Klemzig Primary School
and Centre For Hearing Impaired

0898  1317  7080

primary

klemzig

school

centre for hearing impaired
bilingual centre of excellence

Annual Report 2009
HIGHLIGHTS OF THE YEAR

2009 has been a busy year at Klemzig. Development of our buildings has commenced and further building work is planned. Enrolments have continued to grow and we have continued to address the learning needs of our diverse group of students. Highlights of the year include:

The Chief Executive Officer of DECS, Mr Chris Robinson visited us in April to see our bilingual program in action. He acknowledged the success of our program and the skill of our staff in meeting the diverse needs of our students.

A new double classroom transportable building was delivered in April and now houses one class as well as our Out of School Hours Care program (temporarily).

Thanks to a $50,000 Commonwealth Government grant, we replaced the pop-up sprinkler system for irrigating our oval with a sub-surface system. This should reduce our water consumption, provide better coverage and result in less maintenance problems.

Work began on our School Hall. This building replaces our old “Gym”. It will be four times the size and will include a new canteen, a classroom for cooking lessons and a school uniform shop. The hall should be completed in May 2010.

Work also began on the refurbishment of our Administration area. This will provide a more welcoming and functional reception area as well as an additional office and a meeting room.

We received good news in June, when the state government budget was announced. After several years work applying for a school redevelopment we were told that a feasibility study had been approved. This study involved an architect drawing up plans and an estimated cost for the replacement of the two timber transportables with a new solid building as well as refurbishing the main building (including moving the library downstairs). We now have to wait for the 2010 state government budget to see if this project will be funded. If we are successful this project, when completed will result in all buildings in the school being either new or refurbished.

We, of course, continued our wide range of cocurricular programs and activities that enrich the educational outcomes of our students. These included:

- Our singing choir’s performance at the Festival of Music.
- Our renowned signing choir which performed publically throughout the year.
- The Children’s Garden, lovingly cultivated by Lisa’s class.
- Chess club every Friday evening, supported by Liz Beverley.
- Sports Day
- Superclubs
- Lunchtime fitness
- Interschool sport competition.
BILINGUAL PROGRAM

Our unique Bilingual Program continued to contribute to our school culture. Our integrated program is unique to Klemzig and renowned for its success. We continued to attract professional visitors who wanted to learn from what we are doing and to observe the children integrated and how they learn from each other and develop together.

Staff who work in the bilingual program have additional qualifications as Teachers of the Deaf. Other staff have been motivated to gain these qualifications and to become teachers of the Deaf. They have been studying through Macquarie University with one staff member completing the Teacher of the Deaf qualifications, and two more will finish soon. Teachers of the Deaf at Klemzig are also required to have high level Auslan skills to work at Klemzig and some staff are continuing their studies in Auslan language. Additional professional development in topics related to deafness have been well attended by staff including school based, state wide and interstate Professional Development, including the World Congress for Mental Health and Deafness held in Brisbane. Each fortnight Bilingual meetings also incorporate Professional Development.

The Auslan Early Learning Program continued to operate with very successful outcomes. The average number of children was approximately 5 throughout the year with a current enrolment of 7. The program covered all areas of the preschool curriculum with a strong focus on language development through play. Many visiting professional support staff commented on the high quality of the program. Last year 2 children from the program moved into reception at Klemzig and one to a special facility.

In Term 2 we ran an 8 week Auslan course for preschool workers and parents for the second year. This proved popular again with 17 enrolments.

The Auslan LOTE program supported the bilingual program in providing language knowledge for everyone to communicate with each other and Deaf Studies to further our cultural understandings.

The Signing Choir continued to be popular with all age groups and this year performed at the Public Primary School’s Music Festival, Tea Tree Plaza, The Fringe and Neighbourhood Watch. Due to popularity this year we have formed two Signing Choir groups.

ENROLMENT GROWTH CONTINUES

Our junior primary mid-year enrolment figures over the past 10 years are as follows:

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This growth pattern indicates a future trend of overall growth as these additional junior primary students move through the school.

Our total enrolments for each term over the past 7 years were:

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<th>Term</th>
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This trend is a reflection of our growing reputation in the community that we are a school that provides quality and supportive education.

ATTENDANCE

Our efforts to improve student attendance over the past few years have been successful, with the officially recorded semester 1 figures being 0.4% above the state average. This improvement is due to our priority area of improving student engagement in learning as well as a focus on raising parent awareness.
ICT and LEARNING

Information and Communication Technology is central to learning at Klemzig Primary School. Professional Development is held fortnightly with specific content delivered to year level teams or whole staff. These meetings are well attended and teachers share learning, programs and ideas.

We continued to participate in the Super Clubs Plus program. This is an online environment that is strictly monitored and maintained by trained teachers. Years 4-7 students learn about internet safety, cyber safety and how to combat bullying.

Klemzig continues to invest in resources and training to ensure that our students have access to the most relevant and inspiring information and resources.

Our students are involved in making PowerPoint slide show presentations, movies, claymations, animations and sounds. The year 7 students and teachers made a fabulous version of “The Time of Our Lives” for their graduation which amazed and thrilled all those who attended the evening.

A CULTURE OF SUCCESS

Klemzig Primary School continues to ensure that wellbeing is central to decisions made about students, the curriculum and interactions between staff, students and parents/Caregivers. 2009 was our first year of implementing our PBL program (Positive Behaviour for Learning). This is a whole school initiative where “adults in Klemzig’s community are committed to model, teach, recognise and acknowledge positive behaviour in our school.” We actively teach skills around our four school rules; Be Safe, Be Respectful, Be Responsible and Be a Learner. In terms 2 and 3 we implemented an acknowledgement of positive behaviour. When we observe a student doing a great job following our rules a staff member acknowledges this behaviour by giving them a ‘gotcha’ (a sticker). The students then keep and tally their Gotchas. They are rewarded for the number of Gotchas they receive through out the term.

Some statistics from our Gotcha Tallies for term 3 and 4 are:

- 100% of children accepted and recorded Gotchas.
- 98% received letters home in term 4 acknowledging their gotcha tally and positive choices.
- 16 students received more than 100 Gotchas.

Staff handed out more than 18 000 Gotchas in the two terms. From our parent/caregiver surveys we know that 100% of families knew our four school rules and responded positively to receiving information about their students’ progress.

We have received lots of anecdotal information about the positive effect on families, students and staff relationships from our focus on acknowledging positive behaviour.

Staff will continue to refine and use this system as we have witnessed the benefits of acknowledging the positive choices our students make daily.

LITERACY A STRONG FOCUS AT KLEMZIG

In 2009 we continued to focus improving literacy achievement through a range of programs and initiatives.

We were accepted into a new phase of the ESL Innovative Schools Program. This program has provided resourcing to enable us to work with
curriculum experts alongside other schools to develop an action plan which we will work on over the next few years. The aim of the plan is to improve learning outcomes for ESL students, however all students will benefit from this initiative and will be supported to improve their understanding and ability to effectively use the English language.

31% of our ESL students improved their literacy level by 2 scales in 2009.

53% improved by 1 scale and 16% remained on the same scale.

We measure the reading ability of junior primary students by testing and assigning a reading level on a scale from 1 to 26.

The average of the reading levels of our year one students moved from level 4 to level 12 over the year, an average improvement of 8 levels.

Our year two students went from an average of level 13 to level 19, an improvement of 6 levels.

7% of our year ones and 33% of our year two students have reached the maximum level of 26.

In May our year 3, 5 and 7 students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN).

The following graphs show the average scores for our students at year 3, 5 and 7 in each of the components of the literacy tests for 2008 and 2009.

**YEAR 3**

Our Early Years Literacy mentor teacher, Cula Nowecki continued her work with class teachers of Reception to year 3 classes to support and improve their Literacy teaching.

We continued our reading intervention program for year 1 students who had not reached our targets for reading ability after 4 terms at school.

We focused resources to support Literacy learning with all junior primary classes receiving 8 hours and all year 3-7 classes 6 hours of SSO time each week to provide direct support to students.

In terms 3 and 4 we appointed a Literacy Coordinator. Michelle van der Sommen worked with staff to provide professional development, ran workshops for parents and began a review of our literacy teaching practices.

These initiatives have resulted in the following improvements in student achievement in Literacy.
In 2009 we had 10 students studying 4 different languages after school hours at ethnic schools. By studying a language these students are enriching the cultural and linguistic knowledge of their backgrounds and contributing to the cultural diversity of our school community.

**NUMERACY**

Maths forms an integral part of the curriculum at all year levels. Our year six and seven classes work in ability groups during their maths lessons each day. Numeracy is integrated across all learning areas throughout the school.

The following graphs show the average scores for our students at year 3, 5 and 7 in each of the components of the literacy tests for 2008 and 2009.

**NATIONAL TEST RESULTS**

Across the range of tests conducted in May, in 92.6% of individual tests our students (excluding students with disabilities) achieved at or above the National minimum standard. This is an improvement on the 2008 result of 84.9%.

We are especially proud of the achievements of 7 of our students who scored in the highest possible band in one or more of the National Literacy and Numeracy tests.

The following graphs show our overall achievements in these tests, in comparison to all students in our region and to all students in schools classified as category 3 level of disadvantage.
PARENT SATISFACTION

Randomly selected parents were invited to respond to an on-line survey, which asked for a response to 44 statements about our school. The statements were based on 4 major areas. The results are summarised in the following graph which compares our school to others in the state.

98% of responses were at or above the average level of agreement for responses across the state. Responses were received from 28 parents.

PARENTS WORK HARD TO SUPPORT SCHOOL

We are fortunate at Klemzig to have the support of dedicated and committed parents who work tirelessly to support our school at a number of levels.

In 2009 volunteers managed our uniform shop, helped out in the canteen, supported student learning in classrooms, helped on excursions and raised funds to improve school facilities. The parent club and governing council members have been the core of this dedicated group of parents.

OUT OF SCHOOL HOURS CARE

In 2009 our before and after school care and vacation care program continued to operate successfully. This was despite a temporary move to the new transportable classroom. We look forward to re-locating to the new school hall in 2010.

Enrolment levels have been maintained resulting in OSHC remaining financially viable in 2009.

FINANCES IN SOUND POSITION

In 2009 we continued to fund our normal programs as well as dedicate funds to supplement our new building projects.

The closing balance at the end of 2009 includes some grants that are due to be spent in 2010.

GOVERNMENT MANDATED REPORTS

We are required, by the Australian Government to report the following:

In 2008 teaching staff absence due to sick leave was less than 2%.

Staff retention from 2007 to 2008 was 94% (permanent teaching staff)

In 2009 we spent over $30,000 on staff professional learning. In addition, teachers spent, on average, over 60 hours each outside of school hours on professional learning.

62% of teachers hold Diplomas, 63% Degrees and 63% have further postgraduate qualifications.