Klemzig Primary School and Centre For Hearing Impaired
0898 1317 7080

Annual Report 2010
HIGHLIGHTS OF THE YEAR

2010 has been a significant year in the proud history of our school. We have celebrated the 50th anniversary of the school and completed the administration upgrade and the school hall building. Funding has been approved for a new major building project. Enrolment growth has continued throughout the year. Highlights of the year include:

The upgrade to the administration area of the school has resulted in a more functional and welcoming reception area.

NEW ADMIN AREA

Our new school hall was completed in September. This has provided us with a venue for indoor sporting activities, school assemblies, performances and a range of events. The kitchen complements our health program and us to convert produce from our Children’s Garden to tasty meals. The new canteen has enabled us to provide high quality healthy food for our students in a modern and very functional facility.

In September we received approval for the new $7.1million capital works project. This was a significant recognition of the esteem that our bilingual program is held in as it was announced during a period of cut-back in the state government budget. The project will see the replacement of the timber transportable buildings with a purpose – built facility for our bilingual program, as well as a major upgrade and refurbishment of the teaching areas and toilets in the main two storey building.

In November we celebrated the 50th anniversary of the school. It was a time to reflect on the achievements of the past and the pride which has endured in past students, staff and families over the years. It was also a time to acknowledge the progress made in a relatively short period of educational history. From facilities and resourcing to educational theory and methodology Klemzig has made amazing progress over the past five decades.

We, of course, continued our wide range of co-curricular programs and activities that enrich the educational outcomes of our students throughout 2010. These included:

- Our singing choir’s performance at the Festival of Music.
- Our renowned signing choir which performed publicly throughout the year.
- The Children’s Garden.
- Sports Day
- Interschool sport competition.

SITE PLANS FOR THE REDEVELOPMENT
BILINGUAL PROGRAM

Our Bilingual Program has continued to be an essential part of 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.

Highly qualified staff with additional Teacher of the Deaf and Auslan qualifications work in the bilingual classes. Many continue to study through Macquarie University completing their master in Deaf Education. 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 bi-annual conference of educators of the Deaf in Sydney attended by the majority of our bilingual staff. Each fortnight Bilingual meetings also incorporate Professional Development.

The Auslan Early Learning Program continued to operate with very successful outcomes. 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. We are currently focussing on what needs to be included in our new facilities and will visit the Aurora Preschool for the Deaf in Melbourne on 2nd March.

In Term 2 we ran once again our annual 8 week Auslan course for preschool workers and parents for the third year as well as continuing our weekly on going Auslan classes for parents and community members.

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.

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ENROLMENT GROWTH CONTINUES

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
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<tr>
<td>'01</td>
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<td>'02</td>
<td>62</td>
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<td>'10</td>
<td>111</td>
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</tbody>
</table>

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 6 years were:

<table>
<thead>
<tr>
<th>Term</th>
<th>Enrolment</th>
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<tr>
<td>1</td>
<td>163</td>
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<tr>
<td>2</td>
<td>161</td>
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<td>3</td>
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<td>7</td>
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<td>8</td>
<td>250</td>
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<td>9</td>
<td>279</td>
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This trend is a reflection of our continued reputation in the community that we are a school that provides quality and supportive education.
ATTENDANCE

The table below shows a slight decrease in attendance for 2010. Closer examination of the data reveals that over the year 556 absences were due to exemptions for students to travel overseas with their families. If these figures were removed from the data the average attendance for the year would increase by 1.1% to 91.6%.

<table>
<thead>
<tr>
<th>TERM</th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>YEAR</th>
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<tbody>
<tr>
<td>2004</td>
<td>93.9%</td>
<td>90.4%</td>
<td>89.6%</td>
<td>89.2%</td>
<td>90.1%</td>
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<tr>
<td>2005</td>
<td>93.2%</td>
<td>89.7%</td>
<td>89.3%</td>
<td>89.9%</td>
<td>90.5%</td>
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<tr>
<td>2006</td>
<td>93.6%</td>
<td>90.6%</td>
<td>89.6%</td>
<td>91.9%</td>
<td>91.4%</td>
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<tr>
<td>2007</td>
<td>90.9%</td>
<td>90.1%</td>
<td>90.9%</td>
<td>90.2%</td>
<td>90.5%</td>
</tr>
<tr>
<td>2008</td>
<td>92.9%</td>
<td>91.4%</td>
<td>90.6%</td>
<td>88.9%</td>
<td>90.9%</td>
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<tr>
<td>2009</td>
<td>93.0%</td>
<td>91.6%</td>
<td>91.1%</td>
<td>89.6%</td>
<td>91.3%</td>
</tr>
<tr>
<td>2011</td>
<td>92.9%</td>
<td>90.7%</td>
<td>88.4%</td>
<td>90.0%</td>
<td>90.5%</td>
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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 and animations with sound.

Staff continued learning through use of an online sharing and teaching tool called “moodle”. The Literacy Co-ordinator (Jan Giorgio) works with learning teams to provide relevant and supportive online resources that could be accessed any where at anytime. There was a large uptake of staff using the moodle as it was planned collaboratively and was engaging for the students.

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. 2010 was our second year of 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. 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 throughout the term.

Acknowledgement rewards include letters home to parents, fruit juice ice blocks, canteen vouchers, Klemzig monogrammed PBL pens, and raffle tickets for JB Hi-Fi vouchers. These are welcomed warmly by the students.

Some statistics from our Gotcha Tallies for the year are:

- In term 4 staff handed out 9600 gotchas
- 65 students received 100 (or more) gotchas in a term and received a PBL pen.

LITERACY A STRONG FOCUS AT KLEMZIG

In 2010 we chose to have a single goal in our Site Learning Plan – improvement in reading ages. Our target was to improve the gap, on average, between chronological age and reading age by 10%.

We joined the Northern Region’s initiative on Comprehension as a whole school single focus.
This meant that throughout the year all teaching staff engaged in professional learning based on the text “Strategies That Work” facilitated by our regional literacy consultant.

The principal participated in the national program, Principals as Literacy Leaders.

Results of reading tests showed that at the beginning of the year our year one students, on average, had a reading age 9.9 months above their chronological age. By the end of the year this had increased to 12.3 months. Year 2 students began the year with an average reading age 6.5 months above their chronological age. By the end of the year this had increased to 7.1 months.

2010 was our second year of involvement in the ESL Innovative Schools Program. This program has provided resourcing to enable us to work with curriculum experts alongside other schools to develop and implement actions which aim to improve learning outcomes for ESL students.

We saw a rapid rise in the number of ESL students in the school – from 33% of students in 2009 to 46% in 2010.

Our ESL students generally enter school with low English skills. Twenty three were in their first year in Australia.

- 67 out of 118 were continuing ESL students from 2009-2010- i.e. 57% were new in 2010.
- 74% of our ESL students have progressed by one or more ESL scale levels.
- 26% of our ESL students have remained at the same scale level.

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. 86% of the students involved in this program, progressed by 5 or more reading levels in 2010.

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 2 and 4 we appointed a Literacy Coordinator, Jan Giorgio worked with staff to provide professional development, and produced and coordinated the collation of literacy teaching resources on Moodle, making them more accessible to all teachers.

These initiatives have resulted in the following improvements in student achievement in Literacy.

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

29% of Reception students achieved a reading level of 10 or above.

The average of the reading levels of our year one students moved from level 7 to level 16 over the year, an average improvement of 9 levels (compared to 8 in 2009).

34% of year ones achieved a reading level of 20 or above.

Our year two students went from an average of level 9 to level 16, an improvement of 7 levels (compared to 6 in 2009).

16% of year two students achieved a reading 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, 2009 and 2010.

YEAR 3

58.5% of our year 3 students achieved proficiency band 4 or above in reading in 2010.
19.1% of our year 5 students achieved proficiency band 6 or above in reading in 2010.

42.1% of our year 7 students achieved proficiency band 7 or above in reading in 2010.

In 2010 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.

In 2010 we provided additional support for 19 students from years 3 to 7 to develop their numeracy skills. 15 of these students participated in the NAPLaN tests this year and 12 of these showed significant improvement in their NAPLAN scores for numeracy since their last test.

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 91.5% of individual tests our students (excluding students with disabilities) achieved at or above the National minimum standard. This is similar to last year’s result of 92.6% and consolidates the significant improvement on the 2008 result of 84.9%.

We are especially proud of the achievements of 10 of our students who scored in the highest possible band in one or more of the National Literacy and Numeracy tests (up from 7 in 2009 and 5 in 2008).

The following graph show our mean scores in these tests at each year level over the past 3 years.
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.

80% of responses were at or above the average level of agreement for responses across the state. Responses were received from 14 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 2010 volunteers managed our uniform shop, helped out in the canteen, supported student learning in classrooms, helped on excursions, helped on working bees to improve the school grounds, supported the 50th anniversary celebrations 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 2010 our before and after school care and vacation care program continued to operate successfully. The service spent most of the year based in the new transportable classroom and moved, towards the end of the year to the new School Hall building.

In May the service underwent quality assurance accreditation through the National Childcare Accreditation Council. It received a rating of High Quality (the highest possible rating) in 26 of the 30 quality principles.

GOVERNMENT MANDATED REPORTS

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

In 2009 teaching staff absence due to sick leave was less than 6%.

Staff retention from 2008 to 2009 was 100% (permanent teaching staff)

In 2010 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.