Klemzig Primary School
and Centre For Hearing Impaired
0898 1317 7080
HIGHLIGHTS OF THE YEAR

2011 has been another exciting and productive year at Klemzig with much achieved throughout this busy year.

A major achievement has been the progress made in Literacy learning throughout the school. The introduction of Classroom Libraries in every class has meant that our students now have access to a range of “just right” books. This has resulted in more time spent reading alongside the development of skills that enable deeper comprehension of what is read. Our Learning Support program has meant that throughout the school students have been supported, in small groups or individually, to improve their Literacy skills with Reading Comprehension being the main focus. The success of these initiatives has been evident in improved whole school achievement in standardised tests.

Other highlights of the year include:

- Using our new gym, canteen, uniform shop and cooking room
- Success in the state Model Solar Boat Challenge, with Klemzig winning first, second and third prizes and our participation in the national competition in Hobart.
- Continued development of the Children’s Garden.
- Our singing and signing choirs’ performances at the Festival of Music.
- Continued involvement of our students in the instrumental music program.
- Collaborative work with Klemzig Kindergarten and Windsor Gardens Vocational College.
- A successful Junior Primary Show Day.
- A successful bushwalk and overnight sleepover for Aboriginal students and friends
- Participation and success in academic competitions.
- Successful participation in interschool sport competitions.
- A successful school sports day in term one.
- The re-introduction of an end of year concert.
- A high percentage of students completing the Premier’s Reading Challenge

2012 promises to be another year of challenge and growth. Our long awaited building program should commence in February. The state government’s funding of $7.1 million for a new building to replace the old transportables as well as the upgrading of the classrooms, library and toilets in the existing two storey building will result in all buildings in the school being either new or upgraded.

These achievements are due to the outstanding teamwork and collaboration of staff, parents and students at Klemzig. I look forward to another year of success and progress in 2012.

SITE PLANS FOR THE REDEVELOPMENT

ENROLMENT GROWTH CONTINUES

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

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<td>102</td>
<td>106</td>
<td>111</td>
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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 6 years were:

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<tr>
<th>TERM</th>
<th>2006</th>
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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.
BILINGUAL PROGRAM

The Bilingual program is still an essential element of our school culture. Klemzig was a leader in South Australia in the implementation of Auslan Bilingualism. Our program is renown throughout Australia and internationally in the field.

The teaching staff have additional Teacher of the Deaf and Auslan qualifications to be able to work in the bilingual classes. In 2011 we also employed Kim Adams as a Speech Pathologist to work with the Deaf students. Kim has a rich background in Deaf education as a Teacher of the Deaf and Assistant Principal in various schools and has now added Speech Pathology to her qualifications, enabling her to bring a range of skills to the position including Auslan. The students have shown enormous progress in their speech and understanding of phonemic awareness through her program. This is an important skill which if they can develop understanding will help them in their literacy.

Additional professional development topics related to deafness have been well attended by staff including school based, state wide and interstate Professional Development. We have also had workshops for the Bilingual School Service Officers run by our Speech Pathologist related to literacy as well as other technology topics. Teaching staff spent a full day working through what it is that Deaf students need above and beyond their hearing peers to be fluent in literacy. Each fortnight Bilingual meetings also incorporate Professional Development.

Another two of our staff have competed their masters in Deaf Education through Macquarie University this year and others studied Auslan Interpreting and received NAATI accreditation.

One of our Deaf School Service Officers, Sophia Woods, applied for and received a grant to run a two day photography workshop at our school. This was attended by Deaf students from other Centres for Hearing Impaired in Adelaide creating links between the centres.

Teachers of the Deaf with preschool qualifications and Auslan qualifications are very rare but we are very fortunate to announce that Sandra Kelly who has all these qualifications and leadership abilities has joined us from SERU, Special Education Resource Unit. She is heading the new team with Bilingual SSOs Vanessa Trenwith and Robbie Mayne.

In Term 2 we ran once again our annual 8 week Auslan course for early childhood workers and parents for the fourth year. We also continued 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 and a variety of other functions. Due to popularity we have continued with two Signing Choir groups, a Primary and a Junior Primary group.
ATTENDANCE

The table below shows a slight decrease in attendance for 2010 and 2011. Closer examination of the data reveals that over the year 560 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%.

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<th>TERM</th>
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<td>2004</td>
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<td>2006</td>
<td>93.6%</td>
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<td>2008</td>
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<td>2010</td>
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ICT and LEARNING

Klemzig Primary students develop Information and Communication Technology (ICT) skills as they learn to use ICT to research information, create and communicate information and ideas, solve problems and work collaboratively with their peers in all learning areas. Our ICT curriculum is not fixed, but is continually developing and changing in response to technological developments. Our students need to develop the knowledge and skill to a level which allows them to confidently, safely and responsibly use ICT both at school and at home.

In 2011 Klemzig invested in two powerful software programs; Clicker 5 and The Reading Doctor. Both are literacy programs used by staff with students of all abilities to significantly develop their reading and writing skills. Staff and SSOs were released for whole day Clicker 5 training, in addition to the ongoing fortnightly, school based ICT training for staff.

Klemzig students are taught to be responsible users of internet resources; to take full advantage of the many wonderful resources online while at the same time avoid the dangers. Thus, Cyber Safety is taught at every year level and students in years 4 -7 are encouraged to participate in the Super Clubs Plus program. Super Clubs Plus is the only safe social networking site for children. The site is monitored 24 hours a day, by trained mediators to ensure members are communicating safely. The site actively promotes safe internet usage and anti-bullying behaviour.

In computing lessons, students learn to send and receive emails, word process, produce their own PowerPoints, Photo Stories and clay animations. Upper primary students have been taught the art of movie making, including editing.

Sophia Woods successfully applied for a grant which allowed her to purchase enough digital cameras to run the photography workshop for Deaf and Hearing-Impaired students in the October school holidays. Students were extremely proud of their work which was exhibited in DECD central office foyer and printed on greeting cards for sale.

Mid 2011, students were given access to the school moodle for the first time at home. The moodle is a collection of engaging, interactive online resources compiled by Klemzig teaching staff to support student learning in all curriculum areas. The moodle is constantly developing to meet the needs of all members of the Klemzig community, teachers, students and parents.

A CULTURE OF SUCCESS

Klemzig Primary School is highly committed to a school-wide culture of student success and inclusivity. This is reflected in our organisation, the many programs we offer and the curriculum.

Student Voice and Kids Councils

45 students were trained and participated in weekly Council meetings. We ensured that Deaf and Aboriginal students were represented through their clubs. They planned a variety of school activities, raised funds for charity and equipment, were consulted about school matters and made many suggestions for school improvement. In 2012 we are looking to increase the take-up of their ideas.

PBL – Positive Behaviour for Learning

In 2011 changes were made to data collection and recording; acknowledgement in classes involving Senior Staff; 2 week focuses and a range of meaningful school rewards. In 2012 we will review our Responding to Inappropriate Behaviours steps; investigate how Restorative Justice Strategies fit with our school ethos; induct new staff using the training materials; find incentives for older students and replace congratulatory letters with postcards home to families.

Out of School Hours Care Service

The service was managed by our Governing Council and run by a Director and staff. In 2011 the service was financially viable. It fulfilled its obligations under its Quality Assurance audit. 79 children used the service at some time. 61% were girls, 39% boys, 7.6% were children with disabilities, 9% were aboriginal and 23% from Culturally and Linguistically Diverse backgrounds.

After School Activities Program

In Term 3 the school introduced a Commonwealth funded After School Activities Program to offer one hour of coached physical activity, twice per week. The program was well attended by 73 different
students of diverse backgrounds. We used local club coaches to encourage children into local groups.

Aboriginal Students and Families
Aboriginal Education is a high priority at Klemzig. We offered a range of programs in 2011 to meet the needs of our students. These included APAS tutoring in Literacy and Maths, fortnightly R-7 Nunga Group, Yr6/7 Aboriginal Student Elders program, the Yr6/7 Student Scholarship (won by Bobby Vorobyov), reconciliation Week activities in Term 2, Aboriginal Culture Week in Term 3, Aboriginal Students and Friends Camp in Term 4 and the promotion of the Draft Aboriginal Cultural Studies Curriculum.

LITERACY A STRONG FOCUS AT KLEMZIG

In 2011 the single focus of our Site Learning Plan was Comprehension, with the specific aim of improving reading levels for all students.

A range of strategies was initiated and implemented. These were major changes to the way that we had approached Literacy teaching and learning in the past.

The main areas of focus were:

1. A targeted, consistent and comprehensive intervention program for students who were identified as needing support.
2. Reviewing assessment and data keeping, introducing the Pat-R test and taking running records of students reading ability 8 times during the year.
3. The appointment of two Literacy Facilitators - to engage in regional professional development then work with all school staff.
4. Investment in classroom libraries for all classes, making a wider range of appropriate reading materials available for all students (at least 100 books per class).
5. The engagement of consultants to work with all class teachers to develop their skill in teaching comprehension strategies and in implementing the classroom libraries.

Analysis of running record data shows that reception to year 2 students made significant progress, including those involved in the intervention program. The following graphs demonstrate the average growth made during the year by students in Reception, Year 1 and Year 2.
We measured the achievement of our junior primary students against the standards set by the Northern Adelaide Region (by the end of Reception – level 10, by the end of year 1 – level 20 and by the end of year 2 – level 26).

The following graph shows that significant improvement was made in 2011 when compared to 2010, especially at year 2.

We saw a rise in the number of ESL students in the school – from 46% of students in 2010 to 50% in 2011.

Many of our ESL students enter school with beginning English skills so we provide additional learning support through our ESL teacher and bilingual school support officer. As a result of this support, 77% of our ESL students progressed by one or more levels on the ESL scale which is a measure of English achievement for ESL learners.

In 2011 we had 12 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.

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.

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, 2010 and 2011.

53% of our year 3 students achieved proficiency band 4 or above in reading in 2011.
NUMERACY
Maths forms an integral part of the curriculum at all year levels. Numeracy is integrated across all learning areas throughout the school.
Our focus on comprehension includes providing students with the literacy skills and language requirements that will enable them to access the numeracy and mathematics curriculum.

The following graphs show the average scores for our students at year 3, 5 and 7 in each of the components of the numeracy tests from 2008 to 2011.

NATIONAL TEST RESULTS
Across the range of tests conducted in May, in 89.3% of individual tests our students (excluding students with disabilities) achieved at or above the National minimum standard. This is slightly lower than last year’s result of 91.5% but consolidates the significant improvement on the 2008 result of 84.9%.
We are especially proud of the achievements of 11 of our students who scored in the highest possible band in one or more of the National Literacy and Numeracy tests (up from 10 in 2010, 7 in 2009 and 5 in 2008.

YEAR 7
43% of our year 7 students achieved proficiency band 7 or above in reading in 2011
PARENT SURVEY

A random selection of parents were invited to respond to an on-line survey which asked to responses to 44 statements about our school. The statements were grouped into four areas. The results are summarised in the following graph which compares our school to others in the state.

95% of responses were at or above the average level of agreement for responses across the state. Responses were received from 18 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 2011 volunteers managed our uniform shop, helped out in the canteen, supported student learning in classrooms, helped on excursions, helped to improve the school grounds and raised funds to improve school facilities. The parent club and governing council members have been the core of this dedicated group of parents.

HEALTHY EATING AT KLEMZIG

At the end of 2010 we moved into our new canteen with a new manager. The canteen operated throughout 2011 under the guidelines of the State Government’s health eating program – The Right Bite. This strategy was also supported through the curriculum in all classes and the Children’s garden project.

Not only did the canteen provide a healthy, varied and inclusive menu, it was able to break even financially – an achievement that schools of our size find difficult.

FINANCES IN SOUND POSITION

In 2011 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 2011 includes some grants that are due to be spent in 2012 as well as funds set aside to provide new furniture and ICT equipment for the new building project.

GOVERNMENT MANDATED REPORTS

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

In 2010 teaching staff absence due to sick leave was less than 4%.

Staff retention from 2009 to 2010 was 93% (permanent teaching staff)

In 2011 we spent over $40,000 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.