

Klemzig Primary School and Auslan Early Learning Program 2018 annual report to the community



Government
of South Australia
Department for Education

Klemzig Primary School Number: 898

Auslan Early Learning Program Number: 7080

Partnership: Torrens

Name of school principal:

Michele Smith

Name of governing council chair:

Matthew King

Date of endorsement:

12/02/2019

Site context and highlights

Klemzig School had a great year with increased enrolments and higher levels of student retention. The local area of Klemzig is undergoing a redevelopment with higher density housing replacing older house lots. The school celebrated some positive results in learner outcomes with more students achieving the educational standard and more students achieving in the higher bands.

Teachers worked with a range of real-world learning opportunities for students including developing and running a business, Bike education and researching and caring for chickens and the sale of the eggs.

Enrolments

In 2018, the school increased enrolments in the Early Years, making over half the school less than eight years of age. This had implications for space and staffing. The three Early Years classes were relocated to the downstairs area near the Preschool and additional School Service Officers were employed to offer support.

The Centre for Hearing Impaired had 26 children, 5 of whom had additional needs. The Auslan Bilingual Preschool was at capacity with 10 students, 4 of whom had additional needs.

The school has more than 60% of enrolments who have English as an additional dialect or language and the school works closely with community workers and Bilingual School Service Officers.

Staff

In 2018 we had a large number of staff new to the school. We welcomed Briony Harrison as a permanent Teacher of the Deaf and Tara Roneberg as a permanent teacher of the hearing. The school took on a new graduate teacher to support in her first year. Janet Dunning, a Bilingual School Services Officer transferred to Brighton Primary School for a year as part of her professional development.

In 2018, the Centre for Hearing Impaired was able to access a specialised speech pathologist and psychologist.

Community

Whole school events were well attended by the community including Sports Day, JP show day, the Book Week Parade, Diwali celebrations and the End of Year concert.

The school volunteer award went to Rachael Tonissen. Rachael worked in the productive garden to reinvigorate the programme, including clearing new spaces, planting seasonal produce with students and cooking with students.

Again in 2018, traffic in the local streets was a concern and the school worked with the local council to make changes to parking around the school.

Students

The Early Years students accessed the new nature play area with many students involved in outdoor learning days.

Our senior Aboriginal students participated in the state-wide STEM congress bringing back lots of ideas about STEM in school and the community.

During National Week for Deaf People we had Deaf senior citizens attend and share their experiences of school and life with the students in the Centre for Hearing Impaired. It was a fabulous afternoon where both young and old learnt something new. The students in the CHI planned and ran an assembly for the whole school about National Week for Deaf People.

Older students were involved in Bike Education where they could bring their bikes to school and learn how to ride safely on the roads. This resulted in an increase in the number of students riding to school.

Local Partnership of Schools

Klemzig School is part of a local partnership of schools. Through this connection, in 2018, staff were able to work with other teachers to develop a common understanding of learning when reporting achievement. This partnership also supported staff in their learning through Professional Learning groups to develop best teaching practice in Mathematics.

The Preschool worked collaboratively with other local Preschools on Learning Design, Assessment and Reflective practice programmes for the early years.

Governing council report

Governing Council plays an important role in providing direction to the whole school. Some of the main discussion and decisions included:

Yard Redesign

In 2018, the first phase of the yard redevelopment was completed. This involved a nature play area for young children including running water, a larger sand pit and mud pit. Phase two has been identified as a redevelopment of the playing fields for soccer and football.

School Canteen

The school canteen was monitored closely as questions of its financial viability were discussed. Through support to change practices and products, the canteen started to turn around showing an increased turnover. The Governing Council was clear about a commitment to maintaining the service to the community and will continue to monitor the long term viability of the service.

Policies

In 2018, the main policy development was Mathematics and Numeracy outlining the processes and practices used in the school to teach Mathematics.

Out of School Hours Care

The Governing Council undertook a tender process for the Out of School Hours Care. Happy Haven won the tender and started in Term 2. Numbers have been steadily increasing in both before and after school care.

Site Improvement Plan 2019 - 2021

The school data showed pleasing results in Mathematics after a three year focus. The new focus areas for 2019 – 2021 include a continuation of Mathematics with a more specific focus on every child having mastery of the 4 operations, Writing to improve text structure, and Auslan to improve access to the curriculum for students in the CHI.

Professional Development for Deaf Education

The governing council allocated specific funding to ensure Teachers of the Deaf and Bilingual School Service Officers could attend the ANZCED conference in Adelaide; this conference is the premier conference for Australian and New Zealand Teachers of the Deaf.

Leadership staff were also supported to undertake a study tour the Sweden and England to investigate Deaf Education policies and pedagogies. Information gathered has now supported the school to establish connections with a range of universities around the world; some interest has been expressed by these universities in pairing for future research.

Governing Council Members 2018:

Matthew King - Chairperson
 Carolyn Crowley - Secretary
 Purjittam Yadav - Treasurer
 Michele Smith
 Matthew Steinbeck
 Michelle Sinclair
 Nick Goode
 Alana Tonellato
 Darren Greco
 Kim Adams
 Michelle Wilton
 Gayle Lange
 Dana Wortley MP



Quality improvement planning (preschool)

The Klemzig Auslan Bilingual Preschool is a highly personalised and family based preschool. The Quality Improvement Plan 2018 – 2019 has two clear priorities.

The 2018 plan focused on:

Quality Area 1 : Education programme and practice

1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.

Develop the process of shared planning, implementation and review of the book based learning programme.

This was addressed through the Preschool teacher and the Assistant Principal, Early Years, being involved in the 2018 Learning Design, Assessment and Reflective Practice programme for early years. This involved training in inquiry methodology and data collection and the design of the individual inquiry project through collaboration and reflection with colleagues from partnership sites. The Auslan Bilingual Preschool focused on the Book based programme and the data highlighting individual student growth in language and using this to inform planning. The preschool teacher presented this research to peers for feedback.

Quality Area 7: Leadership and service management

7.2.1 A statement of philosophy is developed and guides all aspects of the service operations.

Collaborate with the children, Deaf community, centre families and educators to articulate a centre philosophy that reflects the needs and aspirations of the community for their young children.

This was addressed through the writing of the centres philosophy with parents, community, staff and children. This involved starting with the children who provided feedback about what they liked about the preschool and what they wanted to do.

Parents /Community were asked about what they wanted for their children through the preschool learning experience. These ideas were reflected in the philosophy that now drives the programme.

Sandra Kelly (teacher) and Marina Gallop (BSSO) undertook a study tour of the early years settings for the Deaf in the UK. The information they brought back had a significant influence on the preschool programme and the way the school and preschool will connect in 2019.

Marina Gallop, the BSSO, is currently undertaking Certificate 3 in Child Development and had completed Certificate 3 in Auslan.



Improvement planning and outcomes (school)

The school had three large areas for change identified through the Strategic Plan 2016 - 2020.

Science, Technology, Engineering and Mathematics (STEM)

Children early on develop concepts of themselves as scientists, mathematicians and innovators, they are naturally curious about their world and how it works. Research shows decreasing numbers of students studying STEM at higher levels, whilst at the same time STEM continues to increase as a future economic growth industry both locally and globally. Therefore, at Klemzig School students develop capacities to solve complex real world problems and develop skills of cognitive flexibility, innovation and enterprise.

In 2018 this included:

- identifying Science as a specialist subject in the school, this resulted in higher levels of engagement in Science learning.
- purchasing three pods of laptops for students in Years 2 - 7 to access, this resulted in an increase in digital technologies and data collection.
- the development of a whole school agreement about the processes and practices of teaching Mathematics and Numeracy, this resulted in improve teacher confidence in teaching Mathematics and improved achievement and growth in learning outcomes.
- programmes for Numeracy intervention highly tailored to 'Just below' the standard focusing on problem-solving and disposition, and 'Just below' the higher bands focusing on multiplicative thinking and multiple representations. These intervention programmes resulted in quick gains in developing a positive disposition to Mathematics and improved achievement of the standard and higher bands achievement.

Collaborative Play

Children use play, outside, inside and conceptually, as their prime way of understanding the world and to learn about themselves and others. Research shows play is a powerful way of learning, relating and applying thinking in real situations for people of all ages. Therefore, at Klemzig School students learn to notice and develop executive functions (flexible thinking, impulse control and working memory).

In 2018 this included:

- student led groups to support social inclusion. Groups included 'friendship club' where students met together at the beginning of lunch then went out to play, 'Coding Club' where students with a particular interest in coding worked with the IT support officer to explore ways of teaching other children to code and the 'Reading Club' where students established an outdoor reading space. This resulted in a significant decrease in withdrawal from yard play.
- staff trained in Executive Functions and understanding how this impacts behaviour and learning, this resulting in a clear and significant shift from teacher intervention in behaviour to co-regulation and self-regulation.

Teaching for Effective Learning

Teachers make the difference to students' learning which is too important to leave to chance. SA and global research shows a high-level focus on pedagogical practices that 'personalise and connect', 'develop expert learners', and 'create safe conditions for rigorous learning' which make a significant difference to student wellbeing and academic achievement. Therefore, at Klemzig School students co-design learning that increases intellectual challenge, promotes independence and interdependence and develops the capacity to self-regulate.

In 2018 this included:

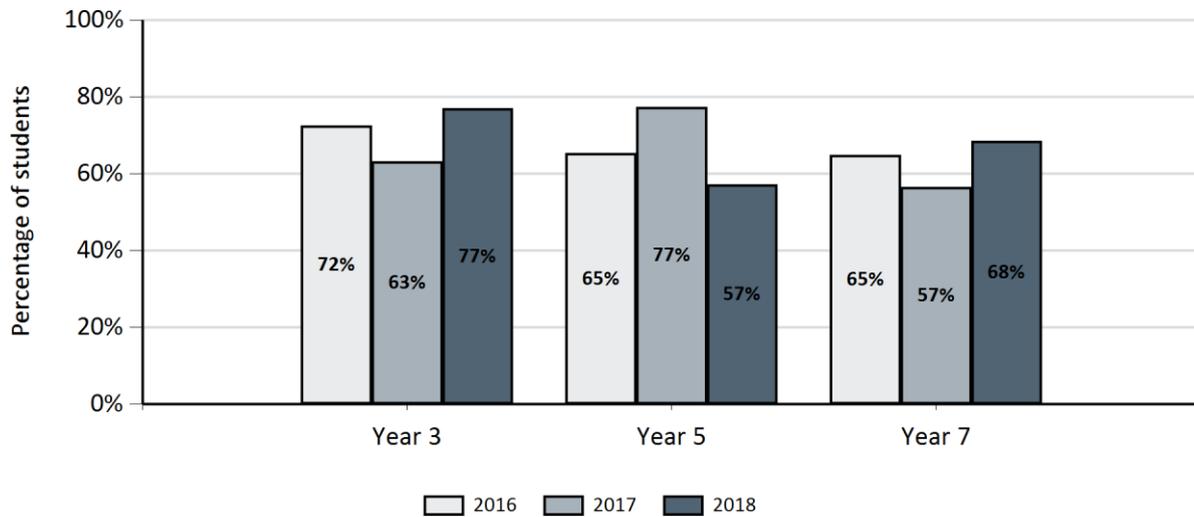
- having a main focus for 2018 on learning intent and task design. Data showed a significant improvement in students knowing the 'what and why' of their learning, resulting in more time focused on learning.
- intellectual stretch purposefully planned into learning tasks resulting in an increase in students in the higher bands for Reading and Mathematics.
- the collaborative approach to Read Write Inc in the early years, two years in, resulting in significant improvements in accelerating early reading and writing.
- evidence indicating students being more involved in their own learning and using different spaces around the school to support their learning resulting in higher levels of engagement in learning. One example was the upper primary 'business', making and selling pots. Students were required to develop business plans and collaborate on using the best of every plan to develop the whole class business.

Performance summary

NAPLAN proficiency

The Department's 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 one 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 Department's SEA for Reading and Numeracy.

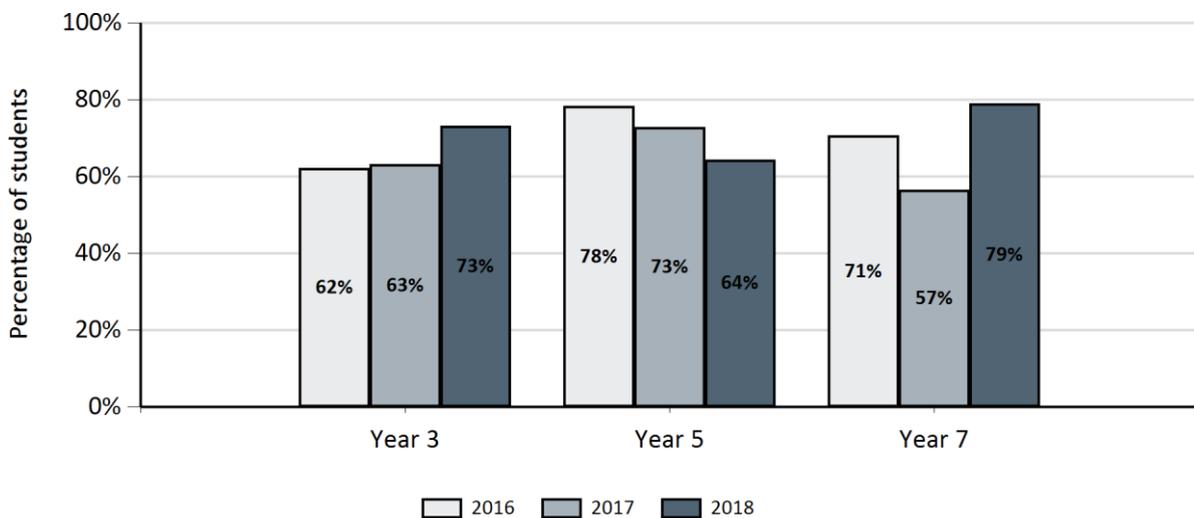
Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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.

Numeracy



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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 2016 to 2018 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	18%	20%	25%
Middle progress group	47%	53%	50%
Lower progress group	35%	27%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	18%	38%	25%
Middle progress group	71%	44%	50%
Lower progress group	12%	19%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2018	26	26	11	5	42%	19%
Year 3 2016-18 average	24.7	24.7	7.7	3.3	31%	14%
Year 5 2018	28	28	4	2	14%	7%
Year 5 2016-18 average	24.3	24.3	5.0	3.3	21%	14%
Year 7 2018	19	19	6	6	32%	32%
Year 7 2016-18 average	19.7	19.7	4.3	4.7	22%	24%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

[^]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.

School performance comment

NAPLAN

As a small school, relatively few students sit for NAPLAN so results can be easily influenced by one or two children. However, there are a few patterns that are really pleasing. Our trend data over the past few years shows improvement particularly in our focus area of Mathematics.

Some highlights:

Year 3 Results: The most significant change in our results for 2018 is the dramatic increase in the number of students sitting the test, from just 74% in 2017 to 93% in 2018. Literacy results continue to improve in Reading, which is a great indicator of early success of our Read Write Inc approach to phonics in our Junior Primary. The tests also show an increase in the number of students showing higher band achievement in Mathematics.

Year 5 Results: Numeracy improvement is the big story for our Year 5 students. 89% of students show medium to high progression rates, with less than half the percentage of students in the lower progression bands than the expected national average.

Year 7 Results: As with our Year 3 students, we have seen a dramatic increase in the number of students sitting the NAPLAN tests, from just 61% in 2017 to 89% in 2018. The year 7 Numeracy results show clear improvements in Numeracy with 38% of students showing high progression, this means they were learning more than two years' worth of Maths between their Year 5 test and their Year 7 test. This is well above the expected national average. The tests also show an increase in the number of students showing higher band achievement in Mathematics and Reading.

Running records

The Early Years students showed significant gains in Reading, and movement into higher bands of Reading. Year 1 students now reading above the state, like schools and partnership schools. Reception level students are achieving in Reading earlier than previous years. This is attributed to the consistency of the Read Write Inc programme in the school. Year 2 students are reading above like schools and partnership schools in the higher levels and are on par with the state average.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	88.0%	86.7%	83.3%	85.7%
2016 centre	100.0%	100.0%	96.0%	100.0%
2017 centre	68.0%	68.0%	88.0%	96.0%
2018 centre	92.5%	87.5%	87.5%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

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.

School attendance

Year level	2015	2016	2017	2018
Reception	92.4%	88.0%	87.2%	89.1%
Year 1	89.6%	89.7%	88.3%	88.3%
Year 2	90.4%	89.8%	92.0%	91.3%
Year 3	94.3%	88.1%	87.0%	91.9%
Year 4	92.7%	93.8%	90.0%	84.6%
Year 5	91.5%	88.2%	92.3%	90.1%
Year 6	91.2%	90.4%	91.1%	91.9%
Year 7	87.4%	91.5%	89.5%	87.3%
Primary Other	88.7%	87.5%	86.2%	87.0%
Total	91.0%	89.6%	89.2%	89.3%

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

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

Attendance comment

Preschool

The preschool programme is highly respected by the community; this is reflected in the attendance levels in the Auslan Bilingual Preschool being generally above the state average.

School

The school has shown no significant change in attendance, however there has been a significant decrease in the number of chronic non-attenders.

Attendance in the Centre for Hearing Impaired remains the lowest in the school at 87% due in the main, to higher numbers of medical and allied health appointments. The school shows good use of procedures such as exemptions for overseas travel.

The school was supported by the involvement of the Education Department Family Social Worker with one family showing chronic non-attendance for many years across multiple schools.

The school also worked with the Aboriginal attendance officer to support a new student to attend school. The wellbeing practitioner worked with several families to connect with community services and supported students to attend school.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	5	6	6	7
2016	4	4	5	4
2017	5	5	5	5
2018	8	8	8	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool enrolment comment

Klemzig attracts children and families from all over Adelaide. With the opening of the Inclusive Preschool programme (IPP) programme in the south of Adelaide, we expect this will impact on our enrolment numbers in the future. The preschool has maintained a steady number of students referred by private providers.

The service operated at capacity in 2018. Early entry students were supported through accessing the programme once a week. One family required additional support to access the programme and a modified programme was offered at their local preschool.

School behaviour management comment

Behaviour data shows a continuing decline in violence or threatened violence in the school. Through the use of the 5 point scale documentation, behaviour intervention was more tailored and specific. Over time there was a clear change from teacher intervention to student self-regulation. During 2018, the school had 3 students with a full time teacher or SSO to support their safety and engagement.

Teachers were trained in the development of Executive Function which is foundational to self-regulation and behaviour management.

Exclusions and Suspensions:

- 1 student was excluded
- 12 students were suspended, most only being suspended once.



Client opinion summary

The school is fortunate to have good mechanisms for gathering opinions. This includes the collection of impressions through a variety of strategies including developing Wordles, formal surveys and internal review processes/discussions.

Students

Students reported the strengths of the school were around:

- the school looking for ways to improve
- teachers motivate me to learn
- teachers expect me to do my best
- I like being at school

Students were concerned that some students talked when the teacher was talking. They also highlighted that they found the feedback teachers were giving them useful and would like more feedback about how they can improve. Students from the Centre for Hearing Impaired identified that some staff needed to sign more clearly. They also identified a real sense of team and enjoyed the time together through Deaf Club.

Community

New enrolments to the school often cite a positive community perception as the reason for wanting to enrol their child/ren. The school had an increase in the number of families wanting to enrol outside of the Klemzig area.

The school collected impressions from the community and found high levels of support for the school, teachers and the cultural changes in the school. They see their children as happy and learning.

Staff

As part of our ongoing reviews we invited all staff to share their opinion about the school through the National opinion surveys. Results show generally very positive responses with all areas showing above 4 out of 5, although the results can vary from year to year depending on how many staff members respond.

staff reported strengths of the school were around:

- expectations for students to do their best
- parents can talk about their concerns
- teachers treat students fairly
- the school looks for ways to improve



Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0397 - Seaton Park Primary School	0.0%	11.0%	0.0%
0637 - Brighton Primary School	20.0%	11.0%	0.0%
0898 - Klemzig Primary School	80.0%	33.0%	10.0%
1317 - Klemzig Centre for Hearing Impaired	0.0%	44.0%	90.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	7.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	11.5%
Transfer to SA Govt School	42	80.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Destination comment

Klemzig Auslan Bilingual Preschool caters for young children requiring the specific development of Auslan language skills. Children leaving the preschool enrol in the Centre for Hearing Impaired at Klemzig or Brighton. In 2018, all but one student continued on to Klemzig School.

There has been a change for students exiting the school to start high school. There has been a reduction in private schools and an increase in students attending Avenues College.

Relevant history screening

All staff and volunteers have current criminal history screening checks.

Training for volunteers, including Reporting Abuse and Neglect, Protective Practices and relevant school procedures, was offered regularly. In 2018, the school trained the largest number of volunteers over the past 3 years.



Teacher qualifications 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	29
Post Graduate Qualifications	7

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Please note: 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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	22.1	0.0	13.9
Persons	0	26	0	22

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Financial Statement

Funding Source	Amount
Grants: State	4,006,143.06
Grants: Commonwealth	5,700.00
Parent Contributions	63,403.95
Fund Raising	5005.15
Other	4,183,811.90

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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		
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	Funding was provided to employ additional BSSO staff to support one student with autism in the preschool.	The student was able to settle into preschool routines and maintain their safety.
Improved outcomes for non-English speaking children who received bilingual support		

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

2018 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 2018 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 behaviour management and engagement	SSO time to support individual plans and programmes to support the development of Executive Functions and self-regulation to access more learning time.	Most students showed significant progress towards self-regulation.
	Improved outcomes for students with an additional language or dialect	Teacher time to target teacher support programmes and student intervention programmes.	The Language and Literacy gap is closing; more students no longer need intervention.
	Improved outcomes for students with disabilities	One to one SSO hours to support safety and engagement programmes specific to each child's needs.	Most students were more successful and engagement at school improved.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Teacher development was targeted for Australian Curriculum and Teaching for Effective Learning. SSO provided, Reading and Read Write Inc. programme through Wave 1,2 and 3 intervention programmes managed by staff . SSO intervention targeted Aboriginal students needing support for Literacy or Numeracy.	Teachers are more confident. Reading /Read,Write Inc showed significant progress in reading. Improved achievement for most Aboriginal students.
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Mathematics intervention programmes for students just below the SEA and students just below the Higher Bands.	Increase achievement of SEA and Increase achievement in higher bands.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	The role was divided according to the developmental needs of students supporting an Early Years leader - Curriculum and Wellbeing and a Primary leader - Curriculum and Wellbeing	Significant improvement in behaviour across the school.