

Klemzig Primary School and Auslan Early Learning Program

2021 annual report to the community

Klemzig Primary School Number: 0898

Auslan Early Learning Program Number: 7080

Partnership: Torrens

Signature

School principal:

Ms Michele Smith

Governing council chair:

Nick Goode

Date of endorsement:

15 February 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

Enrolments of 216 in 2021 continues to show a pattern of growth. The Centre of Deaf Education were relatively stable with 34 students reception to year 7.

In 2021 the school supported the graduation of students in year 7 and year 6, changing the school to a Preschool to year 6 school from 2022 onwards. Changes to projected enrolments for 2022 were made mainly because of the reduced migration due to National border closures in 2021.

Staff, students and families did an amazing job with the new demands of on-line learning. Staff were able to set learning tasks and teach directly via video conferencing. A review of our online learning processes showed generally students enjoyed the experience, but wouldn't want to do for very long, and they missed their friends. Staff were very quick to learn the many new skills required to teach on-line. During this time the school needed to invest significant funds into updating and expanding our ICT system and devices.

The Centre of Deaf Education was able to stay connected to the other centres through the celebrations for National Week of Deaf People and the End of Year Picnic. These events gave students and staff the opportunity to share what was happening in each site and reconnect with friends and colleagues. The CDE had 6 students transition to high school and these events gave an informal opportunity for transition conversations amongst students.

Under a COVID safe plan the school was able to continue many of the school traditions such as Sports Day and the End of Year Concert. Water Safety lessons for reception to year 5 were held at the Adelaide Aquatic Centre for the first time, the indoor environment with lots of variety was a great hit with the kids. The year 6 and 7 students went to an aquatics day where they learnt activities such as sailing, canoeing and surfing. Many reported it was the best day of their lives.

The 2021 volunteer of the year was Alana Tonellato. Alana has been on governing council and the parents and friends group for 19 years. Her energy and good nature helped to make school events very memorable.

The school was reviewed as part of the National Education Standards Board work. The school was able to demonstrate achievement of all standards.

Governing council report

The Governing Council appointed two new canteen managers during 2021. By the end of the year the canteen was showing strong signs of growth. Unfortunately, the canteen manager left at the end of the 2021 school year. A new canteen manager appointment has been made for 2022.

The Governing Council has been involved with the Gilberton Amateur Swimming Club for many years. Part of this involvement has been the management of a trust to support water safety lessons. In 2021, along with other schools involved in the trust, we started seeking legal advice about the conditions and viability of the trust. This work is continuing in 2022.

Governing Council significantly supported Teachers of the Deaf and Bilingual School Service Officers to access the International Congress on the Education of the Deaf. The congress provided research that strongly supports the learning approaches at Klemzig School.

School quality improvement planning

At the end of the 3 year Improvement cycle the school is in a much stronger position in all goal areas.

Writing: To improve the elaboration of ideas.

Teacher confidence in teaching writing has improved and student achievement has grown each year over the three years. The biggest area of improvement has been in the students achieving in the higher bands of writing, as measured by NAPLAN. The cohort showing the strongest achievement is in year 3 with significant numbers of students well above the Higher Bands. The analysis of writing data showed, 90% of students demonstrating elaborated paragraphs on topic, and the use of Tier 3 vocabulary across different forms of writing (transference across genres).

Auslan: to improve Auslan for students enrolled in the CDE

Teacher confidence in teaching Auslan L1 has improved and student achievement has grown. Students' abilities to communicate with social and academic language has improved. The biggest area of improvement has been in the use of non-manual features as part of communication. A specific Auslan vocabulary development programme was put in place for semester one. This programme showed significant growth for students, especially students with low language.

Preschool quality improvement planning

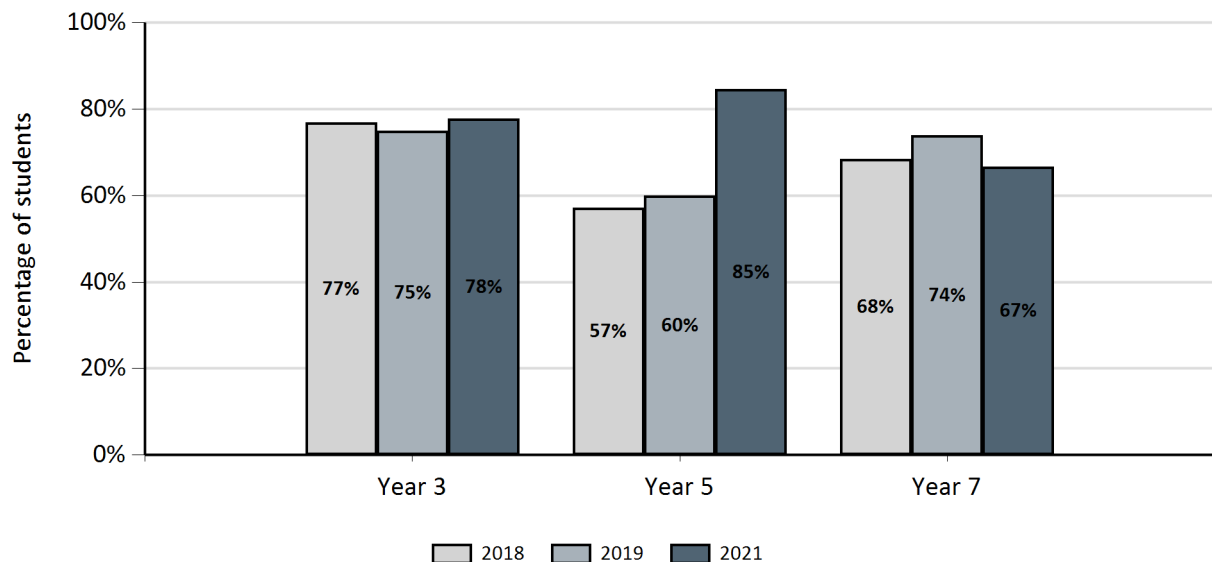
The Auslan Bilingual Preschool is a small specialist preschool designed to build early language concepts. The Preschool goal was to improve the language of students who are Deaf and hard of Hearing. In 2021 we identified a cohort of children with limited communication skills (language deprivation) as a focus. Staff focused on explicitly teaching vocab throughout daily interactions and intentional learning experiences using a book based program to increase children's language development. Individualised One Plans specifically targeted vocabulary. Pre and post assessments showed evidence of significant receptive and expressive vocab development.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

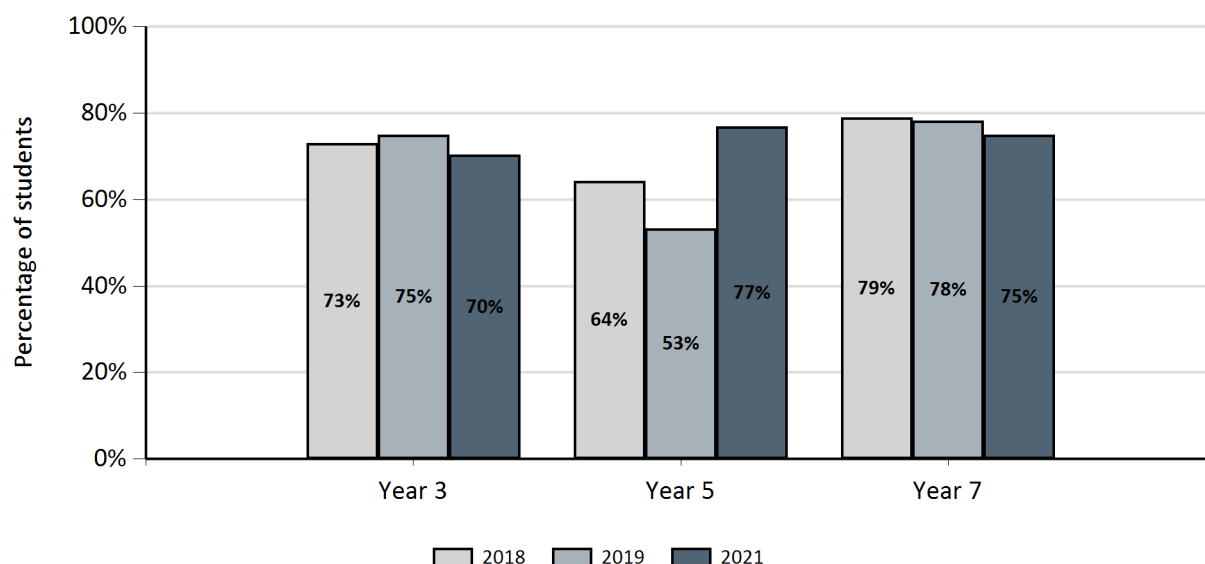


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	29%	78%	33%
Middle progress group	52%	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	29%	89%	33%
Middle progress group	57%	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	27	27	10	8	37%	30%
Year 3 2019-2021 Average	27.5	27.5	9.0	7.5	33%	27%
Year 5 2021	26	26	7	8	27%	31%
Year 5 2019-2021 Average	20.5	20.5	4.5	4.5	22%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

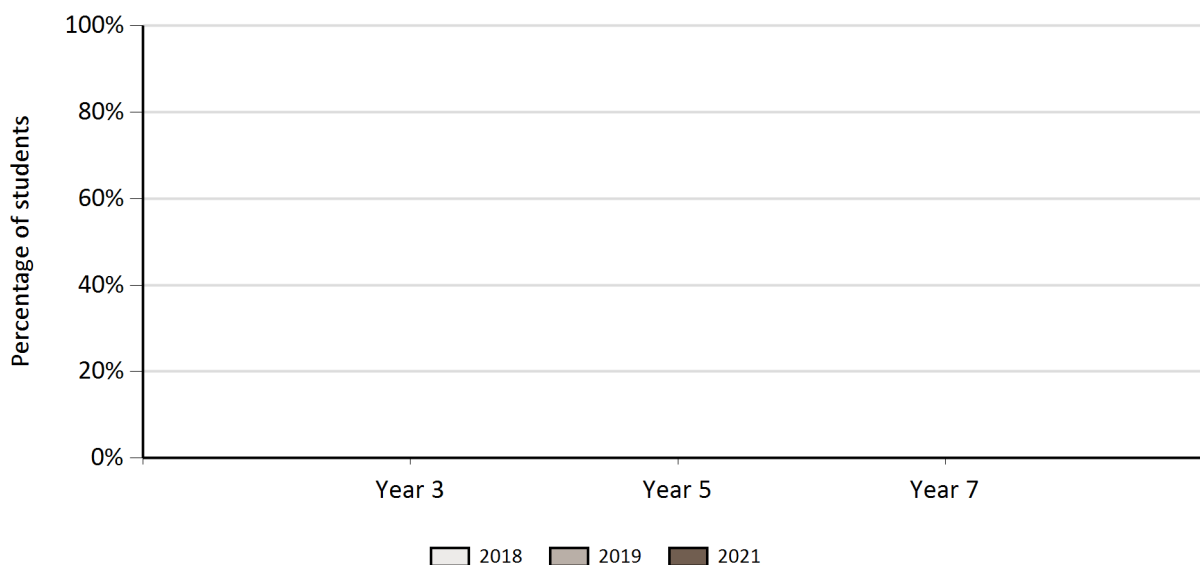
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



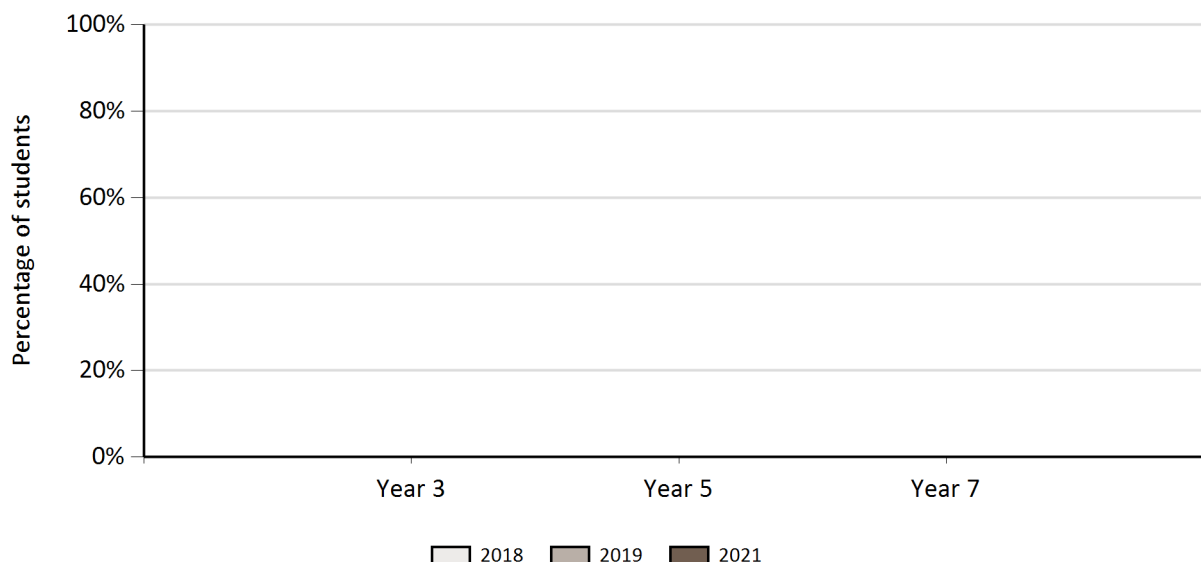
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2021 there were significant increases in the school enrolments, up by 40%. The school realigned resources to support the mid-year increase. A focus of the support plan included working towards independent reading, with all students receiving support until they reached independence at level 26 readers.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

We welcomed a new ACEO to the role, Roger Eyles. All Aboriginal learners achieved the SEA as measured by NAPLAN. The ACEO and AET worked closely with teachers and students to improve literacy and numeracy skills. We also welcomed a highly experience teacher as the new Aboriginal Education Teachers to support teachers planning and programming.

School performance comment

The use of Colourful Semantics in the Centre of Deaf Education to link written English structure saw significant improvements in the student writing achievement as measured by Brightpath. The introduction of phonological fingerspelling showed improvements in spelling and reading comprehension. NAPLAN analysis showed significant growth in students from year 5 to 7 in both English and numeracy.

Both NAPLAN and PAT testing showed more students well into the higher bands, with reducing numbers of students below the SEA. Particular highlights included 78% of student showed upper progression rates from year 5 to year 7 in numeracy, and 56% in Reading.

Trend data focusing on reading results showed no significant change in the early years. Reading continued to show strong gains as students moved from year 1 to year 2 with more students in the upper and middle progressions and less in lower progressions than previous year. Our average growth for students moving from year 1 to 2 was 9.2 reading levels. Our results from the year one phonics screening test showed that over half of our year one cohort were at or above standard level. This data correlates with our consistent phonics program RWInc data which showed steady growth for year ones. Reading growth for reception cohort is an area of improvement for 2022.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	92.5%	87.5%	87.5%	80.0%
2019 centre	95.0%	75.0%	68.2%	92.0%
2020 centre	93.3%		100.0%	93.3%
2021 centre	93.3%	96.7%	86.7%	79.3%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2018	2019	2020	2021
Reception	89.0%	90.5%	89.9%	87.2%
Year 1	88.1%	85.1%	89.9%	91.7%
Year 2	91.2%	89.2%	84.4%	92.4%
Year 3	91.7%	90.5%	86.6%	88.8%
Year 4	84.4%	91.8%	87.0%	86.4%
Year 5	89.9%	80.8%	85.5%	91.6%
Year 6	91.7%	92.3%	89.1%	88.2%
Year 7	87.1%	87.4%	90.4%	94.3%
Primary Other	86.7%	85.4%	84.4%	87.6%
Total	89.2%	88.5%	87.4%	89.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

There has been no significant change to the school attendance pattern. The school experienced an increase in students absent because of cold and flu symptoms and a reduction in overseas travel. Staff worked with a small number of families to increase their attendance. Preschool attendance remained above the state average.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	8	8	8	8
2019	4	4	5	5
2020	3	N/A	3	3
2021	6	6	6	6

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

The school continued to show strength in supporting students to self-regulate. Upper primary curriculum focused heavily on online bullying and safety following a small number of significant cyber safety issues between students both within and outside of the school. Behaviour intervention in the CDE showed a more positive co-regulation approach allowing students to access more play and learning time.
Classroom engagement data shows more students engaged in appropriate and challenging learning.
Student leaders analysed wellbeing survey results from 2020. They compared the results across partnership schools and they found our highest rating was about positive friendships and lowest was school belonging. Student leaders prepared a PowerPoint to share their analysis with staff.

Parent opinion survey summary

The Parent engagement survey shows strengths (over 80% of responses agreeing) in people in the school being respectful, seeing education and the child as important, and parents receive enough and effective communication. Surveys specifically about the quality and access to on-line learning supports the Parent engagement survey with parents wanting more information about the expected standard and tips for learning.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
6026 - Christian Brothers College - Junior	0.0%	0.0%	0.0%	25.0%
1317 - Klemzig Centre for Hearing Impaired	90.0%	66.7%	50.0%	75.0%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	13	22.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	42	73.7%
U - UNKNOWN	1	1.8%
VI - LEFT SA FOR VIC	1	1.8%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorder destinations for students that left the school in the previous year.

Destination comment

Year 6 and 7 graduates moved onto a wider range of high schools. There was an increased number of students opting for private education. Students graduating from the Centre of Deaf Education all accessed Deaf Education units in the public sector.

Relevant history screening

All staff and volunteers maintained current working with children clearances. Due to COVID -19 volunteers were not operating in the school.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	53
Post Graduate Qualifications	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	27.5	0.0	14.5
Persons	0	34	0	27

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$5,200,521
Grants: Commonwealth	\$4,900
Parent Contributions	\$75,107
Fund Raising	\$1,897
Other	\$102,139

Data Source: Education Department School Administration System (EDSAS).

2021 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Two senior leaders provide support to teachers about class based programmes targeting wellbeing, engagement and self-regulation. The school uses a case management approach to support individual students in partnership w	Data shows students at risk spending more time in class and engaged in learning.
	Improved outcomes for students with an additional language or dialect	The school employs a fulltime EALD teacher to support teachers planning and programmes to meet the needs of EALD students and works directly with students to support their English acquisition and access to classroom an	Data shows many of the students in the higher bands in both English and Mathemat
	Inclusive Education Support Program	Funding was used to employ school service officers to provide 1:1 support programmes for students with complex behaviour and learning needs. Students all worked on the achievement of their OnePlan goals that is aligned	Most students achieved their goals. One student was offered a special options pl
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	The School focused Early Years support funding on reduced class sizes in the first year of schooling and introduced small group literacy and numeracy programmes including additional teacher and SSO time.	Improvements have been noted in reading, in the early years, and writing across the school.
Program funding for all students	Australian Curriculum	Funding supported teachers' professional learning in Mathematics and English, specifically writing. Focus teachers have been identified to support other teachers develop their understanding and use of misconception data	Brightpath results show excellent growth in writing between term 1 and 2.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding supported small early years classes to provide a strong start to schooling. It funded School Servie Officers working in wave 1, 2 and 3 intervention in English and Maths.	Improvements noted in JP reading and writing across the school.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Specialist preschool for children who are Deaf and hard of hearing or have Auslan as their first language. It provides a high intensity language development program.	In 2020 they had great success in developing the language of Who, What and Where for the three children enrolled in their eligible year.
Inclusive Education Support Program	The funding supported Deaf and Hard of Hearing children to engage in the Preschool language based programme. Specifically it funded a native Auslan user to work directly with students in developing basic communication and cultural awareness.	All children left Preschool with a higher level of Auslan than at the beginning of the year.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.