

**Klemzig Primary School
and Centre For Hearing Impaired**
0898 1317 7080



Annual Report 2015

HIGHLIGHTS OF THE YEAR

2015 has come and gone so quickly it seems. This year we have enjoyed the use of our wonderful new facilities without the constant disruption of building activity going on around us. We are fortunate to have learning areas equal to the best in the state.

Some of the highlights of the year are:

- The development of the whole school vegetable garden
- Signing choir performances at a number of public venues, including the Festival Theatre.
- Our Singing choir performance at the Festival of Music
- A successful and enjoyable Sports Day
- Junior Primary Show Day
- The weekly student produced Klemzig TV segment which is displayed on three TV screens throughout the school

We have had several staff retirements throughout the year and I wish to acknowledge the careers of the following teachers and leaders:

- Lindsey Evans-Hunter retired in term 2 after a long career in teaching and as teacher librarian in recent years.
- Helene Brown also retired during term 2 after many years teaching German at other schools and as classroom teacher at Klemzig.
- Sue Nickson retired at the end of term 2 after a long and distinguished career in Deaf Education at Klemzig and other schools throughout the state.
- Jan Giorgio will retire at the end of this year after many years of contribution to Deaf Education and in recent years as Deputy Principal of Klemzig Primary School.

I also will retire at the end of this year and wish to express my thanks to the Klemzig community for the support given to me over the past thirteen and a half years. When I began as Principal of Klemzig in July 2002 I was excited about the job that lay ahead. As I leave I am proud of the progress made over those years. With the support of community and staff, we have transformed the buildings and grounds into an up to date learning environment with the best facilities possible. We have built the bilingual program to become world – renowned and recognised as being the model for providing the best inclusive and integrated program possible for Deaf and Hard of Hearing students. We have responded to educational research to keep our teaching practices in line with current theory so that student achievement levels in literacy and numeracy have continued to improve.

Klemzig is a great school and all associated with it should feel proud. Although I am looking forward to my retirement, I am sad about leaving Klemzig and the wonderful people I have worked with. I feel confident that the new leadership team will build on the successes of the past and bring fresh approaches and innovations to ensure the future progress of the school.

Tony Zed

ENROLMENTS

The last two to three years have seen a drop in enrolments, which appear to be, at least in part, a product of the redevelopment, which required a temporary zoning of the school to be applied. In 2014 there were less than 15 new reception enrolments, however this increased to 30 for 2015. If this trend continues, total enrolments should steadily increase and reach above 250 in the next 5 or so years.

Our junior primary mid-year enrolment figures over the past 11 years are as follows:

<u>'05</u>	<u>'06</u>	<u>'07</u>	<u>'08</u>	<u>'09</u>	<u>'10</u>	<u>'11</u>	<u>'12</u>	<u>'13</u>	<u>'14</u>	<u>'15</u>
60	74	96	102	106	111	113	103	99	71	78

Our total enrolments for each term over the past 9 years were:

<u>TERM</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>
1	194	210	223	239	256	244	236	231	218
2	203	220	224	245	262	250	248	224	210
3	227	238	237	269	271	263	260	213	203
4	230	242	250	279	273	272	258	209	203

ATTENDANCE

The table below shows attendance for the last 8 years. During 2015, 849 absences were due to exemptions, mainly for students to travel overseas with their families (23% of absences). If these figures were removed from the data the average attendance for the year would increase by 2.1% to 92.2%

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.

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	89.6	89.4	93.0
Year 1	91.1	85.9	91.0
Year 2	94.4	94.4	91.8
Year 3	93.5	92.0	95.2
Year 4	93.4	92.3	93.4
Year 5	93.3	91.5	91.1
Year 6	92.0	90.4	90.8
Year 7	93.8	91.8	86.4
Primary Other	92.6	87.4	88.9
Total All Year Levels	92.6	90.5	91.5
Total ACARA 1 TO 10	93.0	90.9	91.5

BILINGUAL PROGRAM

For the second year in a row we were able to have 5 bilingual classes for the 20 Deaf and hard of hearing students. Our enrolments are continuing on this steady pathway..

The Teachers of the Deaf and School Support Officers continued to obtain additional **qualifications** to enable them to work in bilingual classes. These qualifications include Masters in Deaf Education through the University of Newcastle, TAFE Auslan certificates, Certificate 2 in related child and disability courses and Diploma in Translating.

Professional Development in Deaf Education has been provided at a school, state and national level. All CHI staff attended the start of the year training day in the January holidays on social education for Deaf and hard of hearing students. Later in term 1 we were all able to attend a session run by Professor Greg Leigh on Literacy and Deaf and hard of hearing students which gave us great data, research and ideas for how to improve this area for our own students. In addition some of our staff were able to have direct input into the Teacher of the Deaf teaching standards document which will sit alongside the AITSL Professional Standards document. Teachers of the Deaf are required to use both documents to chart their professional standing and further development, backed up by evidence. Many of us were also able to attend a session on Theory of Mind development and hard of hearing children. It was a very useful insight into the research and levels of theory of mind that effect our students.

Our staff also offered professional development to each other and to other Teachers of the Deaf. Sarah was fortunate to attend the World Federation of the Deaf Conference in Turkey and shared her knowledge and insights from the conference. Jasmine and Kim ran workshops on visual phonics and how it is being used in Klemzig. All of these presentations were very well received.

The **Auslan Bilingual Preschool** continued to grow and develop over 2015. This program is a statewide program and entry is through the Preschool Special Option Panel. The curriculum is guided the Early Years Learning Framework. Our program continued to develop language skills through play and saw the continued collaboration with Early Intervention Services staff and speech pathologists to ensure individual goals are set for the children.

Community Auslan classes continued throughout the year for parents, grandparents and community members on Thursdays mornings.

The **Auslan LOTE** program continues to support the overall bilingual program by providing 2x45 minute lessons per week for every child in the school. Our program continues to be a very practical course which includes Deaf Cultural studies to further understand the history and culture of the Deaf Community in Australia.

The **Signing Choir** continued to be popular with the general community and performed at many functions and events over the year. We provide times for the Junior Primary children and the Upper Primary children to learn songs that are then performed for the wider community. Once again our children were guest artists in the Public Primary School's Festival of Music. We welcome all children from our school to participate in the performances no matter what their experience is with Auslan.

Deaf Club provided the opportunity for our Deaf and hard of hearing students to work together once a week to practise their language and social skills. The club was organised by our Deaf School Support Officers which provides cultural understandings for this unique group of children.

ICT AND LEARNING

As a result of being a finalist in the 2014 DECS New Media Competition, Klemzig won an iPad and sufficient funds to set up the media room with a green screen and lighting which will allow student to make their own movies.

This year, Sarah Lewis and three year seven students in her class established the Klemzig Television News station. Using the new media room and equipment, Sarah and her team of reporters recorded the news each week which was then broadcast on three large screens, strategically located around the school. The reporters covered both local, school news and national and international news. The goal was to provide Deaf members of our community with greater access to the information that hearing people take for granted.

The Klemzig television station gained national and international recognition when both ABCs behind the News program (BTN) and SBS World News reporters visited the school to interview our News crew and featured them in their programs.

Staff have embraced and mastered the new interactive whiteboards. New staff to the school has been supported to master the software by being able to access sequential lessons on the local intranet and by other staff members who are a little further along the learning journey.

A CULTURE OF SUCCESS.

This year started with the New Year focused on the social, emotional and behavioural expectations and responsibilities negotiated between staff and students.

Some of the activities and discussions included:

- How to build and maintain friendships.
- Ways to solve conflict.
- What is Bullying and harassment and ways to seek help.
- Establishment of class rules and responsibilities
- Healthy eating.

PBL – Positive Behaviours for Learning.

All students continued to work toward higher targets with the "catching of" positive behaviours. Many of the older classes have continued to adapt their classroom PBL program and are using "DOJO's" rather than the original sticker system.

Many of the students exceeded their target of 100 'GOTCHA'S" and are celebrating their success.

Over the last year students and staff are using positive language to help them monitor and reflect on their own behaviours with whole school language such as "strong choice" and "weak choice." This language is supported with red and green cards used as reminders and students are encouraged to make strong choices and given strategies to support this.

Staff have continued to work on logical consequences given for behaviour and as a result continued to decrease the number of suspensions and exclusions through out the year.

The number of reported incidents of Bullying has continued to decrease from 2013 to 2014. We revisited our Restorative Justice practices in term 4 (with Bill Hansberry) to support our focus on logical consequences and student owned behaviour and solving conflict.

Active After Schools Program.

Active After School program was finalised and ended this year and we did not take up the new sporting program due to a number of issues with finding appropriate coaches and a very limited number of sporting options that were available.

Student Voice and Kids Council.

Kids council continued to run fortnightly including both the Junior Primary and primary classes. 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.

We were sad to see Mignon, our ACEO finish her time this year working with our Aboriginal students. We thank her for the time she gave to these students and wish her all the best in her new schools.

We organised a successful Reconciliation Week in Term 2 and Aboriginal Cultural Week in Term 3.

Breakfast Club.

Klemzig Primary School continues to maintain a thriving Breakfast club that is open every morning and provides a range of foods for breakfast. Including an area where parents can make themselves a tea or coffee and have a chat.

A big thank you to KICK START for KIDS – a non for profit organisation which supplies us with a range of food options for our breakfast program and more importantly a number of volunteers that help out.

And a thankyou to Bakers DELIGHT that donates their bread for toast.

NATIONAL TEST RESULTS

Across the range of tests conducted in May, in 97.8.1% of individual tests our students (excluding students with disabilities) achieved at or above the National minimum standard. This is higher than our 2014 result (97.6) and maintains significant improvement on previous years (93.1% in 2013, 94.2% in 2012, 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 15 of our students who scored in the highest possible band in one or more of the National Literacy and Numeracy tests (15 in 2014, 17 in 2013, 15 in 2012, 11 in 2011, 10 in 2010, 7 in 2009 and 5 in 2008).

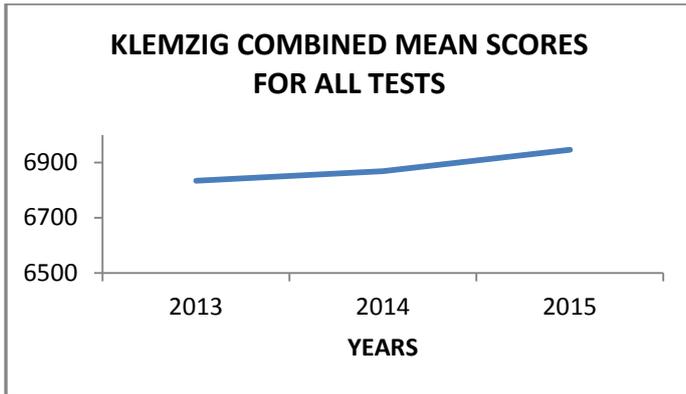
The following tables show our school's growth in the average mean scores in each aspect of the NAPLAN tests over the past three years.

Mean Scores by Test Aspect	Year 3			
	2012	2013	2014	2015
Numeracy	375.2	372.6	393.4	382.6
Reading	425.7	401.2	413.3	408.8
Writing	388.0	365.1	401.1	427.2
Spelling	427.7	408.4	424.7	437.7
Grammar	416.8	421.5	423.5	441.2

Mean Scores by Test Aspect	Year 5			
	2012	2013	2014	2015
Numeracy	448.2	439.0	445.1	472.0
Reading	466.9	473.8	474.0	472.6
Writing	462.8	481.2	454.7	440.6
Spelling	474.9	491.6	500.5	485.1
Grammar	457.8	479.1	475.7	481.6

Mean Scores by Test Aspect	Year 7			
	2012	2013	2014	2015
Numeracy	476.7	486.3	499.2	492.8
Reading	496.3	503.3	520.7	525.4
Writing	491.1	499.3	428.7	456.4
Spelling	509.5	527.9	531.2	501.2
Grammar	504.6	484.2	518.6	520.9

In nearly all areas there has been significant improvement over the past three years and if the scores for all tests are combined, there is an upward trend of growth over the past 3 years, as seen in the graph below.



LITERACY CONTINUES AS A STRONG FOCUS AT KLEMZIG

In 2015, teachers continued to participate in a range of professional development to improve their knowledge and skills in teaching and assessing reading. This year, teachers were asked to share their successes and successful teaching strategies with their colleagues at the weekly staff meetings. Klemzig teachers are very knowledgeable and skilled at ensuring positive learning outcomes for all students. The sharing of pedagogical practice was of huge benefit to all and reinforced our belief that we are a team; supporting each other in our quest for best practice.

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 three years now. SSOs and teachers, new to the school, were released to attend a full day of Read Write Inc. training, the same training completed by the entire staff in 2014.

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. The spread sheet below shows that Klemzig teachers are carefully tracking the literacy progress of each student towards independence over time. The key, on the left, gives the Running Record target set for each year level; which in all cases is above DECD targets.

Year	2011							2012							2013							2014							2015						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7
1	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
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5	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
6	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
7	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38

In 2014 our teachers looked at ways of tracking the literacy development of Klemzig students beyond a Running Record level of 30; which is considered to be independent. It was decided to purchase the Scholastic, Literacy Pro program which is a researched based, online assessment resource that provides teachers with evidence-based data so they are informed when making teaching/learning decisions to develop their students into successful, proficient readers.

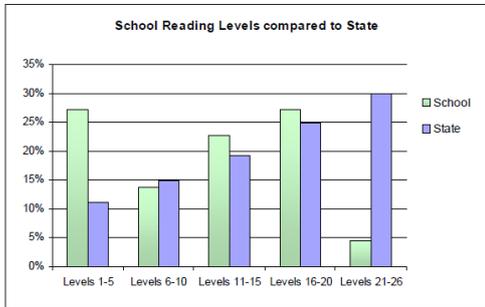
Students complete an online test with the results determining their Lexile level. The Lexile level corresponds to over 600 fiction and nonfiction Lexile books in the library. The Lexile collection grows by 200 books each year, as new collections become available.

Having read a text, students complete an online comprehension test. Teachers are able to access the results of tests to monitor the growth of each student and to analyse results against year level norms and to plan individual literacy programs.

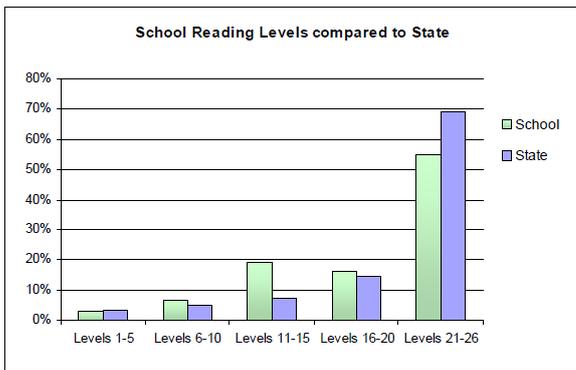
Our Reading Support Program provided intervention for 60 students from Reception to year 7 who were in need of support to improve their reading levels. Results reveal that all students receiving support (wave 2 and 3 students) made at least as much progress as the average of all students; in some cases students made three years gain in two.

The following graphs show our reading levels for year 1 and year 2 students compared to the state average.

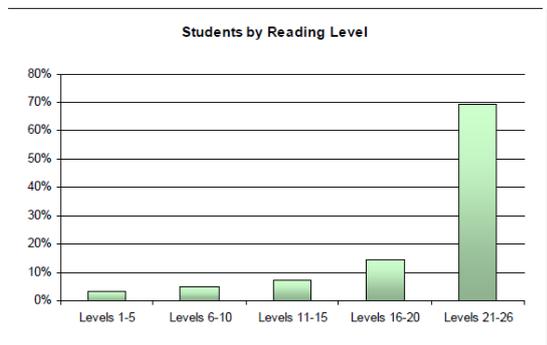
YEAR ONE



YEAR TWO



The graph below shows that by the end of year 2 approximately 70% of Klemzig students have achieved the school's Running Record target.



The percentage of students learning English as a Second Language or Dialect is 54%. 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, 74% 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 2015, we had 7 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 7 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 the DECD Education Achievement Standard. This data includes students with disabilities. 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.

SPEECH PATHOLOGY PROGRAM

During 2015 we were privileged to have 11 Speech Pathology Students from Flinders University assist any of our students with speech and language issues. During terms 1 & 2 we were able to provide therapy to all students who had a speech or language difficulty (a total of 53 students across the school). In terms 3 & 4 some of the students no longer required such intense support with some no longer needing our service again. Our SSPs attended Wednesday and Thursday throughout the year.

In addition we had 7 Speech Pathologists/final year speech pathology students volunteer their time to continue the programs on a more than once per week basis. This additional practice enabled the children in the school to gain very valuable skills in a shorter time frame.

NUMERACY

During 2015 we had 6 teachers attend ongoing professional development in numeracy through our Torrens partnership. Four of these teachers worked on **geometry** with Mike Chartres and two attended workshops on new ways to teach the **science** curriculum. All teachers who attended shared their learning with the remaining staff.

We continued to support 8 students in upper primary with the **QuickSmart** program. All 8 graduated at the end of the year and gained valuable 'fluency' skills and confidence in tackling problems that require deeper thinking and multiple steps to solve them.

We also had the help of 10 second year speech pathology students from Flinders University who assisted children across the school in gaining specific mathematical skills and language via a **LAP program**. These Flinders Students gathered baseline data of skills in numerical and geometric understandings, gave targeted intervention for individual children and reassessed their progress. All students gained significant skills during these sessions.

We were also able to have 3 of our upper primary students attend **STEM workshops** at Roma Mitchell Secondary school. STEM means Science, Technology, Engineering and Maths. These 3 students were given a range of problems to solve and presented their findings in a final presentation with other students from schools around our Partnership. We were very proud of their efforts and the learning that they gained from being involved in this opportunity.

Once again we had a dedicated core of students who were prepared to give up their lunchtimes to work in the Maths Ambassadors program. This year, we tested games, made other games and began developing videos of maths techniques (some of which we hope to see as part of Klemzig TV in 2016).

During the first 6 months as **Maths Support Teacher** Kim worked with teachers across the school documenting numeracy goals for every child and then reviewing the progress made. This also included writing the programs for the LAP program and supervision of the LAP personnel.

GOVERNING COUNCIL

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

- Management of the process to outsource the OSHC program.
- Overseeing finance and the budget.
- Approval of the Materials and Services charge for 2016.
- Organisation and involvement of fundraising activities.
- Overseeing facilities upgrades.

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. We acknowledged one volunteer, Jason Trevena with the Minister's award for outstanding volunteer service.

OPINION SURVEYS

Students, staff and parents were surveyed in term 4. The surveys were based on the national opinion surveys, but were provided to participants on paper. Responses were received from 42 parents, 24 staff and 84 students (years 4 – 7).

The responses indicate that:

- 96% of parents believe that teachers at Klemzig expect their child to do their best (up from 80 in 2014). This is an improvement on previous survey data which showed that this was an area that we needed to focus on.
- 84% of parents believe that the school looks at ways to improve.
- 92 % (up from 80% in 2014) of parents believe their child is making good progress at this school.
- 100% of staff believe that teachers expect students to do their best.
- 86% of staff believe that students are provided with useful feedback about their school work.
- 88% of students believe that teachers at our school expect them to do their best.
- 72% of students believe that this school gives them opportunities to do interesting things.
- The majority of students, parents and staff agreed that learning Auslan would benefit students in the future and that the bilingual program benefits both Deaf and hearing students.

FINANCES IN SOUND POSITION

In 2015 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.

	Funding Source	Amount
1	Grants: State	\$3, 380, 336
2	Grants: Commonwealth	\$388, 485
3	Parent Contributions	\$61, 487
4	Other	\$50, 708

Our end of year balance was \$238, 293. All expenses from school funds associated with the new building work have been paid and we are awaiting a transfer from DECD for the balance of the unspent Furniture, Fittings and Equipment allowance.

WORKFORCE INFORMATION

All teaching staff hold qualifications suitable for their role in the school. All School Service Offices have been involved in professional learning to update their skills.

The school employed one Aboriginal worker, in the Aboriginal Community Education Officer position.