

2022 Annual Report

Kensington Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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

It is with great pleasure that I welcome you all to the Annual School Report, celebrating yet another successful year here at Kensington Primary School. It is with pride this year to report on the remarkable sense of community and involvement that has been experienced among students, staff, and parents as life returns to some sense of normality after some very uncertain years.

We are thrilled to have witnessed an increased level of parent involvement in the school community. This involvement has been evident in the many volunteer opportunities that parents have taken up, including helping in classrooms, participating in school events, and supporting various fundraising initiatives. We are grateful for the invaluable contribution of each parent who has offered their time, talent, and resources to support the school's vision.

The school has worked hard to foster a sense of belonging among students. Kensington PS has created a welcoming and inclusive environment that values diversity and promotes respect for all. The school community believes that every child deserves to feel safe, accepted, and valued, and it will continue to have this as a goal moving forward.

After a challenging period of uncertainty, we are proud to say that the school has successfully navigated the returning back to normal procedures after the COVID-19 pandemic. Staff and students have worked tirelessly to follow health guidelines, ensuring the safety and wellbeing of all members of the school community. We are pleased to have resumed in-person uninterrupted learning and to have seen a successful transition back to normalcy.

Finally, it was thrilling to report on the academic success of students across all subject areas. A dedicated and talented staff have worked hard to provide a high-quality education for the students, and their efforts have paid off. Students have achieved impressive results, reflecting the hard work and dedication they have invested in their learning.

In conclusion, my sincere appreciation goes to all members of the school community for their continued support and commitment to the school's vision. We look forward to another successful year, as continuing to foster a strong sense of community, promote inclusivity, and provide a high-quality education for students.

Ms Louise Stone Principal

Principal

Message from the school community

The P&C has had a positive and productive year!

The main goals of the P&C for 2022 were to re-build social engagement, and enhance well-being & communication as we emerged from the pandemic. The activities of the P&C in achieving these goals were generally based on a

philosophy of working together with the teaching staff and students to encourage involvement of the whole school community and wider community.

The Well-being Hub has been a large planning project during 2022 and is now very close to being finalised so that construction will begin in 2023. The final cost will be around \$125 000 with the P&C likely to contribute \$70 000 and the school and KPSOOSH topping up the balance, subject to final confirmation and a vote.

There have been a number of social events organised by the P&C. The largest of these, delivered along with the support of the whole school community, were:

- * the Federal Election BBQ/Cake Bake/Book Sale Event in March, raising about \$4 300;

- * the Halloween Party in October, raising about \$5 000, plus a kind \$1 000 event sponsorship from Ray White.

It was heart-warming to see the whole school community coming together with our children at these amazing, fun events!!

Other very successful social events which brought parents together for some light-hearted fun included the Mothers' Paint and Sip event, the Fathers' Day social at the Doncaster Hotel.

Numerous events for the students were also provided via the P&C. These included the oranges (some even juiced!) and apples to nourish our little ones at the athletics carnivals in two locations, the bake sale devoured by our children at the school "colour run", along with a number of mufti days.

The tea towel fundraiser was yet another successful fundraiser, delivering around \$1 700, along with some marvellous miniaturised self-portraits from our children to help dry the dishes or mount on the wall at grandma's!

We acknowledged World Teachers' Day with morning tea delivered to our wonderful, dedicated teachers with a friendly smile!

We warmly greeted our new kindy parents with our "Welcome Kindy Parents - Tea and Tissues", a lovely event!

We provided noticeboards which were installed at key points near the school gates to enhance communications.

We organised and maintained the class Whatsapp groups, a great communication initiative from the previous years.

During 2022 and early 2023, the Indigenous Garden and Yarning Circle was collaboratively planned and delivered, with the P&C contributing \$5000 towards its construction cost. Auntie Maxine, our local indigenous elder attended the opening ceremony.

The KPS Uniform Shop continued to be a very successful P&C activity, raising nearly \$10 000 in 2022. Key enhancements to this operation include an enhanced second-hand offering and a plan to include some innovative sports shirts. The contract with our supplier was renewed for a further 3 years this year.

By far the most significant fundraising came from the successful grants we achieved: the \$38 673 Community Building Partnership Grant and \$5 000 from Randwick Council's Environmental School Grants Program.

I wish to warmly thank the P&C leadership team and wider parent and school community, all our generous sponsors, and the school principal and the entire team at the school. This collaborative effort has been outstanding!

Mr Paul Sutton

P & C President

School vision

At Kensington Public School, our vision is to empower every student with the knowledge and skills required to achieve their full potential across all aspects of academic, social, emotional and physical learning. Our teaching, learning and leadership practices are underpinned by our core values of Honor, Knowledge and Community, and foster a culture of high expectations where all students are inspired and challenged to be resilient, critical and creative life-long learners. Kensington Public School values and builds strong partnerships between teachers, students and parents within an inclusive, culturally-rich and nurturing learning environment to ensure the wellbeing of our school community is a priority and all students are known, valued and cared for.

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 430 students enrolled in our school and 69% 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.

Our situational analysis identified specific areas for improvement in student growth and attainment, wellbeing and engagement, and teaching and leading. NAPLAN analysis and internal data identified students would benefit from a continued focus in the areas of reading and numeracy. Our high expectations for student growth and achievement will be demonstrated through a responsive, relevant and challenging curriculum and evidence-based teaching strategies which ensure all students effectively develop their knowledge, understanding and skills.

Individual student performance will be closely monitored through whole school formative and summative assessment practices and comprehensive data analysis to identify learning progress, set personal learning goals and provide regular feedback to students and parents to ensure each student is reaching their full potential, and that targeted interventions are provided to ensure continued growth.

A focus on student wellbeing with an emphasis on student engagement will build a sense of belonging to our school. Students will be encouraged to contribute their own ideas, collaborate with peers and develop their creative thinking skills. Students will actively participate in decision-making at school through meaningful opportunities and leadership.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2022 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: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven and evidence based teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Use of Assessment
- Quality Teaching Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$15,655.84

QTSS release: \$62,150.43

English language proficiency: \$91,851.09

New Arrivals Program: \$33,002.00

Integration funding support: \$26,973.00

Low level adjustment for disability: \$93,852.12

Literacy and numeracy intervention: \$48,266.82

Summary of progress

This year's focus has been to regularly use data to identify student achievement and progress in order to reflect on teaching effectiveness and inform future directions. This has included consistent school wide assessment practices to monitor student achievement to identify the point of need with student learning, refine teaching and learning programs and implement support and extension programs for targeted students. Further professional learning was provided to all teachers on how to analyse NAPLAN, PLAN 2 and internal assessment information to deepen understanding of where students are at and their next learning steps.

Kindergarten to Year Two teachers participated in professional learning about evidence-based pedagogy that underpins the new English and Mathematics syllabi. They worked collaboratively to plan, teach and evaluate the impact of explicit and systematic reading lessons for improved student outcomes, deepening their curriculum knowledge. Reading was promoted in classrooms across the school through enhanced student choice in texts, teachers as reading role models and school events promoting shared reading with parents to develop a school-wide reading culture.

The analysis of data for reading skills across K-2, refining of the explicit teaching of phonics and reading comprehension and responsive early intervention programs have seen a further improvement for outcomes in reading for students as identified in NAPLAN data with an uplift of 6% of students achieving in the top two bands.

Next year in this initiative we will:

- Establish school wide systems for teachers to collaboratively review student data (NAPLAN, Check In, work samples) to plan the next trajectory of learning every 5 weeks.
- Upskill teachers to select and implement a range of differentiated teaching and learning strategies in response to learning needs to make learning as effective as possible and improve outcomes.
- Upskill teachers to provide effective and timely feedback to students about how their knowledge and skills are developing in relation to the syllabus outcomes and content being addressed.
- Evaluate lesson observation program to identify strengths and opportunities in the feedback, review and observation processes to support the ongoing development of teachers and the promotion of high-quality learning experiences for students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement

<ul style="list-style-type: none"> • 78.0% of students achieve expected growth between Years Three to Five for Numeracy. 	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p>
<ul style="list-style-type: none"> • 69.9% of students in Years Three and Five achieve in the top two NAPLAN bands in Numeracy. 	<ul style="list-style-type: none"> • 60% of Year 3 students achieved in the top 2 numeracy bands. • 51% of Year 5 students achieved in the top 2 numeracy bands. <p>Overall, 56.48% of students achieved in the top 2 bands for Year 3 and Year 5 students.</p>
<ul style="list-style-type: none"> • 78.5% of students in Years Three and Five achieve in the top two NAPLAN bands for Reading. 	<ul style="list-style-type: none"> • 80% of Year 3 students achieved in the top 2 reading bands. • 39% of Year 5 students achieved in the top 2 reading bands. <p>Overall, 63.89% of students achieved in the top 2 bands for Year 3 and Year 5 students.</p>
<ul style="list-style-type: none"> • 83% of students achieve expected growth between Years Three to Five for Reading. 	<p>Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.</p>
<ul style="list-style-type: none"> • 77% of Kindergarten students achieve Level PhA5 in Phonological Awareness by the end of Kindergarten. 	<ul style="list-style-type: none"> • 27% of Kindergarten students completely demonstrated achievement of Phonological Awareness level 5. • 47% of Kindergarten students partially demonstrated achievement of Phonological Awareness level 5. <p>Overall, 78% of students achieved partial or complete achievement of Phonological Awareness level 5.</p>

Strategic Direction 2: Collaborative Culture

Purpose

Students are supported by evidence-based systems and practices to promote a positive learning environment, active student voice and overall sense of belonging at school. Teachers and parents/carers build strong connections through clear and transparent communication and a mutual respect of the home-school partnership.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Empowered Students
- Home-School Partnerships

Resources allocated to this strategic direction

Professional learning: \$1,000.00

QTSS release: \$4,500.00

Low level adjustment for disability: \$9,000.00

Integration funding support: \$21,292.00

Socio-economic background: \$9,780.73

Aboriginal background: \$2,948.56

Summary of progress

The focus remained on implementing a shared social and emotional language for students and staff to improve students' ability to self-regulate and develop social capability. The Zones of Regulation tool was chosen as an evidence based approach to create the necessary shared language. Professional learning was delivered to all staff on inclusivity and building emotional intelligence, and the Zones of Regulation tool was implemented in classrooms school-wide. Our Student Wellbeing Committee held information and consultation sessions with the community to develop a shared understanding of curriculum, policies and processes relating to student wellbeing. A Student Wellbeing Sub-Committee was established within the KPS P&C to work in collaboration with the school's Student Wellbeing team, allowing for more regular communication between the school and the community.

The reintroduction of opportunities for parents and carers to volunteer their time and expertise at the school. This included supporting student learning in the Reading Tutor Program and assisting with the school musical production. Anecdotal feedback from students, staff and parents was positive and the school looks forward to continuing to build upon the strengths of these programs.

There was an increase of 333% in the TTFM survey. The school will continue to take on feedback received from this survey as the school moves forward with plans for student voice, student advocacy and home-school partnerships next year.

Although a decrease in student's sense of wellbeing remained, student skills continued to develop in building positive peer relationships and there will be an endeavour to make this a larger focus in the coming year.

Next year in this initiative we will:

Review the current K-6 PDHPE scope and sequence to ensure consistency across the school with a greater focus on building positive peer relationships and student capacity to resolve conflicts.

Develop a school-wide approach to encouraging student leadership, agency and voice to build communication, collaboration and leadership skills and create consistent opportunities for student decision-making, feedback and reflection.

Continue to develop a shared language for staff, students and parents, specifically focusing on the school values as a way to build understanding and drive a sense of belonging.

Continue to explore opportunities for parents and community members to share their expertise at school and support student learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the proportion of students reporting that they feel a positive sense of belonging as indicated in the Tell Them From Me student survey by 4%. 	<ul style="list-style-type: none"> • 53% of students report that they feel a sense of belonging at school as indicated in the 2022 Tell Them From Me student survey.
<ul style="list-style-type: none"> • A minimum score of 5.9 in parents indicating they are informed in the Tell Them From Me Parents Survey. 	<ul style="list-style-type: none"> • A score of 5.2 in parents indicated in the Tell Them From Me Parent Survey they are informed about their child's learning progress, and social and emotional development.
<ul style="list-style-type: none"> • Increase the proportion of students attending greater than 90% of the time by 4%. 	<ul style="list-style-type: none"> • 88% of students are attending school greater than 90% of the time.
<ul style="list-style-type: none"> • The proportion of students reporting expectations for success, advocacy and sense of belonging increases to 91%. 	<ul style="list-style-type: none"> • 72% of students reported expectations for success. • 62% of students reported expectations for advocacy
<ul style="list-style-type: none"> • The proportion of parents participating in the Tell Them from Me Parent Survey increases by 10%. 	<ul style="list-style-type: none"> • 117 parents participated in the TTFM Parent Survey. • Overall, there was a 333.33% increase in parents participating.
<ul style="list-style-type: none"> • The proportion of students reporting that they have positive teacher-student relations in the Tell Them From Me Student Survey increases by 4%. 	<ul style="list-style-type: none"> • 70% of students reported they have a positive teacher-student relationship. • This is below the Government norm, which sits at 84%.

Strategic Direction 3: Student engagement

Purpose

Students are actively involved in the learning process. They are empowered to learn and achieve by taking ownership through meaningful activities that develop self-regulation and self-reflection, and equips them with the knowledge, skills and dispositions for lifelong learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Self-regulation and Reflection
- Creative and Design Thinking

Resources allocated to this strategic direction

QTSS release: \$20,000.00

Professional learning: \$28,403.80

Summary of progress

Our focus was on the continued implementation of meta cognitive strategies into teaching and learning to further enable both teachers and students to understand where they are at in their thinking and learning, and to support students process new knowledge and skills. Through professional learning, collegial discussions and reflection, teachers further developed their understanding of facilitating students' deep thinking. The focus was to develop a K-6 Student Critical and Creative Thinking toolkit with related resources to embed thinking tools into teaching and learning programs. Teachers were introduced to scaffolds and thinking routines to facilitate deep learning including Strength/Weakness/So What ideas chart, See Think Wonder routine and Other People's Viewpoint.

Building on prior professional learning with consultant and Canadian academic Lane Clark, teachers introduced the use of learning journals across K-6 to facilitate student self reflection, self-evaluation, self-monitoring and setting personal goals. The focus was to embed problem-based challenges, immersion centres and learning centres into units of work linked to well structured teaching and learning cycles. Teachers K-6 incorporated challenge briefs, immersion and learning centers into teaching and learning programs as a form of formative assessment to provide point-in-time feedback to students. Staff plan to continue to consult with Lane Clark to effectively use immersion centers and learning centers to further increase engagement in curriculum.

In our final year of participation in the Sydney Opera House (SOH) Creative Leadership in Learning program, a Stage Three class collaborated with the artist Aslam Abdus-samad on a project which culminated in a student devised performance at the Amplified Festival in the Sydney Opera House for friends, families and the broader education sector. Students developed their creative thinking, group work and performance skills through drama games, creative idea generation activities, movement and script development. Six KPS teachers were also invited to work with a SOH artist to choreograph and perform an interpretive movement piece to perform for the Amplified Festival. Professional development and upskilling of teachers continued throughout the year, with a further eight teachers completing the immersive professional learning. A Creative Leadership Committee was established to lead processes for planning and embedding the creativity framework across key learning areas and stages. In addition, one teacher completed the "train the trainer" component, enabling them to mentor and deliver professional learning opportunities and support teachers to embed the Creativity Framework into planning practices across KLAs to promote teaching and learning activities which facilitate deep student engagement in learning.

Next year in this initiative we will:

Continue the Creative Leadership Committee to support the implementation of the creativity framework into units of work by providing professional learning to staff and developing a bank of resources and activities to embed into teaching and learning programs to improve student creative thinking skills and enhance engagement in learning.

Continue to plan and implement teaching and learning activities which identify and build on students' prior knowledge. Also supporting students to acquire and integrate new learning, using a range of thinking tools and routines to empower students to deepen their understanding and become more independent learners.

Continue to use learning journals to provide students with the opportunity to self reflect, self-evaluate, and self-monitor their learning, and collaboratively set personal goals.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
44% of students report in the Student TTFM that they feel challenged in their English and maths classes and feel confident of their skills (Baseline 33%).	30% of students felt that there was a high level of challenge and that they felt confident of their skills as indicated in the Tell Them from Me student survey.
74% of students report in the Student TTFM that they feel that they are motivated and interested in their learning (Baseline 69%).	44% of students reported that they feel motivated and interested in their learning as indicated in the Tell Them from Me student survey.
81% and above of Years 3-6 students report in the Student TTFM that they feel teachers are responsive to their needs and encourage independence (Baseline school mean 7.6).	70% of students reported that they felt that their teachers were responsive to their needs as indicated in the Tell Them from Me student survey .
75% or above of Years 3-6 students report in the Student TTFM that they feel teachers set clear goals and check for understanding (Baseline school mean 7.0).	59% of students reported that they feel teachers set clear goals and check for understanding as indicated in the Tell Them from Me student survey.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$33,002.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Kensington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: 100% of the New Arrival Program students progress from a beginning level of English to emerging or developing as assessed using the ACARA EALD Learning progression.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide small group intensive English lessons for New Arrival Program students. Continue collaboration between the EAL/D Specialist teacher and classroom teacher to plan differentiated learning experiences for New Arrival Program students in the classroom. This planning builds the shared understanding of the students in each class and their specific EAL/D support needs.</p>
<p>Integration funding support</p> <p>\$48,265.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kensington Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices • Empowered Students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around autism spectrum disorder • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour interventions and curriculum adjustments • consultation with external providers for the development and implementation of personalised learning and behaviour support plans • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrate progress towards their personalised learning goals. Personalised Learning and Behaviour Support Plans are developed and regularly reviewed in collaboration with parents and caregivers and external providers, and are responsive to the learning needs of students.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise the Zones of Regulation social-emotional learning</p>

<p>Integration funding support</p> <p>\$48,265.00</p>	<p>curriculum across K-6 to teach students to build awareness of their emotions and use strategies to regulate their actions leading to increased control and problem solving abilities. Continue to collaborate with students, parents and caregivers and external providers to develop and implement Personalised Learning and Behaviour Support Plans in response to the learning needs of students.</p>
<p>Socio-economic background</p> <p>\$9,780.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kensington Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Empowered Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students have equitable access to activities, resources and experiences.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide access to resources, activities and experiences for families who are experiencing financial hardship.</p>
<p>Aboriginal background</p> <p>\$2,948.56</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kensington Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Empowered Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Indigenous and all students were supported to connect with Aboriginal culture through meaningful activities. Students, parents and teachers collaborated to identify personal learning goals and an School Support Learning officer supported students to achieve these goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop and implement personalised learning plans in collaboration with parents and students to support student achievement of their goals. Continue to work in collaboration with the AECG and local community to develop understanding of and connection to Aboriginal culture through meaningful learning activities.</p>
<p>English language proficiency</p> <p>\$91,851.09</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kensington Public School.</p>

<p>English language proficiency</p> <p>\$91,851.09</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Use of Assessment • Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: 216 EAL/D students were supported through the allocation of two EAL/D specialist teachers who worked with targeted students and classroom teachers during intensive English lessons, in-classroom support, professional learning and team teaching opportunities. 67% of students' English language proficiency progressed from Emerging to Developing or Consolidating as assessed using the ACARA EALD Learning Progressions.</p> <p>After evaluation, the next steps to support our students will be: EAL/D specialist teachers continue to provide professional learning to classroom teachers through team teaching and modelling evidence-based EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$102,852.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Kensington Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices • Empowered Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Improved tracking and monitoring of student progress through diagnostic assessment and targeted intervention by Learning and Support teachers. Continuation of the small group MiniLit intervention program to deliver explicit instruction in phonemic awareness and systematic synthetic phonics to teach reading skills to targeted student resulting in improved reading outcomes. Implementation of the High Potential and Gifted Education (HPGE) maths programs in Stage Three to meet the learning needs and develop the talents of HPGE students. Collaborative development and implementation of Personalised Learning Plans with parents, students and external providers, improving the learning outcomes for students with a disability.</p> <p>After evaluation, the next steps to support our students will be: Improve communication and collaboration between parents and teachers about individual student learning needs through more regular reviews of Personalised Learning Plans.</p>

<p>Low level adjustment for disability</p> <p>\$102,852.12</p>	<p>Build the capacity of School Learning Support Officers to respond to individual learning needs.</p> <p>Support and classroom teachers collaborate to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</p>
<p>Professional learning</p> <p>\$29,403.80</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kensington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Empowered Students • Student Self-regulation and Reflection • Creative and Design Thinking <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of teachers through the Sydney Opera House Creative Leadership in Learning program to develop creative learning practices • engaging educational consultant, Lane Clark, to unpack evidence based approaches to teaching and engaging students in thinking and learning processes <p>The allocation of this funding has resulted in the following impact:</p> <p>6 teachers and 2 executive staff participated in the Creative Leadership in Learning program and developed practical skills in using the creativity framework to design teaching and learning activities that facilitate creative thinking and high student engagement in learning.</p> <p>Establishment of a Creativity Committee to support the implementation of the creativity framework in K-6 programs through the development of resources and ongoing professional learning.</p> <p>All teachers participated in workshops with educational consultant Lane Clark, focusing on rigorous planning processes to unpack curriculum content and identify authentic purposes for learning to create challenging and engaging units of work across K-6.</p> <p>Learning journals were implemented across K-6 to provide students with a space to reflect on what they have learned and use thinking strategies and tools to self-evaluate their understanding and set personal learning goals.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to work with education consultant, Lane Clark, to plan and implement teaching and learning activities which identify and build on students' prior knowledge and support students to acquire and integrate new learning.</p> <p>Continue to support teachers to embed the creativity framework into units of work to develop students creative thinking skills and increase engagement.</p>
<p>Literacy and numeracy</p> <p>\$15,655.84</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kensington Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Use of Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p>

<p>Literacy and numeracy</p> <p>\$15,655.84</p>	<p>Literacy and numeracy programs are well-resourced to support teaching, learning and assessment.</p> <p>Increased monitoring of student growth in reading skills across K-2 resulting in early intervention programs for targeted students to support improvement.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement intensive small group reading intervention programs to deliver differentiated literacy programs that meet the needs of identified students.</p>
<p>QTSS release</p> <p>\$86,650.43</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kensington Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Use of Assessment • Quality Teaching Practices • Empowered Students • Student Self-regulation and Reflection <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Assistant principals supported teachers in stage teams to collaboratively analyse work samples and assessment data to inform teaching and learning programs to identify growth and address gaps. Teacher confidence in using data to inform practice increased as indicated in the Tell Them From Me teacher survey.</p> <p>After evaluation, the next steps to support our students will be: The Assistant Principal Curriculum and Instruction role will develop to support teaching staff in the delivery of the new English and Mathematics syllabi, looking at both curriculum and data.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kensington Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST (Learning and Support Teacher) to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Professional learning was provided to K-2 teachers to continue to refine the implementation of systematic and explicit phonics instruction. Early intervention programs were established to support targeted students to develop their reading skills.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement, monitor and evaluate the effectiveness of phonic and reading comprehension programs across K-6 to improve student</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>reading outcomes.</p>
<p>COVID ILSP</p> <p>\$25,960.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Identified students achieved progress towards their literacy learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue the implementation of small group reading programs using data to identify specific student needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	228	241	238	225
Girls	225	221	212	199

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.0	92.4	96.6	90.0
1	93.3	93.3	95.6	91.8
2	94.7	93.7	97.0	92.0
3	95.1	93.8	94.7	92.7
4	94.0	93.9	94.7	89.6
5	95.3	90.5	94.4	87.2
6	93.9	94.6	94.5	90.8
All Years	94.6	93.1	95.4	90.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	15.17
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	0.4
School Administration and Support Staff	3.12
Other Positions	2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	555,780
Revenue	4,552,819
Appropriation	4,169,908
Sale of Goods and Services	8,211
Grants and contributions	366,094
Investment income	5,762
Other revenue	2,844
Expenses	-4,842,563
Employee related	-4,098,056
Operating expenses	-744,507
Surplus / deficit for the year	-289,744
Closing Balance	266,036

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.

	2022 SBAR Adjustments (\$)
Targeted Total	48,265
Equity Total	207,433
Equity - Aboriginal	2,949
Equity - Socio-economic	9,781
Equity - Language	91,851
Equity - Disability	102,852
Base Total	3,100,671
Base - Per Capita	113,706
Base - Location	0
Base - Other	2,986,965
Other Total	581,684
Grand Total	3,938,052

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses from the Tell Them From Me surveys are presented below.

Students

125 students in Years 4-6 completed the survey between 18 October 2022 and 1 November 2022. Responses include percentages and a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement. Responses from students at Kensington Public School are compared to the NSW Government Norms. The key findings of student feedback revealed:

53% of students have a positive sense of belonging and feel accepted by their peers and by others at their school. This is less than the NSW Government Norm of 81%.

80% of students demonstrate positive behaviour at school. This is below the NSW Government Norm of 83%.

6.2 was the school mean for advocacy at school where students feel they have someone at school who consistently provides encouragement and can be turned to for advice. The NSW Government Norm was 7.7.

5.9 was the school mean for explicit teaching practices and feedback where teachers set clear goals for learning, establish expectations check for understanding and provide feedback. The NSW Government Norm was 7.5.

A focus for 2023 is to continue to improve student learning and wellbeing through building positive relationships between students to ensure all students felt accepted and valued by their peers and others at school, and establishing and providing timely feedback to students about their progress and achievement towards their learning goals.

Teachers

25 teachers completed the 'Focus on Learning' self-evaluation tool focusing on the Eight Drivers of Student Learning and represented by a 10-point scale. Key findings included:

7.6 was the school mean for Leadership where teachers believed that school leaders had helped them establish challenging and visible learning goals for students, provided feedback about their teaching for improvement and created a safe school environment. The NSW Government Norm was 7.1. The school result has increased from 7.4 in 2021.

8.3 was the school mean for Collaboration where teachers work with other teachers to develop learning opportunities that increase student engagement school. The NSW Government Norm was 7.8. The school result has increased from 8.1 in 2021.

7.9 was the school mean for Learning Culture where teachers set high expectations for student learning. The NSW Government Norm was 8.0. The school results has increased from 7.4 in 2021.

7.9 was the school mean for Data Informs Practice where teachers use assessment to understand where students are at in their learning and direct and inform future practice. The NSW Government Norm was 7.8. The school result has increased from 7.3 in 2021.

Parents

Feedback and the opinions of all members of the school community was sought throughout 2022 through P&C meetings, written feedback and surveys. 117 parents responded to the 'Partners in Learning' Parent Survey between 7 September 2022 to the 27 October 2022. This was a pleasing increase from 2021 where 27 parents responded to the survey. Results are represented by a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement. Key findings included:

6.3 was the school mean for Parents Feel Welcome where parents feel welcome at school and they can speak with staff. The NSW Government Norm was 7.4.

5.2 was the school mean for Parents Feel Informed where parents feel well informed about their child's learning progress. The NSW Government Norm was 6.6. The school result is the same as 2021.

5.8 was the school mean for School Supports Learning where parents believe teachers have high expectations for their child to succeed. The NSW Government Norm was 7.3.

6.0 was the school mean for Inclusive School where parents believe school staff take an active role in making sure all

students are included in school activities. The NSW Government Norm was 6.7. The school result is the same as 2021.

A focus for 2023 will be a continued emphasis on building effective communication with parents to ensure they feel informed about their child's learning progress. This will include a consultative review of school reporting practices.

Parent, Caregiver and Student Engagement

Parents and caregivers participated in a variety of online surveys throughout 2022 relating to our school practices. This included an evaluation of our school values and rewards systems with 61 community members providing feedback. Our survey results, together with information collected through our parent consultation sessions and student surveys, have informed updates to our whole school values system, Student Wellbeing handbook and our Behaviour Support Management framework. Community members were also surveyed with regards to birthday celebration practices with 90 participants providing feedback to guide future practice.

To continue to build community partnerships and engagement, a P&C Student Wellbeing Sub-committee was formed with P&C members invited to work in collaboration with the school's Student Wellbeing team. Fortnightly updates relating to Student Wellbeing initiatives at KPS are published in our school newsletter to ensure that our community are informed of school practices and initiatives to improve student wellbeing and learning.

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.

Aboriginal Education - School statement

For Sorry Day and Naidoc Week, students engaged in activities including a smoking ceremony to celebrate and commemorate Aboriginal Education. Activities were designed to explore and share history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Students were presented with Aboriginal wristbands and teachers were presented with Aboriginal-themed lanyards.

At Kensington Public School, implementation of Personalised Learning Pathways for all Aboriginal students is part of a school culture of high expectations.

Acknowledgement of Country was introduced to weekly K-2 Assemblies. Classes led this to promote authentic, engaging, culturally appropriate and relevant experiences. Aboriginal Education experiences and perspectives helped to support cultural knowledge across K-6 through collective class activities. Students experienced Aboriginal culture during visits to the Royal Botanic Gardens where they explored Aboriginal and Torres Strait Islander Peoples culture in relation to places, both locally and globally by participating in hunting, building and making activities.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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 and anti-racism education - School Statement

Kensington Public School is proud of its culturally diverse community. 69% 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.

Other School Programs (optional)

ENVIRONMENT EDUCATION

Kensington Public School continued its efforts to reduce waste in our school environment and educate our community about the importance of reducing and recycling. Soft Plastic waste bins were introduced and placed around the school playground as another way to recycle our lunchbox waste and allow it to be reused for other purposes. Our paper recycling system continued, led by the Stage Two students, who remained responsible for collecting and sorting recycling bins across the school in order to develop students' understanding about how paper can be recycled and used again to make more paper. Students in the Environmental Group continued to work alongside qualified horticulturalists from Sydney Gardening Maintenance. Throughout the year they learnt how to maintain and care for our school gardens, and completed a full cycle of growth using our raised garden beds, from planting seeds to picking produce for use in the OOSH kitchen after school. In addition, students K-6 supported the school's environmental program by repurposing items for use in the 3-6 school musical production 'Plastic Trouble: Fish and Ships', including creating sculptural artworks out of recycled waste that spread a message to our community about the importance of recycling. 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.

SYDNEY OPERA HOUSE

2022 was the conclusion of Kensington Public Schools three year journey of discovery, growth and learning with the Sydney Opera House Creative Leadership in Learning (CLIL) Program. Professional development and upskilling of teachers continued throughout the year, with a further eight teachers completing the immersive professional learning and one teacher the "train the trainer" component enabling them to mentor and deliver professional learning opportunities and support teachers to embed the Creativity Framework into planning practices across the school. The CLIL trained teachers worked closely with their stage teams to further embed the strategies, processes and creative teaching and learning activities to facilitate deep student engagement. In addition, as part of our final year a stage three class worked with artist in residence Aslam Abdus-samad for two terms of workshoping and devised a sound and movement piece which was performed at the Amplified Festival at the Sydney Opera House for friends, families and the broader education sector. Students also participated in excursions to the Sydney Opera House to engage with performances, workshops, talks and tours. All the students involved in this exciting 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.

HUB

As a DoE Professional Experience HUB Program provider we continue, in partnership with UNSW to support best practice in the mentoring of Teacher Education Students (TES). Throughout the year we welcome many TES into our school to complete their practicum experiences, be that the INSTEP immersion program or their Professional Experience (PEX) placement. Part of our program is to support local schools and their implementation of best practice for professional experience. We worked with over 15 schools providing off site support and resources developing student teachers' practice. Our next step is providing in-school support across the district as the funding allows.

We have implemented strategies to share our PEX practice to other schools. One of the most important events was the HUB Welcome School meeting on September 1st. We invited school principals from primary schools across Sydney to attend this event, with the aim of engaging their schools in the PEX program to expand the network in collaboration with the UNSW and HUB program. This included collegial conversations by two recent graduate teachers who shared their experiences. The meeting was well received as school principals became interested in working with the Hub program and UNSW by taking on student teachers. We also circulated our PEX resources with those who registered for the event to improve the professional experience for pre-service students in our network. As a result, 60 percent of principals who participated in the school meeting have expressed interest to become a school within our network. The data shows a growing number of schools taking on an increased number of practicum students.