



# Kilparrin Teaching and Assessment School and Services

## Site Learning Plan 2026

Vision Statement: 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 (DHoH) and or with blindness or low vision (BLV) with additional disabilities.

### Areas of Impact



#### Wellbeing

**Goal 1:** To increase student wellbeing by supporting independence through use of their individual modes of communication to improve their literacy and numeracy skills in line with the SA Curriculum.



#### Learner agency

**Goal 2:** As a site, we aim to empower students as active participants in their learning by strengthening their individual modes of communication to improve their literacy and numeracy skills in line with the SA Curriculum.

### Lever for Impact

*Focus Areas that will have the greatest effect on improving student **Wellbeing** and **Learner Agency***

**Expanded Core Curricula:** Strengthen the integration of the ECC (DHoH & BLV) with a rigorous focus on curriculum. When teachers adopt a shared approach to practical applications of the ECC, we will support improvement of wellbeing and learner agency. Every student at Kilparrin will have a ECC goal to work towards in their One Plan.

**Communication:** Strengthening multimodal communication through Auslan, Augmentative and Alternative Communication (AAC), & other methods of communication.

**Assistive Technology:** With evidenced based application of Assistive Technology (AT) in the classroom, we are ensuring our students have equitable access to the curriculum, communication, and engagement by reducing barriers with tools proven to be effective. Each student will have an Assistive Technology Assessment in 2026.

**Formative Assessments Practices:** Formative Assessment Practices: ABLES and ROCC data are collected in Terms 1 and 3 to establish baselines and measure growth. This enables teachers to monitor progress and adjust evidence-based strategies to improve engagement.

**Learning Frameworks:** Using the EYLF, SA Curriculum, SACE, and Australian Curriculum, we will design learning experiences that promote wellbeing and learner agency.

**Collaborative Learning Teams:** Strengthen intentional teaching and support through collaboration with educators, families, and external service providers or therapists.

**Professional Development:** We aim to build a culture that actively promotes learner wellbeing and agency by equipping educators with strategies for student centered learning. Professional development enhances teacher capacity to foster resilience, wellbeing, and learner agency.

**Student Voices:** Students will be encouraged to take ownership of their learning by participating in decision-making, enhancing engagement and motivation. Their involvement builds critical thinking, leadership skills, and contributes to an inclusive, responsive learning environment.

**Staff Wellbeing:** Evidence shows that educator wellbeing directly impacts teaching quality, student engagement, and learning outcomes. By prioritising staff wellbeing, we sustain a culture where educators are supported to provide high-quality learning for all students.

**Community Partnerships:** We aim to provide real-world learning experiences and resources through community partnerships. These connections build student skills, confidence, and a sense of belonging, while fostering active participation and civic responsibility.

### Success Indicators

- Success will be reflected through individual progress—whether through sustained stability or measurable growth in ABLES and/or ROCC assessments.
- Students will show individual progress through observation, data collection, ECC assessment, work samples, photographic, and/or video evidence.
- Formative assessment data of *Personal and Social Capability* domains of the ABLES to measure wellbeing and learner agency.



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### Areas of Impact



Equity and  
excellence

**Goal 3:** Through our State-Wide Support Service we will support families and staff who work with children and young people who are Deaf / hard of hearing and or with blindness / low vision and additional disabilities to access individualised learning.

### Lever for Impact

*Focus Areas that will have the greatest effect on improving **Equity and Excellence***

**Expanded Core Curriculum:** Supporting families and sites to cater for the unique set of skills babies, children, and students need to be explicitly taught to access the SA Curriculum and the EYLF.

**Early Intervention:** Supporting families to understand their child's sensory loss and impact on development

**Professional Development:** At Kilparrin (i.e. three-day conference) and individualized at sites, related to supporting children/students with blindness / low vision and / or are Deaf/hard of hearing

**Collaboration with Others:** Families, medical professionals, service providers, sites, Department of Child Protection to ensure all parties are aligned and consistent

**Transition Support:** To ensure smooth transitions before, throughout, and towards post- school options

**Functional Hearing/Vision Observations:** To guide our support to families/sites

**Positive Learning Outcomes:** Supporting and empowering sites in ways to adapt the curriculum to improve student access to promote learning and engagement

### Success Indicators

•Families and staff at homes and at sites we support have an increased understanding and knowledge of how to support children/students with blindness / low vision and / or are Deaf/hard of hearing, including skills in adapting the curriculum to promote improved access and learning outcomes.