

Kilparrin Teaching & Assessment School & Services (1372) & Kilparrin Early Learning Centre (4162) Annual Report 2010

Kilparrin Teaching and Assessment School and Services (Kilparrin) provides a pre-school (KELC) and school program in addition to a statewide support program for learners with hearing and/or vision impairments and additional disabilities.

Early Intervention programs are provided statewide for babies and young children (birth to 3 years), who have both vision and hearing impairment, 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 (via the web)

All members of the Governing Council

The Assistant Regional Director.

The annual report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.

Alison McWilliams
Principal
Date

Dionysia (Denise) Hatzi
Chairperson, Governing Council
Date

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PRINCIPAL'S REPORT FOR GOVERNING COUNCIL PRESENTED AT THE 2010 AGM, held on Monday 7th February 2011.

The Annual Report provides detailed information about Kilparrin strategic directions and targets, analysis of site self review findings, school performance data requirements, financial reports and the Statewide Support Service Report. An abbreviated version of this report is available for your information.

Issues which are ongoing and relate specifically to Kilparrin continue to be the attraction, recruitment and retention of staff.

In 2010 Kilparrin continued the process of renewal of staff.

Following retirements at the end of 2009 coupled with end of tenure and extended leave there was opportunity to advertise five teaching positions. This represented one third of the teaching staff.

The five positions were filled for the year with contract teachers who were placed in the school and in the Kilparrin Early Learning Centre at Ascot Park Kindergarten. These teachers were highly recommended classroom teachers although inexperienced in the teaching of learners with sensory and additional disabilities. After one term, one of the teachers chose to leave and we then let another contract for the remainder of the year.

Kilparrin requires its teachers to be not only qualified and experienced in vision and/or hearing impairment and additional disabilities but also to have qualifications and experience in mainstream education theory and practice, preferably in the early years.

Appointing such a large proportion of new teaching staff at once, required a different approach to induction and professional learning. Experienced Kilparrin Statewide Support Services teachers were allocated as mentor teachers to share their expertise and to support curriculum development in vision and/or hearing impairment and additional disabilities. An additional meeting specifically for class teachers was established to discuss school issues and share approaches and initiatives. Professional learning opportunities were sourced across Australia with particular attention paid to the program provided by the Royal Institute for Deaf and Blind Children (RIDBC) at North Rocks, in Sydney.

I have reported in the past of the difficulties of recruiting suitably trained teachers for Kilparrin as there is no one course for teachers. However, in 2010 Kilparrin teachers worked together to share expertise and to develop appropriate curricula for the enrolled learners. Further, 8 teachers were supported by DECS through scholarships to study sensory impairment at Masters level.

During the year we once again advertised permanent teaching positions and were successful in recruiting several of those teachers who held contracts. We were fortunate to appoint Jessica Whalley, Rachel Elliott, Karen Colliver and Beccy Hayes.

These teachers are well aware of the needs of the learners at Kilparrin and have successfully established relationships and developed curriculum for the learners in their classes. Kilparrin is in a strong position in relation to staff recruitment. However, to maintain staff expertise and to ensure the sustainability of staff expertise and specialist knowledge, we are required to develop and implement professional development programs for teachers of learners referred to Kilparrin across the state.

Once again the Kilparrin educator in Residence was Professor Dr. Paul Pagliano. Paul visited twice in 2010. His initial visit explored the choice of assessment tool fit for the purpose and the relationship between assessment and developing curriculum that meets the learners' needs. Paul's second visit later in the year concentrated on the refinement of assessment *For, Of and As* learning. He also introduced Nell Noddings' *Care Theory* to us.

Although Kilparrin School and KELC are the most visible aspects of Kilparrin services the Specialist Statewide Support Service provides support to nearly 200 learners from birth to end of schooling, across the state and employs the majority of Kilparrin staff.

In 2010 we had hoped to commission the Distance Education facility which we have established at Kilparrin however, although expected, we have not yet been connected to sufficient band width to support video

conferencing. We anticipate that this facility once in use will have a very positive impact on the provision of service both to country and metropolitan sites.

In 2010 Kilparrin employed a Speech Pathology consultancy. Two speech pathologists assessed the communication needs of all learners at Kilparrin who did not have access to speech pathology services. The purpose of the consultancy was to provide programs to be continued at school. The consultancy took some time to establish so the next stage of implementing the programs at school has only just begun.

Kilparrin continues to be an innovative, exciting school and service which is providing the highest level of educational support to learners with vision and/or hearing impairments with additional disabilities and will continue to do so with the support of a dedicated team of talented teachers.

Alison McWilliams
Principal

CHAIRPERSON'S REPORT FOR GOVERNING COUNCIL PRESENTED AT THE 2010 AGM, held on Monday 7th February 2011.

It gives me great pleasure to present my first Kilparrin Governing Council Chairperson's report for the year 2010.

I would like to extend my gratitude to the other Governing Council members, Stavros Vasilikiotis (Treasurer), Alison McWilliams (Kilparrin Principal), Kristy Sander and Sonya Nicolaidis. Thanks also to Pam Dunnett (who has been invaluable as the minute secretary) and to Rachel Elliott, staff representative, who attended where possible as an invited 'guest' (no voting rights) at council meetings. I like to think that as a Governing Council we have developed an excellent attitude and working relationship.

In 2010, following agreement, the Kilparrin Teaching and Assessment School and Services Governing Council Constitution was amended to reflect that *"the Kilparrin Teaching and Assessment School and Services Governing Council must comprise five councillors including: the Principal and four elected parents of the school"*. This was undertaken so as to reflect the small Kilparrin enrolled learner numbers.

The Finance Committee chaired by the Treasurer, including the Principal and the finance officers, have met regularly throughout the year, reviewing the finances of the school and reporting back to the Governing Council. The Finance Committee is working towards finalising the budget for the 2011 school year.

The Governing Council has undertaken a number of fundraising opportunities such as entertainment books, bulb fundraising, Father's Day raffle, Parent Direct and Chalk Resource toy brochures and Christmas raffle. I would like to extend a huge thanks to those who have supported us in not only purchasing but donating to the fundraisers. We hope to add to these in 2011.

Kilparrin applied for a \$50,000 National Solar grant to have solar panels installed on the gym, however, it was unsuccessful. It also lodged two applications for new buses (passenger bus and wheelchair bus) to Variety SA. Variety SA will supply a 22 seater passenger bus with wheelchair conversion for three wheelchairs and a wheelchair bus that will take 6 wheelchairs later in 2011. This will provide an opportunity for all the learners to attend school outings as one group. I would like to pass on many thanks to Alison and team for all the hard work associated with preparing the submissions and to Variety SA.

I had the pleasure of inviting the Hon Jay Weatherill, Minister for Education to visit Kilparrin and Alison and I welcomed the opportunity of demonstrating to him, how a positive culture of care and teaching can foster a learner's love for learning for life. The Minister accompanied by his adviser, Mr Jadyne Harvey, toured the school, meeting staff and learners. He was particularly impressed by the many happenings of the school and I hope that he walked away recognising Kilparrin as one of the 'jewels' of DECS. As Governing Council, we will continue to work towards raising the profile of Kilparrin and the ways in which we can continue to maintain speciality services

Kilparrin had new class groups in 2010 with five new classroom teachers and the Statewide Support Service teachers supported the new teachers as mentors. Of the five new teachers, four have won permanent

appointments. I would like to congratulate them on their appointments and hope that they feel welcome in the Kilparrin community.

Kilparrin Teaching and Assessment School and Services runs smoothly with a happy atmosphere. It takes the constant efforts and careful management of all; Principal, Deputy Principal, Teachers, School Support Officers, administration staff and volunteers. Some of the effort is evident in school assemblies, picnics and learner portfolios whilst an amount of work is done in the background and unnoticeable.

Kilparrin staff are further to be commended on their desire, importantly supported by the Principal, to their continued want for learning in order to progress the learning of our learners. All the effort and work is appreciated and I would like to express the thanks of the Governing Council.

As a school community, I believe high expectations exist for all students to achieve success, with effective interventions. As a parent, there is a truly inclusive approach to ensure that the specific needs of each individual student are met. With this in mind, I would like to draw on the words of Kilparrin's longest serving Governing Council Chairperson, Dr Ken Fryer, in asking all parents:

“to consider the opportunities and rewards of becoming more closely involved with the life of Kilparrin by joining the Governing Council. Kilparrin needs an active and energetic Governing Council to support the educational needs and social development of our learners. Quite apart from the benefit your child and the school receive, this is a great way to get to know people and contribute to the decisions that affect the operations of the school.”

In closing, it has been a privilege to serve on the Governing Council as the Chairperson for the past year.

Dionysia (Denise) Hatzi
Chairperson,
Kilparrin Governing Council

GOVERNING COUNCIL: ADDITIONAL REQUIRED INFORMATION AND DATA

How has the Governing Council provided oversight to the school – in terms of major decisions during the year and possibly as an employer e.g. of OSHC or school canteen?

Governance through Governing Council meetings – approve the budget, reviewing and amending (where appropriate) school policies, setting of school fees, proposals for parent initiated grants, upgrade of the existing buses.

What are the sub-committees of the Governing Council?

Finance, Uniform and Fundraising

What have they achieved?

Finance – school budget, monitor and report on the financial position of the school

Uniform – consistency in attire

Fundraising – contribution to the school budget

Who are the Governing Council members and what is their role? E.g.

| Member Name | Membership Category | Meetings Attended |
|--------------------|----------------------------|--------------------------|
| DH | Parent, Chairperson | 8 |
| SV | Parent, Treasurer | 7 |
| SN | Parent | 4 |
| KS | Parent | 5 |
| AMcW | Principal ex officio | 8 |

Dionysia (Denise) Hatzi
Chairperson,
Kilparrin Governing Council

Kilparrin Teaching & Assessment School & Services

Annual Report 2010

School Name: *Kilparrin Teaching & Assessment School & Services*

Location Number: 1372

Pre school Name: *Kilparrin Early Learning Centre*

Location Number: 4162

1. CONTEXT STATEMENT

Kilparrin Teaching and Assessment School and Services (Kilparrin) provides a pre-school (KELC) and school program in addition to a statewide support program for learners with hearing and/or vision impairments and additional disabilities. An early intervention program is also run for babies and young children (0 to 3 years) with dual sensory impairment (hearing and vision).

Referrals for children under five may be received from parents or other support agencies. Access to Kilparrin support services is through the Negotiated Education Plan. Referrals are made to the Principal on the referral forms available on the school website. Enrolment in KELC or school is available to learners who meet the criteria.

The curriculum is based on the Australian Curriculum and the Early Years Learning Framework. Extended curriculum areas include Braille and pre-Braille, Orientation and Mobility, independent-living skills and augmentative communication

Enrolment trends Relatively stable

Special arrangements

Teaching staff employed at Kilparrin may be deployed to either component of the service:

- Kilparrin Preschool/School
- Kilparrin Statewide Support Service

Learners (and their welfare)

General characteristics

Learners who attend Kilparrin pre/school have vision and/or hearing impairment/s and additional disabilities. Several enrolled learners have complex health needs, often resulting in hospitalisation. During 2010 two enrolled learners died.

Kilparrin's statewide support service extends to all learners with vision and/or hearing impairment/s and additional disabilities (preschool to end of school) enrolled in DECS and non-DECS sites.

Early Intervention programs are provided statewide for babies and young children (birth to 3 years), who have both vision and hearing impairment, and their families.

At Kilparrin learners are grouped in small classes according to their broad chronological ages, developmental age, educational needs, interests, strengths and abilities.

Support accessed

Learners access other support services as required including DECS support services. Viz; the school Guidance Officer, Disability Coordinator & Hearing Services Coordinator.

Non DECS support services;

| | |
|-------------------------------------|---|
| Families SA | Children, Youth and Women's Health Services |
| Novita | Disabilities SA |
| Autism SA | Down Syndrome Society of SA Inc. |
| cando4kids | Playgroup Association |
| Guide Dogs Association SA & NT Inc. | Options Coordination. |

Student management

Kilparrin staff work within current DECS policies and guidelines.

The Kilparrin *Behaviour Support Policy* describes specific strategies and processes for enrolled learners.

Kilparrin teachers develop behaviour management programs for individual learners with regard to their ability to understand logical consequences.

Special programmes

Augmentative Communication
Orientation and Mobility
Braille and Pre-Braille
Active Learning approach

Independent Living skills
Music
Community Access
Intensive Interaction approach.

Curriculum Provision

Learners at Kilparrin have specific needs that are addressed by designing an individual program within the classroom curriculum under the auspices of the Australian Curriculum and the Early Years Learning framework. Programs are planned collaboratively incorporating each learner's Negotiated Education Plan and factors such as sensory, physical and intellectual impairment. All enrolled learners have a Negotiated Education Plan that is reviewed annually.

Individual goals are agreed in collaboration with all those involved with each learner, e.g. teachers, parents and service providers such as Speech Pathologists and Occupational Therapists. Specific goals are identified agreed and documented in individual Learning Plans as part of the Negotiated Education Plan process

Key learning areas from the Australian Curriculum and the Early Years Learning framework form the framework for curriculum design. Extended Curriculum Areas include;

- Braille and Pre-Braille
- Orientation and Mobility
- Independent Living Skills
- Augmentative Communication

Curriculum Planning

For early learners including the preschool group, the curriculum is centred on the planning and provision of individualised learning. The Early Years Learning framework has a specific emphasis on play-based learning and recognises the importance of communication and language, early literacy, numeracy, and social and emotional development. Teachers design changes to the learning environments to accommodate individual learners' sensory impairment/s and as their skills develop. Individual goals influence the design of the weekly classroom program and each learning environment.

Individual sessions in music and/or Orientation and Mobility may also form part of the weekly classroom program.

Group activities incorporated into the class curriculum may include;

- music sessions
- swimming
- shared story time
- cooking
- excursions and special events (school picnic, school assemblies, Christmas Concert).

Assessment and Reporting

Detailed and comprehensive assessment of each learner forms the basis for curriculum planning at Kilparrin. Initial assessments aim to establish what the learners can already do and therefore inform the design of the curriculum for the future. Ongoing assessment is carried out by analysis of observations of the learner's responses to activities over time and across a wide range of activities. Learners are also assessed using formal observations and formal checklists.

Review meetings are conducted with parents and others involved at least twice a year. Twice yearly individual portfolios are compiled to give a photographic and written record of curriculum participation and learning outcomes.

Joint programmes

Kilparrin Early Learning Centre (KELC) with Ascot Park Kindergarten
Choir with SASVI and Ascot Park Primary School

Staff (and their welfare)

Staff profile High female to male ratio.

Leadership structure

Principal
Deputy Principal
2 Co-ordinators Level 3
2 Co-ordinators Level 2

Staff support systems

A proactive professional learning program is in place to support the implementation of the school's strategic directions and teachers' personal professional development priorities.

Performance Management

All staff participate in performance management meetings. All staff prepare a Performance and Personal Professional Development Plan, which is monitored.

Kilparrin complies with the DECS Performance Management Policy for all departmental employees.

Local Community**General characteristics**

Kilparrin learners are not necessarily from the local community but may come from country and metropolitan areas throughout South Australia. Consequently, most families live quite a distance from the school. The school is therefore not a local community school.

Some Kilparrin learners access Minda pool for weekly swimming classes. The remaining learners access Marion Pool for 'block swimming'.

Parent and community involvement

Governing Council
Community Volunteers

Feeder schools

Kilparrin School is a member of the Marion Alliance cluster of schools in the Southern Adelaide Region.

Other local care and educational facilities

Kilparrin is co-located with the Warradale Child Care Centre, Ascot Park Primary School and S.A. School for Vision Impaired on the Park Holme Campus.

Further Comments**Kilparrin Statewide Service**

The aim of the Kilparrin Statewide Support Service is to support pre/school staff, parents and other service providers in facilitating access to and participation in appropriate curricula for learners with complex sensory (vision and/or hearing) impairment/s and additional disabilities.

Advice regarding curriculum adaptation and modification and suggested strategies and resources for program implementation may address;

- the educational implications of specific sensory and additional disabilities
- the increased complexity of a combination of sensory and additional disabilities
- objectives and strategies for the development of orientation and Mobility skills
- ideas for the development of pre-Braille and Braille skills
- developmentally based strategies to enhance learning
- suggestions for curricula adaptations that reflect individual developmental skill levels.

Support teachers provide comprehensive and functional educational, vision and/or hearing assessment of referred learners; discuss the educational implications with staff and parents and advise on the development, implementation and monitoring of programs in collaboration with the teacher.

Individual Orientation and Mobility programs are also available to identified learners who are receiving early intervention support or pre/school-based support teacher programs.

Kilparrin staff provide professional development programs in response to the expressed needs of individual staff, whole staff groups or Regional clusters. Professional development activities specifically related to the curriculum and learning needs of the learners supported by Kilparrin are held on site and in other settings by negotiation. Professional development is provided through modelling in the classroom, workshops and conference.

Government cars are available for the use of Kilparrin Statewide Support Service staff.

A Distance Education facility is being developed to augment the Statewide Support Service through videoconferencing.

Early intervention

Early Intervention programs are provided for children (birth to 3.5 years) who have a vision and hearing impairment and their families through home visits.

Playgroups are organised as an extension of home visits and enable sharing of experiences and creation of networks.

The purpose of the early intervention program is to;

- facilitate development and minimise developmental delay in identified children
- support the family in implementing their child's developmental program
- acknowledge positive outcomes and the potential for further learning
- establish partnerships with other agencies involved with the child and family
- introduce the family to playgroups where they can observe their child in a positive learning environment and share their experiences with families in similar circumstances while creating networks for themselves.

Kilparrin Early Learning Centre (KELC)

This specialist preschool support program is currently based at Ascot Park Kindergarten. From the beginning of 2011 the KELC program will move to the Forbes Children's Centre.

The program is available to children from 3.5 to 5+ years who have vision and/or hearing impairment and additional disabilities. Access to the program is determined by eligibility. Enrolment is negotiated with the Kilparrin Principal, and the Kilparrin Guidance Officer.

From the beginning of 2011 children who are eligible are able to attend up to five half-day sessions per week offered over two and a half days.

2. STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: Make Data Count

Strategic Priority 1: Multiple Measures of Data

Target:

Multiple measures of data (demographic, perception, achievement, process) are collected, analysed and used to inform improvement.

Strategic Actions:

Staff participate in the DECS *Make Data Count* PowerPoint as part of the SIP induction process

Demographic Data

SPERS data, EDSAS data and SwD census data is analysed

SSS client list analysed in terms of nature of impairment, age, school type, frequency of visits, focus of support

Finance budgeting and reporting cycle implemented

Perception Data

Parent opinion survey, staff opinion and client feedback surveys distributed, analysed and reported

Achievement Data

NEP process (initial skill entry vs Term 3 skill achievement rating)

Consultant Speech Pathologists to work with learners staff and families to identify current modes of communication and to devise strategies to support further development

Educator in Residence to work with staff to identify other assessment strategies and tools relevant to Kilparrin learners

Service Agreements with SSS clients reviewed and analysed

Process Data

Planning for systematically collecting, storing and retrieving data is implemented (eg archiving and determining the 'life' of data, in particular visual images)

Pedagogy, programs, and practices that relate to data management at the classroom and site level are reviewed.

Evidence:

- all staff participated in the DECS *Make Data Count* PowerPoint as part of the SIP induction process
- Annual Report reflects analysis of multiple measures of data
- all staff participated in the DIAf Level 2 Scan & teachers completed the Level 4 Rubric
- Parent Opinion Surveys indicate satisfaction in the top 25% (Region & State comparison)
- Staff Opinion Surveys indicate satisfaction in the middle of the middle 50% (Region & State comparison)
- class teachers reviewed and amended individual learners' goals based on learner achievement data and amended goals were negotiated and agreed by parents/caregivers
- NEP Reviews record rate of achievement for individual learners' goals
- Consultant Speech Pathologists' reports discussed and program goals developed and Novita Speech Pathology assessments underway
- The Educator in Residence program focussed on Learner Achievement data through *Assessment 'for', 'of' and 'as' Learning*. Teaching staff provided video evidence of their learning
- all SSS staff reported against Service Agreements in their Service Agreement Reviews
- *Data Management Policy* Developed
- all aspects of Data Collection were recorded on the Data Concept Map
- site systems reflect analysis of multiple measures of data (balanced budgets, minutes of meetings, Data Concept Map).

Recommendations for the future:

Level 4 Rubric results for the *Make Data Count* principle of improvement & effectiveness (Multiple Measures of Data) indicated that 70% of teachers recorded that Kilparrin was at the *Functioning* level.

2011 priority will be to achieve the *Strategic* level.

Strategic Priority 2: Data Informs Decisions and Directions

Target:

Data analysis informs directions and decisions for teaching, learning, program and outcome improvement and reporting to occur.

Strategic Actions:

- Consultant Speech Pathologist to provide information that enables staff to collect and record base line and development data
- Educator in Residence to provide PD in purpose, practice, procedures and reporting of assessment
- further develop finance advisory processes involving Governing Council
- develop a *Data Management Policy* and review current processes
- annual self review
- OHS&W Processes inform safe practice (Psychological Health Action Plan, Slips, Trips and Falls, OHS&W Plan, IRMS).

Evidence:

- Consultant Speech Pathologists assessed, provided programs for and reported on identified learners
- Learner Portfolios (including written reports) provide evidence of curriculum delivery and learner achievement
- budget reports provide evidence of PD and consultancies undertaken
- *Data Management Policy* developed
- Data Concept Map (Data Collection) developed and displayed
- annual self review completed in Term 3 and data analysis informs 2011 priorities
DIAf Level 2 Scan (all staff) and Level 4 Rubric (all teachers) completed and results analysed
- *Psychological Health Action Plan* reviewed and July 2010 -2011 Plan documented
- *Slips, Trips and Falls Action Plan* (May 2010) reviewed
- OHS&W Committee Action Plans are reviewed Termly
- Business Manager tasks published and completed as required
- IRMS in place.

Recommendations for the future:

Level 4 Rubric results for the *Make Data Count* principle of improvement & effectiveness (Data Informs Decisions and Directions) indicated that 77% of teachers recorded that Kilparrin was at the *Functioning* level.

2011 priority will be to achieve the *Strategic* level.

Strategic Direction 2: Set Direction

Strategic Priority 3: Communication, Monitoring and Evaluation

Target:

Communication, monitoring and evaluation of planning processes occur with high level of stakeholder involvement

Strategic Actions:

- Kilparrin Newsletter reports on school and staff development activities and participation in DECS and school initiatives
- School Diary is used to communicate with parents/caregivers about individual learner-centred initiatives (eg behaviour)
- committee and meeting structures including Governing Council regularly monitor planning processes and outcomes of initiatives
- NEP process is used to negotiate learning goals with key stakeholders, identify specific strategies to support learner development and review learner achievement
- learner achievement data is aggregated in the Annual Report
- reporting process for individual learners through learner portfolios (includes a written report)
- SSS Service Agreement reports.

Evidence:

- Kilparrin Newsletter (3 per Term) reports on school and staff development activities and participation in DECS and school initiatives. Newsletter is distributed to all staff and families and is available online
- parent and staff perception data indicate an improved level of satisfaction (from 2009). Parent perception data indicates a higher level of satisfaction than the state average
- introductory notes in the 2011 School Diary reviewed and amended. School diaries are distributed to all staff and enrolled learners
- all teachers are members of a committee
- 100% NEPs negotiated and documented (Term 1) and reviewed (Term 3)
- individual learner achievement data is reported to parents/caregivers and then aggregated in the 2010 Annual Report
- parent/caregiver responses to learner portfolios are very positive
- Learner Portfolios sent home at the end of Term 2 and Term 4. A written report is included in the learner portfolios sent home at the end of Term 4
- PD feedback surveys indicate high levels of satisfaction
- SSS annual client feedback survey indicates a high level of satisfaction.

Recommendations for the future:

Level 4 Rubric results for the *Set Direction* principle of improvement & effectiveness (Communication, Monitoring and Evaluation) indicated that 60% of teachers recorded that Kilparrin was at the *Functioning* level and 40% of teachers recorded that Kilparrin was at the *Strategic* level.

2011 priority will be to achieve the *Strategic* level.

Strategic Direction 3: Continuously Improve**Strategic Priority 4: Sustainable and Systemic Approaches****Target:**

Sustainable and systemic approaches connect people, align and improve site operations and enact strategic plans and directions.

Strategic Actions:

- Effective induction processes are implemented for all staff including:
 - 6 new class teachers (instigated class teacher meetings and continued mentoring)
 - 3 new permanent SSOs
- PPDP meetings provide a forum for reporting the alignment of staff PPDPs with the SIP
- Four leadership positions created to support
 - professional learning
 - curriculum and pedagogy
 - assessment
 - SACE and post-school options
- Annual Self Review informs future site planning
- Site improvement planning, implementing and reviewing process reflects analysis of multiple data measures

Evidence:

- 100% of staff completed Induction Checklist and all follow-up was actioned
- 100% of staff completed an individual PPDP
- PPDP proformas for SSOs and teachers reviewed and amended
- leadership positions filled and outcomes recorded
- 100% of staff completed the DIAf Level 2 Scan
- analysis of the DIAf Level 2 Scan and Level 4 Rubric informed the setting of Strategic Priorities for 2011.

Recommendations for the future:

Level 4 Rubric results for the *Continuously Improve* principle of improvement & effectiveness (Sustainable and Systemic Approaches) indicated that 55% of teachers recorded that Kilparrin was at the *Functioning* level.

2011 priority will be to achieve the *Strategic* level.

3. ANALYSIS OF SITE SELF REVIEW

3.1 DIAF LEVEL 2 SCAN

Analysis of DIAf Level 2 scan

23 members of Kilparrin staff completed the self review tool

Descriptors: Positive Agree and Strongly Agree
 Negative Disagree and Strongly Disagree
 Neutral Neither Agree nor Disagree and Not Completed

Focus on Learning

Legend: Site Improvement Plan Strategic Direction for that Year

| | 2009 | | | 2010 | | |
|--|---------|----------|----------|---------|----------|----------|
| | Neutral | Negative | Positive | Neutral | Negative | Positive |
| 1. Learner achievement and wellbeing needs are identified as the basis of decisions with directions appropriate to the context and stated standards. | 8% | 4% | 88% | 13% | 0% | 87% |
| 2. High expectations exist for all learners with effective intervention and support for learners to achieve success. | 4% | 8% | 88% | 9% | 0% | 91% |
| 3. Shared beliefs and understandings drive pedagogy, staff professional development and curriculum development. | 20% | 0% | 80% | 0% | 0% | 100% |
| 4. Plans and practices articulate implications for teaching and learning, evidenced in staff practices and professional development activities. | 20% | 0% | 80% | 0% | 0% | 100% |

Think Systemically

| | 2009 | | | 2010 | | |
|---|---------|----------|----------|---------|----------|----------|
| | Neutral | Negative | Positive | Neutral | Negative | Positive |
| 1. Contextual and system issues are strategically address with implications for practice and planning identified | 24% | 4% | 72% | 22% | 0% | 78% |
| 2. Improvement approaches are known and effective and use with stakeholders to continuously improve the site as a system | 20% | 4% | 76% | 13% | 0% | 87% |
| 3. Internal management processes are routinely improved to effectively support learning and smooth site operations | 24% | 8% | 68% | 13% | 0% | 87% |
| 4. Effective partnerships exist with the local community, region and professional groups to support learners and the site | 12% | 8% | 80% | 17% | 0% | 83% |

Share Leadership

| | 2009 | | | 2010 | | |
|--|---------|----------|----------|---------|----------|----------|
| | Neutral | Negative | Positive | Neutral | Negative | Positive |
| 1. Leaders provide clear and supportive leadership and take an effective stance appropriate to the individual/situation to achieve agreed outcomes | 20% | 4% | 76% | 13% | 0% | 87% |
| 2. Leadership is shared with strategies and processes to build the leadership capacity and density of the site and individuals | 36% | 4% | 60% | 17% | 0% | 83% |
| 3. Leaders lead the learning to provide effective direction, support and management to ensure change is managed positively and successfully | 32% | 4% | 64% | 22% | 0% | 78% |

Attend to Culture

| | 2009 | | | 2010 | | |
|---|---------|----------|----------|---------|----------|----------|
| | Neutral | Negative | Positive | Neutral | Negative | Positive |
| 1. A positive learning and workplace culture supports learners, staff and community to experience success and work with enthusiasm, commitment and energy | 20% | 4% | 76% | 9% | 0% | 91% |
| 2. Professional development and performance management processes provide recognition, support and development | 12% | 4% | 84% | 9% | 4% | 87% |
| 3. Processes and structures exist to build culture and morale, effectively redress concerns and address issues that prevent improvement | 24% | 4% | 72% | 17% | 0% | 83% |

Listen and Respond

| | 2009 | | | 2010 | | |
|--|---------|----------|----------|---------|----------|----------|
| | Neutral | Negative | Positive | Neutral | Negative | Positive |
| 1. Quality home-site-community partnerships exist to support learners and improve learning outcomes | 20% | 8% | 72% | 13% | 0% | 87% |
| 2. Governance and decision making structures are effective with high levels of stakeholder support for, and engagement in, decisions | 40% | 4% | 56% | 13% | 4% | 83% |
| 3. Continuously improving service culture and responsiveness ensure positive levels of staff, parent and learner satisfaction | 32% | 4% | 64% | 9% | 0% | 91% |

Make Data Count

| | 2009 | | | 2010 | | |
|---|---------|----------|----------|---------|----------|----------|
| | Neutral | Negative | Positive | Neutral | Negative | Positive |
| 1. Effective data management processes are in place to collect, store and access reliable data | 36% | 0% | 64% | 9% | 0% | 91% |
| 2. Multiple measures of data (demographic, perception, achievement, process) are collected, analysed and used to inform improvement | 44% | 4% | 52% | 4% | 0% | 96% |
| 3. Data analysis informs directions and decisions for teaching, learning, program and outcome improvement and reporting to occur | 40% | 4% | 56% | 17% | 0% | 83% |
| 4. Focused improvement efforts and effective strategies are implemented through data being used to identify root causes and variation | 52% | 8% | 40% | 17% | 4% | 79% |

Set Direction

| | 2009 | | | 2010 | | |
|---|---------|----------|----------|---------|----------|----------|
| | Neutral | Negative | Positive | Neutral | Negative | Positive |
| 1. Explicitly stated values, vision and purpose, developed in collaboration with stakeholders, drive decisions and directions | 36% | 4% | 60% | 9% | 0% | 91% |
| 2. Direction and planning processes work to achieve the vision and continuously improve learning outcomes for all learners | 32% | 4% | 64% | 4% | 0% | 96% |
| 3. Communication, monitoring and evaluation of planning processes occur with high level of stakeholder involvement | 36% | 8% | 56% | 22% | 0% | 78% |

Target Resources

| | 2009 | | | 2010 | | |
|--|---------|----------|----------|---------|----------|----------|
| | Neutral | Negative | Positive | Neutral | Negative | Positive |
| 1. Effective resource management systems identify, support and develop the site's human, financial and physical resources | 36% | 4% | 60% | 13% | 0% | 87% |
| 2. Resources are targeted to achieve successful outcomes with processes in place to review resource needs and effectiveness | 32% | 4% | 64% | 13% | 0% | 87% |
| 3. Risk management and compliance processes support personnel and ensure successful improvement and effective financial management | 24% | 8% | 68% | 9% | 0% | 91% |

Continuously Improve

| | 2009 | | | 2010 | | |
|---|---------|----------|----------|---------|----------|----------|
| | Neutral | Negative | Positive | Neutral | Negative | Positive |
| 1. Effective known processes operate to ensure achievement and continuous improvement of quality outcomes for learners and the site | 36% | 4% | 60% | 9% | 0% | 91% |
| 2. Rigorous, regular self review processes occur with stakeholder involvement to monitor outcomes, evaluate progress and inform future directions | 36% | 4% | 60% | 9% | 0% | 91% |
| 3. Sustainable and systemic approaches connect people, align and improve site operations and enact strategic plans and | 44% | 4% | 52% | 13% | 0% | 87% |

directions

Comment:

The 2010 Level 2 Scan results show that for the 2009 Strategic Directions (Focus on Learning, Think Systemically and Attend to Culture) more staff recorded positive responses than in 2009. This provides evidence of continued improvement during 2010 in these areas despite the shift in focus to the 2010 Strategic Directions.

In 2010 Kilparrin began a three year focus on

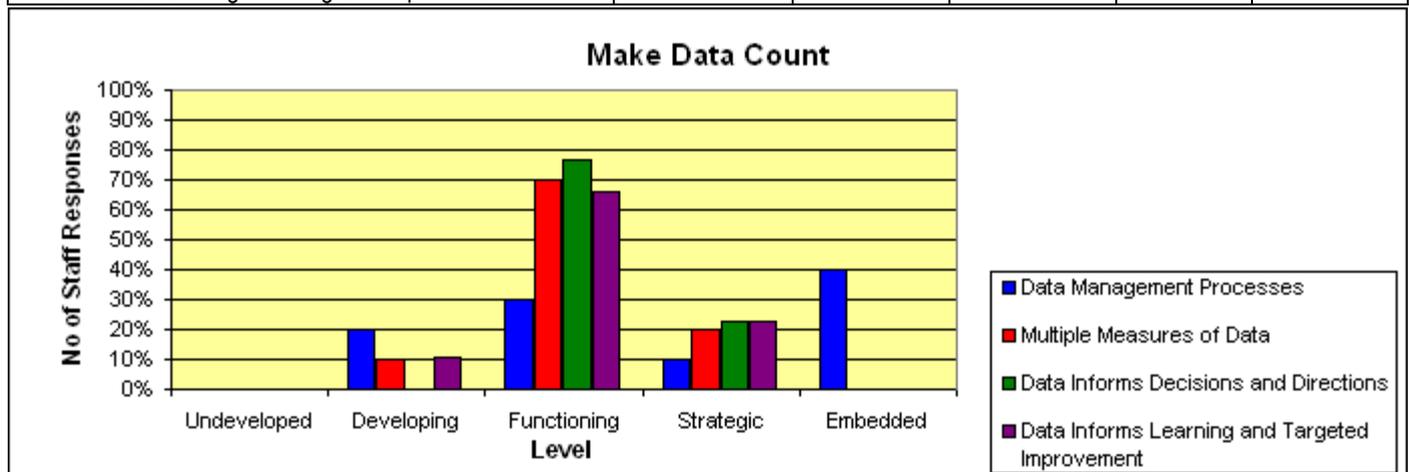
- Make Data Count
- Set Direction
- Continuously Improve

The 2010 Level 2 Scan results show a very significant increase in the number of positive responses from staff (2009 to 2010).

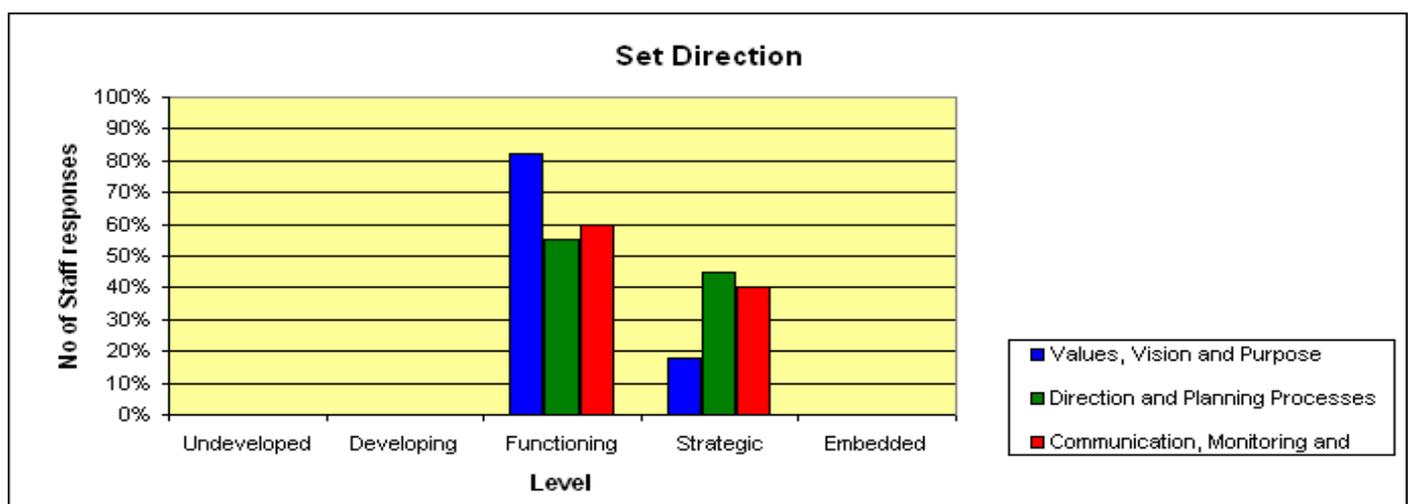
The Level 4 Rubric was subsequently used to further 'unpack' staff opinion about the 2010 Strategic Directions and to inform priority setting for 2011.

3.2 DIAF LEVEL 4 RUBRIC**Make Data Count (Functioning Level)**

| | Undeveloped | Developing | Functioning | Strategic | Embedded |
|--|-------------|------------|-------------|-----------|----------|
| Data Management Processes | 0% | 20% | 30% | 10% | 40% |
| Multiple Measures of Data | 0% | 10% | 70% | 20% | 0% |
| Data Informs Decisions and Directions | 0% | 0% | 77% | 23% | 0% |
| Data Informs Learning and Targeted Improvement | 0% | 11% | 66% | 23% | 0% |

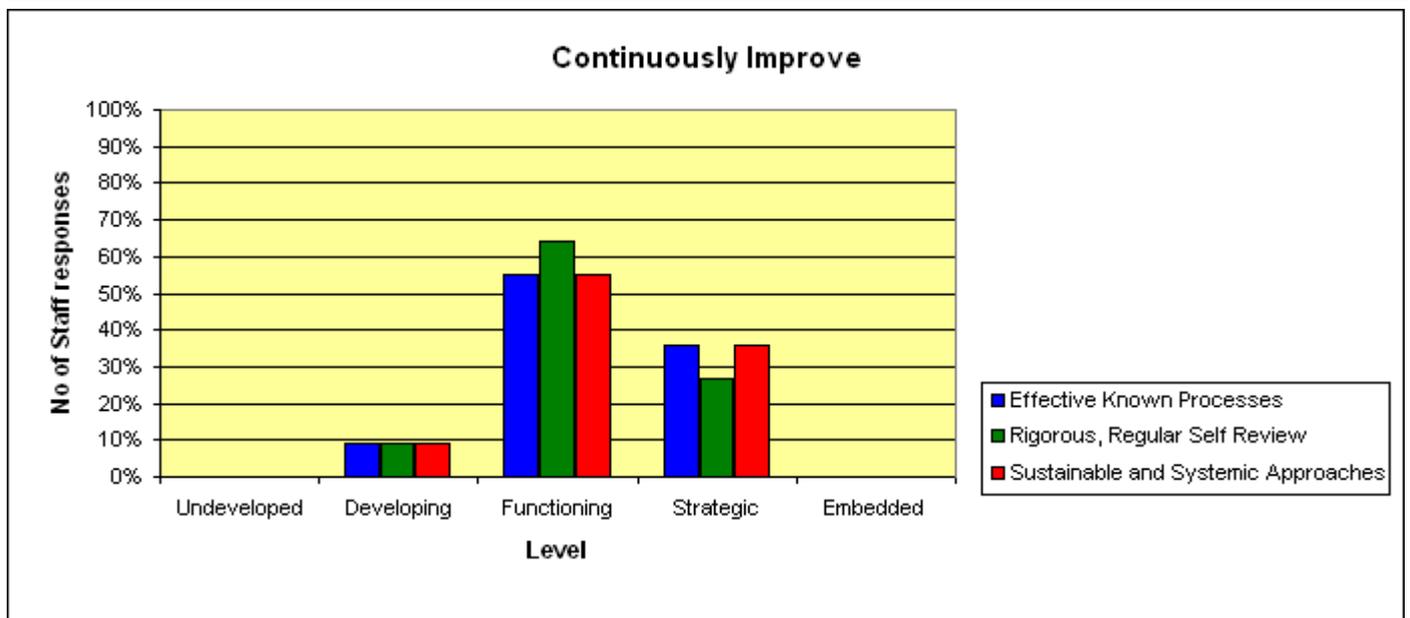
**Set Direction (Functioning to Strategic Level)**

| | Undeveloped | Developing | Functioning | Strategic | Embedded |
|--|-------------|------------|-------------|-----------|----------|
| Values, Vision and Purpose | 0% | 0% | 82% | 18% | 0% |
| Direction and Planning Processes | 0% | 0% | 55% | 45% | 0% |
| Communication, Monitoring and Evaluation | 0% | 0% | 60% | 40% | 0% |



Continuously Improve (*Functioning to Strategic Level*)

| | Undeveloped | Developing | Functioning | Strategic | Embedded |
|-------------------------------------|-------------|------------|-------------|-----------|----------|
| Effective Known Processes | 0% | 9% | 55% | 36% | 0% |
| Rigorous, Regular Self Review | 0% | 9% | 64% | 27% | 0% |
| Sustainable and Systemic Approaches | 0% | 9% | 55% | 36% | 0% |



Comment:

In 2010 the DIAf Level 4 Rubric was used to gather specific information about the three current Strategic Directions. Teaching staff completed the Level 4 Rubric.

A significant proportion (33%) of the teaching staff was newly appointed to Kilparrin at the beginning of 2010.

Kilparrin level of improvement currently sits between *Functioning* and *Strategic*. The focus of the 2011 *Site Improvement Plan* will be moving from *Strategic* to *Embedded* in the 3 Strategic priorities.

4.0 SCHOOL PERFORMANCE DATA REQUIREMENTS

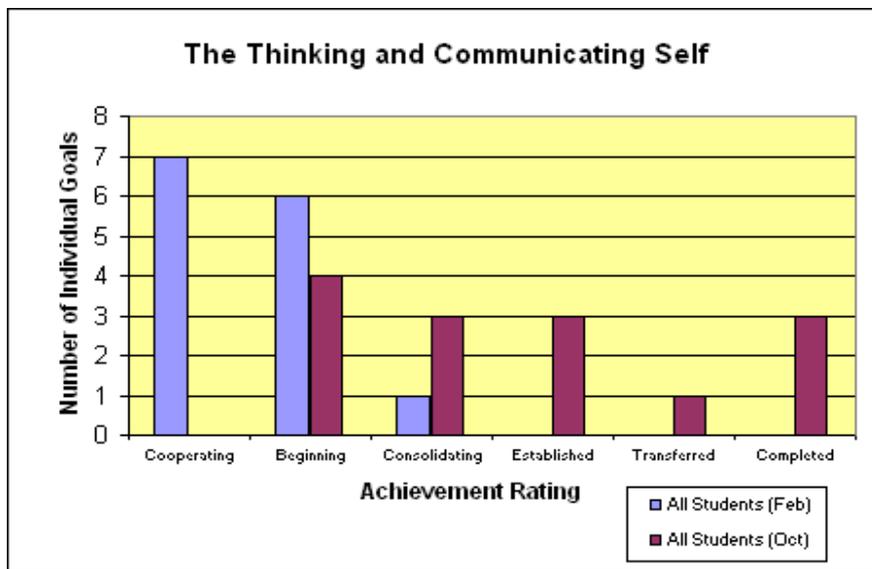
4.1 LEARNER ACHIEVEMENT DATA

All Kilparrin Learners were exempted or withdrawn from the NAPLAN Tests in 2010.

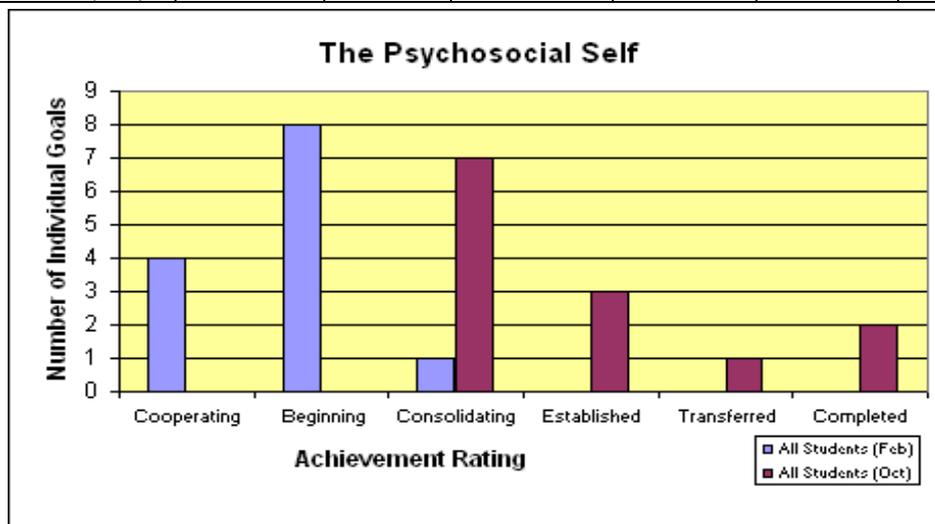
The Negotiated Education Plan (NEP) processes and templates were used to streamline the reporting of information to parents and meet the DECS requirements. In Term 1 specific goals were identified and discussed with parents/caregivers. Agreed goals were incorporated into the NEP Learning Plan document 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 SACSFA Framework and to enable class and whole school representation of data.

2010 SACSFA EARLY YEARS Achievement Ratings: Progress across the Year

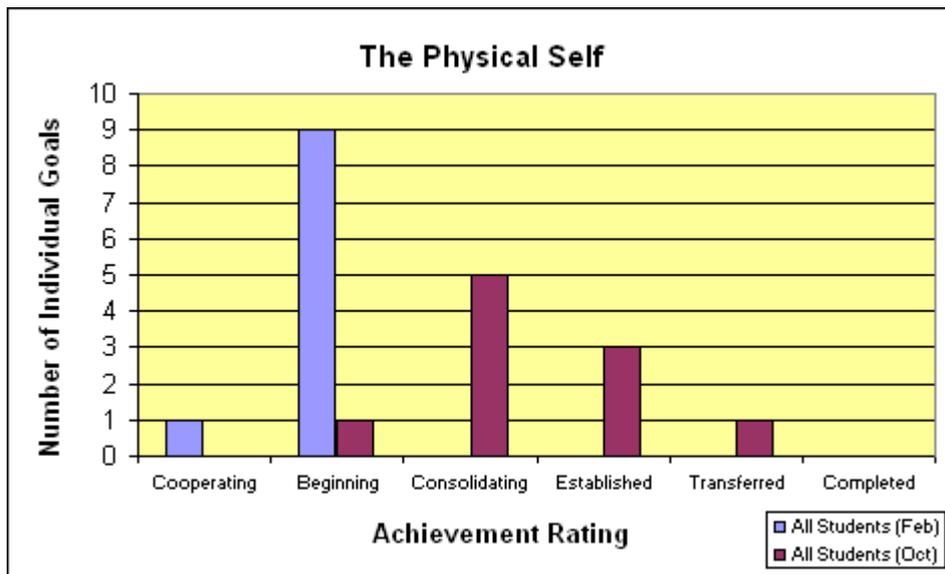
| SACSFA Early Years Band - Learning Area: <i>The Thinking & Communicating Self</i> | | | | | | |
|---|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| Students (Feb) | 7 | 6 | 1 | 0 | 0 | 0 |
| Students (Oct) | 0 | 4 | 3 | 3 | 1 | 3 |



| SACSFA Early Years Band - Learning Area: <i>The Psychosocial Self</i> | | | | | | |
|---|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| All Students (Feb) | 4 | 8 | 1 | 0 | 0 | 0 |
| All Students (Oct) | 0 | 0 | 7 | 3 | 1 | 2 |

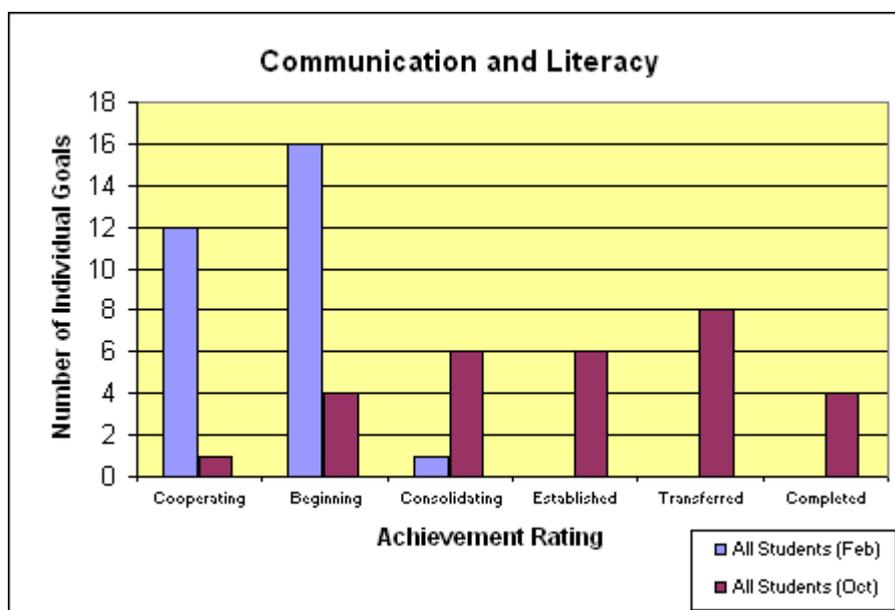


| SACSAF Early Years Band - Learning Area: <i>The Physical Self</i> | | | | | | |
|---|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| All Students (Feb) | 1 | 9 | 0 | 0 | 0 | 0 |
| All Students (Oct) | 0 | 1 | 5 | 3 | 1 | 0 |



2010 SACSAf Achievement Ratings: Progress across the Year

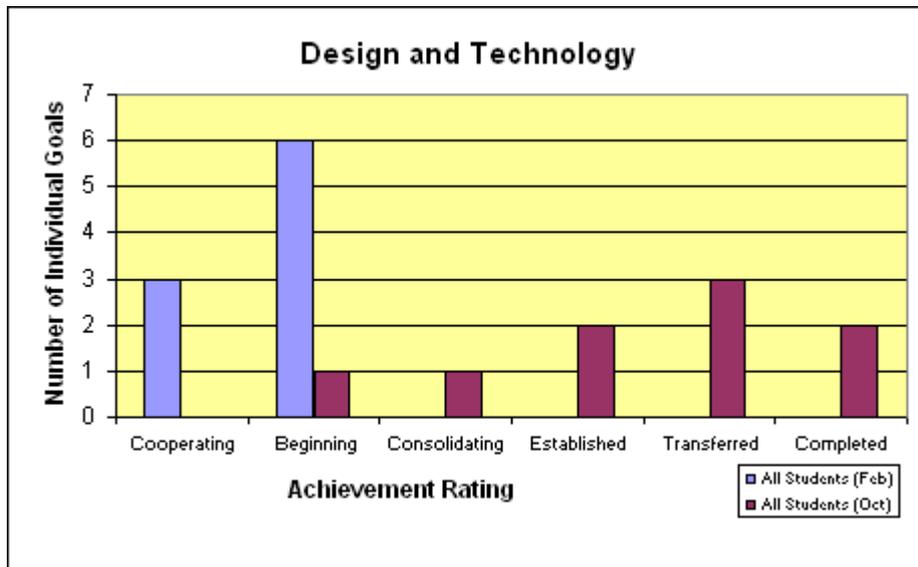
| SACSAF - Learning Area: <i>Communication and Literacy</i> | | | | | | |
|---|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| All Students (Feb) | 12 | 16 | 1 | 0 | 0 | 0 |
| All Students (Oct) | 1 | 4 | 6 | 6 | 8 | 4 |



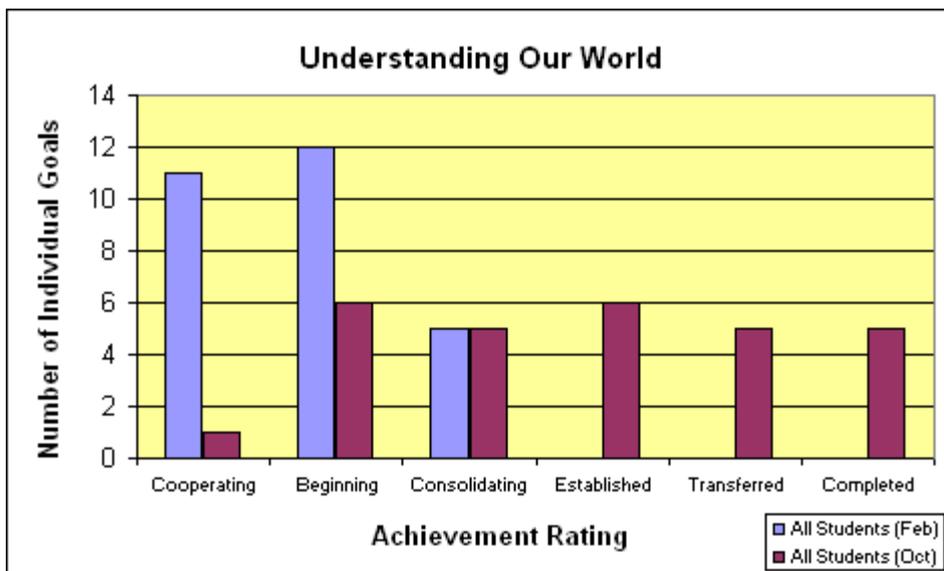
Comment:

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 implementation of the Speech Pathology Consultation initiative has enabled teachers to incorporate specific communication and language goals into all aspect of the curriculum.

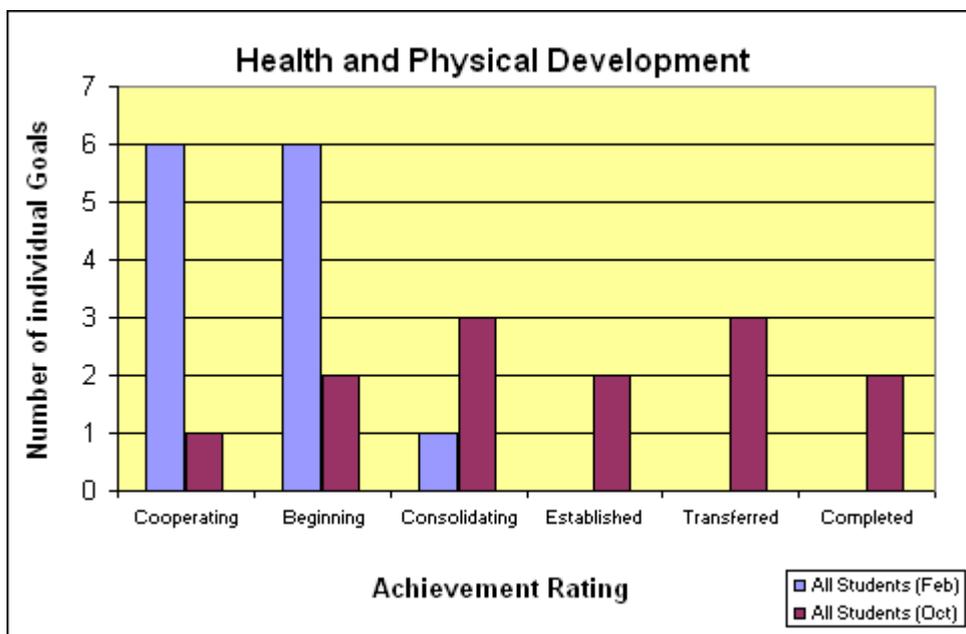
| SACSAF - Learning Area: <i>Design and Technology</i> | | | | | | |
|--|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| All Students (Feb) | 3 | 6 | 0 | 0 | 0 | 0 |
| All Students (Oct) | 0 | 1 | 1 | 2 | 3 | 2 |



| SACSAF - Learning Area: <i>Understanding Our World</i> | | | | | | |
|--|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| All Students (Feb) | 11 | 12 | 5 | 0 | 0 | 0 |
| All Students (Oct) | 1 | 6 | 5 | 6 | 5 | 5 |



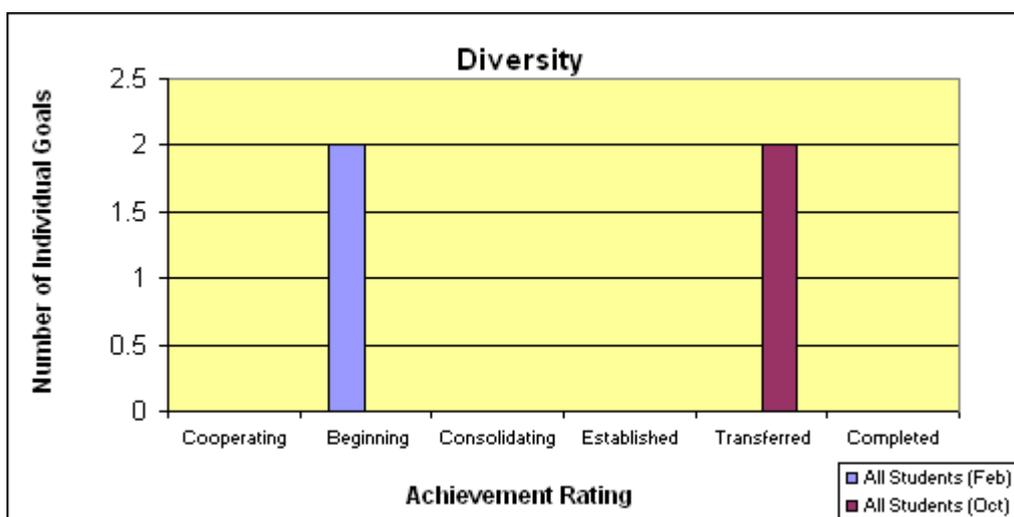
| SACSAF - Learning Area: <i>Health & Physical Development</i> | | | | | | |
|--|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| All Students (Feb) | 6 | 6 | 1 | 0 | 0 | 0 |
| All Students (Oct) | 1 | 2 | 3 | 2 | 3 | 2 |



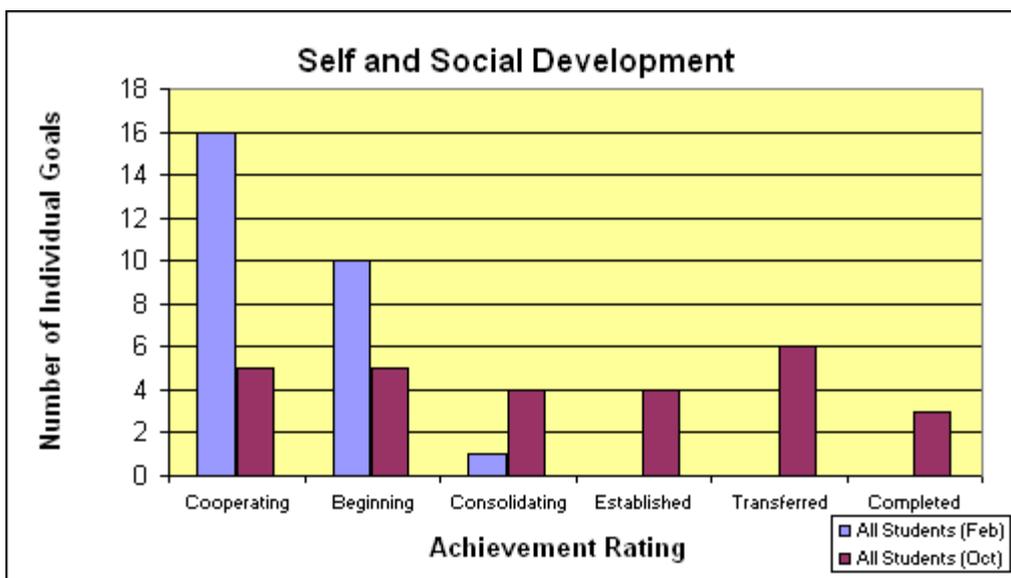
Comment:

Throughout 2010 there was a focus on healthy eating and physical activity. All Kilparrin learners participated in the Premier's *be active* Challenge. Kilparrin was also successful in participating in the *eat well be active* initiative. It is particularly pleasing to see the development in the level of physical activity in response to this curriculum focus.

| SACSAF - Learning Area: <i>Diversity</i> | | | | | | |
|--|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| All Students (Feb) | 0 | 2 | 0 | 0 | 0 | 0 |
| All Students (Oct) | 0 | 0 | 0 | 0 | 2 | 0 |



| SACSAP - Learning Area: <i>Self and Social Development</i> | | | | | | |
|--|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| All Students (Feb) | 16 | 10 | 1 | 0 | 0 | 0 |
| All Students (Oct) | 5 | 5 | 4 | 4 | 6 | 3 |

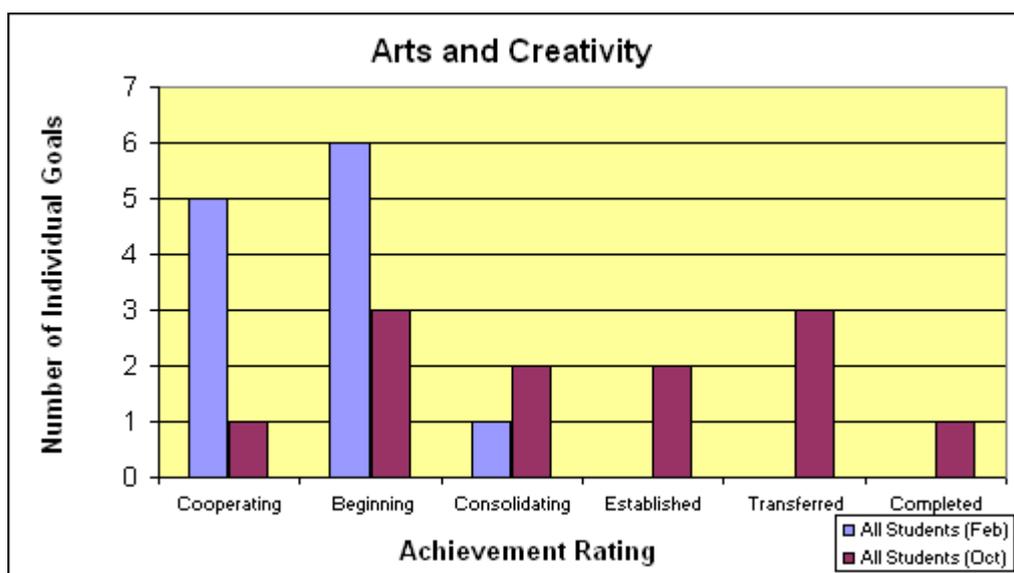


Comment:

For learners with complex sensory impairment/s and additional disabilities, activities that support the development of self awareness and social skills are a strong focus in curriculum delivery.

During 2010 many learners have shown significant development in this area.

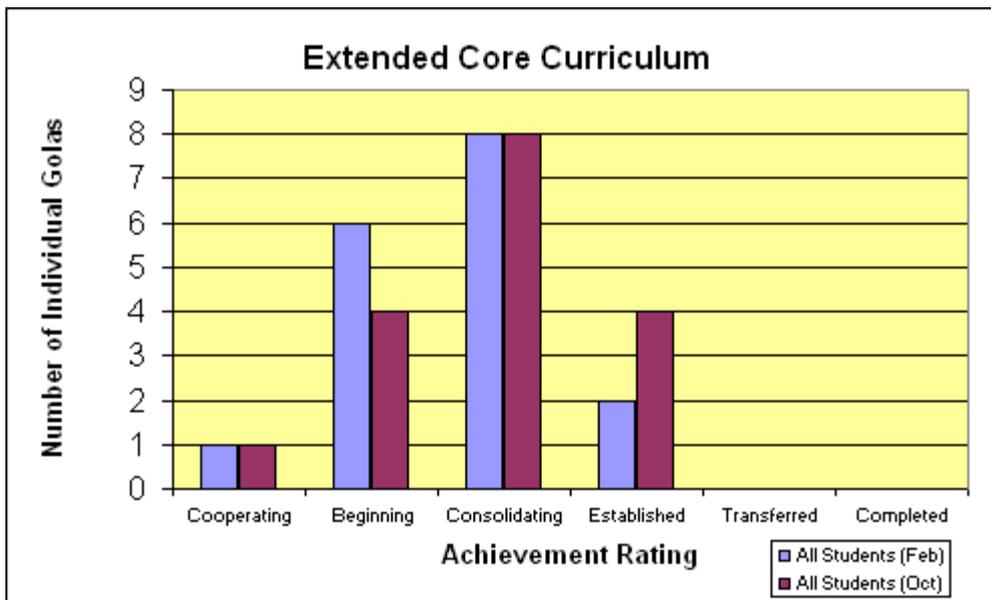
| SACSAP - Learning Area: <i>Arts and Creativity</i> | | | | | | |
|--|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| All Students (Feb) | 5 | 6 | 1 | 0 | 0 | 0 |
| All Students (Oct) | 1 | 3 | 2 | 2 | 3 | 1 |



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.

| Learning Area: <i>Extended Core Curriculum (Orientation & Mobility)</i> | | | | | | |
|--|-------------|-----------|---------------|-------------|-------------|-----------|
| | Cooperating | Beginning | Consolidating | Established | Transferred | Completed |
| All Students (Feb) | 1 | 6 | 8 | 2 | 0 | 0 |
| All Students (Oct) | 1 | 4 | 8 | 4 | 0 | 0 |

**Comment:**

Knowing where they are in space and being able to move around their environment is a fundamental skill for learners with significant vision impairment.

4.2 OTHER STUDENT ACHIEVEMENT DATA**Premier's *be active* Challenge**

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

The following table summarises the learners' achievements

| Award | Number of Learners |
|--------------|---------------------------|
| Bronze Medal | 5 |
| Silver Medal | 4 |
| Gold Medal | 6 |
| TOTAL | 15 |

Premier's Reading Challenge

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

The following table summarises the learners' achievements

| Award | Number of Learners |
|----------------|---------------------------|
| Certificate | 2 |
| Bronze Medal | 5 |
| Silver Medal | 2 |
| Champion Medal | 1 |
| Legend Medal | 5 |
| TOTAL | 15 |

4.3 OPINION SURVEYS

Staff Opinion

The *Employment Self Esteem Scale* developed by William M.K. Trochim (2006) was used to ascertain how staff perceived their 'work self esteem'. The scale was purposely developed without a 'neutral' response box.

Summary of Kilparrin Staff Responses (June 2010)

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by placing a check mark in the appropriate box.

| Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree | |
|-------------------|-------------------|----------------|----------------|---|
| 0% | 4% | 32% | 64% | 1. I feel good about my work on the job. |
| 0% | 0% | 25% | 75% | 2. On the whole, I get along well with others at work. |
| 0% | 5% | 41% | 54% | 3. I am proud of my ability to cope with difficulties at work. |
| 0% | 11% | 57% | 32% | 4. When I feel uncomfortable at work, I know how to handle it. |
| 0% | 6% | 50% | 44% | 5. I can tell that other people at work are glad to have me there. |
| 0% | 7% | 37% | 55% | 6. I know I'll be able to cope with work for as long as I want. |
| 0% | 14% | 36% | 50% | 7. I am proud of my relationship with my supervisor at work. |
| 0% | 0% | 21% | 79% | 8. I am confident that I can handle my job without constant assistance. |
| 3.5% | 3.5% | 29% | 64% | 9. I feel like I make a useful contribution at work. |
| 0% | 2% | 39% | 59% | 10. I can tell that my co-workers respect me. |

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Total number of staff respondents = 28 (93% of staff completed the survey).

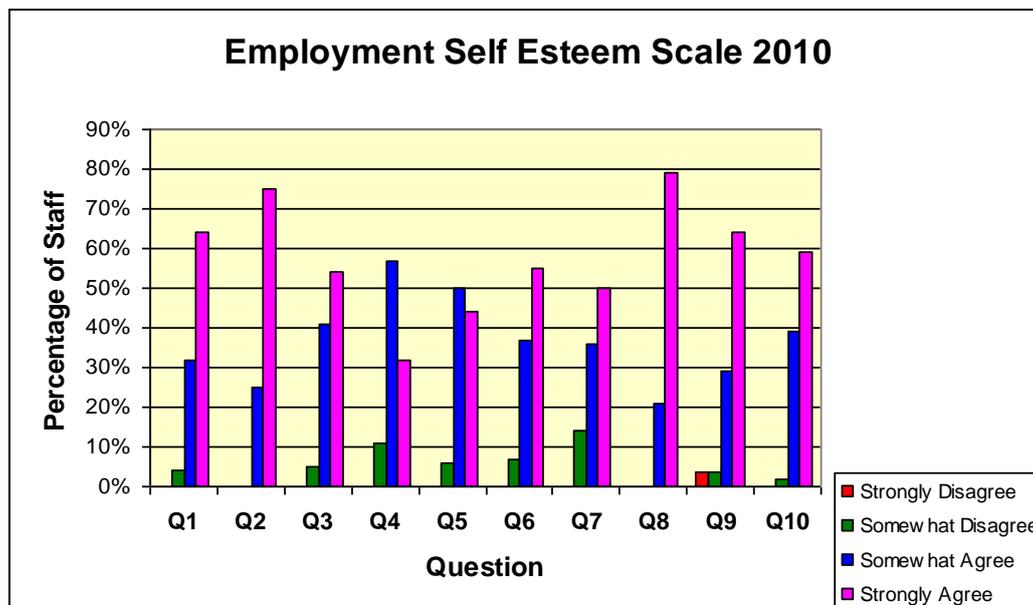


Figure 1

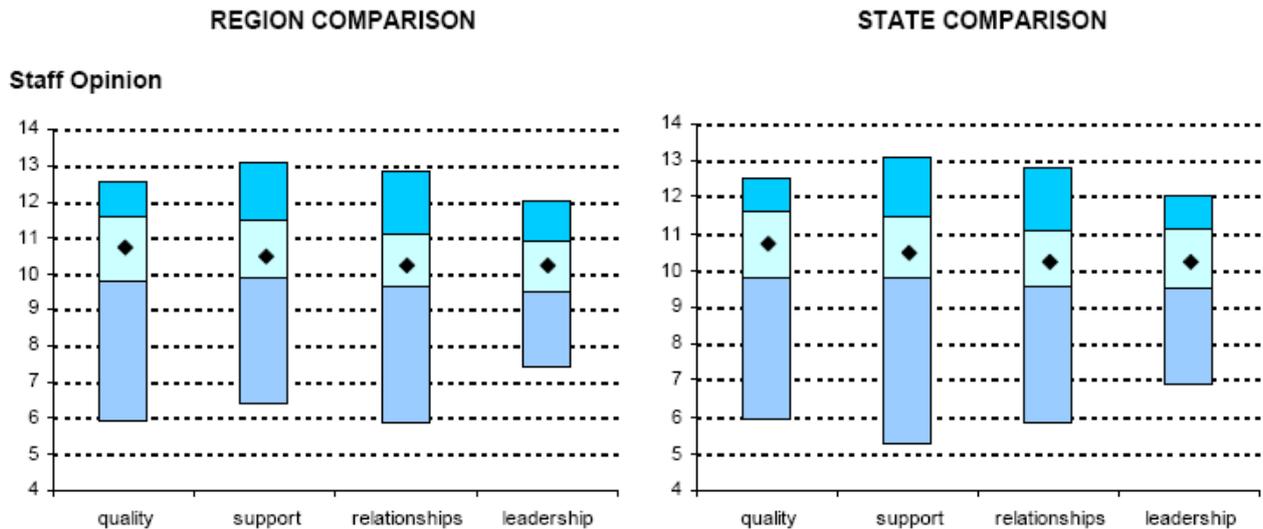
Figure 1 shows that there were very few 'strongly disagree' responses (1 out of a possible 276 responses) and few 'somewhat disagree' responses (14.5 out of a possible 276 responses).

Summary:

The results of the *Employment Self Esteem Scale* indicate that a significant majority of staff feel positive about their work at Kilparrin.

The **DECS Staff Opinion Survey** was completed online by staff.

Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)



The charts above summarise staff responses.

58% of staff responded to the 2010 DECS online staff opinion survey.

80% of staff respondents were positive about the quality of teaching and learning in the school.

79% of staff respondents were positive about the management of learner behaviour, provision of safe and secure learning environments and expectations of learner outcomes.

77% of staff respondents were positive about the quality of relationships and communications between staff and between staff and parents.

73% of staff respondents were positive about school leadership and decision making.

Issues for development identified

Continuing to have high expectations of learners.

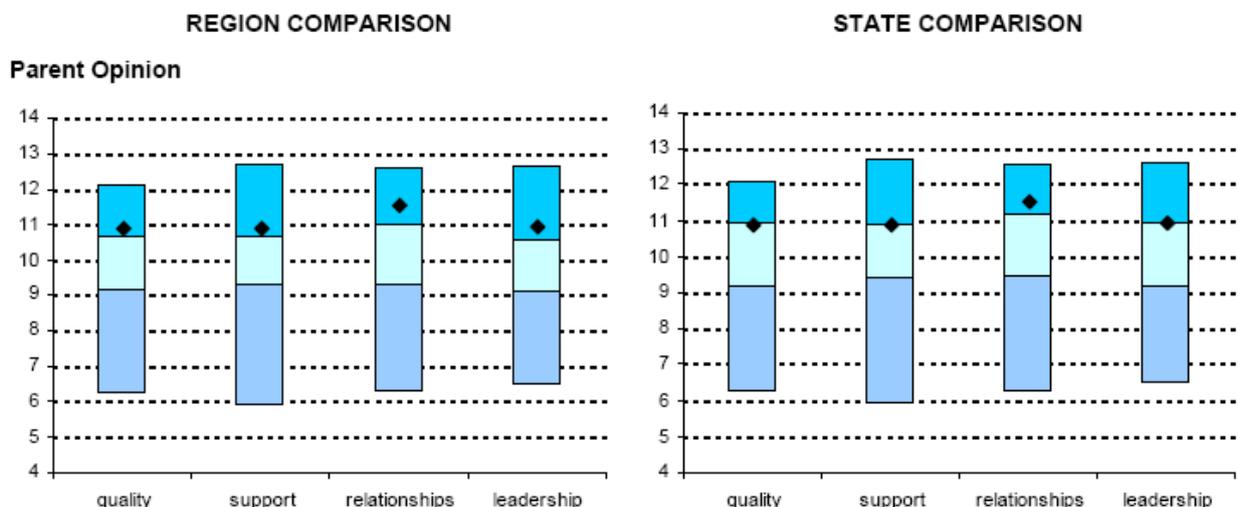
Review the Kilparrin vision and values statements.

Intra-staff communication and relationships.

Parent Opinion

The **DECS Parent Opinion Survey** was completed online by DECS-selected parents.

Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)



33% of parents responded to the 2010 DECS Parent Opinion Survey.

The summary charts above indicate that all parent respondents were positive about Kilparrin's services and directions. In all areas surveyed, parents rated Kilparrin at or above the 75th percentile.

Particular achievements identified included

- The high quality of teaching and learning programs.
- Learning programs match the identified needs of each learner.
- Parents feel informed about the curriculum and school activities.
- Parents feel able to raise concerns & that their views are valued.
- The school and facilities are well organised and managed.
- There is effective educational leadership.

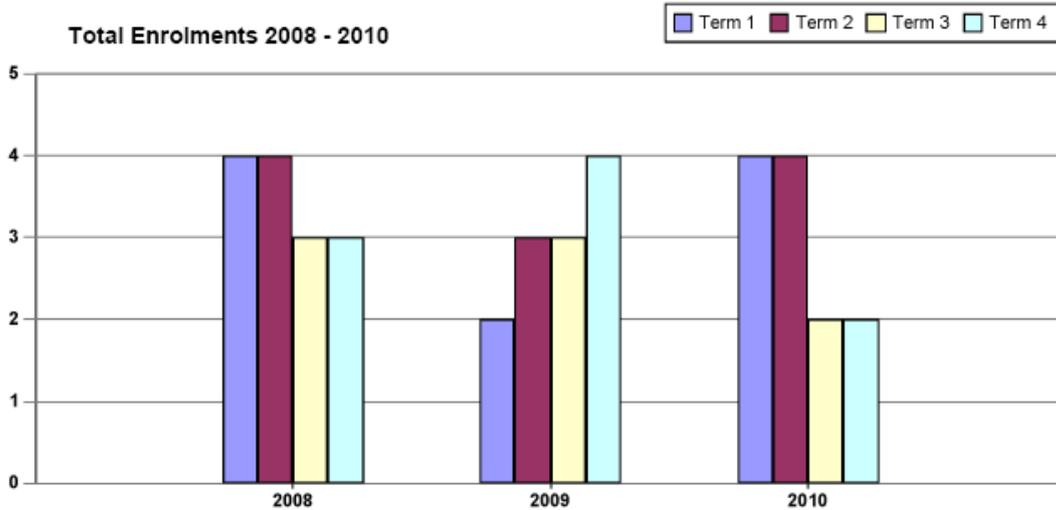
Issues for development identified

- Providing opportunities for parents to be more involved in decision making.

4.4 ENROLMENT AND ATTENDANCE

PRESCHOOL ENROLMENTS 2008-2010

4162 Kilparrin Early Learning Centre

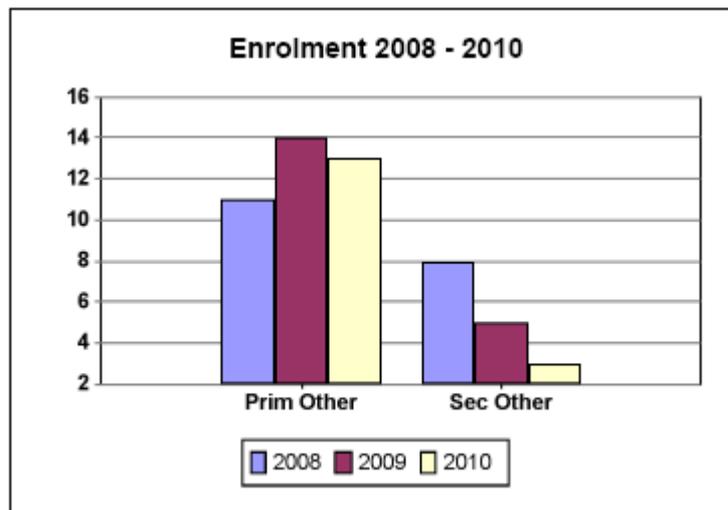


| | Term 1 | Term 2 | Term 3 | Term 4 |
|------|--------|--------|--------|--------|
| 2008 | 4 | 4 | 3 | 3 |
| 2009 | 2 | 3 | 3 | 4 |
| 2010 | 4 | 4 | 2 | 2 |

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

SCHOOL ENROLMENTS 2008-2010

1372 Kilparrin Teaching and Assessment School and Services



Source: School Performance Reporting System

| Enrolment 2008 - 2010 | | | |
|-----------------------|------|------|------|
| | 2008 | 2009 | 2010 |
| Enrolment (FTE) | 19.0 | 19.0 | 16.0 |

| Specific Population Enrolment 2010 | | | | |
|------------------------------------|--------|--------|-------|-------|
| | School | Region | DECS | Index |
| ATSI | | 2.5% | 5.1% | 3.0% |
| NESB | | 7.2% | 10.5% | 5.9% |
| ESL | | 8.0% | 13.6% | 7.0% |
| Disabilities | 100.0% | 8.5% | 9.1% | 9.3% |
| School Card | 62.5% | 23.0% | 28.3% | 24.6% |

Source: School Performance Reporting System

Enrolments 2008-2010

| Year Level | 2008 | | | 2009 | | | 2010 | | | Change | |
|-----------------|------|-----|------|------|-----|------|------|-----|------|-----------|-----------|
| | M | F | T | M | F | T | M | F | T | 2008-2009 | 2009-2010 |
| Primary Other | 8.0 | 3.0 | 11.0 | 11.0 | 3.0 | 14.0 | 9.0 | 4.0 | 13.0 | 3.0 | -1.0 |
| Secondary Other | 7.0 | 1.0 | 8.0 | 4.0 | 1.0 | 5.0 | 2.0 | 1.0 | 3.0 | -3.0 | -2.0 |
| TOTAL | 15.0 | 4.0 | 19.0 | 15.0 | 4.0 | 19.0 | 11.0 | 5.0 | 16.0 | 0.0 | -3.0 |

Source: School Performance Reporting System

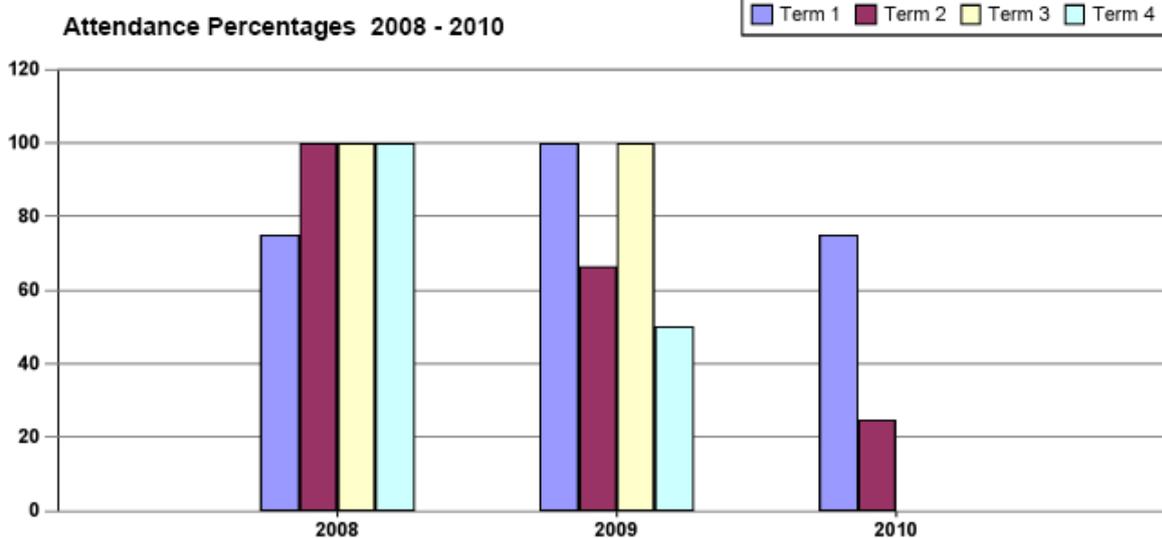
Comment

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

During 2009 and the first half of 2010 five learners died.

PRESCHOOL ATTENDANCE

4162 Kilparrin Early Learning Centre



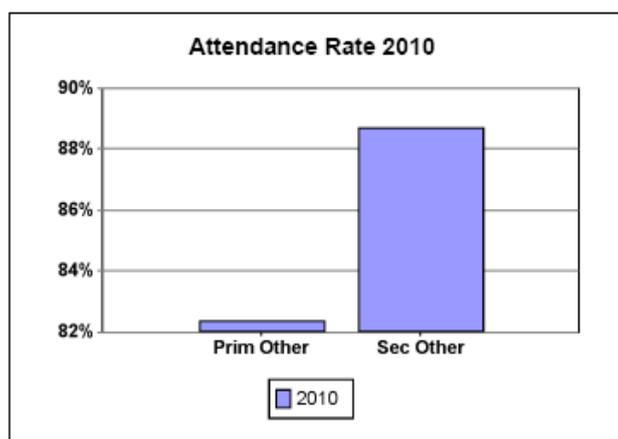
| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2008 Centre | 75.0 | 100.0 | 100.0 | 100.0 |
| 2009 Centre | 100.0 | 66.7 | 100.0 | 50.0 |
| 2010 Centre | 75.0 | 25.0 | 0 | 0 |
| 2008 State | 87.8 | 87.7 | 86.8 | 87.1 |
| 2009 State | 87.2 | 87.8 | 86.1 | 86.8 |
| 2010 State | 88.8 | 90.3 | 88.0 | 0 |

Source: Preschool Data Collection, Data Management

SCHOOL ATTENDANCE

1372 Kilparrin Teaching and Assessment School and Services

Attendance - Semester 1



Source: School Performance Reporting System

Attendance Rates Semester 1

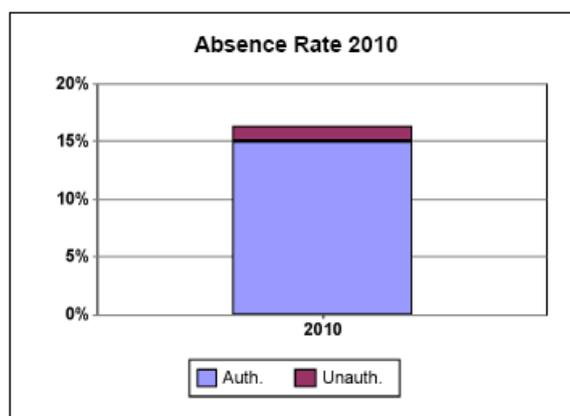
| Year Level | 2009 | | | | 2010 | | | | Change 2009-2010 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------------|
| | School | Region | DECS | Index | School | Region | DECS | Index | |
| Primary Other | 87.8 | 90.7 | 91.3 | 89.7 | 82.4 | 90.6 | 91.6 | 89.7 | -5.4 |
| Primary Total | 87.8 | 92.6 | 91.9 | 92.3 | 82.4 | 92.9 | 92.1 | 92.3 | -5.4 |
| Secondary Other | 96.7 | 91.4 | 88.8 | 88.3 | 88.7 | 92.5 | 88.9 | 88.0 | -8.0 |
| Secondary Total | 96.7 | 88.1 | 86.6 | 87.7 | 88.7 | 88.4 | 86.6 | 87.4 | -8.0 |
| Total All Year Levels | 90.1 | 90.9 | 90.0 | 90.8 | 83.6 | 91.2 | 90.0 | 90.7 | -6.5 |

Source: School Performance Reporting System

SCHOOL ABSENCE RATES

1372 Kilparrin Teaching and Assessment School and Services

Absence Semester 1



Source: School Performance Reporting System

Absence Rates Semester 1

| Year Level | Rate | 2009 | | | | 2010 | | | |
|----------------------------------|--------------|------------|------------|-------------|------------|-------------|------------|-------------|------------|
| | | School | Region | DECS | Index | School | Region | DECS | Index |
| Primary Other | Absence | 12.2 | 9.3 | 8.7 | 10.3 | 17.6 | 9.4 | 8.4 | 10.3 |
| | Authorised. | 12.2 | 7.3 | 6.3 | 8.7 | 16.0 | 7.6 | 6.6 | 8.7 |
| | Unauthorised | 0.0 | 1.9 | 2.3 | 1.6 | 1.6 | 1.8 | 1.8 | 1.5 |
| Secondary Other | Absence | 3.3 | 8.6 | 11.2 | 11.7 | 11.3 | 7.5 | 11.1 | 12.0 |
| | Authorised. | 3.3 | 6.3 | 8.2 | 9.8 | 11.3 | 5.7 | 8.2 | 10.1 |
| | Unauthorised | 0.0 | 2.3 | 3.0 | 1.9 | 0.0 | 1.8 | 2.8 | 1.9 |
| TOTAL All Year Levels | Absence | 9.9 | 9.1 | 10.0 | 9.2 | 16.4 | 8.8 | 10.0 | 9.3 |
| | Authorised. | 9.9 | 6.5 | 6.8 | 6.6 | 15.1 | 5.9 | 6.6 | 6.5 |
| | Unauthorised | 0.0 | 2.6 | 3.3 | 2.6 | 1.3 | 2.9 | 3.4 | 2.8 |

Source: School Performance Reporting System

Factors affecting attendance include;

- general physical frailty of some learners
- two (2) enrolled learners died during 2010
- issues around the medical management of specific conditions can result in longer than usual absences from school
- common childhood illnesses can become serious for learners enrolled at Kilparrin. Parents are encouraged to keep their children home when they have common childhood ailments because of the possible deleterious effect on the health of other learners.

4.5 RETENTION AND DESTINATION**PRESCHOOL DESTINATION****4162 Kilparrin Early Learning Centre****Feeder School Percentage Data 2008-2010**

| Site | Type | 2008 | 2009 | 2010 |
|--|------|--------------|--------------|--------------|
| 1372 - Kilparrin Teaching & Assessment School & Services | Govt | 100.0 | 100.0 | 100.0 |
| TOTAL | | 100.0 | 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.

Source: Term 3 Preschool Data Collection

SCHOOL DESTINATION**1372 Kilparrin Teaching and Assessment School and Services****Intended Destinations 2008-2009**

| Leave Reason | 2008 | | | | | 2009 | | | | |
|-----------------------------|----------|-------|--------|-------|-------|----------|-------|--------|-------|-------|
| | School | | Region | Index | DECS | School | | Region | Index | DECS |
| | No. | % | % | % | % | No. | % | % | % | % |
| Employment | | | 4.7% | 7.1% | 5.6% | | | 3.9% | 5.5% | 4.2% |
| Interstate/Overseas | | | 10.1% | 8.4% | 8.9% | | | 8.9% | 8.5% | 8.5% |
| Other | | | 0.8% | 1.1% | 2.1% | | | 0.9% | 0.8% | 2.2% |
| Seeking Employment | | | 2.9% | 3.0% | 3.7% | | | 2.4% | 1.9% | 3.0% |
| Tertiary/TAFE/Training | | | 5.4% | 5.7% | 5.7% | | | 6.1% | 4.7% | 5.5% |
| Transfer to Non-Govt School | 2 | 50.0% | 9.6% | 13.2% | 10.5% | | | 11.0% | 13.9% | 11.3% |
| Transfer to SA Govt School | 1 | 25.0% | 46.1% | 50.3% | 48.5% | 2 | 66.7% | 45.7% | 50.8% | 48.7% |
| Unknown | 1 | 25.0% | 20.4% | 11.3% | 15.0% | 1 | 33.3% | 21.1% | 13.9% | 16.7% |
| Unknown (TG - Not Found) | | | | | | | | | | |
| TOTAL | 4 | | | | | 3 | | | | |

Source: School Performance Reporting System

SCHOOL DESTINATION**1372 Kilparrin Teaching and Assessment School and Services****Destination Data for Learners Leaving Kilparrin During 2010**

| | Number of Learners | 2010 Year Level | Destination |
|---------------|--------------------|-----------------|--------------------------------------|
| End of Term 1 | 0 | | |
| End of Term 2 | 0 | | |
| End of Term 3 | 1 | 07 | Interstate Government Special School |
| End of Term 4 | 0 | | |
| TOTAL | 1 | | |

Comment:

Kilparrin is a facility that specialises in the assessment and teaching of learners with vision and/or hearing impairment/s and additional disabilities. Kilparrin may not be the most appropriate long-term placement for some enrolled learners. Some learners may transition to special options in their region or local district school.

Kilparrin will remain the most appropriate long-term placement for a very small group of learners who have vision and/or hearing impairment/s and additional disabilities.

During 2010 two learners died.

4.6 TEACHER QUALIFICATIONS

Teacher Qualifications

| Qualification Type | % of Teachers |
|--|---------------|
| Masters Degree | 13% |
| Bachelor Degree in Education or Special Education | 87%* |
| Diploma of Teaching | 40% |
| Post Graduate Diploma or Certificate | 53% |
| Other: B Mus Ed (Hons), B Ed (Hons), Adv. Dip. T., B Mus, Dip O&M, Adv Cert (HI) B Sc (Disability Studies) B Vis Arts (Hons) | 40% |
| * 33% of teachers have 2 or more Bachelor Degrees | |

Expenditure on Staff Professional Learning

| | |
|------|--|
| 2007 | \$26,104 spent on professional development (PD) initiatives for staff |
| 2008 | \$36,669 spent on PD initiatives for staff (approx. \$1220 per staff member) |
| 2009 | \$52,301 spent on PD initiatives for staff (approx. \$1687 per staff member) |
| 2010 | \$52,461 spent on PD initiatives for staff (approx. \$1748 per staff member) |

Expenditure on professional development activities focussed on the needs highlighted in the *Site Improvement Plan*, *OHS&W Training Needs Analysis & Risk Profile* and individual staff *Personal Professional Development Plans*.

The 2010 Kilparrin Educator in Residence was Professor Dr. Paul Pagliano. Dr Pagliano visited twice in 2010. His initial visit explored the choice of assessment tools fit for the purpose and the relationship between assessment and developing curriculum that meets the learners' needs. Paul's second visit later in the year concentrated on the refinement of *Assessment For, Of and As Learning*. He also introduced Nell Noddings' *Care Theory* to us.

The Educator-in-Residence program enabled a visiting expert to spend time observing classroom practice and SSS clients prior to the professional development program offered on the pupil free day. This resulted in the professional development sessions being tailored to our context and learners' needs.

In 2010 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 region, 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.

4.7 WORKFORCE COMPOSITION

The majority of staff are female (see below).

2010 Staff Profile (Term 4)

| Role | Male* | Female* |
|-------------------------|----------|-----------|
| Principal | 0 | 1 |
| Deputy Principal | 0 | 1 |
| Coordinator | 1 | 3 |
| Teacher | 0 | 9 |
| School Services Officer | 1 | 14 |
| TOTAL | 2 | 28 |

*Numbers of persons (including part-time)

5.0 FINANCE REPORTS

5.1 BALANCE SHEET

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

==== Assets ====

CASH (CURRENT)

| | | |
|---------------------------------|-----------------------|-----------------|
| A-ZZZ-1110 | CASH AT BANK - SCHOOL | 5,606.61 |
| Total for CASH (CURRENT) | | 5,606.61 |

INVESTMENTS (CURRENT)

| | | |
|--|---------------------------|-------------------|
| A-ZZZ-1210 | SASIF INVESTMENT - SCHOOL | 890,088.34 |
| A-ZZZ-1260 | NAT SCHL PRIDE SASIF A/C | 133.24 |
| Total for INVESTMENTS (CURRENT) | | 890,221.58 |

RECEIVABLES (CURRENT)

| | | |
|--|-------------------------------------|---------------|
| A-ZZZ-1310 | ACCOUNTS RECEIVABLE | 710.05 |
| A-ZZZ-1350 | PROVISION FOR DOUBTFUL DEBTS CUSTOM | (106.50) |
| Total for RECEIVABLES (CURRENT) | | 603.55 |

GLOBAL BUDGET ASSETS

| | | |
|---------------------------------------|-------------|------------------|
| A-ZZG-15118 | P21 ACCRUED | 26,083.47 |
| Total for GLOBAL BUDGET ASSETS | | 26,083.47 |

FURNITURE AND EQUIPMENT

| | | |
|--|--------------------------------|---------------|
| A-ZZP-2650 | PRINT - EQUIPMENT PHOTOCOPIER | 12,999.00 |
| A-ZZP-2651 | PRINT - ACCUM DEPREC EQUIPMENT | (12,782.35) |
| Total for FURNITURE AND EQUIPMENT | | 216.65 |

COMPUTING AND COMMUNICATIONS

| | | |
|---|------------------------------------|-----------------|
| A-ZZI-2770 | INFO SYSTEM - NETWORK HARDWARE | 7,547.38 |
| A-ZZI-2771 | INFO SYSTEM - ACCUM DEPREC NETWORK | (2,272.32) |
| Total for COMPUTING AND COMMUNICATIONS | | 5,275.06 |

BUSES AND MOTOR VEHICLES

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

Total Assets

931,385.02

==== Liabilities ====

OTHER LIABILITIES (CURRENT)

| | | |
|--|--------------------------|-----------------|
| L-ZZS-3540 | GRANT - SCHOOL CARD | 148.50 |
| L-ZZZ-3515 | WS - GST HOLDING ACCOUNT | (1,525.46) |
| L-ZZZ-3560 | WS - ACCRUED EXPENSES | 712.65 |
| Total for OTHER LIABILITIES (CURRENT) | | (664.31) |

SCHOOL EQUITY

| | | |
|-----------------|----------------------------------|-------------|
| F-CCY-5200 | COORD POSITION RESERVE 2010-2011 | 50,000.00 |
| F-CCZ-5200-0007 | CURRICULUM - HORSE RDA | 5,000.00 |
| F-ZZF-5200-0001 | FACIL - IMPROVEMENTS RESERVE | 150,000.00 |
| F-ZZF-5200-0002 | FACIL - FURNITURE RESERVE | 5,000.00 |
| F-ZZF-5200-0007 | FACILITIES - LANDSCAPING RESERVE | 5,000.00 |
| F-ZZI-5200-0001 | INFO SYSTEM - COMPUTER RESERVE | 2,000.00 |
| F-ZZP-5200 | PRINT - PHOTOCOPIER RESERVE | 14,000.00 |
| F-ZZZ-5100 | ACCUMULATED SURPLUS | 730,829.42 |
| F-ZZZ-5110 | NET INCOME YEAR TO DATE | (27,866.07) |
| | SURPLUS/(DEFICIT) CURRENT PERIOD | (1,914.02) |

Total for SCHOOL EQUITY

932,049.33

Total Liabilities and Equity

931,385.02

5.2 PROFIT AND LOSS

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

The PTD Posting first figure column on the Profit and Loss will automatically be a zero unless there has been movement in the Period for particular account. In Period 13 this means that the Finance Sector of Kilparrin has applied Balance Day Adjustments for accounts which were paid for in Jan 2011 but refer to expenses incurred in 2010.

| Account | Description | PTD Posting | YTD Posting |
|--|-------------------------------------|------------------------|----------------------------|
| GRANTS : DETE | | | |
| R-CCG-6195-0004 | GRANTS PREMIERS BE ACTIVE 2010 | 0.00 | 500.00 |
| R-ZZG-6142 | GRANT-GLOBAL BUDGET | 0.00 | 2,106,851.76 |
| R-ZZG-6175 | GRANT - SUPPORT | 0.00 | 45.00 |
| R-ZZG-6195-0007 | GRANT - KELC ELECTRICAL TESTING GRA | 0.00 | 50.00 |
| R-ZZG-6195-0009 | GRANTS - BUS DRIVER TRAINING | 0.00 | 2,550.00 |
| R-ZZH-6195 | GRANT - O.H.S. & W. | 0.00 | 100.00 |
| R-ZZS-6173 | PC - SCHOOL CARD SURPLUS | 2,969.00 | 2,969.00 |
| R-ZZT-6180 | GRANT - SCHOOL T & D | <u>0.00</u> | <u>85.00</u> |
| Total for GRANTS : DETE | | 2,969.00 | 2,113,150.76 |
| GLOBAL BUDGET REVENUE | | | |
| R-CCG-65130 | PRIMARY STRAT TCH PROF LEARN | 0.00 | 4,970.00 |
| R-ZDS-65118 | GB-TCH SUPPLEMENTATION | 0.00 | 83,539.50 |
| R-ZDS-65119 | GB-SSO SUPPLEMENTATION | 0.00 | 6,116.88 |
| R-ZZG-61471 | GB-RECONCILIATION | 0.00 | (300.00) |
| R-ZZH-61334 | GB-FLU VACINATIONS | 0.00 | <u>368.00</u> |
| Total for GLOBAL BUDGET REVENUE | | 0.00 | 94,694.38 |
| GRANTS : COMMONWEALTH | | | |
| R-ZZB-6395-0001 | NAT SCHL PRIDE REVUNUE ACCOUNT | 0.00 | 25,000.00 |
| R-ZZB-6395-0002 | BER-NAT SCHL PRIDE OCT 2010 - FFE | 0.00 | <u>11,000.00</u> |
| Total for GRANTS : COMMONWEALTH | | 0.00 | 36,000.00 |
| PARENT CONTRIBUTION REVENUE | | | |
| R-CXE-6470-0010 | EXCURSION REVENUE - GENERAL | 0.00 | 128.18 |
| R-ZZS-6410-0001 | PC - M & S G WHOLE SCHOOL | 0.00 | 2,984.30 |
| R-ZZS-6450-0003 | PC - REBANK CLASS PETTY CASH | 0.00 | <u>60.50</u> |
| Total for PARENT CONTRIBUTION REVENUE | | 0.00 | 3,172.98 |
| OTHER OPERATING REVENUE | | | |
| R-CCR-6890-0003 | RES CENTRE -ACTIVE LEARNING | 0.00 | 290.90 |
| R-ZDC-6820-0007 | COUNCIL - S/SIZZLE X-MAS | 0.00 | 152.85 |
| R-ZDC-6820-0009 | COUNCIL - SCHOLASTIC | 0.00 | 530.00 |
| R-ZUU-6870-01 | US - SALES : NEW UNIFORMS | 0.00 | 35.75 |
| R-ZUU-6870-03 | US - SALES : UNIFORMS | 0.00 | 969.43 |
| R-ZZR-6820-0003 | SCHOOL-FUNDRAISING GENERAL | 0.00 | 214.00 |
| R-ZZR-6820-0004 | SCHOOL - F/R ENTERTAINMENT BKS | 0.00 | 1,122.71 |
| R-ZZR-6820-0007 | SCHOOL - BULB FUNDRAISING | 0.00 | 184.00 |
| R-ZZR-6820-0009 | FUNDRAISING - XMAS RAFFLE HAMPERS | 0.00 | 314.00 |
| R-ZZT-6855-0002 | TRAINING & DEVELOPMENT – REVENUE | 0.00 | (36.40) |
| R-ZZT-6890-0001 | T & D – CONTRIBUTION | 0.00 | 275.91 |
| R-ZZZ-6850 | WS - INTEREST REVENUE | 0.00 | 333.86 |
| R-ZZZ-6890-0001 | WS - GENERAL TRANSITS | 0.00 | 1,014.49 |
| R-ZZZ-6890-0003 | WS - GENERAL REVENUE - DONATION | 0.00 | 550.00 |
| R-ZZZ-6890-0004 | WS - POSTAGE | 0.00 | 46.75 |
| R-ZZZ-6890-0011 | GENERAL REVENUE ACCOUNT | <u>1.76</u> | <u>1.76</u> |
| Total for OTHER OPERATING REVENUE | | 1.76 | 6,000.01 |
| Total Revenue | | <u>2,970.76</u> | <u>2,253,018.13</u> |
| SUPPLIES AND SERVICES | | | |
| E-CCR-7148 | RC - MINOR EQUIPMENT & BRAILLERS | 0.00 | 893.18 |
| E-CCR-7172 | RES CENTRE - BOOKS | 0.00 | 2,312.71 |
| E-CCR-7181 | RES CENTRE - STATIONERY | 0.00 | 1,364.57 |

| Account | Description | PTD Posting | YTD Posting |
|-----------------|-------------------------------------|--------------------|--------------------|
| E-CCR-7183 | RES CENTRE - SUBSCRIPTIONS | 0.00 | 1,019.01 |
| E-CCR-7184-0003 | RES CENTRE - RESOURCES | 0.00 | 6,870.63 |
| E-CCR-7184-0005 | RES CENTRE - REPAIRS & MAINTENANCE | 0.00 | 542.29 |
| E-CCR-7184-0006 | RES CENTRE - TEACHER REFERENCE | 0.00 | 1,947.90 |
| E-CCZ-7172 | CURRIC - RESOURCES | 0.00 | (148.60) |
| E-CCZ-7184-0001 | CURRIC - C/R CURR - YELLOW SQUARES | 0.00 | 624.13 |
| E-CCZ-7184-0002 | CURRIC - C/R CURR - CPC KELC PRESCH | 0.00 | 58.19 |
| E-CCZ-7184-0003 | CURRIC - ORIENTATION & MOBILITY | 0.00 | 482.45 |
| E-CCZ-7184-0005 | CURRIC - C/R CURR - GREEN TRIANGLES | 0.00 | 680.31 |
| E-CCZ-7184-0006 | CURRIC - COMMITTEE | 0.00 | 427.15 |
| E-CCZ-7184-0007 | CURRIC - MUSIC | 0.00 | 1,432.63 |
| E-CCZ-7184-0008 | CURRIC - TEACHER STATIONERY PK08-09 | 0.00 | 525.25 |
| E-CCZ-7184-0012 | CURRIC - AQUATIC/SWIMMING | 0.00 | 661.31 |
| E-CCZ-7184-0013 | CURRIC- EXCURSIONS | 0.00 | 734.84 |
| E-CCZ-7184-0014 | CURRIC - C/R CURR PURPLE STARS | 0.00 | 532.65 |
| E-CCZ-7184-0017 | CURRIC - ORANGE CIRCLES | 0.00 | 834.28 |
| E-CCZ-7184-0019 | CURRIC - SET DIRECTION | 0.00 | 7,213.95 |
| E-CCZ-7184-0021 | CURRIC - CONTINUALLY IMPROVE | 23.45 | 4,018.60 |
| E-CCZ-7184-0022 | CURRIC - MAKE DATA COUNT | 0.00 | 8,021.85 |
| E-ZDC-7139-0002 | COUNCIL - GENERAL FUNDRAISING | 0.00 | 1,098.60 |
| E-ZDC-7139-0004 | COUNCIL - FUNDRAISING BULBS | 0.00 | 107.00 |
| E-ZDC-7139-0009 | COUNCIL - SCHOLASTIC | 0.00 | 256.50 |
| E-ZDC-7184 | COUNCIL - GENERAL EXPENSES | 0.00 | 337.06 |
| E-ZDM-7121 | MANAGEMENT - CONSUMABLES | 25.06 | 2,515.35 |
| E-ZDM-7181 | MANAGEMENT - OFFICE SUPPLIES | 0.00 | 4,055.33 |
| E-ZDM-7183 | MANAGEMENT - SUBSCRIPTIONS | 0.00 | 1,315.81 |
| E-ZDM-7184-0002 | MANAGEMENT - GENERAL PARKING EXP | 0.00 | 224.75 |
| E-ZDS-7164 | STAFF - PRINCIPAL EXPENDITURE | 0.00 | 284.13 |
| E-ZDS-7165 | STAFF- PRINCIPAL DISCRETIONARY FUND | 0.00 | 1,075.74 |
| E-ZSS-7103 | SSS-ACCOMODATION | 0.00 | 3,481.64 |
| E-ZSS-7109 | SSS-CAR EXPENSES | 0.00 | 3,899.10 |
| E-ZSS-7121 | SSS-MEALS | 0.00 | 3,123.46 |
| E-ZSS-7148 | SSS - RESOURCES | 0.00 | 2,908.20 |
| E-ZSS-7151 | SSS - ICT | 0.00 | 6,362.73 |
| E-ZSS-7169 | SSS-REPAIRS MAINTENANCE GVT CARS | 0.00 | 204.12 |
| E-ZSS-7184 | SSS-ADMINISTRATION | 0.00 | 2,371.80 |
| E-ZSS-7194 | SSS-FLIGHT EXPENSES | 0.00 | 14,839.83 |
| E-ZSS-7196 | SSS-TRAVEL REIMBURSEMENT | 0.00 | 255.86 |
| E-ZSS-7670 | SSS-LEASE OF GOVERNMENT CARS | 88.91 | 30,954.80 |
| E-ZUU-7166-01 | US - C.O.G.S. : NEW UNIFORMS | 0.00 | 855.65 |
| E-ZZF-7121-0004 | FACIL - PLAYGROUND/EQUIPMENT | 0.00 | 23,438.76 |
| E-ZZF-7140 | FACILITIES - FURNITURE & EQUIPMENT | 0.00 | 3,938.41 |
| E-ZZF-7169 | FACIL - BREAKDOWN MAINTENANCE | 0.00 | 14,838.99 |
| E-ZZG-7121-0001 | GWS - AEU GRANT | 0.00 | 31.88 |
| E-ZZH-7121 | O.H.S. & W. - CONSUMABLES | 0.00 | 800.82 |
| E-ZZH-7148 | O.H.S. & W. - MINOR EQUIPMENT | 0.00 | 328.64 |
| E-ZZH-7172 | O.H.S. & W. - RESOURCES | 0.00 | 60.00 |
| E-ZZH-7184-0003 | O.H.S. & W. - COMMITTEE | 0.00 | 110.02 |
| E-ZZI-7121 | INFO SYSTEM - CONSUMABLES | 0.00 | 953.45 |
| E-ZZI-7148 | INFO SYSTEM - MINOR EQUIPMENT | 1,514.88 | 3,492.46 |
| E-ZZI-7151 | INFO SYSTEM - WEB HOSTING COSTS | 0.00 | 2,060.00 |
| E-ZZI-7184-0002 | INFO SYSTEM - DESKTOP COMPUTERS | 0.00 | 18,466.65 |
| E-ZZI-7184-0003 | ICT - BREAKDOWN MAINTENANCE | 0.00 | 125.00 |
| E-ZZI-7192 | ICT - INTERNET/EDUCONNECT CHARGES | 110.00 | 495.00 |
| E-ZZP-7121-0001 | PRINT - GENERAL CONSUMABLES | 0.00 | 923.58 |
| E-ZZP-7163-0002 | PRINT - PAPER A4 | 0.00 | 1,069.00 |
| E-ZZP-7163-0003 | PRINT - PAPER SPECIAL (A3 A4 ETC) | 0.00 | 87.59 |
| E-ZZP-7169-0002 | COPY COST - SERVICE & TONER | 0.00 | 6,896.66 |
| E-ZZU-7121 | BUS - DRIVING LESSONS | 0.00 | 2,315.00 |

| Account | Description | PTD Posting | YTD Posting |
|--|-------------------------------------|-------------------|---------------------|
| E-ZZU-7145 | BUS - INSURANCE | 0.00 | 1,317.40 |
| E-ZZU-7154 | BUS - REGISTRATION/INSPECTION | 0.00 | 874.67 |
| E-ZZU-7164 | BUS - SERVICE | 0.00 | 2,155.18 |
| E-ZZU-7169 | BUS - R & M & INSPECTIONS (MONTHLY) | 0.00 | 856.45 |
| E-ZZU-7245 | BUS - FUEL & OIL | 0.00 | 527.40 |
| E-ZZZ-7106 | WS - ADVERTISING / PUBLIC RELATIONS | 0.00 | 1,025.90 |
| E-ZZZ-7136 | WS - FREIGHT | 0.00 | 1,216.98 |
| E-ZZZ-7160 | WS - POSTAGE | 0.00 | 674.51 |
| E-ZZZ-7184-0001 | WS-POLICY/PLANNING COMMITTEE | 0.00 | 39.80 |
| E-ZZZ-7184-0005 | WS-LEADERSHIP COMMITTEE | 0.00 | 316.09 |
| E-ZZZ-7184-0008 | CURRIC - PAC | 0.00 | 255.92 |
| E-ZZZ-7199-0003 | WS - GENERAL TRANSITS (RE-LOCATION) | 0.00 | <u>(79.00)</u> |
| Total for SUPPLIES AND SERVICES | | 1,762.30 | 211,189.95 |
| GLOBAL BUDGET EXPENSES | | | |
| E-ZDO-73133 | GB-TELEPHONE CHARGES-RENTAL | 0.00 | 1,318.49 |
| E-ZDO-73134 | GB-TELEPHONE CHARGES-LOCAL CALLS | 0.00 | 811.67 |
| E-ZDO-73135 | GB-TELEPHONE CHARGES-STD CHARGES | 0.00 | 92.46 |
| E-ZDO-73136 | GB-TELEPHONE CHARGES-MOBILE PHONES | 0.00 | 101.61 |
| E-ZDS-71111 | GB-SAL/WAGES-TEACHERS | 0.00 | 1,232,371.01 |
| E-ZDS-71112 | GB-SAL/WAGES-ANCILLARY | 0.00 | 594,759.88 |
| E-ZDS-71114 | GB-SAL/WAGES-TRT | 0.00 | 36,960.00 |
| E-ZOB-73512 | GB-SITE FUNDED WORKS | 0.00 | 2,050.00 |
| E-ZZF-73142 | GB-ELECTRICITY EXPENSES | 0.00 | 49,438.46 |
| E-ZZF-73288 | GB-WASTE DISPOSAL | 0.00 | <u>74.42</u> |
| Total for GLOBAL BUDGET EXPENSES | | 0.00 | 1,917,978.00 |
| FACILITIES AND UTILITIES EXPENSES | | | |
| E-ZSS-7245 | SSS-PETROL ON GVT CARS | 0.00 | 3,446.13 |
| E-ZZB-7206-0001 | NATIONAL SCHOOL PRIDE | 0.00 | 34,341.16 |
| E-ZZF-7225 | FACIL - CLEANING ONGOING | 0.00 | 49,091.63 |
| E-ZZF-7250 | FACIL - GROUNDS MAINTENANCE | 0.00 | 10,001.41 |
| E-ZZF-7280 | FACIL - WASTE DISPOSAL | 0.00 | <u>764.31</u> |
| Total for FACILITIES AND UTILITIES EXPENSES | | 0.00 | 97,644.64 |
| FINANCIAL EXPENSES | | | |
| E-ZZZ-7410 | WS - BANK CHARGES | 0.00 | 45.00 |
| Total for FINANCIAL EXPENSES | | 0.00 | 45.00 |
| EMPLOYEE EXPENSES | | | |
| E-ZZT-7393-000 | 1 T & D - PRINCIPAL/LEADERSHIP PD | 545.45 | 23,513.64 |
| E-ZZT-7393-0004 | T & D - TRAINING COSTS STAFF | 0.00 | 29,061.74 |
| E-ZZT-7393-0005 | SOUTHERN ADELAIDE REGIONAL MEETINGS | 0.00 | <u>502.72</u> |
| Total for EMPLOYEE EXPENSES | | 545.45 | 53,078.10 |
| OTHER OPERATING EXPENSES | | | |
| E-ZZZ-7620 | WS - BAD DEBT EXPENSES CUSTOMERS | 0.00 | 198.00 |
| E-ZZZ-7630 | WS - DOUBTFUL DEBTS CUSTOMERS | <u>(22.77)</u> | <u>(22.77)</u> |
| Total for OTHER OPERATING EXPENSES | | (22.77) | 175.23 |
| DEPRECIATION AND AMORTISATION | | | |
| E-ZZP-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 |
| NON-OPERATING EXPENSES | | | |
| E-ZDC-7139-0011 | COUNCIL - XMAS CONCERT - S/SIZZLE | 0.00 | <u>87.50</u> |
| Total for NON-OPERATING EXPENSES | | 0.00 | 87.50 |
| Total Expenses | | 4,884.78 | 2,282,798.22 |
| Surplus or (Deficit) funds | | (1,914.02) | (29,780.09) |

6.0 STATEWIDE SUPPORT SERVICES REPORT

Support Service Feedback Summary: Early Intervention Home Support 2010

| | |
|--|----------|
| Number of Feedback Surveys sent home: | 12 |
| <u>Number of Feedback Surveys returned</u> | <u>7</u> |

Disability Information:

| | | |
|----------------------------|----------------|----------|
| Sensory Impairment: | Vision | 3 |
| | Hearing | 6 |

Other disabilities (impairments/conditions)

Unknown Syndrome with multiple barriers
 Goldenhar syndrome, tracheostomy, PEG tube
 Epilepsy, spastic quadriplegia, microcephally developmental delay, swallowing issues
 Epilepsy, cortical vision impairment, chromosome 17q duplication, Global developmental delay
 Cornelia de Lange syndrome, global developmental delay, feeding issues,
 Cleft palate, limb differences, sleep apnoea, on oxygen day and night
 Spina bifida with Arnold Chiari Type II malformation, hydrocephalus, cerebellar hypoplasia
 Periventricular leucomalacia
 Kabuki syndrome

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

Hearing and Speech
 All areas of development
 Everything. Eyesight impacts all areas – has been great to have support to know what is needed eg black and white
 He wasn't focusing on things, people, not sure how much he can see
 Interaction with her family and her environment
 Communication skills (x2)
 All development/mobility as anticipated

2. What aspects of support have you found most valuable?

Sign language – all great
 Willingness to fit into my child's intervention schedule
 Access to relevant resources and strategies
 Home visiting
 Variety of communication avenues (email, phone)
 For someone to talk to that is resourceful and understanding. ST has first hand knowledge and undertaken courses too.
 That certain colours he will focus on, how to help him to build up the seeing process, ideas to help him explore things, textures
 Providing ideas and tools to enable interaction and to start my child learning about her family and her world
 Boost to my child's communication, learning ability and motor skills
 As infant probably not much that can be done beyond normal visual/verbal/sensory stimulation

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

We also receive support for our child through Disability SA so ST has a limited role at this time
 Not that I can think of at this stage
 All support we receive is excellent

4. **Do you believe that Kilparrin support contributed to any of the following?**

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

Yes: x5 (83%)
No: x1 (17%)
Unsure: x0

Additional comments:

It has been nice to know that what I have done / am doing has been the right things to do – even though at the time I didn't realise this

We received more and better information from ST than we did from her specialists!! Especially on understanding CVI and that our child may be able to see something after all and that this can be built upon!

Being very helpful

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

Yes: x5 (83%)
No: x0
Unsure: x1 (17%)

Additional comments:

Would like an increased sense that I'm 'the expert' on my child – this is there to some extent but could be increased

Definitely understanding that what we were doing was and is actually making a difference

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

Yes: x4 (57%)
No: x0
Unsure: x3 (43%)

Additional comments:

Not applicable to Kilparrin's role at this stage

As Kilparrin are involved on a more regular basis than other service providers it has helped to bridge gaps between other supports, especially as ST's reports go out to relevant third parties

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

Yes: x5 (71%)
No: x0
Unsure: x2 (29%)

Additional comments:

Hard to tell at this stage, as our child develops so slowly, but I'm sure the benefits will emerge as she grows and develops

Hopefully, but I think yes

Our child taps her hand on the ground. Has been nice to know/realise that this is a communication technique

Yes, this has been obvious through ST's ongoing support and encouragement

Provides tools to stimulate

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

Yes: x7 (100%)
No: x0
Unsure: x0

Additional comments:

Our case worker helped find you which was lucky for us

We were referred to Kilparrin from Cando4Kids

However a little unclear at the start of what services were available and most appropriate – seemed to take a while to initiate

6. Any further comments

ST is most kind hearted in her approach, and has balanced being available to us with fitting into our child's busy schedule. We also appreciate her willingness to gather and deliver resources for us. One area for improvement could be reflective listening.

ST is great and has changed our outlook on our child's future. Thank you.

Without the support we have received from the ST, our child would definitely not have advanced to where she is now so quickly. Thank you – your support is crucial and invaluable.

Thank you for a professional and caring service

Support Service Feedback Summary: Preschool and School Based Support 2010

School Type

| | Preschool | Junior/Primary | Secondary | Rural/Community | Area | Special | Non-Govt School | Total |
|---|-----------|----------------|-----------|-----------------|---------|---------|-----------------|---------|
| Sent (no. of schools) | 7 | 24 | 6 | 5 | 3 | 13 | 2 | 60 |
| Received (no. of schools) | 3 (43%) | 15 (63%) | 3 (50%) | 4 (80%) | 2 (67%) | 9 (68%) | 2 (100%) | 38(63%) |
| Received (no. of individuals) | 3 | 19 | 3 | 4 | 2 | 24 | 2 | 54 |

Comment:

In 2010, 63% of client sites returned completed feedback surveys compared with 47% of sites in 2009. It would appear that sending the feedback surveys to schools in the latter half of Term 3 results in a higher response rate from schools.

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

| | | | |
|-------------------------------------|----|---|----|
| Programming & Curriculum Adaptation | 31 | Communication Skills | 38 |
| Classroom & Behaviour Management | 16 | Social Skills | 22 |
| Orientation and Mobility | 18 | Daily Living Skills | 12 |
| Sensory Impairment | 58 | Play | 22 |
| Vision | 37 | Other | 4 |
| Hearing | 21 | (Autism, Sensory, Resources, Sensory develop) | |

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

Help with ICT ideas, setting up of communication/buddy activities, training with SSOs.

One- to-one work with the students. Ideas and suggestions.

Written feedback about learner's vision and how he uses it.

Ideas, suggestions of play experiences

Explanation of vision and hearing impairments

Resources for handwriting (laminated sheets)

Sloping desk for writing; bar magnifier for reading.

Ideas, strategies for use in classroom – light from window on to desk.

Large font program onto class computer for student use.

Feedback – information on transition into workforce

Staff have received information about sensory impairment and have been shown strategies to help and support learning

Programming and curriculum support

Sensory vision impairment support. Information regarding learner's vision impairment and how to accommodate this in the class.

The explanations about how learner sees and the use of equipment. O&M Tr is always on call to assist. He makes that very clear.

Types of assistive technology available.

Types of programs to use. Suitable activities for learner's vision impairment

What aspects of the support did you find most valuable? (continued)

Borrowing of resources, help from specialists

Assistance / ideas from specialists

Really appreciated the effort put into the talking books especially personalised one. Also idea on making things more easily visible

Provision of resources

ST was always extremely helpful and provided excellent support for two (reasonably new) teachers. Gave support when a new teacher came in Term 2 after another teacher left for family reasons

Unfortunately the visits have been very irregular and so there was little value. Learner had seizures before ST came and so was not responsive

Visits from ST to discuss problems, give ideas of how to communicate and interest learner. Shown us how to play games. Availability of resources.

I loved when ST brought in the musical instruments and engaged everyone in the class.

Confirmation that we are heading in the right direction for the best of learner's education. Suggestions of how to encourage further progress.

ST is always willing to check on resources for us eg talking calculator

The fact that we gave learner more learning opportunities

Individual support given to learner on specific literacy tasks

ST's knowledge of cortical vision impairment. ST was also able to talk about her home visits with learner which gave us some good information. ST is able to support us and the goals that we are working on, including Intensive Interaction

Ideas on how to modify the classroom environment ie size and font of handouts, whiteboard text, arrangement, glare etc

Preparation of resources, guidance in reporting, guidance with appropriate curriculum materials, supportive visits from ST including with hearing impaired SSO

Professional development for staff

Curriculum programming and planning

Moral support to staff – reassurance in ways to support learner

Curriculum advice and support

Face to face contact – observation and feedback on the spot (on our strategies and the child's responses)

Having hearing impaired SSO visit with ST and model for staff and students, the beauty and expressiveness of signing

Written observation notes

Conversations with ST about learner's condition and how it impacts on him in the classroom routines

Support materials

ST works brilliantly with very severely multiply disabled students. They connect with her and she is flexible and sensitive. A great role model

Introduction for learner on Talking Books. Her ability to access/create and share with the class. Putting her hearing aids in herself. Remembering to give me her FM every morning (charted)

ST was very knowledgeable and helpful with resources. Her help with resources was valuable.

Practical ideas

Social skills and contact made with ST

Programming and curriculum adaptation

Communication skills, social and daily living skills

Individual 1:1 for my student

ST understood that I had other students as well. She understood to give me practical ideas that could be managed in a classroom. She gave advice from a teacher perspective

Strategies to deal with learner's behaviour and sensory input

Sharing of websites eg sign planet, help kids learn, communicate, northern grid org etc. Sign language training with whole school. Two sessions. Recommendation to purchase touch phone. Discussion around soundfield systems, ideas for purchases with funding.

I have been extremely happy with the Kilparrin support. ST has been easy to talk to, has formed a good relationship with learner and has come up with ideas for us, giving us reassurance re what we are doing.

ST has supported learner by enlarging print in readers (has made readers for her to use).

ST has done a thorough vision assessment of learner

What aspects of the support did you find most valuable? (continued)

ST did thorough observations and was receptive to discussing my observations. Having discussed ideas she trialled several and came up with the use of materials to calm learner and facilitate communication eg is that shiny? (yes/no) rough etc. This work also complimented our science topic of 'what is it made of'

ST has lots of practical ideas about classroom interventions that will assist with student's learning. The ICT support for student was great.

Understanding vision impairment and giving resources about SMD

Best practice suggestions

'Role play' interactions

Different ideas about using technology

Being able to get plenty of spare batteries for learner's hearing aids through Kilparrin staff. Talking books very good visual for the hearing impaired students and the whole class.

The report was great and it is good to have positive feedback regarding learner's progress. Also the reminder to use sign as well as PECS.

ST's calm manner and discussions about needs of learner in relation to his vision

ST was available to me at all times and never made me feel like I was inconveniencing her. She was very helpful when it came to writing the learner's NEP.

Active Learning, Intensive Interaction

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

Maybe some specific equipment or ideas to try

A program to improve the skills

Intensive Interaction. Have spoken about it but it has not happened. Looking to try anything that may help and this looks good.

More one to one assessment of learner, more materials, suggestions to improve reading skills

Some Auslan readers, picture books

Upon thinking about it (but have not yet discussed it with ST), I would like Auslan or signing readers with sign pictures for beginners (me). Although learner knows a lot of signs, she does not use any with frequency or without prompt by myself

Learner's behaviour of late has been really bad and he is struggling to follow simple instructions

Adaptive daily living skills for learner

Training and development opportunities for formalised professional development about vision impairment

We are very happy with the support provided for the learner

ST has been available by phone and email and was prompt in replying. ST has also initiated contact which was appreciated.

All positive with all aspects of Kilparrin visit. ST very flexible to fit in with all we do.

It would have been good to talk more, but we didn't have a lot of time

Yes, see them?

Not than I can think of.

No.

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

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

Yes: x49 (94%)

No: x2 (3%)

Unsure: x2 (3%)

Comment:

ST's notes were detailed. Her sharing after the sessions enabled me to focus on the manner by which I interacted with students. This was especially helpful with my work with specific learner.

Sharing of ideas/strategies/resources between professionals related to same area of education and individual students, is always valuable and worthwhile

Because ST explains what she is doing and why, it helps me to understand learner's sensory impairments better and makes it easier to find ways to communicate with him and support his learning

Making sure that learner was able to access all information from the whiteboard

Ideas on angles for learner to see better, and use of switch, visuals

Comment: (continued)

ST's knowledge exceptional

Great range of engagement strategies displayed

Having ST come out to go through how we are doing things and showing different ways

Learner is a complex child with a number of disabilities. ST supports what we are doing, offers suggestions to try with learner and gives us confidence to continue working with the learner

Helps me to keep in mind the student's vision needs when setting up the classroom and learning activities

Excellent support for daily classroom staff

To a small degree. I still feel unsure as to how I can extend learner academically

Placing of the Hearing Aid – charging the battery

I now understand how learner's disability affects the way he learns and how he participates

ST left a hand written report each visit so follow up on ideas was immediate. Suggested resources for curriculum development were user friendly and practical

Learnt more about hearing aids and how they work

Learning about the soundfield

I learnt that utilization of an obsession such as learner sucking her clothes can be turned into a learning opportunity

I have knowledge in use of larger print to support students

This has been great due to me never teaching students with the issues of both learners

Yes, strategies for maximising students attention to task

Learner is able to use her hearing aids again and that helps us manage behaviour in class

I have not worked with a visually impaired learner before

I had no ideas and so the information provided me with better knowledge on how to implement a program.

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

Yes: x44 (88%)

No: x4 (8%)

Unsure: x2 (4%)

Comment

Not my confidence but that of a new SSO

Using the approach that ST taught when she was here last year and with ST's continuing support and encouragement I have grown slightly more confident when working with learner

ST made me more aware of the extent of my student's vision impairment. She has provided me with some excellent ideas and strategies during the past 12 months.

ST's strategies help my confidence and she always leaves written notes to explain and for us to follow to further help learner

Great to have regular support

The support provided for both teachers was excellent

SSOs and I worked with ST. We found visits and willingness to share ideas and knowledge excellent

Giving us confidence to try new things

To a small degree

Know that learner is putting her aid in independently by observation rather than doing

It was good that the ST acknowledged things I was doing already that was useful. Great confidence booster

Yes! Confidence in signing. School has a policy of where to look for signs. Policy was developed with discussion with ST

Yes, program development has been fantastic

ST support for me was extremely valuable

Talking books which Kilparrin introduced have helped me help the above students to read. I have saved more talking books on the computer boosting my confidence

This has taken a long time but with support have gotten there

Yes, I am able to plan more realistic and achievable goals now

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

Yes: x43 (84%)
No: x0
Unsure: x8 (16%)

Comment:

Our SSOs are grateful for any ideas in working with the learner
 Staff in my school (ie teachers and SSOs) communicate with ST when she is here. When something works or does not seem to work in her sessions, ST informs us so that we can follow up.
 Any opportunity to share knowledge and understanding about any students is a worthwhile process.
 ST speaks with both the Director) and the ECW and myself during her visits, so that we can all share our information and observations about the learner
 The information ST has shared I have shared with other staff working with this individual student
 Because ST leaves written information which everyone can access, it makes it easier for everyone to work together
 Able to share ideas at team meetings
 ST is a good listener who was able to provide balanced feedback and support for the teacher and four SSOs working with learner
 Learner has been with me for 4 years now
 ST showed all the SSOs the same methods
 Not a great deal of extra support has been given
 ST worked with SSO staff as well, so we are all on the same page about support
 A comment was made that one family feels more accepted and valued because of ST and Kilparrin input. Do not feel so isolated. Yes! ST attended CDU meeting to support school and students. At classroom level many discussions with both teacher and SSOs. ST also supported learner's Mother so school and home have consistent approach. ST is facilitating a silent dinner which participants are excited about.
 Information shared with SSOs and mainstream class teacher
 The SSOs now see purpose for the set program
 More work needed to garner further success
 All SSOs are aware of the programs on the computer for the students and can use: help learner put her hearing aids on and off
 Shown some techniques that could be used
 ST helped my SSO and me work more effectively together towards shared goals

4.4 An improvement in learning outcomes for the learner/s

Yes: x43 (86%)
No: x2 (4%)
Unsure: x5 (10%)

Comment:

Through ICT
 Learner has grown more confident in his communication. He has developed his listening skills and his ability to communicate his intentions (eg pointing to item while speaking)
 We can all see improvement in the learner's responses to sensory activities and computer games
 Learner is increasing his confidence and broadening his interests
 Assistance with 'teaching' money was very useful
 Resources and methods of communication maintained student's interest
 We are in the process of developing these (Learner's first term of kindy)
 This is beginning to develop
 Hopefully
 Too soon to tell but expect some improvement in her speech
 Still working towards it
 Learner can now find his desk independently! Just a simple idea from ST solved this problem!
 Yes, in February ST observed learners, assessing level of engagement and spontaneous vocalisation and gestures. Learner commenced year babbling and using inconsistent approximations when signing. Six months later learner is able to communicate with many adults who understand his signing.

Comment: (continued)

ST provided visual strategies for us to use with learner
 Looking at more communication skills
 Clearly outlined expectations
 Speech and hearing for the students improved
 Valuable resources and ideas
 Have adjusted the program with identification that would be more appropriate

Overview (4.1 -4.4 above):

| Do you believe that the support provided contributed to any of the following? | Yes | No | Unsure |
|--|------------|-----------|---------------|
| An increase in your own knowledge and skills in working with/managing the learner/s | 49 | 2 | 2 |
| An increase in your own confidence in working with/managing the learner/s | 44 | 4 | 2 |
| People involved in supporting the learner working more effectively together and having a common understanding of the learner's needs | 43 | 0 | 8 |
| An improvement in learning outcomes for the learner/s | 43 | 2 | 5 |

The table above shows that a significant majority of respondents believe that Kilparrin support had some form of 'flow-on' effect in their site.

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

Yes: x33 (66%)
No: x7 (14%)
Unsure: x10 (20%)

Comment:

We may be able to use some of the ICT programs eg Choose it Maker, with other classes
 Although there are not other students in my class with vision impairment, I have used some of the resources and strategies in the class eg 1g font program for computer sloping desk
 We have no other learners with similar sensory impairments as the learner at this present time
 Relevant for all students. Ways to assist-hinder learner Future situations great
 We have several students with additional needs
 Especially students with disabilities and sometimes other learning issues in classes
 Through ST's first visit for learner she helped me realise we could have support for another learner too
 I have since had another hearing impaired/non-verbal student join my class so I have used my new knowledge with her also
 ST's ideas were useful to all students, especially about personal space ideas and supports
 Yes, using schedules which are large can be used by whole group. All students exposed to signing. Use of boxes to explore appropriate for all learners.
 It's great to be able to generalize ideas to assist other learners in class
 Better handling with the little motivations for others
 All the other students use the talking books / read them on the computers
 Another student working well below year level expectations
 Websites great and information about learner's conditions allow for a better understanding
 I have 2 other students who wear glasses and 1 with a hearing impairment and I find many of the strategies are applicable to them

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

Yes: x44 (88%)
No: 0
Unsure: x6 (12%)

Comment

Kilparrin have had a long history (5 years?) with the school and learner
 It was easy to organise sessions with ST or re-arrange sessions when unexpected events occurred

I did not initiate the services of Kilparrin for my students
 Learner's file was difficult to retrieve – she had not received support for some years – but service was great
 We did not appear to have any problem accessing support
 Already aware of learner's needs
 It was regular and most welcome
 Good to have quick phone contact
 ST was always available
 Flowed from kindy to school
 Yes, follow on from JP class → Kilparrin contacted me (teacher)
 I believe it is organised through the front office and principal on a regular basis
 Promptly returned phone calls
 Not too sure how this support was accessed, sorry.
 Yes, very effective email communication. ST was able to see our school culture and the values held and provide access to resources to support learning goals for students.
 Organised before I started with these students
 The admin staff at Kilparrin are very helpful
 Staff can be contacted on the phone or when they visit the school. They are very supportive in the classroom
 ST was very available. She always returned calls and emails promptly.

7. Any further comments

Later in the year I would like some ideas on how to approach transition in 2011 as learner will be in Year 7
 We are extremely glad to have ST working with our students, she is able to work on specific skills that we sometimes are unable to do so because of the class/other students
 I really appreciate the regular contact with ST She has been really helpful with ideas/suggestions for children to participate in
 We value ST's input and suggestions for learner
 Without access to the Kilparrin resource centre long term loans, we will be unable to effectively work with learner, this is unfair for him. The school currently has only 50 students and, therefore cannot afford to purchase everything learner needs. By removing the long term loan facility for learner to access resources, we are disadvantaging him and his learning. This is not o.k.
 Appreciate the regular support and ideas from someone who knows learner.
 I just wanted to add that the staff really appreciate the work that ST does with learner and us! (hands on and practical). -Director
 Thank you for ongoing support with learner
 ST gave us good information and feedback to support learner
 Hope that ST's health improves so that her visits could be more regular. We would like more ideas how we could work with learner to improve her learning outcomes
 Certainly appreciated visits
 Learner's deteriorating disability has made it difficult and new methods are being tried with limited success so far
 Our program is working well, and ST has not needed to visit us, but she is always available to answer questions by phone
 ST did a great job, hopefully we will see her again at our new site
 ST's work with learner has been wonderful! Can she come to our class everyday please?
 We have really appreciated ST's and the O&M's friendly and professional support particularly considering our isolation
 We appreciate the number of access visits available to us and the positive open informative approach of the consultant. ST is relevant and realistic about the nature of our work
 I strongly feel learner needs a lot of individual support to progress in terms of his academic performance/abilities
 I find ST does a great job. Learner has gained confidence in speaking and putting in her aid since working 1:1 with ST
 Question – Are the visits each term as I would like to talk with ST again about more resources?
 They were very prompt and always there to help us out. Great ideas and assistance each time they come here. Always looking forward in their visits.

The student's ability to focus on a task has increased visibly
ST has been great. We value her input and support provided for learner
ST has worked with staff in a supportive, non judgemental way. She has provided numerous resources and ideas, but respected choices made by staff at local level. Really appreciated ST's visits, seeing value of signing for learners as a life skill.
ST has been approachable and keen to work with students in their classroom context which has been very useful
ST has been very proactive in making suitable books for learner and giving us suggestions for both identified learners
I appreciate your ongoing support with the challenges of the students in my class
The social videos and role playing are improving abilities and helping the student become more confident when interacting with peers
I will be keen to find out any more information on the eye poking behaviour once you have found more.
Also any information regarding stuttering will be useful if you have any
Thankyou to ST for her time and commitment to learner
Have not had visit in 2010 – would be beneficial for learner– vision, hand therapy, and desensitizing to noise
They visited and from there have been easily contacted

Cheryl Elwood, Deputy Principal
Kilparrin Teaching and Assessment School and Services
March 2011

Appendix: Australian Government Reporting Requirements (Schedule E) and Essential Requirements

| Requirement | Explanation | Included as Appendix to report | Embedded within report (pls specify) |
|---|--|--------------------------------|--------------------------------------|
| Published Annual Report | Schedule E: required method of publication is on the Internet. For parents unable to access it on line it must be available in another form Essential Requirement: report to be published by the end of March each year with a copy signed by Principal and GC Chairperson forwarded to the Regional Office | | p2 |
| Context | Schedule E: Include a brief contextual statement, including characteristics of student body. | | pp7-10 |
| Site Improvement Plan | Essential Requirement: Site priorities and key actions and progress towards targets An analysis of Self Review findings | | pp11-17 |
| Student Achievement - NAPLAN | Schedule E: student outcomes in standardised national literacy and numeracy testing. Suggested data sets: Mean scores (site, index, national). Growth: Years 3-5, 5-7, 7-9 Proportion of students meeting national minimum standard in each aspect of test. | | NAPLAN: n/a See pp18-23 |
| Student Achievement -Senior Secondary | Schedule E: Percentage of students in Yr 12 undertaking vocational or trade training; percentage of student in Yr 12 attaining a Yr 12 certificate or equivalent VET qualification. | | n/a |
| Student Data - Attendance - Destination | Schedule E: student attendance including rates for each year level and whole school, and how non-attendance is managed by school. Post-school destinations. | | pp26-29 |
| Governing Council Report | GC Constitution Para 19.4: The Council must report to the Minister at least once a year, in accordance with administrative instructions. AIGs Section 5 Part II Para 8: "A council must report to the school community annually at the AGM and, for a Governing Council, to the Minister in a form determined by the Chief Executive." (i.e. through the Annual Report) | | pp5-6 |
| Client Opinion | Schedule E: Parent, student, teacher satisfaction. | | pp24-26 and pp35-44 |
| Financial Statement | Schedule E: income, by funding source. Gold Book: The Annual report covers the financial and non-financial elements of input, output and outcome measures and --- must be presented to Governing Council and submitted to State Office (Regional Office) on an annual basis. | | pp31-34 |
| Accountability - COAG National Partnerships Projects | NP: If your school is involved in an NP project, a one-page report will be provided and must be included in your Annual Report. Other information about the project may also be included in the report about Site Improvement Plan achievements. | | n/a |
| Accountability - Staff | Schedule E – Teacher standards and qualifications. Schedule E – workforce composition, including Indigenous staff | | p30 |