

2023 Annual Report

Kensington Public School



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Introduction

The Annual Report for 2023 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

Welcome to the Kensington Public School Annual School Report for 2023. As we reflect on the past academic year, the staff at Kensington are thrilled to extend our heartfelt congratulations to our students, and community for their outstanding contributions to our school's success. It has been a year marked by remarkable achievements, both academically and in fostering a strong sense of wellbeing and belonging among our students.

Throughout the year, our students have demonstrated exceptional dedication to their studies, resulting in commendable academic accomplishments across all grade levels. Their hard work, coupled with the guidance and support of our dedicated staff, has truly been the driving force behind our academic achievements. We take great pride in celebrating their accomplishments and applaud their commitment to excellence.

In addition to academic success, the past year has seen significant efforts in nurturing the wellbeing and sense of belonging within our school community. Through various initiatives and programs including the arrival of Alfie our Well Being Dog, we have worked tirelessly to create a nurturing and inclusive environment where every student feels valued and supported. It is through these collective efforts that we continue to strengthen the fabric of our school community and ensure that every student thrives.

We would be remiss not to extend our sincerest thanks to our parent volunteers for their unwavering dedication and support. Their invaluable contributions have enriched the educational experience of our students and have played a pivotal role in the success of our school. Likewise, I express my deepest gratitude to our staff for their tireless efforts and commitment to providing enriching opportunities for our student community. Together, we have achieved remarkable milestones, and we look forward to building upon this success in the years to come.

Ms Louise Stone

Principal

Message from the school community

The P&C has had a busy and engaging year, helping and supporting the school community. The main goals of the P&C for this year was to enhance social engagement, and further develop awareness of well-being, along with the traditional fundraising role. The activities of the P&C in achieving these goals were generally based on a philosophy of working together with the school staff and the families of the school to encourage greater involvement of the whole school community and wider community.

A significant fundraising target was to provide more upgraded interactive boards for the school, \$25,000 approved, \$12,000 paid so far, more to come soon. After over two years of planning and fund-raising the Well-being Hub was finally completed and officially opened on 8 August at the STEAM night. At a cost of around \$125,000 including a

\$70,000 donation from the P & C, this provides a safe and relaxing environment for the children in the outdoors.

There have been a number of social events/fundraisers organised by the P&C. The largest of these, delivered along with the support of the whole school community, were: * the State Election BBQ/Cake Bake Event in March, raising nearly \$4,500; * the Halloween Party in October, raising about \$8,300, including sponsorship. * The Referendum Cake Bake Sale in October, raising nearly \$1,500. It was great 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, and the Fathers' Trivia Night both held at the school.

The registration of the P&C as a charity under the Australian Charities and Not-for-Profits Commission (ACNC) was completed by our treasurer Zofia, providing access to tax concessions and other benefits.

The KPS Uniform Shop continued to be a successful P&C service activity, an ongoing task delivered by a small group of amazing parents. The significant enhancement to the uniform shop offerings this year was the introduction of a new sports shirt with a great design! The children really love playing sport in this fun shirt with its sporty styling and ultra cool fabric. This project was delivered by our tireless Secretary Sophie who engaged collaboratively with all stakeholders to get a wonderful outcome. Some upgrades to team sports uniforms and equipment were also purchased for the school.

The tote bag was yet another successful fundraiser, delivering around \$1,800, along with some marvellous miniaturised self portraits from our children to help grandmas and grandpas carry those odds and ends! Thank you Alice! 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.

We again acknowledged World Teachers' Day with morning tea delivered to our wonderful, dedicated school staff with a friendly smile! We warmly greeted our new kindy parents with our "Welcome Kindy Parents - Tea and Tissues", a lovely event!

We organised and maintained the class Whatsapp groups, a great communication initiative from the previous years, thank you Mimi! Grants are another area of P&C activity which raise funds for the school, this year a direct grant of \$5,000 to the school was achieved, thank you Indrie!

During the year the P&C email and file storage system was upgraded to Gmail and Google due to the discontinuation of the previous system supported by the P&C Federation. This significant and complex task was expertly researched and completed by our Vice-President, Daniel, thank you Daniel!

On behalf of the P&C there are some special people to be thanked for their contributions to the P&C Executive. Zofia Kuypers has provided outstanding service as the P&C Treasurer and executive member for the past three years. But Zofia's contribution to the P & C was much more than accurate and timely financial reports. She led and supported a significant number of the P & C activities in so many ways. Over the past three years, these have included raising large amounts for the P&C in grants and donations, driving positive changes to the uniform shop, organising and making games, snack packs and cakes for numerous events including the Halloween Parties, Election Fundraisers, Mothers Paint and Sip, STEAM night, Cake Bakes, along with supporting school sporting carnivals. Our gratitude is tinged with sorrow and understanding that Zofia is taking a break from the P & C executive team, but still keenly involved in the P&C.

Sophie Warner has served the P&C excellently as Secretary and executive member for the past two years, and as events coordinator in 2021. As Secretary, Sophie has provided the outstanding communication, documentation and information for all meetings and much more. She has also been a very active member of the P&C in numerous other ways, including her great work at the uniform shop, especially introducing the new sports tops. Sophie also organised and supported numerous other events including the Halloween Parties, Election Fundraisers, Mothers Paint and Sip, STEAM night, Cake Bakes, along with supporting school sporting carnivals. With our appreciation and understanding, Sophie is taking a break from the P&C executive team.

Emily Rose Yates served as Vice President in 2022 and as Well-being Coordinator in 2023 and vacated her position in November 2023 to move interstate. Emily played a very important role in the P & C during the post pandemic period in significantly developing the school community's awareness of well-being. She enthusiastically coordinated the completion of the Well-being Hub design, construction and official opening in collaboration with Nikki Panagopoulos during 2023. Emily also lead and coordinated the "Anxiety Talk" delivered by Amy Haddadi, provided assistance to parents navigating the NCCD system and initiated and enhanced the "Message of Appreciation" concept.

I wish to warmly thank the P&C leadership team (Charu, Daniel, Zofia, Sophie, Mimi, Esther, Indrie, Katia) and P&C members, and the 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!

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	2023 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 growth and performance	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

New Arrivals Program

English language proficiency

QTSS release

Integration funding support

Low level adjustment for disability

Per capita

AP Curriculum & Instruction

Summary of progress

This year our focus was on developing teacher knowledge and understanding relating to effective use of assessment to inform teaching practice as well as upon the consistent implementation of quality teaching practices to improve student outcomes. Teachers worked collaboratively to adapt a robust assessment cycle to align with the new curriculum. They utilised the DoE online suite of assessment tools and external platforms including Essential Assessment and PAT software to provide a range of summative and formative assessment data. This data informed the planning and implementation of teaching and learning activities, group formation and the allocation of support. Formative assessment data enabled teachers to improve student outcomes by providing further differentiation, extension and feedback opportunities in response to student need.

Teachers continued their focus on developing quality teaching practices. Kindergarten to Year Two teachers continued to embed the new curriculum for English and mathematics. They worked collaboratively alongside the Assistant Principal Curriculum and Instruction to reflect upon and refine units of work with a literacy focus. The implementation of the new curriculum and continued focus on explicit phonics instruction has improved K-2 reading attainment. Year Three to Year Six teachers began to engage with the new curriculum, with a specific focus on mathematics. The analysis of Check-in data for numeracy and literacy skills across 3-6 demonstrates students are performing well above state comparisons in all areas. An analysis of 2023 NAPLAN assessment data shows that 28% of Year 5 students achieved in the Exceeding level compared with an average of 15.7% nationally. In Year 3 an average of 29% of students achieved in the Exceeding level compared with an average of 13% nationally.

Next year in this initiative we will:

* Continue to build upon data literacy skills and implement and develop a range of consistent formative assessment strategies to support the development of student skills to become self-reflective learners.

* Provide further professional learning opportunities for teachers with a focus on developing skills relating to teaching Reading Processes and Number Sense and Algebra.

* Focus on using high impact professional learning, utilising team teaching and a continuation of the lesson observation program, to promote high-quality learning experiences for students to support student progress and achievement.

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"> An increasing number of students in Years 3-5 demonstrate numeracy growth, using PAT-numeracy as a data source. 	<p>There has been an increase of 10.6% of students achieving in the 95th percentile for numeracy growth in Years 3-5 using PAT as a data source.</p> <p>There has been an increase of 10.5% of students achieving in the 75th percentile for numeracy growth in Years 3-5 using PAT as a data source.</p>
<ul style="list-style-type: none"> An increasing number of students in Years 3-5 demonstrate reading comprehension growth, using PAT-reading as a data source. 	<p>There has been an increase of 4.4% of students achieving in the 95th percentile for reading growth in Years 3-5 using PAT as a data source.</p> <p>There has been an increase of 7.5% of students achieving in the 75th percentile for reading growth in Years 3-5 using PAT as a data source.</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

Socio-economic background
Refugee Student Support
Aboriginal background

Summary of progress

This year we embedded the Zones of Regulation tool across classrooms K-6 as a way of supporting students with emotional regulation. Tell Them From Me data indicated that teachers found the Zones of Regulation was the most useful Professional Learning to support and empower students. Teachers have noted an increase in student's ability to recognise and communicate how they are feeling, and select the appropriate tools to manage their responses. There was an increase in students reporting a positive relationship with their class teacher as a result of the shared language and improved communication strategies.

To build upon knowledge and understanding of student voice across the school in addition to the Year 4-6 students who participate in the Tell Them From Me survey, we held focus groups allowing our younger students the opportunity to reflect and provide feedback relating to their school experience. These students reported a positive connection with the school and the greater school community, and a strong understanding of the shared school language, including that of the school values.

There were many opportunities for parents and carers to participate and be involved in their child's learning, including a range of whole school events, such as the Festival of Light and Wonder and Education Week, and for parents to volunteer their time and expertise at the school. As part of our collaboration with educator Lane Clark, parents were offered the opportunity to attend a parent information session and learn strategies to support students as reflective learners. Tell Them From Me data indicated an increase of parents and carers in our community feeling welcome in the school.

Next year in this initiative we will:

- Review and update the Focus of the Fortnight lessons and resources to support the development of improved social and emotional learning.
- Continue to embed 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.
- Explore more opportunities for parents and community members to attend parent information sessions that are responsive to parent and student need.

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
• Increase the proportion of students reporting that they feel a positive sense of belonging as indicated in the Tell	Tell Them From Me data indicates that there has been an increase of 9% of students feeling a sense of belonging.

Them From Me student survey by 6%.	
<ul style="list-style-type: none"> • A minimum score of 6.3 in parents indicating they are informed in the Tell Them From Me Parents Survey. 	Tell Them From Me data indicates a score of 6.1 in parents indicating they are informed, compared to 2022 where parents reported a score of 5.2.
<ul style="list-style-type: none"> • Increase the proportion of students attending greater than 90% of the time by 6%. 	There has been an increase in students attending school greater than 90% of the time by 8.8%
<ul style="list-style-type: none"> • The proportion of students reporting expectations for success, advocacy and sense of belonging increases by 10%. 	Tell Them From Me data indicates that there has been an increase of 0.7% of students reporting expectations for success, and 0.6% of students reporting they feel supported at school.
<ul style="list-style-type: none"> • The proportion of parents participating in the Tell Them from Me Parent Survey increases by 15%. 	There was a decrease in parents participating in the Tell Them from Me Parent Survey, from 110 to 63 participants.
<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 6%. 	Tell Them from Me data indicates an increase from a score of 7 to 7.4 of students reporting a positive teacher-student relation.

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

Professional learning

Summary of progress

In 2023, we continued to implement a range of meta cognitive strategies into teaching and learning activities to support student self-regulation and self-reflection skills. Teachers further embedded the use of thinking tools, planners and organisers to develop student's critical and creative thinking skills. Building on prior professional learning, consultant and Canadian academic Lane Clark delivered a week long demonstration class at KPS with a focus on effective use of immersion and learning centers to further increase engagement in curriculum. A whole school thinking and reflection tools scope and sequence was developed and Stage 1 and 2 teachers attended the Lane Clark extension and refinement professional development focussed on teaching students to be reflective learners through the use of self developed writing criteria. The use of student developed criteria provided formative assessment opportunities for teachers, enabled students to self evaluate their work and resulted in improved writing outcomes.

Although 2022 was the final year of our formal involvement in the Sydney Opera House, teachers continued to embed SOH drama games, warm ups, idea generation processes and buy in activities into planning practices across KLAs to promote teaching and learning activities facilitating deep student engagement in learning. Teachers engaged in an online Zoom lesson with the Sydney Opera House to share creative methods with students to design interesting narratives. As part of our STEM program, students worked collaboratively to develop a light inspired project culminating in a whole school community event "The Festival of Light and Wonder" celebrating student creativity, innovation and collaboration. In addition, a Stage 3 film club was established and students participated in weekly sessions exploring creative thinking, group work, performance skills, script development and film making. The student produced film "Last to leave" was shortlisted as part of the "Film by the City" showcase and screened at Hoyts Cinemas.

Next year in this initiative we will:

Support students across K-6 to self develop learning criteria empowering students to self reflect, self-evaluate, and self-monitor their learning, and collaboratively set goals.

Continued Lane Clark professional development for teachers through demonstration lessons in Early Stage 1 and Stage 1 with a focus on implementing Think is Great tools.

Establishment of Community of Schools partnership with teacher representatives to promote collegial discussions and support implementation of Lane Clark tools and processes.

Annual school production incorporating original music devised by students in collaboration with a SOH artist.

Re-establish 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.

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
An increasing number of students report that they are motivated and interested in their learning from baseline data.	Tell Them from Me data indicates has been an increase reported of 10%.
An increasing number of students in Years 3-6 students report that they feel teachers set clear goals and check for understanding using Baseline data.	Tell Them from Me data indicates indicates an increase of 6%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$333.37</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: The students were supported at point of transition to access learning at the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to support transition of refugee students.</p>
<p>New Arrivals Program</p> <p>\$50,647.00</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"> • Effective Use of Assessment <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 • Initiated small group oral language programs for early phase students. <p>The allocation of this funding has resulted in the following impact: New Arrival Program (NAP) students progressed from the beginning level of English to emerging as assessed using the ACARA EAL/D Learning progressions during their small group sessions. Students were supported from K-6 in specific small groups that met their learning needs.</p> <p>After evaluation, the next steps to support our students will be: Specialist programs will continue to be implemented to support the social needs and the development of oral language skills for our NAP Students.</p>
<p>Integration funding support</p> <p>\$106,894.00</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 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • School Learning Support Officers employed to assist students with additional learning needs and initiate teacher implemented programs. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around both behaviour intervention/ curriculum adjustments as they meet with DoE Specialist staff to support those Nero Diverse in their classrooms.

<p>Integration funding support</p> <p>\$106,894.00</p>	<ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Targeted students have demonstrated progress towards their personalised learning goals. Personalised Learning and Behaviour Support Plans were developed and regularly reviewed in collaboration with parents and caregivers and external providers, and are responsive to the learning needs of students. This year saw the support of the Network Specialist and the Assistant Principal Learning and Support to ensure their expertise was available to our classroom teachers to benefit all students with needs.</p> <p>After evaluation, the next steps to support our students will be: The KPS Well Being Committee and class teachers will continue to utilise the Zones of Regulation social-emotional learning 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. Continued education of the parent community of the KPS Well Being strategies while continued collaboration 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>\$8,436.37</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: This allowed all students have equitable access to activities, resources and experiences as their peers enable to achieve their learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: This will continue to provide access to resources, activities and experiences for families who are experiencing financial hardship. This includes but is not limited to textbooks, extension sport programs, excursions, incursions and school camps.</p>
<p>Aboriginal background</p> <p>\$2,257.99</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"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of

<p>Aboriginal background</p> <p>\$2,257.99</p>	<p>Personalised Learning Plans</p> <p>The allocation of this funding has resulted in the following impact: Indigenous students and the whole school community were supported to connect with Aboriginal culture through meaningful activities. Students, parents and teachers collaborated to identify personal learning goals and an Indigenous School Support Learning officer supported students to further achieve these goals. This year saw the establishment of a School Yarning Circle for us by all students and classes to further embed understanding, awareness and culture connectedness.</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 educational and social goals. Continue to work in collaboration with the AECG and local community including Randwick Council, La Perouse Museum, and Aunty Maxine to develop understanding of and connection to Aboriginal culture through meaningful learning activities and the deeper understanding and more regular use of the school Yarning Circle.</p>
<p>English language proficiency</p> <p>\$104,049.61</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>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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: 145 EAL/D students were supported through the allocation of two EAL/D specialist teachers totalling seven days in a week who worked with targeted students and classroom teachers during intensive English lessons, in-classroom support, professional learning and team teaching opportunities. Students worked towards progressing students' English language proficiency 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: The EAL/D specialist teacher will continue to provide professional learning to classroom teachers through team teaching and modelling evidence-based EAL/D strategies, with the aim of increasing class teacher confidence and practice in their classrooms, while also providing in class support and small withdrawal for identified students.</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 <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

<p>Low level adjustment for disability</p> <p>\$102,852.12</p>	<ul style="list-style-type: none"> • 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 • targeted students are provided with an evidence-based intervention in MiniLit to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: Student progress through diagnostic assessment and targeted intervention allowed for a more streamlined and differentiated approach to learning. Targeted students involved in the MiniLit intervention program developed increasing phonemic awareness and understanding of systematic synthetic phonics, which resulted in improved reading outcomes. Collaborative development and implementation of Personalised Learning and Support Plans with parents, students and external providers, improved the learning outcomes for students with a disability and continued to ensure we met the needs of identified students.</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. We endeavor to build the capacity of staff and School Learning Support Officers to identify, respond and cater for individual learning needs. Differentiating the classroom curriculum and developing resources and activities resulting in an improvement for students with additional learning needs.</p>
<p>Professional learning</p> <p>\$31,645.29</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"> • 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"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: The professional development of teachers engaging with Canadian Educational Consultant, Lane Clark, to unpack evidence-based approaches to teaching and engaging students in thinking and learning processes and developing an understanding of Learning Journals. Continued release for engagement with the Sydney Opera House Creative Leadership programs to develop creative learning practices for our specialist staff.</p> <p>After evaluation, the next steps to support our students will be: 2024 will see the continued 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 deeper understanding and further embedding learning journals. Continue to support teachers to embed the creativity framework into units of work to develop students creative thinking skills and increase engagement. While also ensuring our staff have access to mandatory training course such as CPR and anaphylaxis.</p>
<p>Beginning teacher support</p> <p>\$51,754.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Kensington Public School during their induction period.</p>

<p>Beginning teacher support</p> <p>\$51,754.00</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 initiative funding include:</p> <ul style="list-style-type: none"> • ongoing feedback and support that is embedded in the collaborative practices of the school • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: Beginning teachers have worked with a mentor / experienced supervisor in areas of lesson planning, behaviour management and classroom organisation to support our early career teachers.</p> <p>After evaluation, the next steps to support our students will be: This program and support will continue as our early career teachers feed back that this program and support helps their professional development and therefore positively affects student outcomes.</p>
<p>QTSS release</p> <p>\$83,449.44</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 <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 • additional teaching staff to implement quality teaching initiatives • 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: Teachers continue to use various data sources to inform teaching practise to drive student achievement. This includes differentiated learning opportunities for all students along the learning continuum.</p> <p>After evaluation, the next steps to support our students will be: The QTSS Support and APC & I allocations will complement each other moving forward to support the expansion of Instructional Leadership roles supporting the delivery of new curriculum in the coming year.</p>
<p>COVID ILSP</p> <p>\$17,755.80</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 2023.</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>

<p>COVID ILSP</p> <p>\$17,755.80</p>	<ul style="list-style-type: none">• employment of teachers/educators to deliver small group tuition• development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Small group intensive tuition opportunities for students in Stage Two and Stage Three to support literacy with a focus on improving reading comprehension skills.</p> <p>After evaluation, the next steps to support our students will be: Targeted students will continue to receive support through the Small Group Tuition program and continue to access previous resources developed through CLISP.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	241	238	225	227
Girls	221	212	199	198

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.4	96.6	90.0	93.6
1	93.3	95.6	91.8	92.2
2	93.7	97.0	92.0	93.1
3	93.8	94.7	92.7	93.1
4	93.9	94.7	89.6	91.8
5	90.5	94.4	87.2	88.5
6	94.6	94.5	90.8	90.5
All Years	93.1	95.4	90.8	92.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	4.6
Classroom Teacher(s)	15.12
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher EAL/D	0.4
School Administration and Support Staff	3.12
Other Positions	2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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.

We continue to work with Canadian Educator Lane Clark . Our staff know deep knowledge and understanding can only be achieved by engaging our learners in the thinking process and the learning process. Critical and creative thinking skills, risk-taking, independence, experimenting, problem-solving, decision-making, idea generation and idea action - these are the skills of the 21st Century which need to be demonstrated across our classrooms. Lane is further embedding our understanding that the fundamental issues of authenticity, brain research, and our students' post school

futures as three forces driving our need for educational change and what and how we present in the classroom. Lane worked with a group of year four students for 5 days and our staff had the opportunity to watch demonstration lessons and discovered how we can change up our lesson presentations to ensure our students are engaged, have a true understanding of content and are ready for the world beyond the school gates.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	266,036.48
Revenue	4,924,357.82
Appropriation	4,475,445.88
Sale of Goods and Services	10,460.24
Grants and contributions	421,926.37
Investment income	13,549.85
Other revenue	2,975.48
Expenses	-5,118,115.68
Employee related	-4,349,168.20
Operating expenses	-768,947.48
Surplus / deficit for the year	-193,757.86
Closing Balance	72,278.62

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.

	2023 SBAR Adjustments (\$)
Targeted Total	68,498
Equity Total	217,596
Equity - Aboriginal	2,258
Equity - Socio-economic	8,436
Equity - Language	104,050
Equity - Disability	102,852
Base Total	3,174,495
Base - Per Capita	110,350
Base - Location	0
Base - Other	3,064,145
Other Total	525,623
Grand Total	3,986,213

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

This year, 134 students completed the Tell Them From Me Survey between 24 October and 27 October. Their responses are presented below.

Responses include percentages and a 10-point scale, with 0 indicating strong disagreement and 10 indicating strong agreement. Responses from our students are compared to the NSW Government Norms. The key findings of student feedback revealed:

Students

62% of students have a positive sense of belonging and feel accepted by their peers and by others at their school. This is an increase of 9% since 2022. The NSW Government Norm of 81%. 91% of students demonstrate positive behaviour at school. This is above the NSW Government Norm of 83%. 6.8 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. The school mean for explicit teaching practices and feedback increased from 5.9 to 6.5 where teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. The NSW Government Norm is 7.5.

A focus for next year is to continue to improve student learning and wellbeing through building a positive learning environment, and to foster increased interest and motivation in student learning by continuing to develop further opportunities for students to ask questions and get clear feedback about their performance against learning outcomes.

Teachers

24 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: 7.1 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. 8.0 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. 7.9 was the school mean for Learning Culture where teachers set high expectations for student learning. The NSW Government Norm was 8.0. 7.4 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.

A focus for next year will be to build further opportunities for teachers to utilise technology to monitor student progress, set student learning goals and provide feedback on how to improve their performance. In addition to this, there will be an increased focus on professional development to enable teachers to effectively analyse and reflect upon student assessment data to inform future teaching and learning practice.

Parents

Feedback and the opinions of all members of the school community was sought throughout this process through P&C meetings, parent forums and written feedback and surveys. 67 parents responded to the 'Partners in Learning' Parent Survey between 24 October and 27 October. This was a decrease from the previous year where 117 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:

7.0 was the school mean for Parents Feel Welcome where parents feel welcome at school and they can speak with staff. This was an increase from 6.3 in 2022. 6.1 was the school mean for Parents Feel Informed where parents feel well informed about their child's learning progress. This was an increase from 5.2 in 2022. 6.6 was the school mean for School Supports Learning where parents believe teachers have high expectations for their child to succeed. This is an increase from 5.8 in 2022. 6.1 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.

To support parent, caregiver and student engagement, parents and caregivers were invited to several parent information sessions to provide feedback to guide future practice. To continue to build connections with the school community, teachers regularly attended P&C meetings and the Student Wellbeing team continued to work with the P&C Student Wellbeing Sub-committee with regular meetings held to discuss future priorities. 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.

A focus moving forward will be a continued emphasis on building effective communication with parents to ensure they feel informed about their child's individual learning needs and their child's inclusion in school activities. This will include the continued refinement of school reporting practices to ensure alignment with the updated curriculum and the use of the Sentral online platform to share school reports. There will continue to be a number of opportunities for parents to attend community events and information sessions with an event calendar published fortnightly in the school newsletter.

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

At our school Aboriginal Educational experiences and perspectives helped to support cultural knowledge across K-6, this was acknowledged through collective class activities. Students who identify as Indigenous worked on their Personalised Learning Pathways Plans with family and the Learning Support Team and Aunty Jasmin and Aunty Maxine.

During Sorry Day and NAIDOC week, students engaged in activities to celebrate and commemorate Aboriginal Education. Activities were designed to explore and share history, culture and achievements of Aboriginal and Torres Strait Islander peoples. This year, Kensington Public School participated in The Great Book Swap where we raised \$216 for the Indigenous Literacy Foundation. During our NAIDOC activities students wore Red, Black, Yellow, Green, Blue and White and participated in wonderful activities celebrating Indigenous Culture. Staff also attended a Twilight Professional Learning opportunity at the La Perouse Museum focusing on Culture and Indigenous Education.

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.

Anti-Racism - School statement

At our 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.

Anti-racism resources have been used to create class lessons and embedded into programs and staff have drawn upon the ARCO staff members to respond to incidents of a racial nature.

We celebrated Harmony Day where all students wore orange and participated in wonderful activities celebrating our schools diversity.

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

We are proud of our diverse multicultural community with 69% of students having a Language Background Other than English (LBOTE). 47 different languages are spoken in our community's homes. Our school provides students with an inclusive education through embedding multicultural perspectives that focus on developing intercultural understanding and respect for other cultures within and across units of work. Cultural, religious and linguistic diversity is recognised and celebrated.

Our annual Multicultural Day celebration was held in August where students learnt about the history and culture of different countries and many students wore national costumes representing their cultural backgrounds. Students from across the school participated in the Multicultural Perspectives Public Speaking Competition in May which encourages students to explore ideas of multiculturalism in Australia.

Other School Programs (optional)

HUB Program

Kensington Public School continued its partnership with the UNSW to foster strong links between local schools and university staff by investigating innovative practices in pre-service teacher supervision and support the expansion, knowledge and practice of quality professional experiences. The Hub program provides quality professional learning to the community in aspects of professional experience provision including mentoring and enhancing expertise against the Australian Professional Standards for teachers at the Graduate level.

Throughout the year we welcomed preservice teachers from UNSW, Curtin University and WSU into our school to complete their practicum experiences. We implemented strategies to share our PEX practice with other schools. This included circulating our PEX resources to spoke schools, sharing our detailed induction program and inviting coordinators to attend workshops for collegial discussions. Training was provided for supervising teachers in mentorship to bridge the gap between roles and responsibilities.

One of the most important events was the networking meeting with Principals at UNSW. 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. The focus of the presentation demonstrated how schools can benefit from supporting a PST which in turn supports the future of our profession. The meeting was well received as school principals became interested in working with the Hub program and UNSW. The data shows a growing number of schools taking on an increased number of practicum students.

We held an information and registration session to promote School Learning Support Officer (SLSO) opportunities available in the Hub and spoke schools network among teacher education students at the UNSW. This provided the opportunity for current and future students to work as SLSOs, allowing students to start working as early as possible and be part of the community further supporting their teacher training development.