Klemzig Primary School
and Centre For Hearing Impaired
0898 1317 7080

Annual Report 2013
HIGHLIGHTS OF THE YEAR

The major highlight of the year was the completion of stages one and two of the capital works project which will eventually see over $7 million worth of improvements to our school.

Whilst progress has been frustratingly slow at times, the end is in sight with the final stages due to be completed by May 2014.

Other highlights of the year include:

- The continued academic success and achievement of our students, particularly in Literacy. Our test results indicate a continuation of the growth in reading skills from 2012.
- The appointment of our Literacy and Numeracy coach to support teachers to provide the best possible learning programs in these areas.
- The introduction of the Quicksmart Numeracy Program to boost the learning of many children in mathematics.
- The ongoing patience, tolerance and flexibility of our staff, students and parents throughout the building program.
- Our school camp at Arbury Park.
- Participation in the Model Solar Boat Competition, with two of our boats achieving 4th and 5th place in the state.
- Our singing and signing choirs’ performances at the Festival of Music.
- The initiation of an orchestra and the beginning of weekly lessons for 17 of our students playing violin and cello.
- Collaborative work with Klemzig Kindergarten and Windsor Gardens Vocational College.
- A successful Junior Primary Show Day.
- Participation and success in academic competitions.
- Successful participation in interschool sport competitions.
- A successful school sports day in term 1.
- A high percentage of students completing the Premier’s Reading Challenge.
- The installation of the colourful soft rubber surface under our playground equipment, together with the installation of new junior primary play equipment.
- A festive and celebratory School Concert.
- Recognition of the work of all volunteers and in particular, Diane Reeves, this year’s recipient of the Robyn Geraghty School Volunteers Award.
- The continuation of our very popular Active After School program.

2014 promises to be another year of challenge and growth. The completion of the redevelopment early in the year will not only be a relief for us all, but will be the culmination of a long standing dream that our students can learn in a modern learning environment with up to date learning technologies.

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 2014.

ENROLMENTS DOWN SLIGHTLY

In 2012 we were applied to DECD and were given approval to implement a school zone. This means that we can restrict our growth while the redevelopment of the school is in progress and classroom space is limited.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
<th>10</th>
<th>11</th>
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<td>106</td>
<td>111</td>
<td>113</td>
<td>103</td>
<td>99</td>
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Our total enrolments for each term over the past 8 years were:

<table>
<thead>
<tr>
<th>TERM</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>2</td>
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<td>220</td>
<td>224</td>
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</tr>
<tr>
<td>3</td>
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</tr>
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<td>4</td>
<td>199</td>
<td>230</td>
<td>242</td>
<td>250</td>
<td>279</td>
<td>273</td>
<td>272</td>
<td>258</td>
</tr>
</tbody>
</table>

BILINGUAL PROGRAM

In 2013 the Bilingual Program was able to occupy a purpose built site again for the first time in over 40 years. At last the Butterfly Wing extension provided acoustically treated rooms to the latest standards with the needs of the integrated classes thought through and provided specifically for.

Four bilingual classes catering for 21 Deaf and hard of hearing students occupied the building. Each double room has interactive white boards at
each end, sound field systems at both ends, specifically build cupboards to house additional equipment needed by students with wheelchairs etc., low windows to provide additional vision and withdrawal spaces for small group work. The Learning Street in the middle of the building gives opportunities for individual, small group and large groups to work in. You may notice “The Dragon”, a huge air conditioning unit that stretches the length of the ceiling in this area and comes to life with a jolt when turned on. It is specially encased in fabric to lessen the ambient noise. We also have an enormous bathroom for students with additional need, it feels spacious and luxurious. At various times over recent years, we have had students with high health care needs and a room was also built to accommodate the needs of their health care workers. Of course there is the specialist Speech Room as well, out of which operates the Speech Clinic, one of three such services in the state.

It is hugely beneficial to have all these elements of the Bilingual Program housed together for the first time. 2014 sees the school have five bilingual classes for the first time in many years, exceeding our anticipations, but well provided for by the new classrooms upstairs which have also been built to cater for this eventuality.

Teachers of the Deaf continued to obtain additional qualifications to enable them to work in the bilingual classes. These include Masters in Deaf Education through Macquarie University, TAFE Auslan Certificates and NAATI Interpreter qualifications.

Professional Development has been provided at school, state wide and interstate. Staff attended conferences related to hearing impairment and speech locally and interstate. All Centres for Hearing Impaired combined for a training day in the January school holidays.

The Auslan Preschool moved into their rooms as well. There is a large playroom, special toilets, an office/withdrawal room and foyer. Unfortunately, the garden is in the last stage of the development but the children have been safely escorted to the old garden. The preschool is well attended with an average of 7-8 children enrolled most of the time. Ten students is our capacity. During 2013 new processes were put in place with the development of a State-wide Panel to oversee applications for all specialist preschools, of which we are one of three. It is a new requirement that every application for the preschool is processed through the panel.

The preschool curriculum is the Early Years Learning Framework for Australia as in all other preschools. Our program however has a very strong focus on language development through play.

As can be seen from the enrolment graph numbers of children are variable because of the low incidence of deafness but we have maintained the required enrolments.

Each year we provide a 6 week Auslan Course for early childhood workers and parents. In addition the weekly Auslan classes for parents and community members are held on Thursday mornings.

The Auslan LOTE program supports the bilingual program by providing a language with which everyone can communicate with each other. Each year, Deaf Studies is incorporated to further our cultural understandings.

The Signing Choir has maintained its popularity with the children. We provide a Junior Primary and an Upper Primary Choir. The children were again guest artists and also performed the National Anthem at eight performances of the Public Primary School’s Music Festival. They also performed at a variety of other functions.

Deaf Club provides an opportunity for the Deaf and hard of hearing students to get together once a week and learn and socialise with the other children of different ages in their first languages - either English or Auslan. The club is organised by our Deaf School Support Officers and also serves to provide Deaf Studies for this unique group of children. 2013 culminated with a very dramatic performance of the “Three Little Pigs” at the school concert.

Highlights of the year included:
☞ A visit from the World Federation of the Deaf Colin Allen, who wanted to visit our renown school
☞ Performing at Harbour Town for Hearing Awareness Week
Hosting the metropolitan Centre for Hearing Impaired “Big Day Out” which was a popular success

**ATTENDANCE**

The table below shows attendance for the last 7 years. During 2013, 754 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 1.7% to 92.4%

<table>
<thead>
<tr>
<th>TERM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<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>2010</td>
<td>92.9%</td>
<td>90.7%</td>
<td>88.4%</td>
<td>90.0%</td>
<td>90.5%</td>
</tr>
<tr>
<td>2011</td>
<td>92.0%</td>
<td>89.6%</td>
<td>90.6%</td>
<td>89.7%</td>
<td>90.5%</td>
</tr>
<tr>
<td>2012</td>
<td>92.2%</td>
<td>91.2%</td>
<td>90.2%</td>
<td>90.2%</td>
<td>90.5%</td>
</tr>
<tr>
<td>2013</td>
<td>92.3%</td>
<td>91.7%</td>
<td>90.2%</td>
<td>88.9%</td>
<td>90.7%</td>
</tr>
</tbody>
</table>

Attendance is monitored regularly and a range of measures are put into place to improve student attendance across the school. These include:

- Communicating with families to discuss the reasons for student absences and working with individual families to investigate ways to improve attendance.
- Setting attendance targets for individual students.
- Daily checks of students and follow ups with families.
- Referrals to agencies and support services.
- Consulting with the Regional Attendance Counsellor and Student Inclusion Officer.

**ICT and LEARNING**

The construction of the new CHI building, Butterfly Wing, included the upgrading of the school’s technology. Two large multi-touch interactive white boards were installed in each bilingual classroom, with additional boards installed in the Auslan Early Learning Centre and the new library. The school also purchased a multi-touch interactive computer table, available for use by all classes in Butterfly Wing.

The table is a multi-user collaborative tool for up to six students. The preloaded educational software facilitates group work, problem-solving and consensus decision making.

The new interactive whiteboards and table came with entirely new software and online educational resources. Throughout the year, teachers have been involved in ongoing professional development to ensure that they are able to make maximum use of the new technology. Training will continue into 2014, as remaining students and teachers move into the upstairs classrooms begin to use their new boards.

This year, teachers were issued with new laptops. Eighty laptop/tablets were also purchased for student use. The installation of wireless internet access now allows staff and students the ability to access the internet in and around the classrooms, including the gym and oval.

In August, we were notified that our school was eligible for a $30 000 technology investment through One Laptop per Child Australia. The funding allowed us to purchase very robust XO laptop/tablets for our junior primary classrooms. The computers are not Microsoft or Apple but have been specifically designed for educational purposes. The cost for each laptop to the school was only $100. To be eligible for the computers, teachers needed to compete 15 hours of free, after hours, online training. Class sets of computers were shipped once teachers completed the training. Teachers decided that the XO computers will be used exclusively in junior primary classes.

**A CULTURE OF SUCCESS.**

“Successful Start” Program.

This year continued with the 2012-learning program where the beginning weeks of the New Year focused on the social, emotional and behavioural expectations and responsibilities of school life.

Some of the activities and discussions included:

- Friendships
- Ways to solve conflict
- What are bullying and harassment and ways to seek help?
- Establishment of class rules and responsibilities
- Healthy eating

**PBL – Positive Behaviour for Learning.**

The PBL system continued this year with the support of all students and staff.

The students have continued to work toward higher targets with the “catching of “positive behaviours. Many of our students have exceeded their target of 100 ‘GOTCHA’S” and have worked consistently towards improving their previous achievements each term.

The electronic ‘CLASS DOJO’ that was trialled in 2012 as an alternative version of Gotcha’s, has
continued to work successfully in the older classes and has been trialled by other staff and classes.

The consistency in which all staff have supported our reward program and followed through with class and yard consequences for inappropriate behaviours has continued to reduce our number of incidents of violence or threatened violence leading to a further decrease in Take Homes and Suspensions. The number of reported incidents of Bullying has decreased by 69% from 2012 to 2013. Our whole school training at the end of term 4, 2013, in Restorative Justice, has supported this decrease.

Active After Schools Program.
We have been able to continue this year with our Active After Schools program. This year our activities included: softball, dance, soccer and martial arts.

Every term there was always a large range of students from all year levels that were able to benefit from this wonderful program and who were able to experience a range of sporting activities.

A huge thank you to the coaches, staff and SSO’s that continued to assist every week to support the students and thank you to the canteen who provided the healthy snack.

Student Voice and Kids Council.
Our weekly ‘Junior and Senior’ Kids Council continued to operate throughout the year. Every class nominated two reps that were the students’ voice from that class for two terms. The students were trained in student leadership and seen as responsible role models of our school and were given a voice in many of the projects happening around the school.

Aboriginal & Torres Strait Island Students and Families.
Aboriginal students and their Learning continue to be a priority at Klemzig Primary school. The Aboriginal Education Teacher and Aboriginal Community Education Officer worked together over the year to ensure that students and families were supported to improve student attendance and student literacy and numeracy levels. Individual learning Plans were revisited over the year and adapted to suit individual needs. We organised a successful Reconciliation Week in Term 2 and Aboriginal Cultural Week in Term 3. This year’s Yr. 6/7 Indigenous Student Achievement Award was presented to Rhys Peden.

NATIONAL TEST RESULTS
Across the range of tests conducted in May, in 93.1% of individual tests our students (excluding students with disabilities) achieved at or above the National minimum standard. This similar to our 2012 result (94.2%) and maintains significant improvement on previous years (89.3% in 2011, 91.5% in 2010, 92.6% in 2009 and 84.9% in 2008).

We are especially proud of the achievements of 17 of our students who scored in the highest possible band in one or more of the National Literacy and Numeracy tests (up from 15 in 2012, 11 in 2011, 10 in 2010, 7 in 2009 and 5 in 2008).

LITERACY: A STRONG FOCUS AT KLEMZIG
Over the past three years, reading comprehension has been the focus of Klemzig’s Site Improvement Plan.

In 2013, teachers participated in a range of professional development to improve their knowledge and skills in teaching and assessing reading. All teachers attended a two day national conference which had a strong focus on Literacy development.

Twice each term, the Literacy Facilitators ran literacy workshops for the School Support Officers (SSO), building the knowledge and skills necessary for them to work effectively with students involved in the Reading Support Program which has been operating successfully for two years now.

Teaching staff continually monitor the reading and comprehension skills of all students. Formal reading assessments are carried out seven times per year on all students until they reach an independent reading level. Data collected allows us to carefully track the progress of every student.

Our Reading Support Program provided intervention for 68 students from Reception to year 7 who were in need of support to improve their reading levels. The following graph shows that in years 1 and 2, the students receiving this support (wave 2 students) made at least as much progress as the average of all students.
The following graphs show our reading levels for year 1 and year 2 students compared to the state average.

**YEAR ONE**

The number of students learning English as a Second Language has increased – from 46% of students in 2010 to 56% in 2013.

Many of these students enter our 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, 72% 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 2013, we had 4 students studying an additional language 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 ESL 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 percentage of students who achieved in the top three proficiency bands in reading, and compares our achievement to other S.A. schools with the same index of disadvantage, all DECD schools, and all Australian public and private schools. Our results show a general trend of improvement over the past 5 years. We use more specific data from these tests to examine which areas of the curriculum our students perform best at and which areas we need to re-focus on.

Although the 2013 result was below the outstanding level of 2012, we are still achieving well above similar schools and above the average for DECD schools.

In year 5, we have continued on a trend of improvement and for 2013 we have achieved above the average for schools of the same index of disadvantage.

Although we have achieved a significant improvement on last year’s results, we are still below the achievement average for schools of the same index of disadvantage. A continued focus of intervention and support is needed to achieve further improvement.
SPEECH PATHOLOGY PROGRAM

This year, we started a partnership with Flinders University Speech Pathology Department to set up a clinic for speech pathology students, supervised by our Speech Pathologist, Kim Adams. During terms 1 & 2 we had 4 students involved and during terms 3 & 4 we had 5 students involved. These students were able to support the school program by offering the following types of service:

- Assessment of speech, language and/or literacy skills
- Individual sessions with a focus on specific and agreed goals
- Small group sessions around literacy or social skills
- Provision of specific programs for SSOs/parents/volunteers to carry out
- Information and workshops for teachers
- Development of parent brochures on reading

In addition, we had 2 volunteer speech pathology students who supported students with speech and language goals and assisted in the classroom. Kim concentrated on working with students who use Auslan as their main language while the speech pathology students worked with all the other children. Some of the work that was achieved on the 2 days per week that students were here included:

- 94% of Deaf students receiving therapy sessions and making remarkable gains in literacy and language skills
- 23 mainstream students receiving individual services. Of these 23 students 10 no longer require service from the speech team due to the gains they have made over the year.
- All reception students were screened for their phonological awareness development. Those who required support attended small groups to work on these skills with most students no longer requiring our support.
- Two small groups focused on social skills. The outcome of these groups was a lower incidence of problems with friendships and outside play times.

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- Two small groups focused on social skills. The outcome of these groups was a lower incidence of problems with friendships and outside play times.

To ensure our speech team service continues to improve we surveyed the students, staff and parents at the end of the year. The results of this survey were generally very positive and glowing about the services provided. Some of the areas we will be including during 2014 are:

- Updating parents more regularly on their child’s development during individual sessions
- Providing more workshops for staff
- Filming individual sessions to share the ideas and skills with class teachers

The feedback we received from the children in the school who had received service was overwhelmingly positive with many of them sharing their skills with their friends and sometimes their classroom teacher.

Our partnership with Flinders University will continue in 2014 and we are certainly looking forward to what might be achieved with 6 students coming in Terms 1 & 2.

NUMERACY

In term 2 we were granted funding from a National Partnerships Project to focus on building our numeracy skills across years 4-7. We appointed a Numeracy Coach who focused on the following:

- Gathering data on the students maths skills and attitudes to maths
- Working with teachers to use the data with NAPLAN results to know the individual learning needs of students in their class
- Discussion with teachers around new ways to deliver the curriculum
- Identification of specific children to attend the QuickSmart maths support program and admin support of the program
- Establishment of links with Windsor Gardens Vocational College maths staff.
- Attendance at training sessions offered through the National Partnerships Project.

This focus has enabled the staff to question the learning that has occurred in the past and to look for ways in which we can improve on this into the future. Our aim in 2014 is to build on teacher knowledge and follow the progress of the students over the course of the year as we implement new strategies.
The data we accessed was from NAPLaN in 2012 and 2013 and PATMaths scores indicated the following trends:

- Student participation rates in the Numeracy section of NAPLaN are statistically consistent at 90%.
- Over the past 3 years we have been very consistent in having a mean score within the average bands at all year levels but we would like to see more students reaching the upper proficiency bands.
- Student progress between tests is on par with national figures.
- PatMaths data has given us another perspective. At all year levels (3-6) we are aiming to increase the number of students achieving the upper levels. To achieve the upper levels students must be confident of their basic number facts and be able to solve a range of problems creatively. Our results reflect the current trend across South Australia which shows that the focus on developing problem solving skills worthwhile.

The QuickSmart support program has been incredibly successful. Mel Kelsey and the students have worked incredibly hard and in a short space of time the students have grown in confidence, speed and accuracy, becoming independent learners.

The opportunity to work with maths staff from Windsor Gardens Vocational College meant we could share information about what occurs in maths at the primary school level and what it looks like at the secondary level. We were able to discuss the similarities and look at further opportunities to share thinking and learning across the sites. We want our students to be successful at high school and these links are an important way to build both sites’ capabilities.

**GOVERNING COUNCIL**

Our Governing Council worked collaboratively to support the school community in a range of areas, including:

- Management of the OSHC program.
- Discussion and approval of the School Uniform Policy.
- Overseeing finance and the budget.
- Approval of the Materials and Services charge for 2014.
- Organisation and involvement of fundraising activities.
- Organisation of facilities upgrades, including the new playground rubber surface.

We also had the support of dedicated and committed volunteers who worked tirelessly to support our school in a range of areas, including management of our uniform shop, helping in the canteen, supporting student learning in classrooms, helping on excursions, improvement of the school grounds and raising funds to improve school facilities. The parent club and governing council members have been the core of this dedicated group of parents.

**FINANCES IN SOUND POSITION**

In 2013 we received the following funding from a range of sources. The figure for Parent Contributions includes the materials and Services charge as well as money paid for uniforms, excursions, performances and swimming.

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<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
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<td>Grants: State</td>
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<tr>
<td>Grants: Commonwealth</td>
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<td>Parent Contributions</td>
<td>$72,764</td>
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<tr>
<td>Other</td>
<td>$65,065</td>
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We still have expenses associated with the new building work to be paid in 2014, including the purchase of new furniture and IT hardware.

**WORKFORCE INFORMATION**

**Teacher Qualifications**

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<tr>
<th>Qualification Level</th>
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**Workforce Composition**

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<th>Workforce Composition</th>
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<td>Support Staff</td>
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