



Introduction

The Annual Report for 2015 is provided to the community of Kensington Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from external and self-assessments 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.



Maurice Johnston
Principal

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P&C Message 2015

2015 has been another successful year for the P&C of Kensington Public School. Our objectives for 2015 were:

- 1) Continue to encourage community cohesion within the school and
- 2) Fundraise at least \$30,000.

Through a variety of events including the State Election BBQ, Trivia Night, the Kindergarten Cocktail Party and the Halloween Disco we have ensured that the community values at Kensington have been upheld. We've had wonderful feedback from these events and it's a delight to see families connecting, children enjoying themselves and new friends being made throughout the year.

In terms of our fundraising efforts, it is a pleasure to report that in 2015 we fundraised more than \$36,600. The uniform shop and trivia night were the two main contributors who raised over \$12,000 each.

As a result of this year's fundraising and with some extra money in the bank account, the P&C has donated over \$55,000 to the school. This money has supported a number of projects within the school including the construction of the new shade shelter, speakers for the shade shelter, a Confucius teacher, new readers for K-2 and music lessons for K-6 starting in 2016.

Seeing the new P&C funded resources at school and appreciating how they support the children's growth, development and overall educational experience at Kensington, is without doubt the best part of being a P&C committee member.

As president of the committee, I would like to extend my sincere thanks firstly to all committee members who have worked so tirelessly thorough the year and secondly to our parents and community members who helped and/or attended events. It is not possible to raise these sums of money with just an enthusiastic committee and a schedule of events; we also need support from the community as a whole. So I thank you again for your commitment, encouragement and fundraising.

I would encourage all parents to take an active role in the school. A few hours and a few dollars from each parent can make a world of difference.

Judith Swain, P&C President

Message from the School Council

It has been another wonderful year at Kensington Public School (KPS).

Late in 2014, the Kensington area was hit by a major storm that destroyed the soft covered COLA shade shelter. The school upgraded the COLA with a hard cover which cost approximately \$133 000. On behalf of the School Council I would like to thank the Department of Education (DoE), who through its joint funding program contributed to 50% of the cost of the COLA structure. The hard covered COLA was built over an extensive area with storm water run-off. This provides for a larger covered area where more events can be conducted throughout the year.

I would like to thank the KPS OOSH for their donation of \$20 000 and the wider KPS community for working tirelessly in raising the remaining cost of the COLA. This was raised through the walkathon and crowd funding. It is a remarkable result and everyone in the school community should be very proud of this achievement.

Thank you to the P&C for their motivation and ongoing support in raising the funds to contribute to the structure. This included upgrading safety bumpers on the columns, a sound and light system, further enhancing its usefulness.

In late Term 1, it was brought to the attention of the School Council and P&C that the Moore Park Trust were planning to increase their fees to all schools who hire their sports fields. It should be noted that it cost \$75 a year in 2011 to cover the cost of Sydney Coastal PSSA students using these fields. However, the Trust are requesting schools to pay \$23 000 from 2015. This could make it unaffordable for public schools to use these facilities. Ultimately, the fee increase will be passed onto parents. Much work has been done behind the scenes to try and prevent this from happening. This issue is still “live” and there has not been a resolution made to date on whether they will guarantee that public schools in the area will be allowed to access their sporting fields at an affordable fee.

In Term 2 the School Council assisted in consultation with feedback from other local principals, the DoE and demographers to establish the “new and closer” boundaries for enrolment eligibility into KPS in 2016. A number of schools in the area have had to rezone their enrolment catchment area to cater for the anticipated increase of eligible students with the number of new unit developments being constructed in our catchment zone.

Term 3 saw the introduction of a new system implemented in the “Kiss and Go” section of Doncaster Avenue after school each day, which has proved to be very successful. On behalf of the School Council I would like to thank all staff and parents who volunteer their time to assist with children being placed safely into their family cars. In addition to the new pick up arrangement, a bus zone was provided as an added safety measure for collection of the students who take part in an off-site After Care facility. Randwick Council has also continued their support of the school, assisting in the provision of bike racks for safer bike storage for students who ride to school.

Another highlight this year was the school being awarded several grants. We won a \$20 000 grant for the installation of new carpets through the “Kensington Public School Waste Management” project. Two classrooms and corridors will be refurbished with these carpets during April 2016. A “Go Greener” grant of \$1 000 was awarded for our Rethink, Reduce, Reuse, Recycle project, purchasing eco bins which encourages recycling around our school. Randwick Council’s Food and Native Garden \$2 000 Grant was applied towards our elevated gardens.

The local ANZAC Day service was held within the school grounds in 2015. Thank you to Kensington RSL for donating \$7 600 for another vertical garden to commemorate the centenary of the landing at Gallipoli.

Another huge initiative KPS is implementing is the “Bring Your Own Device” BYOD policy which is being rolled out in Term 1, 2016 to Year 4 students and then others in due course. It is imperative to have this initiative implemented in KPS to enhance the learning experience for our 21st Century Learners as they transition from primary to high school. Teachers can modify their lessons towards specific learning objectives for students using these devices.

In late Term 4, KPS was selected as one of the pilot schools to be part of the new DoE Validation Process to determine whether the school’s strategies for school improvement are working. This process will eventually be rolled out to other public primary schools in NSW. KPS attained very positive results which are testament to the work of the staff, together with the assistance of the P&C, parents and the broader KPS community.

The DoE who collects data about schools through the School Excellence Framework ascertained that KPS was one of the highest student achievement growth schools in 2015. Congratulations to every family member, student and supporters in assisting the school to continue along its journey in being a school who involves the community.

I would like to take this opportunity on behalf of the School Council to thank the students, staff, parents, P&C and community who have contributed to our school this year. I wish everyone continued success in 2016 and beyond.

School Council President, Stephanie Francis

School background

School vision statement

Outstanding individual achievement is at the centre of what the Kensington Public School teaching and parent community desires for each and every one of its students. The school consistently achieves results which reflect a partnership and involvement between the teachers, students and parents towards academic success.

Kensington Public School staff is implementing the NSW Syllabus for the Australian Curriculum developing integrated units of work over the three years of the strategic plan. The purpose will be to create a scope and sequence of skills and syllabus content with a dual emphasis of developing general capabilities in critical and creative thinking skills through the use of Information Communication Technologies.

The P&C have demonstrated that they are committed to fully resourcing units of work through fundraising efforts and providing each student and class with the materials needed to develop their learning. In addition, each year there are voluntary donations to the Library tax free fund (known as the Thomas Flowers Memorial fund) and/or the Technology program, each raising around \$10 000 per year.

School context

436 students are enrolled at Kensington Public School, 68% are students from Language Backgrounds Other than English (LBOTE). Our student body is characterised by a diversity which we celebrate. Our community values our emphasis on the highest standards of achievement in all areas of school life.

The school enjoys an excellent reputation in the community, with a record of success in high academic and other across curriculum achievements. An extensive enrichment program operates across Years 3-6 in the fields of music, public speaking, debating and the performing arts.

Community Language Programs include Modern Greek and Mandarin. The Confucius Classroom is a key strategy in developing understandings of language and Chinese culture.

The school motto of Honour, Knowledge and Community is proudly reflected within the diversity of school programs operating K-6. Our student body is supported by an active parent community in many diverse ways including donations of time and finance, parent initiated programs and support of staff and the organisation of learning programs. The dedicated staff is committed to providing a positive, inclusive and caring learning environment. On a daily basis, each and every staff member displays behaviours which reflect these values and demonstrate that each and every individual student's wellbeing is their highest priority.

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In 2015, our school participated in an external validation. The results of this process indicated the following judgement, made by the external validators. On the basis of evidence submitted by the school and subsequent discussion, the validation panel supports the school's self-assessments in the following elements of the School Excellence Framework:

- Excelling for the elements: Student Performance Measures: Collaborative Practice, Learning and Development, Professional Standards, Effective Classroom Practice, Data Skills and Use of School Resources.
- Sustaining and growing for the elements: Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting, Leadership, School Planning, Implementation and Reporting, Management Practices and Processes.

Our self-assessment and the external validation process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Quality Teaching and Learning

Purpose

To engage students in the learning process where they monitor their own progress, contribute to individual goal setting, ask critical and creative questions and practise skills articulating their learning goals.

Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understandings and actively determine new learning intentions.

Embed these practices and build upon the students' involvement across each stage of learning to develop critical and creative thinkers as part of being a 21st century learner.

Focus upon building teachers' understandings of evidenced based, effective teaching strategies in English and Mathematics to continually improve assessment practices for the identification of individual learning needs so as to differentiate teaching.

Overall summary of progress

Progress has been made during 2015 in the implementation of students using self-reflection tools to determine their achievement in attaining their learning goals. In addition to self-assessments by each child during the twice annually reporting period, students are engaged in determining their learning intentions in each classroom through the 'We Are Learning To' (WALT) process. Complimenting WALT is the 'What I'm Looking For' (WILF) strategy which assists students to determine the criteria for success for an activity in which they are involved. The implementation of 'Bump It Up Walls' to assist students (K-6) as self-reflective learners further develops their critical thinking skills. By jointly constructing models of work, on display through the period of the teaching/learning cycle, students are shown how to complete a piece of work they are independently constructing in order to develop it to the next higher stage of learning. Bump It Up Walls are used as a reference by students during class learning and for independent class completion.

Reciprocal Teaching has also been introduced as a strategy to enable students to have a tool kit of strategies to use to think critically when engaging in learning.

Evidence exists throughout each classroom that WALT and WILF are focusing students upon their learning intentions and providing them with a shared language about the success criteria needed to take their learning to the next level. However, further focus is required in 2016 to embed these critical thinking skills, requiring an automaticity of application by teachers each and every day to support students to articulate their learning. This will support parents asking the age old question 'What did you learn at school today?'

English units based upon the new syllabus have been developed and taught across all grades. Whilst not yet completed, each stage has a scope and sequence of 15 completed English units of work developed at the school to meet the language acquisition needs of our students. Teachers are released for a day each term to collaboratively plan for the forthcoming term's learning. Existing units of work in English are adjusted based on the data gathered by each teacher about how the students are achieving the learning intentions of the unit. With \$21 000 of teaching resources purchased specifically for the units of work developed, students and teachers have the resources required to support learning.

Mathematics continues to be an area of high achievement for students at the school. During 2015 a specific strategy was implemented based upon assessment data and newly-released departmental documents (Mathematics Continuum of Key Ideas). Three decisions were made:

- to embed Working Mathematically strategies in daily teaching of mathematics;
- revise teacher programming using Key Ideas; and
- use Newman's error analysis (NEA) which arose from research into language issues in maths in the 1970s. Data suggests that when students engage in word problems using NEA there is a statistical and educationally significant improvement existing in student learning outcomes (White, 2005).

Strategic Direction 1

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
<p>Student Achievement is greater than 2014 benchmark standards for English as measured using:</p> <ul style="list-style-type: none"> NAPLAN tools where students in the lowest bands in Year 3 achieve a growth of 2 or more bands by Year 5 Hattie's Visible Learning data (85%) achieve growth of beyond the 0.8 effect size where 2.24 is the average growth effect size for all students in English. 	<p>NAPLAN growth between Years 3 and 5 :</p> <p>Reading 95.2%; Spelling 92.7%; Grammar/Punctuation 91.5% and Writing 55%</p> <p>100% of the matched students in the lowest bands demonstrated growth of 2 or more bands in reading. In 2013 there were no students in the bottom bands for writing. However, three students were in the lowest bands by Year 5, requiring more focus on this sub strand of the syllabus.</p> <p>73% of students achieved growth beyond the effect size of 0.8 in reading with the average growth being 1.21.</p> <p>For spelling the average effect size was 1.41 and grammar 1.19. However, for writing it was 0.87</p>	\$21 615
<p>Student Achievement is maintained or greater than 2014 benchmark standards for Mathematics as measured using:</p> <ul style="list-style-type: none"> NAPLAN tools where students in the lowest bands in Year 3 achieve a growth of 2 or more bands by Year 5; and Hattie's Visible Learning data (95%) achieve growth of beyond the 0.8 effect size where 2.24 is the average growth effect size for all students in Maths. 	<p>NAPLAN growth between Years 3 and 5 in Numeracy was 95.4%.</p> <p>100% of students in the lowest band in 2013 demonstrated growth by 2 or more bands by 2015.</p> <p>75% of matched students in the 2015 NAPLAN, who also participated in the 2013 NAPLAN demonstrated growth beyond the 0.8 effect size.</p> <p>The average growth size for all students was 1.41 in the Number strand over the two year period. For Measurement the average growth was 0.87 and 1.09 for Space and Geometry.</p>	\$5 915

Next steps

The key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan:

- it is planned to allocate an instructional leader staffing position for two days each week. The purpose of this position is to work with individual staff members on each grade to embed into each classroom teacher's repertoire of skills the quality teaching practices listed in the plan;
- provide extra teaching support for stage 3 students learning in mathematics;
- refocus the teaching in English support groups to show student achievement in the literacy continuum of at least two clusters growth each semester; and
- develop practices which promote consistent teacher judgement when recording student achievement on the literacy continuum.

Strategic Direction 2

Quality Learning Systems

Purpose

To develop organisational practices which produce an integrated scope and sequence for units of work which consistently engage student learning whilst simultaneously developing explicit higher order thinking skills and embed the use of ICT in student learning in consultation with the wider school community.

Features of this approach include:

- implementation of the school's scope and sequence through fully resourced integrated units of work.
- an explicit approach to developing the language proficiency of students who have English as an Additional Language or Dialect (EAL/D).
- engagement with DoE reforms incorporating changes in the Learning Management and Business Reform (LMBR), Business Intelligence Tool (BI) and Every School Every Student (ESES) ensuring data informs decision making.

Overall summary of progress

The KPS Strategic Direction 2 focuses upon the performance of EAL/D learners to ensure achievement is comparable to that of all students. In particular, tracking EAL/D student data to show a growth of at least two bands in NAPLAN been Years 3 and 5 (state data) or PLAN (school data) literacy cluster movement.

Evidence was gathered for the validation process as to the school's performance with these targeted students. Growth for the Language Backgrounds Other Than English (LBOTE) students in English, between Years 3 and 5 in 2015, is comparable or higher than that achieved by non-LBOTE students. The school based (PLAN) data for Early Stage 1 LBOTE students, which includes 10 New Arrival students, demonstrates a comparable cluster growth from Term 1 to Term 4 2015 in comparison to Non-LBOTE students. The trend is the same as for NAPLAN.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$77 142
The school community of students, teachers, parents/ carers can easily identify the essential knowledge, understanding, skills, values and attitudes that students are expected to develop in each learning area. Analyse data from student reporting system to determine achievement across the scales in each KLA	33 units of work have been developed across a two year cycle as the schools approach to new syllabus documents in English, Science, History and the revitalization of HSIE. The P&C provided financial support in the resourcing of these units of work. In addition TRELLO, our software system to store all programs and policies, has been established for all units of work, procedures, policies as well as scope and sequences for key learning areas as a computer application for a one stop reference point for all staff. A summary report for each grade is on display for parents to view detailing the percentage of students across each of the 5 levels of student achievement. These reports are of syllabus outcomes based on the new units of work. The average student achievement in the following KLAs K-6 of sound or higher is: History: 94% English 84.6% Science 96.9% and HSIE 94%. Staff participation in student data analysis sessions for identification of trends and authentic assessment practices K-6.	\$37 800 Classroom teacher release for unit writing and data P&C resources funding \$22 292

Strategic Direction 2

EAL/D students are supported to achieve the standards detailed in each KLA demonstrating these using a variety of techniques which are responsive to English language proficiency, promote language acquisition and are visibly identifiable in school based units of work

Supporting EAL/D learners:

- Play based learning to develop vocabulary (Kindergarten);
- Creating multimedia texts using effective vocabulary choices;
- Team teaching K-6 –flexible timetable based on identified student needs through school data and teacher assessment;
- New Arrival Support program providing intensive English lessons for newly arrived students.

Supporting Parents/Caregivers

- Translation services provided for parent/teacher/student meetings;
- Establishment of term meetings for New Arrival Parents to support parent involvement in student’s learning and the wider school community.

Supporting Classroom Teachers

- All staff worked individually with the EAL/D teacher each term to meet EAL/D student welfare needs, to best implement effective EAL/D teaching strategies and to assess students using the ESL Scales and EAL/D Learning Progression.

Professional Learning

- 100% of teachers participated in the Teaching English Language Learners (TELL) course in which teachers:
 - developed knowledge of effective evidence based second language acquisition teaching strategies to support EAL/D student’s language development in the classroom
 - completed an action research project to implement strategies in their classrooms with identified EAL/D students.

\$ 17050

Next steps

This strategic direction aspect identifies the quality systems used to manage student learning which are integrated with the DoE. The key focus/strategies of the 3-year plan to be undertaken in 2016 are:

- English as an Additional Language or Dialect (EAL/D)
 - the EAL/D school evaluation tool will be used to continually inform the development of school wide programs including the creation of an ‘expert teaching team’ that support EAL/D learners to achieve positive learning outcomes. In addition EAL/D teachers will be involved in an action research project in 2016 based on the results of the evaluation tool.
 - develop an expert teaching team to inform assessment practices K-6.
- Learning Management and Business Resource (LMBR)
 - during Term 1 2016 the school will convert its Library system to ‘Oliver’ an integrated Department of Education (DoE) software system for a more efficient management of its significant resources.
 - during Term 4 2016 the school will convert its financial and administrative systems to the new DoE system for improved financial accountability and student data management.

Strategic Direction 3

Quality Relationships through Engagement

Purpose

- To continually strive to improve student engagement and leadership in a positive school environment.
- To improve students' social and emotional resilience and wellbeing.
- To establish more effective partnerships within the community through the development of citizenship.
- To incorporate the use of technology to enhance communication and facilitate student learning.
- To develop whole school practices which enable all students to be highly engaged, 21st century learners who are emotionally aware and technologically competent.

Overall summary of progress

Evidence through the Tell Them From Me (TTFM) surveys from students found that, in each of the nine areas measured in student engagement, the school was performing higher than the NSW norm. Two survey periods were compared from March 2015 and November 2015.

The perspectives of 77 parents were also measured using the TTFM survey system during October. The results reflected the views of parents about the school as being average when the data was compared to the rest of NSW.

Positive Behaviours For Learning (PBL) is the student wellbeing and discipline strategy being implemented at the school. An external evaluation took place during term 3 resulting in a strong performance validation. The summary for the school resulted in a score of eight. This reflects the expectations NSW schools are striving to achieve when implementing the system. To achieve this result in the first survey period was a positive achievement.

The weekly student wellbeing lessons, explicitly programmed, continue to create a shared dialogue about the positive management of wellbeing issues in the school. The popular Year 6 delivery of the Peer Support program is very important in facilitating shared values and expectations about positive behaviours.

Progress towards achieving improvement measures		Resources (annual)																					
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$ 8 926																					
Student and Parent Surveys reflect improvements to 5 areas of school climate: <ul style="list-style-type: none"> Feeling Safe Teachers Managing Behaviour Lesson Interest Student/Parent/Teacher Communication School Image 	In the November 2015 TTFM survey the students reported positive outcomes greater than NSW norms in the eight drivers for improved student outcomes <table border="1"> <thead> <tr> <th></th> <th>March</th> <th>November</th> </tr> </thead> <tbody> <tr> <td>Effective Learning Time</td> <td>8.3/10</td> <td>8.4/10</td> </tr> <tr> <td>Relevance of lessons</td> <td>8.2/10</td> <td>8.3/10</td> </tr> <tr> <td>Rigour of instruction</td> <td>8.5/10</td> <td>8.4/10</td> </tr> <tr> <td>Advocacy at school</td> <td>6.5/10</td> <td>6.6/10</td> </tr> <tr> <td>Positive student/Teacher relations</td> <td>8.5/10</td> <td>8.5/10</td> </tr> <tr> <td>Positive climate</td> <td>7.5/10</td> <td>7.4/10</td> </tr> </tbody> </table>		March	November	Effective Learning Time	8.3/10	8.4/10	Relevance of lessons	8.2/10	8.3/10	Rigour of instruction	8.5/10	8.4/10	Advocacy at school	6.5/10	6.6/10	Positive student/Teacher relations	8.5/10	8.5/10	Positive climate	7.5/10	7.4/10	
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Strategic Direction 3

	<p>Expectations 8.8/10 8.9/10</p> <p>Bullying : an 8% reduction in the feelings of being bullied.</p> <p>Parent Survey results from the October survey showed:</p> <p>Parents feel welcome 7.9/10</p> <p>Parents are informed 6.9/10</p> <p>Parents support learning at home 7/10</p> <p>School supports learning 7.5</p> <p>School Supports Positive Behaviour 7.9/10</p> <p>Safety 8.2/10</p> <p>Inclusive 7/10</p>	
<p>Systemic data is collected and monitored about student behaviour informed across:</p> <ul style="list-style-type: none"> • Classroom Settings • Non Classroom Settings • School Wide Systems • Individual Systems <p>Using the data collected as benchmarks, re-survey each year to provide comparison data.</p>	<p>The School-Wide Evaluation Tool (SET) aims to determine how accurately PBL is being implemented. Undertaken during Term 3, by an external evaluator, it contained a number of evaluation questions divided into seven-sub scales. A quantitative measure was allocated.</p> <ul style="list-style-type: none"> • 100% of those surveyed reported that expectations have been clearly defined and they were visible across the school. • 60% stated that expectations are explicitly taught organising the teaching of social behaviour and staff knowledge • 83.3% reported that the school had a system for rewarding expected behaviour and that staff use the system. • 87.5% could identify the system for responding to student behaviour challenges and it is understood by staff. • 50% reported that they were aware that data is summarised and reported to staff. • 81.3% reported that PBL goals are embedded into school's operations. 	<p>\$ 8 926</p>

Next steps

The key strategies to be undertaken in 2016 as part of the implementation of the 3-year plan:

- adjustments to the Strategic Direction 3 should reflect the nine measures of student engagement alongside the five drivers of student outcomes.
- the implementation in Stage 2 of a Bring Your Own Device (BYOD) policy will be a key strategy to create a sustainable program for ICT development at Kensington Public School.
- implement the Preventing Anxiety and Victimization through education program (PAVe, Macquarie University) as a strengths-based, whole-of-school program designed to enhance students' social and emotional learning and foster the prevention of bullying behaviours.
- increase the profile and opportunities for student leadership by redesigning the structure of the program.
- identify ways to increase community involvement in the enrichment program at the school through the use of a community participation grant of \$10 881 from Term 3, 2016.

Key initiatives and other school focus areas		
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Aboriginal Student Report reflects growth commensurate with the grade.</p>	<p>One student was eligible for funding in 2015.</p> <ul style="list-style-type: none"> A School Learning Support Officer was funded one hour per week to support homework during semester one. 	\$ 450
<p>English language proficiency funding</p> <p>Kensington Public School received a staffing component of three days per week (FTE 0.6) for:</p> <ul style="list-style-type: none"> 65% LBOTE students 250 EAL/D students Teachers completed 6 rounds of growth coaching for EAL/D students with ESL teacher. 	<ul style="list-style-type: none"> Strategic Direction 2 (page 7) explicitly details the impact this funding has had in the use of these targeted funds for the 68% of students. Teachers are using data effectively to inform the language acquisition needs of their EAL/D students. Research projects presented to reflect how EAL/D students acquire language. 	\$ 17 050
<p>Targeted students support for refugees and new arrivals</p> <p>Terms 2 and 3: a second 0.6 staffing position allocated reducing to 0.4 for Term 4.</p>	<ul style="list-style-type: none"> 14 New Arrival students supported in language acquisition throughout 2015. 	
<p>Socio-economic funding</p>	<ul style="list-style-type: none"> 100% of Parents who requested assistance for a school program had access to at least 50% of funded support where possible, particularly in the areas of sport, uniform and excursions. 	\$3 744
<p>Low level adjustment for disability funding</p> <p>Kensington Public School received a staffing component of three days per week (FTE 0.6) through the Learning Assistance initiative.</p>	<ul style="list-style-type: none"> All students have up to date Personalised Learning Plans (PLPs). PLPs reflected a variety of strategies including in class support, teacher release for planning and purchase of specialised resources. 	\$19 838
<p>Support for beginning teachers</p> <p>Merit selection resulted in two teachers in their first permanent appointments. DoE policy provides targeted support to these candidates for mentoring and professional support.</p>	<p>Two strategies were implemented by each of the eligible teachers based on needs:</p> <ul style="list-style-type: none"> Two hours each week mentoring and extra release for one year; and Project based learning and support funding. 	\$26 254
Other school focus areas	Impact achieved this year	Resources (annual)
<p>Confucius Classroom</p> <p>Two volunteer teachers from Nanjing China.</p>	<ul style="list-style-type: none"> 100% of students involved in cultural activities throughout the year. Mandarin learners received extra support in Mandarin oracy development. 	<p>\$ 15 063</p> <p>\$ 1 800 P&C funded</p>

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	188	188	195	193	211	213	219
Female	206	202	205	207	209	187	218

Student attendance profile

Year		2010	2011	2012	2013	2014	2015
School	K	96.7	95.7	96.3	95.8	97.7	96.1
	1	96.0	95.3	95.3	96.9	96.4	95.1
	2	96.4	97.0	95.7	95.8	96.8	96.2
	3	97.0	96.2	95.5	95.7	96.3	96.0
	4	95.8	96.8	96.6	96.9	96.9	95.5
	5	96.5	96.3	96.0	96.5	95.3	94.5
	6	94.6	95.9	95.7	96.3	96.5	95.1
	Total	96.2	96.2	95.9	96.2	96.6	95.6
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

Roll class	Year	Total in class	Total per year
KH	K	19	19
KK	K	17	17
KM	K	18	18
KP	K	19	19
KS	K	17	17
1C	1	20	20
1S	1	21	21
2/1V	1	18	18
2C	2	25	25
2N	2	25	25
2RP	2	26	26
3B	3	30	30
3P	3	31	31
4R	4	30	30
5E	5	31	31
6D	6	30	30
4/3W	3	7	29
	4	22	29
5/4OC	4	13	29
	5	16	29

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	15
Teacher of Reading Recovery	0.315
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	0.3
School Administrative & Support Staff	3.122
Other positions	3.572
Total	28.509

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Currently there are no staff members who identify as Aboriginal on staff at Kensington Public School.

Workforce retention

Four permanent appointments were made in 2015.

Miss Bettina Croft was successful candidate under the merit selection procedures for the fourth Assistant Principal's position commencing 2016.

Ms Lauren Pitt and Mrs Zrinka Krivosic were both successful under merit selection procedures for permanent classroom teacher's vacancies.

Mrs Wendy Hayfield was appointed, by the DoE, three days per week to the Learning and Support Teacher role.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	39%

Professional learning and teacher accreditation

100% of teaching staff participated in the Teaching English Language Learners (TELL) course over the four terms of the school year. Professional standards expect teachers to know their students and how they learn. With a student population of 68% English as a Second Language (ESL) learners it was decided that the TELL course would professionally develop staff in pedagogical practices and create shared expectations for these students.

To further develop the Australian professional standards for teachers, the school implemented two release from face to face teaching strategies.

Specifically to plan for and implement effective teaching strategies, teaching staff in each stage, are provided one day, in week 6 of each term, to collaboratively develop units of work catering for the learning needs of students. This strategy supports teachers in understanding the professional standard in knowing syllabus content and how to teach it, with the release of new syllabus documents.

The second release strategy of one day in each of the four terms, allows time for teachers in each stage to collaborate in developing their understandings of assessment and how to use data to inform their teaching. Unpacking syllabus expectations and understanding effective or authentic assessment practices is the focus of the time provided.

Two teachers in their first permanent appointment received targeted funds to support their professional learning over a twelve month period.

One teacher undertook their first five year maintenance report at Proficient status.

One casual teacher sought and was granted accreditation at the Proficient status after a successful submission of a portfolio.

Three teachers are participating in a Community of Schools group in preparation for accreditation at Highly Accomplished Teacher level.

Two teachers participated in the Executive Leadership Development Program (ELDP) over two terms to continue their leadership skills development.

Targeted funds for professional learning of \$ 17 286 were allocated to staff with expenditure in the areas of Literacy/Numeracy, syllabus implementation, Quality Teaching and use of ICT.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	190037.34
Global funds	257182.56
Tied funds	173008.74
School & community sources	370444.04
Interest	5763.22
Trust receipts	19310.40
Canteen	0.00
Total income	1 015 746.30
Expenditure	
Teaching & learning	
Key learning areas	89107.74
Excursions	58598.94
Extracurricular dissections	143541.59
Library	453.82
Training & development	2607.49
Tied funds	136135.95
Casual relief teachers	71880.09
Administration & office	75780.87
School-operated canteen	0.00
Utilities	40221.23
Maintenance	46484.65
Trust accounts	19821.46
Capital programs	131681.68
Total expenditure	816 315.51
Balance carried forward	199 430.79

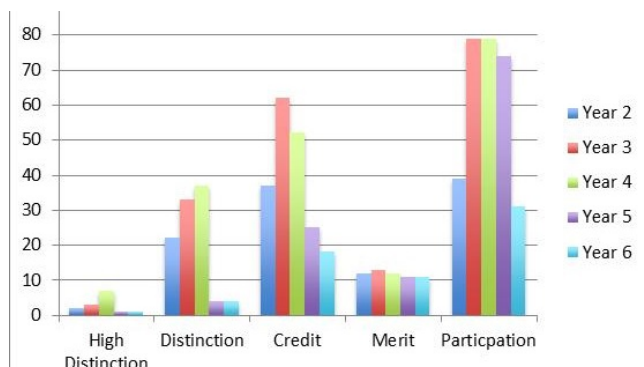
A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



Confucius Classroom ribbon dancers in readiness for a performance during Multicultural Day.

School performance

School-based assessment



Each year students participate in the UNSW ICAS testing program with strong results. One Year 2 student was a medal winner in English.

Improvements in the school's writing results for Years 3 and 4 students showed the cohort achieved results above other students participating in the same group across Australia.

	High Distinction	Distinction	Credit	Merit	Participation
Year 2	2	22	37	12	39
Year 3	3	33	62	13	79
Year 4	7	37	52	12	79
Year 5	1	4	25	11	74
Year 6	1	4	18	11	31

Student Reporting

A summary of student achievement data for each grade is presented for parent inspection each reporting period. The data is based on the results that show a child's achievement compared to his or her peer group at school. This information will show you the number of children in the group in each of the achievement levels.

Evidence to support the grade provided is collected in a variety of ways throughout the year by classroom teachers including, but not limited to, formal testing, anecdotal records, work samples and checklists. Student achievement is monitored regularly to inform and adjust the teaching and learning process. The following summary details the percentages of student achievement at or above syllabus expectations in both English and mathematics in each grade.

Grade	English	Maths
Kindergarten	93%	96%
Year 1	81%	88%
Year 2	85.2%	83.2%
Year 3	73.9%	66.6%
Year 4	88.9%	88.9%
Year 5	97.7%	93.2%
Year 6	93.3%	90%

Reading Recovery

Whilst this is a Year 1 program, the school continually monitors and tracks the reading achievements of students who have previously participated in reading recovery.

Year 1: 100% completed the program at a reading level of 18. Average student reading growth was 9 levels.

Year 2: monitoring of tracked students from 2014 continues to show independent reading growth.

Year 3: monitoring of tracked students from 2013 who show they are reading at an independent level commensurate with stage standards.

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.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

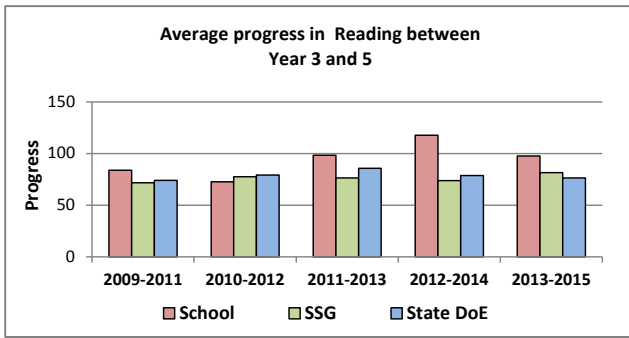
Year 3 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	474.7	477.1	422.4			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	4	15	14	34
Percentage in Bands	0.0	1.5	5.9	22.1	20.6	50.0
School Average 2011-2015	1.0	5.4	9.4	18.5	19.2	46.5
SSG % in Bands 2015	1.5	1.7	9.6	16.1	19.7	51.4
State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9

Year 5 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	519.1	544.4	493.1			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	6	9	11	9	8
Percentage in Bands	0.0	14.0	20.9	25.6	20.9	18.6
School Average 2011-2015	1.4	6.8	16.4	26.0	24.7	24.7
SSG % in Bands 2015	0.8	5.2	15.6	24.2	24.1	30.0
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6

- The percentage of our school's students in the top 2 NAPLAN bands in Year 3 is 63%
- The percentage of our school's students in the top 2 NAPLAN bands in Year 50%
- Both statistics fall inside the excelling range of the School Excellence Framework.

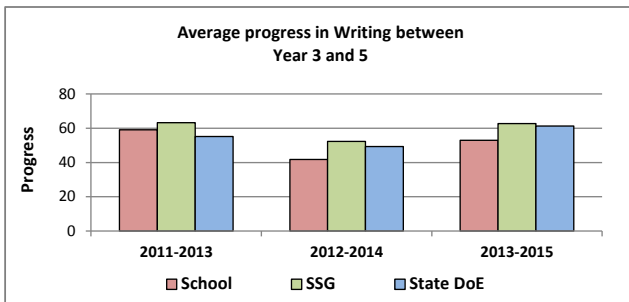


Year 3 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	438.5	448.3	417.1			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	3	3	19	31	12
Percentage in Bands	0.0	4.4	4.4	27.9	45.6	17.6
School Average 2011-2015	0.7	1.4	6.8	16.9	42.6	31.8
SSG % in Bands 2015	0.6	1.6	9.7	17.5	43.6	27.0
State DoE % in Bands 2015	2.3	5.1	18.5	23.6	36.3	14.2

Year 5 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	504.6	509.0	476.9			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	2	13	15	7	5
Percentage in Bands	2.3	4.7	30.2	34.9	16.3	11.6
School Average 2011-2015	1.4	6.8	25.9	35.0	19.5	11.4
SSG % in Bands 2015	1.8	4.9	24.6	34.2	22.2	12.3
State DoE % in Bands 2015	7.3	10.2	33.9	29.6	13.4	5.6

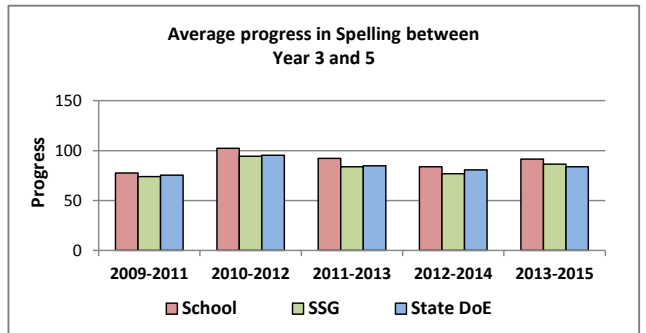


Year 3 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	465.7	459.8	413.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	3	6	6	21	32
Percentage in Bands	0.0	4.4	8.8	8.8	30.9	47.1
School Average 2011-2015	1.0	2.0	8.4	16.2	24.3	48.0
SSG % in Bands 2015	0.6	3.7	12.4	18.5	21.6	43.4
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1

Year 5 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	529.2	543.4	501.4			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	3	5	11	20	4
Percentage in Bands	0.0	7.0	11.6	25.6	46.5	9.3
School Average 2011-2015	0.9	4.5	10.9	22.7	36.8	24.1
SSG % in Bands 2015	1.2	4.5	12.5	21.9	34.9	25.0
State DoE % in Bands 2015	5.7	11.6	20.4	24.3	25.5	12.4

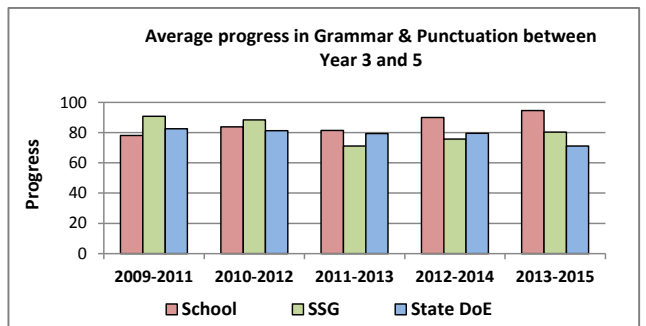


Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	513.7	488.2	431.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	0	3	13	10	42
Percentage in Bands	0.0	0.0	4.4	19.1	14.7	61.8
School Average 2011-2015	0.0	3.4	6.4	15.9	18.6	55.7
SSG % in Bands 2015	0.9	3.2	6.2	17.9	21.2	50.7
State DoE % in Bands 2015	5.1	8.5	13.6	24.0	19.2	29.6

Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	539.0	558.9	500.9			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	3	6	6	14	12
Percentage in Bands	4.7	7.0	14.0	14.0	32.6	27.9
School Average 2011-2015	3.2	5.5	14.5	19.5	26.4	30.9
SSG % in Bands 2015	1.7	3.6	14.3	19.8	26.3	34.4
State DoE % in Bands 2015	8.2	12.3	23.5	20.7	18.8	16.5



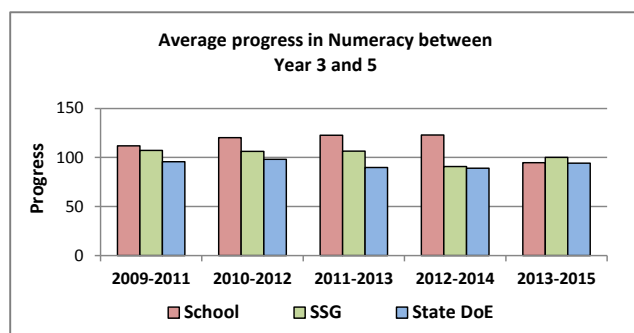
NAPLAN - Numeracy

Year 3 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	448.2	443.2	395.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	3	13	13	11	27
Percentage in Bands	1.5	4.4	19.1	19.1	16.2	39.7
School Average 2011-2015	1.3	5.0	11.1	21.1	23.2	38.3
SSG % in Bands 2015	1.0	5.6	13.6	21.7	23.7	34.4
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5

Year 5 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	519.1	544.4	493.1			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	6	9	11	9	8
Percentage in Bands	0.0	14.0	20.9	25.6	20.9	18.6
School Average 2011-2015	1.4	6.8	16.4	26.0	24.7	24.7
SSG % in Bands 2015	0.8	5.2	15.6	24.2	24.1	30.0
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. All surveys have reports detailing participant's responses and are available for interested parents. Members of the school council have had the reports tabled and elements discussed. A snapshot of responses from each data set is presented below.

Preventing Anxiety and Victimisation through education (PAVe)

Students participated in a survey about the effectiveness of an evidence-based approach to support students who have been frequently targeted by bullying in primary schools. A targeted program was designed called Cool Kids – Taking Control. The aim of the program is to reduce bullying behaviour in schools and the associated negative outcomes, such as anxiety and depression.

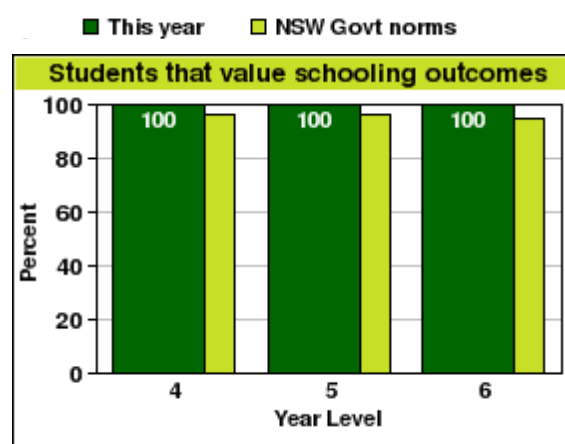
94 students participated in two surveys throughout the year; taken together the results show that students at Kensington PS have similar experiences of peer victimisation and engagement in bullying behaviours, yet better emotional health outcomes, compared to other schools in the PAVE project. The next set of assessments to be conducted in Kensington PS will be especially exciting, as they will allow us to see how much these programs reduce victimisation, anxiety, and depression.

Positive Behaviours for Learning (PBL)

An external evaluator undertook a series of interviews, using a school evaluation tool, with staff and students seeking information about the PBL program. See page 9 of this report for a summary of the information gathered.

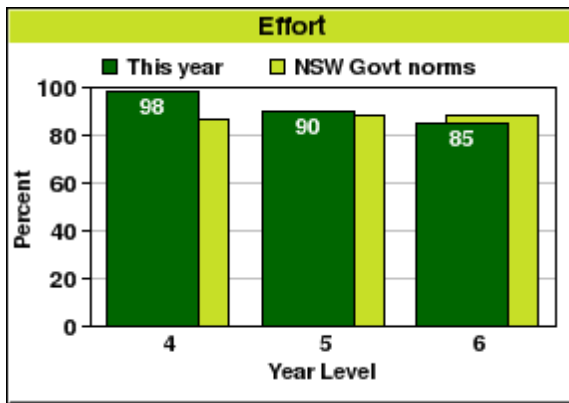
Tell Them from Me- Student Surveys

Two student surveys were conducted in 2015. The surveys measured 20 indicators based on the most recent research on school and classroom effectiveness. The following snapshots highlight data from 125 students in Years 3-6 that participated in the survey. Whilst there is not sufficient room in this report to illustrate the complete picture the students report positively about the school.



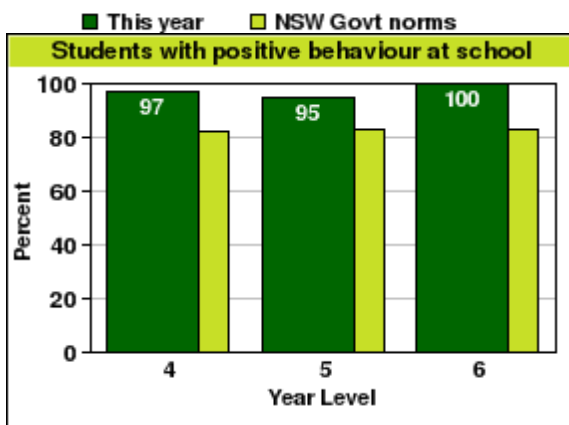
Students value schooling outcomes.

- Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.
- 100% of students in this school valued School Outcomes; the NSW Govt norm for these years is 96%.
- 100% of the girls and 100% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 97% and for boys is 94%.



Students try hard to succeed in their learning.

- 93% of students in this school tried hard to succeed; the NSW Govt norm for these years is 88%.
- 92% of the girls and 93% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.

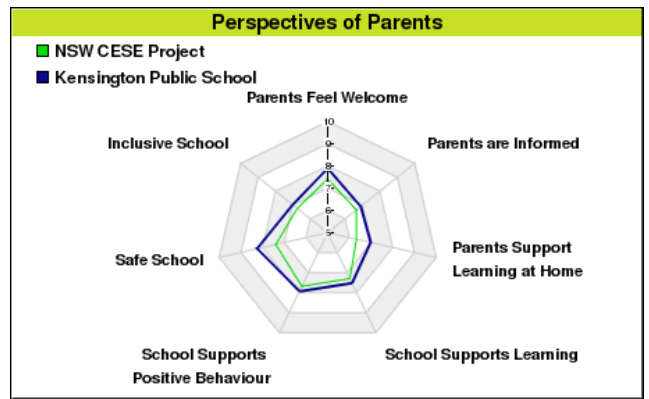


Students with positive behaviour at school.

- Students that do not get in trouble at school for disruptive or inappropriate behaviour.
- In this school, 97% of students had positive behaviour; the NSW Govt norm for these years is 83%.
- 98% of the girls and 95% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%.

Tell Them from Me- Parent Surveys

As detailed on pages 8 and 9 of this report 77 parents participated in the DOE survey about their perceptions of their child's learning experiences. The following graph is based upon Joyce Epstein's framework for fostering positive relations between the school and community.



School Validation

As a part of the school validation process the Kensington Public School staff were placed into focus groups over two staff meetings, providing information for use in the collation of the evidence used with the external validators. Please see page 3 of this report for a summary of the validation report.

Policy requirements

Aboriginal education

Aboriginal and Torres Strait Islander education focused on teaching and learning programs across all stages. Aboriginal perspective was incorporated across a number of units written by teachers at the school.

To promote excellence in classroom teaching and to address the cross curricular priorities in the BOSTES Syllabi, Kensington Public School led the Aboriginal Perspectives Teachers' Committee in writing a Stage One Aboriginal History unit of work titled "Connecting Families Through Time". By using a community of schools approach, Kensington Public School led a team of teachers from neighbouring schools in writing the unit that focuses on developing students' rich cultural understanding of the local Aboriginal community. Working in partnership with staff from the Aboriginal Education Office, local AECG and Aboriginal Community, students developed a deeper understanding of Aboriginal cultural knowledge and protocols which underpin the key themes, concepts and values that are embedded in the unit. As a result, our staff was invited by the Department's Aboriginal office to showcase the unit at the Aboriginal Education Conference in June 2015. The unit will be used to develop an explicit, sequenced plan for curriculum delivery at Kensington Public School for Aboriginal Education.

As part of the unit, students learnt about Aboriginal perspectives of family in the local area of La Perouse. They participated in a tour of La Perouse led by local Aboriginal guide, Tim Ella and historian, Grant Hyde. Students visited the Kamay Botany Bay National Park, including walking across the beach and sand dunes. Students learnt about why the area is special to Aboriginal people as well as the knowledge, skills and stories that have been passed down through generations. As part of the excursion students participated in the taste testing of bush tucker and were shown traditional Aboriginal weapons. To complement the unit, class 2/1V created a 'slowmation' film of Umbara, the Black Duck Aboriginal Dreaming story.

Aunty Fay and Tianna Fatnowna, Aboriginal Community Liaison Officers from the DEC Aboriginal Unit visited our school to discuss the difference between Acknowledgement of Country and Welcome to Country. They also answered questions about totems and the history of their own families.

Early Stage One shared and discussed dreaming stories as part of literacy sessions. Stage 2 classes completed the unit of work 'First Contacts' by investigating the impact of European colonisation on Aboriginal life. Using a variety of primary and secondary sources, students learnt that historical events can be recorded from a variety of perspectives. Stage 3's "Poetry" English unit incorporated Aboriginal story telling as a way of expressing feelings and ideas.

As part of NAIDOC Week celebrations, students in Years K-6 engaged in the Wadjiny Cultural Education Performance. Wadjiny is an interactive cultural awareness program delivered in a fun and educational learning environment. The performer Troy Allen, used song, music and didgeridoo, dance, artifacts, examples of ancient rock and cave paintings and fire making demonstrations to tell the stories of his people.

During National Reconciliation Week Kensington Public School focused on lessons that targeted student understanding of the importance of the reconciliation journey. The school was adorned with Mabo images and the 1967 Referendum posters to enhance lessons being taught about the significance of Reconciliation Week.

Multicultural Education and Anti-racism

Anti-racism

At Kensington Public School we believe education is the key to effective anti-racism strategies. We celebrate our multicultural population with many events including Multicultural Day, Sorry Day, Harmony Day, China Day and implementation of multicultural units of work. During Peer Support programs we also educate children about what racial bullying is and how to deal with and prevent this behaviour. Many students also wrote support letters to children who are refugees on Nauru. Age appropriate discussions on world events are held if deemed necessary by the class teachers. We have an Anti-Racism Contact Officer who can intervene and assist students who have complaints.

Modern Greek

The Modern Greek Program runs for three days a week, from Monday to Wednesday. The program is for both Greek background and non-background speakers and encompasses Kindergarten to Year Six. This year, 7 classes have been formed with each class receiving two hours of Modern Greek a week with the exception of Kindergarten attending weekly half hour lessons. Each year level attends as a whole class where lessons were structured to suit the abilities of the students with special emphasis on oral/aural skills as this is a necessary component of learning a language. Greek culture is continually taught throughout the year as it is an important component of the Modern Greek Syllabus. At weekly assemblies, students from various levels presented small items such as songs and information on cultural events that occur during the year. Merit awards for Greek are also presented at the weekly assemblies. Greek dancing and Greek cooking were particularly popular with Stage 3. A 'Greek Corridor' has been established in Block 5 depicting the culture of Greece, including photos of students participating in various school activities.

Mandarin

The school benefits from having two Mandarin language teachers and a Confucius Classroom where two volunteer teachers from Nanjing, China teach cultural activities. The outcomes from these programs are extensive and a separate report can be found on our website detailing their extensive achievements.

Other school programs

3-6 Sport

All students in Years 3-6 participated in a wide variety of sports throughout the year and also had the opportunity to take part in sporting carnivals. Every Friday students either represented Kensington Public School in PSSA teams in the Sydney Coastal competitions or participated in the 3-6 sports program. This program involved a number of sports instructed by various third party providers. Transformers Fitness for Kids instructed sports such as gymnastics, basketball, volleyball, soccer or general fitness. AFL NSW instructed AFL skills in Centennial Park, while UNSW provided swimming lessons at their aquatic centre.

During Terms 1 and 4 the school was represented in the PSSA cricket and softball/T-Ball competitions, while in Terms 2 and 3 the school was represented in the soccer and netball competitions.



The senior softball team finished 5th. The junior T-ball team won their grand final to finish 1st.

The senior soccer team finished 4th at the end of the regular season. The junior team finished 7th.

The senior A netball team finished 9th and the senior B 5th. The junior A team finished 3rd and the junior B 2nd.

The junior cricket team finished 4th and the senior cricket team ended up 5th in their respective competitions.

Students enjoyed another successful year in our major carnivals with 30 students representing at the zone athletics carnival. Two students participated at the regional stage with one of those progressing to state level.

Library

Our role in the library is to encourage our students to experience high quality traditional and digital fiction and non-fiction that engages and enriches them. We do this through our weekly library lessons with multi-modal literature, emphasising the promotion of reading books and researching online for both relaxation and research.

Our library resources continued to expand, with students having access to not only books as well as the use of the computer lab which is conveniently located in the library. The lab is utilised during class time and lunchtimes for learning and recreation purposes.

The school community's generous donations to the Thomas Flowers Memorial Library Fund, to the value of \$10 598, enabled the purchase of literature for the units of work being undertaken by all grades in their classrooms, as well as those purchased to enhance the library collection.

The Scholastic Book Club is offered each term, for children to purchase books. The bonus points scored by the school provided free books and resources for students.

During Education Week, a very successful Scholastic Book Fair was held.

All K-2 students participated in and achieved their Premier's Reading Challenge Certificates in 2015. We also had a number of students in Years 3-6 who achieved their Gold Certificate and 1 student in Year 6 who was awarded the prestigious Premier's Reading Challenge Platinum Award.

Dedicated parent helpers and library monitors from Years 4-6 worked tirelessly to support the teacher-librarians by covering, mending, assisting with borrowing, returns and shelving of books. The diligent Erasmia Lasanas ordered and distributed Book Club for the entire school and was a great presence in the library throughout the year. To all of those students, teachers, office staff and parents who assisted in the library this year, your assistance was greatly appreciated.

Performing Arts

2015 has been yet another exhilarating year in music, dance and drama for all our students.

Our big production this year was for all students in Years 1 and 2. We performed an original play called 'Under the Big Top', at the Playhouse at NIDA. Students performed two shows to a packed audience and a matinee performance for the kindergarten students. We kept many parents and teachers busy with all the makeup and costumes.

We celebrated an exciting experience for our kindergarten students. They performed a play especially written for them titled 'Time for School'. Each kindergarten class performed in the school hall on a separate evening. All the songs chosen for the show were by James Madsen who has been a regular at our school fetes and productions including being our guest choir instructor. The students had costumes especially made for them, wore makeup and performed to a packed audience of friends and parents.

Our two school bands have continued to thrive and meet every Thursday at 8am. Group tutorials continue throughout the morning. Both of the bands have performed in our two music soirees and at various school functions throughout the year. We have had two fantastic band tutors, Mr Woodhouse and Mrs Kong. Violin lessons and string ensemble with Dr Drimatis have taken place each Wednesday. The String ensemble has performed at a variety of events throughout the year and also had their own concert. Junior choir conducted by Mrs Parsons and Infant and Senior choir conducted by Ms Fredman, have all enjoyed performing and delighting audiences. All choirs rehearse either before school or at lunchtimes.

Mrs Samarakoon and Miss Brash conducted a Monday morning dance ensemble group for students in Years 3, 4, 5 and 6. Students performed at Grandparents' Day and the end of year Talent Show.

We had four students perform in the 'Create East' show case at the new location of NIDA. We also had one student perform in the choir for the NSW School Spectacular.

Students from Year 3 went to watch the performance of, '52nd Storey Treehouse', Kindergarten and Year 1 saw the amazing production of 'Snugglepote and Cuddlepie' and Year 4,5 and 6 students saw 'Suitcase Stories' all at the Seymour Theatre.

Our Year 6 students took part in an innovative pilot about story telling in collaboration with NIDA. They worked on retelling imaginative stories and saving a made up town called Tales End. This resulted in an excursion to NIDA and performing their stories to the NIDA staff on the Parade Theatre stage.

At the end of the year we held two talent quests where the students were able to demonstrate their performance skills. We had magicians, singers, comedy acts, dancers and solo musical performers. Each class also chose a song to present as a group either dancing or singing.

This was a great end to another successful year.

Environmental education

Sustainability, with recycling in particular, has been the focus of environmental education at KPS this year. As one of the cross-curricular priorities, sustainability has been embedded into units of work written by the teachers across all KLAs. We have officially launched a recycling program during Eco Week held in Week Two of Term Three. To support the introduction of this program, a whole school SITA incursion was organised and teachers delivered lessons on recycling and consumerism developed by the Environmental Team. The main drivers of this initiative were the students. The Eco Enrichment Group conducted a rubbish audit and designed a plan for the implementation of the recycling program. They were supported by a Year Five Eco Warrior group in charge of the weekly paper collection. Many of the environmental projects implemented this year, such as bin enclosures in Area 3 and 1 and paper recycling baskets, were made possible due to funding gained through a number of grants. The most notable was the public recognition of our paper recycling program which won the school a \$20,000 carpet refurbishment.