



Kilparrin Teaching & Assessment School & Services 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Kilparrin Teaching & Assessment School & Services Number: 1372

Partnership: Marion Inland

Name of School Principal:

Cathryn Roche-Wells

Name of Governing Council Chair:

Denise Hatzi

Date of Endorsement:

07/02/2018

School Context and Highlights

Kilparrin is a Specialist Special School that provides an on-site playgroup, preschool and Statewide Support Service for students with sensory impairment (vision and/or hearing) and additional disabilities. Our core values are Respect, Learning and Collaboration. We provide a diverse learning community committed to providing accessible, engaging and rigorous education for children and students from birth to end point of schooling.

All students attending the school have a High or Very High level of support as determined by the DECD sensory panel. The Statewide Support Service supports children from birth (at home) as well as in excess of children/students were supported in 2017. This was across ninety eight sites, both DECD and Non-DECD

Staff attended the Marion Inland Partnership Day focusing on Task design, Moderation, literacy, numeracy, science, technology, engineering and maths STEM. A partnership Professional learning Community was facilitated at/by Kilparrin.

Teachers presented at the South Pacific Vision Impaired SPEVI Conference.

A Coordinator in Strategic Intervention was appointed for 2017.

Staff participated in Mindfulness Workshops supplement by the site.

The school worked with a landscaper for the redevelopment of the outdoor play area and a sensory garden was established.

Staff have been involved in Pragmatic Organizational Dynamic Display PODD training to support students Communication.

The Lead teacher in communication, supported by a speech therapist, developed a Communication Rubric which is used not only at Kilparrin but at other sites including interstate.

Parents and staff participated in weekly AUSLAN classes.

Successful negotiations with DECD in regard to redefining the Early Learning Centre to meet the needs of individual students at any given time.

Staff participation in Intensive Interaction Professional Learning in Melbourne and all staff attending our Pupil free Day with a focus on Intensive Interaction facilitated by Dr Mark Barber.

Pupil free day focused on Assessment including cortical vision impairment, ables and NEP goals.

Information booth at the KYD-X Kidds and Youth Disability Expo at Mile End in October holidays.

Visits from audiology and ophthalmology specialists from Womens and Children's Hospital

Appointment of SSO3 position in Finance/Administration

Participation in the Primary School Music festival, performing at the Entertainment Centre

Visits from staff from other sites and services.

Increased enrolments

Governing Council Report

Kilparrin is a specialist special school and teaching assessment services – at its core being vision and hearing impairment with additional needs. 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.

This year, 2017, was as adventurous, extending and fruitful as any other year at Kilparrin.

Kilparrin continued with the Abilities Based Learning and Education Support program in identifying, setting learning goals and monitoring each student's individual progress and reinforced its relationship with TwoWayStreet Speech Pathology in supporting the school communication foci. In continuance with the ethos that it is a fundamental right of each child to have a 'voice', the Governing Council approved an Auslan signing workshops for parents and carers to be equipped to further enhance and extend our students' ability to communicate.

The Governing Council supported the Kilparrin staff's continuation with individual professional development ensuring that best practice teaching and coeducation support is provided in order to contribute to engaged learning by our Kilparrin students and those that Statewide Support Services supports.

Our students' engagement in educational and community opportunities, extended and challenged them and provided them with occasions to cement and reinforce their learnings. Participation in the Primary Schools Music Festival with SASVI and Ascot Park Primary School, outings in the broader community with a focus on the Arts, Riding for the Disabled were some of the many ways that provided for stimulating and meaningful contribution of our students social development.

The wellbeing of our students and staff is important and assists in ensuring that the individual contributes, accomplishes and thrives. The new Sensory Garden contributes to wellbeing as well as Science, Technology, Engineering and Maths and in particular adventurous learning. This Garden will complement the new additions to the tri-school Site.

We extend our appreciation and thanks to those who have supported the Kilparrin school community throughout the 2017 year and look for your continued support in 2018.

Improvement Planning and Outcomes

Health and PE

Students continued to engage in physical activities including Mobility Opportunities via Education MOVE, recommendations from non-DECD physios and OTs and strategies developed in student NEP goals

All students are supported with Augmentative Alternative Communication to access all programmes including community access and swimming. Students continued to be involved in weekly swimming, horseriding and community access that has developed their independence and social skills.

Students participated in a number of activities involving other organisations ie Blind Sports and SANFL

Recommendations

Health and PE continue to be a priority on Site Improvement Plan.

Two teachers participate in refresher MOIVE training and provide training via a Pupil Free Day to all staff.

Professional learning Community with a focus on Child Protection Curriculum and wellbeing matrix.

Literacy/English/Communication

All students have a communication goal in their NEP and a literacy rating identified by an Abilities Based Learning and Education Support (ables) assessment profile. Data shows that a number of students have moved along the continuum. The Lead teacher supports communication across the school working with a privately employed speech therapist. A Communication rubric has been developed. Staff have been involved in PODD training and parents and staff have participated in Auslan classes. Non-DECD service providers continue to provide speech therapy to individual students.

A teacher attended a week winter literacy training (by invite) and brought up-to-date research/strategies back to inform staff. All staff participated in Intensive Interaction Professional Learning.

Significant financial support was given to ensure the acquisition of equipment to support students communication.

Recommendations

Appoint a Coordinator in AAC/Communication who will work across the site and with non-DECD service providers to ensure consistent communication strategies for students

Continue Auslan classes (provided by a Statewide support teacher)

Work with DECD to develop protocols re the collection of ables data consistently across the state

Numeracy/Mathematics

All students have a numeracy goal in their NEP and teachers developed programmes using strategies to support students to achieve their goal. All students are engaged in mathematics/numeracy across the week especially through cross-curricular activities. Community access supports students to transfer skills and use maths in a functional way.

Recommendations

Lead teacher in STEM to support class teachers through a Professional Learning Community.

Continue to provide opportunities and resources to support student learning.

Statewide Support Service

Kilparrin Statewide Support Service (SSS) Teachers have supported over 200 clients in 2017, providing early intervention home based support, preschool support and school support across metropolitan and country areas of South Australia. SSS Teachers have carried out a variety of Professional Development (PD) sessions to sites and have contributed to Negotiated Education Plan (NEP) goals by providing curriculum accommodations for children and students with vision and/or hearing impairment and additional disabilities. Assessment has been a focus in 2017, and as a team we have met to refine our practice and share our knowledge,

Recommendations

To continue to built on the relationships and raise the profile of the service across the wider community. Support the Early Learning Centre and Playgroup. Provide specialised Professional Learning across the Sate and at Kilparrin. Canvas other sites to ensure we are meeting their needs and expectations. feedback from 2017 was very positive.

Provide Professional learning at regional sites including twilight sessions.

School Performance Comment

Student achievement was measured using the Abilities Based Learning and Education Support (ables0 assessment tool. and data from students Negotiated Education Plan (NEP) goals. This data is related to individual, class and whole school improvement and informs teaching and learning. DECD have undertaken to support Special Schools to use and collect this data and enter it into the DECD reporting system.

In 2018 we will be working towards using the One Child One Plan (OCOP) which will be rolled out from 2018.

Three students successfully completed SACE Modified subjects in the areas of
English Pathways
Personal Learning Plan
Research Project
Maths Pathways

One student transitioned to a Day Options programme.

Attendance

Year level	2014	2015	2016	2017
Primary Other	80.6%	88.3%	88.6%	81.5%
Secondary Other	79.4%	88.9%	81.8%	91.5%
Total	80.3%	88.4%	87.2%	84.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Student attendance is affected by significant medical conditions often resulting in hospitalization or extended periods of absences at home. Parents notify the school in regard to medical appointments, illness however if they haven't front office staff follow up. Some students access therapies from Non-DECD providers so may arrive late/leave early. One student is attending for short periods each day. His mother stays with him as he holds his breath if she is out of sight. We are currently working with the mother and access assistants to support the student to be less dependent on his mother.

Behaviour Management Comment

Kilparrin has a Behaviour Support Policy which is reviewed annually. Parents are contacted if there are any concerns and Proformas are used to notify parents of incidents. Data is also entered into IRMS. Some students may have difficulty self regulating their behaviour. Positive Behaviour Support goals are established via the Negotiated Education Plan.

Client Opinion Summary

Most students at Kilparrin are non-verbal and use a form of Augmentative Alternative Communication (AAC) to communicate. This includes the Pragmatic Organisation Dynamic Display (PODD). Some students say how they like coming to school and seeing their friends and staff. Some students had a comment to include in their end-of-year portfolio. Observations of students in the classroom and playground as well as when participating in events ie assembly show they are clearly enjoying themselves.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	1	50.0%
Unknown	1	50.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Kilparrin complies with DECD People and Culture Workforce Management in regard to relevant screening. Administration ensures all staff and visitors have up-to-date certificates. Leadership provides induction to all service providers including Non-DECD, volunteers and new staff.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	37
Post Graduate Qualifications	25

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	15.0	0.8	12.4
Persons	0	17	1	17

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	3133343.00
Grants: Commonwealth	750
Parent Contributions	8791
Fund Raising	2388
Other	nil

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	Resources were purchased with a focus on student NEP goals. This included a significant increase in ICT as well as resources to support Communication, Orientation and Mobility and the MOVE programme.	There was significant improvement in student achievement in all areas.
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Resources and extra SSO support in the classroom and preschool. Continuation with ables assessment tool. All students have a literacy and numeracy goal which is measurable. Data collected via Communication Rubric Release time for Lead teacher in Communication Support to other sites and families via our Statewide Support Service	Provision of resources and SSOs to support students to achieve their communication goals.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Funding used to support the release of a Lead teacher in Communication, the provision of AUSLAN training for staff and parents and the employment of a speech therapist fortnightly.	Communication Rubric to track student progress. PLC with focus on Communication
Improved Outcomes for Gifted Students	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
Primary School Counsellor (if applicable)		Work on Child Protection Curriculum. Release time for teachers to support students/families through NEP/NDIS process. Work on Wellbeing rubric. Staff PL (SHINE)	Focus on wellbeing rubric