



Kilparrin Tch & Assessment Sch & Ser

2020 annual report to the community

Kilparrin Tch & Assessment Sch & Ser Number: 1372

Partnership: Marion Inland

Signature

School principal:

Ms Cathryn Roche-Wells

Governing council chair:

Sally Vogelesang

Date of endorsement:

19 February 2021



Government
of South Australia
Department for Education

Context and highlights

Kilparrin is a diverse learning community committed to providing accessible, engaging and rigorous education for children and students. We provide specialised support for children and students who are deaf/hard of hearing and or vision impaired with additional disabilities.

Kilparrin is a unique school providing support across South Australia from Early intervention to Year 12 in our State-wide Support Service and pre-school to Year 13 on site.

As with other sites 2020 was extremely challenging for our families and staff. However we worked hard to keep up with the ever changing climate at the same time ensuring that our students were well catered for.

Our Pupil Free Days focussed on our Site Improvement Plan, the Roadmap of Communicative Competence ROCC, and Dr Karen Wolffe from Texas School for the Blind presenting on strategies to support students with vision impairment (just got her in prior to Covid). Karen also presented to parents on how they can support their child to become more independent at home.

The redevelopment of our secondary classrooms started and continued to progress from Term 3. We are looking forward to moving in before the end of Term 1 2021. This new area will give our secondary students and staff more space to engage in learning, store equipment and enjoy the openness. With the added space we are hoping to develop a Senior Unit model where students work in smaller groups.

Our Statewide Support Teachers continued to connect with other sites as much as possible over the year.

There was a big uptake on using Zoom, Teams and seesaw to keep in contact with all stakeholders.

Despite restrictions students were able to participate in many activities both in and out of school ie., go on a dolphin cruise, to the Botanic Gardens, SA Maritime Museum, participate in National Outdoor Day at the Briars, Book week and MusicaViva via Zoom to name a few. We also participated in the Primary School Music Festival and the Premiers Reading Challenge

We supported staff financially to participate in online professional learning. Some teachers presented at the South Pacific Educators of Vision Impairment SPEVI Conference in January.

We were finalists in the international Young Audiences Music YAM. Unfortunately we didn't win however it was an honor to be acknowledge. This was due to our 2019 Fancy pants project.

We started to use seesaw across the school to keep families informed of what was happening in classes communication.

Governing council report

The year started early for some teachers doing a great job presenting and participating at the South Pacific Educators for Vision Impairment Conference SPEVI.

We started with 27 students. The Principal has a new Education Director and several parents nominated to be on Governing Council

At the AGM Jane Barrett presented on a micro project programme which could be interesting for students leaving school and looking at post school pathways.

Our renovations will be starting in term 2 which is exciting for the school community. This will enable students to have more space in the Secondary classes and enable equipment to be stored safely. We are considering plans for Room 1 - 3.

2020 turned into an unprecedented year and for people/families everywhere particularly in our small community. There was so much uncertainty. Many families chose to isolate before the Government stepped in and Kilparrin made up wonderful bags full of books and activities for our children. It was appreciated to see Cathy and Rachel drop them off, going the extra mile to help our community.

While that was going on we were fortunate enough to have a close knit group and through our social media page there were many books read and laughs and chats had. I also think that many parents discovered zoom and other such apps. Back to school for a different term. Personal Protective Equipment PPE to a new level. No visitors and staying safe in our bubble. The Department for Education sent thermometers and a special cleaner to clean the school across the day (hand rails, door knobs etc).

Last but not least we had a Covid safe assembly with it being videoed and sent to families by seesaw. Fingers crossed that we can resume normal assemblies in 2021.

Quality improvement planning

Our Site Improvement Goals were

*To increase student communication and literacy to support wellbeing, independence and community participation. Students had a collection of books that were of interest and supported them to engage in text. Students participated in experiential language activities that focussed on their own knowledge and ability.

Data collected through the abilities based learning and education support (ables) and the Roadmap of Communicative Competence ROCC showed an improvement in literacy skills. Students became more confident in using their Augmentative Alternative Communication mode.

In observations and through work samples/photographic evidence, we saw students increasing their ability to demonstrate relevant elements of functional literacy. Feedback from parents and speech therapists confirmed this increase in ability. There was an increase in rating in students One Child One Plan Literacy goal. Teachers collected evidence twice a year to track and monitor student literacy goals. Students continue to develop an appropriate way to gain attention and communicate their needs and wants. Staff participated in workshops to develop skills in understanding and responding to students communication.

*To increase students numeracy skills and abilities to gain independence and support wellbeing and participation in the community.

All students were given the opportunity to gain exposure to numeracy activities to develop their numeracy skills. Resources were purchased to support student learning in numeracy. Staff observed an increase in ratings in students One Child One Plan numeracy goal. Teachers collected evidence twice over the year to track and monitor student progress. There was also an increase in ratings in the ables data.

*Through our Statewide Support Service provide training and development opportunities and support staff to ensure students with hearing and or vision impairment and additional disabilities across the state.

One of the goals of 2020 was to host Professional Development Days at Kilparrin, beginning with Introduction to Vision Impairment for Children/Students with Additional Disabilities. Topics to be covered included Expanded Core Curriculum, Orientation and Mobility, social skill development, music, Cortical Vision Impairment, Early Intervention and Assistive Technology. Unfortunately, as a result of Covid-19, the days were not able to occur and we had to think flexibly and differently about our service and how we supported sites throughout the year when face-to-face visits were not possible.

Staff offered zoom meetings and telephone calls, communicated via email, and were able to provide a range of resources to support learning. Albeit challenging, SSS Advisory Teachers strived to support families, and help sites support students who have hearing and/or vision impairment and additional disabilities.

Teachers reviewed and updated all proformas related to our Statewide Support Service ie Service agreement, Visit summary, Reports

Improvement: Aboriginal learners

NA

School performance comment

In 2020 Kilparrin continued to have a strong focus on Communication and Assistive Technology. Our two Coordinators continued to work collaboratively to ensure student goals developed in their One Child One Plan OCOP were met. Teachers were involved in many Professional Learning Communities including AAC, STEM and Wellbeing. Data on student improvement was collected via the Abilities Based Learning and Education Support assessment tool (ables) and the Roadmap Of Communicative Competence ROCC. Data showed there had been significant improvement for many students in their literacy and in their capacity to use their Augmentative and Alternative Communication device AAC.

All students have a goal in literacy and numeracy in their OCOP.

All staff worked on the development of our Site Improvement Plan. This was done at staff meetings and during Pupil Free days.

Staff continued to receive training in Manual Handling, First aid, Asthma, Midazolam and Epipen.

We continue to provide Professional Learning in the specialist areas of hearing and vision impairment and support staff to upskill in these areas when the opportunity arises. Many staff continue to undertake post graduate studies, Auslan and other relevant training ie Autism.

Our Secondary students participated in SACE subjects however we were not moderated this year. We do not participate in Naplan or Pat R / Pat M.

Due to Covid students were unable to participate in work experience at Bedford however later in the year one student was able to participate weekly, supported by an SSO, in the Minda My Pathways programme.

We participated in the Nationally Consistent Collection of Data NCCD and the Australian Early Development Census AEDC.

We support transition both through the school and Statewide Support Service. These transitions can be from pre-school through to post-school options. We ensure transition processes are smooth and individualised to meet the needs of students. We ensure our programmes are inclusive through the delivery of the Early Years Framework, the Australian Curriculum, SACE and the Expanded Core Curriculum.

We ensure our resourcing is flexible to enable better learning environments through our staffing model, budgeting to support students needs ie adaptive switches, soundfield system.

Attendance

Year level	2017	2018	2019	2020
Year 4	N/A	N/A	52.8%	N/A
Primary Other	81.5%	82.6%	80.7%	80.0%
Secondary Other	91.5%	90.8%	93.2%	81.0%
Total	84.9%	86.5%	86.0%	80.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Student attendance is affected by students significant medical conditions which often result in hospitalisation, specialist appointments, recovery time at home and therapy. Parents may choose to keep a student at home during extreme heat or mild weather. Students who live in bushfire areas may be kept at home as a precaution. Sometimes a students challenging behaviour may attribute to a sleepless night for them or their families so they may be late or not attend.

During 2020 we had significant absenteeism due to Covid. Many families chose to keep their child home. These students were medically vulnerable and at high risk.

Behaviour support comment

Kilparrin has a Behaviour Policy in line with the Department for Education's policy. We have rare instances of students challenging behaviour and always work in collaboration with staff, families and other service providers to ensure that we have strategies in place to help students self regulate. We acknowledge that any behaviour incidents are about the students inability to communicate/frustration and there is no intent to hurt staff.

Parents are reminded of the school policy. Parents are notified if there is a behaviour issue and support networks are put in place including Positive Behaviour Programmes. Outside agencies ie Behaviour therapists will be consulted if required. Incidents are reported on IRMS and EDSAS.

Client opinion summary

Observations of students at school show that students enjoy being at school and engaging in learning. For those verbal students they are able to tell us that they like school and what their favourite part of school is. Students are happy when they arrive at school and greet staff in a positive way.

Most students use various modes of communication including Augmentative Alternative Communication AAC, Auslan. Some students express their opinion through Assistive Technology ie Eye gaze, their Pragmatic Organisational Dynamic Device (PODD) either paper or through an iPad app.

Feedback from parents is that their children enjoy school and the programmes that are delivered. Photographic evidence shows students enjoyment and participation.

We received positive feedback in regard to Student Portfolios from parents and the Parent survey highlighted the collaboration and consultation throughout the school.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	33.3%
Transfer to SA Govt School	1	33.3%
Unknown	1	33.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff have current Working with Children Checks. All service providers and volunteers have the appropriate documentation which is collated and filed by administration staff. Service agreements are completed with Non-DfE service providers (therapists). Governing Council, grounds person members have clearance.

Leadership provides induction to all service providers, volunteers, relief staff and new staff. This Induction is robust ensuring that the therapies provided at school are appropriate to the students need.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	23
Post Graduate Qualifications	21

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	14.4	0.6	13.1
Persons	0	16	1	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$80
Grants: Commonwealth	\$0
Parent Contributions	\$7,749
Fund Raising	\$650
Other	\$2,200

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

2020 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	NA	NA
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	NA	NA
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	NA	NA
Program funding for all students	Australian Curriculum	NA	NA
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	N/A	NA
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA