

# Kilparrin Teaching & Assessment School & Services (1372) & Kilparrin Early Learning Centre (4162) Annual Report 2008

Kilparrin Teaching and Assessment School and Services (Kilparrin) provides a preschool program, school program and a statewide support service for learners with vision and/or hearing impairment/s and additional disabilities.

Early Intervention programs are provided statewide for children (birth to 3 years), who are deafblind, and their families.



**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 and preschool.

Copies of the report will be made available to:

The Chief Executive (electronic copy)

The school community

All members of the Governing Council

The Assistant Regional Director (electronic copy).

The annual report is signed below by the Acting 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.

Cheryl Elwood  
Acting Principal  
March 2009

Dr Ken Fryer  
Chairperson, Governing Council  
March 2009

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## CONTEXT

### PRINCIPAL'S REPORT FOR GOVERNING COUNCIL PRESENTED AT THE 2008 AGM, Monday 2 February 2009

In 2008 Kilparrin school structure was based more on home groups with individual programs based on learners' needs to address the requirements of the learners as identified on enrolment. Kilparrin is a unique DECS site for learners with complex sensory impairment (vision/hearing) and additional disabilities and for a very few whose educational placement is in doubt. As the name of Kilparrin indicates our business is teaching and assessment. As in all educational sites teaching and assessment take place with continuous assessment informing planning of the teaching program. Kilparrin's task is also to assess and develop educational programs to support learning, taking into account the complexity of sensory impairments and additional disabilities.

We work together with families to learn as much as we can about our complex learners and the best ways to motivate and encourage communication and learning.

While goals and programs are developed for individual learners they are implemented in groups. At Kilparrin we have skilled and experienced staff to teach and assess our learners. Teachers work towards developing learners' independence within a safe environment.

Our statewide support service teachers organise their metropolitan support visits, training and development, country visits and assessments. One of the first tasks of each support teacher is to negotiate Service Agreements with schools and preschools of referred learners. A negotiated and agreed Service Agreement provides a basis for clear understanding of expectations, roles, responsibilities and time lines between Kilparrin as a service provider and the site where the referred learner is enrolled.

In 2008 our pupil free days were used for staff training in communication led by educators in residence; Term 1 Dr Mark Barber and Term 3 Sharon Barrey Grassick.

Members of the 2008 leadership team were; Ellen Ker (Coordinator 1, School Systems), Roley Stuart (Coordinator 2, Staff Learning & Performance) and Lorna Fenech (Coordinator 2, Teaching & Learning). Ellen, Roley and Lorna joined Cheryl and me for the year.

We were very fortunate to have such skilled and experienced new staff in 2008. We welcomed Ellen, back again, and Rachel Swetenham, Anna Noble and Jodie Williams.

Each term we hold a function for Kilparrin parents. In Term 1 we held the Annual General Meeting of the Governing Council. Term 2 was the very successful Swimming Carnival and community barbecue, Term 3 the School picnic and Term 4 the Christmas concert barbecue and the first Graduation Ceremony of Kilparrin Learners.

I would like to share with you a 'highlight' version of the 2008 Annual Report which focuses on the Strategic Directions and Targets for 2008

- Attend to Culture
- Think systemically
- Focus on Learning

When considering the Staff and Parent Opinion Surveys we need to take into account the general nature of the questions asked and they way the questions are framed. At Kilparrin, because of the small enrolment, there are few families and although 20% responded this represents about 5 families.

We are delighted to note that our parents rated Kilparrin's services above the 75% percentile and that there had been a perceived improvement from last year.

From the teachers perspective with a 50% participation most areas remained constant.

However, there are areas which have been identified for further development. Parents would like more opportunities to be involved in the school's educational activities and teachers have identified the need for incorporating strategies into the curriculum that enable students to be lifelong learners; student behaviour management procedures and intra-staff communication and relationships. We look forward to addressing these challenges in 2009.

Please take the time to share the highlights of the year in the brochure provided. The full 2008 Annual Report will also be available. However, we consider that this version will be more user friendly.

Each staff member developed a Performance and Personal Professional Development Plan for 2008. These plans identify the individual performance goals that each teacher is working towards. Performance goals relate to the three strategic directions identified by Kilparrin staff for 2008; *Attend to Culture*, *Think Systemically* and *Focus on Learning*. By relating individual performance goals to Kilparrin's strategic directions we ensure that we are all working towards a common set of goals that will benefit all Kilparrin learners. In addition each teacher has identified the focus for their own personal professional learning that will both enhance their own professional development as teachers and their skills in supporting improved educational outcomes for our learners.

Our professional development in **Communication** continued with the Educator in Residence program. Sharon Barrey Grassick from Perth worked alongside Kilparrin staff and then led us through a day of learning and refining our practice in developing communication with early learners who are deafblind.

Sharon is a well respected expert in this field and we were very fortunate to have the opportunity of working with her to inform our practice. Several years ago Kilparrin made the decision to concentrate on **Communication** as a focus for professional development. In our Educator in Residence program we have learned from paediatric speech pathologist, Dolly Bhargava and Dr Mark Barber Intensive Interaction consultant, as well as speech pathologists from DECS, Novita and the Autism Association. Our learners' communication needs are individual and one program does not suit every learner. We require information from a range of communication experts to apply in practice with our learners.

In Term 2 five staff from Kilparrin travelled interstate to attend national conferences. Brenda, Lea and Krystyna travelled to Brisbane to attend the 2008 Inaugural Australasian Intensive Interaction Conference and Lee and Louise travelled to Melbourne to attend a conference on working with children exhibiting challenging behaviours. Dr Dave Hewett was a keynote speaker at both events. Dr Hewett is an internationally acknowledged author and expert on early communication and managing behaviours that challenge teachers and service providers. He is one of the founding proponents of Intensive Interaction.

Krystyna Misiara was seconded into Central Office to work for a Term on the Musica Viva in Schools team. This was a great accolade to Krystyna's work as a music teacher at Kilparrin. We congratulate Krystyna on this achievement

Julie Preedy successfully completed her teaching qualifications and is looking forward to new and different classroom challenges in the future. Congratulations Julie, and best wishes in your future career.

After being at home for most of Term 2, I spent the holidays in Canada with Kay Berry-Smith, Principal of SASVI. We attended the 9<sup>th</sup> International Conference on Low Vision in Montreal Canada. We were able to visit support service sites and meet with people who do similar work to both our schools and statewide services. Establishing these links is extremely valuable, as the group of learners both schools and services support is very small around the world. We share similar difficulties of diagnosis, early intervention, teacher attraction and retention, training and development and access to the most recent research and learning in the field.

We are indeed fortunate to have such a dedicated and skilled team of teachers and SSOs at Kilparrin who are prepared to be life long learners alongside our learners. It is so important to keep our skills and knowledge current and to take part in research to enhance our learning to provide the most appropriate specialist services to our learners their teachers and their families. I would like to thank the leadership team and all staff and families who have supported me and Kilparrin so well throughout the year. I would also especially like to thank the Governing Council for their dedication and support of us at Kilparrin. The staff and learners of Kilparrin are most fortunate to have a Governing Council that is so supportive of all endeavours.

Thankyou.

Alison McWilliams  
Principal

## **CHAIRPERSON'S REPORT FOR GOVERNING COUNCIL PRESENTED AT THE 2008 AGM Monday 2 February 2009**

It gives me great pleasure to present the Chairperson's report.

I have been on the Governing Council for a number of years. It has been a very rewarding experience. I have had the privilege of meeting many interesting people and I have been involved in the running and development of the school. I have had the opportunity to help with the organization of events, presentations and fund raising. One of my personal highlights was the move from the Townsend House site to the current location here at Park Holme. I think everyone agrees that we have an excellent facility for staff and students.

I recommend all parents to consider standing for a position on the Governing Council. The meetings are friendly and informative.

Parents have been kept well informed via the school newsletter. Staff have produced the excellent Student School reports at the end of each term for parents to study and comment and at the end of the school year to keep as a permanent record of the student's school life and achievements. Digital photos have certainly made a big difference to the reports and compliment the examples of school work achieved. Over the Christmas holidays I enjoyed the Power Point disc.

School Functions have been well attended. Parents have supported the Swimming Gala, Christmas Assembly and Fund Raising Activities. The staff put in lots of time and effort organizing these events and it is most rewarding for parents to see their son or daughter in the pool at the swimming gala and dressed up at the Christmas Assembly. This year we had a Graduation Ceremony which I found to be a really emotional occasion.

The students have performed well and seem happy and content whenever I have visited the school. Congratulations to students for being awarded the Premiers' Reading Challenge Medals.

The Teachers and the Support staff are a wonderful group. They have a huge challenge every day caring for and teaching our sons and daughters. All the staff are to be congratulated for their professional industry and approach. Thank you from all the Parents and Students for your kindness and dedication. I am impressed and marvel at how much they achieve. On a personal note I have become aware of the assistance and support that staff give to parents and students with the transition to other schools and Day Options programs.

Kilparrin Teaching and Assessment School and Services has a happy atmosphere and runs smoothly. I would like to express the thanks of the Governing Council, the teaching staff, parents and students to the administration staff. The importance of their work is appreciated and requires constant effort and careful management. There is a lot to do and most of it is in the background and unseen.

On behalf of the Governing Council, staff, parents and students, I would like to sincerely thank Alison. We are fortunate to have an excellent leader.

It has been a privilege to serve on Governing Council as the chair for the past year.

I have enjoyed the support of the other Governing Council members. Denise Hatzi, Tina Mouzakitits, Glenys Carbone, Sharyn Sandric, Stavros Vasilikiotis, Alison McWilliams, Roley Stuart and Pam Dunnett. I would like to express my thanks to them all for their input and enthusiasm. Governing Council Meetings have been well attended and the members have developed an excellent spirit and working relationship.

Dr Ken Fryer  
Governing Council Chairperson  
February 2 2009

# Annual Report 2008

## Kilparrin Teaching & Assessment School & Services

School Name: Kilparrin Teaching & Assessment School & Services  
Location Number: 1372

Pre school Name: Kilparrin Early Learning Centre  
Location Number: 4162

### 1. STRATEGIC DIRECTIONS AND TARGETS

#### Strategic Direction 1: Attend to Culture

##### Strategic Priority 1: Positive Learning Culture

###### Target:

A positive learning culture supports learners, staff and community to experience success and work with enthusiasm, commitment and energy.

###### Strategies:

- DECS Improvement and Accountability framework (DIAf) rubrics
- conduct staff workshops on building community using the Professional Learning Online Tool (PLOT)
- link school events with classroom visits and other opportunities for parent involvement
- work with the Governing Council to promote parent/caregiver involvement in school and preschool events.

###### Evidence:

- positive feedback received from staff from workshops on building a positive learning culture
- increased percentage of parents/caregivers attended special events, including 100% representation at the Swimming Carnival
- special events for parents/caregivers (assemblies, school picnics, parent BBQs) were arranged to coincide with visits to the Resource centre, classroom visits and were well attended
- Term highlights and achievements identified and displayed at the end of each Term.

###### Recommendations for the future:

Continue to use the DIAf self-review tools to assist with planning for improvement. Additional members of the leadership team apply to attend the *Art of Facilitation* workshops in 2009.

##### Strategic Priority 2: Professional Development and Performance Management

###### Target:

Professional development and performance management processes provide recognition, support and development in the areas of vision and hearing impairment and in the delivery of a statewide support service.

###### Strategies:

- Coordinator, Professional Development and Performance Management position developed
- Principal and Coordinator meet with staff to discuss their Personal and Professional Performance Development Plans (PPDP)
- educators-in-residence (Dr Mark Barber and Sharon Barrey Grassick) provide the focus for Pupil Free Days

- Curriculum and Professional Learning Committee plan a range of professional learning activities to support the identified learning needs of staff
- teacher meetings allow opportunities for reflective professional dialogue
- SSO meetings allow opportunities for discussion about their work in a supportive environment
- staff sharing professional learning from funded PD events
- results of feedback surveys are analysed, disseminated and actioned where appropriate.

#### **Evidence:**

- Coordinator, Professional Development and Performance Management appointed
- all staff have a documented PPPDP that is reviewed at least twice per year and provides staff with feedback and support to improve
- highly successful educator-in-residence program incorporating pupil free days resulted in improved knowledge of communication strategies within the staff and school community
- the record of professional development activities attended by staff reflects school and staff priorities
- committee and staff meeting minutes illustrate sharing of staff learning from funded professional development activities
- evaluation of training and development activities presented by Kilparrin staff show extremely high levels of client satisfaction
- 2008 Statewide Support Service Feedback Summary demonstrates very high levels of client satisfaction
- meeting minutes indicate scheduled opportunities to discuss teaching and learning resulted in teachers engaging in reflective dialogue about their practice.

#### **Recommendations for the future:**

Review and refine the professional development and performance management processes implemented during 2008.

Focussed professional development in the areas of Hearing Impairment and Vision Impairment is accessed by Kilparrin staff.

### **Strategic Priority 3: Build Culture and Morale**

#### **Target:**

Processes and structures exist to build culture and morale, effectively redress concerns and address issues that prevent improvement.

#### **Strategies:**

- implement Kilparrin Psychological Health Action Plan
- *Thank you* boards, celebrations scheduled for each term, affirmations
- staff workshops on a range of aspects of building community using Professional Learning Online Tool (PLOT)
- review Kilparrin *Grievance Policy*.

#### **Evidence:**

- strategies suggested by Dr. Heather Gibb, (the organisational psychologist who had worked with staff groups to identify concerns late in 2007), were implemented
- all coordinators attended the *Art of Facilitation* workshops and followed up with staff workshops on a range of aspects of building community
- Kilparrin *Grievances and Complaints Resolution Policy* in place
- *Guide to Resolving Grievances and Complaints for DECS Employees* introduced and explained to all staff.

#### **Recommendations for the future:**

All staff involved in a review of the Kilparrin *Norms and Values* identified in 2008.

All staff involved in creating and implementing the revised set of Kilparrin *Norms and Values*.

Review and amend the Kilparrin *Psychological Health Action Plan* following staff completion of the DECS *Psychological Hazard and Health Checklist for Sites*.

Expand on the number of staff and community functions.

## Strategic Direction 2: Think Systemically

### Strategic Priority 4: Improvement Approaches Implemented

#### Target:

Known and effective improvement approaches are used with stakeholders to continuously improve the service provided by Kilparrin as the DECS centre of expertise and excellence in the area of dual sensory impairment.

#### Strategies:

- undertake DIAf Level 1 self-review rubric
- develop Site Improvement Plan
- identify professional development opportunities that reflect world's best practice in the area of vision and/or hearing (dual sensory) impairment

#### Evidence:

- self-review processes from the DECS Improvement and Accountability framework (DIAf) used to develop the 2008-2010 Kilparrin Site Improvement Plan incorporating DECS Statement of Directions
- staff supported to attend professional development opportunities (local, national and international) that reflect current best practice in the area of vision and/or hearing impairment including Low Vision conference in Montreal, ECIA conference, CHARGE conference in New Zealand, Intensive Interaction conference in Brisbane, SSO conference at RIDBC Renwick, other RIDBC conferences
- two staff successfully completed subjects in education of students with hearing impairment, towards achieving their Master of Education degrees

#### Recommendations for the future:

Support staff wishing to attend the 2009 Biennial Conference of the South Pacific Educators in Vision Impairment *Challenges and Choices* (to be held in Adelaide, 5-9 January 2009). Continue to support staff participation in relevant professional learning.

### Strategic Priority 5: Improved Internal Management Processes

#### Target:

Internal management processes are routinely improved to effectively support learning and smooth site operations.

#### Strategies:

- Coordinator, School Systems position developed
- annual review of *Terms of Reference* for all committees
- develop and publish Term planner to reflect Committee meetings, site priorities & task due dates
- review and update *Staff Induction Booklet*.
- site induction processes occur at the beginning of each year and as required during the year
- review the Kilparrin *Decision Making Policy*

#### Evidence:

- coordinator, School Systems appointed
- committee structures reflect reviewed *Committee Terms of Reference*
- term planner developed and published to reflect Committee meetings, site priorities & task due dates
- *Induction Checklist* completed and recorded by all staff, follow-up occurred where applicable
- *Staff Induction Booklet* reviewed and updated
- *Decision Making Policy* reviewed and in place.

#### Recommendations for the future:

Review and refine the internal management processes implemented during 2008.

## Strategic Priority 6: Effective Partnerships

### Target:

Effective partnerships exist with the local community, district and professional groups to support learners and the site.

### Strategies:

- link school events with classroom visits and other opportunities for community involvement
- staff access Marion Alliance cluster activities, District activities and relevant professional groups
- Ascot Park PS, SASVI & Kilparrin leadership to meet regularly
- staff from Ascot Park Kindergarten and the Kilparrin Early Learning Centre (KELC) meet regularly
- organise participation of Kilparrin, Ascot Park PS & SASVI learners in the Festival of Music.

### Evidence:

- records of staff and learner participation in community, Marion alliance, District and professional events
- Ascot Park PS, SASVI & Kilparrin leadership met regularly
- staff from Ascot Park Kindergarten and KELC met regularly
- participation of Kilparrin, Ascot Park PS & SASVI learners in the Festival of Music, a Variety Club function at the Hilton Hotel and the National 'Sing Sing' event.

### Recommendations for the future:

Support the organisation of social opportunities for staff across the Park Holme campus.

Continue participation in the tri-school campus choir.

Staff become familiar with new DECS regional structures.

## Strategic Direction 3: Focus on Learning

### Strategic Priority 7: Learner Needs

#### Target:

The achievement and wellbeing needs of learners with vision and/or hearing impairment and additional disabilities are identified as the basis of decisions with directions appropriate to the context and stated SACSA standards.

#### Strategies:

- NEP Learning Plans record specific goals and rates of achievement in all areas and inform planning and programming
- NEP review forms used as part of NEP review meetings
- teachers write programs that incorporate individual learners' NEP goals and specific strategies to accommodate sensory and additional impairments
- the Kilparrin wellbeing rubric is completed for all learners and used to inform program development.

#### Evidence:

- each learner's *NEP Learning Plan* records specific goals and rates of achievement are recorded and reported, on the *NEP Review Form*, to parents/caregivers at NEP review meetings
- teachers' planning and programming reflects agreed goals and achievements and incorporates specific strategies to accommodate each learner's sensory and additional impairments and the term's theme
- the *Kilparrin Wellbeing Rubric* was completed for all learners and used to inform program development and reporting.

#### Recommendations for the future:

Focus on the implementation of the SACSA Achievement Software (SAS).

Incorporate values education into the Kilparrin curriculum through the development of a project supported by the *National Values Education Project*, sponsored by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

Raise the profile of 'healthy eating and physical activity' within the Kilparrin community.

## Strategic Priority 8: High Expectations

### Target:

High expectations exist for *all* learners with effective intervention & support for learners to achieve success.

### Strategies:

- collaborative programming for class groups
- group moderation of learners involved *Intensive Interaction* approach
- NEP review process
- learner portfolios illustrate and report on progress and identify areas for improvement.

### Evidence:

- teacher programs reflect high expectations for all learners
- group moderation occurred for the learners involved with *Intensive Interaction*
- NEP review process and each learner's portfolios used to report on progress and identify areas for improvement
- each learner's achievements celebrated at the end of each term.

### Recommendations for the future:

Continue the successful strategies used in 2008.

## Strategic Priority 9: Shared Beliefs

### Target:

Shared beliefs and understandings drive pedagogy, staff professional development and curriculum development.

### Strategies:

- regular inclusion of information about curriculum included in newsletters
- link school events with classroom visits and other opportunities for parent involvement.

### Evidence:

- regular inclusion of information relating to learning activities reported in newsletters
- records of reflective staff dialogue demonstrate staff commitment to achieving shared beliefs and understandings
- school 'special events' linked with classroom visits and other opportunities for parent involvement.

### Recommendations for the future:

Review and refine the strategies used in 2008.

## Strategic Priority 10: Teaching and Learning

### Target:

Plans and policies articulate implications for the teaching and learning of learners with vision and/or hearing impairment.

### Strategies:

- Coordinator, Teaching and Learning position developed
- targeted professional learning
- specific learners identified for comprehensive assessment
- learner portfolios show progress and identify areas for improvement
- schedule reflective staff dialogue into staff, teacher and SSO meetings
- develop individual action plans for learners exhibiting instances of extreme behaviour.

### Evidence

- Coordinator, Teaching and Learning appointed
- professional learning activities provided for staff reflect the needs of enrolled learners
- specific learners were identified for comprehensive assessment
- learner portfolios demonstrate the curriculum adaptations and accommodations implemented for individual learners
- individual action plans documented and disseminated for identified learners exhibiting extreme behaviours.

**Recommendations for the future:**

Professional development focus for Kilparrin staff, for 2009, on education of learners with hearing impairment.

SSOs working with learners to be supported to attend the professional development course for *Teachers Aides Supporting Children with hearing Impairment* at Renwick Centre, Royal Institute for Deaf and Blind Children in Sydney (RIDBC).

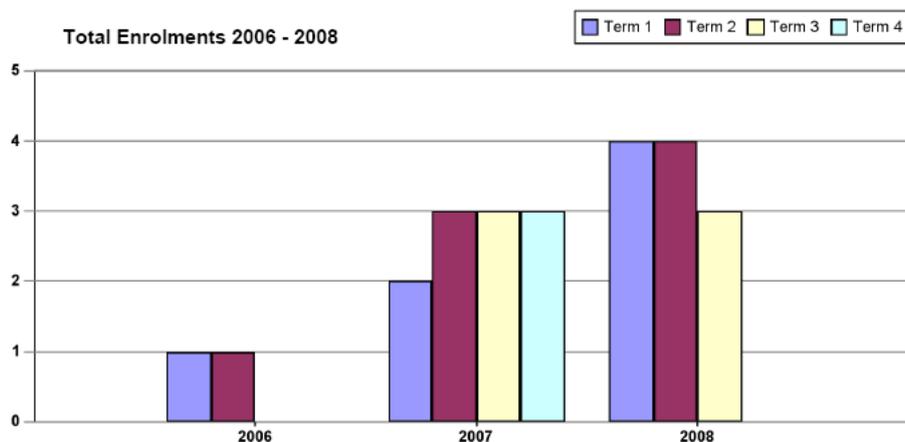
Support a group of staff to complete the *Family Support Early Intervention Sensory Disability* course as part of a Graduate Certificate or Master of Educational Studies in Hearing Impairment through the Renwick Centre, RIDBC and the University of Newcastle.

Support all Statewide Support Service teachers to attend the *Itinerant teachers of the Vision Impaired* conference at Renwick Centre, RIDBC.

## 2.0 REQUIRED DATA ANALYSIS

### 2.1 ENROLMENT

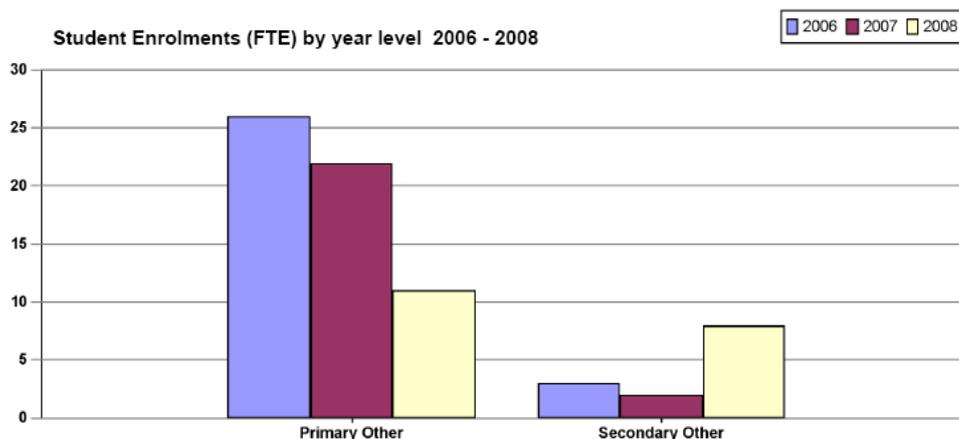
#### Kilparrin Early Learning Centre (Preschool Number: 4162)



	Term 1	Term 2	Term 3	Term 4
2006	1	1	0	0
2007	2	3	3	3
2008	4	4	3	0

Based on person counts in the two week reference period each term.  
Excludes pre-entry.  
Source: Preschool Data Collection, Data Management & Accountability

#### Kilparrin Teaching and Assessment School and Services (School Number: 1372)



Year Level	2006			2007			2008			Change	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	2006 - 2007	2007 - 2008
Primary Other	16.0	10.0	26.0	15.0	7.0	22.0	8.0	3.0	11.0	-4.0	-11.0
Secondary Other	2.0	1.0	3.0	2.0	0	2.0	7.0	1.0	8.0	-1.0	6.0
<b>Total</b>	<b>18.0</b>	<b>11.0</b>	<b>29.0</b>	<b>17.0</b>	<b>7.0</b>	<b>24.0</b>	<b>15.0</b>	<b>4.0</b>	<b>19.0</b>	<b>-5.0</b>	<b>-5.0</b>

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

Scale may vary from graph to graph, always check the scale on the vertical (Y) axis before interpreting apparent differences.

#### Comment:

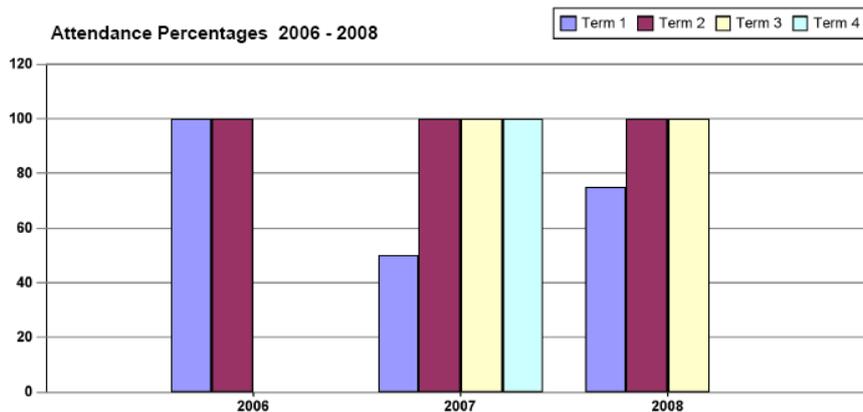
For most learners Kilparrin is a short-to-medium term placement option. Many learners eventually transition to a site within their local district.

The above chart shows the change in distribution of primary and secondary aged learners enrolled in Kilparrin.

During 2008 planning occurred for the transition of four learners (including one to post-school options) and one learner died.

## 2.2 ATTENDANCE

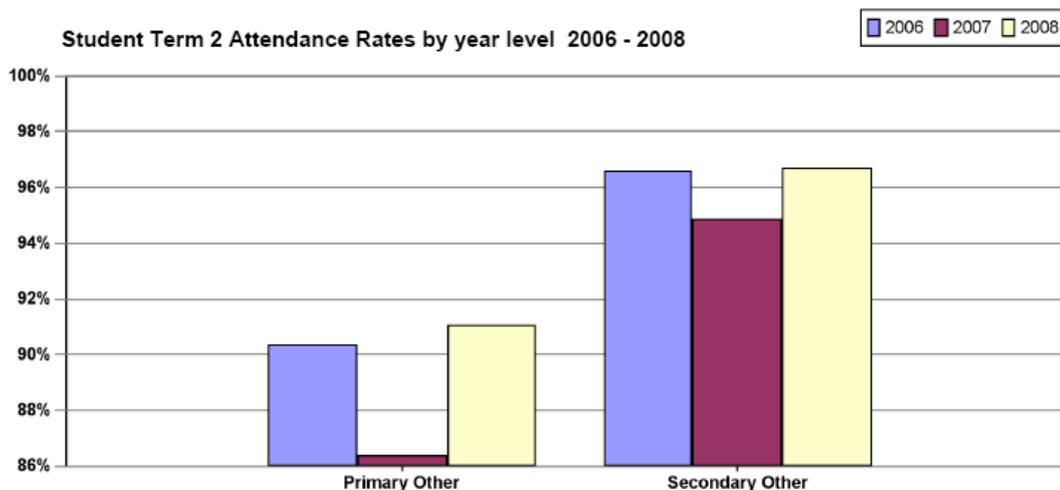
### Kilparrin Early Learning Centre (Preschool Number: 4162)



	Term 1	Term 2	Term 3	Term 4
2006 Centre	100.0	100.0	0	0
2007 Centre	50.0	100.0	100.0	100.0
2008 Centre	75.0	100.0	100.0	
2006 State	87.2	87.4	86.6	87.5
2007 State	87.8	88.1	85.3	87.2
2008 State	87.8	87.7	86.8	

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

### Kilparrin Teaching and Assessment School and Services (School Number: 1372)



Year Level	2006			2007			2008			Change	
	School	District	DECS	School	District	DECS	School	District	DECS	2006 - 2007	2007 - 2008
Primary Other	90.4	93.0	91.8	86.4	94.1	92.7	91.1	94.2	92.3	-4.0	4.7
Secondary Other	96.6	92.4	90.0	94.9	93.2	90.6	96.7	93.1	89.7	-1.7	1.8
Total	91.0	92.1	91.2	87.1	92.4	91.2	93.4	92.5	91.0	-3.9	6.3

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.

#### Comment:

A number of learners enrolled at Kilparrin are absent for significant periods of time because of their general physical frailty. The +6.3% change in attendance rates between 2006-2007 and 2007-2008 can be linked directly to the serious illness and hospitalisation of an individual learner during 2006-2007. Issues around changes in medication, and the medical management of their specific conditions can result in longer than usual absences from school. Common childhood illnesses can become serious for learners enrolled at Kilparrin. Parents are encouraged to keep their children home when they have common childhood ailments because of the possible deleterious effect on the health of other learners.

**Absence, Authorised and Unauthorised Rates, Term 2 by Year Level 2007 - 2008**

Year Level	2007			2008			Change 2007 - 2008		
	Absence	Auth.	Unauth.	Absence	Auth.	Unauth.	Absence	Auth.	Unauth.
PrimOth	13.6	13.6	0.0	8.9	8.9	0.0	-4.7	-4.7	0.0
SecOth	5.1	5.1	0.0	3.3	3.3	0.0	-1.8	-1.8	0.0
TOTAL	12.9	12.9	0.0	6.6	6.6	0.0	-6.3	-6.3	0.0

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.

**Comment:**

There were no unauthorised absences during 2008.

**2.3 RETENTION /DESTINATION****Kilparrin Early Learning Centre (Preschool Number: 4162)****Feeder School Percentage Data 2006 - 2008**

Site Number - Name	Type	2007	2008
1372 - Kilparrin Tch & Assessment Sch & Ser	Govt.	100.0	100.0
Total		100.0	100.0

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management & Accountability

**Kilparrin Teaching and Assessment School and Services (School Number: 1372)****Intended Destinations by Year Level 2005 - 2007**

Year Level	Exit Reason	2005		2006		2007	
		Number	% of Tot.	Number	% of Tot.	Number	% of Tot.
01	Interstate/Overseas					1	14.3%
<b>Total for 01</b>						1	14.3%
PO	Transfer to SA Govt Schl	4	100.0%	4	100.0%	6	85.7%
<b>Total for PO</b>		4	100.0%	4	100.0%	6	85.7%
<b>Total for School</b>		4	100.0%	4	100.0%	7	100.0%

Source: Term 1 census of schools, Data Management & Accountability Note: For Secondary Schools, Intended 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 >= 0.4 included. Represents students who left during the calendar year.

N/A = Not Available. Intended Destination data only collected from 2004 onwards.

Includes movers and leavers from February to December in the year reported.

**Intended Destinations by Reason 2005 - 2007**

Exit Reason	2005		2006		2007	
	Number	% of Tot.	Number	% of Tot.	Number	% of Tot.
Interstate/Overseas	0	0.0%	0	0.0%	1	14.3%
Transfer to SA Govt Schl	4	100.0%	4	100.0%	6	85.7%
<b>Total for School</b>	4	100.0%	4	100.0%	7	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 >= 0.4 included. Represents students who left during the calendar year.

N/A = Not Available. Destination data only collected from 2004 onwards.

Includes movers and leavers from February to December in the year reported.

## Destination Data for Learners Leaving Kilparrin During 2008

	Number of Learners	2008 Year Level	Destination
End of Term 1	0		
End of Term 2	0		
End of Term 3	0		
End of Term 4	4	RE, 06, 08,13	Government Special School (x1) Non-Government Special School (x2) Post-School Options (x1)
<b>TOTAL</b>	<b>4</b>		

### Comment:

Kilparrin is a facility that specialises in assessment and determining the most appropriate long-term placement for enrolled learners. This focus results in many short-to-medium-term placements.

Kilparrin will remain the most appropriate long-term placement for a very small group of learners who are deafblind and have additional disabilities.

## 2.4 STUDENT ACHIEVEMENT

### SACSA FRAMEWORK EARLY YEARS BAND: ACHIEVEMENT RATINGS

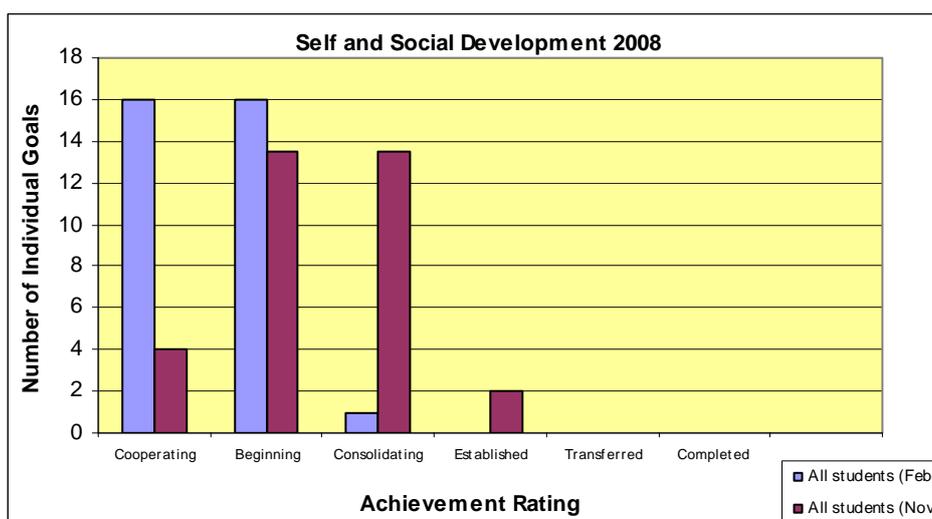
All Kilparrin Learners were exempted from the NAPLAN Tests in 2008

The Negotiated Education Plan (NEP) processes and templates were used to streamline the reporting of information to parents and meet the DECS requirements. In Term 1 specific goals were identified and discussed with parents/caregivers. Agreed goals were incorporated into the NEP Learning Plan document and were recorded along with an initial skill level on the *Specific Goals Review* section of the NEP Review Form. In Terms 3 & 4, during the annual NEP Review process, observed skill levels were recorded and achievement ratings were given for each specific goal. This information has enabled clear documentation and representation of the achievement data for individual learners within the SACSA Framework and to enable class and whole school representation of data.

### 2008 Achievement Ratings: Progress across the Year

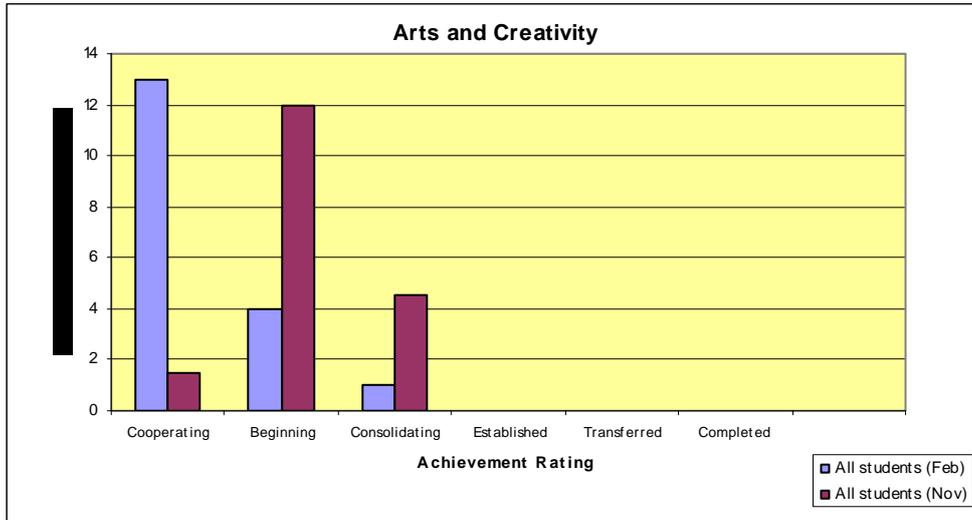
#### SACSAP Early Years Band- Learning Area: Self and Social Development

	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students (Feb)	16	16	1	0	0	0
All students (Nov)	4	13.5	13.5	2	0	0



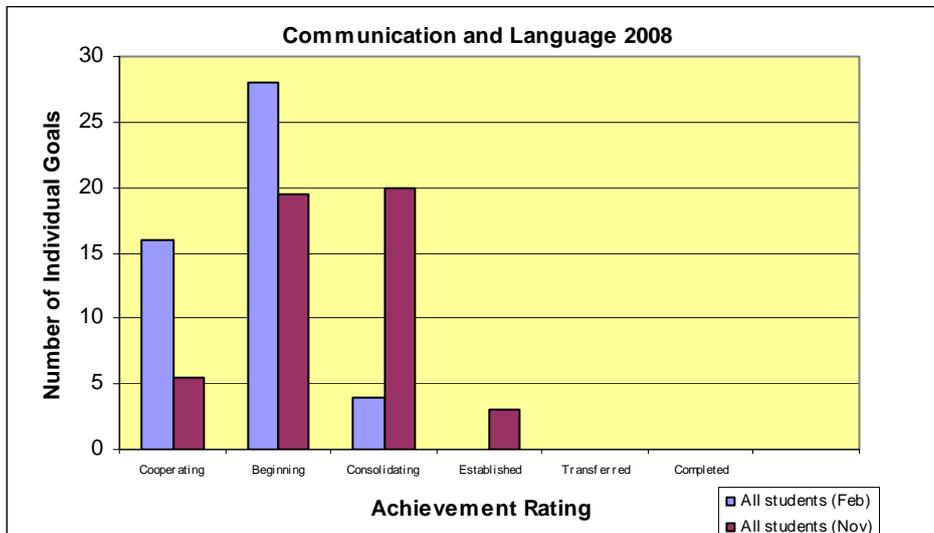
**SACSAP Early Years Band- Learning Area: Arts and Creativity**

	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students (Feb)	13	4	1	0	0	0
All students (Nov)	1.5	12	4.5	0	0	0



**SACSAP Early Years Band- Learning Area: Communication and Language**

	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students (Feb)	16	28	4	0	0	0
All students (Nov)	5.5	19.5	20	3	0	0



**Comment:**

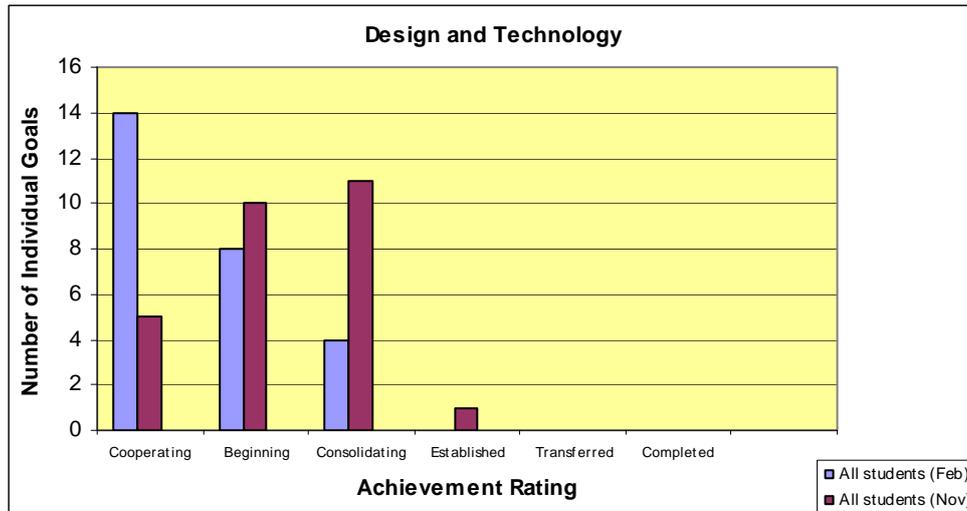
Communication and Language continues to be a major curriculum focus for most Kilparrin learners.

All learners continue to have documented Personal Communication Dictionaries (PCDs). The PCDs support consistency in communication between adults and individual learners.

The Intensive Interaction approach has significantly benefited those learners at the pre-intentional stage of communication development. Learners with whom this approach has been used have shown marked increased engagement in their interactions with the adults in their world.

**SACSAF Early Years Band- Learning Area: Design and Technology**

	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students (Feb)	14	8	4	0	0	0
All students (Nov)	5	10	11	1	0	0



**SACSAF Early Years Band- Learning Area: Understanding Our World**

	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students (Feb)	16	17	3	0	0	0
All students (Nov)	7	11.5	11.5	5	1	0

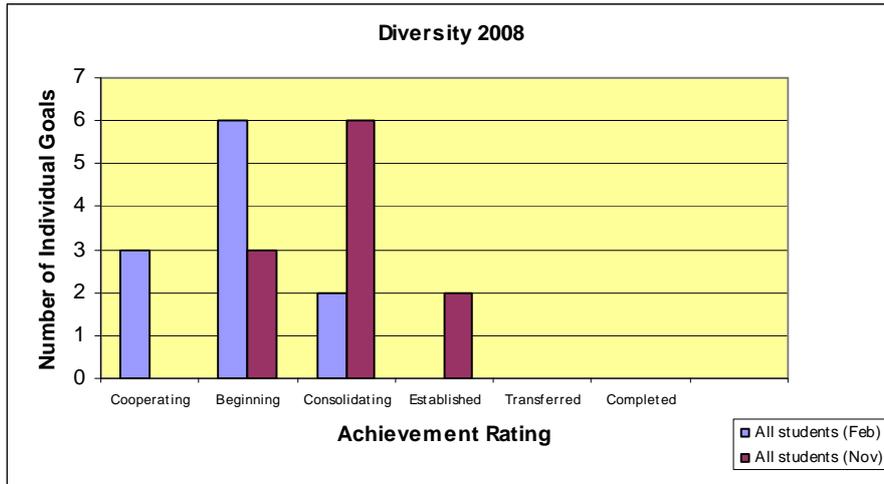


**Comment:**

The use of a thematic approach to curriculum design and delivery at Kilparrin supports the meaningful development of concepts. Music and art sessions reinforce basic concepts identified within the theme for each term. School assemblies and excursions also contribute to the consolidation and celebration of conceptual learning.

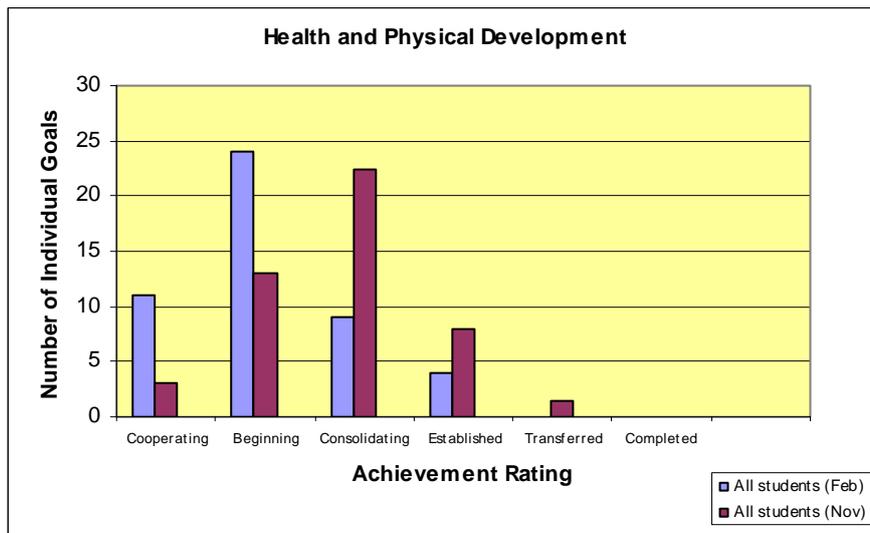
**SACSAF Early Years Band- Learning Area: Diversity**

	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students (Feb)	3	6	2	0	0	0
All students (Nov)	0	3	6	2	0	0



**SACSAF Early Years Band- Learning Area: Health and Physical Development**

	Cooperating	Beginning	Consolidating	Established	Transferred	Completed
All students (Feb)	11	24	9	4	0	0
All students (Nov)	3	13	22.5	8	1.5	0

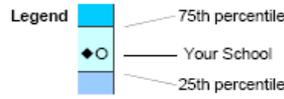


**Comment:**

Participation in the Premier’s *be active* Challenge supported a focus on Health and Physical Development. All learners were awarded a medal for their individual achievements in the Premier’s *be active* Challenge.

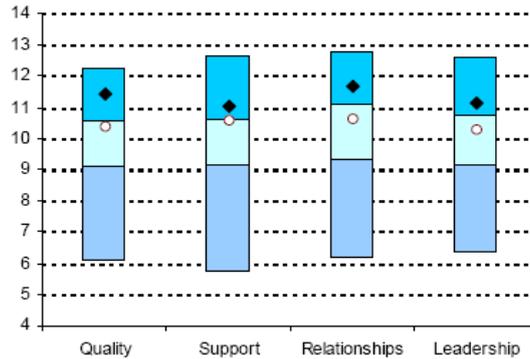
## 2.5 PARENT OPINION SURVEY

Comparison of aggregated school opinion to State Values (top 25%, middle 50%, lower 25%). The black diamond represents the 2008 score and the circle represents the 2007 score for Kilparrin.



### Parent Opinion: State comparison

20% of parents responded to the 2008 DECS online parent opinion survey. The summary chart below indicates that all parent respondents were positive about Kilparrin's services and directions. In all areas surveyed, parents rated Kilparrin above the 75<sup>th</sup> percentile



### Particular achievements identified included

Teachers provide high quality programs that meet the specific needs of learners and are enjoyable. Teachers clearly inform parents about the learning program and report on learner progress. Children are happy at school and are motivated to learn. Kilparrin provides a safe and secure environment. A broad variety of communications informs parents about the curriculum and school activities. Parents feel well informed, welcome and are involved in the development of school plans. The school is well organised and managed. An effective educational leadership is committed to ongoing improvement. Facilities are well managed.

### Issues for development identified

Providing opportunities for parents to be more involved in the school's educational activities.

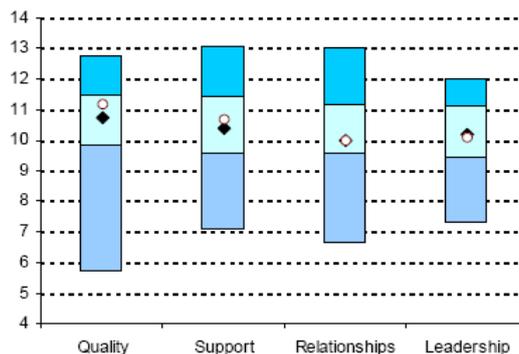
## 2.6 STUDENT SATISFACTION

Due to the complex nature of the Kilparrin Learner's impairments, it was not possible for them to complete the 2008 Student Opinion Survey.

## 2.7 TEACHER SATISFACTION

### Staff Opinion: State Comparison

50% of staff responded to the 2008 DECS online staff opinion survey. The chart below summarises staff responses.



**Particular achievements identified included**

Teachers use a variety of teaching and learning strategies to help learners.

Learners are actively involved in their lessons.

There is good management of learners' injuries and illnesses.

All staff are encouraged to pursue professional development.

Parents have opportunities to participate in decisions about their children's education.

**Issues for development identified**

Incorporating strategies into the curriculum that enable learners to be 'life-long learners'.

Student behaviour management procedures.

Intra-staff communication and relationships.

**Comment on Opinion Surveys**

The surveys identified some issues for further development. These issues will be incorporated into the 2009 Kilparrin Site Learning Plan.

A relatively small number of parents and staff responded to the online surveys and not all respondents answered all questions. This resulted in the opinion of one or two respondents having a significant effect on the overall charted result. Some parents reported that several questions were not relevant or applicable to their situation and so they were unsure how to respond.

**2.8 TEACHING STAFF ATTENDANCE**

Absences of less than 5 continuous days	Term 1	Term 2	Term 3	Term 4	Total
Total number of days absent due to sickness - paid sick leave	23.0	23.8	28.2	12.7	87.7
Total number of days absent due to sickness - unpaid sick leave	0.0	0.0	5.5	4.0	9.5
Total number of days absent due to carers leave, parenting, urgent pressing necessity or funerals	11.5	8.0	1.5	7.5	28.5
Total number of available working days (pro rata to FTE)	784.2	690.0	710.0	721.0	2,905.2
Percentage of working days taken as paid sick leave	2.93 %	3.44 %	3.97 %	1.76 %	3.02 %
Percentage of working days taken as (paid & unpaid) sick leave	2.93 %	3.44 %	4.75 %	2.32 %	3.34 %
<b>All Absences</b>					
Total number of days absent due to sickness -paid sick leave	44.0	60.8	28.2	12.7	145.7
Total number of days absent due to sickness -unpaid sick leave	0.0	0.0	5.5	4.0	9.5
Total number of days absent due to carers leave, parenting, urgent pressing necessity or funerals	83.5	58.0	51.5	57.5	250.5
Total number of available working days (pro rata to FTE)	784.2	690.0	710.0	721.0	2,905.2
Percentage of working days taken as paid sick leave	5.61 %	8.80 %	3.97 %	1.76 %	5.01 %
Percentage of working days taken as (paid & unpaid) sick leave	5.61 %	8.80 %	4.75 %	2.32 %	5.34 %
Number of teaching staff employed for more than 1 Term					17

**Comment:**

The increased percentage of working days taken as sick leave in Terms 2 relate to specific staff members requiring non-work related surgery and/or extended sick leave.

The total percentage of working days taken as (paid and unpaid) sick leave for 2008 was 5.34% compared to 4.21% during 2007 and 6.45% during 2006.

## 2.9 TEACHING STAFF RETENTION

<b>Table 1</b>	<b>Perm</b>	<b>Temp</b>	<b>Total</b>
a) Total number of teaching staff employed during 2008 school year	12	5	17
b) Number of above staff employed at the school during 2007 school year	12	1	13
c) Staff retention (b / a * 100)	100.00 %	20.00 %	76.47 %
d) Number of teaching staff who left the school during 2007 school year	1	2	3
e) Number of permanent teachers who left the department during 2007	0		
By Reason -			

<b>Table 2</b>		
<b>Years employed at the school</b>	<b>Permanent teaching staff</b>	<b>Temporary teaching staff</b>
< 1 year	0	4
>= 1 and < 2	1	0
>= 2 and < 3	1	1
>= 3 and < 4	1	0
>= 4 and < 5	4	0
>= 5 and < 6	0	0
>= 6 and < 7	0	0
>= 7 and < 8	0	0
>= 8 and < 9	0	0
>= 9 and < 10	1	0
>= 10 years	4	0
<b>Total</b>	<b>12</b>	<b>5</b>

### Comment:

Staff retention in 2007/2008 was 76.47% compared with 80% in 2006/2007 and 76.47% in 2005/2006.

100% of permanent staff were retained. The number of contract positions was less due to a decrease in enrolments.

### 3.0 OTHER REQUIRED INFORMATION

#### 3.1 TEACHER QUALIFICATIONS

##### Teacher Qualifications: 2008

Qualification Type	% of Teachers
Masters Degree	23%
Bachelor Degree in Education or Special	85%
Diploma of Teaching	31%
Post Graduate Diploma or Certificate	62%
Teacher Certificate	15%
Other (B Mus Ed (Hons), B A (Hons), Adv. Dip T, B Mus (x2), Dip (O&M),	46%

##### Comments:

Two staff are currently undertaking further study at Masters Degree level.

#### 3.2 EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

In 2007 \$26,104 was spent on professional development initiatives for staff.

In 2008 \$36,669 was spent on professional development initiatives for staff (approximately \$1220 per staff member).

This represented an increase of \$10,565 in expenditure for the 2008 year.

A significant proportion of the professional development provided to Kilparrin staff was in response to needs that were highlighted in the 2008 Site Improvement Plan, the 2008 OHS&W Training Needs Analysis and Risk Profile (completed by all staff), and individual staff Personal Professional Development Plans

In 2008 our pupil free days were used for staff training in communication led by educators in residence; Term 1 Dr Mark Barber and Term 3 Sharon Barrey Grassick. The educators in residence program enabled the two visiting experts to spend time observing classroom practice and SSS clients prior to the professional development program offered on the pupil free days. This initiative resulted in the professional development sessions being tailored to our context and learners' needs.

In 2008 staff several staff were also supported to participate in post graduate programs.

In addition to the professional development opportunities provided for groups of staff, individual staff were supported in their attendance at specific professional development activities organised by the school cluster, local district, DECS or other agencies. The DECS Training and Professional Development Support Strategy was implemented under the auspices of the Curriculum and Professional Learning Committee and recorded on EDSAS.

#### 3.3 VALUE ADDED STUDENT REPORTING

##### Personal Communication Dictionaries (PCDs)

The focus on documenting PCDs for all Kilparrin learners continued in 2008 and involved;

- embedding common recording methods
- reflective staff dialogue to ensure consistency in communicating with individual learners
- exploring new methodologies (*Intensive Interaction*)

##### Intensive Interaction

The focus on *Intensive Interaction* continued in 2008 with Dr Mark Barber leading a full day of professional learning as part of the educators in residence program.

Other aspects explored included;

- furthering a common understanding of the *Intensive Interaction* approach

- learning skills and protocols to engage in regular practitioner moderating sessions involving recording and reporting.

The whole school focus on communication and the documentation of individual learner's Personal Communication Dictionaries has resulted in improved adult-learner interactions, greater consistency, within the school and KELC, in adult-initiated interactions with learners, and a greater understanding across the staff in recognising and reinforcing individual learner's communication attempts.

### **Kilparrin Wellbeing Rubric**

During 2008 the *Kilparrin Wellbeing Rubric* was used as a means of recording the levels of wellbeing for each Kilparrin learner and identifying teaching and growth points to inform future planning. Working with learners who are primarily non-verbal presents numerous challenges to teachers when trying to ascertain levels of wellbeing of individual learners. The *Kilparrin Wellbeing Rubric* is an innovative tool to assist teachers in implementing the *DECS Wellbeing Framework* and informing parents about staff observations of individual learners.

## 3.4 FINANCIAL REPORTS

### 3.4.1 Balance Sheet KILPARRIN TEACHING & ASSESSMENT General Ledger Balance Sheet for Prior Year, period 13

==== Assets ====

#### CASH (CURRENT)

A-ZZZ-1110	CASH AT BANK - SCHOOL	<u>(484.47)</u>
Total for CASH (CURRENT)		<u>(484.47)</u>

#### INVESTMENTS (CURRENT)

A-ZZZ-1210	SASIF INVESTMENT - SCHOOL	<u>709,563.10</u>
Total for INVESTMENTS (CURRENT)		<u>709,563.10</u>

#### RECEIVABLES (CURRENT)

A-ZZZ-1310	ACCOUNTS RECEIVABLE	4,903.70
A-ZZZ-1350	PROVISION FOR DOUBTFUL DEBTS CUSTOM	<u>(735.55)</u>
Total for RECEIVABLES (CURRENT)		<u>4,168.15</u>

#### INVENTORIES (CURRENT)

A-ZUU-1430	US - INVENTORY : UNIFORM SHOP	<u>2,754.32</u>
Total for INVENTORIES (CURRENT)		<u>2,754.32</u>

#### OTHER ASSETS (CURRENT)

A-ZZZ-1520	PREPAYMENTS	<u>1,420.89</u>
Total for OTHER ASSETS (CURRENT)		<u>1,420.89</u>

#### GLOBAL BUDGET ASSETS

A-ZZG-15118	P21 ACCRUED	<u>27,382.38</u>
Total for GLOBAL BUDGET ASSETS		<u>27,382.38</u>

#### FURNITURE AND EQUIPMENT

A-ZZP-2650	PRINT - EQUIPMENT PHOTOCOPIER	12,999.00
A-ZZP-2651	PRINT - ACCUM DEPREC EQUIPMENT	<u>(7,582.75)</u>
Total for FURNITURE AND EQUIPMENT		<u>5,416.25</u>

#### BUSES AND MOTOR VEHICLES

A-ZZU-2810	BUS - VEHICLES GENERAL	33,781.00
A-ZZU-2811	BUS - ACCUM DEPREC VEHICLES	<u>(30,402.90)</u>
Total for BUSES AND MOTOR VEHICLES		<u>3,378.10</u>

Total Assets

753,598.72

==== Liabilities ====

#### PAYABLES (CURRENT)

L-ZZZ-3210	WS - ACCOUNTS PAYABLE	<u>(12.10)</u>
Total for PAYABLES (CURRENT)		<u>(12.10)</u>

#### OTHER LIABILITIES (CURRENT)

L-ZZS-3540	GRANT - SCHOOL CARD	(340.00)
L-ZZZ-3515	WS - GST HOLDING ACCOUNT	<u>(3,901.00)</u>
Total for OTHER LIABILITIES (CURRENT)		<u>(4,241.00)</u>

#### SCHOOL EQUITY

F-ZZF-5200-0001	FACIL - IMPROVEMENTS RESERVE	61,000.00
F-ZZF-5200-0002	FACIL - FURNITURE RESERVE	10,000.00
F-ZZF-5200-0007	FACILITIES - LANDSCAPING RESERVE	5,000.00
F-ZZF-5200-0008	FACILITIES - PLAYGROUND RESERVE	2,000.00
F-ZZI-5200-0001	INFO SYSTEM - COMPUTER RESERVE	2,000.00
F-ZZI-5200-0004	INFO SYSTEM - COMMUNICATION RESERVE	30,000.00
F-ZZP-5200	PRINT - PHOTOCOPIER RESERVE	12,000.00
F-ZZZ-5100	ACCUMULATED SURPLUS	389,435.32
F-ZZZ-5110	NET INCOME YEAR TO DATE	245,587.05
SURPLUS/(DEFICIT) CURRENT PERIOD		<u>829.45</u>

Total for SCHOOL EQUITY

757,851.82

Total Liabilities and Equity

753,598.72

**3.4.2 Profit and Loss** KILPARRIN TEACHING & ASSESSMENT General Ledger Profit and Loss for Prior Year, period 13

Account	Description	PTD Posting	YTD Posting
<b>REVENUE</b>			
R-ZZP-6910-0001	PRINT - SCHOOL PHOTOS	0.00	76.36
R-ZZZ-6890-0012	GEN REVENUE - LANYARDS	0.00	<u>24.57</u>
<b>Total for REVENUE</b>		<b>0.00</b>	<b>100.93</b>
<b>GRANTS: DETE</b>			
R-ZDS-6169	STAFF - SALARY TEACHERS	0.00	17,858.40
R-ZDS-6170	TRT STAFF - TRT SALARY	0.00	1,360.00
R-ZZF-6195	GRANT - ELECTRICAL TESTING	0.00	150.00
R-ZZG-6142	GRANT-GLOBAL BUDGET	0.00	2,054,512.70
R-ZZG-6195-0006	GRANT - OH&S REP TRAINING TRT	0.00	1,668.00
R-ZZG-6195-0013	GRANTS - CAR CONTROL TRAINING 2007	0.00	517.00
R-ZZG-6195-0015	GRANTS - EY LIT & NUM PT	0.00	3,208.27
R-ZZS-6173	PC - SCHOOL CARD SURPLUS	0.00	<u>185.00</u>
<b>Total for GRANTS: DETE</b>		<b>0.00</b>	<b>2,079,459.37</b>
<b>GLOBAL BUDGET REVENUE</b>			
R-ZDS-65118	GB-TCH SUPPLEMENTATION	0.00	61,854.15
R-ZDS-65119	GB-SSO SUPPLEMENTATION	0.00	24,844.92
R-ZZG-61471	GB-RECONCILIATION	0.00	<u>13,382.74</u>
<b>Total for GLOBAL BUDGET REVENUE</b>		<b>0.00</b>	<b>100,081.81</b>
<b>GRANTS: COMMONWEALTH</b>			
R-CPE-6310	GRANT - EARLY YEARS	0.00	3,208.28
R-ZOT-6395	INVESTING IN OUR SCHOOLS GRANT	0.00	<u>45,040.00</u>
<b>Total for GRANTS: COMMONWEALTH</b>		<b>0.00</b>	<b>48,248.28</b>
<b>PARENT CONTRIBUTION REVENUE</b>			
R-CXE-6470-0010	EXCURSION REVENUE – GENERAL	0.00	35.10
R-ZZS-6410-0001	PC - M & S G WHOLE SCHOOL	0.00	3,759.00
R-ZZS-6416	SCHOOL CARD CLEARING	0.00	<u>680.00</u>
<b>Total for PARENT CONTRIBUTION REVENUE</b>		<b>0.00</b>	<b>4,474.10</b>
<b>OTHER OPERATING REVENUE</b>			
R-CCR-6480	RES CENTRE - SALE OF BOOKS	0.00	(15.00)
R-CCR-6890-0003	RES CENTRE -ACTIVE LEARNING	0.00	324.56
R-ZDC-6820-0007	COUNCIL - S/SIZZLE X-MAS	0.00	85.20
R-ZDC-6820-0009	COUNCIL - SCHOLASTIC	0.00	400.00
R-ZDM-6870	MGMT - CONSUMABLES	0.00	552.54
R-ZDS-6868	STAFF - SALARY REIMBURSEMENT	0.00	170.00
R-ZUU-6870-03	US - SALES : OTHER	0.00	49.99
R-ZZC-6890	NOT BE USED	0.00	(10.00)
R-ZZF-6890-0001	FACIL - SHARED MAINTENANCE COSTS	0.00	1,840.91
R-ZZP-6870	SIGN - SALES	0.00	(9.10)
R-ZZR-6820-0001	PARENT - SCHOLASTIC	0.00	4.00
R-ZZR-6820-0002	SCHOOL - FUNDRAISING PRINTS	0.00	60.00
R-ZZR-6820-0004	SCHOOL - F/R ENTERTAINMENT BKS	0.00	1,477.25
R-ZZR-6820-0005	SCHOOL - FUNDR. CHALK & PARENT DIR.	0.00	206.91
R-ZZR-6820-0006	SCHOOL - S/SIZZLES	0.00	9.10
R-ZZR-6820-0007	SCHOOL - BULB FUNDRAISING	0.00	226.00
R-ZZR-6820-0008	FUNDRAISING - KYTONS BAKERY	0.00	788.50
R-ZZR-6820-0009	FUNDRAISING - XMAS RAFFLE HAMPERS	0.00	710.05
R-ZZR-6820-0013	SCHOOL - SCHOOL PHOTOS	0.00	(38.18)
R-ZZT-6855-0002	TRAINING & DEVELOPMENT - REVENUE	0.00	72.80
R-ZZT-6855-0004	PD PRESENTATIONS	0.00	724.51
R-ZZT-6890-0001	T & D - CONTRIBUTION	0.00	557.53
R-ZZZ-6850	WS - INTEREST REVENUE	0.00	4,477.50
R-ZZZ-6890-0001	WS - GENERAL TRANSITS	0.00	3,448.69
R-ZZZ-6890-0003	WS - GENERAL REVENUE - DONATION	0.00	50.00
R-ZZZ-6890-0013	GEN REVENUE - UMBRELLAS	0.00	<u>50.00</u>
<b>Total for OTHER OPERATING REVENUE</b>		<b>0.00</b>	<b>16,213.76</b>

## KILPARRIN TEACHING &amp; ASSESSMENT General Ledger Profit and Loss for Prior Year, period 13 (continued)

Account	Description	PTD Posting	YTD Posting
<b>NON-OPERATING REVENUE</b>			
R-ZZH-6910	O.H.S. & W. - INJECTIONS REVENUE	0.00	99.00
R-ZZI-6910	INFO SYSTEM - ABNORMAL REVENUE	0.00	<u>47.16</u>
<b>Total for NON-OPERATING REVENUE</b>		<b>0.00</b>	<b>146.16</b>
<b>Total Revenue</b>		<b>0.00</b>	<b><u>2,248,724.41</u></b>
<b>SUPPLIES AND SERVICES</b>			
E-CCR-7148	RC - MINOR EQUIPMENT & BRAILLERS	0.00	872.30
E-CCR-7172	RES CENTRE - BOOKS	(72.73)	4,498.68
E-CCR-7181	RES CENTRE - STATIONERY	0.00	1,698.89
E-CCR-7183	RES CENTRE - SUBSCRIPTIONS	0.00	730.54
E-CCR-7184-0003	RES CENTRE - RESOURCES	0.00	3,957.26
E-CCR-7184-0005	RES CENTRE - REPAIRS & MAINTENANCE	0.00	15.00
E-CCR-7184-0006	RES CENTRE - TEACHER REFERENCE	0.00	2,658.01
E-CCZ-7184-0001	CURRIC - C/R CURR - YELLOW SQUARES	0.00	220.93
E-CCZ-7184-0002	CURRIC - C/R CURR - CPC KELC PRESCH	0.00	925.68
E-CCZ-7184-0003	CURRIC - ORIENTATION & MOBILITY	0.00	446.86
E-CCZ-7184-0005	CURRIC - C/R CURR - GREEN TRIANGLES	0.00	170.19
E-CCZ-7184-0007	CURRIC - MUSIC	0.00	1,246.81
E-CCZ-7184-0008	CURRIC - TEACHER STATIONERY PK08-09	0.00	813.82
E-CCZ-7184-0012	CURRIC - AQUATIC/SWIMMING	0.00	371.45
E-CCZ-7184-0013	CURRIC- EXCURSIONS	0.00	376.73
E-CCZ-7184-0014	CURRIC - C/R CURR BLUE DIAMONDS	0.00	1,017.19
E-CCZ-7184-0017	CURRIC - ORANGE CIRCLES	0.00	131.37
E-CPE-7335	THINK SYSTEMICALLY	0.00	153.15
E-CVW-7184	ATTEND TO CULTURE	0.00	956.44
E-ZDC-7121	COUNCIL - CONSUMABLES	0.00	10.74
E-ZDC-7139-0002	COUNCIL - GENERAL FUNDRAISING	0.00	23.48
E-ZDC-7139-0005	COUNCIL - FUNDRAISING BOOKS	0.00	1,181.81
E-ZDC-7139-0009	COUNCIL - SCHOLASTIC	0.00	576.64
E-ZDC-7139-0012	COUNCIL - FUND. PARENT DIRECT (KANG)	0.00	149.18
E-ZDC-7139-0013	COUNCIL - FUND CHALK (MODERN TA)	0.00	57.73
E-ZDC-7139-0014	COUNCIL - KYTONS FUNDRAISING	0.00	606.00
E-ZDC-7184	COUNCIL - GENERAL EXPENSES	0.00	1,790.37
E-ZDM-7121	MANAGEMENT - CONSUMABLES	0.00	2,096.09
E-ZDM-7181	MANAGEMENT - OFFICE SUPPLIES	0.00	4,980.40
E-ZDM-7183	MANAGEMENT - SUBSCRIPTIONS	0.00	1,817.78
E-ZDM-7184-0001	MANAGEMENT - GENERAL EXPENSES	0.00	193.69
E-ZDM-7184-0002	MANAGEMENT - GENERAL PARKING EXP	0.00	40.00
E-ZDM-7184-0004	MANAGEMENT - RECORDS MANAGEMENT	0.00	73.62
E-ZDS-7164	STAFF - PRINCIPAL EXPENDITURE	0.00	678.19
E-ZDS-7165	STAFF- PRINCIPAL DISCRETIONARY FUND	0.00	802.56
E-ZSS-7103	SSS-ACCOMODATION	0.00	4,426.80
E-ZSS-7109	SSS-CAR EXPENSES	0.00	2,505.88
E-ZSS-7121	SSS-MEALS	0.00	1,773.97
E-ZSS-7151	SSS - ICT	0.00	1,180.00
E-ZSS-7169	SSS-REPAIRS MAINTENANCE GVT CARS	0.00	642.88
E-ZSS-7184	SSS-ADMINISTRATION	0.00	1,952.50
E-ZSS-7194	SSS-FLIGHT EXPENSES	0.00	6,175.89
E-ZSS-7196	SSS-TRAVEL REIMBURSEMENT	0.00	726.20
E-ZSS-7670	SSS-LEASE OF GOVERNMENT CARS	0.00	25,305.30
E-ZUU-7166-9000	US - COST OF GOODS SOLD	(2,754.32)	(2,754.32)
E-ZZF-7121-0004	FACIL - PLAYGROUND/EQUIPMENT	0.00	813.98
E-ZZF-7140	FACILITIES - FURNITURE (PRO. SCREEN	0.00	8,774.08
E-ZZF-7148	FACIL - MINOR EQUIPMENT	0.00	296.68
E-ZZF-7169	FACIL - BREAKDOWN MAINTENANCE	0.00	21,124.99
E-ZZG-7148-0003	GRANT: INVESTING IN OUR SCHOOLS	0.00	23,584.86
E-ZZG-7199-0005	GWS - DRIVE TO LIVE GRANT	0.00	427.27
E-ZZH-7121	O.H.S. & W. - CONSUMABLES	0.00	764.51
E-ZZH-7148	O.H.S. & W. - MINOR EQUIPMENT	0.00	1,215.70
E-ZZH-7184-0001	O.H.S. & W. - PHYSICAL HEALTH	0.00	220.00
E-ZZI-7121	INFO SYSTEM - CONSUMABLES	0.00	2,614.70

## KILPARRIN TEACHING &amp; ASSESSMENT General Ledger Profit and Loss for Prior Year, period 13 (continued)

Account	Description	PTD Posting	YTD Posting
<b>SUPPLIES AND SERVICES (continued)</b>			
E-ZZI-7148	INFO SYSTEM - MINOR EQUIPMENT	0.00	3,667.71
E-ZZI-7151	INFO SYSTEM - WEB HOSTING COSTS	0.00	700.00
E-ZZI-7184-0001	INFO SYSTEM - PRINTERS	0.00	1,238.28
E-ZZI-7184-0002	INFO SYSTEM - DESKTOP COMPUTERS	0.00	7,575.27
E-ZZI-7184-0003	ICT - BREAKDOWN MAINTENANCE	0.00	157.50
E-ZZI-7192	ICT - INTERNET/EDUCONNECT CHARGES	0.00	606.60
E-ZZP-7121-0001	PRINT - GENERAL CONSUMABLES	0.00	6.00
E-ZZP-7163-0002	PRINT - PAPER A4	0.00	793.72
E-ZZP-7163-0003	PRINT - PAPER SPECIAL (A3 A4 ETC )	0.00	71.99
E-ZZP-7169-0002	COPY COST - SERVICE & TONER	0.00	5,595.30
E-ZZR-7199-0001	FUNDRAISING - BULBS	0.00	113.00
E-ZZR-7199-0002	FUNDRAISING - SCHOLASTIC	0.00	4.00
E-ZZU-7145	BUS - INSURANCE	(1,348.16)	1,425.29
E-ZZU-7154	BUS - REGISTRATION/INSPECTION	0.00	1,446.99
E-ZZU-7164	BUS - SERVICE	0.00	2,419.19
E-ZZU-7169	BUS - R & M & INSPECTIONS (MONTHLY)	0.00	4,001.22
E-ZZU-7245	BUS - FUEL & OIL	0.00	595.44
E-ZZZ-7106	WS - ADVERTISING / PUBLIC RELATIONS	0.00	3,387.55
E-ZZZ-7136	WS - FREIGHT	0.00	891.01
E-ZZZ-7160	WS - POSTAGE	0.00	514.32
E-ZZZ-7184-0001	WS-POLICY/PLANNING COMMITTEE	0.00	15.77
E-ZZZ-7184-0002	WS - OHS&W COMMITTEE	0.00	60.90
E-ZZZ-7184-0004	WS-PROFESSIONAL DEV. COMMITTEE	0.00	35.98
E-ZZZ-7184-0005	WS-LEADERSHIP COMMITTEE	0.00	113.18
E-ZZZ-7184-0006	SITE ESTABLISHMENT EXPENSES	0.00	2,084.36
E-ZZZ-7199-0010	WS - GENERAL EXPENSE ACCOUNT	<u>10.41</u>	<u>1,010.86</u>
<b>Total for SUPPLIES AND SERVICES</b>		<b>(4,164.80)</b>	<b>176,642.88</b>
<b>GLOBAL BUDGET EXPENSES</b>			
E-ZDO-73133	GB-TELEPHONE CHARGES-RENTAL	0.00	1,451.97
E-ZDO-73134	GB-TELEPHONE CHARGES-LOCAL CALLS	0.00	1,270.73
E-ZDO-73135	GB-TELEPHONE CHARGES-STD CHARGES	0.00	101.84
E-ZDO-73136	GB-TELEPHONE CHARGES-MOBILE PHONES	0.00	28.59
E-ZDS-71111	GB-SAL/WAGES-TEACHERS	0.00	1,068,822.94
E-ZDS-71112	GB-SAL/WAGES-ANCILLARY	0.00	613,558.50
E-ZDS-71114	GB-SAL/WAGES-TRT	0.00	30,940.00
E-ZOB-73512	GB-SITE FUNDED WORKS	0.00	10,038.00
E-ZZF-73142	GB-ELECTRICITY EXPENSES	0.00	(2,065.96)
E-ZZF-73288	GB-WASTE DISPOSAL	0.00	4.15
E-ZZZ-71281	GB-FRINGE BENEFITS TAX	<u>0.00</u>	<u>20.56</u>
<b>Total for GLOBAL BUDGET EXPENSES</b>		<b>0.00</b>	<b>1,724,171.32</b>
<b>FACILITIES AND UTILITIES EXPENSES</b>			
E-ZSS-7245	SSS-PETROL ON GVT CARS	0.00	3,249.61
E-ZZF-7225	FACIL - CLEANING ONGOING	0.00	40,468.46
E-ZZF-7250	FACIL - GROUNDS MAINTENANCE	0.00	10,245.77
E-ZZF-7280	FACIL - WASTE DISPOSAL	<u>0.00</u>	<u>288.34</u>
<b>Total for FACILITIES AND UTILITIES EXPENSES</b>		<b>0.00</b>	<b>54,252.18</b>
<b>FINANCIAL EXPENSES</b>			
E-ZZZ-7410	WS - BANK CHARGES	<u>0.00</u>	<u>140.00</u>
<b>Total for FINANCIAL EXPENSES</b>		<b>0.00</b>	<b>140.00</b>
<b>EMPLOYEE EXPENSES</b>			
E-ZZT-7393-0001	T & D - PRINCIPAL/LEADERSHIP PD	0.00	12,530.39
E-ZZT-7393-0004	T & D - TRAINING COSTS STAFF	0.00	24,138.38
E-ZZT-7393-0007	FOCUS ON LEARNING	0.00	3,689.06
E-ZZT-7393-0008	STATEWIDE PROFESSIONAL DEVELOPMENT	<u>0.00</u>	<u>179.65</u>
<b>Total for EMPLOYEE EXPENSES</b>		<b>0.00</b>	<b>40,537.48</b>

## KILPARRIN TEACHING &amp; ASSESSMENT General Ledger Profit and Loss for Prior Year, period 13 (continued)

Account	Description	PTD Posting	YTD Posting
<b>OTHER OPERATING EXPENSES</b>			
E-ZZZ-7620	WS - BAD DEBT EXPENSES CUSTOMERS	0.00	3,228.70
E-ZZZ-7630	WS - DOUBTFUL DEBTS CUSTOMERS	<u>735.55</u>	<u>735.55</u>
Total for OTHER OPERATING EXPENSES		735.55	3,964.25
<b>DEPRECIATION AND AMORTISATION</b>			
E-ZZZ-7530	PRINT - DEPREC EQUIPMENT	<u>2,599.80</u>	<u>2,599.80</u>
Total for DEPRECIATION AND AMORTISATION		2,599.80	2,599.80
<b>Total Expenses</b>		<b><u>(829.45)</u></b>	<b><u>2,002,307.91</u></b>
<b>Surplus or (Deficit) funds</b>		<b><u>829.45</u></b>	<b><u>246,416.50</u></b>

### 3.4.3 Funds Expended Against Site Priorities

#### FUNDS EXPENDED AGAINST SITE PRIORITIES 2008

Priority 1: Focus On Learning	<i>EXPENDITURE</i>	<i>BUDGET</i>	<i>LEDGER</i>
Focus on Learning	\$ 3,689.06		
Yellow Squares	\$ 220.93		
Green Triangles	\$ 170.19		
Blue Diamonds	\$ 1,017.19		
Orange Circles	\$ 131.37		
Kilparrin Early Learning Centre	\$ 925.68		
Music	\$ 1,246.81		
<b>TOTAL</b>	<b>\$ 7,401.23</b>	<b>\$10,000.00</b>	<b>\$2,598.77</b>
<b>Priority 2: Think Systemically</b>			
Think Systemically	\$ 153.15		
Resource Centre - Teacher Reference	\$ 2,658.01		
PD - Mark Barber	\$ 4,572.00		
PD - Sharon Barrey-Grassick	\$ 3,618.60		
<b>TOTAL</b>	<b>\$ 11,001.76</b>	<b>\$10,000.00</b>	<b>-\$1,001.76</b>
<b>Priority 3: Attend to Culture</b>			
Attend to Culture	\$ 956.44		
Governing Council - General Expenses	\$ 1,790.37		
Excursions	\$ 748.18		
Principal Discretionary Fund	\$ 802.56		
Resource Centre - Minor Equipment	\$ 872.30		
Resource Centre - Subscriptions	\$ 730.54		
<b>TOTAL</b>	<b>\$ 5,900.39</b>	<b>\$10,000.00</b>	<b>\$4,099.61</b>

### 3.4.4 Financial Commitments Report

#### PLANNED SCHOOL COMMITMENTS REPORT as at 31 DECEMBER 2008

Please email the completed report to [DECS.SiteFinancialPolicy@saugov.sa.gov.au](mailto:DECS.SiteFinancialPolicy@saugov.sa.gov.au) by 27<sup>th</sup> February 2009.

Do **not** include any funds outside of the Consolidated/School Fund account as at 31 December 2008 (e.g. Canteen and OSHC/Vacation programs with own bank accounts) on this form.

School Name: Kilparrin Teaching & Assessment School & Services  
School Number: 1372

**CLOSING CASH AND INVESTMENT BALANCE (31 DECEMBER 2008):**

**\$709,078.63**

SOURCE OF FUNDS		Expected Year to be Spent
1. Unspent Commonwealth Grants (Includes Investing in Our Schools funding.)	\$ 24,590.00	\$24,590.00
2. Unspent Local Government Grants	\$ 77,688.49	\$77,688.49
3. Unspent Industry Grants	\$0	
4. Unspent Fundraising monies (Fundraising monies collected in previous year(s) but not yet spent.)	\$1413.99	\$1413.99
5. OSHC/Vacation Care Carried Forward Balance (Where funds are held within the Consolidated/School Fund Acc.)	\$0	
6. Building and Library Funds Carried Forward Balance (Where funds are held within the Consolidated/School Fund Acc.)	\$0	
7. Enterprise Carried Forward Balance (Where funds are held within the Consolidated/School Fund Acc.)	\$231,000	\$0
8. Other Non-State Government Funds (e.g. scholarships and bequests)	\$0	
9. District Cluster Funds (Where funds are managed by the school on behalf of the district.)	\$0	
10. Unspent State Government Funds (Includes unspent grants received from DECS and other State Government agencies.)	\$374,386.15	\$374,386.15

RECONCILIATION		
The sum of 1 to 10 Source of Funds	\$709,078.63	\$478,078.63
Closing Cash and Investment Balance	\$709,078.63	

*Uncollected Materials and Services Charges:*

**\$ 726.00**

(The figure should be the amount outstanding as at 31 December 2008)

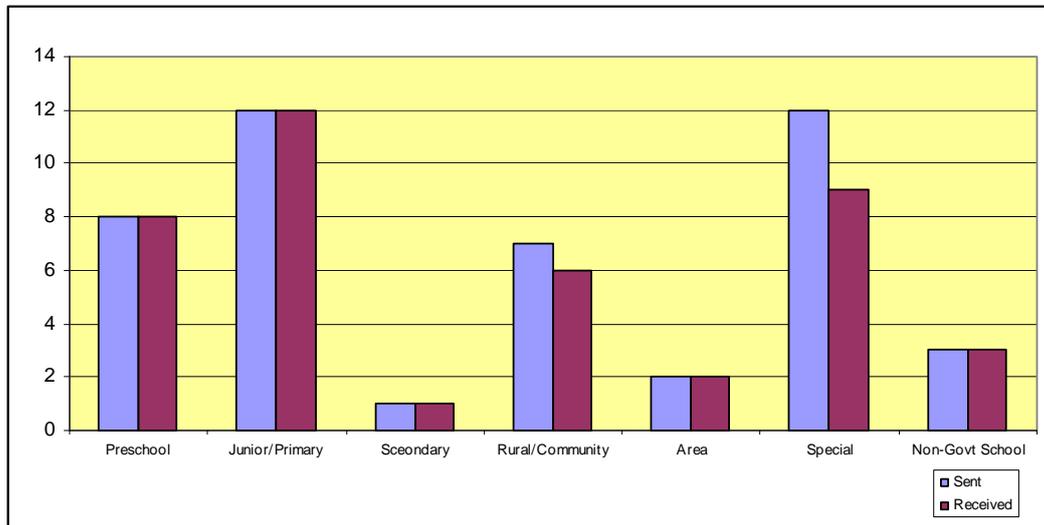
### 3.5 STATEWIDE SUPPORT SERVICES REPORT

#### Support Feedback Summary: December 2008

##### School Type

	Preschool	Junior/Primary	Secondary	Rural/Community	Area	Special	Non-Govt School	Total
Sent (no. of schools)	8	12	1	7	2	12	3	45
Received (no. of schools)	8 (100%)	12 (100%)	1 (100%)	6 (86%)	2 (100%)	9 (75%)	3 (100%)	40 (89%)
Received (no. of individuals)	9	14	1	8	2	25	4	62

Table 1: Number of Responses by School Type



##### Discussion

Support Feedback Sheets were sent to all pre/schools that had received a support service from Kilparrin during 2008. Responses were received from 89% of sites compared with 74% of sites in 2007. Support Feedback Sheets were not sent to parents/caregivers receiving an early intervention program via home visits.

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

Programming & Curriculum Adaptation	43 (69%)	Communication Skills	34 (55%)
Classroom & Behaviour Management	19 (31%)	Social Skills	27 (44%)
Orientation & Mobility	24 (39%)	Daily Living Skills	16 (26%)
Sensory Impairment	52 (84%)	Play	22 (36%)
Vision	47 (90% of sensory impairment)	Other (see below for specifics)	04 (7%)
Hearing	22 (36% of sensory impairment)	Transition from school, Fine & Gross Motor Skills, cutting, drawing, ball skills, Under responsiveness & delayed development, Literacy and Engagement	

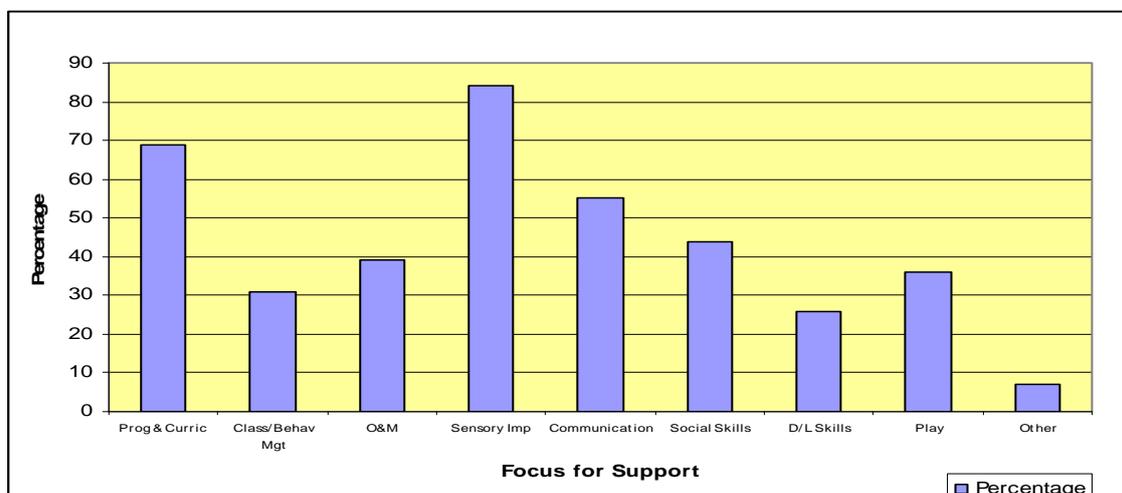


Table 2: Focus for Support

**What aspects of the support did you find most valuable?**

When support staff have opportunity to talk with Support teacher (ST) and observe her working with Learner (L).  
 ST suggested ways I could include music and the use of L's sequencer so that he would be more involved in class activities.

Sensory material for L.

Communication, Daily Living Skills/Social Skills. Classroom and behaviour management.

Valuable 1-1 time for L with an expert in Hearing Impairment (useful activities).

Getting an assessment done and help in motivating parents to do so also (glasses).

Strategies suggested by ST. Chasing up different forms that family had to complete.

Everything. ST's support has been invaluable for L and me.

One-on-one intensive teaching.

Curriculum adaptation/support furthering classroom learning.

Communication skills. Ideas for extending L's skills.

All – fabulous ideas and different strategies.

Help with programmes, ideas, resources, and ideas for how best to use SSOs.

Orientation & Mobility support has been regular and very productive. Provision of special resources when needed, eg tactile materials.

Music sessions were enjoyed by all Ls. STs helped with ideas and promise of support materials.

Music sessions were really enjoyed by all Ls – taken as whole group.

This support has been extremely valuable. We were not focused on sensory impairment and L's vision until ST tested and assessed in this area.

Book boxes and visual strategies to assist L in focussing for an extended period of time.

Most helpful in what ever we were concerned about.

I found ST's help with L's sight impairment most valuable as I had limited knowledge of this area.

ST was a fantastic resource for informing us about where L is at developmentally and what we can work on that is appropriate for his level.

ST was very quick to assess L's needs developmentally.

Reassurance and up to date vision information and recommendation to ask Novita to revisit.

Assessing changes, either improvements from last year or decline and advising me on what I can do.

The feedback that ST provided on the L's ability/abilities was useful in helping us to cater to our L's needs.

Feedback and discussions. Ability to provide strategies/support where needed. I found ST very friendly and easy to talk to, and L responded well to her in class support.

Regular visits and feedback. Also the use of some resources.

ST's support for L's hearing has been fantastic this term. She has worked closely with L to determine exactly what she can hear and where from.

Very useful information for her classroom placement. Different from previous info in file.

Programming and curriculum adaptation

Relevant and practical suggestions (and resources!) that are suitable for L and classroom as a whole.

Working alongside ST in the preschool programme as she supported L. Benefiting from her modelling of play and communication strategies.

Contact with teacher and with family. Trialling a wide range of activities with L. Willingness to fit in around preschool program.

Practical ideas/support for existing program.

All ST's support has been helpful.

Info about the organisation and info about different levels of vision impairment.

In T&D provided by STs

ST's input into making our centre safe for L (eg yellow tape on poles)

Having the same person visit several times.

Having an outsider observe and give feedback on program and staff interactions.

Willingness to share expertise – listen and offer ideas of management and follow up with resources and examples.

Also willingness to follow up in person, despite time and distance travelled.

Detailed observation of inclusion, time in primary reception class and using walker in school playground. Excellent suggestions re environmental features and impact for L.

Practical ideas, activities and suggestions.

Key word signing info (support material – DVD)

Understanding of hearing loss (adaption in programming to accommodate individual need – discussed test results and explained)

Regular visits, prompt feedback after visits, willingness to provide T&D

Demonstration aspect

The Functional Vision Assessments

Ideas for adapting musical activities for students with VI  
 Discussion around curriculum adaptation  
 Music sessions modelled by ST  
 The songs and choice making of instrument  
 As we are now looking at alternative forms of communication, the communication skills and ideas have been most valuable. Also, access to appropriate teaching resources has been very helpful  
 Professional approach  
 Skill and knowledge base  
 That ST took the time to observe the children and also work with them  
 Class visits  
 I have only had 2 phone messages  
 We haven't had any support yet. Looking forward to seeing ST in the future  
 ST has been involved for many years with L and her assistance with all of the above has been very valuable. Her observations of L's progress and monitoring of L's sense of wellbeing have been extremely helpful to all staff who support L.  
 Discussions / feedback from observations  
 The chance to speak to ST and discuss ideas  
 To have someone from the 'outside' in to observe and given an opinion  
 To talk with a knowledgeable professional  
 Practical advice and acknowledgement that we are doing well  
 Her understanding of the issues of having L in a mainstream classroom. Her curriculum knowledge and ideas for class teacher and SSOs  
 ST's ideas and a variety of ways to do activities  
 Her level of resources to support her ideas. ST has provided many ways to have L working on same topic as class  
 ST's observations and suggestions and her visits in general  
 Play boards – offering sensory boards for L. ST helped staff make their own play boards.

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

Yes, maybe more visits on a regular basis  
 Would like to see video of ST working with other Ls  
 Time to watch their sessions together to gain more practical ideas to then do myself with L  
 We would have liked more information about learning outcomes for L and examples of learning activities  
 Ideas earlier in the year (or last year) for L, mobiles, sound games etc  
 Longer visits to allow ST to offer more 1:1 ideas as she got to know the Ls better  
 All was very useful  
 More help on programming?  
 What other activities can I incorporate into program so he isn't singled out ie that will be beneficial to other children as well  
 ST most willing and helpful to give information on any topic  
 More regular visits would be great! Home visits would also be useful  
 ST is coming to talk to the other Ls about identified L  
 We would like to receive some T&D on how we could support L better in the areas indicated above. The one visit that we had from ST helped us to understand a little about L's cortical impairment. Such T&D plus how we could help promote L's interaction with the environment around him would be helpful  
 A more formal T&D on how to care for hearing aids etc. ST did teach us, she was very patient but I think sometimes we need to have this done often!  
 More resources which would be useful for L's disability ie resources which would be specific for his needs. Also time to actually sit down and discuss L's needs/progress etc with the support person  
 No, however we would love to come and visit your site and observe your practices  
 More frequent support – just occurred a couple of times and uncertain about any follow up. We would have been interested to see how ST engaged L with some resources and activities sourced from Kilparrin to give us ideas for other resources we could make or purchase for the Centre program  
 Speech Pathologist - info on how to access  
 Copies of songs  
 A visit initially where all concerned could meet and then an outline of what services are available to us

**Do you believe that the support provided contributed to any of the following?**

1. An increase in your own **knowledge** and **skills** in working with/managing the learner/s  
 Yes x52 (85%)    No x5 (8%)    Unsure x4 (7%)

**Comments:**

New strategies were implemented

It consolidated our skills and knowledge, what we already do

Care of hearing aids

Behaviour management

Resources – ideas

Slightly

Yes, as I have limited skills in these areas, it was very useful to watch ST working with L

Greater understanding of his learning needs and skills

Care of hearing aids

Behaviour management

Knowledge of resources

Yes, my skills and understanding of vision impairment and how it impacts on the learners access to the curriculum

This is especially true of our increasing knowledge and awareness of varying mobility techniques

Definitely. The discussions with ST increased all our knowledge skills. Many new strategies have been put in place as a direct result

Have learnt more about CVI and the impact it has on his learning

And in most cases gave us feelings that we were on the right track

ST has given me a much greater knowledge of sight impairment and has given me more skills to help deal with this

Yes, ST greatly increased our understanding of how to interact with and what to target

Yes, has been very good at 'pushing us along' with regards to 'raising the bar'

The meeting was too brief and there wasn't a follow-up visit

Certainly has improved my understanding of working with other learners with learning impairment!

Provided information and discussions

More of aware of L's hearing. L was coping well but depending on where she was in the room when I was talking as to how much she heard. Now hearing everything due to using her FM

Reporting and successful programs

New ideas!

A more sustained series of sessions would have helped this

Only one visit – no chance to assess this as yet

The simulated 'glasses' were a valuable teaching tool for us

Ideas given to suit L's developmental level and needs

Increased knowledge of environmental features on mobility and orientation. Didn't know how much he could actually see/read

Really reinforced that what we were doing was on the right track

It's always helpful to have as much info as possible about how the learners view their environment and what will motivate them to initiate their own learning

STs provided articles on Lilli Nielson and CVI which has improved my knowledge

The learners and staff were engaged in the music sessions

We are now having to change our programs for our learners due to decreases in abilities so we have been given new ideas for teaching and planning

Was further advised by ST about SSO outreach service – this will be explored further in Term 4

Resources and information

ST has worked with teachers, SSOs and me to support us by providing guidance which has increased our skills in working with L and providing a program that meets her needs

Increase in knowledge about visual aspects of L's disability

Lots of positive ideas to keep encouraging L's team

I feel I have a variety of strategies to use in communicating and being able to make programming choices more relevant

In the first session we had we sat down (the SSO, ST & myself) and went through what each of us believed L's needs were as a learner

How to work with L to maximise his interaction with individual(s) – how he can best see and view you and the world around him

Creating resources

2. An increase in your own **confidence** in working with/managing the learner/s

Yes x43 (74%) No x10 (17%) Unsure x5 (9%)

**Comments**

We are very familiar with L and his learning needs

We are very familiar with L's needs

Learning how L can express her needs, curbing her obsessions

Yes, I used many of ST's strategies with L in the classroom

Emphasised / confirmed what I already know

Learning about how much L can hear/understand

I feel much more confident when working with L now – since working/talking with ST

This has most definitely increased over a period of time with the continued involvement of staff from Kilparrin

It wasn't as daunting as I had imagined!

ST is always so positive about what we are doing in class

Confidence was already good

It was good to know that ST agreed with some modifications in place for L and provided more when needed (ideas)

I guess it was good to be reassured that we were doing everything we could do for L

Knowledge of 'how to' do things

Good to have an 'expert' opinion and reassurance that we are on the right track

Confirming and talking through interpretations of L's behaviours reinforced our assessments and planning for his wellbeing

Having further information and activity ideas does increase confidence levels. Extra visits to observe Ls' activity and discuss would also be beneficial

I found that the SSOs working with the Ls became more confident

Especially after ST models ideas / teaching in front of SSOs

Confirmation

As we have a good working knowledge of L's needs we are able to plan and program with confidence

Confirmation of what I was doing

Sometimes support can affirm that you are doing a good job

It was good to see everyone's self confidence grow this year. That certainly helps me when dealing with his teacher and team.

By observing ST has shown me ways to communicate with L

ST has provided reassurance that we are on the right track and made valuable suggestions that we have put in place

L has responded well to our better interaction with him so it is evident that our 'confidence' has increased

3. People involved in supporting the learner **working more effectively together** & having a **common understanding** of the learner's needs

Yes x49(85%) No x5(9%) Unsure x4(7%)

**Comments**

Staff have always worked effectively together to ensure the best outcomes for L

We have a good team and people already work well to achieve best outcomes for our Ls

SSOs joined in information sharing

I was able to share this information with the other staff who work with L

I am able to share this knowledge with other staff who work with L

We need to get some more cause/effect toys!

ST's calm gentle nature has ensured that everyone working and supporting L has been very effective and allowed us all to reach a common understanding of L's needs

Have all (SSOs / Teachers in Special Unit) done relevant T&D

Most definitely

ST has suggested more written communication and this has worked well

ST always encouraged pulling together the team and this is now starting to affect all team members who have participated in team meetings at school

ST has been good at redirecting the group involved with L

ST's visits have helped me to carefully consider the manner by which I work with my Ls eg making sure we get our L's attention before speaking!

ST developed a great rapport with L. L responded well to her assistance

People are more aware of placing themselves in the correct position so L can hear

Helped us to realise the importance of communication between the staff that work with L

Always valuable support from Kilparrin staff

Always experience this from Kilparrin staff

Shared information with rest of staff who were part-time

Staff at centre sharing expectations and ideas to apply toward common goals  
 We have 2 class teachers and 2-3 SSOs working with L. All have benefited from knowledge of L's impairment and sharing of information  
 Service providers very willingly to provide information and resources and follow up on issues  
 The SSOs appreciated and benefitted from observing ST working with Ls. Again a follow up visit would be beneficial  
 We now have a more consistent approach which has helped L to be calmer when staff work close to him  
 Common understanding is something that we have to continually work on due to the degenerative nature of the illnesses  
 Supply of valuable resource knowledge  
 Broader understanding  
 SSOs have a common understanding of L's needs, making it easy to support her through the day  
 Discussions between SSOs and teacher re learning  
 Provides a focus to work on for everyone  
 ST has worked with all the team and she has been able to bring the team together in terms of common understandings  
 All SSOs have had some time to work with ST so all support staff working together with same structure and routine, but having encouragement to show flexibility with individual strengths  
 ST observed that we are working together effectively  
 The staff who visited Kilparrin now have common goals/understanding of L's needs

#### 4. An improvement in learning outcomes for the learner/s

Yes x49 (79%) No x5 (8%) Unsure x8 (13%)

##### Comments

L obviously enjoyed a higher level of music and involvement  
 Using sensory material  
 Yes in behaviour, literacy and maths  
 Only some because not enough time. Ideally more lesions (visits) would benefit learner even more  
 Absolutely! L has begun talking and is making more / new attempts at new sounds each day  
 Especially in literacy and numeracy  
 Yes, we are now implementing the strategies suggested which has seen an improvement in learning outcomes for L  
 L has matured considerably and in all areas she has progressed steadily  
 Can see an improvement in his understanding of concepts/number/patterning/communication skills/recognising names and pictures  
 L has improved in nearly all areas at school  
 Our students in particular L became more confident in his reading as well as in his speaking. He always looks forward to ST's visit.  
 Helped to identify goals  
 Understanding where we need to go for our L  
 Always valuable from Kilparrin staff  
 Not yet  
 A greater understanding of L's needs. Also the fact that we needed to support him to be an independent learner  
 It will do if the basic attendance is improved, but our plans are now more realistic more sure  
 Teaching strategies and learning environment have been adjusted/modified  
 Through support to classroom teacher  
 Gave me / us more options  
 With appropriate materials Ls are motivated to explore and manipulate more objects  
 L is hearing impaired and has CVI so we are sure to speak to him when approaching saying who we are. He now recognises our voices – also mouthing reduced  
 Certainly an understanding of where particular skills fit into SACSA makes life much easier  
 Very much so  
 More cohesive to the individual L  
 Whilst L's progress has been gradual we are able to see a great improvement in learning outcomes over the long term  
 L is continuing to improve in his learning  
 ST looked at the broader, long-term picture for L and this helped everyone who deals with him  
 L has made great progress from ST's first visit to where he is today. Many people have commented in that he is a different L  
 The 'equipment' we purchased at the cheap shop with Kilparrin ST and SSO has increased L's knowledge and play involvement  
 Extra resources to 'share' with the L – increased social interaction

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

Yes x28 (64%) No x11 (25%) Unsure x5 (11%)

*Comment*

Sharing of equipment

Most definitely! Two other Ls in particular have benefitted tremendously from this continued support

Other Ls can pick up on some strategies. All children love book boxes!

I only work with L

Taught me to look at developmental level instead of chronological age

Helps with those Ls that need more specific instruction

Same as above

Not applicable

No other Ls with vision or mobility problems

Our class is largely students with ASD which ST and ST both factored in when giving advice and suggestions

Have other globally delayed Ls and ideas of sensory stimulation relevant for them also

The other learners have all benefitted from opportunities to explore and manipulate different materials and be involved in different activities

Raised awareness

The tactile objects used with stories have been very effective

A greater knowledge base

Learners working with L have learned some valuable social skills &amp; have the chance to learn some daily living skills

Any support can be used or incorporated into whole class activity to help all learners

I have noticed that L is able to modify successfully his program to help other Ls especially those Ls with learning difficulties

I'm able to modify program for others with some learning difficulties

L is our only visually impaired child. The other children working/playing with L enjoy using his 'special' equipment

Yes, the learners have helped to make mobiles for L

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

Yes x48 (80%) No x5 (8%) Unsure x7 (12%)

*Comment*

My class was generally not on the school campus on the occasions that Kilparrin visited

As service is only once in a while we are never sure.

Yes I have always been given highly professional support from Kilparrin – an excellent service supporting teachers and Ls

Yes always easily accessible and very supportive

More visits would be good at the start of the year, then follow up

Longer visits would be great

Good and organised

Very organised

Calls were always returned promptly

Was not involved in initial access of service

Through referral and advice from Novita and DECS – accessing web site

I know that your services are in demand, but it could have been better if there were 3 consecutive sessions rather than twice a term. This would then set us up with a pattern of lessons and then easier for us to plan our own session in between

I requested access to Kilparrin in late 2007 but had to wait until people in DECS support services assessed the situation and decided for us

Just a phone call away

L's support was in place while she was transitioning from Kindy

A continuing program that is greatly appreciated by everyone here. Especially being rural and not able to easily access what the city has to offer

Assistant Principal and Special Ed Coordinator deal with that

ST makes contact with us through the year and lets us know when she will be down

Yes, ST was very co-operative. We had a fabulous well thought out &amp; interactive visit thanks to ST &amp; SSO colleague

**Any further comments?**

I would like the unit staff to have the opportunity to access professional development on Intensive Interaction

We appreciate Kilparrin support and would be happy to contact staff there if we require further assistance.

Appreciated the support this term

We enjoyed ST's visits – always friendly professional and informative

ST was amazing, great rapport with the L and very adaptable and supportive to learning needs

We really enjoyed ST's visits – she was friendly, informative and professional

An excellent service!

If it was on a regular basis it would make a difference

In my role most of this feedback is not applicable

It has been amazing working with ST this year. She is so knowledgeable and helpful. Absolutely fantastic support. I have become much more comfortable and certain in my planning for L and he has moved far beyond the initial outcomes set.

Thanks for your support

More visits would have been appreciated – so ST could get to know the Ls better and provide more specific support

L was sick on last 2 visits, not at school

This has been an invaluable relationship with ST (and previously ST) The attention to detail and documented report writing has been absolutely outstanding. We thank you!

Was great to have ST come in regularly to assist with learning. O&M coming in on a couple of occasions was also helpful. However, once L adjusted to his environment he was no longer needed.

Really enjoyed ST's visits

ST has always been extremely helpful and I feel she is always available to help

We hope to have ST's programming services next year!? L is changing teachers and will really need it.

Thanks

This feedback is irrelevant because ST was unable to come back to the school due to reasons/factors beyond her control! (L did not meet criteria for support) During her brief visit, ST did provide us with some information about L's condition that we have found to be useful!

ST has had a positive impact on L's learning. We appreciate all the effort she has put in with our Ls. Thank you ST  
ST and ST are full of so much knowledge and assistance. Their input with L has been hugely valued and appreciated.

Very useful when I have questions about my Ls' curriculum

Can we plan a visit? Thank you for your ongoing support!! We appreciate it very much

ST has only managed to do an introductory session with L at The Briars as he has very rarely attended. ST has had a permanent booking here on his kindy day, but we have always had to ring to say he is not coming in, so we haven't really had the chance to get started working with ST

An excellent user friendly support service – thank you

We have appreciated ST's support very much, as has L's support worker

We have only had an initial visit from the ST and don't feel we can make any further comments at this time

Support at NEP meetings was very valuable. We enjoyed working with ST and O&M

Have appreciated STs' calm and encouraging approach, as well as their obvious expertise and willingness to persist!

The staff appreciate and look forward to ST and ST visiting. It enables them to provide better outcomes for their Ls.

My Ls are upper primary, lower secondary, so perhaps music / songs could be a bit more age appropriate. (I am not complaining though at all!)

It's great to share (albeit briefly) L's small steps of progress with those who know how huge these developments are in the Ls' lives.

I have valued both ST's and ST's advice this year and their support has helped me with my transition into a very sensory based class

It was unfortunate that ST was unable to complete the sessions. I wasn't there when ST took the sessions

Thank you for your wonderful support. ST provides practical, appropriate and useful ideas and resources and always listens to and understands our concerns for the students. It makes a welcome change!

Thank you for supplying such a valuable service

Thank you for your support

ST is friendly and easy to work with. She has given us excellent support and knowledge, enabling us to meet L's needs. ST always provides good feedback and guidance

Thanks for the support

ST has a gift. She worked extremely well with L and helped his confidence grow. L and his team valued ST's amazing skills and happily and successfully (mostly) implemented her ideas. Thank you ST. It has been an absolute pleasure to work with you.

ST is/has been fantastic. She has assisted me in thinking clearer from all challenges I faced at the start of the year

We have appreciated the support ST has provided. She is reliable & pro-active with her visits. L enjoys her visits too.

We wish Kilparrin every success. Your school/centre is a wonderful caring learning environment with a terrific staff team – especially ST

*Cheryl Elwood, Deputy Principal*  
Kilparrin Teaching and Assessment School and Services  
December 2008