

Kilparrin Teaching & Assessment School & Services¹³⁷²

Annual Report 2005



Government of South Australia

Department of Education and
Children's Services

ANNUAL REPORT VERIFICATION

This annual report provides the community and the Chief Executive, Department of Education and Children's Services with important information on aspects of the operation of our school.

Copies of the report will be made available to:

The Chief Executive (*electronic copy*)

The school community

All members of the Governing Council

The District Director (*electronic copy*)

The annual report is one significant way in which our school meets accountability requirements.

This 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
31 March 2006

Dr Ken Fryer
Chairperson, Governing Council
31 March 2006

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Annual Report 2004

SCHOOL NAME: KILPARRIN TEACHING AND ASSESSMENT UNIT

LOCATION NUMBER: 1372

CONTEXT

PRINCIPAL'S REPORT FOR GOVERNING COUNCIL PRESENTED AT THE 2006 ANNUAL GENERAL MEETING

I am pleased to report that 2005, the first full year of Kilparrin at this site was a year of development of the site. Staff settled in and made modifications to the space in classrooms and in shared areas. To begin with we came with our old ideas and the attitude of making do with reused products used creatively. At this site we have the opportunity to offer our students the best available resources. We can use our creativity best by enriching the curriculum.

We have been able to develop the Resource Centre into a magnificent learning area

With resources, which support learning in all curriculum areas and teacher professional development. Rhylis and Dot have developed book boxes which augment the printed book, including the students into the story through touch and sight as well as listening and seeing.

The development of a Literacy Block across the classes has given Kilparrin learners the opportunity to learn with a group of learners with similar interests and modes of learning.

Kilparrin was included in the awards presented to acknowledge our participation in the Premier's Reading Challenge.

Kilparrin also received an inaugural Flame award in commendation of our music program. Kilparrin was a South Australian finalist in this ABC Radio national competition.

Three coordinators were appointed, Collaborative Learning and New Connections (Rosemary Colebatch), ICT and Communication (Lorna Fenech) and Professional Learning (Rhylis Bignell).

In July once again I was invited represent DECS in Macau, China providing professional development in Special Education to a group of 30 Special Education Teachers.

We were well supported by our community with the Brighton Kiwanis' club painting the fence with anti rust black paint, Townsend House donating and planting the hedge and Mrs Patty Oziemblewski donating a baby grand piano.

This donation was marked with a musical celebration at which guest artists Stefan Ammer, piano and Janis Laurs, cello, enthralled us with their music.

The inscription on the piano reads;

Presented to the vision impaired children of SA for their musical development and advantage, by blind musician, Patty Oziemblewski (Nee Swincer) and her late husband Lucjan, WW11 Polish Spitfire pilot. October 2005.

In time for the official opening the name of Kilparrin was officially changed from Kilparrin Teaching and Assessment Unit to Kilparrin Teaching and Assessment School and Services. This full title was seen to describe our role accurately although we abbreviate it to Kilparrin for practical purposes.

The official opening on the 15th December also marked the official handover of the buildings to DECS. This opening was very successful with Kilparrin and SASVI students participating wearing their commemorative T-shirts. The opening was marked with an article and photographs in the Xpress, the DECS publication distributed to every DECS employee in the state.

Once again Students and staff are to be congratulated in their meeting of the challenges of the year. We are the first to develop a specialist facility for students with sensory and additional needs and we can be justly proud of the end product of our endeavours. We continue to develop the grounds and we are now in the position of sharing these experiences with the broader education community. In 2005 I presented this project at the South Pacific Educators in Vision Impairment Conference and spoke at the Annual General Meeting of the Deafblind Association of SA. This facility provides the opportunity for our students to enjoy the most appropriate curriculum to meet their needs now and in the future.

Alison McWilliams

Principal

KILPARRIN GOVERNING COUNCIL CHAIRPERSON'S REPORT: presented at the 2006 Annual General Meeting

This year has been one of consolidation in the new school buildings at Park Holme Campus. Staff and students have appreciated the purpose built facilities. Alison has been busy fine-tuning the day-to-day business and getting the final touches completed. The classrooms are magnificent and the outside area is really special and well worth the effort of getting it right.

The highlight of the year for me was the official opening. The staff put in a wonderful effort to make the ceremony very memorable and the students made it moving and emotionally charged.

On behalf of the parents, students and the Governing Council I would like to thank Alison and all of her staff for their care, diligence and excellent professional way in which they have looked after the students.

I would like to thank the members of the Governing Council for making my job so easy.

I would like to encourage parents to join the Governing Council.

Ken Fryer,
Chairperson

1. STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: Improving Learner Achievement

Target: Improving communication for all learners

Actions:

- targeted professional development (PD)
- budget line to support PD and purchasing of resource materials
- leadership position with focus on communication and technology.

Evaluation of Outcomes:

- Personal Communication Dictionaries (PCDs) developed for most learners
- increased range of technological devices that support communication available to learners
- teachers use a selection of augmentative communication strategies (objects, object symbols, assistive devices, gesture, body signs, vocalisation, Key Word signing, Auslan, Makaton, PECS, pictorial representation).

Information about target groups of students:

- basic record of current communication mode/s used by individual learners exists.

Recommendations:

- 100% of learners will have a PCD and a record of their current communication mode/s
- ongoing PD ensures that all staff can articulate what pre-intentional, intentional and symbolic communication is, the strategies used to support this and are confident in the use of PCDs.
- all learners are engaged in specific listening activities

Target: Improving literacy outcomes for all learners

Actions:

- develop and implement the Kilparrin Early Years Literacy Plan (EYLP)
- staff attended EYLP core PD days
- targeted PD
- budget line to support PD and purchasing of resource materials

Evaluation of Outcomes:

- classroom teachers have documented strategies to promote emergent literacy skills (tactile books, story packs, talking books, pre-writing, sensory motor activities, use of ICT, PECS and music)
- teachers collaborated on establishing, reviewing and modifying a *Literacy Block* for all learners
- Kilparrin was awarded an Outstanding Achievement Award as part of the Premier's Reading Challenge as a result of 100% learner participation in the PRC

Information about target groups of students:

- 86% of learners achieved satisfactory progress or better on literacy targets (compared with 67% in 2004)
- all learners participated in the Premier's Reading Challenge

Recommendations:

- ongoing development of story packs to support learner access, engagement and borrowing
- targeted use of texts
- ongoing PD ensures that all staff can articulate that range of teaching strategies they use to provide emergent expressive literacy experiences for all learners
- learners are engaged in emergent expressive literacy activities

Target: Improving Negotiated Education Plan (NEP) implementation

Actions:

- ongoing PD
- ICT support and staff collaboration

Evaluation of Outcomes:

- Kilparrin NEP database fully updated
- NEP goals are documented and reported against using the SACSA Framework

Information about target groups of students:

- 100% of learners have a current NEP accessible on the Kilparrin NEP database

Recommendations:

Strategic Direction 2: Improving Learner Wellbeing

Target: Improving self-concept in all learners

Actions:

- regular input at staff meetings regarding individual learners
- documenting communication, behaviour management and curriculum issues for all learners and cues for the adults relating to them

Evaluation of Outcomes:

- class teachers provided positive feedback relating to their observations of staff interactions with learners from learners

Information about target groups of students:

- specific issues and cues for adults to follow when interacting with individual learners are visible around Kilparrin

Recommendations:

- teachers develop and document a framework outlining learner progression within self-initiated learning
- collect data relating to the antecedents of learners' 'shutting down' or 'switching off' from engaging with an activity
- review and adapt available developmental checklists
- participate in the DECS statewide *Learner Wellbeing Project: Inquiry Sites for 2006* project

Target: Improving the physical skills of all learners

Actions:

- targeted professional learning supported with appropriate resources

Evaluation of Outcomes:

- individual classroom programs indicate learners have had explicit teaching and hands-on experience of the various pieces of play equipment in the new Kilparrin playground, O&M courtyard, activity hall, fitness room and class areas
- music and movement program implemented with 'mobile learners'

Information about target groups of students:

- 100% of learners are able to access the appropriate playground facilities in in the new Kilparrin playground.

Recommendations:

- targeted PD ensures that staff have increased understanding of the development of gross motor skills with particular reference to learners with sensory impairments and additional disabilities

Strategic Direction 3: Improving Staff Morale and Performance

Target: Supporting staff professional learning

Actions:

- Kilparrin professional learning program for staff supported Kilparrin's strategic directions
- staff supported to attend external PD through the implementation of the T&PDSS
- regular pedagogy sharing scheduled into teacher meetings and 'Afternoon Teas with a Purpose'
- targeted purchasing of teacher references
- increased journal collection.

Evaluation of Outcomes:

- positive staff feedback regarding sharing pedagogy and learnings from external PD sessions attended
- Bookmark records show that the teacher reference collection has increased
- teacher reference collection has been reorganised following consultation with staff to make it more accessible

Recommendations:

- continue with targeted PD to support the implementation of Kilparrin's strategic directions
- continue with additional funding to support staff to attend external PD sessions

Target: Establishing the new site

Actions:

- leadership position to support New Connections and Collaborative Work with the other schools on the Park Holme campus
- support the collaborative teaching model with joint NIT/planning opportunities
- develop links with the local community through excursions and inviting the neighbours to visit the new facility
- join the Marion Alliance
- establish the ASK (Ascot Park PS, SASVI, Kilparrin) leadership team

Evaluation of Outcomes:

- staff reported that collaborative practices support their work in the classroom and in other schools and that class teamwork is successful
- ASK leadership team met regularly and developed procedures for integration of individual learners and groups of learners across the campus
- social functions were held involving staff from all three schools.
- joint whole-of-campus PD sessions were held

Information about target groups of students:

- specific learners are spending time in other campus schools
- specific classes have established visits between campus schools for specific activity sharing

Recommendations:

- continue whole-of-campus PD sessions as appropriate
- continue and refine existing exchange visits for specific learners and/or classes

Target: Supporting positive staff morale

Actions:

- proactive Staff Association formed in January 2005
- policy review cycle continued and new policies were developed as required

- staff Induction Booklet was comprehensively reviewed

Evaluation of Outcomes:

- a range of successful in-school and out-of-school activities were held for staff
- 7 policies were reviewed and 4 new policies were developed
- staff Induction Booklet was reviewed following analysis of staff feedback

Recommendations:

- continue with policy review and development of new policies as required
- establish a leadership position with a focus on staff and learner wellbeing
- leadership team participate in the *Managing Psychological Health* online training program

Target: Improving service delivery within the support teacher program

Actions:

- Service Agreements in place for majority of Statewide Support Service clients and reviewed at least once-a-year
- PD to facilitate consistency of language in documentation (reports and service agreements)
- conduct a support feedback survey of all clients

Evaluation of Outcomes:

- Service Agreements developed with most client sites
- positive feedback from Kilparrin staff regarding PD sessions on report writing and developing quality service agreements
- completed support feedback surveys (see Appendix C) provided staff with very positive and extensive qualitative feedback.

Recommendations:

- Service Agreements in place with all client sites

2.0 REQUIRED DATA ANALYSIS

2.1 ENROLMENT

- see Kilparrin Teaching & Assessment Unit (1372) Site Data Overview 2005 (Appendix A)
- see Kilparrin Early learning Centre (4162) Site Data Overview 2005 (Appendix B)

2.2 ATTENDANCE

- see Kilparrin Teaching & Assessment Unit (1372) Site Data Overview 2005 (Appendix A)
- see Kilparrin Early learning Centre (4162) Site Data Overview 2005 (Appendix B)

2.3 RETENTION

- see Kilparrin Teaching & Assessment Unit (1372) Site Data Overview 2005 (Appendix A)
- see Kilparrin Early learning Centre (4162) Site Data Overview 2005 (Appendix B)

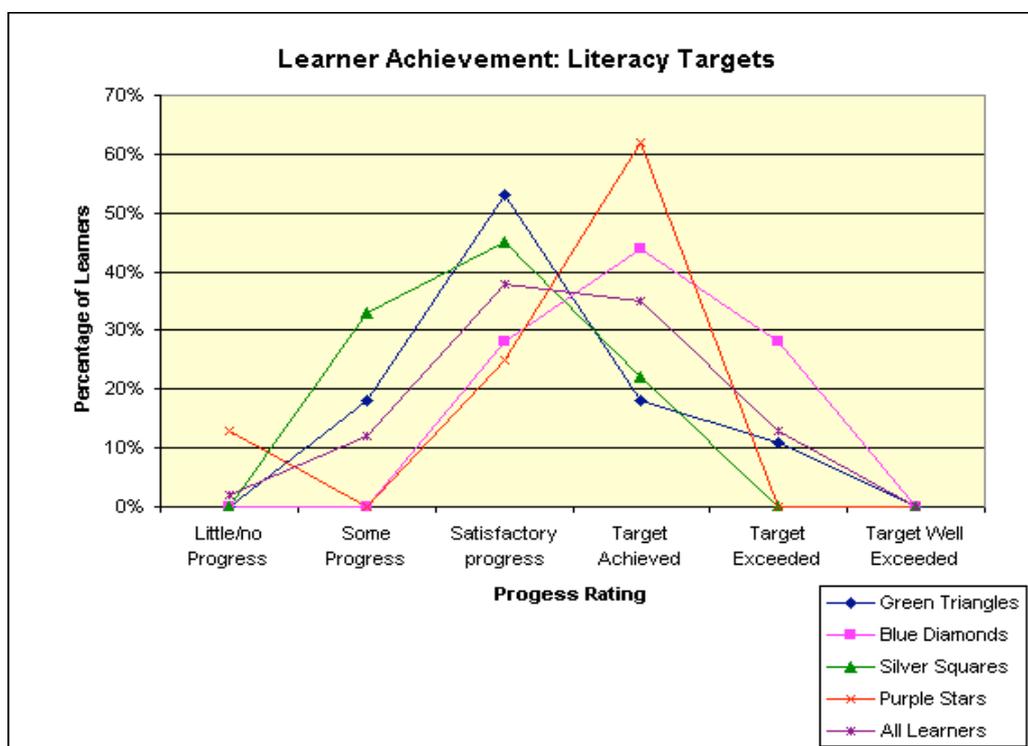
2.4 STUDENT ACHIEVEMENT

2.4.1 LITERACY AND NUMERACY (PRIMARY)

Literacy Targets

Learning Area: Literacy

	Little/no Progress	Some Progress	Satisfactory progress	Target Achieved	Target Exceeded	Target Well Exceeded
Green Triangles	0%	18%	53%	18%	11%	0%
Blue Diamonds	0%	0%	28%	44%	28%	0%
Silver Squares	0%	33%	45%	22%	0%	0%
Purple Stars	13%	0%	25%	62%	0%	0%
All Learners	2%	12%	38%	35%	13%	0%



Comment:

A small proportion of students have degenerative conditions and consequently their progress is unpredictable and the variable health status affects the progress of some other students.

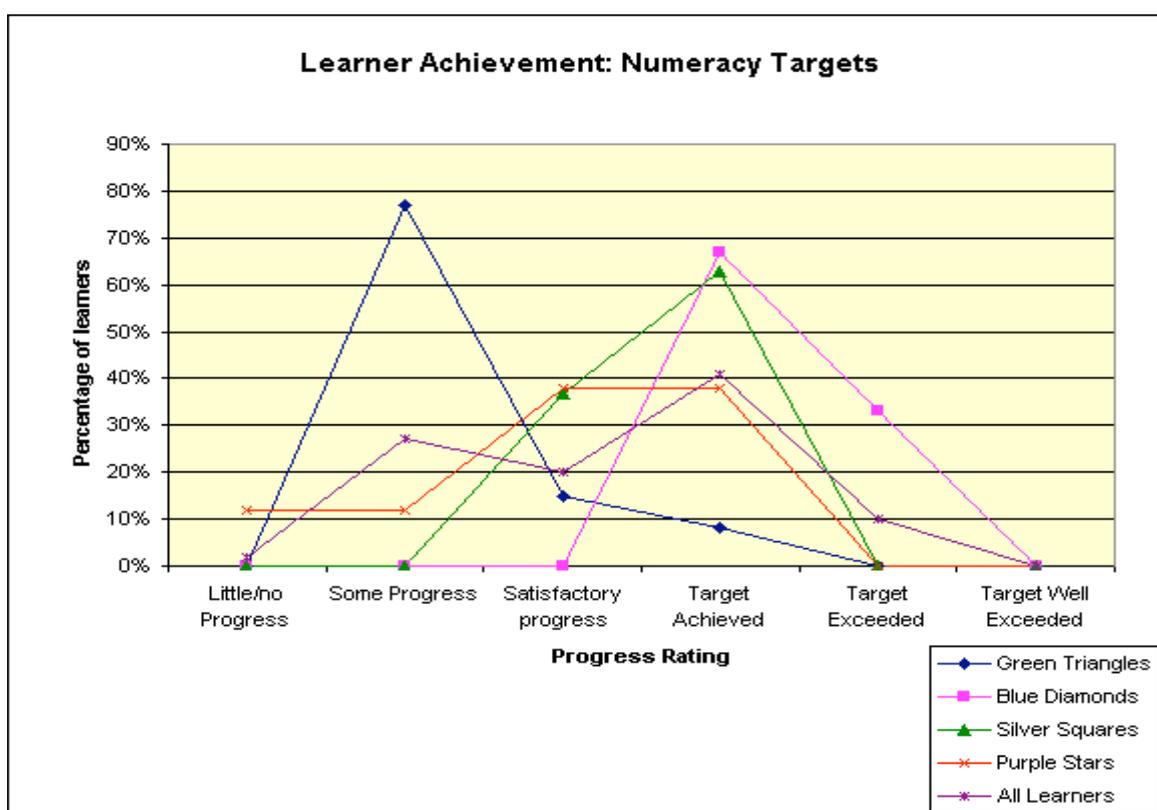
Following analysis of the 2004 results staff planned a focus on communication and literacy for 2005 in the form of a whole school Literacy Block, targeted professional learning and revisiting the setting of SMART goals.

This focus has resulted in a greater percentage of learners achieving satisfactory progress or better. (86% in 2005 compared with 67% in 2004)

Numeracy

Learning Area: Numeracy

	Little/no Progress	Some Progress	Satisfactory progress	Target Achieved	Target Exceeded	Target Well Exceeded
Green Triangles	0%	77%	15%	8%	0%	0%
Blue Diamonds	0%	0%	0%	67%	33%	0%
Silver Squares	0%	0%	37%	63%	0%	0%
Purple Stars	12%	12%	38%	38%	0%	0%
All Learners	2%	27%	20%	41%	10%	0%



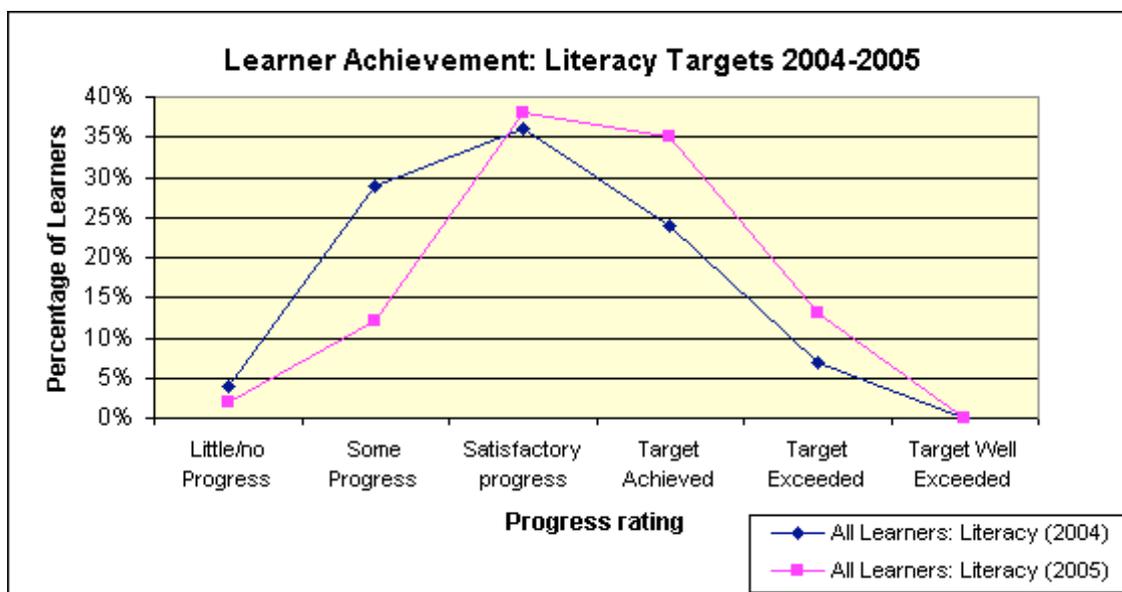
Comment:

Following analysis of the 2005 results staff have identified setting of numeracy targets as a focus area for 2006. Professional learning will focus on developing strategies and resources that support learners' development in this area.

Student growth in literacy between successive year levels

Learner Achievement: Literacy Targets 2004-2005

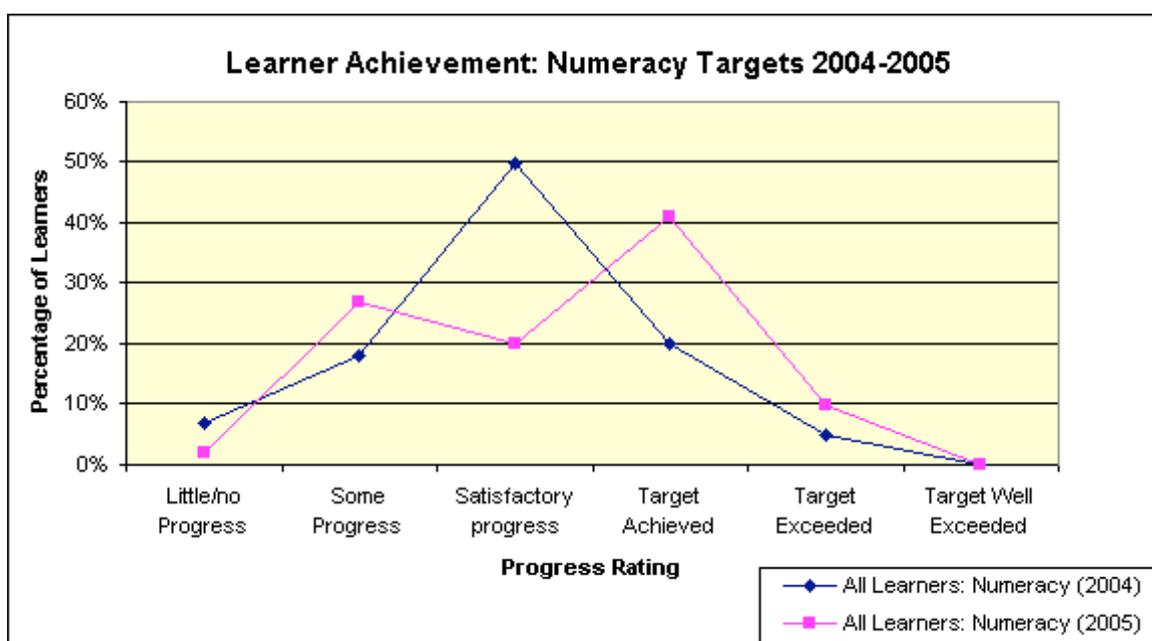
	Little/no Progress	Some Progress	Satisfactory progress	Target Achieved	Target Exceeded	Target Well Exceeded
All Learners: Literacy (2004)	4%	29%	36%	24%	7%	0%
All Learners: Literacy (2005)	2%	12%	38%	35%	13%	0%



Student growth in numeracy between successive year levels

Learner Achievement: Numeracy Targets 2004-2005

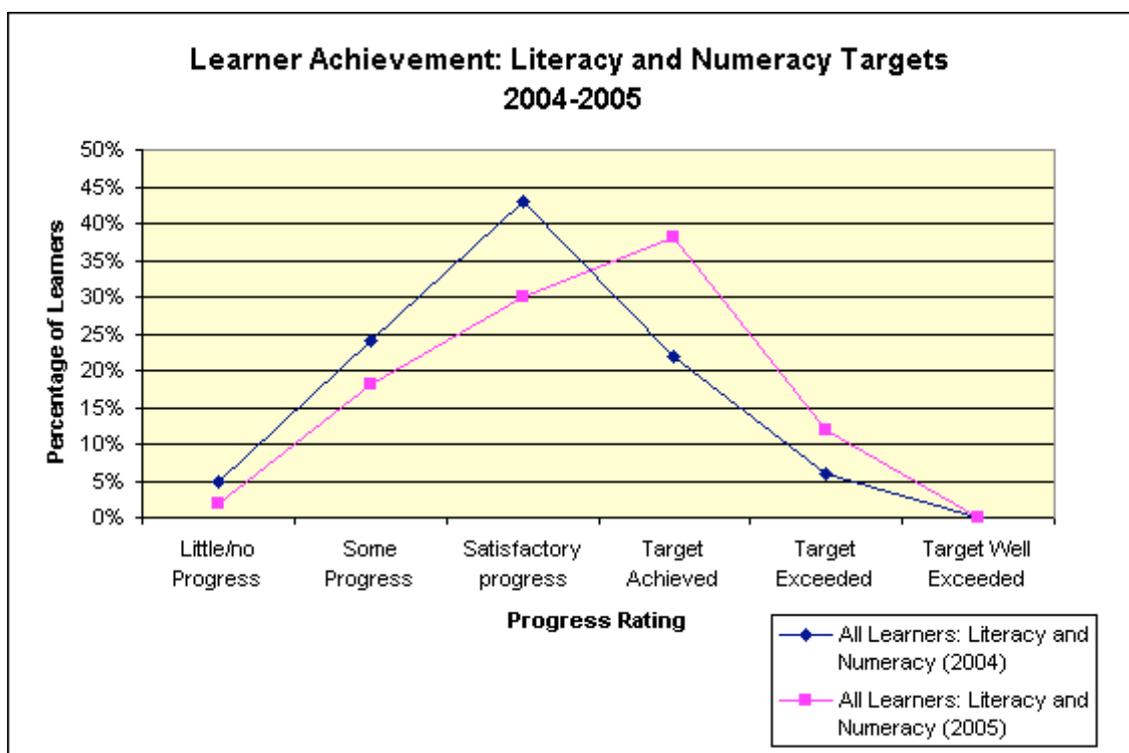
	Little/no Progress	Some Progress	Satisfactory progress	Target Achieved	Target Exceeded	Target Well Exceeded
All Learners: Numeracy (2004)	7%	18%	50%	20%	5%	0%
All Learners: Numeracy (2005)	2%	27%	20%	41%	10%	0%



Student growth in literacy and numeracy between successive year levels

Learner Achievement: Literacy and Numeracy Targets 2004-2005

	Little/no Progress	Some Progress	Satisfactory progress	Target Achieved	Target Exceeded	Target Well Exceeded
All Learners: Literacy and Numeracy (2004)	5%	24%	43%	22%	6%	0%
All Learners: Literacy and Numeracy (2005)	2%	18%	30%	38%	12%	0%



2.4.2 SENIOR SECONDARY STUDENT ACHIEVEMENT: SACE (SECONDARY)

Student Achievement SACE Stage 1

n/a

Student Achievement SACE Stage 2

n/a

Student Achievement in Alternative Pathways

n/a

2.5 PARENT OPINION SURVEY TABLE

Parent Opinion Survey, 2001-2005, **Preschools**, Average Rating**

Year	Customer Responsiveness	Health, Safety, Nutrition	Knowledge of Child	Program	Staff
2004	5.71	5.77	5.67	5.66	5.75
2005	n/a	n/a	n/a	n/a	n/a

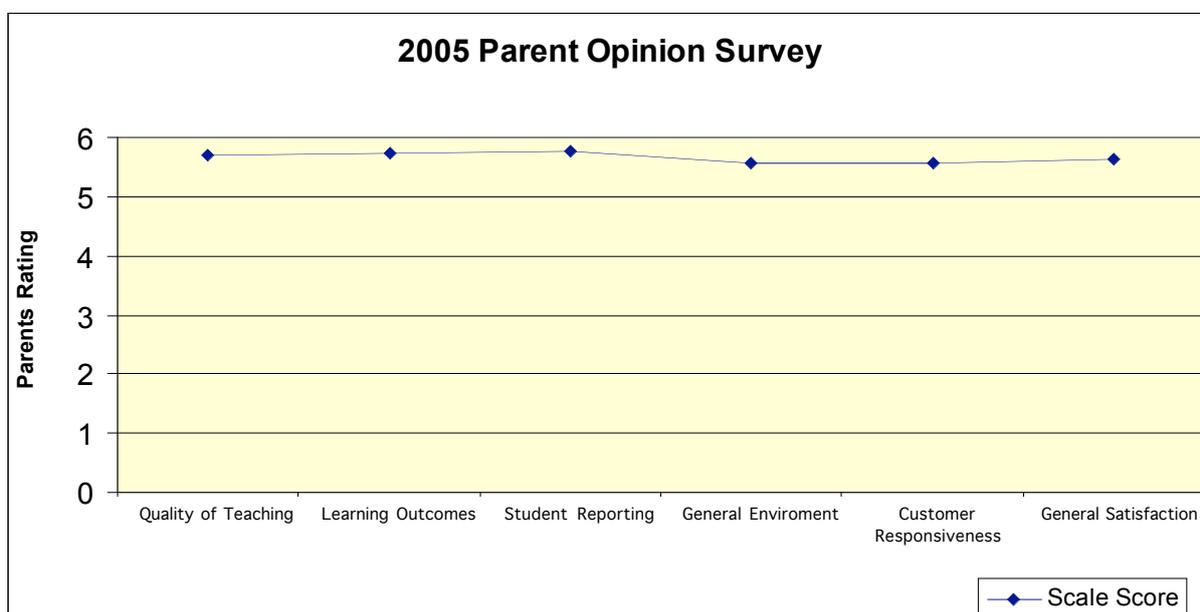
A rating of 6 ('Strongly Agree') represents the highest scale rating available on the survey, with 1 ('Strongly Disagree') the lowest.

N/a** Due to very small numbers of learners in the Preschool, the Preschool parents were included in the school parent opinion survey.

Parent Opinion Survey, 2001-2005, **Schools**, Average Rating**

Year	Quality of Teaching	Learning Outcomes	Student Reporting	General Environment	Customer Responsiveness	General Satisfaction
2004	5.85	5.82	5.70	5.79	5.63	5.92
2005	5.71	5.72	5.77	5.58	5.57	5.64

** A rating of 6 ('Strongly Agree') represents the highest scale rating available on the survey, with 1 ('Strongly Disagree') the lowest.



2.6 FINANCIAL REPORTS

Attach required financial information:

- Balance Sheet and Profit and Loss
- Funds expended against site priorities
- Financial Commitments Report

Appendix A

Confidential**School 1372 Kilparrin Teaching & Assessment Unit**

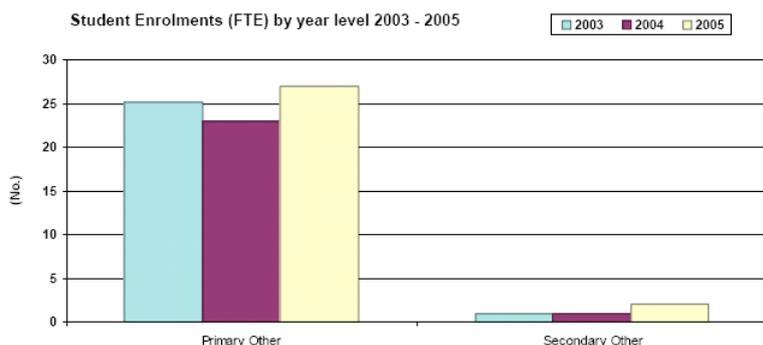
SITE DATA OVERVIEW

SCHOOL DATA OVERVIEW**Contact & Site Details****Full Name** [Kilparrin Teaching and Assessment Unit](#)**Address** 1B Duncan Avenue, Park Holme SA 5043**Postal Address** 1B Duncan Avenue, Park Holme SA 5043**Phone** (08) 8277 5999**Fax** (08) 8277 5800**Email** admin@kilparrin.sa.edu.au**Principal** Ms Alison McWilliams**Type** Special Education**Designation** Reception to Year 12**Index Of Disadvantage** 5**District** Inner South**Local Government Area** Marion (C)**Latitude** S 35.01173**Longitude** E 138.51739**Distance from GPO Km** 7**Opened** 1 January 1978**NB: New site details from December 2005****Full Name:** [Kilparrin Teaching & Assessment School & Services](#)**Address:** 1 C Duncan Avenue, Park Holme SA 5043**Postal Address:** 1 C Duncan Avenue, Park Holme SA 5043

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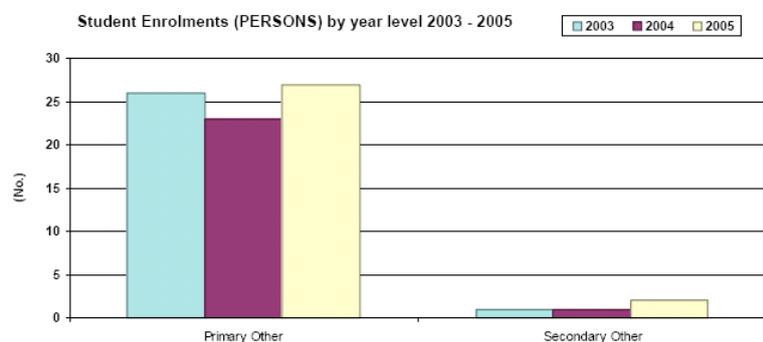
School 1372 Kilparrin Teaching & Assessment Unit

SITE DATA OVERVIEW



Year Level	2003			2004			2005			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2003-04	2004-05
Primary Other	15.0	10.2	25.2	14.0	9.0	23.0	14.0	13.0	27.0	-2.2	4.0
Secondary Other	1.0	0.0	1.0	1.0	0.0	1.0	2.0	0.0	2.0	0.0	1.0
Total	16.0	10.2	26.2	15.0	9.0	24.0	16.0	13.0	29.0	-2.2	5.0

FTE: Full Time Equivalent enrolment
Source: Term 3 census of schools, Data Management & Accountability



Year Level	2003			2004			2005			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2003-04	2004-05
Primary Other	15	11	26	14	9	23	14	13	27	-3	4
Secondary Other	1	0	1	1	0	1	2	0	2	0	1
Total	16	11	27	15	9	24	16	13	29	-3	5

Source: Term 3 census of schools, Data Management & Accountability

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School 1372 Kilparrin Teaching & Assessment Unit

SITE DATA OVERVIEW

Student Enrolment Specific Populations (FTE) 2003 - 2005

	2003			2004			2005			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2003-04	2004-05
Disabilities	16.0	10.2	26.2	15.0	9.0	24.0	16.0	13.0	29.0	-2.2	5.0
School Card	8.0	2.0	10.0	6.0	2.0	8.0	4.0	3.0	7.0	-2.0	-1.0

Source: Term 3 census of schools, Data Management & Accountability
FTE: Full Time Equivalent
ATS: Aboriginal and/or Torres Strait Islander
ESL: English as a Second Language
NESB: Non-English Speaking Background

Student Enrolment Specific Populations (PERSONS) 2003 - 2005

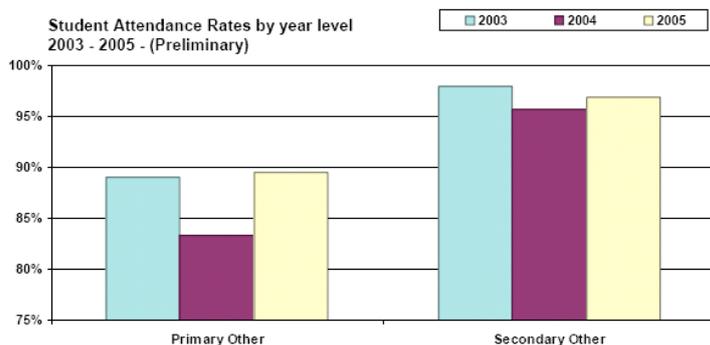
	2003			2004			2005			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2003-04	2004-05
Disabilities	16	11	27	15	9	24	16	13	29	-3	5
School Card	8	2	10	6	2	8	4	3	7	-2	-1

Source: Term 3 census of schools, Data Management & Accountability
ATS: Aboriginal and/or Torres Strait Islander
ESL: English as a Second Language
NESB: Non-English Speaking Background

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School 1372 Kilparrin Teaching & Assessment Unit

SITE DATA OVERVIEW



Year Level	2003	2004	2005	Change	
	Attend.	Attend.	Attend.	2003-04	2004-05
Prim Other	89.0	83.4	89.5	-5.7	6.1
Sec Other	97.9	95.7	96.9	-2.2	1.1
Total	89.4	83.9	90.0	-5.5	6.1

Source: Term 3 census of schools, Data Management & Accountability. Calculated on Term 2 whole day absences, full time students enrolled in one school for the entire term.

Please note that attendance figures are preliminary. They have yet to be fully processed and analysed and may therefore change. In particular where schools have used new absence codes or changed practices relating to recording of absence, data at school levels may be unreliable. Figures should therefore be treated as indicative only and supplemented by attendance data available at your school, through EDSAS Replink reports and other quantitative and qualitative data collected at local levels.

Data Criteria:

- Includes students that were active as at Term 3 census with FTE >0.94
- Students enrolled for all of Term 2
- Based on 48 day enrolment for term 2 (47 days in 2004), 43 day enrolment for Aboriginal Lands schools
- Only schools with valid absence data

Note:

Care should be taken in the interpretation of attendance rates at school level, particularly for schools with small populations. For assistance with interpretation see Feedback Sheet #5 on SSONET <http://ssonet.sa.edu.au/> Choose: Administration/DataInfo Services/Schools Information/Performance Information

Absence, Authorised and Unauthorised Rates by Year Level 2004 - 2005 - (Preliminary)

Year Level	2004			2005 (Preliminary)			Change 2004 - 2005		
	Absence	Auth.	Unauth.	Absence	Auth.	Unauth.	Absence	Auth.	Unauth.
Prim Other	16.6	16.6	0.0	10.5	10.5	0.0	-6.1	-6.1	0
Sec Other	4.3	4.3	0.0	3.1	3.1	0.0	-1.1	-1.2	0
Total	16.1	16.1	0.0	10.0	10.0	0.0	-6.1	-6.1	0

Source: Term 3 census of schools, Data Management & Accountability. Calculated on Term 2 whole day absences, full time students enrolled in one school for the entire term.

Please note that attendance figures are preliminary. They have yet to be fully processed and analysed and may therefore change. In particular where schools have used new absence codes or changed practices relating to recording of absence, data at school levels may be unreliable. Figures should therefore be treated as indicative only and supplemented by attendance data available at your school, through EDSAS Replink reports and other quantitative and qualitative data collected at local levels. Authorised and Unauthorised figures may not add exactly to the total absence rate due to rounding issues.

Data Criteria:

- Includes students that were active as at Term 3 census with FTE >0.94
- Students enrolled for all of Term 2
- Based on 48 day enrolment for term 2 (47 days in 2004), 43 day enrolment for Aboriginal Lands schools
- Only schools with valid absence data

Note:

Care should be taken in the interpretation of attendance rates at school level, particularly for schools with small populations. For assistance with interpretation see Feedback Sheet #5 on SSONET <http://ssonet.sa.edu.au/> Choose: Administration/DataInfo Services/Schools Information/Performance Information

Destinations By Year Level 2003 - 2004

Year Level	Exit Reason	2003		2004	
		Number	% of Tot.	Number	% of Tot.
Prim Other	Transfer to SA Govt Schl	6	100.0%	1	100.0%
Total for Prim Other		6	100.0%	1	100.0%
Total for School		6	100.0%	1	100.0%

Source: Term 1 census of schools, Data Management & Accountability

Note: For Secondary Schools, Destination Data should be considered in conjunction with Apparent Retention Rate Data and other senior secondary data sets available at the school.

Note: Only students with fte >0.2 included. Represents students who left during the calendar year.

Appendix B

Confidential**School 4162 Kilparrin Early Learning Centre**

SITE DATA OVERVIEW

PRESCHOOL DATA OVERVIEW**Contact & Site Details**

Org No	4162
Full Name	Kilparrin Early Learning Centre
Address	1B Duncan Avenue, Park Holme SA 5043
Postal Address	1B Duncan Avenue, Park Holme SA 5043
Phone	(08) 8277 5999
Fax	(08) 8277 5800
Email	admin@kilparrin.sa.edu.au
Principal	Ms Alison McWilliams
Type	Preschools
Category Ranking	1
District	Inner South
Local Government Area	Marion (C)
Latitude	S 35.01173
Longitude	E 138.51739
Distance from GPO Km	7
Opened	23 July 2003

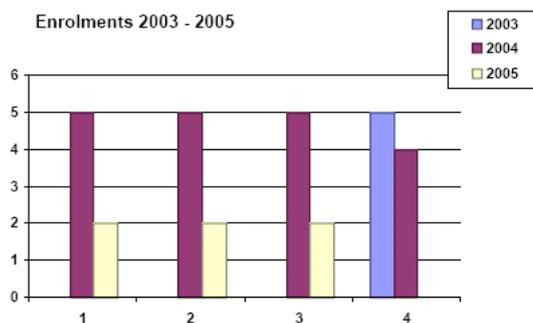
NB: New site details from December 2005

Full Name:	Kilparrin Early Learning Centre
Address:	1 C Duncan Avenue, Park Holme SA 5043
Postal Address:	1 C Duncan Avenue, Park Holme SA 5043

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Preschool 4162 Kilparrin Early Learning Centre

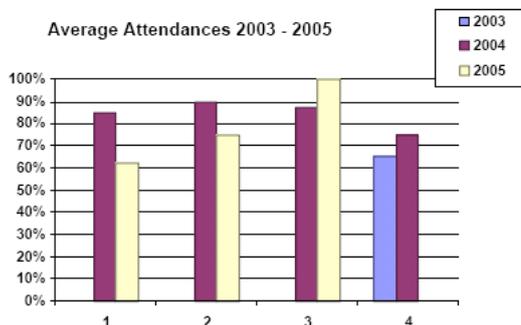
Enrolments 2003 - 2005



	Term 1	Term 2	Term 3	Term 4
2003				5
2004	5	5	5	4
2005	2	2	2	

Based on person counts. Term 4, 2005 not yet available.
Source: Preschool Data Collection, Data Management & Accountability

Average Attendances 2003 - 2005



	Term 1	Term 2	Term 3	Term 4
2003 Centre				65.0%
2004 Centre	85.0%	90.0%	87.6%	75.0%
2005 Centre	62.5%	75.0%	100.0%	
2003 State				87.3%
2004 State	87.3%	87.8%	86.9%	86.9%
2005 State	87.1%	87.9%	86.3%	

Based on the unadjusted average daily attendance for the term and number of closure days reported. Term 4, 2005 not yet available.
Source: Preschool Data Collection, Data Management & Accountability

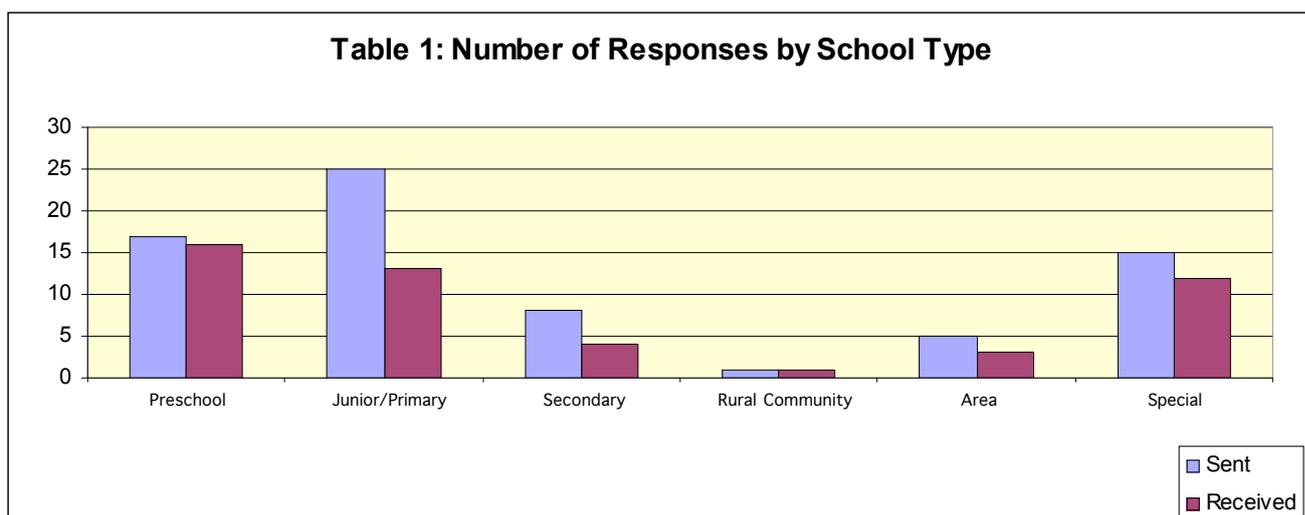
Appendix C



Kilparrin Teaching and Assessment School and Services
STATEWIDE SUPPORT SERVICE
Support Feedback Summary: December 2005

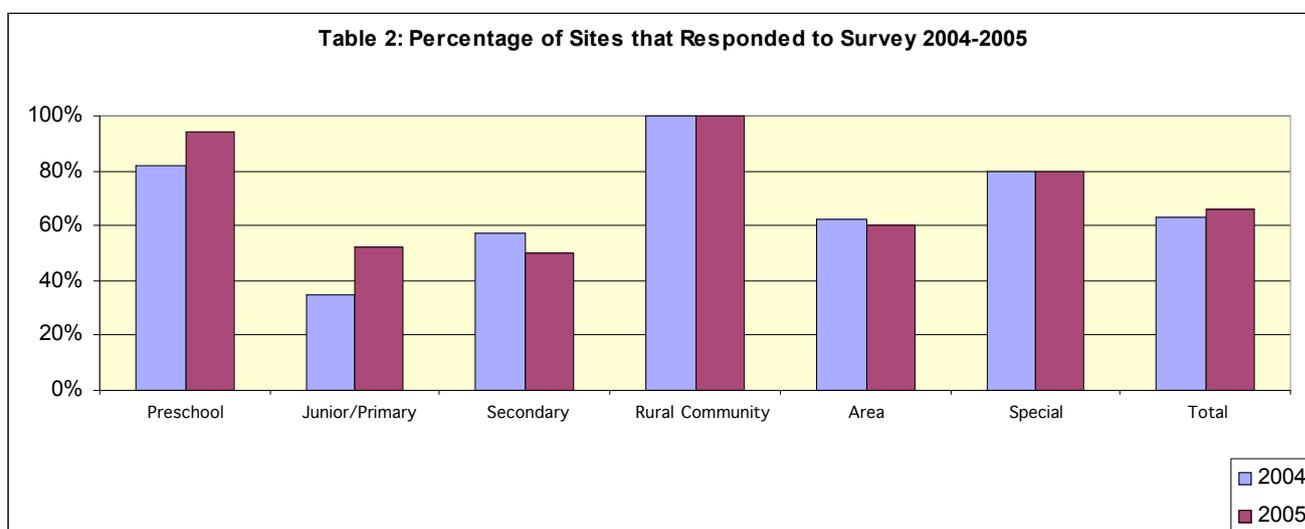
Number of Surveys Sent and Received by School Type

	Preschool	Junior/Primary	Secondary	Rural/ Community	Area	Special	Total
Sent (no. of schools)	17	25	8	1	5	15	71
Received (no. of schools)	16 (94%)	13 (52%)	4 (50%)	1 (100%)	3 (60%)	12 (80%)	47 (66%)
Received (no. of individuals)	28	25	4	1	5	46	109



Percentage of Sites Responding to Survey

	Preschool	Junior/Primary	Secondary	Rural/Community	Area	Special	Total
2004	82%	35%	57%	100%	62%	80%	63%
2005	94%	52%	50%	100%	60%	80%	66%



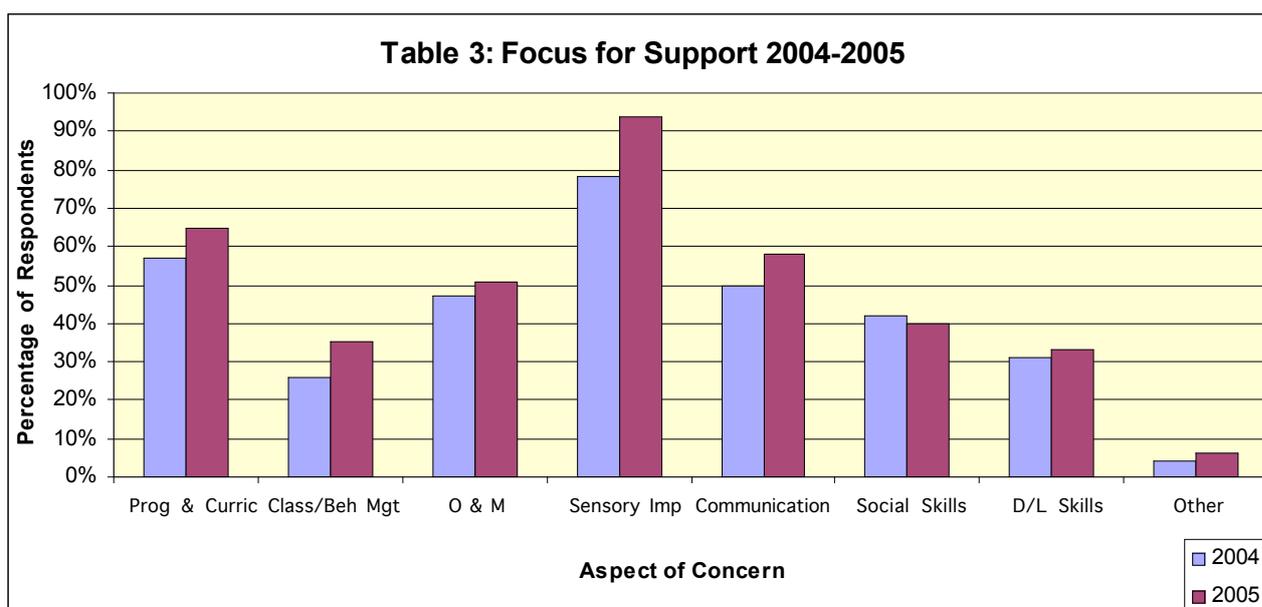
Discussion

Support Feedback Sheets were sent to all pre/schools that had received a support service from Kilparrin during 2005. Responses were received from 66% of sites, an increase of 3% from 2004. *Support Feedback Sheets* were not sent to parents/caregivers receiving an early intervention program via home visits. In 2004 surveys were sent to 68 sites and 72 individuals responded. In 2005 surveys were sent to 71 sites and 109 individuals responded.

1. What aspects of the student's schooling were of concern to you?

Programming & Curriculum Adaptation	71 *(65%)	Communication Skills	63 58(%)
Classroom & Behaviour Management	38 (35%)	Social Skills	44 (40%)
Orientation & Mobility	56 (51%)	Daily Living Skills	36 (33%)
Sensory Impairment	102 (94%)	Play	62 (57%)
Vision	75 (74% of sensory impairment)	Other (see below for specifics)	7 (6%)
Hearing	27 (26% of sensory impairment)	• toileting (x3)	
		• health	
		• sexuality Issues	
		• generally everything to do with student's education	
		• fine motor skills	

Percentages refer to the percent of total responses (109). For example, 102 of the 109 respondents cited sensory impairment as one of the aspects of the student's schooling that was of concern to them



Discussion

Table 3 shows that issues around learners' sensory impairment and the provision of appropriate programs and curriculum remain the primary reason for referral to Kilparrin for support. This reflects Kilparrin's core business.

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

- meeting with the visiting teachers and speaking with them
- new ideas, new support materials
- discuss behaviour management strategies, detailed observations and suggesting activities to further student's development
- detailed observations and follow up activities and suggestions, plus discussion about student
- curriculum adaptation (for cortical vision), Orientation and Mobility for emergent walker
- understanding of cortical vision impairment and its impact
- understanding of hearing impairment and its impact
- understanding of mobility development/support & its critical importance in accessing life & learning
- assisted us to develop greater knowledge about student's disabilities. Programming ideas to support student's development.

- assisted us to develop greater knowledge about student's disabilities and needs and supported us to implement learning experiences which resulted in improved learning outcomes
- regular visits and feedback. Provision of resources and suggestions
- regular visits. Practical input and provision of resources
- information and access to resources
- letter written by O & M teacher re stairs WGVC. English novels in big print were useful (however they did not match our year level list).
- support teacher provided much practical support and creative ideas for helping student and the staff at school with his needs
- ideas for motivating activities for student. Talking books for the student.
- Orientation and Mobility and Behaviour Management advice
- input into equipment needed to support student's vision impairment and behaviour management.
- all O & M for lots of useful ideas. Music sessions enjoyed by all class and activities.
- O & M support and vision impairment support
- lots of practical ideas, resources, support with ideas, regular visits
- regularity of visits, follow up, written feedback, attendance at review meetings
- help with planning sensory activities and improve use of 'little room'
- help with ideas for increasing student's movements and interaction with his environment
- intervention which led to visit and diagnosis of vision impairment – with ongoing treatment at school and clarification of needs and strategies for student
- support teacher provided enormous support on all levels – it has been extremely worthwhile
- assistance and information regarding hearing impairment and ideas/adaptations for individualized curriculum strategies
- ideas to help with student's development, resources, reading material and also an opportunity to meet with people and discuss strategies. It was good to see support teachers work with student
- support teachers being able to provide our CPC staff with strategies, ideas etc to support student with his learning, play and interaction other students
- support teacher provided excellent information about cortical vision impairment and implications for programming and curriculum adaptation. Support teacher provided suitable teaching resources and answered our many questions – support teacher has visited approx. 5 times in 2005 and all support has been excellent and appropriate to the needs of the student and staff
- programming and curriculum adaptation with regard to cortical vision impairment. T&D re cortical vision impairment
- the support teacher coming over, observing students and giving practical ideas for us to try or improve something we were doing
- ideas to program for student while supporting his vision
- ideas on curriculum and strategies
- practical ideas to help student in his everyday access to the program. Knowledge sharing. Listening about our issues and parents concerns
- expert support to teachers and support staff has enabled them to develop additional skills and find solutions of issues and concerns
- information and feedback on vision
- staff are pleased with the support received
- O & M – the use of the crawler frame and harness. Student moved the frame slightly – he enjoys the harness
- O & M – using the crawler frame and harness
- trying to diminish mouthing strategies
- curriculum support, social skills, communication skills
- to see the improvement in school work; wanted to touch base on student's developments
- this year the support teacher has primarily been a support to new teacher, student is progressing well
- practical ideas about classroom programs, provided resources and support. Makes valuable suggestions and work practice. Practical ideas also were provided from observation of things in the sensory case
- explained use of Little Room, resonance board, sensory experiences eg mashed potato, noodles,

- jelly etc. Visiting Kilparrin and lending books on requested topics
- hints on working with students with vision impairment
 - ideas for working with vision impaired students. Inspiration to develop sensory trays ie metal tray, ball tray. Extend use of sensory case – ideas of resource to include the tongue and mouth exercises
 - initial T&D with support teacher re needs of student – understanding and visits from support teacher
 - gaining skills from kindy visits – suggestion on how to extend student’s learning ability
 - support teacher was invaluable for programming and curriculum adaptation, classroom management, orientation, visual impairment and play
 - support teacher had fantastic practical ideas to use with students and was both positive and encouraging – we couldn’t have achieved all we did without her
 - support with setting goals for student’s learning and understanding of her impairment
 - initially the orientation – class/yard – identifying areas of concern or obstacles. More recently support in setting reasonable, achievable goals for student
 - information regarding specific vision impairment. Support re appropriate activities for student
 - variety of sensory equipment and mobility equipment (x 2)
 - ‘We taught student to walk!!!!’ Lots of advice and support from O&M teacher. Support teacher suitcase with her modeling was excellent
 - play – learning about objects etc to develop own active learning box
 - use of crawling frame with harness – advice from O & M teacher was excellent
 - evaluation of the Active Learning component of the program
 - review of what we were doing in Active Learning – advice etc
 - the resources provided to support classroom program & to further develop communication skills
 - expert knowledge communicated in a non-threatening way and timely. Hands on classroom demonstration when requested – workshop for JP classes in helping them understand vision impairment. This was well received by all classes
 - assessment of level of support needed with regard to the significance of the disability
 - the quiet informative manner of support teacher. The programming and curriculum support and especially raised board and pre-cutting activities
 - advice from someone experienced in this field – programming ideas, practical strategies to try, reassurance and encouragement
 - hands on visits and observations, plus immediate discussions with staff and written follow up – excellent help
 - having someone with regular contact and expertise was just so helpful for our planning around student. Having notes left on the day of visits also was much appreciated and so helpful for our notes and updating parents
 - professional conversations in understanding student and adapting programmes eg *stop think do*
 - practical ideas and activities. Feedback and encouragement on positive things already happening in the room
 - **the specific activities and ideas that are practical – positive feedback/encouragement that what is happening already is OK**
 - practical activities/ideas. Feedback/encouragement on positive things already happening in the room
 - your ‘example’ lessons with student were great benefit. Support teachers were very confident and approachable – thanks a lot
 - the T&D re ‘talking books’ was a great idea to involve children with difficulties in reading, listening, viewing and using a computer
 - time with classroom teacher. Support teacher is friendly and helpful, working with the class teacher and parent
 - support for the support worker enabling her to feel confident in what she was doing
 - ideas for programming/resourcing – information about the students particular visual difficulties
 - confidence in continuing Active Learning approach and providing a learning environment that facilitates student’s development
 - programming and resourcing
 - assessment of student’s needs, ideas to adapt classroom practice, feedback on student’s

- progress
- all
 - general feedback regarding student's capabilities (x 2)
 - T&D and classroom support in Braille and mobility training and access to specialised equipment and skills eg talking watch/clock, calculator, scales and Puberty curriculum
 - **assessment and expertise**
 - feedback after observation of student – 'hints' for improved management of student. The 'positive' feedback to boost my morale and confidence in programme and management of student. Support teacher willingness to supply more resources, her clear, interested manner and knowledge
 - open, positive, clear and extremely helpful advice from support teacher. Very encouraging with the staff especially the class teacher.
 - resources, enjoyment (music)
 - practical help – resources
 - general information – resources available how to increase awareness of sensory needs
 - O & M re seating/sloping desk/whiteboard glare – general talking with support teacher
 - ideas re helping development of student's reading
 - one to one support
 - continuity and behaviour support
 - giving student opportunities to have more movement
 - interaction of student with O & M teacher on one to one basis (x 6)
 - the load of equipment from Kilparrin, planning assistance for extending skills
 - support teacher input into suggestions of alternative and extension activities
 - support to classroom teacher
 - support teacher expertise in the area of student's learning needs and resources for the class teacher
 - provision of resources 'little room' – great idea and books loaned
 - support teacher found resources for student and suggested things to do.

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

- no (x 35)
- I reckon next year we'll follow up on some T&D after hours for the whole staff. Quite a few staff went the 'Illustrated Classroom' T&D at Kilparrin and found it very valuable
- no more than happy with the support we received
- no – would like to continue support next year
- T&D including simulated sight loss/vision impairment loss relevant to the student
- more consistent visiting program
- more regular visiting and more written strategies
- no – glad to receive the DVD on Active Learning
- audiology reports/test to determine level of hearing ability
- resources already made/available, including ICT's. We have made many at school, but would appreciate anything that adds to or supports student's learning opportunities
- maybe video type support to show all staff so we could all be learning at the same time
- great to have the support from Kilparrin as we sometimes feel we on our own in the country
- support teacher did a great T&D on making electronic books, but it needed to be longer so people could experiment more and ask support teacher questions
- all my concerns were dealt with promptly
- no because prior to the visit I had the opportunity to ask for help and support
- no as I was able to ask for anything I wanted
- combined with Novita Service was excellent – next year we would appreciate the new teacher and assistant visiting Kilparrin and accessing any T&D
- ongoing regular contact from staff familiar with this field eg a fortnightly visit
- student only received a few sessions due to the student's illness/absence from school
- no – Kilparrin staff were most helpful in addressing issues raised
- being able to have more time to demonstrate and follow through strategies

- no nothing – everything was excellent
- next year, how visual strategies, communication & social skills support can be used at home & school
- student's curriculum is one that we are continually learning how to achieve, I guess our support needs constantly change. It is difficult to request particular support when you are unsure of 'what's around the corner'
- provide and leave some resources as 'mobiles', 'bucket'
- extra hands on assistance
- I would like to have seen what was achieved during sessions – students were always withdrawn (x 6)
- not able to access larger size Kilparrin harness due to none being available for loan
- no – we keep building on the foundations, year by year
- perhaps even more support – I had 30 other students.

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 students

Yes **(92)** No **(5)** Unsure **(9)**

Comment

- support teacher gave good ideas of fun lesson ideas to assist student in communication
- particularly children with vision impairment
- particularly in the use of the hula train and the Kilparrin harness
- a clearer understanding of impact of cortical vision impairment on access to learning activities, use of resources etc
- not many students with hearing impairment – suggestion for whole staff
- helped me vary ideas with student
- especially re cortical vision impairment. Support teacher has provided us with some specifications for student to develop her play skills and motivation
- definitely
- excellent – learnt many things about how student 'functioned' in her sensory world and ideas to encourage widen her 'world'
- increased knowledge of what activities helped student to improve his visual and sensory modes of interaction
- very thorough observation notes provided with suggestions/strategies for maximizing learning for child
- yes – support teacher expertise especially in the sensory skills area increased my knowledge and skills substantially have certainly changed many approaches towards student and handled her behaviour for more consistently
- individual report strategies
- at the start of the year I was unclear about how I was going to be able to modify my programme to include student and meet her needs related to cortical vision impairment – support teacher helped me with information and resources
- working directly with the classroom teacher has provided tremendous support
- ideas were well received
- especially when student initially began kindergarten – getting things in place to support his interaction and learning
- increased knowledge/awareness of vision difficulties
- with new staff, input is invaluable
- some new ideas to use with student
- we have tried to continue strategies for decreasing mouthing
- not just special needs students but all
- touching base on strategies
- support teacher provided support for staff with students both within the classroom and with reference material
- this was my first full year of a contract in a special school

- support teacher photocopied articles and literature to leave with our school
- support teacher provided books for me to read
- knowledge shared came from experience – invaluable
- support teacher was most supportive with advice and practical strategies
- a huge increase due to the practical ideas given backed up by the reasons why
- I hadn't worked with children like this student so the support was helpful as we came know her better and her abilities
- as none of us had worked with a student with cortical vision all the support we have received has been excellent – the T&D early in the year was very beneficial
- already familiar with Active Learning approach
- information provided about cochlear implants was helpful
- my experience with VI children was limited – support teacher has made my transition in working with these students smooth and non threatening. Increase in my confidence to adequately cater for their additional needs
- support provided help me to gain a better understanding of the degree of disability and ways to address this
- support teacher has a wealth of knowledge and passed on lots of useful information
- realised my expectations were probably too high
- providing information, articles and references
- have had limited contact with Kilparrin staff but knowledge and skills of classroom staff has increased (Head of Campus)
- gave me a clearer picture with regard to student's vision
- developing skills using braille and adapting activities for vision impaired
- increased knowledge of behaviour management of student and adapted my strategies and programming to suit student's needs eg 'making noise' sessions etc
- support teacher was very knowledgeable and encouraging
- always good to hear how other people are doing things in other schools. Good to have insight from others coming into our setting – they notice specific long term developments
- team work, communication with support teacher
- support teacher is always keen to share info, resources and strategies re student's learning, so we always learn new things
- definitely, support teacher is a wealth of information.

4.2 An increase in your own **confidence in working with/managing the student/s**

Yes **(85)** No **(7)** Unsure **(10)**

Comment

- the student herself was very confident in expressing her needs to the subject teachers
- sets me thinking – applying ideas
- I like to know why particular things will improve or help sensory development
- more knowledge improves skills to deal with student's disabilities
- reassured print size, depth of colour etc appropriate
- definitely support teacher provided a vast range of activities and ideas that I could try immediately – small steps helped increase my own confidence
- some knowledge was useful
- over the year I have developed some knowledge and skills which has increased my confidence however I still feel that I know so little and still require a lot of support and guidance
- [it has provided staff in general with information to better understand student's needs, as a member of our school community](#)
- good to receive reassurance and encouragement that we were providing appropriate curriculum
- with new staff input is invaluable
- all staff have been more confident in working with student
- to know student – doing the best for her needs visually
- support teachers comments were always positive – any suggestions were given with respect and in a non-threatening way
- we all felt that we really knew more about what to do and why

- it was reassuring to be able to ask about situations and behaviors that we had encountered
- because of information about specific student and vision impairment
- no, am fairly confident but additional information ideas always welcome
- support helped me to gain a better understanding of the degree of disability and ways to address this
- support teacher is very supportive, gives encouragement and feedback
- by supplying background information
- refreshing my knowledge
- N/A
- not necessarily confidence, but gave me greater insight
- always great to receive positive feedback even when a child's progress is 'small' to keep on keeping on
- I have seen the teachers and the SSOs confidence in working with student increase since support teacher visits – it was very positive for them to hear they were on the right track and going well
- always good to hear other peoples ideas
- very supportive – thank you
- definitely – support teacher was encouraging and supportive (x2).

4.3 People involved in supporting the student **working more effectively together** and having a **common understanding of the student's needs** Yes **(82)** No **(6)** Unsure **(14)**

Comment

- T&D needed early in 2006 for all staff involved in working the student is needed
- multiple SSOs pass thru this class so student's specific T&D vital
- SSOs not always willing to listen to advice given (x 2)
- duty of care concern when in school yard – staff kept informed about child's disability & needs
- there are a large number of staff who work with student – great discussions always followed support teacher visits. We looked forward to detailed reports
- good/clear communication about directions for students
- as the year has progressed the 2 SSOs and myself have attempted to work closely together and have common understandings of student's needs. Support teacher has worked closely with SSOs and myself and we passed info on to other SSO
- our staff realise that student's needs will be accommodated every year as she changes year level therefore it is a whole school responsibility, not a single staff member
- this could be included in the transition process
- teaching staff plan the program for all children
- my concern were the changes of support staff for student at DECS level not with Kilparrin support. Support teacher was very accommodating and supportive
- I think our team communication and planning was effective, regardless of additional support
- all staff work with the support teacher
- staff work as a team, but are pleased to have a support teacher
- was able to work with other teachers who also teach the student to share strategies
- particularly good practice in setting up a classroom, slope boards, adequate lighting
- input was always practical and valuable
- most valued support to CPC staff
- support teacher sat down with us all and we had great discussion and learning times
- setting learning goals with support peers, helped us to know what to focus on as a group. Mostly we have worked effectively together for a few years with different children. We have had a couple of new SSOs and a change of teacher so we have appreciated the extra support
- useful to have information to pass on to others
- workshop provided for JP classes helped other students respect the student's additional needs
- yes, a better understanding of student's needs enabled a more collaborative effort to support him

- very complex case – understandings became more common, very delicate
- by supplying background information
- other people not really involved with student
- constant discussing with support teachers provides me better understanding of student's needs
- very useful for all staff in the room to have an overview
- willingness to develop skills of whole team
- able to give SSOs more feedback and hints to be more effective
- used reports as a basis for our regular meetings with SSOs. These generate excellent discussion and provide useful information and strategies to use – the feedback about student's progress is now more detailed and useful
- it was good to have someone, I think it was the O&M teacher who came out and talked to the class about visual problems. Support teacher helped me too, to understand other children's lack of tolerance for student
- definitely – inclusive practice, building on strengths not highlighting student's weakness only.

4.4 An improvement in learning outcomes for the student/s

Yes **(85)** No **(03)** Unsure **(14)**

Comment

- specific goals were set in student's NEP that we could address using ideas from support teacher
 - particularly with mobility, but also because staff have realised the impact of their disability on learning and accommodated needs better
 - better focus on communication
 - split screen computer program was useful for the student
 - student has developed skills steadily and accesses wider range of equipment
 - much happier student
 - able to provide more ways of 'involving' student in day to day activities and discussions
 - ensure correct placement in room – support family by patching eye at school each day
 - student achieved a great deal of success throughout the year as a direct result of the carefully structured programs
 - some learning outcomes have improved with regard to communication
 - I find it very difficult to measure student's learning growth this year
 - increased knowledge/understanding helps us include student more effectively, however we still have differences of opinion on some aspects with regard to parent expectations
 - a greater understanding of student's hearing impairment made us realise how hard the little things are and we tried to use a lot of sign language with him
 - I think student has progress a lot more than was expected due to our programming. Expectations and relationship building with her
 - student is difficult to assess as he shows he has the ability one day, then rests on his 'laurels' – overall I would say he has shown improvement
 - student is showing more choice making skills but is not ready to move on
 - student's improvement in almost all areas is a good indication of this
 - being specific and really breaking tasks down, appropriate to the child
 - student has responded well and achieved small steps towards socialisation and h and skills
 - lots of improvement – support teacher helped us with the 0-3 age SACSA outcomes
-
- the learning outcomes we set were measurable and achievable and we found that we needed to establish them earlier than we have intended - which was pleasing
 - purposeful arm movement and sensory stimulation have occurred
 - objectives were more finely focussed
 - student has demonstrated huge gains in this area
 - given OK (made to feel doing the correct thing) to continue with type of play activities I was doing
 - good that the support worker felt confident in what she was doing and that she was coping and

- going about it the right way
- yes, that proved that student can use her vision and last O&M report comment was very positive about it
- Kilparrin services delivered in a team approach with our staff has lead to this
- yes, provided activities & room structure were easily accessible in order to stimulate self help skills
- increasing literacy and communication
- early days, but since the visit I am delighted with student's communication breakthrough recently
- the class teacher and support staff had taken on board many of support teachers suggestions and we are starting to see some positive changes already
- with practice student's reading and concentration more improved with these ideas and then other strategies
- the child's needs were met at her level
- student required 1:1 support and support teacher is an important part of the support team of teachers.

5. Has any of the support you have received **assisted you** in your **work with other students**?
 Yes **(72)** No **(12)** Unsure **(18)**

Comment

- I have implemented many ideas into the curriculum
- other children with cortical vision – I have a better understanding of their needs and what works best for them
- staff have noted this to me on occasion
- resources have been useful by the group in conjunction with the student
- resources available to use with others
- stationery sent – dark lined books for the student to write on were good
- yes, some good ideas for other children
- most definitely. We have employed similar programs with another difficult Downs Syndrome student and the results have astounded us in such a short space in time
- not at this time
- the other 19 reception students in the class learn quite differently to this student. Support teacher has given us strategies to encourage social interaction at play and including others in student's learning
- needs are very different – strategies to help children interact with student are helpful and have had some effect
- I now have a much more understanding of the difficulties that arise in the classroom from having a hearing impaired student
- haven't had a chance to use knowledge but sure we will in the future
- assists us to help students who are not receiving Kilparrin support
- it has assisted us to program for students not supported by Kilparrin
- able to adapt to suit
- positioning of student
- support was given acknowledging the value of relaxation, use of the hammock, wobble board, sensory and tactile activities
- overall teaching skills were improved
- other students have different sort of needs
- we do an Active Learning session 4 days/week for all of the students
- communication skills and social skills are areas of difficulty for all of my students so ideas in these areas are always applied widely
- probably made me more aware of the needs of other students
- yes – has given me some extra things to think about
- greater involvement of student with his peers

- early days
- I am sure the classroom teacher will be able to transfer the knowledge she has gained to other students
- ideas applied to all students
- YES!! Have used ideas with another student who has an intellectual disability.

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

Yes (92) No (1) Unsure (12)

Comment

- I didn't organise support (x 2)
- care group teachers phone calls were returned promptly
- was in place already
- needed to be regular and consistent
- always available when needed advice via phone (x 2)
- the support was ongoing from the preschool setting
- ongoing from early years
- my previous Director did all this work
- I wasn't here when this was set up
- when I had concerns they were only a phone call or email away
- student has had ongoing support from Kilparrin since early in her schooling
- yes by fax
- support teacher contacted us – we were unaware of this service
- support teacher gave us lots of her time and we appreciate that very much – she also helped us to access resources
- I didn't start the year with student but came in later around Easter
- support teacher visited us on a regular basis
- I'd forgotten the classroom sessions where support teacher worked and all JP Classes- this was terrific and a great strategy. We rely on the 'expert' knowledge and support very much
- continued support
- obtained through DECS special services
- yes – through Special Services
- I/we need to develop a greater understanding of support available
- I didn't organise it an Early Disability Coordinator did
- through Disability Coordinator – I personally knew of this service
- in place before student joined the kindy class
- contact made through Coordinator at Ashford Special School
- a referral from a previous school came to here – did not know the service existed until we had a phone call to arrange a visit
- referral from previous school – unaware of the service until we were contacted – we are so very glad we know about you now
- great to know help is only a phone call away
- for another child to start - lots of paperwork took 2 terms
- more would be better though.

Summary of Questions 4, 5 & 6 (2004-2005)

	Year	Yes	No	Unsure
Support contributed to an increase in knowledge and skills in working with or managing the student/s	2004	89%	8%	3%
	2005	87%	5%	8%

Support contributed to an increase in your own confidence in working with or managing the student/s	2004	81%	11%	8%
	2005	83%	7%	10%
Support contributed to people involved in supporting the student working more effectively together & having a common understanding of the student's needs	2004	85%	15%	0%
	2005	80%	6%	14%
Support contributed to an improvement in learning outcomes for the student/s	2004	85%	4%	11%
	2005	83%	3%	14%
Has any of the support you have received assisted you in your work with other students?	2004	63%	21%	16%
	2005	71%	11%	18%
Was your access to Kilparrin support easily obtained?	2004	78%	5%	17%
	2005	88%	1%	11%

ANY FURTHER COMMENTS

- I have enjoyed working with the support teacher and have benefited from learning more about children with vision impairment and how best to work with them
- I have found the support teacher to be very helpful & feel the student benefited greatly from her support
- support teacher was very supportive and always worked practically, shared information was sensitive to the parents' needs and she worked as part of the team – thank you
- thank you very much
- T&D session with all subject teachers involved with the student is needed in 2006 early
- support teacher is a wonderfully approachable person who was enthusiastic about her work, we really appreciated her time with us
- fantastic support this year
- an excellent service – keep it up
- an excellent service
- we have always greatly valued your support of our students – it has been thorough and most professional – thank you
- over 20 years in special education and I feel this has been the best service ever provided – thank you – we look forward to the support teacher visits next year
- audiology reports requested – testing
- no, but my thanks are extended for the help we all received
- I would like to thank the support teacher for her patience in answering my many questions, her sharing of knowledge and resources – thank you
- we appreciated the support teacher's support and hope it continues, as the student's needs are exceptional and not decreasing. Accommodating student's needs as her peers become increasing more skilled and independent will be challenging
- thanks for your support when looking after student. He was a true handful but a delightful child – he certainly benefited from your wisdom and caring – on his behalf thanks for all your help
- support teacher's advice is always useful and most things she suggests work – we really appreciate her support
- support teacher & O & M teacher have been most helpful and supportive.
- thanks for your support
- it has been decided that at this stage there is no need for Kilparrin to have any further involvement with student
- support teachers were non intrusive and supported in the classroom if required which was a great help to staff – a pleasure to have them at our site
- I appreciated the support and respect given in a professional and unobtrusive manner
- staff at Kilparrin are very supportive to staff/child/family – thank you
- loved working with support teacher – knowledge and skills invaluable
- thank you all so much for your wonderful support

- the support provided has increased my knowledge on the diverse range of activities that we can offer our students in order to achieve more successful learning outcomes/working towards their goals
- the service is very worthwhile and appreciated (x 2)
- I appreciate the hard work and support provided by Kilparrin
- as Principal I had minimum contact compared to the special class teacher, who made the contact following the student's enrolment at this school at beginning of year and to NEP follow up. Support teacher has been a great support to teacher and I feel positive that this support is available when the school request its – thank you
- workshops provided by Kilparrin have also been valuable – please continue in 2006
- well done support teacher
- we can feel quite isolated in the country, receiving support from Kilparrin is wonderful because you are experts in your field and give practical proven help
- thank you – your help much appreciated
- thank you so much, this has been an excellent service, very much appreciated
- support teacher was able to discuss and give an insightful outline of some of student's communication/social needs – looking beyond
- reports after visits need to be individual reports per child rather than 1 report for 3 children – issues with confidentiality for parent feedback and student files – major concern (x 3)
- Kilparrin's teachers were very sympathetic to our needs – they offered supportive comments with practical resources – thanks support teachers
- support teacher works extensively with teacher and I have minimal contact – this said support teacher is always willing to support me and answer questions
- it would have been more beneficial if student had attended more often
- support teacher was extremely helpful in providing support/ideas to help meet student needs.
- whilst I have not requested visits this year – it was good to have feedback on student's progress
- more visits to our school would be great, along with being able to use O & M teacher's expertise – this is essential in our case
- thank you (x3)
- excellent support and resources from teachers involved
- thank you for your support with student at school – regards
- thank you so much for your help to date – looking forward to 2006 and working with you
- support teacher was excellent at the NEP meeting – the parents were very impressed with her knowledge and comprehensive, easy to read report
- enjoyed working with O & M teacher
- ongoing support and suggestions are very valuable for student outcomes – loan equipment extremely valuable also
- my thanks to the support teacher for her ongoing support and encouragement
- in the first few days it was information overload. I really needed the most basic information first then more little later (2-3 weeks later)
- good support- thank you
- support teacher is certainly an asset to any school and we hope and pray that she will once again work in our school with student in 2006

December 2005

Appendix D

