1. CONTEXT

Kilparrin Teaching and Assessment School and Services (Kilparrin) provides 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 state wide for babies and young children (birth to preschool), who have both vision and hearing impairment, and their families.

2. REPORT FROM GOVERNING COUNCIL

It gives me great pleasure to present the Kilparrin Teaching and Assessment School and Services Governing Council Incorporated Report for the year ended 2015.

The 2015 year proved to be an exciting one with many new experiences for the Kilparrin school community - we welcomed a new Principal, Cathy Roche-Wells, had a Family Open Day in Term 1 and celebrated the 10 year anniversary of the move from Townsend House to Kilparrin’s present Park Holme site in Term 4 and commissioned an outdoor ‘underwater’ interactive mural.

A key objective of the Governing Council is to strengthen and support the public education in the school community and in particular, to support the principle of a consistent communication system for all of our students regardless of their individual challenges.

This has continued to be the focus since 2012, when Jane Farrell was appointed Educator in Residence. Jane continued to work with the teaching staff to develop individual Pragmatic Organisation Dynamic Display (PODD) communication books for each student. This work was complimented by Janelle Sampson in carrying out a series of workshops to assist parents with literacy and communication opportunities using the PODD devices as part of a Parents in Education Funding Grant, and further supported by the purchase of a large number of resources to support teaching and learning in particular in the area of Information Communication Technologies.

We continue to support stimulating and exciting learning experiences - from the Riding for the Disabled Program at Jennibrook Farm, which provides students with the opportunity to ride a horse, to the DECD swimming and aquatics programs. Kilparrin continues to provide opportunities to take the learning out of the classroom and provides wonderful opportunities for literacy development, language, math, science and social development.

Kilparrin students continue to be involved in the Premiers Reading Challenge and the Premiers be Active challenge. As a first, every Kilparrin student undertook an individual music lesson every fortnight, focussing on the student’s interests in music to encourage their engagement in learning. Congratulations to our students who participated with Ascot Park Primary School in the Festival of Music Choir.

Having a new Principal has provided us with a great opportunity to review and discuss the strategy for Kilparrin as part of a continual desire to improve and support our students. I am pleased that the vision and desire to provide a positive culture of care and education for life is supported. This is encapsulated in the new Kilparrin Values of respect, learning and collaboration developed by the Kilparrin staff.

Kilparrin continues to be a representation of best practice teaching as noted by the twenty four visiting teachers from Singapore. The dedication of the Kilparrin staff to the care and education of our children is unwavering and inspiring. Everyone is to be congratulated on providing a positive culture of care and teaching in order to foster a love for learning and for life.
The Governing Council continues to strive towards raising the profile of Kilparrin and ways to continue to grow for and with our children. Two information flyers were developed and distributed across DECD & to non DECD organisations such as Guide Dogs, Royal Society for the Blind, Women’s and Children’s Hospital etc., to ensure that children with sensory impairment are supported no matter where.

Given the growing interest of parents & carers in gaining information to help support their children, we as a Governing Council, are endeavoring to organise workshops and/or ‘information sharing opportunities’ such as Parents Helping Parents who came to answer questions on available services. The Parent Group provides a great opportunity to share ideas.

The Governing Council has a joint responsibility with the Principal for the governance of the school. Together, it sets the broad direction and vision of the school, determines policies for the school and determines the application of financial resourcing.

The Kilparrin Teaching and Assessment School and Services Governing Council comprises of five councillors including: the Principal (Cathy Roche-Wells) and four elected parents of the school. The office holders of the Council are the Chairperson, deputy Chairperson (Fiona Crabb), Secretary (Kristy Sander) and Treasurer (Sallie Willis). The Council met twice each term and the Finance Committee chaired by the Treasurer, including the Principal and the finance officer, has met regularly throughout the year. The Council was supported by Bindy Weir.

The Governing Council extends our appreciation and thanks to those who have supported us in not only purchasing but donating to the fundraisers. A very big thank you goes to Variety and sponsor Codan, who once again, has supported Kilparrin in the donation of another new school bus.

I would like to thank all the Council members for their tireless efforts and extend a deep gratitude to retiring members Kristy Sander and Sallie Willis for their years of dedicated service. Their humor, wisdom and support will be missed.

Finally, being part of the Governing Council, allows me to be closely involved with the life of Kilparrin and supporting the educational needs and social development of our children. As such, I encourage your participation.

As always, I thank you for the privilege to serve for the past year and look forward to the challenges and dreams of 2016.

Denise Hatzi
Kilparrin Governing Council, Chairperson

3. 2015 HIGHLIGHTS

At the beginning of the year staff worked collaboratively to develop our Purpose Statement and Values. Our Purpose Statement is “Kilparrin is a diverse community committed to providing accessible, engaging and rigorous education for children and students from birth into adulthood. We provide specialized support/programs for children and students with vision impairment, and or deaf/hard of hearing and additional disabilities”. Our values are Respect, Learning and Collaboration.

In March we had a well attended Family Fun Sunday which gave us all the opportunity to meet families/siblings and staff families in an informal way.

Lindsay Jenkins, an exchange teacher from Wales, teaching at Suneden Special School visited. Lindsay specializes in sensory programmes. Teachers attended Professional Learning at Suneden and we purchased resources to set up a Discovery Room to support students sensory needs. We also installed an outdoor sensory mural.

We produced flyers to promote our site and services and they were distributed to over 1800 DECD and non-DECD sites.

Ten students visited from Flinders University. These students are studying Degrees in Disability and Teaching. We also had twenty four teachers from Singapore visit.
In November we celebrated our 10 year Anniversary together with South Australian School for Vision Impaired (SASVI). VarietySA presented us with a new school bus. The bus is sponsored by “Codan” and has wheelchair capacity to enable a whole class to access the community together.

Janelle Sampson, speech pathologist, from Two Way Street facilitated parent workshops on the use of PODDS. This was funded through a Parent In Education PIE grant.

Down Syndrome Association delivered sessions to some students focusing on the Right To Know Programme as part of our Child Protection Curriculum.

The Junior students continued to participate in horseriding at Jennibrook Farm provided by Riding for the Disabled. Three students participated in the Festival of Music event at the Festival Theatre with students from SASVI and Ascot Park Primary School.

Ongoing professional learning is a vital part of our role as educators. The Australian Institute of Teaching and School Leadership (AITSL) produced the Australian Professional Standards for teachers in 2011, which define the work of teachers and elaborate on what constitutes teacher quality.

Under the third domain of teaching, Professional Engagement, an entire standard is devoted to the importance of ongoing professional learning for educators.

Kilparrin recognises the importance of professional learning for educators.

Kilparrin recognises the importance of ongoing professional learning for staff by providing financial support, release time and sharing in professional learning communities wherever possible. Staff attended four major events in 2015 Post-Graduate study in sensory impairment (hearing/vision) continues to be a focus. Most staff attended Professional Learning in Auslan provided by the school.

2015 SPEVI Biennial Conference (Melbourne, 12-15 January)

Nine teachers attended this 3 day conference hosted by South Pacific Educators in Vision Impairment. Three Kilparrin teachers presented a workshop entitled Using augmentative and alternative communication systems with students with vision impairment and additional disabilities in an educational setting these teachers shared their presentation after the event with staff from Kilparrin, SASVI and Can:Do4Kids. All teachers who attended the conference shared their learning during a staff meeting.

Karen Wolfe: Texas School for the Blind

At the end of Term 1 we were visited by Karen Wolfe from Austin, Texas ( USA). Karen is the co-author of a series of books and DVDs about the importance of explicitly teaching social skills to students who are blind and vision impaired. She spent a full day with teachers and SSOs focused on social skills and the Ecological Evaluation as a tool for assessment. Karen also presented an afternoon workshop for teachers in which she discussed practical implications specifically focusing on Kilparrin.

Educator in residence: Jane Farrall

Jane visited for four days in each of the first three terms. She has continued to support Kilparrin teachers in the areas of literacy, communication, assessment and technology. Jane will continue to provide support to Kilparrin’s lead teacher in AAC and literacy moving forward into 2016. This will ensure the continuance of high quality, evidence based instruction for our students.

AGOSCI 12th Biennial Conference (Brisbane)

Three Kilparrin teachers attended this four day event held by the Australian Group on Severe Communication Impairment (AGOSCI). These three teachers each presented to Kilparrin staff about learning from this conference.

Statewide Support Service

The Kilparrin Statewide Support Service (SSS) provides teacher support to children, families and school sites to improve educational outcomes for young people who have a vision / hearing impairment and additional disabilities.

In 2015 The Kilparrin Statewide Support Service supported more than 170 children and students across South Australia. Teachers travelled to most parts of the state with visits to the South East, Mid North, Yorke and Eyre Peninsula each term in addition to considerable support to the metropolitan and ‘greater Adelaide’ area.

The development of two flyers early in 2015, outlining the services offered and the criteria for support for both Early Intervention and the School based intervention was circulated to all schools, preschools, childcare services, DECD offices, support services and appropriate health providers across the state. The circulation of this information is designed to ensure that students that require the support of Kilparrin are referred in a timely manner and that no one ‘falls through the cracks’.
Feedback from families and sites reflects the value of the support offered to the children, families, students and teachers. In all 171 individuals were seen with 104 in the city and 67 in the country. Support Teachers visited 76 individual education sites and 20 private homes. SSS teachers have provided the following:

- Early Intervention play-based support to children and families in their homes in country and metropolitan areas
- Support to staff teams across the State in child care centres, preschools, primary & secondary schools including independent educational settings
- Provision of information about diagnoses relating to vision, hearing and diagnosed disabilities
- Delivery of professional learning presentations to staff teams relating to meeting the needs of children and students with sensory impairments
- Direct assessment of functional vision and hearing to assist with planning intervention and accommodations for learning
- Modeling of teaching and support strategies
- Contribution to Negotiated Education Planning (NEP) meetings, Child Development Unit (CDU) meetings
- Liaison with interagency support teams to promote joint planning
- Support for transition of children and students to their next educational setting

The outcome for children and families supported by the SSS Early Intervention teachers is a clearer understanding of developmental needs and support in planning for positive transition to the child’s first educational setting. The SSS school support team have reported on the improved access to the curriculum for students impacted by sensory impairments and increased confidence for teachers in meeting the needs of their students.

Recommendations for 2016
Develop a professional learning presentation to introduce staff teams to the implications of vision / hearing impairment for delivery through the Distance Education facility. Expanding Statewide Support Service to APY Lands through the use of the Distance Education facility.

4. SITE IMPROVEMENT PLANNING AND TARGETS

<table>
<thead>
<tr>
<th>Priority 1: Mobility Opportunities Via Education (MOVE) Program</th>
</tr>
</thead>
</table>

**Strategic actions included:**

- Liaison with relevant therapists and SERU for assessment and suitability and equipment
- Budget line maintained to support initiative
- Newly appointed staff access T&D – provided in-house by qualified Kilparrin staff
- Support to class groups from qualified trainers on staff

**Outcomes:**

- Implementation of the MOVE program ongoing
- Most Teachers and SSOs trained in the MOVE Program
- Profiles and assessments in place for all students in the program
- Additional equipment purchased for student use

**Future Directions:**

- Mobility Opportunities Via Education (MOVE) program implemented with all identified students to improve their self-initiated functional motor skills
- Every identified student participates in the MOVE Program
- MOVE integrated into the Health & Physical Education program for identified students and included in the students NEP
- Support provided to individual class groups with focus on individual learners
• Training and ongoing support provided by qualified trainers to staff
• Class teachers incorporate MOVE goals into their daily program
• Liaison occurs with relevant therapists to support the program

Priority 2: Literacy and Numeracy

The key focus for 2015 was to improve Numeracy development at Kilparrin. Teachers indicated via information sharing at staff meetings and in the Curriculum committee that the Australian Curriculum area ‘Mathematics’ required a collaborative and whole school focus. Due to the nature of Kilparrin students, a ‘holistic’ approach was required to ensure Mathematics/ Numeracy was embedded across all learning areas and for all students.

Throughout the 2015 school year Kilparrin teachers were involved in sharing their practice with each other in forums such as ‘open classrooms’ and professional learning opportunities which occurred in terms one and two and workshops provided by the Marion Inland Partnership. Lin Traeger from McMillan Press provided resources for teachers to trial. The Kilparrin Teacher Librarian provided a ‘walk and talk’, demonstrate and trial sessions in the library with new resources. A variety of resources were purchased according to budget allocations and teacher/class requirements.

**Term 1** – Collaboration with Sally Owen – PAC (Marion Inland Partnership Primary Maths Curriculum Coordinator based at Clovelly Park – Marion Inland Partnership) observed teacher practice at Kilparrin. Information was shared and class teachers discussed programs with each other to ensure best practice and learning opportunities and outcomes for students in each year level.

**Term 2** - Monday 22nd June, Pupil Free day with a NUMERACY and MATHEMATICS FOCUS. Melanie Doyle Primary Curriculum Mathematics Coordinator facilitated the workshop. All class teachers participated in the day sharing programming and vignettes of classroom practice. This forum supported the very individual and complex needs of the students with positive outcomes in classroom practice over the first half of the year.

**Term 3 and Term 4** – Consolidation of strategies, sharing the Australian Curriculum and the Expanded Core Curriculum for students who are Blind/ Visually impaired with additional disability were outlined in student portfolios and in their end of year school reports. All teachers reported the importance of structured lessons; hands on every day learning opportunities, time, and tactile and visual resources were essential in supporting all Kilparrin students.

Classroom teacher feedback indicated all teachers were using the Mathematics continuum and the Expanded Core Curriculum to ensure best practice and positive outcomes for student learning and engagement

Engaging with the Australian Curriculum

Responses from 8 staff

Mathematics Staff Engagement

38% Personalising
38% Embedding

AC General Capabilities and Cross Curriculum Priorities- Numeracy

38% Personalising
25% Embedding
25% Implementing
Australian Curriculum and TfEL- All Domains

50% Personalising  PLC Engagement 62% Functioning

All teachers engaged in teaching Maths and Numeracy that was meaningful, engaging and practical for students at each year level.

The Numeracy Continuum and the Expanded Core Curriculum for students who are blind or with low vision and additional disability continues to be the foci for the cohort of Kilparrin students.

**Teaching for Effective Learning TfEL**

The SA TfEL framework supported the development of a whole school approach to pedagogy. The staff indicated the importance of building a common understanding of mathematics and numeracy and to align practice with research, knowledge of students with vision impairment and additional disability and to align it with whole school practice. All TfEL Domains were included in staff meeting discussions and professional development over the year.

In particular **Domain 4 – Teaching for effective learning: Personalise and connect learning.** Curriculum that is connected to students’ lives enhances the relevance and rigour of learning. Each class teacher personalised student learning in Mathematics and Numeracy and scaffold his or her learning in real life situations, connecting prior knowledge to support engagement.

**The Keeping Safe: Child Protection Curriculum (KS:CP)**

Kilparrin teachers have implemented the Child Protection Curriculum and embedded it throughout their programming and teaching and in every part of the school day.

Teachers have developed and personalised programs for each year level according to the cohort of students’ needs in the classroom.

Resources such as individual communication systems, symbols, visual strategies, AUSLAN and books are included as necessary and valid teaching tools to ensure the delivery of programs to meet the individual needs of all students and at each year level.

**The focus for 2016**

The teaching of Maths as a whole school focus in 2015 supported student engagement, teacher engagement and was included in all curriculum areas. Maths, numeracy and number will continue to be a focus for 2016. The Mathematics proforma and Year planner will be used as a baseline tool for teaching number concepts for all classes. The Curriculum committee will continue to review the Maths continuum and the use of Numicon to ensure best practice and teaching in 2016.

Wellbeing, resilience and engagement are the major foci for all student learning at Kilparrin. Health and PE will be a major focus in 2016 as we endeavour to increase student engagement with the environment and reduce sedentary behaviours. The Australian Curriculum Health and PE content enables students to develop and practice fundamental movement skills through active play, structured movement activities such as Mobility Opportunities Via Education (MOVE) program, Orientation and Mobility lessons and participation in games with and without equipment.

Keeping Safe : Child Protection Curriculum (KS:CPC) for teaching and learning will continue to be an important focus and its effectiveness will depend on the engagement of the whole site. Professional Learning opportunities in each term will guide practice across the whole school and include all students and staff.
All areas of the Australian curriculum will be included in all professional learning opportunities for all staff at Kilparrin in 2016. The Curriculum committee meeting will continue to report to Leadership and to all staff at staff meetings to ensure best practice across the school.

### Priority 3: Information and Communication Technologies

**Priority titles**

- Teachers and SSS teachers use ICTs as an integral part of their teaching and learning program.
- Identified learners use iPads and Educational software as part of their daily learning program

**Brief account of the actions taken**

The ICT coordinator has provided the following:

- Professional development for all staff in Clicker 6
- The purchase of specific equipment to support access to technology for all children including accessible keyboards, switch interfaces and communication specific iPad minis.
- The purchase of specific Apps and software to support communication development
- Ongoing support for staff to be able to use technology effectively in the classroom and the Statewide Support Service
- The roll out of a Mobile Device management program for the school iPads in conjunction with a Volume Purchasing Program which allows a consistent availability of Apps across the school and the ability to share Apps with schools and families involved in the Statewide Support service.

**Outcomes for students / families / staff**

The outcome for children and families is an accessible range of ICT options available to support learning and communication development. Staff are also supported and trained to be able to assist their students to use ICT effectively.

**Recommendations & implications for future planning**

- Continuation of the development of a consistent and accessible iPad and ICT setup for all children within the school and Statewide Support Service.
- Purchase of more communication specific iPads for identified students in collaboration with speech pathology.
- Ongoing professional development for teachers and staff to ensure confidence in using and teaching ICT
- Ongoing understanding of new technologies and their implication for Kilparrin children and students.

### 4 Better Schools Funding

The Better Schools funding was used to support the development of communication and literacy through the engagement of Jane Farrall, to lead training sessions for staff in the use of Pragmatic Organisation Dynamic Display (PODD) books. Funding was also use for further development and production of individualized PODD books for each student.

### 5. STUDENT ACHIEVEMENT

Class teachers have been using the Early Years Framework and the Australian Curriculum to develop relevant programmes for students. A Lead teacher in Communication collected data on student Communication modes. The collection of relevant data that informs the system has been difficult and is done by reporting to goals in the students Negotiated Education Plan NEP. This year we have been one of a number of DECD schools trialing the *ables* assessment tool that is part of the Victorian Curriculum.

In addition to the NEP process students’ progress is reported to parents and caregivers through the mid-year Celebration portfolio which is a collection of students work, photos and a written report.
Signing, individual communication systems such as the Pragmatic Organised Dynamic Display (PODD), yes and no symbols, vocalization, gesture and eye gaze communication system were provided to each student to ascertain a response.

### Learning Area: English (Literacy)

<table>
<thead>
<tr>
<th></th>
<th>Cooperating</th>
<th>Beginning</th>
<th>Consolidating</th>
<th>Established</th>
<th>Transferred</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (Feb)</td>
<td>14</td>
<td>12</td>
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<td>Students (Nov)</td>
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<td>10</td>
<td>10</td>
<td>2</td>
<td></td>
<td>1</td>
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</table>

### Learning Area: Mathematics (Numeracy)

<table>
<thead>
<tr>
<th></th>
<th>Cooperating</th>
<th>Beginning</th>
<th>Consolidating</th>
<th>Established</th>
<th>Transferred</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (Feb)</td>
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<td>8</td>
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<td>Students (Nov)</td>
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<td>10</td>
<td>9</td>
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</tr>
</tbody>
</table>

#### 5.1 NAPLAN

All Kilparrin students were exempted from the 2015 NAPLAN tests.

#### 5.2 Senior Secondary

Four students successfully participated in modified SACE subjects
- Creative Arts
- Personal learning Plan
- English Pathways
- Research Project
- Health
- Mathematics Pathways
- Scientific Studies

At the end of the year one student transitioned to the Hamilton Unit and another to a Day Options programme at Minda.
6. STUDENT DATA

6.1 Attendance

Figure 7: Attendance by Year Level

Table 7: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Primary Other</td>
<td>87.5</td>
</tr>
<tr>
<td>Secondary Other</td>
<td>87.2</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>87.5</td>
</tr>
</tbody>
</table>

Factors affecting attendance include:
- Students medical condition / medical appointments
- Common childhood illnesses can cause serious complications for our students

Managing non-attendance
The school Service Officer (SSO) on morning taxi duty notifies class teachers and the front office if a student is absent. Most parents will notify the school however the front office SSO will contact parents if need be.
Teachers complete roll book. Teachers notify the front office of pending student absences due to medical appointment.
All unexplained absences are recorded and consistent unexplained absence is reported to the Regional Office for further investigation and action.

6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Employment</td>
<td>1.9%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>11.3%</td>
</tr>
</tbody>
</table>
### 7. CLIENT OPINION

#### 2015 Kilparrin Staff Opinion Survey

<table>
<thead>
<tr>
<th>Description</th>
<th>2015 Raiting</th>
<th>2014 Raiting</th>
<th>2013 Raiting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect students to do their best.</td>
<td>4.5</td>
<td>4.3</td>
<td>4.5</td>
</tr>
<tr>
<td>Teachers at this school provide students with useful feedback.</td>
<td>4.3</td>
<td>4.5</td>
<td>4.0</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>4.0</td>
<td>4.6</td>
<td>4.0</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>4.0</td>
<td>4.6</td>
<td>4.0</td>
</tr>
<tr>
<td>Students feel safe at this school.</td>
<td>4.0</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Teachers at this school encourage students to learn.</td>
<td>4.2</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Students' learning needs are being met at this school.</td>
<td>4.2</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>This school works with parents to support students' learning.</td>
<td>4.4</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>I receive useful feedback about my work at this school.</td>
<td>3.9</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Staff are well supported at this school.</td>
<td>4.4</td>
<td>4.4</td>
<td>4.4</td>
</tr>
</tbody>
</table>

#### 2015 Kilparrin Parent / Caregiver Opinion Survey

1. I think my child receives high quality teaching at this school.
2. Teachers are enthusiastic in their teaching.

3. I am satisfied with the learning programs offered at my child’s school.

4. My child’s teachers clearly inform me about the learning program.
5. The school has an excellent learning environment.

6. My child has access to quality materials and resources that help him/her learn.

7. This school provides a safe and secure environment.

8. This school has information available about other support agencies within the community.
9. This school encourages students to have a sense of pride in their achievement.

10. I feel welcome at this school.

11. This school assists the development of my child’s personal and social skills.

12. I am comfortable about approaching my child’s teachers to talk about his/her progress.
13. I am given opportunities to have a say in matters about this school.

14. Students from all backgrounds and cultures are treated fairly at this school.

15. The staff always listen to what I have to say about my child’s development and needs.

16. I receive helpful information about my child’s progress and achievement.
17. This school provides opportunities to discuss my child’s progress.

18. I am well informed about school activities.

19. I believe that if I have concerns or suggestions, the school would respond appropriately.

20. I am encouraged to be involved in the school in all kinds of ways.
21. The school is well organised this year.

22. I have confidence in how the school is managed.

23. I believe there is effective educational leadership within the school.

24. The school is always looking for ways to improve what it does.
25. Parents have the opportunity to participate in decisions about their children’s education.

26. Overall I am satisfied with the schools planning.

My School website
http://www.myschool.edu.au/

8. ACCOUNTABILITY

8.1 Behaviour Management

Kilparrin has a Behaviour Support Policy which is documented and distributed to families. This year we developed proformas to inform parents and caregivers of incidents and to report to EDSAS. Where student behavior threatens the safety and wellbeing of students and staff DECD policies and procedures are followed. We have relatively few such cases.

8.2 Relevant History Screening

Kilparrin complies with DECD HR Workforce Management in regard to relevant screening. We were audited in 2015.


8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>31</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>18</td>
</tr>
</tbody>
</table>

Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>16</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>2794907</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>0</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>5617</td>
</tr>
<tr>
<td>4 Other</td>
<td>20832</td>
</tr>
</tbody>
</table>