

Kensington Public School

Annual Report



2018



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Introduction

The Annual Report for 2018 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 the 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.

Ms Louise Stone

Principal

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Message from the Principal

In 2018, we continued to provide opportunities of 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 place in the community when they leave our school for future education.

Our school 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.

This year saw the strengthening of various 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 recorder, guitar and violin ensembles. Our students are offered opportunities in programs such as Public Speaking, Chess, Maths Olympiad, Lego Robotics, Debating, Elective Dance, Lego competitions and Talented Sports opportunities. These programs coupled with Enrichment Groups and a strong focus on the environment enable our students to have extensive opportunities to develop collaborative thinking, critical analysis 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

Principal

Message from the school community

School Council Annual Report

This year has been another busy year for the School Council.

An ongoing issue at KPS has been the limited number of all-day car-park spaces for the teachers. This issue has seen

many teachers unable to park their cars within a reasonable distance of the school and therefore having to leave class potentially every 2 hours to move their cars. After many meetings, letters and even a newspaper article last year, the issue has finally been resolved. The Principal and School Council have made an agreement with the ATC (Australian Turf Club) that our teachers can park at Randwick racecourse, opposite the school, for \$2.50 per day on school days only.

In terms of procedure reviews, the School Council consulted and ratified school mobile phone procedures, visitors on-site, sun safety and cars on-site procedures.

Mr Ryan O'Connor moved to Lennox Head a panel was convened to ensure continuity of teacher and Mrs Jane Tovey was appointed as Assistant Principal, commencing term two. Mr Ben Colmer relinquished his substantive position and Mrs Rana Straker was successful at panel to be appointed Assistant Principal starting at the beginning of 2019.

I would like to take this opportunity to thank the students, staff, parents, P&C and Community who have contributed to a successful and rewarding year at KPS. I wish everyone continued success and happiness in 2019 and beyond.

Jude Swain– President

P&C Annual Report

2018 has proven to be a very successful year for the Kensington Public School P&C.

The key focus for this calendar 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. Further to this, a focus has been building a stronger P&C network.

This year, we donated \$20,000 to the school. Due to the generosity of donations and gifts from KPS families & friends, the local community and our key platinum sponsor at Ray White Kingsford, we were able to facilitate requests from the school by investing in new K-2 home readers, add to the school's technological resources (additional filming equipment to support the annual Film by Kidz event), STEM resources (for Science, Tech, Engineering & Maths), end of year Presentation Day (trophies, medals & certificates), Year 6 shirts and further upgrades to the outdoor equipment.

The P&C experimented with a number of new events this year which included a Wine & Gin Education evening and our very first Film & Twilight Markets which proved to be very popular with the school community. We also hosted an all-day foodie Mother's Day fundraiser, Family Movie Night at Hoyts Entertainment Quarter, partnered with Barbeques Galore for a Fathers Day raffle, multiple mufti days and Cake Bake Sales and of course, our highly anticipated annual Halloween Disco.

All of the events considered and promoted the school's upholding values of Community, Knowledge and Honour.

I would also like to acknowledge and thank the parents and friends that have dedicated their time and energy to translate these events into an incredible success! This year, a long-standing volunteer to our KPS uniform shop Rachael Dizon also received a prestigious Kingsford Smith Community service award from our local MP Matt Thistlewaite which is a major achievement! I encourage all parents and caregivers to become involved with the P&C which greatly benefits our children and the local school community.

A final thank you to our wonderful children that have participated in P&C events. It is because of them that we continue to support the school in a myriad of ways.

On behalf of the Executive Committee, it has been a great experience and a privilege to work with the school and take an active role in our children's education.

Tracey Chung– President

School background

School vision statement

At Kensington Public School we are committed to empowering every student with the knowledge and skills required to achieve their full potential across all aspects of academic, social, emotional and physical learning. At the foundation of all school practices and procedures are our core values: Knowledge, Honour and Community.

We recognise students as individuals and actively encourage all learners to be resilient, critical and creative thinkers who effectively collaborate, communicate and build positive relationships with others. We provide rich and supportive learning environments designed to provide our students with opportunities to develop the technological skills required to participate successfully in our global community.

Our students are taught by outstanding teachers with high expectations who model a commitment to life-long learning and foster a culture of continuous improvement.

Strong partnerships between teachers, students and parents are essential in achieving an inclusive, culturally-rich and nurturing learning environment that prepares students to be active, responsible citizens and future-focused learners.

School context

The school motto of Honour, Knowledge and Community is proudly reflected within the diversity of school programs operating at Kensington Public School. There are 435 students 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 in both mainstream and cross-curriculum achievements. 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. Effective integration of ICT into teaching and learning programs, with the use of laptops, tablet technology, 3D Printing, Digital Literacy and Lego Robotics opportunities allows our students to engage in collaboration and innovative design processes. Community Language Programs include Modern Greek and Chinese and play a pivotal role in developing understandings of Greek and Chinese language and culture. Our student body is supported by an active and generous parent community in many diverse ways, including donations of time, resources, 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.

Learning Domain

In **Culture**, the school's on-balance judgement for this element is: **Sustaining and Growing**.

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 as well as offsite. The school programs address the needs of identified student groups (e.g. 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: **Sustaining and Growing**.

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 Student Behaviour Matrices. 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**, the school's on–balance judgement for this element is: **Delivering**.

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**, 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 students' strengths and areas for 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 **Reporting**, the school's on–balance judgement for this element is: **Sustaining and Growing**.

We believe:

The school has explicit processes to collect, analyse and report on internal and external school and student performance on a regular basis. This year, student reports meet the Department of Education requirements and include personalised learning goals and individualised strengths. The community is presented with clear information on what and how their children are learning through newsletters, term letters and digital communication channels. This year, the school report format was revised in response to community feedback.

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 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.

Teaching Domain

In **Effective Classroom Practice**, the school's on–balance judgement for this element is: **Sustaining and Growing**.

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.

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: **Delivering**.

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 **Professional Standards**, the school's on–balance judgement for this element is: **Sustaining and Growing**.

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 **Learning and Development**, the school's on-balance judgement for this element is: **Sustaining and Growing**.

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 by 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 **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 and or for identified 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.

Leading Domain

In **Educational 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 reviewing 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: **Sustaining and Growing**.

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.

This self-assessment process assists the school to refine the school plan each year, 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>

Strategic Direction 1

Progressive Teaching and Learning

Purpose

To use student performance data to:

- * effectively communicate student progress
- * develop differentiated, relevant and challenging teaching and learning programs

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 focus on programming practices which comply with NSW DoE standards and the collaborative development of whole school mathematics and grammar scope and sequences to ensure a comprehensive and consistent approach to programs which are clearly aligned with syllabus outcomes. Individual learning goals for each student in English and mathematics have been introduced to provide targeted feedback to students to recognise their strengths and areas for development. The strengths and learning goals have been integrated into written reports to parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student growth in NAPLAN spelling and grammar data. All teachers at KPS produce differentiated programs for teaching and assessment. All students develop individual learning goals in response to targeted feedback and engage in reflection of their personal progress.	Professional learning and release costs – \$3150 NESA Consultant whole-school professional learning PLAN2 Learning Progressions–Literacy and Numeracy	100% of staff completed professional learning in NESA programming standards and requirements. Student reports were redesigned after parental consultation to include individual strengths and learning goals for each student in English and mathematics. Whole school grammar scope and sequence was collaboratively developed by classroom and specialist teachers.

Next Steps

- Develop differentiated teaching and learning programs that provide an appropriate level of challenge and meaningful engagement in learning for each student.
- A focus on effective assessment and feedback practices to inform teaching and actively engage students in their own learning.
- A focus on the strengthening of staff understanding of grammar to aid with feedback regarding the writing process.
- The creation of a 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.

Strategic Direction 2

Lifelong Learners

Purpose

To develop the social and emotional capabilities of students by implementing evidence-based, whole-school programs to:

- * promote resilience and high self-efficacy
- * inspire critical and creative problem-solvers

Overall summary of progress

Kensington Public School has been successful in its application to become a partnership school with The Resilience Project, which will be implemented from Term Two 2019 (following professional learning for staff, as well as student and parent workshops in Term One). This whole-school program focuses on developing resilience through gratitude, mindfulness and empathy. Planning has commenced for redesigning a K-6 PDHPE Scope and Sequence to integrate this program with the revised PDHPE Syllabus K-10.

A school wide STEM program was implemented across K-6 with each class receiving a one hour lesson where students engaged in rich learning experiences which required them to develop and apply their knowledge in science, mathematics, engineering and technology to critically and creatively solve problems. A team teaching model is used during lessons to provide the opportunity for all classroom teachers to develop a deep understanding of the new Digital Technologies strand of the Science and Technology Syllabus K-6 building capacity amongst the staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>What is achieved and how do we know?</p> <p>Tell Them From Me survey responses will demonstrate an increase from the 40% of students in 2017-2018 who perceive their learning to be rigorous and engaging.</p> <p>The majority of students in K-6 achieve at or above grade level in PDH outcomes related to the whole-school resilience program.</p> <p>All grades to implement at least one project-based learning program per year, leading to improved opportunities for students to engage in critical, creative and problem-solving tasks.</p>	<p>STEM resources – \$22 000</p> <ul style="list-style-type: none">• Blue Bots• Ozobots Kits• Micro:Bit Kits• Lego Simple Machines• Lego Mindstorm• Sphero Robots	<p>A digital maker centre has been established in the library to support the project based learning within the STEM program.</p>

Next Steps

- Full-scale implementation of The Resilience Project in 2019 which will include student, community and staff information sessions.
- Planning of a scope and sequence of K-6 units of work to align with the new PDHPE Syllabus K-10.

- Professional learning for staff in the steps and strategies for effective implementation of project based learning
- Continue the development of the STEM program with a focus on embedding digital technology across curriculum areas.

Strategic Direction 3

Positive Partnerships

Purpose

To foster and enhance positive partnerships within and beyond the school community to:

- *inform and support continuity of learning for students, staff and parents
- * improve transparency and communication for all stakeholders

Overall summary of progress

Kensington Public School has initiated and established effective relationships within and across the school and local community to improve student learning outcomes. During 2018, Kensington Public School led a community of five local schools within the STEMShare pilot project which involved sharing STEM resources and co-ordinating and delivering professional learning. The STEMShare project has enabled Kensington Public School to trial a broad range of technology, allowing the strategic purchasing of STEM resources to enhance STEM programs and build professional learning partnerships with local schools.

Participation in the Community Consultation project focused on the development of sustainable and meaningful two-way communication with our diverse community to improve the effectiveness of communication between home and school. Funding from the project was used to initiate parent/carer focus groups to better understand the communication needs within the school community and enhance communication strategies for some families who may require additional assistance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community feedback opportunities indicate an improvement in community satisfaction related to engagement and communication with the school. Home, school and community partnerships are initiated and existing relationships strengthened through the development of learning communities.	Community Consultation grant – \$10 000 • Parent Consultation Meetings supplies • Parent Consultation catering supplies • Staff release and teacher cover costs while at PL offsite	Professional learning for school leaders through the <i>Engaging Culturally Diverse Communities</i> and <i>Consultative Decision Making</i> courses. Parent communication focus groups were held during Terms 3 and 4.

Next Steps

- Establishment of a school communication team with both school and parent representatives to evaluate the modes of communication across the school, identifying a clear purpose and framework for effectively communicating through these methods to the community
- Development of processes to develop communication channels that meet the needs of all parents including those with English as an additional language
- Implementation of consultative decision making processes to strategically plan and engage parents and the wider community in school decisions
- Developing pathways for active parent engagement within the school by identifying opportunities for parents to share their knowledge and experiences within teaching and learning programs
- Commencement of the UNSW Professional Experience hub which will provide the opportunity for our teachers to

mentor teacher education students by demonstrating high quality teaching practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$640	This year two students identified as being of Aboriginal and/or Torres Strait Islander descent. Funding was used to provide professional learning on leading Aboriginal Education and to employ an Aboriginal Education Worker (AEW) to develop Personalised Learning Pathways in collaboration with the students, carers and classroom teachers.
English language proficiency	Five days per week Department allocated EAL/D specialist teacher \$47 490 Flexible Funding Three days per week EAL/D support across K–6 classes	255 EAL/D students were supported through the allocation of two EAL/D specialist teachers who worked with EAL/D students and classroom teachers during intensive English lessons, in classroom support, professional learning and team teaching opportunities. Flexible funding was used to provide two days EAL/D specialist teacher support.
Low level adjustment for disability	Three days per week Department allocated Learning Support Teacher \$28 500 flexible funding Five days a week SLSO support across K–6 classes	Students were supported through the allocation of three Student Learning Support Officers who worked with individual students to support Personalised Learning Plans.
Quality Teaching, Successful Students (QTSS)	Four days per week Department allocated teacher \$79 000	QTSS funding was used to release a classroom teacher to implement literacy and numeracy targeted programs, including MiniLit in Year One, MultiLit in Stage Two, numeracy intervention groups in Stage Two and in-class support in Stage Three.
Socio-economic background	\$4 600	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	NIL	Early Career teachers were supported through peer mentoring and professional learning, both onsite and offsite through other avenues of funding.
Targeted student support for refugees and new arrivals	Two days per week Department allocated New Arrival teacher program Term One Three days a week Department allocated temporary staffing allocation Terms Two to Four	21 EAL/D students, who were newly arrived in Australia and beginning to learn English, were supported within the New Arrivals Program through two and three days EAL/D specialist teacher allocation. New Arrival Program students received intensive English lessons and in class support.
Confucius Classroom	Five days per week Department allocated Confucius Classroom teacher	One teacher from China delivered engaging cultural lessons as part of the Chinese Community Language program. 100% of students participated in cultural

<p>Confucius Classroom</p>	<p>\$10 000 allocation for resources including performance costumes, art supplies, catering, cooking ingredients, special guests and performances.</p>	<p>activities throughout the year. The whole school community was involved in Chinese cultural and language learning events.</p>
<p>Community Consultative Project</p>	<p>\$10 000 Community Consultation grant</p> <p>Three staff members released to complete professional learning focused on engaging diverse communities, effective communication and engagement and consultative decision making.</p>	<p>Executive staff led whole school and focus group discussions with the school community to increase effective communication modes between home and school to enhance student participation and learning outcomes into the future.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	219	237	244	234
Girls	218	207	200	200

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	97.3	95.3	92.9
1	95.1	96.8	95.6	96.3
2	96.2	95.8	95.5	96.1
3	96	96.3	95.8	94.8
4	95.5	97	95.1	94.7
5	94.5	95.3	96.1	94.7
6	95.1	93.9	95.4	94.5
All Years	95.6	96.3	95.5	94.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 information regarding the absence has not been provided.

The Learning Support Committee meet fortnightly and staff have the opportunity to address attendance concerns about full or part-day absences and irregularities with absences. Referrals are made to the DoE Home School Liaison Officer (HLSO) if a concern arises. As per DoE processes, the HLSO contacts the school twice a term to identify attendance issues through the online roll process that they have identified

during offsite remote roll checks.

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.18
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	1
School Administration and Support Staff	3.12
Other Positions	2

*Full Time Equivalent

Currently Kensington Public School has no permanent Aboriginal employees. We continue to work closely with the local Aboriginal Educational Consultative Group and a local Aboriginal Education Worker to further enhance our programs, deepening our student and staff knowledge and cultural awareness across all programs.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	52
Postgraduate degree	48

Professional learning and teacher accreditation

At Kensington Public School we have staff members 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 and supervisors who meet regularly to work through this process at all levels, ensuring that all staff meet the Australian Standards,

ensuring reports are prepared to a high standard and submitted on time.

The Performance Development Plans (PDP'S) are a very positive process at KPS as they provide staff the opportunity to work with colleagues and supervisors to set career goals and professional development goals in line with the school plan, ensuring staff are providing students with quality programs. All staff complete various Professional Learning opportunities on and offsite during the school year. This encompasses not only mainstream subjects but also technology, maths extension, music, STEM, student wellbeing and behaviour opportunities as well as project-based programs.

This year saw the rollover of all pre-service 2004 teachers ready to embrace the accreditation process and start the maintenance cycle, our teams met regularly to ensure the staff were fully informed with this process.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	400,382
Revenue	4,107,988
Appropriation	3,673,880
Sale of Goods and Services	10,180
Grants and Contributions	415,695
Gain and Loss	0
Other Revenue	500
Investment Income	7,733
Expenses	-3,977,604
Recurrent Expenses	-3,977,604
Employee Related	-3,356,235
Operating Expenses	-621,370
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	130,384
Balance Carried Forward	530,766

The Kensington Public School's Finance Committee met regularly with Mr Jim Linton from the Department of

Education Finance Department to ensure 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.

A number of significant expenditures in 2018 included the deck under the fig tree to allow a learning space, games space and quiet space used in various ways throughout the school day. It was also previously a WHS trip hazard, \$3000.

The redevelopment of the library into an Innovative flexible learning space included the purchase of the collaborate seating which develops opportunity for group work, \$10,000.

STEM continued to be a focus on resources purchasing as per identified need, interest and parent requests. This included Robotics, Coding, Film making and Lego resources, \$40,000.

Student Wellbeing is always at the forefront of parent and staff minds at Kensington PS. This year we continued to improve the bathroom facilities with new toilet paper dispensers and soap dispensers. Positive mindset messages now adorn the bathroom doors. New refillable water stations were installed to ensure students have access to water to refill their water bottles during the day, \$5000.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,876,538
Base Per Capita	85,856
Base Location	0
Other Base	2,790,682
Equity Total	247,923
Equity Aboriginal	647
Equity Socio economic	4,698
Equity Language	151,611
Equity Disability	90,968
Targeted Total	36,005
Other Total	333,869
Grand Total	3,494,336

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– 1 High Distinction , 14 Distinctions., 28 Credits and 6 Merits

Science– 1 High Distinctions, 13 Distinctions, 33 Credits, 7 Merits

Spelling– 1 High Distinctions, 11 Distinctions, 40 Credits, 10 Merits

Mathematics – 9 High Distinctions, 14 Distinctions, 42 Credits, 8 Merits

Writing– 3 High Distinctions, 9 Distinctions, 20 Credits, 5 Merits

Digital Technologies– 9 Distinctions, 17 Credits, 4 Merits

All students should be commended on their efforts.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Kensington Public School achieved excellent results in literacy across most cohorts. In Year 3 Reading, 71 % of students were achieving in the top 2 bands or above and in Year 5 Reading, 54% of students were placed in the top 2 bands. These results exceed state average scores and are in line with the Premier's priorities.

Kensington Public School students continue to perform well in Numeracy. In Year 3, 58% of students achieved in the top two bands or above compared to the state average of 31%. In Year 5, 44% of students achieved in the top two bands compared to the state average of 30%.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Students in Year 3 and Year 5 continue to demonstrate sound achievement in NAPLAN assessment in Literacy and Numeracy and showed a consistent trend of performance above National Minimum Standards.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Surveys provide the school with insights to guide school planning and improvement initiatives.

STUDENTS

One hundred fifty-three students completed the Tell Them From Me Student survey between August and September 2018. Students were surveyed about the nine measures of student engagement: Social (sense of belonging, participation in sports and clubs, positive relationships); Institutional (value of schooling, positive behaviour, homework) and Intellectual (interest and motivation, effort and quality instruction). The key findings of student feedback revealed:

Strengths:

- Students reported a high level of participation in sporting and extra-curricular activities
- Students reported having positive friendships
- The majority of students value and engage in positive behaviours at school

Future Directions:

- Strategies to support student problem-solving skills (in addition to parental support)
- Strategies to increase perseverance levels, particularly amongst boys
- Strategies to promote student engagement, especially in Stage 3

PARENTS

Twelve parents responded to the 'Partners in Learning' Parent Survey between August and October this year. The comprehensive questionnaire is based on Joyce Epstein's framework for fostering positive relationships between the school and community. Seven separate measures were surveyed: Parents feel welcomed, Parents are informed, Parents support learning at home, School supports learning, School supports positive behaviour, Safety at school and Inclusive school. The key findings of this survey revealed:

Strengths:

- Class teachers are easy to speak with
- Academic information is readily available and school reports are valued
- Teachers have high expectations
- Students feel safe at school
- Students have a clear understanding of the expected

behaviours at school

- Communication via emails and the school newsletter is valued

Future Directions:

- Strategies to increase parent participation in school events, committees and feedback opportunities (including Tell Them From Me Surveys)
- Greater communication to parents regarding student social and emotional information
- Parents would be most likely to attend class-specific information sessions and opportunities to meet face-to-face with teachers

TEACHERS

Twenty-two teachers completed the 'Focus on Learning' self-evaluation tool focusing on the Eight Drivers of Student Learning: Collaboration, Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informing Practice and Learning Culture. Key findings included:

Strengths:

- Collaboration with school leaders to create a safe and challenging school environment
- Collaboration with colleagues to share engagement and teaching strategies
- Staff have high expectations for student achievement
- Student assessment informs teaching practices
- Teachers are committed to understanding special learning needs of students

Future Directions

- Opportunities for leaders to observe classroom practice
- Strategies for sharing feedback with students and setting goals (particularly opportunities to involve technology)
- Strategies to engage parents in reviewing students' work

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. Acknowledgement 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. Aboriginal Education

Committee members attended local Aboriginal Education Consultative Group (AECG) meetings 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 (AEW) was employed to provide professional learning for staff in the development of Personalised Learning Pathways for Aboriginal and Torres Strait Islander students. The Personalised Learning Pathways were developed collaboratively with students, carers and teachers to identify individual areas of strength and growth as well as cultural and academic learning opportunities.

Students participated in Sorry Day activities as 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 contributed to a whole school artwork and created a Sea of Hands to show our support for reconciliation and respect for Aboriginal and Torres Strait Islander peoples' identities, cultures and histories.

The school celebrated NAIDOC Week and students wore red, black, yellow, blue or green clothing and participated in a variety of Aboriginal and Torres Strait Islander based activities in celebration. Students viewed a PowerPoint on historically significant Aboriginal and Torres Strait Islander women in recognition of the 2018 NAIDOC theme 'because of her we can'. Students also completed art based on the work of Bronwyn Bancroft and participated in Indigenous games and sports.

Multicultural and anti-racism education

Kensington Public School is proud of its diverse multicultural community and 65% of our students come from Language Backgrounds Other than English (LBOTE). Forty-seven 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 that focus on developing intercultural understanding and respect for other cultures are embedded across units of work. 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 three trained Anti-Racism Contact Officers to promote multiculturalism and anti-racism awareness. Anti-racism education lessons were delivered to all students during Student Welfare throughout the year.

Our annual Multicultural Day celebration was held in

May and enabled students to learn about the history and culture of different countries. Many students wore national costumes representing their cultural backgrounds. The whole school community shared a wonderfully diverse lunch. Money raised on the day contributed to our sponsorship of, Sor, who lives in Cambodia. This 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 English language required to access the academic language demands of the curriculum. Two EAL/D specialist teachers developed programs using the ESL Scales in line with the K-10 English syllabus, that focused on strengthening students' oral language, reading and writing skills through intensive language lessons and collaborative teaching by classroom teachers. EAL/D Student Reports included their overall EAL/D Progression. Reports for EAL/D students receiving targeted support included their progress in learning English and this complimented the full school report provided to parents

Other school programs

Modern Greek Community Language Program

The Modern Greek Program runs for three days a week, from Monday to Wednesday. The program is designed for both Greek background and non-background speakers in Kindergarten to Year Six. This year, 7 classes have been formed with each class receiving two hours of Modern Greek a week, with the exception of Kindergarten students who attend one hour lessons. Each year level attends as a whole class where lessons are structured to suit the abilities of the students with special emphasis on 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 is taught throughout the year as cultural events appear on the Greek calendar, for example the important carnival that occurs in February before Greek Easter was celebrated by students making their own masks.

This year, the Stage Three Greek dance group performed traditional dances for Multicultural Day and Stage One sang a song in Greek about a little rabbit for Education Week. Students from a Greek background in Years Four to Six participated in the Languages Immersion Day where they participated in a variety of activities including cooking, craft and traditional games, to extend their understanding and application of the Greek language. In Term Four, the Greek dancing group performed at the Castellorizian Nursing Home to celebrate Grandparents Week. As part of the developing knowledge of Greek culture, all Year Six students attended a Greek restaurant to experience Greek food.

Chinese Community Language Program

The Chinese Community Language Program runs for four days a week, from Monday to Thursday. There are

two Chinese language teachers, one teaching for four days and the other for three days. This year, 14 classes have been formed with each class receiving two hours of Chinese language a week with the exception of Kindergarten students who attend one hour lessons. The program was designed using the new NESA K–10 Chinese language syllabus and to meet the needs of students learning Mandarin as either a native or non–native 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, important festivals were celebrated such as Chinese New Year, Spring Festival and the Dragon Boat Festival. Students learned about Chinese culture through a variety of activities, including; traditional games, arts and craft activities. Our annual China Day celebration was held during Education week with a special assembly which included songs performed in Mandarin by students across Kindergarten to Year Six. In Term Three, native speakers in Years Four to Six participated in the Languages Immersion Day. Students engaged in a variety of activities, including Chinese cooking, sport and dancing which required listening to and speaking in Mandarin to extend cultural understanding and use of the Chinese language. A weekly Chinese language extension program was introduced during Enrichment Groups to provide an opportunity for native and non native speakers to enhance their Mandarin speaking and listening skills. As part of the program, students visited the Chinese Gardens which enriched their knowledge and understanding about Chinese culture and architecture.

Confucius Classroom Program

This year had been a productive year for the Confucius Classroom program where students' understanding of Chinese culture as part of the Chinese Community Languages Program has been enhanced. This is Kensington Public School's fifth continuous year of implementing the Confucius Classroom program with our volunteer teacher, Tingting Ji, working effectively across Kindergarten to Year 6 classes. All Kindergarten students and Years One to Six students in the Chinese Community Language Program received a one hour cultural lesson each week.

Our Chinese dance group performed a fan dance and learned a Chinese New Year dance where students form patterns and designs using the fans. The Chinese dance group performed at many school events including; Multicultural Day, China Day and for a Principal delegation from China. Year Two students performed a play about the zodiac animals in front of fourteen schools at the Confucius China Day celebrations. Throughout the year, students participated in a variety of activities and events in which they learned about Chinese culture including traditional festivals, how to perform a lion dance, making Peking Opera masks, creating paper cutting decorations and building Chinese lanterns.

Sport

Kensington students across Years Three to 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 such as cricket, basketball, oztag, gymnastics and general fitness with lessons led by Transform–Us coaches. AFLNSW conducted AFL skills sessions at Ash Paddock in Centennial Park and swimming lessons were conducted at UNSW Aquatic Centre.

During Terms One and Four, the school was represented in the PSSA oztag competitions and in Terms Two and Three participated in the PSSA soccer and netball competitions. The senior boys gold oztag team finished 3rd with the senior boys green oztag team finishing 11th and the senior girls oztag team finishing 5th. The junior girls oztag team finished 8th and the junior boys oztag team finished 6th. The senior gold soccer team finished 1st in B division and the junior team finished 3rd. The senior green soccer team finished 1st in D division with the junior team finishing 5th. The senior girls and junior girls soccer teams finished strongly in their competitions. Both the senior and junior netball teams finished 3rd in their division.

Our students enjoyed successes in all carnivals. Many students competed at the zone swimming carnival and 5 students competed at the regional level. Two students competed at the State with 1 student gaining a first place. At the zone cross country carnival, 26 students participated and one student progressed to the regional carnival. In athletics 45 students competed at the zone carnival while 2 students went to the regional carnival and one progressed to state level. Congratulations to all for a successful year.

Students from Kindergarten to Year Two continued to participate in weekly sports sessions delivered by Sportspro as well as additional lessons with their classroom teacher. The aim of these sessions was to enable students to develop a range of skills such as throwing and catching or striking a ball with their foot or a bat. Students then applied this knowledge and understanding to participate in a range of minor games that assisted skill development and the ability to work with a partner or in a team. Students also participated in athletics and dance lessons.

Kensington Public School was successful in securing additional funding through the Sporting Schools Grant in Terms Two, Three and Four. This ensured the cost of Sportspro was subsidised and allowed students to have specialist lessons in squash, gymnastics and softball.

Students in Year Two also completed the intensive swimming program at UNSW. All students across Kindergarten to Year Two were also involved in the athletics carnival at E.S. Marks Athletic Field in a successful event involving the students in various races and gross motor activities.

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 technologies and teacher resources. Through contributions to the Thomas Flowers Memorial Fund, the library was able to purchase new books and renew a licence for World Book Online. It has been a wonderful tool for students to use to research information for projects and other tasks through the Orbit homepage.

The Premier's Reading Challenge (PRC) is a whole school initiative facilitated in the library program and well supported by parents. Students in Kindergarten to Year Two have 30 books read to them by their class teacher and librarian. Students Years Three to Six read 20 books independently and record their books on the PRC website. Again this year all Kindergarten to Year Two students completed the challenge, 29 children received their Gold Certificate (4 years of completing the challenge) and 4 students received their Platinum Certificate (7 years' consecutive completion).

The annual Book Character Parade was held in Term Three. 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 payment. As we say goodbye to some of our Year Six parents, we would like to extend our gratitude to Eras for her contribution to our school and in particular for ably coordinating the Book Club program for a number of years. The Scholastic Book Fair was an enormous success in Term 3 with \$8047 taken in revenue. We wish to acknowledge and thank Fiona for her tireless help during Book Fair week and all parents who helped at various times throughout the year!

STEM Program

A whole school Science Technology Engineering and Mathematics (STEM) program was initiated across Kindergarten to Year Six. The program aims to develop students' creative and design thinking skills through exploring real world problems and developing innovative solutions using digital technologies such as 3D printing, coding, robotics and electronics. Throughout the year, students engaged in making and testing earthquake resistant buildings, designing and 3D printing pot plant holders and pencil containers, coding digital stories, images and games and programming robots to complete tasks. The STEM program was showcased during Education Week where volunteers from Water Research Laboratory, School of Civil and Environmental Engineering UNSW and UNSW Robocup provided a variety of STEM activities to demonstrate real world application of digital technologies and engineering solutions. Volunteer staff from Ansarada provided expert support across activities on the day.

Kensington Public School was invited to participate in the STEMShare pilot program. This provided the

opportunity to work collaboratively with Soldiers Settlement Public School, Wairoa School, Sydney Children's Hospital School and Randwick Girls High School to share and trial a range of new leading edge digital technologies within the STEM program. Professional learning led by specialist staff supported classroom teachers across the schools to develop their understanding of how to use the technologies to enhance student learning and achieve syllabus outcomes.

Environmental Program

Kensington Public School undertook a range of initiatives to create a sustainable school environment and community by developing an understanding of reducing waste by re-using and recycling. Food composting in classrooms was introduced to reduce food waste and develop students' understanding about how compost can be used to create a rich soil for our school gardens. Reusable containers and cutlery, which include our 'Keep Cup' program, are now used across the school to replace one-use plastic containers which has significantly reduced or removed the use of non-recyclable products in our school. Kensington Public School was successful in applying for a grant with Randwick Council to be provided with solar panels. The solar panels have been installed and will enable our use of sustainable energy sources while reducing our electricity costs.

Film by Kidz at the Ritz

Kensington Public School joined the amazing Film by... community early in 2017. We chose to become involved in the digital literacy program because such programs cater for all students and it complimented the STEM programs already embedded at the school.

All students K-6 are involved in this program as it is cross curricular. The children write, perform, create and use technology allowing all students to find a role in the making of a film.

Over the last two years 14 KPS staff have been involved in digital literacy filmmaking Professional Learning opportunities both internal and external, giving them the skills to work with our students to create short films written, directed, acted and edited by our students ranging in age from Kindergarten to Year Six.

Staff now feel skilled and knowledgeable to work with our students to create short films and everyone continues to learn as each movie is made.

This year, the Kensington Committee of six were again excited to host our "Film by" event which has now been renamed Film by Kidz at the Ritz, held at our local cinema in Randwick called the Ritz. The event premiered on October 22 with two cinemas of 1200 tickets in total sold out for the evening event. We also had a matinee at lunchtime where local schools could send classes to come and see what "Film by" is all about in the hope they will become involved next year.

Our children are already talking about what they want to do for next year, there is such a buzz and

engagement for all. Our P & C held a market and movie night at the end of the year where we presented all movies that the children have made during the year including the ones that were not successful as part of our end of year celebrations.