information to assist parents to understand the experience of brothers and sisters of a child with disability and how to support them. Given the growing interest of parents and carers for information to help support their children, we as a Governing Council, are endeavouring to organise workshops and/or 'information sharing opportunities' for parents throughout the year. We welcome any topics of interest from families.

Not least, I would like to extend my gratitude to the other Governing Council members, Stavros Vasilikiotis (Treasurer), Alison McWilliams (Kilparrin Principal), Kristy Sander and Sallie Willis. Special thanks also to Pam Dunnnett (who has been invaluable as the minute secretary and 'action controller'). The Governing Council met twice each term and the Finance Committee chaired by the Treasurer, including the Principal and the finance officer, have met regularly throughout the year.

The Governing Council continues to strive towards raising the profile of Kilparrin and ways to continue to grow for and with our children. As a Council, we function in a manner, which supports the educational needs and social development of our children.

Finally, being part of the Governing Council, allows me to be closely involved with the life of Kilparrin and I thank you for the privilege to serve as the Chairperson for the past year.

*Denise Hatzi*

Chairperson, Kilparrin Governing Council

## Site Improvement Planning

In 2012 Kilparrin focused on three strategic priorities;

- **Mobility Opportunities Via Education (MOVE) Program**
- Literacy and Communication
- Communication Technologies.

These priorities were linked to the professional development program offered to staff, visits by an external consultant, Jane Farrall, and curriculum and student improvement targets. All priorities will continue in 2013.

### **MOVE Program**

The MOVE (**Mobility Opportunities Via Education**) program aims to improve self-initiated functional motor skills of identified students. The implementation of the program requires the selection of appropriate learners, the setting of functional goals and the incorporation of functional tasks into the child's education plan. Kilparrin began the roll out of the program in March with a two-day 'Basic Provider' training program for all staff delivered by accredited trainers. Following the training specific learners were selected and the assessment and profiling begun. These learners now have MOVE incorporated within their day-to-day classroom routines.

In 2013 Kilparrin will continue with the assessment and goal setting of identified learners and will send selected staff to complete MOVE International 'International Trainer' qualifications.

### **Literacy and Communication**

Educator-in-Residence, Jane Farrall, worked with staff for forty days across the 2012 school year. Her focus was the introduction of the *Four Blocks* literacy model across the school. Jane, a qualified special educator and Speech Pathologist, worked with staff and learners providing professional development and support, modeling teaching practice and assessing learner ability and achievement. All learners were assessed in Term 1 and progress evidenced with a final assessment in Term 4. 'Four Blocks' is a literacy program that is the basis of an intensive daily Literacy Block and incorporated across the classroom program. Guided Reading, Self-Selected Reading, Working with Words and Writing are the core activities that constitute the *Four Blocks to Literacy* approach.

### **Communication Technologies**

All teachers attended the 'Inclusive Learning Technologies Conference' on the Gold Coast in May 2012 which linked with the Educator-in-Residence program. At this conference over 1,000 educators come together for four days to focus on the use of technology to assist learners. During the year teachers participated in professional development on the use of Augmentative and Alternative Communication (AAC) devices; Pragmatic Organisation Dynamic Display (PODD) and Clicker 6. This training resulted in the introduction of a range of devices and methodologies which saw a noticeable increase in the effective communication of learners.

## Site Self-Review

Term 3 is the usual time when Kilparrin staff and community engage in a site self-review process. In 2012 this schedule changed and was a more in-depth process because of the site self-review validation process.

Included below is the summary of the 2012 site self-review process that was presented to the validation team.

### **Documenting our Self Review 2012**

#### **Executive Summary** *Brief overview of Self Review*

##### **Purpose**

- Implementing the agreed annual processes of self- review, focusing on the DECD Principles of Improvement and Effectiveness
- Review the 2012 Site Improvement Plan and the three strategic priorities
- Establish the focus for the 2013 Site Improvement Plan
- Preparation for Validation Day

## Executive Summary *(continued)*

### **Processes**

- DIAf Self Review Tool: Level 2 Scan completed by all staff
- DIAf Self-Review Tool: Level 3 Evidence Indicators completed by all teaching staff
- 2012 Self-Review Parent Questionnaire – School Directions sent to all parents/carers
- 2012 Self-Review Staff Questionnaire – School Directions completed by all staff
- Statewide Support Service (SSS) Feedback Summary: Preschool & School Based Support 2012 sent to all client sites
- SSS Feedback Summary: Early Intervention Home Support 2012 sent to all client parents/carers

### **Key Outcomes**

- Staff and parents/carers have actively committed to and supported the implementation of the three strategic priorities for 2012
- SSS staff continue to provide support to sites and families that is purposeful and positively impacts on learning outcomes for children and students

### **Strengths**

- Selecting strategic directions that impact directly on supporting teacher professional learning and practice and improving student outcomes has been well received by both staff and parents/carers
- Educator-in-Residence program with Jane Farrall has resulted in improved classroom practice, improved literacy and communication outcomes for students and a deeper level of reflective dialogue amongst teachers

### **Areas for Improvement**

- Staff collaboration and further development of professional trust

### **Implications for Future Planning**

- Continue to engage in whole site deliberation about the choice of strategic directions for the 2013 Site Improvement Plan
- Continue with Educator-in-Residence program to target whole site improvement and staff professional learning.

## **Methodology** *The people involved and processes used in Self Review*

### **People involved**

#### **Self-Review Team**

- Leadership Group – lead the self-review process, collate data, analyse findings, recommend actions
- Policy and Planning Committee – manage process, analyse findings, recommend actions

#### **Others involved and their role**

- Staff – complete surveys, discuss key findings and recommendations
- Governing Council – discuss key findings and make recommendations

### **Processes used**

- Self-Review Tools identify strengths and areas for improvement
- Assessment and review of student progress reported to parents/carers via Student Portfolios and in the NEP Review meetings
- Action Plans (OHS&W and Psychological Health) addressing specific issues are developed, monitored and reviewed
- Committee structure used to manage specific aspects of site principles of improvement and effectiveness processes; Curriculum and Professional Learning (Focus on Learning), OHS&W (Listen and respond, Attend to Culture), Finance Advisory Committee (Target Resources), Policy & Planning (Think Systemically, Set Direction, Continuously Improve), PAC (Share Leadership, Target Resources)
- Staff reflective dialogue

## Summary of Key Data

### **Site Demographics & Context**

#### ***Kilparrin School and KELC***

Students who attend Kilparrin have vision and/or hearing impairment/s and additional disabilities. Several enrolled students have complex health needs, often resulting in hospitalisation or extended periods of absence. At Kilparrin students are grouped in small classes according to their broad chronological ages, developmental age, educational needs, interests, strengths and abilities.

Kilparrin staff work within current DECD policies and guidelines. The Kilparrin *Behaviour Support Policy* describes specific strategies and processes for enrolled students. Kilparrin teachers develop behaviour management programs for individual students with regard to their ability to understand logical consequences.

Enrolment in KELC or school is available to students who meet the criteria and live in the Adelaide metropolitan area.

#### ***Kilparrin Statewide Support Services (SSS)***

Early Intervention programs are provided for children (birth to preschool) who have both vision and hearing impairments and their families through home visits. Playgroups are organised as an extension of home visits and enable sharing of experiences and creation of networks.

The aim of the Kilparrin Statewide Support Service is to support preschool and school (pre/school) staff, parents/carers and other service providers in facilitating access to and participation in appropriate curricula for children and students with sensory (vision and/or hearing) impairment/s and additional disabilities. Kilparrin's Statewide Support Service extends to all children and students with vision and/or hearing impairment/s and additional disabilities (preschool to end of school) enrolled in DECD and non-DECD sites.

Referrals for early intervention support may be received from parents/carers or other support agencies. Access to Kilparrin pre/school support services is through the Negotiated Education Plan. Referrals are made to the Principal on the referral forms available on the school website.

### **Evaluation of Site Performance**

#### ***Quality Teaching and Learning***

All class teachers are using the 4 Blocks approach to teaching literacy. There has been a significant improvement in students' literacy and communication skills as evidenced in class teachers' assessment data and video recording of the 4 Blocks program in action.

There has been a significant increase in the mobility opportunities for identified students participating in the MOVE program as evidenced by video recording of the students in action.

All teaching staff attended the 2012 Inclusive Learning Technologies Conference and are in the process of sharing the impact of their learning in their practice.

#### ***Curriculum Coherence***

Teachers are regularly provided with opportunities to discuss the implementation of the Australian Curriculum (particularly the Foundation Level documents).

Curriculum pathways are documented via the class program and each student's individual goals, and accommodations are described in the Negotiated Education Plan.

Collaborative planning occurs across class groups and in identified curriculum areas.

#### ***Learner Outcomes***

Students are challenged and engaged as evidenced in video recordings and photographic records.

Learning growth is demonstrated in each student's Negotiated Education Plan review and student portfolio. School data is reported in the Annual Report.

#### ***Leading Improvement***

Analysis of the 2012 DIAf Level 2 Scan shows that fewer staff recorded 'neither agree nor disagree' (neutral) responses. The vast majority of responses to individual items were positive (range: 71% - 96%).

Teachers responded positively to the Self Review Tool: Level 3 – Evidence Indicators by taking time to consider and document areas of strength and areas for improvement.

2011 SSS Feedback Surveys provided comprehensive evidence of the high quality and value of the support teachers' work in client sites and homes (early intervention only).

### Summary of Strengths

- Selecting strategic directions that impact directly on supporting teacher professional learning and practice and improving student outcomes has been well received by both staff and parents/carers
- Educator-in-Residence program with Jane Farrall has resulted in improved classroom practice, improved literacy and communication outcomes for students and a deeper level of reflective dialogue amongst teachers
- SSS staff provide high quality support to client sites and families (early intervention) across the state
- All staff share a strong commitment to providing planned, purposeful learning opportunities that engage students and result in improved learning outcomes.

### Implications for Improvement

- Staff collaboration and further development of professional trust
- Continue with targeted professional learning around Literacy and Communication, MOVE program and Information and Communication Technologies with documented evidence of learning outcomes.

### **Validation Day, Wednesday 29 August, 2012**

The Validation Team comprised, Tony Sullivan (Assistant Regional Director), Regina Elliott (Manager Regional Support Services), Denise Hatzi (Chairperson Kilparrin Governing Council), Greg Cox, (Peer Principal), Kylie Raymond (Peer Principal), Rachel Scheuboeck (Staff Representative) and Alison McWilliams (Principal Kilparrin).

The Principal began the day with an overview of the Kilparrin site and services. The Deputy Principal then summarized the self-review tools and processes that had been used to gather and analyse the data.

The Validation Team were then provided with the opportunity to see a repeat of the Term 2 Assembly. This enabled them to see the students sharing their learning and to experience some of accommodations necessary for Kilparrin learners to access and participate in the curriculum.

The Statewide Support Services staff gave a series of short illustrated presentations covering;

- Overview of the Statewide Support Service
- Services to Learners with Vision Impairment
- Services to Learners with Hearing Impairment
- Early Intervention Support
- Curriculum Development and Adaptation
- Professional Development Program for Staff
- Educator-in-Residence Program
- Information and Communication Technologies.

After a working lunch, during which the validation team viewed the poster display and the documentation samples, the class staff gave presentations on various aspects of the teaching and learning programs accessed by enrolled learners;

- movement and communication
- the MOVE Program
- the Four Blocks approach to literacy learning
- the bi-lingual program
- SACE (modified).

The presentations to the Validation Team concluded with the Chairperson of the Governing Council speaking about the school from a parent and a Governing Council perspective.

The Validation Team's report is included below.



## SCHOOL VALIDATION REPORT

**SITE:** Kilparrin Teaching & Assessment School

**PRINCIPAL:** Alison McWilliams

The DECD Improvement and Accountability framework (DIAf) states that “validation verifies the quality of the self review process, outcomes reported and actions proposed”.

<b>Self-Review Processes &amp; Improvement Cycle</b>	<p><b>Panel feedback on the evidence that:</b></p> <ul style="list-style-type: none"> <li>• the school’s ongoing self-review processes meet the standards outlined in the DIAf guidelines and</li> <li>• effective plans and processes are in place to address the findings of self-review</li> </ul> <p>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. The evidence presented both prior to and on the day, included the following:</p> <ul style="list-style-type: none"> <li>▪ DIAf level 2 and 3 Self Review Scan completed by staff.</li> <li>▪ Parents’ questionnaire focussed on school directions from 2013.</li> <li>▪ Staff questionnaire focussed on site directions and current priorities.</li> <li>▪ Evidence of learner achievement was presented through static display and video presentations.</li> <li>▪ Classroom teachers presented evidence about learner achievement, pedagogy, assessment and focus on school priorities via oral presentation.</li> <li>▪ Oral presentations by the school leadership team on achievements made with the strategic objectives described in the Site Improvement Plan.</li> <li>▪ Staff responses were collated as to the achievement of the 12 Review Standards throughout the review process.</li> </ul>
<b>Quality Teaching and Learning</b>	<p><b>Panel feedback on the evidence of effective processes to develop quality teaching and learning:</b></p> <ul style="list-style-type: none"> <li>▪ The holistic development of learners at Kilparrin is supported to a high degree in a safe, engaging and challenging learning environment.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>
<b>Curriculum Coherence</b>	<p><b>Panel feedback on the evidence of effective processes to develop curriculum coherence:</b></p> <ul style="list-style-type: none"> <li>▪ There was strong evidence of a collaborative learning culture where staff are encouraged and supported to deepen and extend their professional learning through quality Professional Development opportunities. Staff knowledge and implementation of the Australian Curriculum and engagement with TfEL were highly evident.</li> <li>▪ Whole school agreements were clearly evident through staff cultural language and behaviour. Cultural alignment between the ‘walk and talk’ was very strong. School policy, site agreements, improvement plan priorities, curriculum and pedagogical practice were strongly aligned.</li> <li>▪ Policy documentation and practices across the school were consistent and coherent across all classes and year levels.</li> <li>▪ Improvements and innovations to curriculum and pedagogical approaches are researched and evidence based. There exists a culture of continuous improvement with a clear focus on improving learning through engagement with high quality, sustained Professional Development for all staff. The priorities highlighted in the Site Improvement Plan serve the needs of all learners in a contemporary way for their independent futures.</li> </ul>

<b>Learner Outcomes</b>	<p><b>Panel feedback on the evidence of improvements in the quality of learner outcomes over time:</b></p> <ul style="list-style-type: none"> <li>▪ All learners at Kilparrin are challenged and engaged in continually rigorous way. The program is learner focussed and supported with current assistive and communication technologies.</li> <li>▪ Data is collected and analysed by staff to inform strategic directions and programming for continuous improvement. Systematic monitoring of student achievement at both the class and school level was evident.</li> <li>▪ Support and intervention is provided to each learner at the school. Teachers and SSO's work collaboratively to devise quality learning programs that are learner centred and based on agreed outcomes described in NEP's. Formal and informal assessments inform the program and expectations for each learner.</li> <li>▪ Annual review processes, data collection and analysis, accountability, reporting to Governing Council and performance management practices inform the directions of Kilparrin. There was ample evidence of site agreement and effort to make a difference for the learning growth of each student at the site. This was a consistent message delivered throughout.</li> </ul>
<b>Leading Improvement</b>	<p><b>Panel feedback on the evidence of leadership for whole school improvement:</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Evidence of respect and support for the professional work of staff was evident at parent and Governing Council level. 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 evident.</li> </ul>
<p><b>Commendations:</b></p> <ul style="list-style-type: none"> <li>▪ The strategic actions undertaken encompass a whole site approach with expertise developed and sustained through an inclusive and effective provision of quality professional learning.</li> <li>▪ The school culture is unashamedly focussed on achievement for all learners engaged with Kilparrin. There exists a strong alignment of translating theory into practice and making learning authentic for each learner. Being able to 'walk the talk' was a strong component of teaching and learning at Kilparrin.</li> <li>▪ The staff demonstrated an intimate knowledge of the learning needs of each student, the professional expertise to engage each learner with the various curricula (EYLF, Australian Curriculum and SACE) as appropriate, and the capacity to assess the learning growth of each student.</li> <li>▪ There was an effective culture of improving students for life beyond schooling through learning design to promote independence as an important attribute for future success.</li> </ul>	
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>▪ That Kilparrin School continue with its targeted professional learning around Literacy and Communication, MOVE program and Communication Technologies with documented evidence of learning outcomes achieved.</li> <li>▪ That Kilparrin staff (school and SSS) collaborate further to enhance the professional knowledge, expertise and trust across the site for the benefit of all learners.</li> <li>▪ That Kilparrin maintains its strong learner focus, rigor and culture of high expectations for all.</li> </ul>	
<p><b>Note:</b> This Validation Report has been completed by the Regional Director/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.</p>	

## Student Achievement

The Negotiated Education Plan (NEP) processes and templates were used to streamline the reporting of information to parents/carers and to meet the DECD requirements. In Term 1 specific curriculum goals and accommodations were identified and discussed with parents/carers. Agreed accommodations were recorded in the NEP Learning Plan document. Curriculum goals were recorded, along with an initial skill level, on the *Specific Goals Review* section of the NEP Review Form. In Terms 3 & 4, during the annual NEP Review process, observed skill levels were recorded and achievement ratings were given for each specific goal. Curriculum goals were referenced to the Australian Curriculum.

### NAPLAN

All Kilparrin learners were exempted or withdrawn from the 2012 NAPLAN tests.

### Senior Secondary

#### Students in Year 12 Undertaking Vocational or Trade Training

No learners undertook vocational or trade training in 2012.

#### Students in Year 12 Attaining a Year 12 Certificate or Equivalent VET Qualification

Two learners completed their Personal Learning plan (modified).

Two learners successfully completed SACE subjects in 2012 with one learner expected to complete SACE in 2013. Subjects completed included; English Pathways (modified), Mathematical Pathways (modified), Scientific Pathways (modified), Creative Arts (modified) and Health Stage 2 (modified).

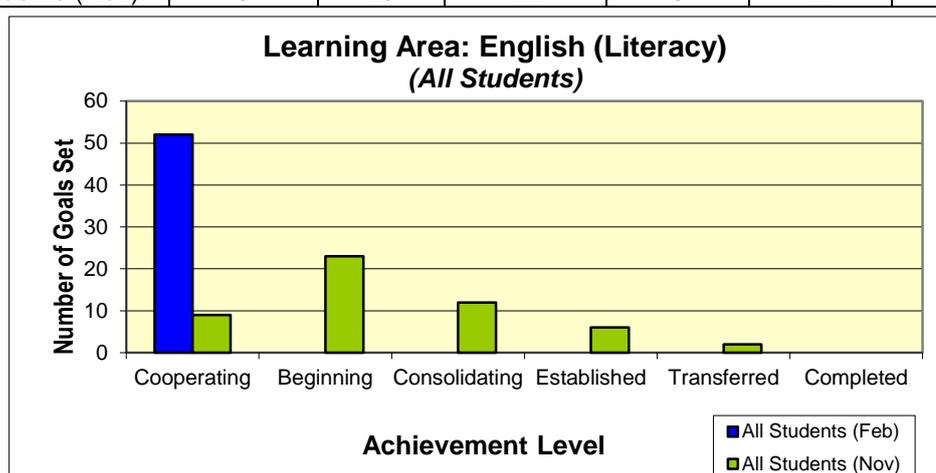
### Learner Achievement Data

In 2012 class teachers have been using the Early Years Learning Framework and the Australian Curriculum as reference documents for the class curriculum. Class teachers also explored the Australian Curriculum: Progressing to Foundation DRAFT document *English for students with disability progressing to Foundation level achievement standard*. Two class teachers were assigned the focus roles for Maths and Science to support their colleagues in the implementation of the Australian Curriculum.

The charts below illustrate the 'distance travelled' by learners in relation to their individual goals. Class teachers use a 1-6 goal scaling process that clearly articulates what each level 'looks like' for each learner. This enables parents/carers to understand what learners can do now and what they will be doing if they achieve progression to the next level. These charts provide a sample, across the school, of learners' achievement levels in four learning areas: English (Literacy), Mathematics, Science and Music.

In addition to the NEP processes learner progress is reported to parents/carers in a *Learner Portfolio* that is sent home at the end of Terms 2 and 4. Learner portfolios provide a written report relating to the achievement of goals and an illustrated (photos and video) report of access, participation and achievement in all learning areas.

Learning Area: English (Literacy)						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All Students (Feb)	52	0	0	0	0	0
All Students (Nov)	9	23	12	6	2	0



In 2012 all class teachers implemented the Four Blocks approach to literacy. The Four Blocks are *Guided Reading*, *Self-Selected Reading*, *Writing* and *Working with Words*. All learners participated in two hours of literacy instruction daily. The implementation of this program was supported by the 2012 Educator-in-Residence, Jane Farrall, Speech Pathologist and Special Educator.

Below is a summary of the assessment data collected and presented by Jane Farrall.

*There is complete data on 14 students. There are four students who don't have Concepts about Print data because that test isn't appropriate for them. There is one student, with no phonological awareness data on because that test isn't appropriate. And there is one student, who left during the year.*

*The information below applies to the 14 students who have complete assessment data:*

- *At the beginning of the year, the students knew an average of 4.86 concepts about print, and they knew 6.07 by the end (out of 14 total concepts tested)*
- *At the beginning of the year, the students knew an average of 22 letters, by the end of the year they knew 28 (out of 52)*
- *At the beginning of the year, the students were able to answer an average of 7.43 phonological awareness questions correctly, and they answered 9.21 correctly by the end (out of 23)*
- *At the beginning of the year, the average score for their writing samples was 1.29, at the end of the year it was 2.07 (out of a potential score of 7)*
- *At the beginning of the year, 3 students were unable to submit a writing sample (generally because they didn't have a 'pencil') but all students were able to submit one at the end of the year.*

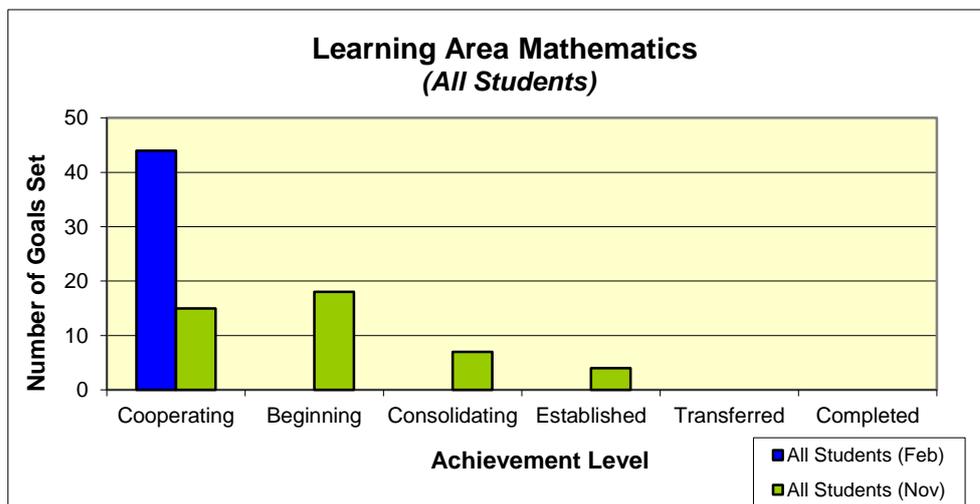
*For the group of students without concepts about print data:*

- *At the beginning of the year, the students knew an average of 4 letters, by the end of the year they knew 12 (out of 52)*
- *At the beginning of the year, the students were able to answer an average of 4.25 phonological awareness questions correctly, and they answered 6.75 correctly by the end (out of 23)*
- *At the beginning of the year, the average score for their writing samples was 0.5, at the end of the year it was 1.25 (out of a potential score of 7)*
- *At the beginning of the year 2 students were unable to submit a writing sample but all students were able to submit one at the end of the year.*

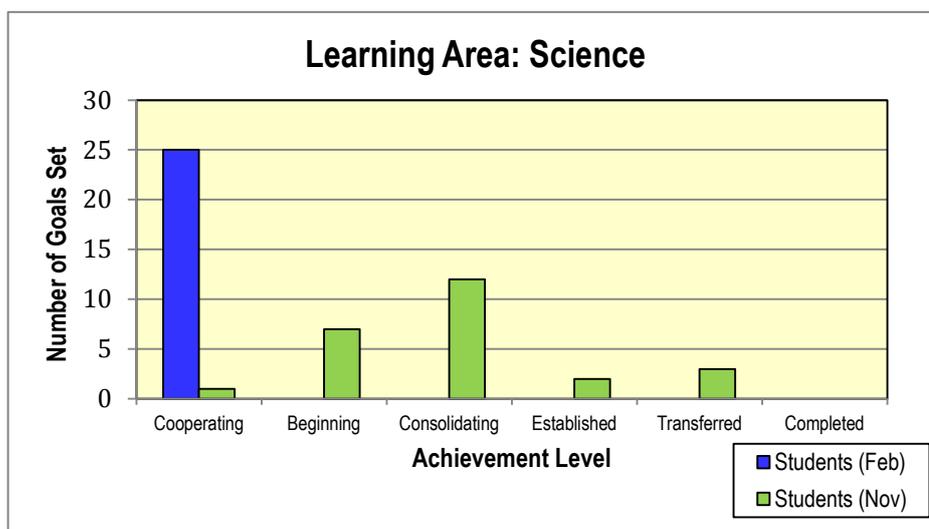
*There was a strong reduction in the number of "no responses" to the assessment items – partly because all students now have some established way of answering the questions and partly because they now have a better understanding of the concepts being addressed. The students with complex communication needs had the largest drop in "no responses" as they now all have a way in which they can answer the questions.*

*One student continues to be on the border of moving across into conventional literacy. One student has remained conventionally literate and has improved half a grade level this year. One student is also now on the border of moving across into conventional literacy. Two students also showed a strong improvement during the year and in some areas are close to becoming conventionally literate.*

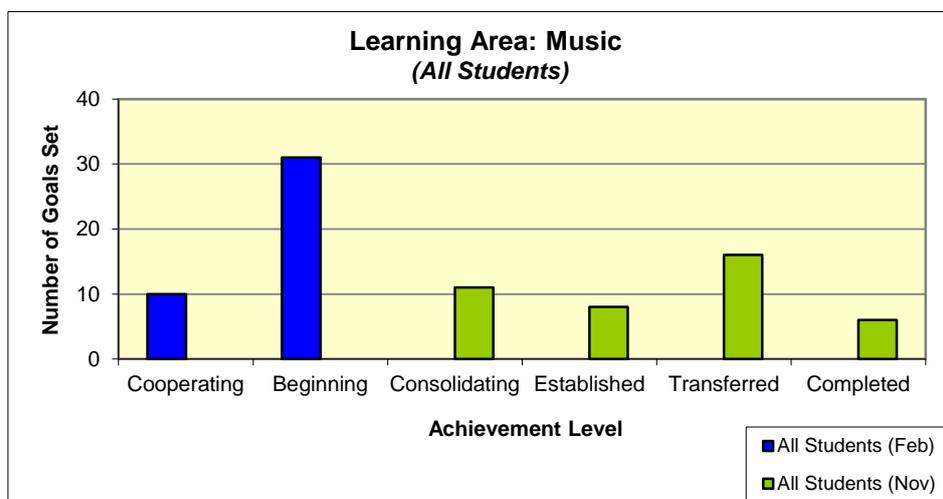
<b>Learning Area: Mathematics</b>						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All Students (Feb)	44	0	0	0	0	0
All Students (Nov)	15	18	7	4	0	0



Learning Area: Science						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
Students (Feb)	25	0	0	0	0	0
Students (Nov)	1	7	12	2	3	0



Learning Area: Music						
	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All Students (Feb)	10	31	0	0	0	0
All Students (Nov)	0	0	11	8	16	6



## OTHER LEARNER ACHIEVEMENT DATA

### Premier's *be active* Challenge

20 enrolled learners (R-13) participated in the Premier's *be active* Challenge

The following table summarises the learners' achievements

Award	Number of Learners
Bronze Medal	4
Silver Medal	2
Gold Medal	5
Champion Medal	4
Legend Medal	5
<b>TOTAL</b>	<b>20</b>

### Premier's Reading Challenge

20 enrolled learners (R-13) participated in the Premier's Reading Challenge

The following table summarises the learners' achievements

Award	Number of Learners
Certificate	2
Bronze Medal	2
Silver Medal	2
Gold Medal	6
Champion Medal	3
Hall of Fame Medal	1
Hall of Fame Reader for Life Award	4
<b>TOTAL</b>	<b>20</b>

### 2012 Festival of Music Certificates and Medals

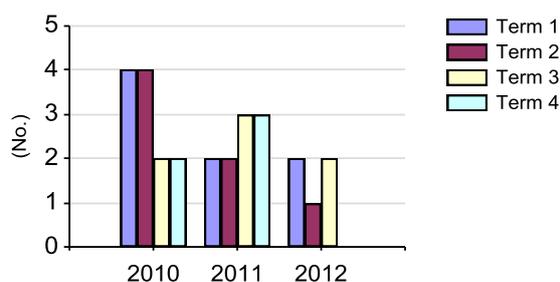
Three Kilparrin learners participated in the Park Holme Campus Choir and performed in the 2012 Festival of Music concert in the Festival Centre. All three learners received participation certificates and medals.

## Student Data

### Enrolment: Kilparrin Early Learning Centre

#### Enrolments by Term

Total Enrolments 2010 - 2012



#### Enrolments by Term

Year	Term 1	Term 2	Term 3	Term 4
2010	4	4	2	2
2011	2	2	3	3
2012	2	1	2	

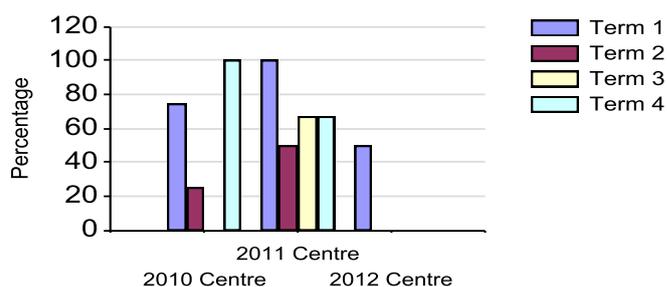
Based on person counts in the two week reference period each term. Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

### Attendance: Kilparrin Early Learning Centre

#### Attendance by Term

Attendance Percentages 2010 - 2012



## Attendance Percentages 2010 - 2012

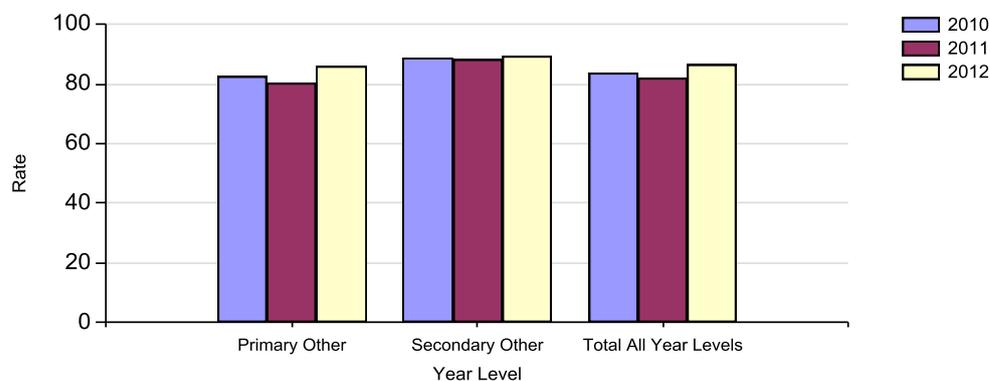
Year	Term 1	Term 2	Term 3	Term 4
2010 Centre	75.0	25.0	0.0	100.0
2011 Centre	100.0	50.0	66.7	66.7
2012 Centre	50.0	0.0	0.0	
2010 State	88.8	90.3	88.0	88.2
2011 State	89.9	89.1	88.4	89.6
2012 State	87.4	85.9	84.4	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information System

## Attendance: Kilparrin School

## Attendance by Year Level



## Attendance by Year Level

Attendance by Year Level	% Attendance		
	2010	2011	2012
Primary Other	82.4	80.5	85.8
Secondary Other	88.7	88.0	89.2
Total All Year Levels	83.6	81.7	86.3

## Managing Non-Attendance

**Factors affecting attendance include;**

- general physical frailty of some learners
- issues around the medical management of specific conditions can result in longer than usual absences from school
- common childhood illnesses can become serious for learners enrolled at Kilparrin. Parents are encouraged to keep their children home when they have common childhood ailments because of the possible deleterious effect on the health of other learners.

**Managing Non-Attendance**

The School Services Officer (SSO) on morning taxi duty notifies class teachers and the front office of student absence. The front office SSO then rings parents seeking the reason for absence. This is noted in a designated record book. Teachers complete the class roll book. Teachers also notify the front office of pending student absence due to medical appointments and this also recorded.

All unexplained absences are recorded and consistent unexplained absence is reported to the Regional Office for further investigation and action.

## Destination

### Kilparrin Early Learning Centre: Feeder School Percentage Data 2010 - 2012

Feeder Schools			
	Type	2010	2011
1372 - Kilparrin Tch & Assessment Sch & Ser	Govt.	100.0	100.0
Total		100.0	100.0

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

### Kilparrin School: Intended Destination

Leave Reason	2011				
	School		Region	Index	DECD
	No	%	%	%	%
Employment	0		4.1%	2.7%	4.0%
Interstate/Overseas	0		8.5%	10.1%	8.8%
Other	0		1.2%	0.8%	2.3%
Seeking Employment	0		3.0%	2.2%	3.5%
Tertiary/TAFE/Training	0		5.8%	6.6%	4.9%
Transfer to Non-Govt Schl	0		11.7%	13.6%	10.3%
Transfer to SA Govt Schl	1.0	100%	45.6%	47.3%	48.4%
Unknown	0		20.2%	16.8%	17.7%

## Client Opinion

### 2012 Self-Review Parent Questionnaire: School Directions

As part of the 2012 site self-review parents were asked to comment on the implementation of the strategic priorities outlined in the 2012 Site Improvement Plan, to identify the strengths of the school and comment on opportunities for improvement. A selection of parent responses is included below.

#### CURRENT PRIORITIES

How successful do you think we have been in the areas of *Implementing the MOVE program*, *Improving Literacy and Communication* and *Improving the Use of Communication Technologies*?

#### *Implementing the MOVE program*

- My child is now assisted in walking upright. She is mobile and quite independent, wanting to walk holding just one hand for help. Previously her options were crawling or in her stroller.
- Our child's participation in the weekly shopping and excursion program have enabled skills to be transferred to wider situations, e.g. shopping with parents and others – OSH Program.

#### *Improving Literacy and Communication*

- Our child is achieving in literacy and communication. Her vocab and communication are increasing incredibly. She loves books being read and is saying some words and 'reading' on her own.
- Literacy and Communication – basis of an independent/functional life for students. Essential to be included. Our child's communication and signing have been outstanding this year. His ability to communicate with parents and siblings has continued to improve and enabled him to reduce levels of anxiety and frustration.

#### *Improving the Use of Communication Technologies*

- Great to see students using Communication ICT – Our child's ability to navigate the computer and iPad continue to amaze me!
- I have seen this to be of great joy to my child.

### **STRENGTHS OF THE SCHOOL**

What do you think are the strengths of our school that we should put efforts into maintaining?

- Teachers and SSOs are amazing with their support and training of our child. She is going ahead in leaps and bounds. Consistency from term to term and year to year is amazing.
- Inter-agency liaison – working with Novita has worked very positively for our child.
- The positive links with parents and others.
- Providing learning opportunities to maximise students' individual learning goals.
- The reporting and assessment – absolutely outstanding and informative.
- STUDENTS WHO SIGN 'SCHOOL' EVERY DAY!!
- I believe the school is committed to its learners and providing appropriate equipment and services, the skills of the staff are fantastic.
- Teaching the students to their own abilities as they are all different.
- The persistence and patience shown by teachers and staff.

### **WHAT WE SHOULD BE KNOWN FOR**

What do you think Kilparrin should be known for?

- Excellence, high achieving, amazing, always aiming high.
- A caring school community that provides a personalised learning curriculum for children.
- YOU ARE AMAZING and you should all be acknowledged! – the great team work from SSOs to Leadership.
- Inclusion and excellence in education.
- Recognising student's abilities.

In three years' time I would like to be able to say "Kilparrin is great because it ....."

- ..pushed and encouraged our child's ongoing education, growth, development, health, and wellbeing. Way beyond our expectations.
- ..understands the needs of its learners and helps make them all that they can be.
- works on the child's strengths and weaknesses and treats your child as an individual.

### **OPPORTUNITIES FOR IMPROVEMENT**

What areas do you think we need to work on to improve?

- Continue with directions, communication, independence and life-long learning.

### **ANY OTHER COMMENTS**

Do you have any other constructive comments about the direction Kilparrin should take over the next two to three years?

- Keep up the high standard of educating with your friendly, helpful and happy staff. Our child is excited to go to school each day and comes home very happy. As parents it is a credit to Kilparrin!

## **2012 Self-Review Staff Questionnaire: Site Directions**

As part of the 2012 site self-review staff were asked to comment on the implementation of the strategic priorities outlined in the 2012 Site Improvement Plan, to identify the strengths of the school and comment on opportunities for improvement. A selection of staff responses is included below.

### **CURRENT PRIORITIES**

How successful do you think we have been in the areas of *Implementing the MOVE program*, *Improving Literacy and Communication* and the *Improving the Use of Communication Technologies*?

#### ***Implementing the MOVE program***

- Sounds like at the classroom level we've really got going with it.
- Use of appropriate equipment by particular learners.
- Well promoted and organised, good implementing.
- Successful in the beginning stages e.g. approaching the physios and beginning to assess individual students.
- I have observed and noted improvements of a 'newly' mobile learner.
- I have observed students using their walkers and equipment on a daily basis during functional opportunities.
- Great to have a whole school focus and to be together for the training as a whole school. With all staff having knowledge and common ground.

### **Improving Literacy and Communication**

- Fantastic progress, and because of the Educator-in-Residence commitment by Kilparrin, everyone has been able to share in the new learning.
- Opportunity for T&D with Jane Farrall.
- Excellent progress, support from Jane Farrall has been first class and backed up with resources.
- Very successful. With support, research and resources.
- This has been an extremely positive priority and I would like to see it continue next year to ensure it is embedded.
- 4 Blocks – great being able to utilise the knowledge and skills of Jane Farrall.

### **Improving the Use of Communication Technologies**

- Noticed staff supporting/exchanging knowledge – team work.
- The commitment to this has been so well supported with the large number of staff attending Spectronics (Inclusive Learning Technologies Conference) and having formal sharing of all the new learning gained.
- Excellent – thoughtful resourcing, good PD (Spectronics [Inclusive Learning Technologies Conference]) and enthusiastic application by staff.
- Staff have increased their use of the new technologies and are thinking strategically about what equipment/technology will suit individual learners.
- I would like to see this priority continue next year, to ensure all staff are confident.
- Fantastic, especially attending Spectronics (Inclusive Learning Technologies Conference). So much learnt and implemented in the classroom. Great to share amongst ourselves the knowledge we have gained and are using.

### **STRENGTHS OF THE SITE**

*What do you think are the strengths of our site that we should put efforts into maintaining?*

- Staff supporting each other and working as a **team**.
- Resources amazing.
- I believe a huge strength is the location of SSS staff within the school setting so these professionals **don't lose the connection** with the preschool and school practices and programs
- High levels of staff expertise.
- Support for staff learning and continued PD.
- Well managed site.
- The skills of the staff.
- Experienced and forward thinking leadership.
- Belief that everyone can learn.
- Expertise in sensory impairments.
- Effective implementation of initiatives.
- Top quality training and development for staff.
- Focus on teachers and SSOs being specialists in hearing/vision.
- It would be beneficial to continue the great work that has been put into the Literacy and Communication strategic direction.
- Input from professionals (Educator-in-Residence).
- Continue to reflect on best practice.
- Professional development for all staff especially in this year's strategic directions – very positive [MOVE, Jane Farrall, technology].
- Continue with PD for SSOs – in house, with teachers of VI and HI presenting. Very interactive with positive outcomes for SSOs.
- PD for schools around state in our PD day at EDC.

### **WHAT WE SHOULD BE KNOWN FOR**

*What do you think Kilparrin should be known for?*

- Happy, independent students.
- Teaching and learning practice for educating children and students impacted by vision/hearing/sensory impairment.
- A centre of excellence and knowledge in the area of sensory impairment and additional needs.
- Providing assessment and appropriate programs for students with VI/HI and other disabilities.
- Expertise in sensory impairments.
- Excelling in positive ways
  - Levels of education
  - Staff wellbeing
  - Excellent up-to-date resources.

- Best practice in Early Intervention.
- Qualified teachers in VI and HI.
- Leading the way in providing assessment and teaching of learners with sensory and additional needs.

In three years' time I would like to be able to say "Kilparrin is great because it ....."

- ..provides a model of high quality education for students and children with vision and/or hearing impairment and additional learning challenges.
- ..provides individualised and specialist support for children and young people throughout the State with sensory impairment.
- ..enables learning in learners with highly complex sensory disabilities.
- ..is at the forefront in terms of curriculum and technology for students with sensory and additional disabilities and has staff who are dedicated to ensuring that these students' educational needs are being met.
- -continues to evolve  
-it is not static  
-students are engaged  
-teachers are learners  
-teachers share their expertise  
-is supportive of children and families.
- ..has provided me with opportunities to increase my professional knowledge and skills.

#### **OPPORTUNITIES FOR IMPROVEMENT**

What areas do you think we need to work on to improve?

- Development of consistent recording and assessment tools for our population (to chart development)
- Assessment and the collection of data.
- No areas of real improvement, we just need to focus and implement the Strategic Directions this year and ensure they are embedded in our practice.

#### **ANY OTHER COMMENTS**

Do you have any other constructive comments about the direction Kilparrin should take over the next two to three years?

- Be wonderful to have an Occupational Therapist on site.
- Have individual Physio programs for students in place.
- Continue to discuss 'what does a positive culture at Kilparrin look like'.
- Implement the National Professional Standards for Teachers.
- Continue to reflect on 'What is working well'.

### Statewide Support Service Feedback Summary: Preschool & School Based Support 2012

A full report appears as Appendix A.

#### Client Sites by Type 2012

	Preschool	Junior/Primary	Secondary	Area	Special	Non-Govt School	Total
<b>Sent</b> (no. of schools)	11	27	6	2	11	2	59
<b>Received</b> (no. of schools)	5 (45%)	25 (93%)	5 (83%)	2 (100%)	11 (100%)	1 (50%)	49 (83%)
<b>Received</b> (no. of individuals)	11	34	8	3	17	1	74

#### Comment:

In 2012 83% of client sites returned completed feedback surveys compared with 75% of sites in 2011 and 63% of sites in 2010.

Edited summaries appear in the table below

Do you believe that the support provided by Kilparrin contributed to any of the following?	Yes	No	Unsure
An increase in your own <b>knowledge</b> and <b>skills</b> in working with/managing the learner/s	89%	9%	2%
An increase in your own <b>confidence</b> in working with/managing the learner/s	79%	12%	9%
People involved in supporting the learner <b>working more effectively together</b> and having a <b>common understanding</b> of the learner's needs	84%	7%	9%
An <b>improvement</b> in <b>learning outcomes</b> for the learner/s	74%	9%	17%
<b>Has any of the support you have received assisted you in your work with other learners?</b>	68%	18%	14%

The table above shows that a significant majority of respondents believe that Kilparrin support had some form of 'value added' effect for teachers and/or learners in their site.

### Statewide Support Service Feedback Summary: Early Intervention Support 2012

A full report appears as Appendix B.

Number of Feedback Surveys sent home	16
Number of Feedback Surveys returned	16

Edited summaries appear in the table below

Do you believe that the support provided by Kilparrin contributed to any of the following?	Yes	No	Unsure
An increase in your own <b>knowledge</b> and <b>skills</b> in understanding your child's needs and the impact of vision and/or hearing impairment has on their development	94%	0%	6%
An increase in your own <b>confidence</b> in supporting your child's learning/development	94%	0%	6%
People involved in supporting your child <b>working more effectively together</b> and having a <b>common understanding</b> of your child's needs	94%	0%	6%
An improvement in <b>learning outcomes/development</b> for your child	94%	0%	6%

#### Further comments from Parents/Carers

The support provided has been of high quality and value. Thanks!

We love having visits with Kilparrin Support Teacher (KST), it benefits our whole family.

We have really valued KST's input so far and feel it will be wonderful not to only improve our knowledge & confidence but also inform the playgroup & kindergarten about our child's needs so that they can be addressed well ahead of time. Many thanks.

Without the Early Intervention program our child would not be interacting the way she is now. The specialists said "there's nothing that can be done – she is blind". Kilparrin support (early intervention) has proven otherwise. Thank you.

Very helpful and gave us confidence.

## Staff

### Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	39
Post Graduate Qualifications	15

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.0	14.2	0.0	12.11
Persons	0	15	0	18

## Financial Statement

The final 2012 Profit and Loss Statement appears as Appendix C

### Income by Funding Source

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	

## Statewide Support Service: 2012 Feedback Summary Preschool and School Based Support

## APPENDIX A

### Client Sites by Type 2012

	Preschool	Junior/Primary	Secondary	Area	Special	Non-Govt School	Total
<b>Sent</b> (no. of schools)	11	27	6	2	11	2	59
<b>Received</b> (no. of schools)	5 (45%)	25 (93%)	5 (83%)	2 (100%)	11 (100%)	1 (50%)	49 (83%)
<b>Received</b> (no. of individuals)	11	34	8	3	17	1	74

#### Comment:

In 2012 83% of client sites returned completed feedback surveys compared with 75% of sites in 2011 and 63% of sites in 2010.

### 1. What aspects of the learner's education were of concern to you?

Programming & Curriculum Adaptation	47 (64%)	Communication Skills	30 (41%)
Classroom & Behaviour Management	11 (15%)	Social Skills	21 (28%)
Orientation and Mobility	26 (35%)	Daily Living Skills	11 (15%)
Sensory Impairment	74 (100%)	Play	13 (18%)
Vision	48 (65%)		
Hearing	20 (27%)		
Vision &/or Hearing	22 (30%)		
Other; <ul style="list-style-type: none"> <li>• Autism</li> <li>• Technology</li> <li>• Effective assessment of phonological awareness with a view of monitoring phonic &amp; spelling development</li> <li>• Exposure to AUSLAN in a natural conversational context</li> <li>• Building capacity for natural use of AUSLAN in our school &amp; classroom context.</li> </ul>			

*Note: Percentages are calculated as percentages of the total number of respondents.*

**Legend:** ST: Kilparrin Support Teacher

L: Referred Learner

### 2. What aspects of the support did you find most valuable?

O&M advice. Advice on adjustments to support learning (colour, size etc.). Support in transition meetings. Sharing of learning ideas, strategies and new ways of doing things.

O&M – helping L catch a bus and find her way around the school.

Resources shared and supplied. Professional expert knowledge on hearing, vision. Play and curriculum adaptations for L, (support worker loved spending time with ST).

Withdrawal of students with the 1:1 focus.

The phonics teaching ST did with L.

Visits seeing ST – her ideas and input is invaluable range of resources. Able to borrow.

O&M and his connections and support around mobility.

See feedback form from class teacher (e.g. magnifying glass and visual support)

Assessment of L's hearing ability and his 'guess ability'.

In-class support, observation of student and curriculum adaptation for impairment.

Support with key word signing and evaluation of iPad communication apps.

Support between L's father and the kindy. Background knowledge.

Being there!

ST's visual supports and aids for literacy and numeracy, particularly the magnifying lenses. Laminating flash cards.

ST was able to quickly assess L's needs and connect the teachers practice with strategies that were of immediate assistance. This was affirming for the teacher and provided a solid and confident platform for planning.

ST visiting regularly. The practical classroom ideas she has given me.

Programming.

ST's visits are very valuable as I can discuss any issue when she is here.

Information about L's vision impairment.

Talking with ST about L's specific needs in the classroom and her written feedback/observation reports.

Professional support – that we are doing well.

Having feedback on a full day that is from outside the classroom and they can pick up the little things we can easily overlook.

Advice about the program L is following that allowed us to ensure we are doing the best for L.

Programming literacy sessions. Professional support from ST in terms of how I am doing in my role.

ST offers valuable support to SSOs supporting L. She gives support in dealing with L's vision impairment.

Confirmation that ST observed L & L doing the same things that I had noticed in relation to their use of vision.

Curriculum adaptation.

Talking books, switching, iPad Apps, Vision modification.

ST was able to provide T&D to the whole staff regarding L's hearing and vision impairment and has helped us develop and locate resources to help L.

Consistent approach, capacity to engage staff in planning & programming. Understanding the complexities of the site.

We were exploring the use of the iPad as a "cause and effect" tool. ST was excellent in showing staff what and how some of the apps could be used.

That it was readily available.

ST's availability and easy communication.

ST gave some useful tips like placing a black sheet under L's writing book.

Learning specific details about what they actually see.

Information about L's vision impact on how we work with him.

Communication switches - vision assessment - activities.

Support with alternatives for communication and instruction on how to use PODD, conversation with Kilparrin support workers quality exchange of ideas and strategies.

Being made aware of the severity of L's visual impairment as L never hints at having any difficulties seeing his work or learning materials.

Evaluation of functional vision skills and recommendations for support.

Face to face contact – observation discussion with familiar recommendations of resources – feedback on the child's growth points – NEP reviews, all on term by term visit which really meets my needs.

ST is a wealth of information and experience that we can tap into from a teacher/parent and student perspective. She has assisted me to consider the best emphasis & approaches to use when working with deafness & Autism combined and connected me with appropriate support agencies.

Suggestions and constructive feedback. Teaching strategies. New apps appropriate on iPad.

Ways to adapt the program to suit the needs of the child.

Support with Clicker program, further knowledge of how L "sees" the world.

Regular contact: ST's willingness to listen and respond. Willingness to liaise with support staff, follow up, info aids sent when she said they would.

Input as how to adapt different aspects of the learning, environment/teaching programme to suit L's needs.

ST visits are very useful and the workshop that I attended was also very beneficial. I had never worked with a child with special needs before.

Access to supportive technology – to enable greater access to information for students – keyboard and magnifiers.

ST's ideas in regard to e.g. Daisy reading and read and write gold.

ST regularly visited and offered support and advice in encouraging L to make use of technology. ST supported us with encouraging the family to utilise the technology.

Advice about the use of plain backgrounds, the use of iPad apps to engage L.

Confirmation that what we are doing at the moment with L is appropriate.

Literacy programs and games on the iPad that L found very engaging and useful. Very age appropriate, sound was clear for L.

ST was highly supportive in programming and curriculum adaptation – she recommended and modelled the four blocks approach to literacy.

Support in writing NEP. Modelling four blocks approach to literacy has changed the way I and the whole school teach literacy.

Support in writing NEPs. Needed ideas about interactive learning to engage L as she has high sensory needs.

Advice around programming to meet L's needs, maximise use of vision and ways to adapt environment. Advice around implementing new communication programs.

General advice, support with slope desk, loan of equipment and talking books.

Extra introduction session by ST.

The information provided and strategies have been invaluable.

Reinforcement and appraisal of current I practices.

Information on suitable resources and how to better accommodate L's learning and physical needs.

Vision assessment, support for SSOs using the Intensive Interaction approach.

### 3. Is there any particular type of support that you would have found useful that you did not receive?

No (x15)

Not that I can think of.

Specific advice on curriculum adaptation and resources. This apparently happened at primary school.

No – SSO felt that advice given to the classroom teacher was relevant to the student's needs.

I didn't ask for but do need more resources about bullying, personal development (Sex Ed) and hygiene (daily living skills).

Specific instruction of iPad apps that would a benefit to L.

N/A

The time delay factor is the greatest issue, not sure how this can be minimised. For example, the flashcards/books that need to be made I would need to send the info off many weeks prior, and the moment of learning doesn't coincide.

Hard to isolate a factor given ST's thorough approach, depth of knowledge and strong ability to work collaboratively with the teachers and school leadership.

I don't think so.

No. ST provides excellent support for my student and myself.

No ST has been quite helpful.

Some of the activities that ST did with the students as well as her suggestions have been very useful.

Would be good to have a presentation of what details L can see close up.

More support re: increase social skills and time with peers – with appropriate behaviour.

More strategies to deal with problem behaviours.

None that I can think of.

In the future I would seek additional professional development and training opportunities for staff around understanding the impact of vision impairment on students and their learning.

Used to have orientation support a few years ago. I think it would be useful to revisit this as he finds it difficult to problem solve the management of L's walker when confronted with an obstacle.

I asked for the Apps they are using at Kilparrin and ST was very keen to help.

More time with ST.

No – as I emailed ST prior to her visits to request what I wanted. She was then well prepared to support me.

No! I always emailed ST prior to her visit so ST knew the support I wanted. She recommended web sites and books for me to read.

Not at all.

### 4. Do you believe that the support provided contributed to any of the following?

4.1 An increase in your own **knowledge** and **skills** in working with/managing the learner/s

<b>Yes</b>	<b>39 (89%)</b>
<b>No</b>	<b>4 (9%)</b>
<b>Unsure</b>	<b>1 (2%)</b>

#### Comment

Absolutely! Being encouraged to go to the Spectronics conference widening my eyes to all sorts of possibilities. I certainly believe I make better choices with the setup of the class and the resources I use, thanks to ST.

Helpful to learn about vision.

Greater understanding of hearing report scale. New ideas for working with children with hearing impairment.

Teacher shared resources and sought out resources for us in the classroom.

Perspective on students with vision impairment. Strategies around mobility.

See classroom teacher feedback as time was largely spent with new classroom teacher who has most contact with student. This is where time was most effectively spent.

ST is very helpful and knowledgeable. Her communication in advance is essential to meet the needs of the student at that particular time.

A couple of quick suggestions have enhanced my classroom management/teaching skills.

Not only with the identified students but as a resource of good practice for all students.

YES! I had little knowledge and skills of working with a VI student. But I have learnt HEAPS!

In particular vision ST explained L's level of vision impairment and gave printed examples which I shared with other staff.

First time we have worked with vision impaired child. The T&D was useful for all our staff.

As I have been working with this student for a few years I don't feel this year it has led to an increase but it had in previous years.

Literacy book provided by ST has assisted the students and me developing a literacy plan.

Refreshed and reaffirmed my skills and practice when working with L & L.

Yes ST provided me some strategies in particular around my literacy planning for L.

I learned more about L's sensory impairment and how best to encourage him to communicate.

I've learnt new things about some of my students. Could not have done if it hadn't been for ST's work.

Some activities from L's Literacy program were informative and useful.  
 It was good to actually see a presentation of what L sees at 6 metres.  
 Field of vision – how to position both self and resources.  
 ST's visit gave me confidence to ensure L's resource and materials were easily visible for him, and placements in the classroom near the front would be maintained as prior to her visit.  
 I'm more aware of issues for L e.g. font size, various useful programs on the computer.  
 Being shown books (by ST) which showed us how L sees was enlightening.  
 What to expect: what was acceptable/unacceptable etc.  
 Knowledge and skills.  
 ST was able to answer questions and provide advice about technology available to support L.  
 Presentation of visual materials.  
 I need more hands on re: L and some examples (concrete) of her literacy to help students like L and Kilparrin helped with that support.  
 Lent book on vision impairment.  
 Great help as I knew nothing about CVI.  
 Let me appreciate that improvement can be quite minimal but significant.

#### 4.2 An increase in our own **confidence** in working with/managing the learner/s

<b>Yes</b>	<b>45 (79%)</b>
<b>No</b>	<b>7 (12%)</b>
<b>Unsure</b>	<b>5 (9%)</b>

##### **Comment**

I would say that I'm as confident as I was but now I am now doing things that are more beneficial to the students in my class.  
 Still finding it hard to figure out curriculum resources.  
 Appropriate resources.  
 As above – SSOs feel they work well with classroom teacher and any advice offered by Kilparrin is taken on board and implemented where and when possible.  
 I had previously had little to do with iPads so ST information was enlightening.  
 I was confident already.  
 The confidence of the family in the school's ability to meet the student's needs is reflected in the mutual and strong relationship between family and school.  
 I am better equipped to cater to L's needs. ST's written feedback always gives me additional ideas/strategies.  
 As I oversee the special education unit, I don't actually teach there.  
 ST's feedback and support has given me extra confidence.  
 I have a better understanding as to what the work may look like for L.  
 We were shown by ST how to use some resources like big books with symbols inserted to engage L in learning.  
 On behalf of staff.  
 I had been trialing different strategies with L. Talking with ST confirmed that I was on the right track.  
 Yes – it is important for me to have professional colleagues with a knowledge & experience base specific to the comorbidities my students have, that I can use as a sounding board/who can challenge my thinking/give me reflective feedback over a year.  
 Especially with L immediate planning, where to go.  
 Lots of support and new ideas shared. ST has provided great support.  
 Just being encouraged to continue supporting L with her hearing and how much she has improved has boosted my confidence.

#### 4.3 People involved in supporting the learner **working more effectively together** and having a **common understanding** of the learner's needs

<b>Yes</b>	<b>48 (84%)</b>
<b>No</b>	<b>4 (7%)</b>
<b>Unsure</b>	<b>5 (9%)</b>

##### **Comment**

I feel that ST took time to speak to all staff working with L. I also took time to discuss any outcomes with the other staff.  
 Feedback from observations read by all.  
 ST consulted with the Director, teachers and support staff each time she came.  
 Classroom teacher, SSOs and special Ed teacher feel we have a strong collaborative relationship and communication with each other effectively to support the student's needs. ST communicated openly with me, SSO and parents.  
 Joint meetings.  
 SSOs/Spec Ed teacher and myself have a strong collaborative working relationship.  
 The teacher is an early years graduate. Her professional growth and knowledge of inter-agency support has grown immensely and she has been able to initiate and lead.  
 If I can get ST to run a session with staff (teachers & SSOs). We are looking at doing this by the end of the year.

New staff welcomed this information that we passed onto them.  
 ST has been able to involve all our staff in learning strategies to help L's learning and communication.  
 ST took time to explain to staff what she was doing and the rationale behind some of the activities.  
 As a team room 3 SSOs, NIT teacher and I have been able to attend signing dinners with ST & parents, deaf SSO (from Kilparrin) on every visit giving us time to practise AUSLAN & connect with deaf people who have shared their experiences & perspective. We have involved L's mum in our meetings to discuss home & school contexts.  
 My SSO was also involved and it helped her understand the needs of the student.  
 It would have helped to have had a couple of "sit down" planning/programming meetings and for Admin to have been more closely involved.  
 Definitely, as there are a number of specialists working with L.  
 ST listened to concerns of the teacher, SSO and Deputy Principal and provided clear strategies to support L.  
 It was useful to see the math problems in a different context.  
 Gave the feedback to SSOs in the classroom and that gives a common understanding on the goals we have for L.  
 Both L & L have benefitted from our work together.  
 I believe so.

#### 4.4 An improvement in learning outcomes for the learner/s

<b>Yes</b>	<b>42 (74%)</b>
<b>No</b>	<b>5 (9%)</b>
<b>Unsure</b>	<b>10 (17%)</b>

#### Comment

Absolutely! We have adjusted the way we set up the classroom, how we position things and this term even our program. I now carefully consider any new resources I use and I feel this benefits the entire class.  
 This is again linked to curriculum however it is slowly improving as I have now introduced outcomes - based curriculum.  
 Student more engaged in their learning pathway.  
 SSOs feel that expectations have been raised and L strives to make progress (e.g. in writing)  
 Making communication goals more appropriate and specific.  
 Although L was only with us for a short time, I believe it was a positive experience for both L and the kindy staff.  
 L enjoys writing independently and functioning within the classroom more independently.  
 This has been quite dramatic as noted by the family and school. The student has transitioned into this large school environment well and he is happy and focused learner.  
 We set higher learning outcomes than suggested and L has met some high expectations.  
 On Track readers are good. Cooking program is very successful. Especially L is getting along very well with his peers.  
 Early days yet.  
 It has been more of an improvement in his management of disabilities such as mobility.  
 Both L & L are beginning to achieve their individual goals.  
 Possibly once we implement the iPad.  
 The new strategies only confirmed planning from half way through Term 2. I need to review data collecting at end of year to see if learning outcomes affected. Also vision only one aspect.  
 Updated talking books which only turn the page when the visual of the switch is on the screen. This has stopped the continued switching and flicking of pages before the current page was read.  
 The updated talking books are great for L as they are timed (each page) and this enables L to watch and listen without having to use a switch.  
 All staff feels more confident in working with L.  
 ST's visits were spaced far apart. Some of the student's health needs have had a great impact on students learning. Quite difficult to ascertain.  
 Would welcome further input to support learning outcomes.  
 L has met all her writing goals as a result of the strategies and she is working towards the reading goals.  
 Enlarged worksheets where applicable and modified learning resources – more engaged in tasks when work visible.  
 Creating an AUSLAN rich environment has given L greater access to all learning. Incorporating the visual reading, signing, signing resources has assisted the learning of all students in the Room 3 program. ST has worked closely with our speech therapist to determine most effective strategies for assessment.  
 Some small changes have been noticed.  
 Some direction was provided.  
 L's literacy levels can improve as we set goals with a higher expectation for L with digital technology.  
 In particular sight words and phrases.  
 Particularly resources with signing. Some great books for iPad with signed stories. All students engage.  
 L uses the light box and slope board more efficiently, L uses the slope board too, more confident with her writing and pen control.  
 We already feel that our outcomes are realistic and manageable.

## 5. Has any of the support you have received assisted you in your work with other learners?

Yes	38 (68%)
No	10 (18%)
Unsure	8 (14%)

### Comment

As above. I have shared information with other teachers and SSOs.  
 We don't have any other students with the same needs.  
 Able to use resources across the class to all learners.  
 Inclusion with sensory games and books.  
 Not currently (although other children are benefiting from support aids in class) but I can see the support offered being useful with other students who have similar needs.  
 Not yet but I am sure it will.  
 Several students are beginning to use the iPad to communicate.  
 Other children are benefiting from the support. They like to use them too.  
 STs conducted a whole staff workshop highlighting best practice which is translated to other students.  
 Basic classroom practices.  
 Not really.  
 I have learnt about presentations of curriculum which can be applied to all learners.  
 Yes for our staff and ECW who can transfer this knowledge.  
 Re-affirming that our programs are meeting the learning needs of our students.  
 Strategies implemented very specific for L.  
 We have 2 other students with VI, ST has suggested Ophthalmologist reviews to see if they can be supported by Kilparrin and has also offered T & D.  
 We have 2 other students in the unit with vision impairment.  
 Some of the strategies we now use with L help to engage some of our other students and encourage their interests.  
 Staff would utilise the strategies for whole class. A good strategy is a good strategy!  
 Some of the strategies are useful for whole class.  
 The rest of the students in this class had different needs and abilities from this particular group of student's. ST did offer some suggestions when we were thinking about setting up a sensory room.  
 No one that I work with currently is like L.  
 I have used similar strategies with other students in their individual learning stages.  
 All – as differentiation of one kind is always informing for the future needs of our students.  
 Made more aware of different ways to achieve desired learning outcomes according to children's capabilities and disabilities.  
 There are students with speech problems like L who can use digital technology and visuals to learn to read and write.  
 All students have benefitted from a consistent literacy block.  
 Yes! Impacted the whole school as literacy teaching is focus for whole school. All the students in my class benefit from visual strategies and the sound field system which I can connect to iPad.  
 Yes because ideas were implemented in group.  
 Helped to explain L's CVI to mainstream children who are our buddies.  
 Advice spin offs to other students.

## 6. Was your access to the Kilparrin Statewide Support Service easily obtained?

Yes	47 (89%)
No	0 (0%)
Unsure	6 (11%)

### Comment

ST came when L transferred into my class. He has been easy to contact.  
 Great communication via the email and phone.  
 Thanks.  
 From the initial representation of school to Kilparrin, the service has been immediate, respectful and well supported.  
 The service culture to students, family and school has been outstanding.  
 The PLPS did this for me.  
 The special class teacher has valued ST's input, as she feels isolated in our area.  
 ST has been happy to visit my class room and has done so on several occasions, also have correspondence through email quite regularly.  
 ST always attended appointments and was available via email and phone when needed.  
 ST emails regularly and visits regularly.  
 We would have liked ST to come down more often, but this was not possible.  
 Already in place.  
 Service already in place.  
 My contact with ST was a result of some procedures set in motion last year by her teacher from another class.

ST's visits were organised by the assistant principal.

I have found Kilparrin services to be one of the most relevant and consistent in supporting our students and staff. I appreciate the frequency of visits, the expertise of staff (and flexibility to fit in with our changing needs).

It was ongoing.

I wasn't involved in this aspect.

Was started before current staff was working at the centre.

Support has been well organised. Direct contact with the classroom teacher is the best way to go.

Would love to visit Kilparrin site to see all the good work they do and their resources.

I understand that Kilparrin are limited in their availability considering their huge client base. However more time with ST for planning would be great.

Yes! ST replied within a day to emails.

ST and I emailed each other prior to visit so she knew my queries and had relevant resources and suggestions at time of visit.

Both students were already on Kilparrin's books.

L has been a client for several years so we have a good working relationship and find Kilparrin very supportive.

## 7. Any further comments

THANK YOU!

Other feedback forms not filled out STs have only worked with me.

Yes ST is an asset! L loves working with her and it is great to be able to speak with ST about L's learning.

ST built strong relationships with all staff very quickly. Offered ideas and suggestions respectfully. Always brought new resources to share. Requests for equipment always acted upon. Write up of sessions sent through promptly.

ST supporting staff in T & D is greatly appreciated.

Thanks ST and ST!

The support received is valuable. As a school leader the input on me personally is little but talking with staff they really appreciate the service provided.

As a special Ed teacher one day a week I have less contact with the student than the class teacher and SSO. Our conversation regarding support provided by Kilparrin was positive. SSOs see strategies being used in the classroom and feel positive about L's progress.

Always welcome! Would be useful to contact me directly as well as through the principal.

ST is very helpful, friendly and approachable! I would love to visit a Kilparrin classroom...specifically ST.

L has made great progress this year.

Keep doing what you do. Thank you from the Principal and Classroom Teacher

ST is very helpful in any aspect I discuss or needed support in.

ST is flexible and pleasant to work with.

L enjoys ST's visits and she is wonderful to bounce ideas.

ST is a very positive and supportive teacher to work with.

I have appreciated ST's encouragement of going out of town for training/Professional Development

Consultation basis only, L has made good progress on most areas of concern.

It's always great to tap into ST's knowledge re students with vision impairment and complex learning needs.

Just like to say "THANK YOU" to ST for her support with L and myself.

Info was also provided on iPad apps and a variety of switching devices.

Thank you for your continued support.

We are always pleased to have input from support providers like ST to help us help our students.

Thank you for your ongoing support to L & L.

Watching ST in action with the students is always an "eye opener". I've learnt so much from her expertise!!! It's a wonderful experience!!!

ST has been an amazing wealth of knowledge and has been very helpful.

ST visited twice a term always willing to come into the classroom and observe and always listened to my concerns and responded appropriately.

We do not have updates on L, I think he was often away when ST came.

L has had a vision assessment and we await the report. (Having received ST's report it's obvious ST did extensive testing of a range of L's vision. Her friendly nature enabled her to develop a rapport with L and her testing techniques were fun and engaging for L.)

ST is friendly and practical in her advice.

I have found by regular visits ST has an accurate understanding of how our program works so her input form is extremely relevant and matches student context and need.

Thanks for the opportunity to acknowledge a great support.

Excellent and helpful staff. Very beneficial visit for both L and our staff in Room 9.

ST is approachable, helpful and was able to help us. For a long time she was our only outside help and we appreciate (& still do) it greatly.

ST provided support guidance and encouragement for school staff. He offered suggestions to improve support for L and goals to increase his independence and work output.

A vision assessment is in the process of being conducted so no results or recommendations have yet been provided. There have been no visits by Kilparrin this year but would like a visit if this can be arranged. Any problems contact Coordinator of Disability Unit.

Kilparrin support is appreciated especially digital technology for literacy which is in our Site Improvement Plan.

A huge thank you to ST for her support and excellent advice.

Thank you for the non-judgemental, positive support, professional support. ST's visits are very affirming but move me on as well.

ST also connected with families and other staff during her visits.

I hope this program continues – the more visits the better. Thank you for helping me this year.

I have always found ST to be flexible and very supportive and approachable.

ST is very knowledgeable and helpful at all times, attending parent meetings and is able to support teachers and students in a friendly and positive manner.

ST has continued to be very support and assists me in adaption of L's program which is appreciated. Also the assistance of Kilparrin SSO has been valuable for staff at this site.

Cheryl Elwood  
January 2013

## Statewide Support Service: 2012 Feedback Summary Early Intervention Home Support

## APPENDIX B

Number of Feedback Surveys sent home	16
Number of Feedback Surveys returned	16

**Legend:** ST: Kilparrin Support Teacher  
L: Referred Child

### 1. What aspects of your child's learning were of concern to you?

Verbal communication being able to express herself.  
All areas including cognitive functioning, speech, vision and particularly motor and physical development.  
All aspects.  
Sight – if he could see something to press play.  
Overall development – mainly cognitive.  
My child's speech delays are my main concern.  
Unable to see enough to communicate – opening the communication doors to my child.  
Understanding and communication.  
Everything.  
Communication, cognitive development.  
Her ability to use her hearing aids and glasses.  
All Global Development delay and hearing.  
Communication – understanding sounds and signs.  
Early stages – all aspects.  
Fine motor skills, vision ability.

### 2. What aspects of Kilparrin's support have you found most valuable?

Consistent and frequent visits to try engage with L and offering tools to do so.  
Everything! ST has been wonderful, explaining why he does certain behaviours because of his vision impairment which has allowed us to have a greater understanding of him and attend to his needs better. She also has the most wonderful connection with him.  
Liaising with kindy and kindy staff and reports to DECD staff.  
Support in finding a kindy. The apps they have on the iPad.  
Personal teacher, home visiting, weekly sessions (continuity)  
It was challenging for L and I learnt how to challenge him more.  
Increasing the visits to 3 a term. You could try the new activities and if you were finding them challenging there was more support in a few weeks.  
The adaptability – using L's familiar items from home, as well as introducing new toys occasionally.  
Speech and hearing.  
Willingness to fit with L's overall care and other professional support (especially Kindy).  
New fun play methods to engage L's attention to help her learn.  
How ST interacts with L.  
Being shown the strategies to get her to learn how to listen to sound.  
At this stage – information and future support to inform kindy.  
ST has been great and has helped L and introduced new things for him.

### 3. Is there any particular type of support that you would have found useful that you did not receive from the Kilparrin teachers?

No (x 6)  
No – our Kilparrin teacher is very resourceful and supports us a lot.  
No, ST has been a breath of fresh air to us. She has provided invaluable information about not only his vision impairment but also about his hearing and speech and gives me many tips on how to help assist in the development of each area. She has helped me understand more about my child than anyone!  
I believe we received everything we needed.  
ST is a fantastic teacher.  
Videos reinforcing the LING sounds and showing mouth movements would be great as L loves watching these when I am too busy with other activities.

#### 4. Do you believe that Kilparrin support contributed to any of the following from the Kilparrin teacher?

- 4.1 An increase in your own **knowledge and skills** in understanding your child's needs and the impact of vision and/or hearing impairment has on their development

<b>Yes</b>	<b>15 (94%)</b>
<b>No</b>	<b>0 (0%)</b>
<b>Unsure</b>	<b>1 (4%)</b>

##### Comment

A maintenance of knowledge and skills

Hugely – I feel I have completely changed the way I attend to his needs and the way I introduce stimuli to him during play and therapy.

Learning to enhance current environment.

Previously I was unaware of how listening skills need to be developed.

- 4.2 An increase in your own **confidence** in supporting your child's learning/development

<b>Yes</b>	<b>15 (94%)</b>
<b>No</b>	<b>0 (0%)</b>
<b>Unsure</b>	<b>1 (4%)</b>

##### Comment

Been observing for a while now. Absolutely

Again hugely. By understanding him and his needs better he is happier which helps greatly with my confidence.

Also ST is so supportive of us and what we do with him, her presence alone has helped me massively.

Repeat experiences taught by teacher.

It was good to know how to get her to listen.

- 4.3 People involved in supporting your child **working more effectively together** and having a **common understanding** of your child's needs

<b>Yes</b>	<b>15 (94%)</b>
<b>No</b>	<b>0 (0%)</b>
<b>Unsure</b>	<b>1 (4%)</b>

##### Comment

ST has met and given advice to his OT, speech path and physio and will also be going out to see his child care. OT has reported that the info she gave them was hugely helpful.

- 4.4 An improvement in **learning outcomes/development** for your child

<b>Yes</b>	<b>15 (94%)</b>
<b>No</b>	<b>0 (0%)</b>
<b>Unsure</b>	<b>1 (4%)</b>

##### Comment

He is thriving and he has such good communication with ST and has come such a long way in a short space of time thanks to her input.

This year L has advanced from 0 to 4 months hearing age – small but at last a step in the right direction.

#### 5. Was your access to the Kilparrin Early Intervention Support Service easily obtained?

<b>Yes</b>	<b>15 (94%)</b>
<b>No</b>	<b>1 (4%)</b>
<b>Unsure</b>	<b>0 (0%)</b>

##### Comment

I think it was organised through WCH.

ST was great and still offers support in the future as I need it.

#### 6. Any further comments

We would very much like to continue working with ST. ST is also brilliant at including or son so he does not feel left out with L's continued attention.

I really want to thank ST, she has really helped my boy enormously and brings with her a wealth of information and a connection and understanding that is second to none. More than that she has given me the confidence again to keep fighting for him and I am immensely grateful for all the help we have received – it has been by far the best. ST deserves to be acknowledged for her tireless work and for the beautiful passion, empathy and genuine understanding that she brings.

ST has been a wonderful support in liaising with DECD staff and sites.

ST is fantastic.

ST has been fantastic. She has attended a care plan meeting to discuss L's needs and followed through with these at her appointments. Keep doing what you're doing. Thank you.

ST is always very approachable, responds to requests in a timely manner and fits visits in where it suits L and our family's needs. THANK YOU!

ST is a lovely lady and is helping L in many ways. We are very thankful for all her help.

Appreciate the regularity of this service and STs knowledge and experience.

L loves her time with her ST

Cheryl Elwood  
January 2013

## General Ledger Profit and Loss for Prior Year (2012), period 13

## APPENDIX C

Account	Description	PTD Posting	YTD Posting
<b>GRANTS : DETE</b>			
R-ZSS-6195	SSS INCOME	0.00	60,000.00
R-ZZF-6195-0002	GRANT - ELECTRICAL TESTING	0.00	100.00
R-ZZG-6142	GRANT-GLOBAL BUDGET	0.00	2,483,654.94
R-ZZG-6195-0007	GRANT - KELC ELECTRICAL TESTING GRA	0.00	50.00
R-ZZG-6195-0017	GRANTS - PRINTING & STATIONERY SUPP	16.00	16.00
R-ZZS-6173	PC - SCHOOL CARD SURPLUS	0.00	(12.51)
R-ZZT-6180	GRANT - SCHOOL T & D	0.00	720.00
<b>Total for GRANTS : DETE</b>		<b>16.00</b>	<b>2,544,528.43</b>
<b>GLOBAL BUDGET REVENUE</b>			
R-ZDS-65119	GB-SSO SUPPLEMENTATION	0.00	729.04
R-ZZH-61334	GB-FLU VACINATIONS	0.00	460.00
<b>Total for GLOBAL BUDGET REVENUE</b>		<b>0.00</b>	<b>1,189.04</b>
<b>OTHER STATE GOVERNMENT GRANTS</b>			
R-ZOX-6295-0003	STATE GRANTS	0.00	500.00
<b>Total for OTHER STATE GOVERNMENT GRANTS</b>		<b>0.00</b>	<b>500.00</b>
<b>GRANTS : COMMONWEALTH</b>			
R-ZOJ-6330-0003	IND/VISIT MALAYSIA TRAINING 2012	0.00	181.81
R-ZOJ-6330-0004	SOCIAL RESEA AEDI RCTI 16797	0.00	201.52
R-ZOZ-6395-0003	NATIONAL SOLAR SCHOOL GRANT	0.00	15,000.00
R-ZOZ-6395-0004	COMM GRANT PRIMARY AUS CURR STRATEGY	0.00	121.80
R-ZZB-6395-0004	FFE2-2012 FURN FITTING AND EQUIP	0.00	19,730.00
<b>Total for GRANTS : COMMONWEALTH</b>		<b>0.00</b>	<b>35,235.13</b>
<b>PARENT CONTRIBUTION REVENUE</b>			
R-CXE-6470-0010	EXCURSION REVENUE - GENERAL	0.00	234.18
R-ZZS-6410-0001	PC - M & S PRIMARY CHARGES	0.00	3,455.00
R-ZZS-6410-0002	PC - M&S SECONDARY CHARGES	0.00	1,405.00
<b>Total for PARENT CONTRIBUTION REVENUE</b>		<b>0.00</b>	<b>5,094.18</b>
<b>OTHER OPERATING REVENUE</b>			
R-CCR-6890-0003	RES CENTRE -ACTIVE LEARNING	0.00	140.00
R-CCR-6890-0007	RES CENTRE - OTHER REVENUE	0.00	60.00
R-ZDC-6820-0001	COUNCIL -GENERAL FUNDRAISING	0.00	535.00
R-ZDC-6820-0005	COUNCIL - F/R BULBS	0.00	340.00
R-ZDC-6820-0007	COUNCIL - XMAS ASSEMBLY BBQ	0.00	276.00
R-ZDC-6820-0008	COUNCIL - ENTERTAINMENT BOOKS	0.00	1,063.62
R-ZDC-6820-0009	COUNCIL - SCHOLASTIC	0.00	815.00
R-ZDC-6820-0011	COUNCIL - FUNDRAISING DONATION	0.00	208.00
R-ZDC-6820-0012	COUNCIL -QUIZ NIGHT 2012	0.00	1,599.40
R-ZUU-6870-03	US - SALES : UNIFORMS	0.00	882.73
R-ZZF-6890-0001	FACIL - SHARED MAINTENANCE COSTS	0.00	26.82
R-ZZR-6820-0009	FUNDRAISING - XMAS RAFFLE HAMPERS	0.00	325.00
R-ZZT-6855-0002	TRAINING & DEVELOPMENT - REVENUE	0.00	1,297.87
R-ZZT-6855-0017	PD PRAC STRAT CIRR ADAP 9-3-2012	0.00	1,800.00
R-ZZT-6855-0019	T&D INTRO TO FOUR BLOCKS 19/11/12	0.00	1,479.00
R-ZZT-6890-0001	T & D - CONTRIBUTION	0.00	264.10
R-ZZZ-6850	WS - INTEREST REVENUE	0.00	25,217.47
R-ZZZ-6890-0001	WS - GENERAL TRANSITS	0.00	397.50
R-ZZZ-6890-0011	GENERAL REVENUE ACCOUNT	25.35	25.45
<b>Total for OTHER OPERATING REVENUE</b>		<b>25.35</b>	<b>36,752.96</b>
<b>Total Revenue</b>		<b>41.35</b>	<b>2,623,299.74</b>

Account	Description	PTD Posting	YTD Posting
<b>SUPPLIES AND SERVICES</b>			
E-CCL-7121-0001	CLASS - CONSUMABLES GREEN TRIANGLES	0.00	1,004.65
E-CCL-7121-0002	CLASS - CONSUMABLES BLUE DIAMONDS	0.00	461.30
E-CCL-7121-0003	CLASS - CONSUMABLES YELLOW SQUARES	0.00	1,243.90
E-CCL-7121-0004	CLASS - CONSUMABLES ORANGE CIRLES	0.00	900.90
E-CCL-7121-0005	CLASS - CONSUMABLES PURPLE STARS	0.00	913.46
E-CCR-7172	RES CENTRE - BOOKS	0.00	8,490.86
E-CCR-7181	RES CENTRE - STATIONERY	0.00	3,023.55
E-CCR-7184-0006	RES CENTRE - TEACHER REFERENCE	0.00	2,470.89
E-CCZ-7121	CURRIC - CONSUMABLES	0.00	(83.00)
E-CCZ-7184-0003	CURRIC - ORIENTATION & MOBILITY	0.00	172.09
E-CCZ-7184-0007	CURRIC - MUSIC	0.00	578.12
E-CCZ-7184-0010	CURRIC - GENERAL EXPENSES	136.36	2,698.51
E-CCZ-7184-0012	CURRIC - AQUATIC/SWIMMING	0.00	653.73
E-CCZ-7184-0023	CURRIC - MOVE PROGRAM	0.00	7,053.91
E-CCZ-7184-0024	CURRIC - LITERACY AND COMMUNICATION	0.00	52,905.61
E-CCZ-7184-0025	CURRIC - ICT	0.00	38,786.07
E-CHO-7184-0001	CURR EXP OUTDOOR EDUCATION RDA	0.00	414.55
E-ZDC-7139-0004	COUNCIL - FUNDRAISING BULBS	0.00	202.00
E-ZDC-7184	COUNCIL - GENERAL EXPENSES	0.00	1,233.88
E-ZDM-7121	MANAGEMENT - CONSUMABLES	0.00	4,631.75
E-ZDM-7181	MANAGEMENT - OFFICE SUPPLIES	0.00	4,943.08
E-ZDS-7164	STAFF - PRINCIPAL EXPENDITURE	0.00	434.41
E-ZDS-7165	STAFF- PRINCIPAL DISCRETIONARY FUND	0.00	850.09
E-ZOJ-7121-0003	EXPENSES MALAYSIAN VISIT 2012	0.00	271.68
E-ZSS-7103	SSS-ACCOMODATION	0.00	4,532.53
E-ZSS-7109	SSS-CAR EXPENSES	0.00	5,450.35
E-ZSS-7148	SSS - RESOURCES	0.00	1,057.35
E-ZSS-7151	SSS - ICT	0.00	210.28
E-ZSS-7169	SSS-REPAIRS MAINTENANCE GVT CARS	0.00	104.46
E-ZSS-7184	SSS-ADMINISTRATION	0.00	3,240.91
E-ZSS-7194	SSS-FLIGHT EXPENSES	0.00	20,118.50
E-ZUU-7166-01	US - C.O.G.S. : NEW UNIFORMS	0.00	810.60
E-ZZF-7106	ADVERTISING - PUBLIC RELATIONS/DISP	0.00	4,878.18
E-ZZF-7121-0004	FACIL - PLAYGROUND/EQUIPMENT	0.00	1,682.88
E-ZZF-7140	FACILITIES - FURNITURE & EQUIPMENT	0.00	1,698.81
E-ZZF-7169	FACIL - BREAKDOWN MAINTENANCE	4,664.08	20,427.33
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	0.00	3,276.15
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	0.00	90.00
E-ZZI-7144	INFORMATION TECH SYSTEMS - HARDWARE	0.00	60,007.93
E-ZZI-7148	INFO SYSTEM - MINOR EQUIPMENT	1,514.88	7,162.88
E-ZZI-7151	INFO SYSTEM - WEB HOSTING COSTS	0.00	8,240.00
E-ZZI-7192	ICT - INTERNET/EDUCONNECT CHARGES	0.00	153.64
E-ZZP-7164-0005	PHOTOCOPY - COSTS	0.00	5,307.01
E-ZZU-7145	BUS - INSURANCE	0.00	5,613.21
E-ZZU-7164	BUS - SERVICE	0.00	5,284.08
E-ZZZ-7136	WS - FREIGHT	0.00	711.76
E-ZZZ-7160	WS - POSTAGE	0.00	636.64
E-ZZZ-7199-0010	WS - GENERAL EXPENSE ACCOUNT	0.00	247.50
<b>Total for SUPPLIES AND SERVICES</b>		<b>6,315.32</b>	<b>295,198.97</b>
<b>GLOBAL BUDGET EXPENSES</b>			
E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0.00	899.78
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0.00	929.06
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0.00	77.29
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0.00	37.30
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0.00	1,505,083.34
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0.00	745,699.59
E-ZDS-71114	GB-SAL/WAGES-TRT	0.00	11,888.50
E-ZOB-73512	GB-SITE FUNDED WORKS	0.00	27,998.09
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0.00	75,744.69
E-ZZZ-71281	GB-FRINGE BENEFITS TAX	0.00	792.57

<b>Total for GLOBAL BUDGET EXPENSES</b>		<b>0.00</b>	<b>2,369,150.21</b>
<b>Account</b>	<b>Description</b>	<b>PTD Posting</b>	<b>YTD Posting</b>
<b><u>FACILITIES AND UTILITIES EXPENSES</u></b>			
E-ZSS-7245	SSS-PETROL ON GVT CARS	0.00	3,369.44
E-ZZF-7210	FACIL - BUILDING MAINTENANCE	0.00	10,045.53
E-ZZF-7225	FACIL - CLEANING ONGOING	0.00	56,023.77
E-ZZF-7250	FACIL - GROUNDS MAINTENANCE	639.36	8,321.68
E-ZZF-7280	FACIL - WASTE DISPOSAL	0.00	1,486.20
E-ZZU-7245	BUS - FUEL & OIL	0.00	674.59
<b>Total for FACILITIES AND UTILITIES EXPENSES</b>		<b>639.36</b>	<b>79,921.21</b>
<b><u>FINANCIAL EXPENSES</u></b>			
E-ZZZ-7410	WS - BANK CHARGES	0.00	36.77
<b>Total for FINANCIAL EXPENSES</b>		<b>0.00</b>	<b>36.77</b>
<b><u>EMPLOYEE EXPENSES</u></b>			
E-ZZT-7393-0001	T & D - PRINCIPAL/LEADERSHIP PD	0.00	18,156.95
E-ZZT-7393-0004	T & D - TRAINING COSTS STAFF	0.00	11,076.83
E-ZZT-7393-0017	PD PRAC STRAT CIRR ADAP 9-3-2012	0.00	1,005.00
E-ZZT-7393-0019	T&D INTRO TO FOUR BLOCKS 19/11/12	0.00	1,376.00
E-ZZT-7393-0020	SPEVI CONFERENCE 2013	0.00	28,221.94
<b>Total for EMPLOYEE EXPENSES</b>		<b>0.00</b>	<b>59,836.72</b>
<b><u>OTHER OPERATING EXPENSES</u></b>			
E-ZSS-7670	SSS-LEASE OF GOVERNMENT CARS	0.00	21,690.46
E-ZZZ-7620	WS - BAD DEBT EXPENSES CUSTOMERS	0.00	197.00
E-ZZZ-7630	WS - DOUBTFUL DEBTS CUSTOMERS	(125.85)	(125.85)
<b>Total for OTHER OPERATING EXPENSES</b>		<b>(125.85)</b>	<b>21,761.61</b>
<b><u>DEPRECIATION AND AMORTISATION</u></b>			
E-ZZF-7520	FACIL - DEPREC FURNITURE	299.78	299.78
E-ZZF-7530	FACIL - DEPREC EQUIPMENT	1,605.00	1,605.00
E-ZZP-7530	PRINT - DEPREC EQUIPMENT	2,376.00	2,376.00
E-ZZU-7550	BUS - DEPREC VEHICLES	17,944.46	17,944.46
<b>Total for DEPRECIATION AND AMORTISATION</b>		<b>22,225.24</b>	<b>22,225.24</b>
<b><u>NON-OPERATING EXPENSES</u></b>			
E-ZDC-7139-0011	COUNCIL - XMAS ASSEMBLY - BBQ	0.00	346.04
E-ZZZ-7199-0011	WS - EOY RECONCILIATION	50.72	50.72
<b>Total for NON-OPERATING EXPENSES</b>		<b>50.72</b>	<b>396.76</b>
<b>Total Expenses</b>		<b>29,104.79</b>	<b>2,848,527.49</b>
<b>Surplus or (Deficit) funds</b>		<b>(29,063.44)</b>	<b>(225,227.75)</b>