

2020 Annual Report

Kensington Public School



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Introduction

The Annual Report for 2020 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

2020 was certainly a year to remember. It was a year like no other for schools, our community and of course for the whole world.

We continued to provide opportunities of excellence in public education for students and families of the Kensington community through quality teaching and innovative programs, albeit a little differently, as required. Our teachers and students worked well during the online learning time and we thank our community for their support and dedication to us and their childrens' learning which made this transition possible.

At Kensington, we strive for excellence in academic achievement and promote the development of the whole child through setting high expectations for 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. This was no different during the COVID 2020 Global Pandemic.

At Kensington, 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.

The rich and stimulating Visual and Performing Arts program includes extensive school choirs, bands, ukulele, guitar and elective dance ensembles. This year, some programs were stopped, re-designed and presented differently ensuring we continued to follow all guidelines to keep our community as safe as possible.

Our students are offered opportunities in programs such as Public Speaking, Chess, Maths Olympiad, Lego Robotics, Debating, Lego competitions and Talented Sports opportunities. Some of these were online this year and some of these we look forward to starting again in 2021. 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)

As we all witnessed, last year was challenging for all our families as well as for our school community. With all the grand plans for 2020, COVID-19 has profoundly impacted literally every human being on our small planet. Some might say,

finally the world became united in this ongoing battle. In our small world at KPS we became more united as well. We've learnt how important school is. We all realised how important teachers are for our children, and for parents as well. 2020 was a roller-coaster year for KPS P&C. We knew we needed and wanted to help the school, parents and caregivers so that all our children had a safe and supportive school environment to feel good, stay safe and fulfil all their dreams regardless of the unprecedented times we are living in.

In early 2020, KPS P&C set goals with a focus on engagement and recognition of each and every one at KPS. P&C membership increased from 30 to 121 people. We leave our positions for the new executive team, with a P&C of 111 paid members.

The P&C committee have worked tirelessly throughout the school year to set up 2021 for an even better year, whilst also making it easier for future P&C committees. In particular, as a new initiative, the P&C approached local businesses and the community for sponsorship and donations to alleviate the need to constantly seek funding support for P&C events throughout the year. We achieved our \$10,000 sponsorship target thanks to the support of our 2020 sponsors. Our major sponsor was *East Village Shopping Centre*, and with their donation we purchased Empathy Toys, Failure Toys and an LCD Projector. Please note, that the LCD Projector was our gift to the school in name of the Year 6 students who were unable to fundraise due to the pandemic. The Ray White Kingsford and Leyton family helped to purchase KPS P&C marquees and tents. P&C banners were purchased with the donation from Paloma Architectural Joinery and the Acosta family. P&C attire/vests were purchased with Abacus Coaching Centre donations, and tablets & the SQUARE for payments were purchased with Lenovo, Ray White Kingsford and Canva.com donations.

In a brief summary, the following activities initiated by the P&C were implemented during 2020. The new P&C logo was created, P&C tents, vests and banners were purchased to be used for school and P&C events, and the KPS Parents' Library was set up. The P&C were actively involved with the Kensington to Kingsford (K2K) Development plan to protect the safety of the KPS community, as well as the digitalisation of payments through Square.

Based on lessons learnt, the P&C have endorsed a 'less is more' approach. In other words, fewer events that will reduce the constant requests for volunteers and donations. Our major fundraising goal was the Makerspace area, but at the end of 2020 we extended the fundraising goal on developing a whole KPS play-based learning outdoor area. Rather than focusing on a donation, P&C started to set up a team to focus on a Grant proposal.

Although we are not yet where we would like to be, the P&C has been working hard on improving communication using different platforms. The new P&C website was created with eCommerce capabilities for the Uniform Shop, events and memberships. By streamlining WhatsApp groups, we were able to improve communications between the P&C and parents. I would like to thank you all for helping to create, implement and maintain P&C communications platforms. Thank you Charu, Dee, Dipt, Esther, Mimi, Paul, Sean, and all the 2020 class parent representatives.

P&C started collaborating with the student leadership representatives and KPS SRC. As an outcome, Teacher Day was celebrated and was led by students with a bit of help from the P&C. Based on students' and teachers' positive reactions, we hope the P&C will continue to collaborate with students and celebrate our teachers.

Finally, I wish to sincerely thank the 2020 P&C members for having trust in us, giving us the opportunity and support to serve our children, teachers and school staff, and to serve our community. I would especially like to thank our extremely active and supportive members Alice, Mimi, Nehal, Sofia and Zofi for all the wonderful things you did for our community. Special thanks go to the hardworking volunteers at the Uniform Shop which was and still is the P&C's biggest fundraiser. Thank you, Rachel, and Sayda for keeping up with all the challenges you had this year. I also want to thank KPS staff members Veronica and Jasmine on helping us with the Uniform Shop's online orders.

I would like to thank from bottom of my heart the KPS principal and teachers for all you did for the P&C and our students in 2020. Special thanks to our wonderful office staff also. I would like to thank the KPS School Council, with especially deep appreciation to Susanne Castellias for all her help and support.

At the end, I would like to thank the team I have been working closely with during 2020. To Gioacchino Marmotta, who was leading the P&C team until his move to Queensland, for his passionate leadership and hard work. To Megan Escott for all her admin support and calmness. To Jane Crocker for her amazing contribution to making the P&C finances more effective, efficient and transparent.

Although we could do more, as a team I feel we leave our positions with the peace in our hearts that we've done a few small, but important things that hopefully contributed to bringing mindfulness and happiness to our KPS community. Now that we are on the way to resuming a sense of pre-COVID normality, I would like to wish the new executive team a beautiful journey and to achieve even better results than we did.

Think of giving not as a duty, but as a privilege. (John D. Rockefeller)

Petra Sahlberg

KPS P&C, President

School Council

It has been said over and over and it remains true, 2020 was a year like none other the Kensington Public School community has known. To that end, as you may be aware we did not hold our School Council AGM and accordingly in keeping with the P&C Association regulations and in consultation with the KPS Principal, it was decided that the school Council positions would not be vacated and the existing council membership would be maintained for the 2020 year.

That said, we did not hold meetings in the traditional sense but it was agreed to see the conditions as providing a good opportunity to turn our minds to work that could be done remotely and communicated electronically. The KPS School Council is not an obligatory function, but as a team represented by both KPS staff and parent/community members, the Council provides a constructive avenue to support the KPS leadership and provide a collaborative and transparent process on matters relating to the community, staff, students, policies and procedures.

Together in 2020 we were successful in developing and implementing the KPS IT policy, the 'Uniform Code' and the 'Code of Conduct' as a part of the good governance initiatives. In addition, working with the Principal and KPS Executive & Staff, we took time to review areas of key concern to the greater school community like the impending building development in the area ("Scape") ensuring our school and our students had positive input to the initiative. We also worked with the KPS Executive team to secure our new canteen service (commencing in Term 2) which promises to bring a fresh approach to our school. These are just a few key projects we undertook in collaboration to address the everyday challenges at KPS to assure a more efficient, effective and enhanced experience for our greater school community - students, parents and teachers alike.

On behalf of the 2020 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 returning in 2021 with less physical restrictions and greater engagement to support the initiatives and address the concerns of the students, Staff and Parent school community in 2020.

Suzanne Castellas

School Council President

School vision

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 462 students enrolled in our school and 73% 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 Mandarin 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
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

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">• Teacher knowledge of current research into how students learn was developed through professional learning. This was applied to redesign lesson sequences across K-6 to consistently include activities which activate prior knowledge, explicitly teach and link new knowledge and use worked examples to effectively model the steps required to achieve the learning goal.• A range of assessment tasks were introduced into numeracy and literacy to gather information about student progress and achievement. This information was used with students to reflect on and monitor their progress to inform their future learning goals and improve teaching and learning programs.• K-2 students completed the phonemic awareness and phonics assessment. This assisted teachers to identify students who were working towards achieving year level and stage outcomes and implementing additional strategies to close the gaps in learning.• Years 3 and 5, students completed the Check In Assessment. The data showed the students achieved results above state average and comparable with similar school groups in numeracy and reading. Information gathered assisted teachers to identify students who were working towards stage outcomes and implementing additional strategies to improve curriculum attainment.	<p>\$10,000 Hire education consultant to deliver 4 x professional learning workshops</p> <p>\$1800 Casual relief for teachers to collect, record and analyse data to inform teaching and learning programs</p>

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">• Specialist EAL/D and Learning and Support teachers supported the delivery of differentiated K-6 English and mathematics programs across K-6 to meet the learning needs of targeted students. Implementation of individualised programs for students identified through EAL/D, LaST (extension and support) and Aboriginal Education programs ensured the knowledge of each student was extended.• Kindergarten and Stage 2 teachers conducted research into effective reading instruction which focussed on developing comprehension of text.	<p>\$900 Casual relief for LaST teacher to attend professional learning</p>

Progress towards achieving improvement measures

This was applied to reading programs in Kindergarten and Years 3 and 4, with a focus on explicit instruction of reading strategies including predicting, vocabulary knowledge, paraphrasing and visualising. School based assessment tasks were developed to monitor student progress in developing the target strategies.

Next Steps

- Teachers continue to develop their knowledge of effective assessment strategies, with a focus on formative assessment, to gather information about student understanding.
- Teachers develop their understanding of quality feedback and how to use information gathered through formative assessment to provide timely, specific and clear feedback to students which encourages further effort.
- Development of K-6 reading scope and sequence.
- Professional learning for all teachers in effective reading instruction.

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 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">• Teaching and learning activities from the Resilience Project have been successfully embedded into the K-6 PDHPE program to support the development of skills and attitudes that build and enhance resilience. 98% of students achieved at grade level in PDHPE.• In response to the COVID-19 pandemic, the Student Well-being Team designed and implemented a school-wide Gratitude Project. Pre- and post-survey results indicated that this had a measurable impact on student understanding of gratitude, why it is important and how to practise it more regularly.	\$6700 PDHPE curriculum resources

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">• The K-6 STEM program continued to utilise a project based learning approach to provide opportunities for students to drive their own learning through open-ended authentic tasks and the use of design processes to guide their inquiry.• In Semester 2, K-6 students completed a design challenge to build a space (a square, wall, floor or sky space) for a new building under construction in the local area. Students were highly engaged in applying creative and design thinking skills to imagine, plan and build a prototype for their chosen space. A design was selected by the builder to be used in the new building design.• A Year 6 STEM Fair day was held in Term 4 which provided an authentic opportunity for students to apply and showcase their STEM skills and	\$2000 Resources for STEM projects including microbits kits, makey makey and led lights

Progress towards achieving improvement measures

knowledge. Students followed the design thinking process to develop engaging games using a range of digital technologies. These were shared with students in K-5.

- Due to disruption to regular school operations in 2020, teaching and learning moved to an online platform. This had an observable impact on student engagement and feeling of challenge. TTFM (Tell Them From Me) student surveys revealed 33% of students in the desirable challenge vs effort quadrant and 69% of students feeling interested and motivated in their learning.

Process 3: Innovative Teachers

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All teachers developed their skills and knowledge in using digital tools and online learning platforms to deliver planned face-to-face teaching and learning programs remotely during Semester 1. Teachers used Google classroom to share lesson content and maintain communication with students, and created lesson content through Google slides, docs and forms to facilitate continuity of learning while students learned at home.• Teachers have started to trial the use of visible thinking tools in their teaching and learning programs to scaffold and support active processing of new concepts. The thinking routines encourage students to make careful observations, activate prior knowledge, and generate ideas and curiosity. Teachers have reported an improvement in students' ability to make predictions, make thoughtful interpretations and justify their thinking.	\$25,000 Purchase of teacher and student laptops to enable delivery of online learning programs

Next Steps

- Student Wellbeing Team to identify and analyse sources of schoolwide data, eg. TTFM Student surveys and behaviour data, to understand how resilience is developing across the school and use this to inform further development of the whole school PDHPE program.
- Identify and facilitate opportunities for students to participate in decision-making at school to building a sense of belonging and increase student engagement in learning.
- All teachers to participate in professional learning to develop their capacity to deliver evidence-based teaching and learning programs which scaffold student learning, utilise thinking tools to promote acquisition and integration of new knowledge and skills, and incorporate purposeful drivers for learning to increase student engagement and independence with their learning.

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">• We continued to maintain communication with parents to build shared understanding of school practices and curriculum during the COVID 19 pandemic period. This included:<ul style="list-style-type: none">• Student / Parent / Teacher goal setting conferences were successfully held at the end of Semester One via telephone (normally face to face in term One) to inform parents about their child's academic progress and well-being and discuss individual learning goals in English and mathematics.• All student assemblies and staff meetings were conducted using Google and Zoom video platforms to maintain effective communication across the school.• Presentation Day was shared with the whole school community via Zoom, enabling parent and carer participation in celebrating student achievement.• Resources were developed, including instructional videos and user guides, to support students and parents to access and navigate online learning platforms and information.• Teachers, students and families interacted via online learning platforms and phone conversations to resolve concerns and check in with students about their learning.• School procedures were developed to manage the safety and well-being of students, teachers and parents/carers in line with NSW Health and NSW Department of Education guidelines for COVID 19 safe practices. These were communicated to the school community via Schoolzine and updated regularly as the advice and guidelines changed.• In Term 1, Kindergarten held a parent information session to introduce the Parent Assisted Immersive Reading (P.A.I.R.) program. The reading program facilitates conversations about books at home and develops learning connections between school and home. Teachers provided ongoing support to parents through parent information handouts and question and answer forums.	\$2400 P.A.I.R. (Parent Assisted Immersive Reading) program home reader kits

Process 2: Learning Communities

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

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Kensington Public School established a relationship with the Sydney Opera House (SOH) through the Creative Leadership Program. The Program focusses on professional learning for teachers about the creative thinking processes and activities and a collaborative art project between students and a Sydney Opera House artist.• 7 teachers completed the SOH professional learning. During professional learning, teachers engaged with the creative thinking framework and developed activities to inform teaching programs. Participating teachers presented professional learning to all staff members.• 3M students collaborated with artist Curly Fernandez to create an original performance piece. The success of the Program was celebrated through a live radio broadcast through our school Twitter feed in which groups of students performed creative radio segments they had produced based on their interests.• Staff participated in professional learning communities to evaluate the 2018-2020 School Plan's processes and performance measures, utilising the School Excellence Framework to identify strengths and opportunities. They gathered and annotated evidence of school practices for the external validation process, and used this information to plan the next steps and celebrate successes at the close of the current strategic directions.	<p>\$20,000 Sydney Opera House Creative Leadership program</p> <p>\$5000 staff release for SOH training</p>

Next Steps

- Continue to plan and deliver opportunities for parents to engage in student learning through effective communication about curriculum, well-being and learning opportunities to build home-school learning partnerships and improve academic attainment for all students.
- Continue to provide multiple ways for parents to provide feedback about school practices and student learning to help identify areas of strength and improvement from the perspective of parents, and to inform school decision making.
- Continue to foster the relationship with the Sydney Opera House to provide creative learning opportunities for staff, students and the wider community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2082	<p>Stage Two worked on the Acknowledgement of Country and created a beautiful art work that was submitted into a Randwick Council Art Competition. Supplies were purchased as required. The framed wreath now hangs proudly in the main school hallway.</p> <p>A number of students were supported with purchasing of text books, uniform and the offer of extra curricula programs ensuring they had access to all that Kensington has to offer.</p>
English language proficiency	<p>Four days per week Department allocated EAL/D specialist teacher \$87,507</p> <p>Three days per week flexible funding support across K-6 classes \$54,615</p>	<p>288 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.</p> <p>Staff were supported in various professional learning opportunities in both school based and online courses.</p>
Low level adjustment for disability	<p>Three days per week Department allocated Learning Support Teacher \$65,630</p> <p>Five days a week SLSO support across K-6 classes. \$32,748 flexible funding</p>	<p>Students were supported through the allocation with Student Learning Support Officers (SLSO) across the week when needs were identified. They worked with the class teacher and with individual students to support Personalised Learning Plans that had been devised with conjunction with the families, Learning Support teams and any agencies involved.</p>
Quality Teaching, Successful Students (QTSS)	Four days per week staffing allocation \$80,000	<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. This funding also supported Teacher Accreditation and various well-being programs at the school and worked closely with the Learning Support Team to ensure identified students were supported.</p>
Socio-economic background	<p>Department of Education- \$8591</p> <p>Performing Arts Donation- \$10,000 to be used over time to support students that could otherwise not be involved in such extra curriculum programs- began in 2019</p>	<p>This funding supported students and families who would otherwise be unable to provide various opportunities to their children. We supported families, to purchase resources such as uniforms, textbooks and experience respite at OOSH during holidays. This funding normally enables students to attend camps and excursions, but these were on hold due to COVID.</p> <p>In 2019, we also received a dedicated donation to support students in the area of Performing Arts. Various students continued to be offered the opportunity to be involved</p>

Socio-economic background		programs such as dance, band and music tuition. These programs were slightly interrupted when programs were put on hold due to COVID but will be offered again in 2021.
Support for beginning teachers	\$47,000 allowed for on and off site support, various professional learning and extra release from face to face as required.	Early Career teachers in both their first and second year of temporary or permanent employment at Kensington were supported through peer mentoring and professional learning, both onsite and online. They received time to work in small groups, work with an experienced teacher and have support both in and out of the classroom to ensure they are consolidating their teaching skills and ensuing best practice in the classroom.
Targeted student support for refugees and new arrivals	Three days per week Department allocated New Arrival Teacher program throughout the year- \$60,000	15 Students, who were new arrivals in Australia and beginning to learn English, were supported within the New Arrivals Program through the two and three days English as an additional language or dialect (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 Mandarin speaking School Learning Support Officer. This position was unable to be filled during 2020. It is anticipated the position will be filled in 2021.	Chinese cultural lessons are delivered as an integral component of the K-6 Chinese Community Language program which is delivered by our specialist Chinese language teachers.
Community Consultative Project	NIL	This program was completed in 2019. Strategies to increase parent engagement and feedback have been integrated into planned programs and events throughout the year. The 2020 TTFM (Tell Them From Me) Parent Survey showed an improvement in the number of parents providing feedback to the school through the survey and increased parent participation in school committees from 18% (2017) to 34% (2020) of respondents.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	244	234	228	241
Girls	200	200	225	221

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	92.9	96	92.4
1	95.6	96.3	93.3	93.3
2	95.5	96.1	94.7	93.7
3	95.8	94.8	95.1	93.8
4	95.1	94.7	94	93.9
5	96.1	94.7	95.3	90.5
6	95.4	94.5	93.9	94.6
All Years	95.5	94.9	94.6	93.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	16.3
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	1
School Administration and Support Staff	3.28
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The staff attended one Saturday Online Conference Day presented by Lane Clark (www.laneclark.ca) on Information Processing and two small online sessions later in the year on Cognitive Load Theory and introducing schema and baseline data analysis. These were valuable learning experiences and have enabled staff to develop teaching skills and best practice to cater for the needs and abilities and all types of learning across the full length of the learning continuum. The work with Lane Clark is to continue in 2021/2022 looking at Immersion Centres before the introduction of Learning Centres in the classroom.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	721,890
Revenue	4,477,868
Appropriation	4,277,157
Sale of Goods and Services	10,509
Grants and contributions	186,812
Investment income	2,290
Other revenue	1,100
Expenses	-4,361,672
Employee related	-3,858,629
Operating expenses	-503,043
Surplus / deficit for the year	116,196
Closing Balance	838,086

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.

	2020 Approved SBA (\$)
Targeted Total	25,035
Equity Total	273,051
Equity - Aboriginal	2,082
Equity - Socio-economic	8,591
Equity - Language	163,999
Equity - Disability	98,379
Base Total	3,152,870
Base - Per Capita	108,948
Base - Location	0
Base - Other	3,043,921
Other Total	424,225
Grand Total	3,875,181

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Surveys

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

Students

165 students in Years 4-6 completed the survey between 28 May 2020 and 04 Jun 2020. Due to the impact of COVID-19, students completed one survey instead of two. 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:

Strengths:

- Students reported above average participation in sport and extra-curricular activities
- The majority of students engage with positive behaviour at school
- Reports of bullying behaviours are significantly below NSW Government Norms

Future Directions:

- Strategies to increase a positive sense of belonging for students
- Strategies to increase interest in and motivation for learning
- Strategies to support the development of positive peer and student-teacher relationships
- A focus on increasing relevance of learning for students

Teachers

29 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 orderly school environment
- Collaboration between staff to develop and share teaching materials
- Teachers set high expectations for students and support the achievement of individual learning goals
- Teachers link new learning to prior knowledge

Future Directions:

- A focus on timely feedback in both formal and informal forms
- Procedures to more actively involve parents/carers in the review of student learning

Parents

47 parents responded to the 'Partners in Learning' Parent Survey between 18 Oct 2020 and 23 Oct 2020. Although a small sample size, this is a marked increase in respondents from 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

- Most respondents felt confident that teachers would contact them regarding any behaviour concerns
- Most respondents indicated they hold high expectations for their children to achieve at school
- The majority of respondents feel the school promotes positive behaviour and a safe learning environment
- The majority of respondents felt well supported during remote learning

FUTURE DIRECTIONS

- Strategies to build home-school connections, including flexible opportunities to meet with teachers or executive staff
- Increased opportunities for parents to volunteer (dependent on health and safety guidelines)
- Greater communication to parents regarding student learning progress

NB: Due to COVID-19 restrictions affecting many traditional school programs, the survey revealed lower than average scores in a number of areas. These included:

- Teachers devote their time to extra-curricular activities
- The school is easy to access

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.

At Kensington Public School, Aboriginal Educational experiences and perspectives helped to support cultural knowledge across K-6 was acknowledged through collective class activities.

Students who identify as Aboriginal worked on their Personalised Learning Pathways Plans.

For NAIDOC week, a collaborative poem was created by the senior students and shared through a Zoom assembly sharing student voice. We created an outdoor leaf gallery whereby each student created a design and placed on a leaf. The Stage Three students created leaf chandeliers to display for our school community in the garden located by the Bowral Street exit.

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.

At Kensington Public School, The ARCO, Anti-Racism Contact Officer has the responsibility for supporting the complaints handling process in relation to complaints of racism, as required by the Department's Anti-Racism Policy. Reports are recorded on the school-based system to record incidents that require ARCO support.

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.

Multicultural Education

Kensington Public School is proud of its culturally diverse community. 73% of students have a Language Background Other than English (LBOTE) and forty-four different languages are spoken in our community's homes.

Our school provides students with an inclusive education, 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.

Harmony Day celebration activities in March fostered inclusivity, an understanding of equity and a sense of belonging for everyone. Students explored concepts of multiculturalism and cultural cohesion through meaningful discussion and activities.

Students also participated in The Multicultural Perspectives Public Speaking Competition which encourages students to explore ideas of race and culture in Australia.

Our Multicultural Day in August, offered students a window into the diversity of their world and a chance to learn about and celebrate the different cultures that surround them. Many students wore colourful national costumes representing their cultural backgrounds and our wonderful families created videos about their culture, sharing songs, dances, prayers, stories and recipes with the whole school community.

Other School Programs (optional)

Environmental Program

Kensington Public School undertook a range of initiatives to create a sustainable school environment and to develop an understanding of the importance of reducing waste by reusing and recycling. Food composting in classrooms has continued in order 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 used across the school to replace single-use plastic containers. Students were also involved in a whole school waste audit. All the implemented strategies resulted in the significant reduction in the use of non-recyclable products in our school. Kensington Public School continues to build its environmental credentials and new initiatives are developed each year to raise our community's awareness and minimise the school's environmental footprint.

STEM Program - Science, Technology, Engineering and Maths

A whole school, team-teaching Science, Technology, Engineering and Mathematics (STEM) Program continued in its third 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. Due to COVID-19 pandemic, students were unable to share their STEM products with the wider community or to attend the annual LEGO Robotics competition. However, students had the opportunity to showcase their creativity through the submissions of designs for the outdoor SCAPE building spaces. The School also continued its close working relationship with the Department's stem.T4L team and our students participated in a movie-making trial using the new stem.T4L film kit.

Professional Experience Hub

In 2020, KPS continued its partnership with UNSW to support best practice in the mentoring of Teacher Education Students (TES). Despite the program being temporarily paused due to COVID-19, 10 TES completed their INSTEP immersion program and 8 TES successfully completed their first Professional Experience placement. In addition, 2 students from Notre Dame completed their internships during Term 4.

All staff engaged in professional learning to develop mentoring skills.

Sydney Opera House Creative Leadership in Learning Program

Kensington Public School has commenced an exciting partnership with the Sydney Opera House and the Creative Leadership in Learning Program. The intensive program includes immersive professional learning for teachers and collaborative art projects between students and Sydney Opera House artists.

Six teachers completed the professional learning program, learning to apply the creative framework and processes of the Sydney Opera House into teaching and learning programs to enhance students' creativity, communication, collaboration, and curiosity.

This year, 3M collaborated with the artist Curly Fernandez to create the unique pop-up radio station 'Spy Opera' which was broadcast live to the community via our school Twitter on Friday 18 September 2020. Each week, students participated in a two-hour workshop to develop their creative thinking, group work and performance skills through drama games, idea generation activities, script development and art making. Students worked in partnership to produce creative and engaging radio segments which were performed during the Spy Opera. All the students involved in this unique opportunity have reported that the experience has had a significant impact on them, gaining confidence in performing and feeling a sense of pride in their achievement.