

Kensington Public School

Annual Report



2017



2283

Introduction

The Annual Report for **2017** is provided to the community of **Kensington Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Louise Stone Principal

School contact details

Kensington Public School
77-79 Doncaster Avenue
Kensington, 2033
www.kensington-p.schools.nsw.edu.au
kensington-p.School@det.nsw.edu.au
9663 3955

Message from the Principal

I am proud to present this year's Annual School Report and the achievements made through the hard work and dedication of our Kensington students, staff and community. In 2017, we continued to provide excellence in public education for students and families of the Kensington community through quality teaching and innovative programs.

At Kensington, we strive for excellence in academic achievement and promote the development of the whole child through setting high expectations of our students, staff and community. We aim to lay the foundations that prepare students to meet the challenges of an ever-changing global society, where they will have the skills, values, understandings and courage to undertake a positive, productive and rewarding role out in the community once they have left school.

Our school climate fosters academic and personal growth, resilience and high expectations. Learning takes place through purposeful, structured inquiry developed in a safe, happy and supportive environment. This contributes towards the development of independent, confident and resilient learners.

We offer many opportunities to extend our students while at the same time developing their gifts, talents and individuality. The rich and stimulating Visual and Performing Arts program includes extensive school choirs, bands and a recorder, guitar and violin ensemble. We extend our students with opportunities in programs such as Public Speaking, Chess, Maths Olympiad, Lego Robotics, Debating, Elective Dance, Elective Art Programs and Talented Sports opportunities which all help us meet the needs of all students who attend Kensington Public School. These programs coupled with our Enrichment program 3–6, enable our students to develop their critical thinking skills and deeper understanding while consolidating mainstream curriculum content.

I hope that you find this Annual School Report an informative document as we celebrate the successes of our school community.

Ms L. Stone

Message from the school community

School Council Report

Once again Kensington Public School (KPS) has had a wonderful year and upheld the core values of Knowledge, Honour and Community.

2017 was a busy year for the School Council, starting in Term One with the allocation of the \$10,000 community grant. The Council wanted to ensure that the grant was put to good use throughout the school, whilst adhering to the grant guidelines. KPS is a true multicultural school, and whilst this is a wonderful attribute to have, it also presents

challenges to the community in terms of communication. A proportion of the community grant was provided to purchase a new online interactive newsletter platform called Schoolzine. Schoolzine has an inbuilt function to translate the newsletter into many languages, thus ensuring that school information is available and accessible to all. The School Council also awarded a proportion of the grant towards further developing strategies to involve the local Aboriginal community in our school.

In Term 2, the School Council reviewed and updated both the Homework and Code of Conduct policies. We also started to raise awareness of a parking issue which has seen many teachers unable to park within a reasonable distance of the school on an 'all-day' basis and therefore having to leave school to move their cars potentially every two hours. This situation is unsustainable, and the School Council wrote letters to Mr Ron Hoenig, State Member for Heffron, the Hon Matt Thistlethwaite, MP and The Mayor of Randwick City Council. This led to a meeting in Term One between the School Council and a representative from Randwick City Council to discuss options and the Hon Matt Thistlethwaite visiting the school to discuss the problem with parents.

In Term One we had a request by a parent to contact Gai Waterhouse Racing regarding her employees smoking in close proximity to the school gates on Bowral St. The School Council contacted Gai Waterhouse, outlining the concerns raised by parents and the issue has improved.

The School Council also discussed the merits of a termly invoice and it was agreed that this would involve less administration for both parents and the school, so it was introduced at the beginning of Term 4.

In Term 4, The Council agreed upon a Year Three camp and a new standardised permission note for excursions which would state the exact requirements for each excursion and make it clearer for parents. A follow-up meeting involving the parking representative from Randwick City Council and the Staff at KPS has led to a parking trial for teachers on Duke St as a temporary, short-term solution. In the long-term the School Council, along with Randwick City Council, will approach the AJC and request parking spaces on non-race days for teachers and staff.

I would like to take this opportunity on behalf of the School Council to thank the students, staff, parents, P&C and community who have contributed to school this year. I wish everyone continued success and happiness in 2018 and beyond.

Jude Swain – President School Council

P&C Report

2017 has been a very successful year for the KensingtonPublic School P&C Board.

The key focus for the year has been collaborating with family, friends and the wider KPS community to work towards our school's strategic plans in contributing towards educational programs and initiatives for our children.

This year, the P&C donated almost \$50,000 to the school. Due to the generosity of donations and gifts from KPS families & friends, the local community and our key platinum sponsors Ray White Kingsford and Suttons Subaru Rosebery, we were able to facilitate requests from the school by investing in new K-2 Home readers, Technology (including 3D printers, Circuit Kits, Lego Robotic Kits & Laptops), STEM resources (for Science, Technology, Engineering & Maths), end of year Presentation Day, updated Smart Boards, outdoor equipment and a new innovation lab in our library.

The P&C hosted a variety of events this year which included the Kindy Play date at Centennial Park, Family movie night, Easter Hot Cross Bun sale, working with Bunnings Alexandria for a very special Mother's Day and Father's Day gift stall, Election Day Barbecue, the annual Halloween Disco, the Walkathon Cake-Bake sale and multiple Mufti Days and our highly anticipated Trivia Night held at the Randwick Club. All of the events considered the school's upholding values of Community, Knowledge and Honour.

I would also like to acknowledge and thank the volunteers who have served in the KPS uniform shop on a weekly basis and those who have baked and barbecued, bought and sold a cupcake, super dooper, hot cross bun, trays of mangoes and organised and sold many raffle tickets. Thank you also to our wonderful children who donated a gold coin in exchange for a dress-up and of course to the parents and friends that dedicated their precious time to make these events an incredible success! A special mention to our Trivia Night committee and Halloween Support team (including our art and music director) that went above and beyond to ensure that these events translated into a success story.

The P&C will continue to support the school in a myriad of ways. On behalf of the Executive Committee I would like to thank you again for supporting our school and taking an active role in our children's education.

Tracey Cheung – President P & C

School background

School vision statement

Outstanding individual achievement is at the centre of what the school teaching and parent community desires for each and every one of its students. The school consistently achieves results which reflect a partnership and involvement between the teachers, students and parents towards academic success.

Kensington Public School staff are implementing the NSW Syllabus for the Australian Curriculum developing integrated units of work over the three years of this strategic plan. The purpose is to create a scope and sequence of skills and syllabus content with a dual emphasis of developing general capabilities in critical and creative thinking skills through the use of Information Communication Technologies.

School context

The school motto of Honour, Knowledge and Community is proudly reflected within the diversity of school programs operating at Kensington Public School. 443 students are enrolled in our school and 68% are students from Language Backgrounds Other Than English (LBOTE). The school enjoys an excellent reputation in the community, with a record of high academic success and other across curriculum achievements. Effective integration of ICT into teaching and learning programs, with the use of laptops and tablet technology, allows our students to become critical and creative users of technology. We are a Positive Behaviour for Learning (PBL) school where students take ownership of their actions and are proud members of the school community. An extensive enrichment program operates in the fields of music, public speaking, debating and the performing arts. Community Language Programs include Modern Greek and Mandarin and play a pivotal role in developing understandings of Chinese and Greek language and culture. Our student body is supported by an active parent community in many diverse ways including donations of time and finance, parent initiated programs, support of staff and the organisation of learning programs. The dedicated staff is committed to providing a positive, inclusive and caring learning environment for every student.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

In **Culture**, the school's on-balance judgement for this element is: **Delivering**, we believe:

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. The school programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

In **Well being**, the school's on-balance judgement for this element is: **Delivering**, we believe:

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code. The school encourages

students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

In **Curriculum and Learning**, the school's on–balance judgement for this element is: **Sustaining and Growing**, we believe:

Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. There are systematic policies, programs and processes to identify and address student learning needs.

In **Assessment and Reporting**, the school's on–balance judgement for this element is: **Delivering**, we believe:

The school analyses internal and external assessment data to monitor, track and report on student and school performance. Individual student reports include descriptions of the student's strengths and areas of growth. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation and, parents are updated on the progress of their children.

In **Student Performance Measures**, the school's on–balance judgement for this element is: **Sustaining and growing**, we believe:

The school: achieves good value–added results, and/or around 20 per cent of students achieve at high levels of performance on external performance measures. Students are showing higher than expected growth on internal school performance measures.

In **Effective Classroom Practice**, the school's on–balance judgement for this element is: **Delivering**, we believe:

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

In **Data Skills and use**, the school's on–balance judgement for this element is: **Sustaining and growing**, we believe:

Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. The school leadership team engages the school community in reflecting on student performance data.

In **Collaborative Practice**, the school's on–balance judgement for this element is: **Sustaining and growing**, we believe:

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

In **Learning and Development**, the school's on–balance judgement for this element is: **Delivering**, we believe:

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early–career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

In **Professional Standards**, the school's on–balance judgement for this element is: **Delivering**, we believe:

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. The school has a culture of supporting teachers to pursue higher–level accreditation. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

In **Leadership**, the school's on–balance judgement for this element is: **Sustaining and Growing**, we believe:

The school solicits and addresses feedback on school performance. Leadership development is central to school capacity building. The school has productive relationships with external agencies such as universities, business, industry

and community organisations to improve educational opportunities for students.

In ***School Planning, Implementation and reporting***, the school's on–balance judgement for this element is: ***Sustaining and Growing***, we believe:

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

In ***School Resources***, the school's on–balance judgement for this element is: ***Delivering***, we believe:

School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

In ***Management Practices and process***, the school's on–balance judgement for this element is: ***Sustaining and Growing***, we believe:

There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

The school will continue to strengthen processes and practises and take on feedback to continue to make further school improvements.

Strategic Direction 1

Quality Teaching and Learning

Purpose

To engage students in the learning process where they monitor their own progress, ask critical and creative questions and practise skills articulating their learning goals.

Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understandings and actively determine new learning intentions.

Embed these practices and build upon the students' involvement across each stage of learning to develop critical and creative thinkers as part of being a 21st century learner.

Focus upon building teachers' understandings of evidenced based effective teaching strategies in English and Mathematics to continually improve assessment practices for the identification of individual learning needs so as to differentiate teaching.

Overall summary of progress

Kensington Public School has continued to strive towards embedding high-quality teaching and learning practices in literacy and numeracy programs across the school. There has been a continued focus on assessment of learning practices with active student engagement in online collaborative work spaces, such as G Suite, to improve students' understanding of self and peer assessment. The systematic organisation of the continuum of key ideas in mathematics has been enhanced by a collaboratively developed scope and sequence and assessment schedule across K-6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student Achievement is greater than 2014 benchmark standards for English as measured using: <ul style="list-style-type: none">NAPLAN tools where students in the lowest bands in Year 3 achieve a growth of 2 or more bands by Year 5	Professional Learning and Release costs – \$6000	In 2017, one student was placed in the lowest band in Reading. 87.2% of students achieved greater than or equal to expected growth. There were zero students in the lower bands in Spelling. 66% of students achieved greater than or equal to expected growth. One student was placed in the lowest two bands in Grammar and Punctuation. 66% of students achieved greater than or equal to expected growth.
Hattie's Visible Learning data (85%) achieve growth of beyond the 0.8 effect size where 2.24 is the average growth effect size for all students. <ul style="list-style-type: none">Student Achievement is maintained or greater than 2014 benchmark standards for Mathematics as measured using: NAPLAN tools where students in the lowest bands in Year 3 achieve a growth of 2 or more bands by Year 5.	Professional Learning and Release costs – \$3000	In 2017, one student was placed in the lowest two bands for Numeracy. 87.2% of students achieved greater than or equal to expected growth. In Measurement, zero students were placed in the lowest two bands. In Number, one student was placed in the lowest two bands.

Next Steps

- A focus of effective feedback practices to further deepen staff understanding of the pedagogical reasoning behind

learning intentions and success criteria.

- A focus on the strengthening of staff understanding of grammar to aid with feedback regarding the writing process.
- A focus on PL for staff involving open-ended assessments in mathematics.
- The development of standardised class timetables to ensure the correct time is being dedicated to each KLA as recommended by the NSW Education Standards Authority (NESA).
- The creation of standardised scope and sequence for each KLA and programs of learning and assessment to ensure compliance with all requirements set out in the Education Act 1990.
- To continue observation processes with the lesson study model of observation.

Strategic Direction 2

Quality Learning Systems

Purpose

To develop organisational practices which produce an integrated scope and sequence for units of work which engage student learning whilst developing explicit higher order thinking skills, embedding the use of ICT in student learning whilst seeking community feedback

This includes:

- an explicit approach to developing the language proficiency of students who have English as an additional language or dialect.
- implementation of the school's scope and sequence through fully resourced integrated units of work.
- engagement with the DEC reform agenda incorporating systematic changes in the Learning Management and Business Reform (LMBR), Business Intelligence (BI), Every School Every Student (ESES), Great Teaching Inspired Learning (GTIL) and Local Schools Local Decisions (LSLD) so data informs decision making.

Overall summary of progress

As part of an annual cycle, the EAL/D School Evaluation Framework was used to evaluate whole school processes and practices that have been implemented to support EAL/D students. Identified areas for improving EAL/D student support included enhancing collaborative planning between EAL/D specialist and classroom teachers and developing digital learning activities to provide a differentiated curriculum for EAL/D students. Two action research projects were completed to address these issues. A team consisting of an executive staff member, classroom and EAL/D teacher, worked with the UNSW School of Education to develop a planning framework to integrate evidence based EAL/D teaching and learning practices focusing on oral language development into units of work. Within the Leading EAL/D Education project, a team with classroom and EAL/D teachers created a digital learning platform with bilingual resources and communicative learning activities that supported EAL/D students to develop their mathematical vocabulary and conceptual understanding.

Continual tracking and analysis of EAL/D students' learning progress in PLAN (school data) and NAPLAN (state data) demonstrates comparable results for EAL/D students to all KPS students. NAPLAN data showing growth of two or more bands in English for EAL/D students is comparable to that achieved by all KPS students.

Kensington Public School has continued to streamline school administration by implementing the Parent Online Payment system to provide an alternative and convenient method of payment for parents and term invoices for school fees and excursions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school community of students, teachers, parents/ carers can easily identify the essential knowledge, understanding, skills, values and attitudes that students are expected to develop in each learning area.	Teacher release for collaborative planning – \$3600	7 new Geography units of work were collaboratively developed to continue implementation of the new syllabus.
Analyse data from student reporting system to determine achievement across the scales in each KLA.	Annual fee for Momentum Software – \$3000	A summary report for each grade is on display for parents to view, detailing the percentage of students at each of the five levels of student achievement. The average student achievement in the following KLAs K–6 of sound and higher is English: 89%, Science and Technology 98%, Geography 96.5% and History 98.5%.
EAL/D students are supported to achieve the standards detailed in	Staffing component of seven days per week (FTE)	Supporting EAL/D Learners: <ul style="list-style-type: none">• Team teaching K–6 – flexible timetable based on

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
each KLA demonstrating these using a variety of techniques which are responsive to English language proficiency, promote language acquisition and are visibly identifiable in school based units of work.	1.8)	<p>identified student needs through school data and teacher assessment.</p> <ul style="list-style-type: none"> • New Arrival Programs intensive English lessons for students newly arrived in Australia. • Development of differentiated teaching and learning programs. <p>Supporting Parents/Caregivers:</p> <ul style="list-style-type: none"> • Distribution of school newsletter via Schoolzine enabling translation of the information. • Development of new EAL/D student reports to align with the NSW DE Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K–12. <p>Supporting Classroom Teachers:</p> <ul style="list-style-type: none"> • Planned time for collaboration between EAL/D and Classroom teachers. • All staff worked individually with the EAL/D teacher to assess students using the ACARA EAL/D Learning Progression. • Development of an EAL/D specialist teacher role statement.
Each student produces a minimum of three products each year using ICT illustrating higher order learning.	Nil	<ul style="list-style-type: none"> • 8 teachers participated in professional learning in creating films. • 5 films were developed from classes across K–6 for the Film By The Sea festival. • Continued focus on the use of ICT in Years Two to Six to create digital texts, including: websites, presentations and blogs.
Teachers participate in professional learning communities to share and critically evaluate teaching and learning programs.	<p>Project: Effective collaboration between EAL/D and Classroom Teachers</p> <ul style="list-style-type: none"> • Teacher release for professional learning – \$5000 <p>Project: Leading EAL/D Education</p> <ul style="list-style-type: none"> • Purchase of 6 HP Laptop computers – \$3600 • Teacher release for professional learning – \$6400 	<p>Project: Effective Collaboration between EAL/D and Classroom Teachers</p> <p>EAL/D specialist and classroom teachers participating in the project collaboratively developed scaffolding plans to build prior knowledge and integrate communicative activities into teaching and learning programs.</p> <p>Project: Leading EAL/D Education EAL/D specialist and classroom teachers participating in the project developed an online platform for sharing digital learning activities and bilingual resources to support EAL/D students to develop their mathematical vocabulary and conceptual understanding.</p>

Next Steps

- To continue to evaluate Kensington Public School's strategy to support EAL/D students to identify strengths and areas for growth and to develop action plans to address identified issues.
- To develop teacher capacity to differentiate teaching and learning programs by implementing evidence based EAL/D teaching practices to meet the learning needs of EAL/D students.
- To continue to improve collaboration between EAL/D and classroom teachers through shared responsibility and planning frameworks.
- To build stronger and more effective partnerships with our parent and wider community by sharing information and deepening understanding of school operations and quality education.

Strategic Direction 3

Quality Relationships through Engagement

Purpose

To continually strive to improve student engagement and leadership in a positive school environment.

To improve students' social and emotional resilience and wellbeing.

To establish more effective partnerships within the community through the development of citizenship.

Incorporate the use of technology to enhance communication and facilitate student learning.

Overall summary of progress

Tell Them From Me

The Tell Them From Me (TTFM) surveys measured the views of 145 students from Years 4–6. Two survey periods were compared from March 2017 and October 2017. The perspectives of 19 parents were also measured using the TTFM survey system during August and October.

Positive Behaviours for Learning and Student Wellbeing : This year saw the consolidation of Positive Behaviour for Learning (PBL) practices across the school. All staff developed PBL lessons as part of the Classroom Observation program, which were observed and evaluated. Visible teaching resources were redesigned to be more child-friendly and were installed throughout the school. A 'Focus of the Fortnight' program was implemented through the inclusion of relevant school expectations in newsletters, wellbeing lessons and assemblies.

All classes K–6 participated in Life Education lessons, focusing on positive health choices related to nutrition, exercise, relationships and technology.

Student Awards: Students continued to be rewarded for positive behaviour. 126 students were nominated by their peers for a Student of the Month award, which recognised commitment to the school values of Honour, Knowledge and Community.

At our annual Presentation Day ceremony, 106 students or 24% of the school population achieved their Gold Merit Key, the highest accolade of our whole-school reward system. 88% of students achieved their first Silver Value Key, 72% achieved their second Silver Value Key and 44% achieved all three Silver Value Keys.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Student</p> <p>Surveys of 34 questions reflect improvements to 5 areas of school climate where baseline data is as follows:</p> <p>1. Feeling Safe 84%</p> <p>2. Teachers Managing Behaviour 67%</p> <p>3. Lesson Interest 81%</p> <p>4. Student/Parent/Teacher Communication 66%</p>	NIL	<p>In the October 2017 TTFM survey students in Years 4–6 reported the following average scores for the 8 drivers for improved student outcomes :</p> <p>Effective Learning Time: 7.7/10</p> <p>Relevance of Lessons: 7.9/10</p> <p>Rigour of Instruction: 7.7/10</p> <p>Advocacy at School: 7.2/10</p> <p>Positive Student/Teacher Relations: 8.0/10</p> <p>Positive Learning Climate: 6.9/10</p> <p>Expectations for Success: 8.4/10</p> <p>Bullying: 28% of students reported experiencing</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5. School Image 72%		bullying– related behaviour vs 36% across NSW. The Parent Survey Results from the October survey showed: Parents feel welcome: 7.0/10 Parents are informed: 6.3/10 Parents support learning at home: 6.2/10 School supports learning: 7.1/10 School supports Positive Behaviour: 7.5/10 Safety at School: 7.6/10 Inclusive School: 6.2/10
Systemic data is collected and monitored about student behaviour informed across: <ul style="list-style-type: none"> • Classroom Settings • Non Classroom Settings • School Wide Systems • Individual Systems Using the data collected as benchmarks re–survey each year for comparison data.	Momentum ESR: \$2400 School– Wide Visible Learning: \$12 100 including; Teaching and learning resources, PBL matrices, environmental adjustments. Individual Systems (Student Rewards): \$8200	98% of staff regularly use the whole–school wellbeing reporting system Momentum ESR to monitor and communicate student behaviour needs. Full implementation of school–wide visible learning resources to support Positive Behaviour for Learning practices. Student engagement and motivation supported by individual reward systems with 88% of students reaching the first level of school rewards.

Next Steps

Progress in 2017 indicates that the main goals for 2018 include:

- review of Student Wellbeing curriculum programs
- adjustment of Behaviour Reflection processes
- adjustment of current reward systems
- focus on Cyberbullying and behaviour management related to use of ICT

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$631	In 2017, one student identified as being Aboriginal and/or Torres Strait Islander descent. Funding was used to employ an Aboriginal Educator Worker (AEW) for two days to provide professional learning for staff. A Personalised Learning Plan was collaboratively developed with the student, carer and teacher.
English language proficiency	1.8 FTE teacher allocation \$13,375	Kensington Public School received a staffing component of nine days per week for 266 EAL/D students. Strategic Direction 2 explicitly details the use and impact of these targeted funds to support EAL/D students.
Low level adjustment for disability	\$21,000	This allocation enabled KPS to employ an experienced School Learning Support Officer during the week to support the learning and support program.
Quality Teaching, Successful Students (QTSS)	\$20,000	This funding released an executive one day a week throughout the year to support our Beginning Teachers and develop Professional Learning opportunities for all our staff.
Socio-economic background	\$5,500	This funding supported families that would otherwise be unable to provide various opportunities to their children. We supported families enabling the students to attend school excursions, camps and buy resources such as uniforms and textbooks.
Support for beginning teachers	\$40,000	In 2017 this funding enabled us to employ a teacher two days a week to support our beginning teachers on a rotational basis to work with our experienced executive on behaviour management, programming and curriculum knowledge as well as opportunities for professional learning offsite.
Targeted student support for refugees and new arrivals	0.1 FTE temporary staffing allocation for Term 1 and 2	In Term 1 and 2, Kensington Public School received a temporary staffing component of a half day per week (FTE 0.1) for 1 New Arrival Program student. The student received intensive English language lessons to support their language acquisition.
Confucius Classrooms	\$10,000	Two volunteer teachers from China delivered engaging cultural lessons as part of the Chinese Community Language program. 100% of students participated in cultural activities throughout the year. The whole school community and an invited local school were involved in Chinese cultural and language learning events.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	213	219	237	244
Girls	187	218	207	200

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.7	96.1	97.3	95.3
1	96.4	95.1	96.8	95.6
2	96.8	96.2	95.8	95.5
3	96.3	96	96.3	95.8
4	96.9	95.5	97	95.1
5	95.3	94.5	95.3	96.1
6	96.5	95.1	93.9	95.4
All Years	96.6	95.6	96.3	95.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

to follow up attendance issues that they have identified during offsite remote roll checks.

Appropriate documentation is maintained in the school office for students that take 10 days school leave or more as per DoE guidelines.

Class sizes

Class	Total
KRED	21
KGREEN	20
KBLUE	22
1BLUE	21
2BLUE	22
1RED	21
1GREEN	21
2GREEN	23
2YELLOW	22
2RED	24
3RED	31
3BLUE	30
4BLUE	29
5BLUE	28
4RED	29
6GREEN	30
6BLUE	30
6RED	28

Management of non-attendance

At KPS we follow the guidelines of the DoE attendance procedures. Parents are reminded to return letters re absences within two days of returning to school and class teachers phone families after two days of absence if the school has not been informed about the students absence.

The Learning Support Committee meet each week where staff have the opportunity to address attendance concerns about full or part days absences and irregularities with absences.

Referrals are made to the DoE Home School Liaison Officer (HSLO) if a concern arises. As per normal processes, the HSLO contacts the school twice a term

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.89
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	0
School Administration & Support Staff	3.28
Other Positions	2

*Full Time Equivalent

Currently Kensington Public School has no permanent Aboriginal employees. In 2017 we worked closely with the local Aboriginal Educational Consultative Group and a local Aboriginal Education Worker to further enhance our programs deepening our students and staff knowledge across all programs.

Workforce retention

This year we farewelled Mrs Mary Carroll who was a valued member of the Kensington teaching staff. She dedicated much of her teaching career to the students of Kensington Public School. We wish her all the best in her well-deserved retirement.

Mr Rimmer was a valuable member of both the teaching and executive staff of Kensington Public School. This year he married and moved to Paramatta and spent sometimes two hours each way commuting to and from school. It was a tough decision to make but Mr Rimmer also stood down from his position at KPS after being successful by merit selection in gaining a position at a school only 15 mins from his home. We wish him all the best at the next stage of his career. He will also be missed by the Kensington Community.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	54
Postgraduate degree	46

Professional learning and teacher accreditation

At Kensington Public School we have various staff members who are currently working through the accreditation process at proficiency level as they are in the early years of their teaching career, while there are also staff working through the five year maintenance period. Kensington has an active group of staff who meet regularly to work through this process, ensuring that all staff meet the Australian Standards.

The new Performance Development Plans (PDP'S) have proven to be a very positive process over the last number of years as they have allowed staff to work with colleagues and supervisors to set career goals and professional development goals in line with the school plan ensuring staff were providing our students with quality programs.

All our staff were given the opportunity to complete various Professional Learning opportunities on and offsite encompassing not only mainstream subjects but also technology, maths extension, music, STEM, wellbeing and behaviour opportunities as well as project project based programs. Kensington Public School continues to work hard to ensure all pre service 2004 teachers are ready for the rollover into the accreditation process for all staff in 2018.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	333,971
Revenue	4,024,920
Appropriation	3,579,820
Sale of Goods and Services	78,833
Grants and Contributions	359,181
Gain and Loss	0
Other Revenue	0
Investment Income	7,086
Expenses	-3,958,509
Recurrent Expenses	-3,958,509
Employee Related	-3,390,259
Operating Expenses	-568,250
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	66,411
Balance Carried Forward	400,382

The Kensington Public Schools Finance Committee met regularly to ensure that it was familiar with the new SAP Finance System that was part of the LMBR rollout. Mr Jim Linton has continued to liaise with the school executive to ensure that the school meets deadlines and has a deep understanding of the new department software, ensuring budgets are in line with DoE guidelines.

The largest expenditure in 2017, was the refurbishment of 24 Interactive White Boards (IWB) at \$80,000. The school also invested \$45,000 for three storage units located in the Library, Performing Arts Room and Hall.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,938,755
Base Per Capita	67,855
Base Location	0
Other Base	2,870,900
Equity Total	289,439
Equity Aboriginal	631
Equity Socio economic	3,600
Equity Language	196,208
Equity Disability	89,001
Targeted Total	0
Other Total	279,802
Grand Total	3,507,996

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

Kensington Public School students participate annually in the UNSW International Competitions and Assessments for Schools (ICAS). This year, students completed tests in Digital Technologies, Science, Writing, Spelling, English and Mathematics. Once more our students in Years Two to Six demonstrated strong results in all assessments. The following certificates were awarded.

English– 4 High Distinction , 23 Distinctions., 34 Credits and 13 Merits

Science– 4 High Distinctions, 12 Distinctions, 36 Credits, 10 Merits

Spelling– 5 High Distinctions, 11 Distinctions, 39 Credits, 18 Merits

Mathematics – 5 High Distinctions, 26 Distinctions, 40 Credits, 9 Merits

Writing– 6 High Distinctions, 13 Distinctions, 26 Credits, 3 Merits

Digital Technologies– 4 High Distinctions, 8 Distinctions, 20 Credits, 4 Merits

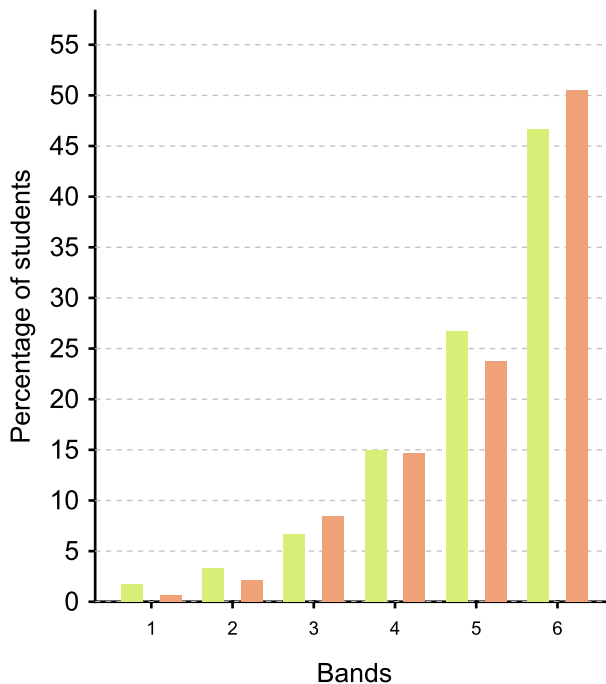
All grade levels performed above the national average. 2017 was an exceptional year with two of our students receiving ICAS medals for 100 % test results, one was in Year Four Mathematics and one in Year Two

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Since 2015 Kensington Public School has had an increase in the number of students in the top two bands for literacy, in most cohorts. This falls in line with the Premier's Priorities. 2017 was the year of the greatest average percentage of students in the top two bands that being 66.96%.

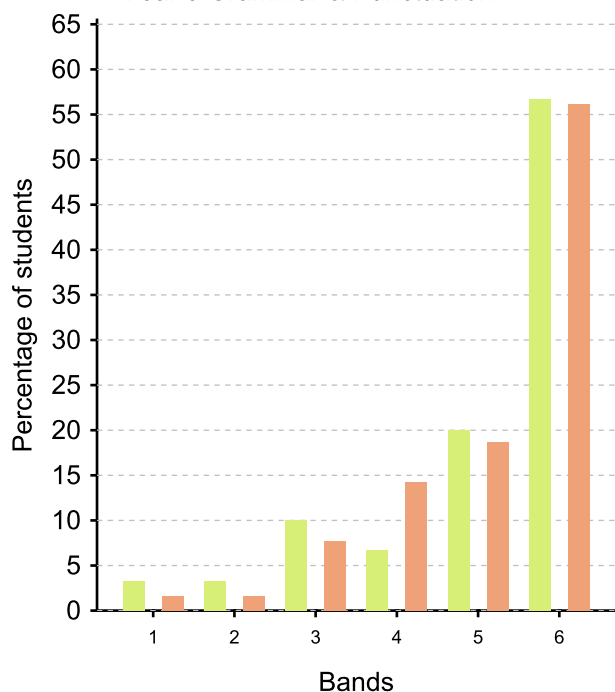
Percentage in bands:
Year 3 Reading



■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.7	3.3	6.7	15.0	26.7	46.7
School avg 2015-2017	0.6	2.1	8.4	14.7	23.7	50.5

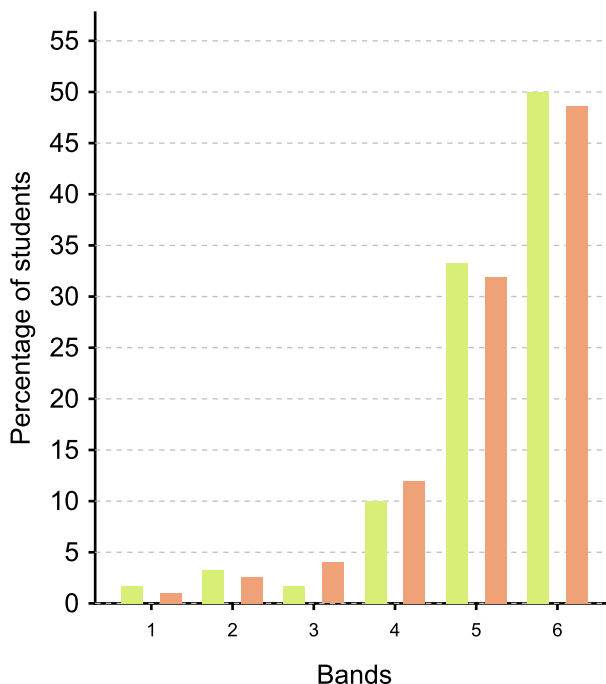
Percentage in bands:
Year 3 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.3	3.3	10.0	6.7	20.0	56.7
School avg 2015-2017	1.6	1.6	7.7	14.3	18.7	56.2

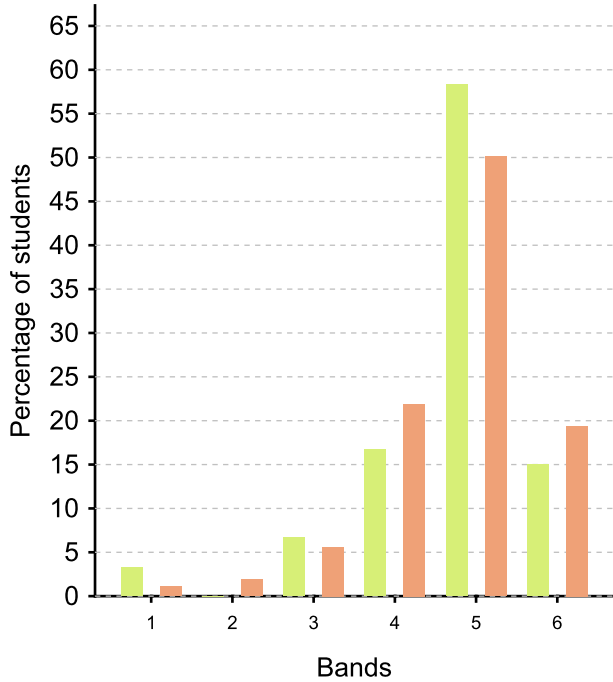
Percentage in bands:
Year 3 Spelling



■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.7	3.3	1.7	10.0	33.3	50.0
School avg 2015-2017	1.0	2.6	4.0	12.0	31.9	48.6

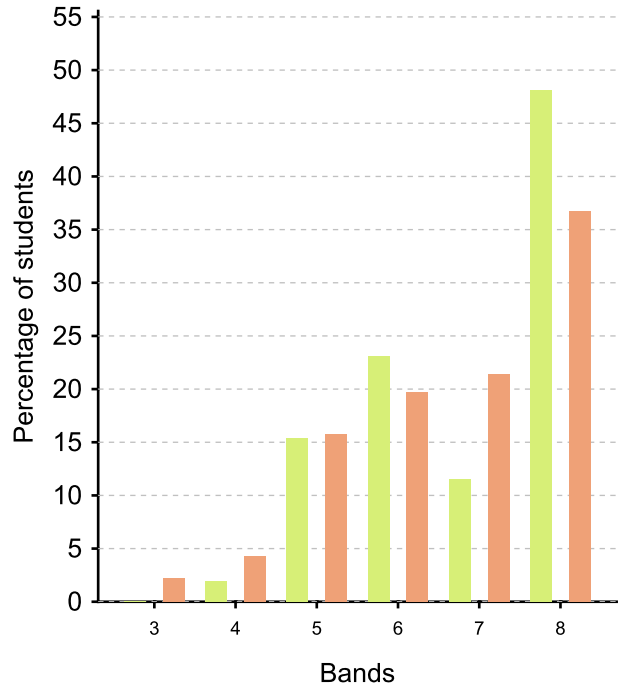
**Percentage in bands:
Year 3 Writing**



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	3.3	0.0	6.7	16.7	58.3	15.0
School avg 2015-2017	1.1	1.9	5.6	21.9	50.1	19.4

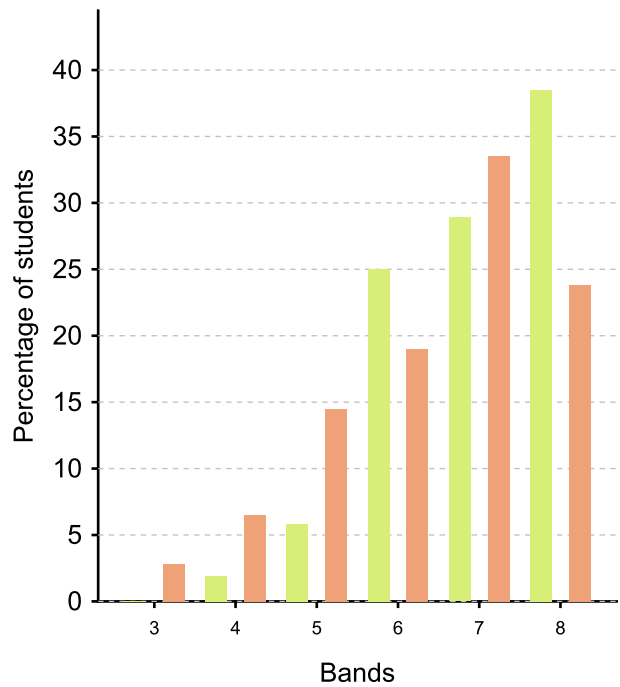
**Percentage in bands:
Year 5 Grammar & Punctuation**



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	15.4	23.1	11.5	48.1
School avg 2015-2017	2.2	4.3	15.8	19.7	21.4	36.7

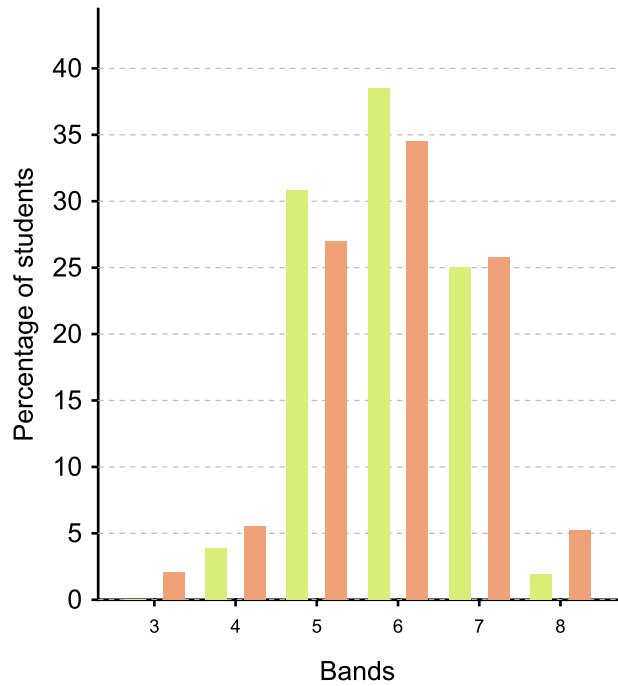
**Percentage in bands:
Year 5 Reading**



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	5.8	25.0	28.9	38.5
School avg 2015-2017	2.8	6.5	14.5	19.0	33.5	23.8

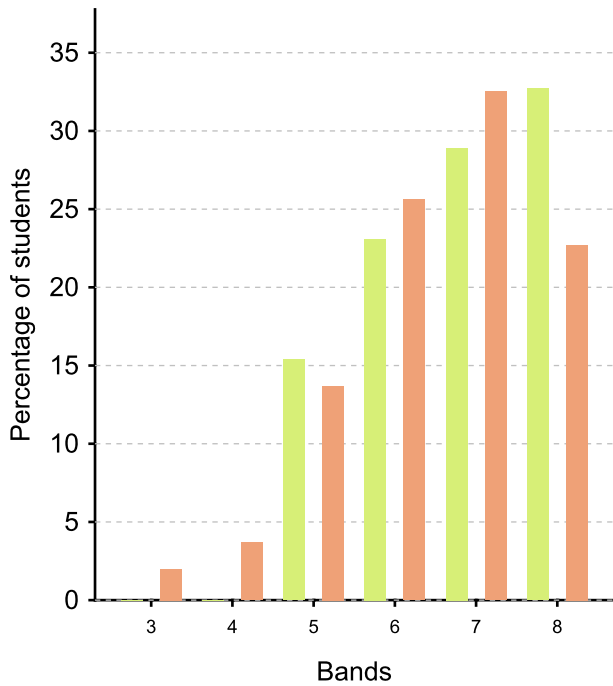
**Percentage in bands:
Year 5 Writing**



■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	3.9	30.8	38.5	25.0	1.9
School avg 2015-2017	2.1	5.5	27.0	34.5	25.8	5.2

**Percentage in bands:
Year 5 Spelling**



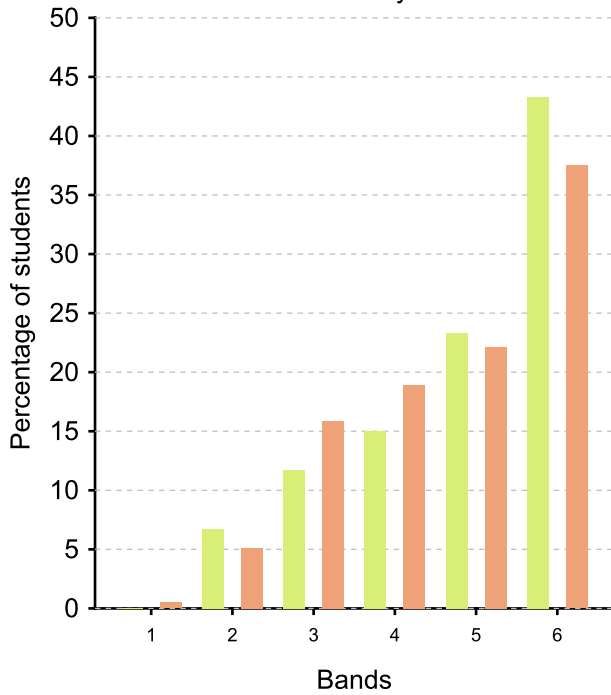
■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	15.4	23.1	28.9	32.7
School avg 2015-2017	2.0	3.7	13.7	25.6	32.5	22.7

In Year Three 67% of students achieved in the top two bands compared to the state average of 43%. In Year Five 60% of students achieved in the top two bands compared to the state average of 33%. 0% of students were below the national minimum stand.

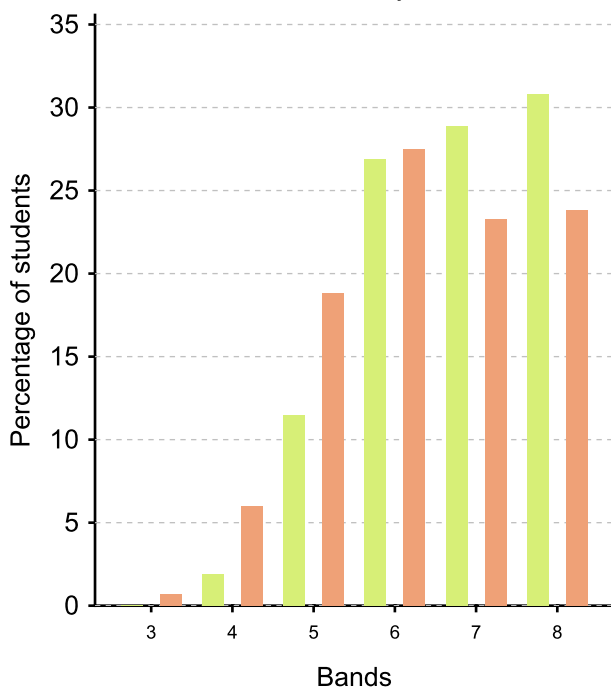
Parent/caregiver, student, teacher satisfaction

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data and further information.

Two student surveys, one teacher and one parent survey, were conducted through the Learning Bar– Tell Them From Me. The surveys measured twenty indicators based on the most recent research on school and classroom effectiveness. The following snapshots highlight data from our students in Years 4–6 who participated in the survey. Whilst there is not sufficient room in this report to illustrate the complete picture, the students reported positively about the school.

Tell Them from Me

75% of students felt accepted and valued by their peers and by others at school and 84% of students have friends they can trust and who encourage them to make positive choices.

57% do homework for their classes with a positive attitude and in a timely manner. This result has been investigated and addressed with a new homework policy and opt out option for parents. This was developed and ratified at School Council for implementation next year.

93% of our students surveyed stated they try hard to succeed in their learning.

All statements in the parent and teacher survey were ranked on a scale of 1–10.

Written information from the school is in clear, plain language. 7.5

Their child is encouraged to do his or her best work. 7.6

They feel welcome when they visit the school. 7.8

They can easily speak with their child's teachers. 7.7

They believe their teachers listen to concerns . 7.6

Teachers expect my child to work hard. 7.2

All teachers were again surveyed and stated:.

I talk with other teachers about strategies that increase student engagement. 8.2

I work with school leaders to create a safe and orderly school environment 8.5

Teachers in our school share their lesson plans and other materials with me. 7.9

My students are very clear about what they are expected to learn 7.7

I establish clear expectations for class room behaviour. 9.0

In Term 4, parents were provided the opportunity to give feedback regarding a range of wellbeing issues. These included parent knowledge of school rewards,

parent-to-student communication about learning activities and parent knowledge of school behaviour expectations. The majority of respondents indicated that they communicate regularly with their children about school expectations and how their children are progressing towards individual rewards. Less than half of the respondents indicated that they communicate regularly with their children about learning activities, indicating that this is an area for future attention.

Policy requirements

Aboriginal education

Aboriginal and Torres Strait Islander Education is embedded across all Learning Areas to enable students to develop deep knowledge and understanding about Australia's first people. Acknowledgment of Country is a part of all assemblies and gatherings to show respect for Aboriginal cultures and heritage and the ongoing relationship the traditional custodians have with the land. A teacher representative attended the local Aboriginal Education Consultative Group Meetings (AECG) to meet with Aboriginal community members, teaching professionals, directors and Aboriginal Engagement Officers to discuss how schools are currently addressing Aboriginal Education policies.

This year an Aboriginal Education worker was employed for two days to provide professional learning for staff in the development of a Personalised Learning Plan which identifies areas of strength and growth, and to work with the student, carer and teacher to identify cultural and academic learning opportunities.

Students participated in Sorry Day activities as a part of Reconciliation Week. To commemorate Sorry Day, all students read a picture book called 'Stories for Simon' by Lisa Miranda Sarzin and Lauren Briggs which helped students to understand the Stolen Generation and why it is important to say sorry. Students helped to create the Sea of Hands to show our support for reconciliation and respect for Aboriginal and Torres Strait Islander peoples' identities, cultures and history.

Multicultural and anti-racism education

Kensington Public School is proud of its diverse multicultural community. 67% of our students come from Language Backgrounds Other than English (LBOTE). Over forty different languages are spoken in our community's homes. Our school provides students with an inclusive education where cultural, religious and linguistic diversity is recognised and celebrated.

Multicultural perspectives are embedded across units of work that focus on developing intercultural understanding and respect for other cultures. Students from across the school participated in the Multicultural Perspectives Public Speaking Competition which encourages students to explore ideas of multiculturalism in Australia. The school prides itself on being an inclusive community and all staff accept responsibility for supporting students to develop an

understanding of racism and discrimination and the impact on individuals and the broader community. The school has trained Anti-Racism Contact Officers to promote multiculturalism and anti-racism awareness. During 2017, The Anti-Racism Contact Officer received training to support the administration of the role.

Our annual Multicultural Day celebration was held in June and enabled students to learn more about the history and culture of different countries. Many students wore national costumes of significance and the whole school community shared a lunch, eating food from our students' cultural backgrounds. Money raised from a gold coin donation on the day provided for our sponsorship of a child, Sor, who lives in Cambodia. Our sponsorship demonstrates our school community's commitment to helping children less fortunate than themselves.

The English as an additional language or dialect (EAL/D) program supported second language learners to develop the language required to access the academic language demands of the curriculum. EAL/D teachers developed programs using the ESL Scales and in line with the K-10 English syllabus, that focused on progressing students' oral language, reading and writing skills through intensive language lessons and collaborative teaching with classroom teachers. A new written report to parents was developed this year for EAL/D students. It provided parents with their overall EAL/D Learning Progression phase, how English language learning has been supported and their progress in learning English. This complimented the full report provided to parents in Term Two and term Four.

Other school programs

Modern Greek

The Modern Greek Community Language Program runs three days a week and the program is designed for both Greek background and non-background speakers for students in Kindergarten to Year Six. Each year level attends as a whole class where lessons are structured to suit the abilities of the students and special emphasis is placed on developing oral/aural skills as this is a necessary component of learning a language.

Greek culture is an important part of the Modern Greek Syllabus and was taught throughout the year as special events on the Greek calendar occurred. Students made their own masks to celebrate the important carnival that occurs in February before Greek Easter. Stage Three students participated in Greek dancing for Multicultural Day and Stage One sang a Greek greeting song which showed their developing language skills. At weekly assemblies throughout the year, students presented items such as songs and information on cultural events. A new initiative enabled background speakers in Years Five and Six to participate in a Greek Immersion Day. Students were provided with the opportunity to apply their speaking, listening, reading and writing skills in Greek to engage in variety of activities, including Greek cooking, visitor presentations and traditional Greek games.

Chinese

The Chinese Community Language Program runs for four days a week. There are two teachers, one teaching for four days and the other for three days.

Approximately 60% of the Kensington Public School student population learn Mandarin as either a native or nonnative speaker. A significant proportion of time is spent on aural and oral skills as this is a necessary component of learning a language.

Students participate in language and cultural awareness lessons to heighten their understanding of Chinese culture and language. Throughout the year, we celebrated important festivals such as Chinese New Year, Spring Festival and the Dragon Boat Festival. Students learned about Chinese music, traditional games and built models of important Chinese landmarks.

Confucius Classroom

2017 has been a productive year for the Confucius Classroom program at Kensington Public School where students' understanding of Chinese culture and language has been extended. The program follows the K–10 Chinese Syllabus and is implemented as part of the Chinese Community Language Program. This was Kensington Public School's fourth continuous year of successfully operating the Confucius Classroom program with two volunteer teachers from China working across Kindergarten to Year Six classes.

Language and culturally rich units of work, which centred on key themes and topics, were implemented each term. Activities included learning about the culture and costumes of China's different ethnic groups, significant festivals, calligraphy, paper cutting, traditional games and food.

A new space for the Confucius Classroom lessons was created which facilitated implementation of the program in an immersive learning environment. In addition, a dedicated Confucius Classroom page on the KPS website and a brochure were created to provide our school community with detailed information about the Confucius Classroom program.

A Chinese dance group was formed with students receiving a 45 minute lesson each week. Students learned a traditional drum dance and a beautiful ribbon dance where they learned to form patterns and designs using the ribbons. The Chinese dance group performed at many school events such as the Jiangsu Principal Delegation concert and the Confucius Institute China Day.

The Confucius Classroom volunteer teachers developed and implemented language outreach programs for members of the school community. This was the third year that a Chinese language program for parents has been delivered, providing a one hour lesson each week to learn basic communication skills in Mandarin. In addition, a Chinese language program was implemented for classroom teachers. The program included learning Chinese tomes, numbers, simple

words and basic communication skills.

Chinese Immersion Day was held in Term Three. The day was organised involving four different language and cultural activities which were delivered in Mandarin to immerse students in their language learning. A group of students from Crown Street Public School and their Chinese Community Language teachers were invited to join Chinese background speakers from Kensington Public School in Years Four to Six. Students enthusiastically participated in Chinese cooking, Chinese knot craft, Chinese chess and traditional outdoor games including; Touhu, Doukongzhu and Tiaosheng.

Kensington Public School's annual China Day was held in Term 4. China day gives the opportunity for the whole school community to learn about and experience Chinese culture and language. A concert was held which included performances of Chinese songs and dances by students across Kindergarten to Year Six. Year One students performed a wonderful Zodiac play. All classes participated in Chinese cultural activities throughout the day, including learning about traditional Chinese festivals, how to perform a lion dance and basic Kung Fu poses, creating paper cutting decorations and building Chinese lanterns.

Sport

Kensington students across Years Three – Six participated in a wide variety of sports throughout the year and also had the opportunity to take part in a variety of sporting carnivals. Every Friday students either represented Kensington Public School in the Primary School Sports Association (PSSA) Sydney Coastal competitions or participated in the school sports program. This program involved a number of sports taught by various third party providers. Transform-us Fitness For Kids taught sports such as cricket, basketball, volleyball, dance and general fitness. AFLNSW presented AFL skills at Ash Paddock in Centennial Park, while UNSW provided swimming lessons at their aquatic centre.

During Terms One and Four the school was represented in the PSSA Oztag and t-ball/softball competitions, while in Terms Two and Three the school was represented in the AFL and netball competitions. The senior boys gold Oztag team finished 6th. The senior boys green Oztag team finished 13th. The junior boys Oztag team finished 3rd. Both the softball and T-ball teams finished 3rd. The senior AFL team finished 3rd and the junior team finished 2nd. The senior A netball team finished 2nd and the junior A netball team finished 3rd. Both B teams finished in 2nd place. Students enjoyed some success in major carnivals with 41 students competing at the zone athletics carnival and 33 at the zone swimming carnival. At the zone cross country carnival 26 students participated. One student was selected to represent Sydney East in boys soccer at the NSWPSA State Championships in Inverell. We entered three teams in the NSW Primary Schools Table Tennis competition. The infants team won bronze, the senior team silver, and the junior team gold.

Library

The Kensington Public School library is a central source of information for the entire school community. It includes a vast range of print resources, picture books, quality literature, digital technology and a teacher resource section.

The library continued to use the 'Oliver' system. The Oliver V5 library management software offers a digital rich, engaging experience for the entire school community. As a fully web based solution it can be accessed from any desktop or tablet device, allowing students to discover library and learning resources 24/7 in school, from home or on the go. The students use the Orbit search interface and can reserve books in advance. Students wrote book reviews on their favourite books and once approved, these can be seen by their peers.

Through contributions to the Thomas Flowers Memorial Fund, the library was able to purchase a licence for World Book Online. It has been wonderful tool for students to use to research information for projects and other tasks. It is accessible through the Orbit homepage. The school has subscribed to a number of elements within World Book online. These include:

World Book Kids: Features an intuitive user interface, thousands of easy-to-read articles packed with stunning illustrations, videos, interactive maps and a wealth of engaging games and activities. It also contains thousands of illustrations, games, science projects, tools for comparing animals and places .

World Book Student: an expansive reference database and multimedia library are clearly organised and fun to explore.

World Book Advanced: integrates primary and secondary source databases, including government websites. Research tools, including world resources, citation builder, dictionary and resource guides, help users compile the data and information they need to complete their assignments and background research.

eBooks: engaging titles that contain such multimedia features as videos, audio, and games. Students can personalise their reading experience with key features and the ability to save to their bookshelf.

The Premier's Reading Challenge is a whole school initiative facilitated in the library program and well supported by parents. Students in K-2 have 30 books read to them by their class teacher and/or the librarian. Students in 3-6 must read 20 books independently. These students record their books on the PRC website available as a link through their portal. In 2017, the following number of students participated in the challenge:

All studentd in K-2, 17 from Year 3, 32 from Year 4, 28 from Year 5 and 27 from Year 6. There were 31 children who received their Gold Certificate (4 years of completing the challenge) and 3 students received their Platinum Certificate (7 years consecutive completion).

In Book Week, Kensington held a Book Character Parade under the COLA. Led by the library monitors, all classes were able to parade in their outfits. Lots of students (and parents) put a lot of effort into creating their costumes!

The Scholastic Book Club was offered throughout the year where children could purchase books and other resources using online or cash payments. Our parent volunteer Eras was once again efficient and thorough with her planning and distribution of resources ahead of schedule. The Scholastic Book Fair was an enormous success in Term 3. \$8585 was taken in revenue during Education Week.

We wish to thank our parents who helped at various times throughout the year:

Fiona, Jess, Liz, Eras and Binh for their commitment to our library.

The average number of books borrowed per class per week were:

KM – 19.62

KA – 15.43

KP – 27.4

1C – 22.1

1E – 23.38

1M – 37.1

2/1B – 29.91

2C – 30.48

2P – 30.52

2A – 25.82

3P – 31.48

3R – 35.31

4W – 24.97

4E – 38.48

5/4K – 42.12

6/5R– 21.66

6/5O – 24

6/5D – 20.69

Again, the library benefited from some very generous donations to the Thomas Flowers Memorial Library Fund, to the value of \$11817. The school used this money to purchase some wonderful new picture books, fiction and non-fiction books as well as junior fiction chapter books.

STEM Initiatives

3D Printing

Kensington Public School continued to work collaboratively with the University of New South Wales to develop a 3D Printing program for Stage Three students. The program is designed to develop students' understanding and use of the creative potential of 3D printing. During the program, students were challenged to plan and implement a design process to produce a 3D product. By engaging students in using 3D printing through a design process, students will develop their problem solving and collaboration skills, critical and creative thinking and develop their understanding of key concepts in Mathematics and Technology. In Term Four, the P&C generously funded the purchase of two Flashforge 3D printers which enabled the printing of students designs and will facilitate the extension of the 3D printing program across Kindergarten to Year Six in 2018.

Lego Robotics

In Term Four, a Lego Robotics club for Stage Three students was established. Students learned to build and program a Lego Mindstorm robot, using motors and sensors to enable the robot to move and interact with its environment. A team of students participated in the First Lego League robotics competition where they designed, constructed and programmed a robot to complete missions. Students worked together to develop their computational thinking and coding skills, and problem solve to find solutions to the game challenges.