

Kensington Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

We continue 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 encourages academic and personal growth, resilience and high expectations of the students, staff and community. 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.

Well being, Resilience and Positive Behaviour for Learning (PBL) continue to be a strong focus at Kensington Public School.

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, ukulele, guitar and elective dance ensembles. Our students are offered opportunities in programs such as Public Speaking, Chess, Maths Olympiad, Lego Robotics, Debating, Lego competitions and Talented Sports opportunities. These programs coupled with a strong focus on sustainability, 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

Parents and Citizens (P&C)

The P & C set goals for this year with a focus on improving community engagement and recognition among parents, students, and the school. P&C membership increased from 30 to 121 people by end of the year.

Our current major fundraising goal for is the Makerspace area that will benefit KPS students, at an estimated cost of \$40,000 (we will seek grant funding for about 50% of this amount).

The P & C raised almost \$21,000 from events, membership and termly donations. This was achieved as a result of the wonderful community at KPS. Aside from the stressful start to the year of running events for both the NSW State and Federal election one month apart, the Halloween Disco proved a huge success as always.

This year we trialed new events such as the Pizza Masterclass and two guest speaker evenings – Dr Pasi Sahlberg, Gonski Institute and Prof. Adrian Piccoli, Gonski Institute and Former Minister for Education (NSW). Both evenings proved engaging and informative for all those who attended.

The P&C donated \$15,000 to purchase the following items for the school.. Additional bike and scooter racks (\$2,000), 10 new laptop computers (\$5,000), 7x Pure Hot+Cool purifier fan heaters (\$5,000) and a Defibrillator (\$3,000).

The P & C has initiated digital payments through – Online payments and inventory system using the SQUARE tap–n–go. Moving forward this will be used in the uniform shop and at P & C events. It removes existing \$1 fee on all electronic transactions for uniform shop and events.

I wish to thank the dedicated parents who attended meetings, attended events and gave tirelessly of their time, money and energy to continue to make this school the great community it is. I believe many new initiatives discussed this year will allow continued success and streamlining moving forward for the KPS P & C.

Mr Jock Marmotta

P & C President

School Council

As always 2019 was a year of ongoing growth and development for Kensington Public School (KPS), as a school actively committed to developing the gifts, talents and individuality of our students.

Although it is not an essential requirement, the KPS School Council ("the Council") is just one of the avenues that KPS had employed to support leadership and engagement with the community, and provide a collaborative and transparent process on matters relating to the community, staff, students, policies and procedures.

That said, in any administration good governance is product of the policies and procedures any well run organisation has in place. As the KPS School Council constitution had not been reviewed since 1993, the Council embarked on a major undertaking to revamp the Council's constitution. Through this arduous process, the Council members were pleased to say we brought the Constitution into the 21st century, with changes like electronic voting that will facilitate the greater parent community to engage when there are broader issues to be decided. This new version of the Constitution was accepted by an overwhelming majority of parent community members who attended the Special General meeting in February 2020. I would like to personally thank the Council members for their time and effort in conducting this overwhelming and tedious exercise over the course of the year.

In 2019 the Council, working with the Principal, Staff and the P&C Executive, also took time to review areas of key concern to the greater school community like developing robust guidelines (in line with Department of Education protocols) with regard to non–local students wishing to join our school. In conjunction with Randwick council we looked at safety issues with the new light rail system. We also formed working groups with parent members to develop more effective ways of communication, particularly from members of the school community from non–English speaking backgrounds. These are just a few key initiatives that addressed the more routine issues that go to making our school a more efficient, effective and enhanced experience for both our students and parent community.

On behalf of the School Council, it has been a privilege to work with the Principal, Staff, P&C and members of the greater parent community to take an active part in our children's overall school experience.

The School Council looks forward to the challenges 2020 brings and providing practical engagement to support the initiatives and address the concerns of the students, Staff and Parent school community in 2020.

Suzanne Castella

School Council 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Term Three, saw the school staff delve deeper into the School Excellence Framework (SEF) in preparation for School External Validation in Term One 2020. The staff set up focus groups, looked at programs delivered and are excited about where this journey will take them. The data collected will help set the foundations for the new school plan to be developed late next year.

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

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Consistent formative assessment and feedback strategies are embedded in English and mathematics programs K–6 to allow for appropriate differentiation and individualised learning goals.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of staff participated in PL delivered in Term 4 focused on the analysis of data entered into ALAN and utilising this data to inform programming.• In 2020, writing analysis data will be entered in ALAN in Term One and Three. Staff will use their analysis to develop writing strengths and goals for students.	\$2000 was spent on class cover providing staff with opportunities in Professional Learning in the Numeracy and Literacy Progressions.

Process 2: K–6 English and mathematics programs for learning and assessment contain planned differentiation strategies which target students identified through EAL/D, LaST (extension and support) and Aboriginal Education programs.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• A consistent approach to programming has been established, with all staff developing programs that meet both NESA and Department of Education.• Staff have been introduced to using the Numeracy Progressions but work will continue in 2020 to develop confidence and sustained practices, including meaningful use of the data to drive teaching and learning.	<p>\$6000 was spent on Professional Learning opportunities for staff as well as class cover throughout the year to develop best practise in a consistent approach to programming.</p> <p>\$2000 was spent on class cover providing staff with opportunities in Professional Learning in the Numeracy and Literacy Progressions.</p>

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

Improvement Measures

What is achieved and how do we know?

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.

The majority of students in K–6 achieve at or above grade level in PDH outcomes related to the whole-school resilience program.

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.

Progress towards achieving improvement measures

Process 1: Resilient Learners

Staff model and implement evidence-based strategies to develop positive thinking, perseverance and resilience within their students.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All classes K–6 implemented the program from Term 2 until the end of the year. Staff feedback surveys revealed that the majority of staff found the program easy to implement and it increased students' self-awareness. Staff reported they would like to allocated more than 30 minutes per week to the program. Staff feedback reported that at the end of the first year of implementation that on a 1–5 scale (1 being 'Extremely Low' and 5 being 'Extremely High') students' understanding of gratitude increased by 70%; students' understanding of mindfulness increased by 60% and students' understanding of empathy increased by 70%.• All classroom teachers engaged in professional learning to prepare for the implementation of the K–10 PDHPE Syllabus. Staff feedback survey revealed that knowledge and understanding increased on average by 50%. Further support with integrating and embedding The Resilience Project into PDHPE sessions at a whole-school level is required.	\$14000 including class cover for teachers during Professional Learning and the cost of The Resilience Program.

Process 2: Innovative Learners

Students are empowered to drive their own learning through project-based programs that meet their interests and challenge levels.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• A teacher survey was developed to provide the school with information to see what was needed to support staff in their ICT Skills to enable them to develop skills in our students. 80% of teachers reported growth in their confidence when using ICT in class as a result of the STEM program.• All students showcased their STEM project work during Term 3 in a community event. This provided an authentic platform for sharing their ideas	\$2000 was spent on resources to supplement the STEM Program culminating in the Festival of Light Community evening highlighting students STEM projects.

Progress towards achieving improvement measures

and work.

Process 3: Innovative Teachers

Collaborative processes and professional learning empower staff to develop innovative programs.

Evaluation	Funds Expended (Resources)
<p>* Early Stage One and Stage 3 have developed units of work with project based learning approach.</p> <p>* 80% of the teachers reported using elements of the STEM program in their everyday practice as well as using technology more regularly and with more confidence.</p>	<p>Cooperative planning time.</p> <p>\$12000 for class cover throughout the year to provide cooperative planning opportunities for stages, grade, teams and projects to work together throughout the year to provide best practise ion programs and unit writing.</p>

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

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Connected School Community

Build community understanding of school practices and curriculum.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The Environmental Team were recognised by the community for their work to win the Best Green Innovation Award from parents.• The Environmental Team plan to continue and manage the succulent green vertical gardens, native stingless bees and the native garden in Bowral St, compost bins to recycle our crunch and sip scraps and our return and earn plastics program throughout and are seeking new projects to embrace for 2020.• An Environmental Group in collaboration with Randwick City Council has been established in the school.	\$3000 of school funds and \$3000 of grant funding was used to support environmental programs such as soil, seedlings, bees, classroom tubs for food scrapes, reusable cups, reusable crockery for the canteen, native plants, and vertical garden maintenance.

Process 2: Learning Communities

Develop local learning communities to improve relevance and opportunities for learning for staff, students and parents.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• A parent learning community was established through the provision of a range of information workshops held during the year to provide learning opportunities for the school community. This included cyber–safety and STEM workshops.• Whole school and community events were held to support the school to be viewed as a collaborative space for students, parents and teachers. These included The Festival of Light and Wonder which provided the opportunity for parents to engage with student work, our Multicultural Day, Grand Parents Day and Commemorative Assemblies.• A communication and engagement survey for parents was conducted in 2019 results found that there was increased participation by parents in workshops and information sessions and 60% of parents were very satisfied with the communication received via school communication channels.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Annual \$1341	<p>Various books were bought and programs introduced into the school to support cultural knowledge across K–6. Students worked with our local Aboriginal Education Worker to write an school specific Acknowledgment to Country which now opens all our school functions and meetings.</p> <p>Stage Two completed a beautiful art work for Koori Art which is now displayed in the main corridor for everyone to enjoy. My school, My voice represents our school which is a place to meet and communicate our ideas in an inclusive and accepting environment.</p>
English language proficiency	<p>Four days per week Department allocated EAL/D specialist teacher \$85373</p> <p>Three days per week flexible funding support across K–6 classes \$49985</p>	267 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 three days EAL/D specialist teacher support.
Low level adjustment for disability	<p>Three days per week Department allocated Learning Support Teacher \$64030</p> <p>Five days a week SLSO support across K–6 classes. \$28 500 flexible funding</p>	Students were supported through the allocation of three Student Learning Support Officers across the week when needs were identified. They worked with the class teacher and with individual students to support Personalised Learning Plans.
Quality Teaching, Successful Students (QTSS)	Four days per week Department allocated teacher \$79 000	<p>QTSS funding was used to release an experienced Assistant Principal to work in the capacity of Instructional Leader supporting classroom teachers to oversee 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.</p> <p>This funding also supported Teachers Accreditation and various well being programs at the school.</p>
Socio-economic background	<p>Department of Education– \$5365</p> <p>Dedicated Performing Arts Donation– \$10000 to be used over time.</p>	<p>This funding supported students and 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, experience respite at holiday care and textbooks.</p> <p>This year we also received a dedicated donation to support students in the area of Performing Arts.</p> <p>Various students have been offered the opportunity to trial programs such as dance, band and music tuition.</p>
Support for beginning teachers	\$47000 allowed for on and off site support, various	Early Career teachers in both their first and second year of temporary or permanent

<p>Support for beginning teachers</p>	<p>professional learning and extra release from face to face as required.</p>	<p>appointment at KPS were supported through peer mentoring and professional learning, both onsite and offsite. They received time to work in small groups, work with an experienced teacher and have support both in the classroom and out to ensure they were developing skills in best practice.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Three days per week Department allocated New Arrival Teacher program throughout the year. \$64030</p>	<p>19 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.</p>
<p>Confucius Classroom</p>	<p>\$10 000 allocation for resources including performance costumes, art supplies, catering, cooking ingredients, special guests and performances.</p> <p>Five days per week department allocated Mandarin speaking School Learning Support Officer.</p>	<p>One teacher 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 was involved in Chinese cultural and language learning events.</p> <p>This program concluded at the end of Term Two. The student's cultural program was uninterrupted and the mandarin program continues to be present by the DoE allocation.</p>
<p>Community Consultative Project</p>		<p>The Communication and Engagement Survey for parents found that there was increased participation in parent workshops and community events. There was increased satisfaction in the communication received via school communication channels.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	237	244	234	228
Girls	207	200	200	225

Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.3	95.3	92.9	96
1	96.8	95.6	96.3	93.3
2	95.8	95.5	96.1	94.7
3	96.3	95.8	94.8	95.1
4	97	95.1	94.7	94
5	95.3	96.1	94.7	95.3
6	93.9	95.4	94.5	93.9
All Years	96.3	95.5	94.9	94.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.27
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	0.8
School Administration and Support Staff	3.12
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

The Staff attended two Saturday Conference Days presented by GERRIC (Gifted Education Research Resource and Information Centre) UNSW on the needs of Gifted and Talented students.

It was a valuable learning experience and has enabled staff to develop differentiated learning programs to cater for the needs and abilities of all students. across the full length of the learning continuum.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	530,766
Revenue	4,481,418
Appropriation	4,085,213
Sale of Goods and Services	14,961
Grants and contributions	371,821
Investment income	6,549
Other revenue	2,875
Expenses	-4,290,295
Employee related	-3,666,991
Operating expenses	-623,303
Surplus / deficit for the year	191,124

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	36,062
Equity Total	238,232
Equity - Aboriginal	1,341
Equity - Socio-economic	5,365
Equity - Language	135,358
Equity - Disability	96,168
Base Total	3,038,805
Base - Per Capita	101,833
Base - Location	0
Base - Other	2,936,972
Other Total	441,664
Grand Total	3,754,764

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.

School performance - 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Literacy

Kensington Public School continued to perform well in literacy.

In Year 3 Reading, 63% of students were achieving in the top 2 bands, compared with 54% across the state. In Year 5 Reading, 47% of students placed in the top 2 bands in comparison to 38% across the state.

In Year 3 Writing, 58% of students achieved in the top 2 bands, compared with 55% across the state. In Year 5 Writing, 23% of students achieved in the top 2 bands, compared with 18% across the state.

Numeracy

Kensington Public School achieved excellent results in Numeracy.

In Year 3, 68% of students achieved in the top two bands or above compared to 42% across the state. In Year 5, 57% of students achieved in the top two bands compared to 32% across the state.

Overall, students in Year 3 and Year 5 continue to demonstrate high achievement in NAPLAN across Literacy and Numeracy and showed a consistent trend of performance above National Minimum Standards. 98.8% of students were at or above the National Minimum Standard and an average of 58% of students achieved in the top two bands. These results exceed state average scores and are in line with the Premier's priorities.

A continued focus remains on lifting the performance of students in the lower bands through the provision of tiered interventions of support with a focus on reading.

Parent/caregiver, student, teacher satisfaction

Student Well Being

In 2019, the Student Well Being Committee completed professional learning through Live, Life Well@ School to unpack the new NSW K–10 PDHPE syllabus. After developing a K–6 scope and sequence, the committee provided professional learning for all staff. Teachers worked in stage teams to develop their own programs linked to current outcomes and containing appropriate pedagogical approaches.

Resilience Project

35 staff, 205 students and 44 parents participated in information sessions to engage with the Resilience Project, a social–emotional wellbeing program aiming to develop resilience through gratitude, empathy and mindfulness. As a way to measure the impact of the program, 198 students in Years 3–6 voluntarily completed the Resilience Youth survey.

All classes K–6 implemented the program in weekly, 30 minute sessions from Term Two until the end of the year. Staff feedback surveys revealed that the majority of staff found the program easy to implement and it increased students' self–awareness. Staff reported they would like to allocate more than 30 minutes per week to the program. Staff feedback reported at the end of the first year of implementation that on a 1–5 scale (1 being 'Extremely Low' and 5 being 'Extremely High') students' understanding of gratitude increased on average by 70%; students' understanding of mindfulness increased on average by 60% and students' understanding of empathy increased on average by 70%. In 2020, staff will explore ways to embed the Resilience Project authentically with PDHPE programs.

Tell Them From Me

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

Students

146 students completed Survey Snapshot II between 25 September and 14 October 2019. 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). Responses from students at Kensington Public School are compared to the NSW Government Norms. The key findings of student feedback revealed:

Social Measures

Strengths:

- Students reported a high level of participation in schools sports and clubs;
- The majority of students reported having positive relationships at school;
- Reports of bullying behaviours are significantly below NSW Government Norms

Future Directions:

- Strategies to increase a positive sense of belonging for students

Institutional Measures

Strengths:

- The majority of students engage with positive behaviour at school;
- Students value schooling outcomes

Future Directions:

- Strategies to support positive homework behaviours

Intellectual Measures

Strengths:

- The majority of students report a high level of effort at school

Future Directions:

- Strategies to enhance student interest and motivation;
- Strategies to raise levels of challenge for students

Teachers

Twenty seven 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 between staff to develop and share teaching materials
- Teachers set high expectations for students
- Teachers use formal and informal assessment strategies to identify student learning needs
- Teachers set clear expectations for behaviour

FUTURE DIRECTIONS

- A recurring theme related to setting goals: raising the challenge of goals, using technology to monitor goal setting and engaging parents in the review of progress

Parents

28 parents responded to the 'Partners in Learning' Parent Survey between September and October 2019. 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

- The majority of respondents feel welcome and can easily speak to teachers
- Most respondents felt confident that teachers would contact them regarding any behaviour concerns
- Most respondents feel school reports are easy to understand
- The majority of respondents feel the school promotes positive behaviour and a safe learning environment
- The majority of respondents were satisfied with communication from the school

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
- Improved consideration of student interests and learning styles in teaching practices

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

As a part of Kensington Public School's commitment to Aboriginal Education the students have recently written a personalised Acknowledgement of Country specifically for Kensington Public School. Our Student Leadership Team and Aboriginal students recently worked in conjunction with the Department of Education's Aboriginal Education and Wellbeing Team to acknowledge and pay respect to the traditional owners and ongoing custodians of the land – the Aboriginal and Torres Strait Islander people. At Kensington Public School it is recited at the beginning of meetings and at all assemblies.

Kensington Public School commemorated National Sorry Day and Reconciliation Week. During Education Week, the whole school contributed to a light installation focussing upon Aboriginal artwork and students were given lessons about the totems of the area. They also raised funds for the Indigenous Literacy Foundation with a Book Swap activity.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Our 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 our PDHPE program throughout the year.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Kensington Public School is proud of its diverse multicultural community with 72% of students having a Language Background Other than English (LBOTE). Forty–five different languages are spoken in our community's homes. Our school provides students with an inclusive education through embedding multicultural perspectives that focus on developing intercultural understanding and respect for other cultures within and across units of work. Cultural, religious and linguistic diversity is recognised and celebrated.

Our annual Multicultural Day celebration was held in June where students learnt about the history and culture of different countries and many students wore national costumes representing their cultural backgrounds. The whole school community came together to share a special lunch of food representing our families diverse culture.

Students from across the school participated in the Multicultural Perspectives Public Speaking Competition which encourages students to explore ideas of multiculturalism in Australia.

Other School Programs (optional)

Film by Kidz at the Ritz

Kensington Public School joined the amazing "Film by..." community early in 2017. We become involved in the digital literacy program because such programs cater to all students and compliment 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 three years, 16 KPS staff have been involved in digital literacy film making professional learning opportunities both internal and external. These opportunities have given staff 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 five 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. This year Randwick Boys High came on board as coordinators to support the 7–12 component of the program. The event premiered on October 21 with two cinemas, consisting of 1200 seats, completely sold out for the evening event. We also had a matinee at which local schools could send classes to come and see what "Film by..." is all about in the hope they will become involved next year.

This year also saw the inaugural People's Choice Award ceremony take place at the Bryan Brown Theatre in Bankstown. This event drew from all the "Film by.." festivals across the state.

It was very exciting when Kensington PS was announced the winner with the film produced by 1M, Show and Tell.

The students and staff have embraced this project and are already talking about what films they want to make next year.

STEM Program –Science, Technology, Engineering and Maths

A whole school, team–teaching Science Technology Engineering and Mathematics (STEM) program continued in its second year 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 designing and making light installations, 3D printing inventions and innovations, programming robots to complete tasks and creating virtual worlds in Minecraft. Students had the opportunity to showcase their light installations and STEM products at The Festival of Light and Wonder. This was just one of many community events offered during Educations Week. In addition, volunteers from Future Film Stars, Microsoft, Randwick Council and STEMShare provided a variety of STEM workshops to demonstrate real world application of digital technologies and engineering.

HUB University Program –UNSW

KPS was successful in its application to become a Department of Education Professional Experience Hub school. Subsequently, the school received a department grant of \$150 000 to fund a professional experience coordinator and develop a Teacher Education program with UNSW.

Major achievement in the first year of the project included:

- Staff completion of professional learning to develop mentoring skills through AITSL;
- The development of an induction package to meet mandatory requirements and foster a culture of shared support
- 29/30 UNSW students completing their INSTEP placement at Kensington Public School across all grades K–6 between Terms Two to Four. Two of these students also completed their Professional Experience 1 placement;
- Collaboration with Hub Schools across NSW to refine state–wide professional experience practices.

