

# Kensington Public School Annual Report



2016



2283

## Introduction

The Annual Report for **2016** is provided to the community of **Kensington Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Ben Colmer

Principal

### School contact details

Kensington Public School

77-79 Doncaster Avenue

Kensington, 2033

[www.kensington-p.schools.nsw.edu.au](http://www.kensington-p.schools.nsw.edu.au)

[kensington-p.School@det.nsw.edu.au](mailto:kensington-p.School@det.nsw.edu.au)

9663 3955

### Message from the Principal

During a year of significant change and reform, Kensington Public School continued to achieve outstanding learning outcomes and fostered a positive school climate in which students thrived. I am incredibly proud of the multitude of achievements of KPS staff and students and often find myself in conversation with visitors to our school where the overwhelming sentiment is that KPS is a place where students take pride in their school community; a community where diversity and differences are embraced and there are high expectations for all. One of the key focuses of our student learning goals in 2017 centred around embedding learning intentions (WALT) and success criteria (WILF) into teaching programs and lesson providing support to enable our students in becoming motivated, self-directed learners. As lead learners at KPS, each and every staff member takes responsibility for enriching the learning opportunities for all students, not only those within their 'class'. This unique feature of our school is one of the reasons the sense of community is so strong at KPS.

This year saw the introduction of some exciting learning partnerships that proved deeply enriching for student learning and led to some significant achievements. As a component of our focus on STEAM (Science, Technology, Engineering, Art, Maths) Education KPS entered into a partnership with the Michael Crouch Innovation Centre at UNSW where Stage Three students engaged in computer animated design (CAD) and 3D printing processes. Stage Two students were engaged in a computer coding program led by one of our staff members with significant expertise in this area. We also saw the benefits of a comprehensive music and performance program with Jellybeans music, the products of which could be heard resonating from the hall and floating throughout the corridors. The benefit of such a partnership is in the way it supports the strong music and performance programs that have been running for many years at KPS. The performance of Aladdin at NIDA's Parade Theatre was absolutely extraordinary and exemplifies the expertise of our teachers, students and community members. Our staff continued to engage in rigorous professional learning opportunities throughout 2017, many of which were led by expert teaching teams comprised of KPS staff members that were established to provide leadership in curriculum areas. This year also saw the transition to the Learning Management and Business Reform(LMBR) which had significant impacts on systems used by our administration and teaching staff. Throughout these times of change and transition, the assistant principals demonstrated outstanding leadership skills working with students, staff and parents ensuring everyone felt supported. This was particularly important when Maurice Johnston retired half way through the year. Maurice was a superb leader who made a profound impact on our school. The smooth transition for the community at this time is testament to the skills and expertise of the executive leadership team, teaching, administration and support staff at Kenso. During 2017, the teaching and learning continued to be enhanced by parental involvement. We saw this through the P&C and the many fundraising activities that enabled the purchase of resources for students and the multitude of ways in which parents were able to provide support in classrooms and around the school. Although difficult to capture all of the successes of our school, I hope that this report will highlight some of the achievements that have made our community proud and will also provide us with some future goals that we can work towards together in 2017.

Ben Colmer (Relieving Principal)

## Message from the school community

### P&C Annual Report 2016

2016 has been a very successful year for the Kensington Public School P&C Board. Our 2016 focus was around the P&C Board and wider KPS community 'contributing to our children's education'. Our fundraising events contributed both to the Kensington Public School community and also the wider Kensington community.

The P&C donated nearly \$40,000 to the school in 2016. We would like to thank the P&C Board and all of the parents and community members who volunteered their time and efforts to the school's community events / fundraisers. We would also like to thank the families who donated gifts for our fundraisers and the class parents who assisted us in communicating key messages. Fundraising events included the Mother's Day photo shoot, Father's Day gift sale, Easter Hot Cross Bun sale, Family Movie Night, Election Day Barbecue, Comedy for a Cause / Art Auction / Raffle, Halloween Disco, Walk-a-thon bake sale and Mufti Days.

The P&C received very positive feedback from all of these events. The P&C also hosted a Class Parent morning tea. The P&C profit went towards various school educational programs and initiatives including musical equipment for the playground, reading books for Years 3–6, 2017 Jelly Beans Music Program for Years 2–6, end of year Presentation Day trophies / medals / certificates, school books for each student which track's their writing skills throughout their school life at Kensington, microphones for music programs (including the Aladdin Musical), science resources and Year Six t-shirts. On behalf of the P&C Executive Committee I would again like to thank all of those parents who have contributed to our school's community and have taken an active role in our children's education.

P&C President, Sophie Kysil

### School Council Annual Report 2016

Once again, Kensington Public School (KPS) has had a wonderful year and upheld the core values of Knowledge, Honour and Community. From the beginning of the year KPS continued the 'Waiting Gate' system on Doncaster Avenue. Without doubt this has increased the safety of pupils leaving the school, alleviated traffic congestion on Doncaster Avenue and sped up the overall collection process. All credit and thanks go to the teachers who give up their time every day to ensure the smooth running and success of this system.

Towards the end of Term Four 2015, KPS was severely affected by storms, including significant flooding and damage to school facilities. Renovation and maintenance works have taken place throughout the year including the removal of some roof tiles in favour of a single sheet metal roof.

Three tenders were received for the school canteen and 'Anthony Catering' was deemed to be the best fit for KPS. The 'Munch Monitor' online ordering system continues to prove a useful method of purchasing lunches.

In Term Two KPS saw the introduction of a new bell system. Enhanced features include message announcements, two minutes of music which act as a signal for students to proceed to their designated line up area and school wide audibility of emergency alarms.

Mr Maurice Johnston sadly retired at the end of Term Two after three years as Principal of KPS. Mr Johnston was a well-regarded Principal who strived continually for KPS' success in both academic achievement and community involvement. Mr Ben Colmer was selected to become the relieving Principal for Terms Three and Four. Mr Colmer rose to this challenge with enthusiasm, professionalism and dedication. Our thanks go to Mr Colmer who has done a fantastic job.

In Term Three the School Council had the happy task of deciding how a \$10,000 community grant should best be spent within the school. The grant was awarded to the school to strengthen family and community engagement. The School Council was provided with guidelines from which to debate many options and the shortlist will be presented to the new Principal in Term One 2017.

In Term Four the main focus was the recruitment of our new school principal. A merit selection process was required and both a school council and P&C representative were invited to participate in the recruitment. We look forward to welcoming our new Principal Ms Stone and are excited to hear how she will continue to strengthen and grow KPS' core values.

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 school this year. I wish everyone continued success in 2017 and beyond.

School Council President, Judith Swain

## School background

### School vision statement

Outstanding individual achievement is at the centre of what the 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 are implementing the NSW Syllabus for the Australian Curriculum developing integrated units of work over the three years of this 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.

### School context

The school motto of Honour, Knowledge and Community is proudly reflected within the diversity of school programs operating at Kensington Public School. 443 students are enrolled in our school and 68% are students from Language Backgrounds Other than English (LBOTE). The school enjoys an excellent reputation in the community, with a record of high academic success and other across curriculum achievements. Effective integration of ICT into teaching and learning programs, with the use of laptops and tablet technology, allows for our students to become critical and creative users of technology. 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. Community Language Programs include Modern Greek and Mandarin and play a pivotal role in developing understandings of Chinese and Greek language and culture. Our student body is supported by an active parent community in many diverse ways including donations of time and finance, parent initiated programs, support of staff and the organisation of learning programs. The dedicated staff is committed to providing a positive, inclusive and caring learning environment for every student.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

#### Learning Domain

**Excelling** – Student Performance Measures, Wellbeing

**Sustaining & Growing** – Learning Culture, Curriculum & Learning, Assessment & Reporting

#### Progress Made

In the element of **Learning Culture**, progress has been made in the levels of student, staff and community engagement, as evidenced by 99% of students receiving a minimum of 1 value key throughout the year. In **Wellbeing**, KPS has moved from sustaining and growing to excelling through the implementation of a number of initiatives, such as the 'Student of the Month'. The creation of the Student Leadership Team and the explicit teaching of school behaviour expectations during classroom observation lessons. In **Curriculum and Learning**, progress was made in establishing an active partnership with the Michael Crouch Innovation Centre at UNSW. In **Assessment and Reporting**, progress was made through the creation of an assessment team consisting of three staff members who have completed a Graduate Certificate of Education (Assessment of Student Learning) through the Australian Council of Educational Research. This team provided Teacher Professional Learning (TPL) on evaluating assessment practices and implemented a trial of the Unaided Writing whole school assessment tool. In **Student Performance Measures**, progress was evident as EAL/D students' NAPLAN growth matched that of native English learners.

#### Next Steps

- Whole school implementation of the Unaided Writing whole school assessment tool.



- Developing a transition plan with local high schools to support students in progressing from primary to high school in order to counteract a negative trend in NAPLAN results from Year 5 to Year 7.
- Developing opportunities for students to reflect on their own learning to identify areas of need.
- Continuing to embed WALT and WILF into teaching practice across the school.

## Teaching Domain

**Excelling** – Effective Classroom Practice, Data Skills & Use, Collaborative Practice, Learning & Development and Professional Standards.

### Progress Made

In **Effective Classroom Practice** our school leadership team has continued to promote and model effective, evidence based practice by appointing one of the executive team as an Instructional Leader for two days each week. This year the focus has been on promoting and embedding the use of Learning Intentions and a Success Criteria in Stage One. The regular collaborative moderation days have also enabled staff to continue to reflect upon their teaching and learning and ensure the continued use of effective, evidence based practice. In order to continue to excel in the **Data Skills and Use** teaching element, our school leadership team has created an Assessment team all of whom hold a Graduate Certificate of Education Assessment of Student Learning. This Assessment team has reviewed and developed effective assessment tools and shared their expertise with staff at Professional Development days. Analysis of relevant data has also continued to be embedded in ongoing teacher professional development and used towards future programming. In the **Collaborative Practice, Learning and Development and Professional Standards** elements, our school has continued to consolidate its practice and has participated in further learning alliances with QuELLA. The appointment of an Instructional Leader and continued participation in Moderation days has ensured that teachers continue to collaborate and reflect upon effective practice to continue the school-wide improvement in meeting student outcomes. Curriculum teams have also worked together to identify which professional learning was required to ensure that targets in the School Plan could be met. The professional learning and expertise has been shared at stage meetings and staff professional development days.

### Next Steps

- Further review and self-assessment of the current teaching practices that have enabled our school to be judged as excellent will need to be carried out.
- Regular reviews will ensure that staff maintain their contemporary content knowledge and continue to reflect upon their own practice to sustain ongoing improvement in student outcomes.

## Leading Domain

**Excelling** – School Resources

**Sustaining & Growing** – Leadership, School Planning, Implementation & Reporting, Management Practices and Processes

### Progress Made

There has been continued evidence of collaborative and consultative leadership, where local and system priorities are embedded in strategic planning and decision making. School leadership teams are accountable for financial, workplace and assets management that maximises resources available to students. In the area of **Leading**, progress has been made towards 'Excelling' with the establishment of partnership with the local university, UNSW, to implement a STEM program for Stage Three students. This partnership has allowed students to access computer-animated design software and 3D printing resources that they otherwise would not have been able to access. Engaging with PhD students from the university to work with Stage Three students led to purposeful and authentic learning opportunities which enhanced student learning outcomes in the KLAs of Science, Maths and Technology. In the area of **School Planning, Implementation and Reporting**, the school leadership team took a collaborative approach to monitoring and evaluating strategic direction milestones by embedding opportunities for staff to evaluate the implementation milestones in weekly meeting schedules. The school council and P&C were engaged in understanding the process of using PLAN, NAPLAN and school assessment data to identify student groups that would benefit from additional targeted English language programs in the areas of reading and writing. With the introduction of LMBR and the Budget Planning and Consolidation (BPC) Tool, there has been the opportunity to engage with longer-term financial planning which is integrated with current school planning and implementation processes. The progress that has been made towards achieving 'Excelling' in the area of **Management Practices and Processes** occurred with information about LMBR systems and processes being shared with school staff and the community. With the implementation of this reform, the changes are being introduced to staff so that they will be able to develop the skills for successful operation of these administrative systems which will promote ongoing school improvement.

### Next Steps

- Further engagement with local community, university partnerships, local media and business organisations to enrich the school's standing within the local community.
- Continued engagement with LMBR systems and processes and professional development of the finance committee with use of the Budgeting Planning and Consolidation (BPC) Tool.
- Further engagement with the effective integration of technology and flexible use of physical learning spaces.
- Open reporting to the community and community engagement with school planning.
- Leadership capacity building – staff having purposeful leadership roles based on professional expertise and the use of growth coaching as a model for enhancing capabilities across the entire teaching staff.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To engage students in the learning process where they monitor their own progress, asks 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

Kensington Public School has continued to strive towards embedding high-quality teaching and learning practices in literacy and numeracy programs across the school. There has been a continued focus on assessment of learning practices with active student engagement in learning intentions and success criteria, and Bump It Up walls which have all improved students' understanding of self-assessment. The use of writing blogs to enable self and peer assessment across a digital platform is in its early stages with a future focus on this aspect. The systematic organisation of key ideas in mathematics has been enhanced by a collaboratively developed scope and sequence across K-6.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student Achievement is greater than 2014 benchmark standards for <b>English</b> as measured using: <ul style="list-style-type: none"><li>NAPLAN tools where students in the lowest bands in Year 3 achieve a growth of 2 or more bands by Year 5</li></ul>	<p>Between 2014–2016, the average effect size for Reading was 1.04, while the average affect size is 0.8.. In 2014, five students were placed in the lowest bands. There were four students in 2016.. 61% of students achieved growth beyond the 0.8 effect size.</p> <p>For Writing, the average effect size was 1.29. In 2014, one student placed in the lowest two bands and in 2016 this figure had increased to four. 70% of students achieved growth beyond the 0.8 effect size.</p> <p>In Spelling, the average effect size was 1.18. In 2014, four students were placed in the lowest two bands and in 2016 this figure was reduced to three. 75% of students achieved growth beyond the 0.8 effect size.</p> <p>The average effect size in Grammar and Punctuation was 0.86. In 2014, four students were placed in the lowest two bands while in 2016 this figure was reduced to one student. 45% of students achieved growth beyond the 0.8 effect size.</p>	Professional Learning and Release costs– \$2200
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. <ul style="list-style-type: none"><li>Student Achievement is</li></ul>	Between 2014–2016, the average effect size for Numeracy was 1.31, while the average affect size is 0.8. In 2014, five students were placed in the lowest two bands. In 2016, this figure hasreduced to two. 70% of students achieved growth beyond the 0.8 effect size.	Nil

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>maintained or greater than 2014 benchmark standards for <b>Mathematics</b> as measured using: NAPLAN tools where students in the lowest bands in Year 3 achieve a growth of 2 or more bands by Year 5; and</p>	<p>For Measurement, the average effect size was 1.15. In 2014, five students placed in the lowest two bands and in 2016, this number was reduced to two. 73% of students achieved growth beyond the 0.8 effect size.</p> <p>The average effect size in Number, Patterns and Algebra was 1.28. In 2014, five students were placed in the lowest two bands. In 2016, this had reduced to 3. 75% of students achieved growth beyond the 0.8 effect size.</p>	
<p>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.</p>		<p>Nil</p>

## Next Steps

- To implement an instrument which will identify and monitor gifted and talented learners in the mainstream classroom in order to maximise the development of skills and abilities beyond the average growth of KPS students.
- To further embed opportunities for students to engage in self and peer assessment opportunities in online collaborative work spaces (e.g. G Suite, writing blogs)
- To continue with the development of an English scope and sequence which incorporates English syllabus outcomes and objectives, English concepts, genre of text, ESL scales, types of assessment, literacy continuum clusters and learning across the curriculum areas.
- Continued professional development in the use of reciprocal teaching strategies in English and Mathematics
- Further focus on integrating learning intentions (WALT) and success criteria (WILF) into teaching programs and support with embedding these in teaching practice.
- To continue observation processes with the use of lesson study as the model of observation.



## Strategic Direction 2

### Quality Learning Systems

#### Purpose

To develop organisational practices which produces an integrated scope and sequence for units of work which engage student learning whilst developing explicit higher order thinking skills, embedding the use of ICT in student learning whilst seeking community feedback

This include:

- an explicit approach to developing the language proficiency of students who have English as an additional language or dialect.
- implementation of the school's scope and sequence through fully resourced integrated units of work.
- engagement with the DEC reform agenda incorporating systematic changes in the Learning Management and Business Reform (LMBR), Business Intelligence (BI), Every School Every Student (ESES), Great Teaching Inspired Learning (GTIL) and Local Schools Local Decisions (LSLD) so data informs decision making.

#### Overall summary of progress

The EAL/D School Evaluation Framework was used to analyse school-wide processes and practices that support improved learning outcomes for EAL/D students. Identified strengths included professional learning in effective EAL/D pedagogy and strategies to enhance parent/carer participation in their child's learning. Opportunities included increasing the use of EAL/D assessment practices to support informed differentiation of teaching and learning programs. A team consisting of classroom and EAL/D teachers participated in the Leading EAL/D Education Project resulting in the creation of an oral language assessment tool which facilitates the collection of detailed information about an EAL/D student's oral language development.

Continual tracking and analysis of EAL/D students' learning progress in PLAN (school data) and NAPLAN (state data) demonstrates comparable results for EAL/D students to all KPS students. NAPLAN data shows growth of two or more bands in English for EAL/D students is comparable or higher than that achieved by all KPS students. School based data for Early Stage 1 EAL/D students, which includes six New Arrival students, demonstrates a comparable cluster growth from Term 1 to Term Four 2016, in comparison to all KPS Early Stage One students.

To enhance school wide assessment practices, the assessment teaching team was established. Each team member completed the Australian Council for Educational Research (ACER) Graduate Certificate of Education (Assessment of Student Learning) to develop expert professional knowledge of assessment. Professional learning was provided to all staff, resulting in improvements to the reliability and validity of assessment tasks. A quarterly K-6 Writing assessment task has been introduced to evaluate and monitor student writing progress across the school years.

The library system 'Oliver' and the Learning Management and Business Reform (LMBR) system were successfully implemented during 2016. The library system provides access to a full range of digital resources accessible at any time to students and teachers. LMBR includes financial and student management systems which will streamline school administration and improve access to information.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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.	Five new units of work have been collaboratively developed as the school continues to implement the new syllabus documents in English, Science, History and Geography.  All units of work have been stored in TRELLO to provide a central access point for all staff.	\$30240 Classroom teacher release for unit writing  \$7200 P&C resources funding
Analyse data from student reporting system to determine achievement across the scales in each KLA	A summary report for each grade is on display for parents to view, detailing the percentage of students at each of the five levels of student achievement. These reports are of syllabus	\$3000 Annual Fee – for Momentum Software

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Analyse data from student reporting system to determine achievement across the scales in each KLA	outcomes based on the new units of work. The average student achievement in the following KLAs K–6 of sound or higher is: English: 86.4% Science: 98.2% History: 96.7% and Geography: 96.3%.	
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	<p><b>Supporting EAL/D Learners:</b></p> <ul style="list-style-type: none"> <li>• Team teaching K–6 : flexible timetable based on identified student needs through data and teacher assessment.</li> <li>• New Arrival support program providing intensive English lessons for newly arrived students.</li> <li>• Continuation of play–based learning to develop vocabulary (Kindergarten).</li> <li>• Grammar lessons focused on complex sentence construction and effective vocabulary choices (Stage Three).</li> </ul> <p><b>Supporting Parents/Caregivers:</b></p> <ul style="list-style-type: none"> <li>• Translation services provided for important notices and parent/teacher/student meetings;</li> <li>• Continuation of term meetings for New Arrival Parents to support parent involvement in students' learning and the wider school community.</li> <li>• Establishment of community English lessons to enhance parents participation in student's learning.</li> </ul> <p><b>Supporting Classroom Teachers:</b></p> <ul style="list-style-type: none"> <li>• Collaborative development of English units of work by classroom and EAL/D teachers to implement effective EAL/D teaching strategies.</li> <li>• Collaborative assessment of EAL/D student learning progress during data sessions.</li> <li>• Development of the EAL/D Oral Language Assessment rubric and EAL/D Writing Rubric to assess EAL/D student learning progress using the ESL Scales.</li> </ul> <p><b>Professional Learning:</b></p> <ul style="list-style-type: none"> <li>• EAL/D teachers collaboratively identified key descriptors from the EAL/D Elaborations of the Australian Professional Standards for Teachers to develop a role statement, providing key actions to be undertaken to maximize effective strategies to support EAL/D student.</li> <li>• Participation and completion of the Post Graduate Certificate in Education (Assessment of Student Learning) course.</li> <li>• Participation of three classroom teachers in the Leading EAL/D project in which teachers developed professional knowledge of effective EAL/D assessment practices and created an oral language assessment rubric for use in mainstream and EAL/D classes.</li> </ul>	Teacher release for Professional learning and Collaborative Planning \$28241
Each student produces a minimum of three products each year using ICT illustrating higher order learning.	<ul style="list-style-type: none"> <li>• All teachers participated in professional learning in the use of Google Apps for Education and blogEd to create digital works.</li> <li>• ICT is embedded in a number of units of work across the curriculum and within the Enrichment Program. Students in Years Two –Six developed a range of ICT products through their learning, including; blogs, PowerPoint presentations, films, websites, computer games and 3D prints.</li> </ul>	Nil

## 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 three year plan to be undertaken in 2017 are:

#### English as an Additional Language or Dialect (EAL/D)

- Continued use of the EAL/D School Evaluation Framework to inform the development of school wide programs.
- Participation in an action research project to develop differentiated ICT teaching and learning resources, using a blended learning approach in order to improve EAL/D student engagement in learning activities, based on the results of the evaluation tool.
- Professional learning for EAL/D and classroom teachers on effective team teaching.
- Implementation of a learning assessment system to inform assessment practices K–6.

#### Learning Management and Business Resource (LMBR)

- Training for staff in utilising LMBR systems to manage school and student administration.

## 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.

Incorporate the use of technology to enhance communication and facilitate student learning.

#### Overall summary of progress

Evidence through the Tell Them From Me (TTFM) surveys from students found that in each of the nine measures of student engagement (social, institutional and intellectual), the school was performing equal to or higher than the NSW norms. Two survey periods were compared from March 2016 and October 2016.

The perspectives of eighty seven parents were also measured using the TTFM survey system during August and 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)*

An external evaluator undertook a Tiered Fidelity Instrument (TFI), which involved interviewing randomly-selected staff and students in order to seek information about our school's progress in its second year of PBL implementation. Staff responses revealed that 90% could list the school-wide expectations; 90% had taught behaviour expectations to students this year and 100% had given a tangible reward to students within the semester. Student responses revealed that 100% could list the school-wide expectations and 100% had received a tangible reward within the semester.

The results indicate that all students know the expectations and are rewarded for following them. Staff respondents included casual teachers and interns.

The Student Well-being team also completed a self-evaluation consisting of fifteen sub scales across three areas: Teams, Implementation and Evaluation. The maximum score for Tier 1 Universal Implementation is 80%. The teams scored an average of 73% across the three domains.

Throughout the year, staff participated in professional learning which focused on the principles of PBL and consistent response to student behaviours. The school Behaviour Management Flowchart was evaluated and updated to provide a whole-school approach to behaviour intervention. Staff also analysed Momentum data and completed a cycle of observed lessons targeting behaviour expectations for each grade. These measures continue to create a shared dialogue about the positive management of well being issues in the school.

#### *Values Keys*

In 2016 students were rewarded for positive behaviour through the whole-school Value Keys system. The % achieved K-6 were as follows: One Silver Key (99%); Two Silver Keys (83%); Three Silver Keys (40%) and Gold Key (34%)

**Progress towards achieving improvement measures**

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Progress achieved this year</b>	<b>Funds Expended (Resources)</b>
<p><b>Student</b></p> <p>Surveys of 34 questions reflect improvements to 5 areas of school climate where baseline data is as follows:</p> <p><b>1. Feeling Safe 84%</b></p> <p><b>2. Teachers Managing Behaviour 67%</b></p> <p><b>3. Lesson Interest 81%</b></p> <p><b>4. Student/Parent/Teacher Communication 66%</b></p> <p><b>5. School Image 72%</b></p>	<p>In the October 2016 TTFM survey the students reported positive outcomes greater than NSW norms in the eight drivers for improved student outcomes :</p> <p>Effective Learning Time: 8.4/10</p> <p>Relevance of Lessons: 8.1/10</p> <p>Rigour of Instruction: 8.4/10</p> <p>Advocacy at School: 7.8/10</p> <p>Positive Student/Teacher Relations: 8.5/10</p> <p>Positive Learning Climate: 7.3/10</p> <p>Expectations for Success: 8.8/10</p> <p>Bullying: Students reported a 5% reduction in bullying experiences across 2016 and 11% from 2015.</p> <p>Parent Survey Results from the October survey showed:</p> <p>Parents feel welcome: 7.5/10</p> <p>Parents are informed: 6.8/10</p> <p>Parents support learning at home: 7/10</p> <p>School supports learning: 7.4/10</p> <p>School supports Positive Behaviour: 7.9/10</p> <p>Safety at School: 8/10</p> <p>Inclusive School: 6.9/10</p>	<p>NIL</p>
<p>Systemic data is collected and monitored about student behaviour informed across:</p> <ul style="list-style-type: none"> <li>• Classroom Settings</li> <li>• Non Classroom Settings</li> <li>• School Wide Systems</li> <li>• Individual Systems</li> </ul> <p>Using the data collected as benchmarks resurvey each year for comparison data.</p>	<p>The Tiered Fidelity Tool (TFT) aims to determine how effectively Tier One PBL practices are being implemented. Undertaken during Term Four by an external evaluator, it involved and randomly selected staff (permanent, temporary and casual) and students responding to three questions relating to school-wide expectations and reward systems. A quantitative measure was allocated:</p> <ul style="list-style-type: none"> <li>* 90% of staff could list school wide expectations</li> <li>* 90% of staff have taught the school rules / behaviour expectations to students this year</li> <li>* 100% of staff had given a tangible reward in the last two months</li> <li>* 100% of students could list the school-wide expectations</li> <li>* 100% of students had received a tangible reward in the last two months</li> </ul>	<p>Professional Learning and Release costs– \$4500</p>



## Next Steps

- Implementation of Cyber Safety programs to support understanding for parents, students and staff
- Development of a PBL scope and sequence to support school-wide teaching of expectations in support of student wellbeing practices
- Implementation of Friendly Schools Plus to develop student understanding of Bullying behaviours and protective strategies

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Students demonstrated average growth of one cluster in numeracy and literacy.	\$450
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Kensington Public School received a staffing component of nine days per week (FTE 1.8) for 266 EAL/D students.</li> <li>• Collaborative planning of teaching, learning and assessment using effective EAL/D pedagogy.</li> <li>• Participation in the Leading EAL/D Project resulting in improved professional knowledge of effective EAL/D assessment practices and creation of the oral language assessment rubric.</li> </ul>	1.8 teacher allocation \$28241
<b>Low level adjustment for disability</b>	Classroom Support	School Learning Support Officer– \$22 055  Two days per week
<b>Quality Teaching, Successful Students (QTSS)</b>	The idea of a lesson lasting for thirty minutes and then a reflective conversation taking place straight after, was deemed to be beneficial for all. It is recommended, if possible, for this to be in operation in 2017.	Staff Allocation – 1.5 days a week allocation
<b>Socio-economic background</b>	This funding supported students to access programs, camps, excursions and resources which would otherwise be unaccessible.	\$5 104
<b>Support for beginning teachers</b>	Successful completion of ACER Assessment Course with accreditation and PL opportunities delivered to staff.	Staff Professional Learning – \$12 792
<b>Targeted student support for refugees and new arrivals</b>	<ul style="list-style-type: none"> <li>• Kensington Public School received a temporary staffing component of two days per week (FTE 0.4) for 12 New Arrival students.</li> <li>• 100% of New Arrival students received intensive English language lessons to support their language acquisition in 2016.</li> </ul>	0.4 teacher allocation
<b>Confucius Classrooms</b>	<ul style="list-style-type: none"> <li>• Two volunteer teachers from China.</li> <li>• 100% of students involved in cultural activities throughout the year.</li> <li>• Participation of whole school community and an invited local school in Chinese cultural and language learning events.</li> <li>• Participation in the University of Sydney Bilingual Language Learning Project, resulting in the development of ICT teaching resources for the Chinese language program.</li> </ul>	\$10,000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	211	213	219	237
Girls	209	187	218	207

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	97.7	96.1	97.3
1	96.9	96.4	95.1	96.8
2	95.8	96.8	96.2	95.8
3	95.7	96.3	96	96.3
4	96.9	96.9	95.5	97
5	96.5	95.3	94.5	95.3
6	96.3	96.5	95.1	93.9
All Years	96.2	96.6	95.6	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Class sizes

Class	Total
1/K H	23
KP	21
KM	21
KC	21
1T	24
1E	24
1C	22
2/1 P	20
2O	21
2B	18
4/3W	25
3R	30
3P	31
5/4K	26
4C	28
6/5 C	31
5E	32
6/5D	31

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	1.8
School Administration & Support Staff	3.12
Other Positions	0.16

\*Full Time Equivalent

### Workforce retention

Two permanent appointments were made during 2016. Miss Rachel Heywood was appointed to a permanent classroom teacher position through a merit

selection process and Ms Louise Stone was appointed permanently as the Principal of Kensington Public School to commence duty on the first day of the 2017 school year.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	61
Postgraduate degree	39

### Professional learning and teacher accreditation

Wednesday TPL sessions were targeted at specific areas identified by the curriculum teams of English, Maths, Science, Geography, History, Student Welfare and ICT. The English team focused on conceptual planning, unpacking the English syllabus and consolidating scope and sequence documents. The Maths team focused on aligning the Mathematics K–6 continuum of key ideas to the Maths program, creating a K–6 assessment schedule, developing more open-ended assessments and using Newman's Error Analysis as a strategy for solving worded maths problems. The Science team focused on the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) instructional model. The Geography team focused on using geographical tools and the History team focused on historical inquiry skills. The Student Welfare team. The ICT team focused on the use of G Suite (formerly Google apps) as a collaborative online work space.

2016 saw the creation of an expert teaching team specialising in student assessment. It involved three staff members, Zrinka Krivosic, Rana Straker and Ryan O'Connor who completed a Graduate Certificate of Education (Assessment of Student Learning) through the Australian Council of Educational Research (ACER). The team ran TPL sessions focused on training staff to create more valid and reliable assessments through the use of specific criteria and the implementation of the Unaided Writing assessment. This involved students completing a standardised writing assessment each term in a specialised booklet, which was marked against a specific rubric based on the NAPLAN marking guide.

The Leading EAL/D Project involved 4 teachers, Gail Wanless, Sarah Montefiore, Rana Straker and Ryan O'Connor. The purpose of the project was to improve the assessment of English oral language proficiency for students learning English as an additional language or dialect (EAL/D). The project aimed to achieve this through the creation of an oral language assessment tool to facilitate the collection of information about a students oral language. This led to the development of the 'Talk as Process Assessment Rubric', which

explicitly describes observable skills, knowledge and behaviours of oral language within a development pathway, based on the ESL Scales and EAL/D Learning Progression descriptors.

QuELLA (Quality Educational Leadership Learning Alliance) continued in 2016 between Kensington Public School, Eastlakes Public School, Loftus Public School, Matraville Public School and Sydney Distance Education High School with a \$10 000 grant. The Kensington Action Research Project team participants were Maurice Johnston, Julie Parsons and Rana Straker. The strategic direction for the project was Quality Teaching and Learning – to embed feedback practices across all stages of learning and to develop staff capacity. The process involved networking, communicating and visiting the schools to share best practices. Kensington focused on classroom observation practices. A film was produced to inform teachers of the experience and demonstrate best practice. The project was a valuable experience as it provided an opportunity for Kensington to share knowledge and experiences for classroom observations. Visiting other schools was beneficial to gain an insight into leadership practices and learn innovative methods with observation in relation to the teaching standards.

Rachel Heywood was the only designated Beginning Teacher and was supported with Beginning Teacher Funds, mentoring and various Professional Learning opportunities.

The Kensington staff is made up of many teachers at various stages of their career, in 2016 three teachers submitted their paperwork to BOSTES to gain the status of Proficient and one submitted their paperwork for Maintenance status.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>199 430.79</b>
Global funds	337 528.84
Tied funds	187 553.38
School & community sources	328 935.45
Interest	5 370.09
Trust receipts	13 943.20
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	101 875.31
Excursions	55 142.12
Extracurricular dissections	107 813.31
Library	0.00
Training & development	1 277.82
Tied funds	152 119.15
Short term relief	64 171.24
Administration & office	64 096.06
School-operated canteen	0.00
Utilities	27 434.93
Maintenance	32 107.73
Trust accounts	15 664.82
Capital programs	18 450.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	504 432.77
(2a) Appropriation	448 605.59
(2b) Sale of Goods and Services	2 224.43
(2c) Grants and Contributions	53 140.05
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	462.70
<b>Expenses</b>	-170 461.51
Recurrent Expenses	-170 461.51
(3a) Employee Related	-60 918.12
(3b) Operating Expenses	-109 543.39
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	333 971.26
<b>Balance Carried Forward</b>	333 971.26

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.



	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 855 604.43
Base Per Capita	23 836.39
Base Location	0.00
Other Base	2 831 768.04
<b>Equity Total</b>	298 848.14
Equity Aboriginal	438.05
Equity Socio economic	3 746.24
Equity Language	211 908.32
Equity Disability	82 755.53
<b>Targeted Total</b>	8 400.00
<b>Other Total</b>	269 868.87
<b>Grand Total</b>	3 432 721.43

A full copy of the school's 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.

## School performance

### School-based assessment

#### ICAS

Kensington Public School students participate annually in the UNSW International Competitions and Assessments for Schools (ICAS). This year, students completed tests in Digital Technologies, Science, Writing, Spelling, English and Mathematics. Once more, students in Years two to six demonstrated strong results in these assessments.

In the English ICAS, one High Distinction and twenty two Distinction awards were received. Students in Year Four performed particularly well in this test, scoring 5.7 points above the national average. This high level of achievement was replicated in the Writing ICAS, where all grades achieved a score well above or within 0.4 of the national average.

In the Mathematics ICAS, three students were awarded with High Distinctions and twenty three students were awarded with Distinction certificates. All grade levels performed above the national average. Results demonstrated a range of 0.8 to 3.3 points above the Australian average score.

#### 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	91.40%	98.50%
Year 1	84.50%	94.10%
Year 2	87.50%	92.80%
Year 3	80.60%	80.50%
Year 4	87.60%	80.00%
Year 5	92.30%	96.20%
Year 6	97.60%	97.70%

#### Reading Recovery

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

Year One: 91% completed the program at reading levels of 16– 20. Average student reading growth was 10 levels.

Year Two: monitoring of tracked students from 2015 continues to show independent reading growth.

Year Three: monitoring of tracked students from 2014 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**

The following is a breakdown of the percentage of students who scored in the top two NAPLAN bands In 2016:

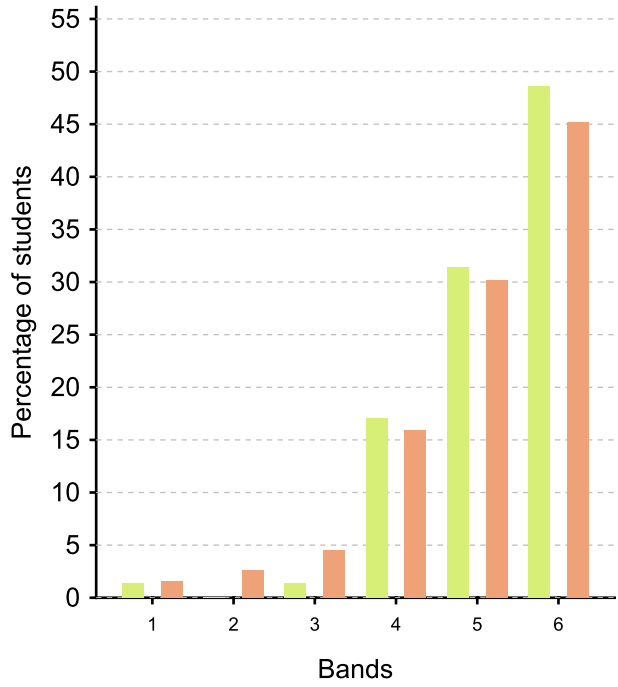
Grammar & Punctuation – Year 3: 71.4%, Year 5: 54%

Reading – Year 3: 78.8%, Year 5: 44%

Spelling – Year 3: 80%, Year 5: 48%

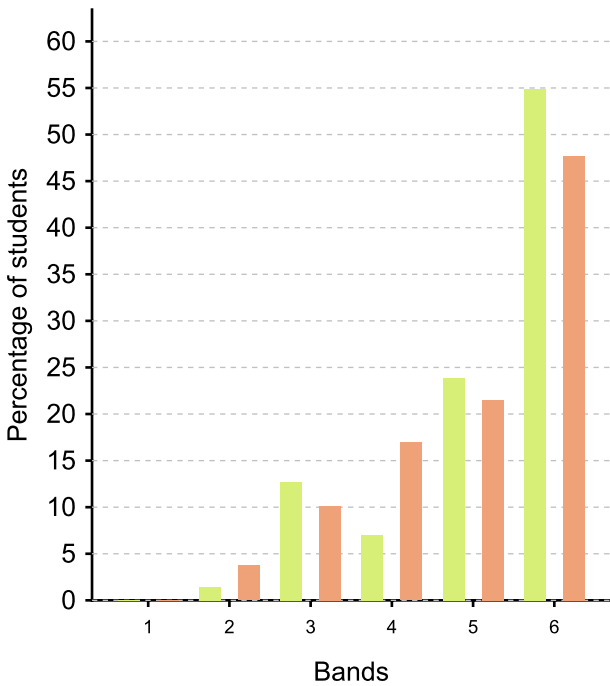
Writing – Year 3: 71.9%, Year 5: 38%

**Percentage in bands:  
Year 3 Spelling**



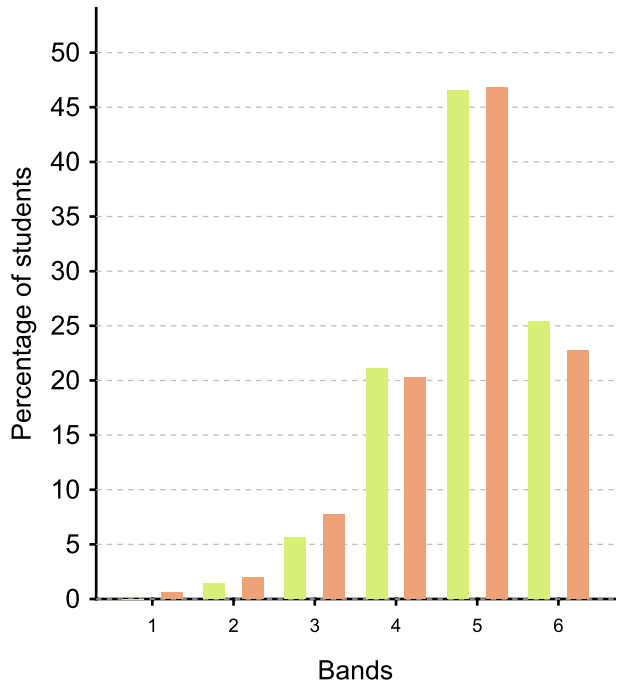
Percentage in Bands (Green bar)  
School Average 2014-2016 (Orange bar)

**Percentage in bands:  
Year 3 Reading**



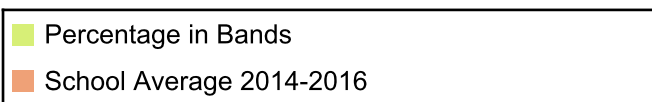
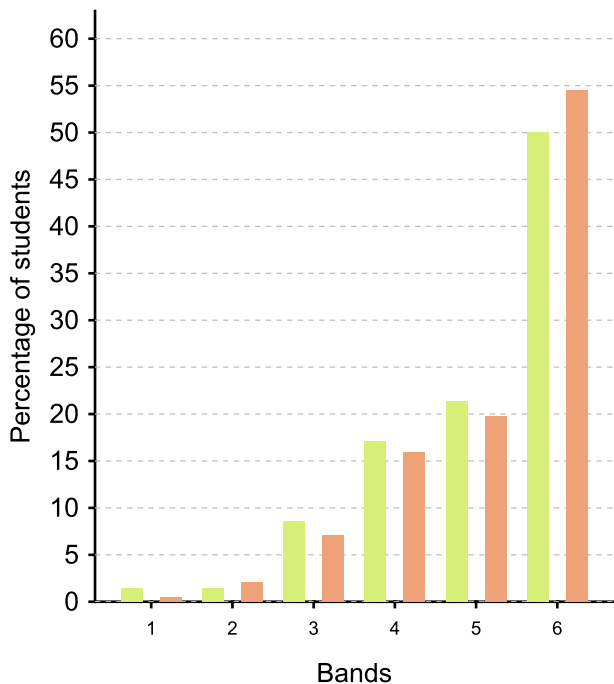
Percentage in Bands (Green bar)  
School Average 2014-2016 (Orange bar)

**Percentage in bands:  
Year 3 Writing**

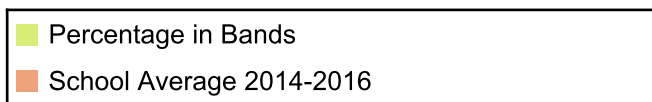
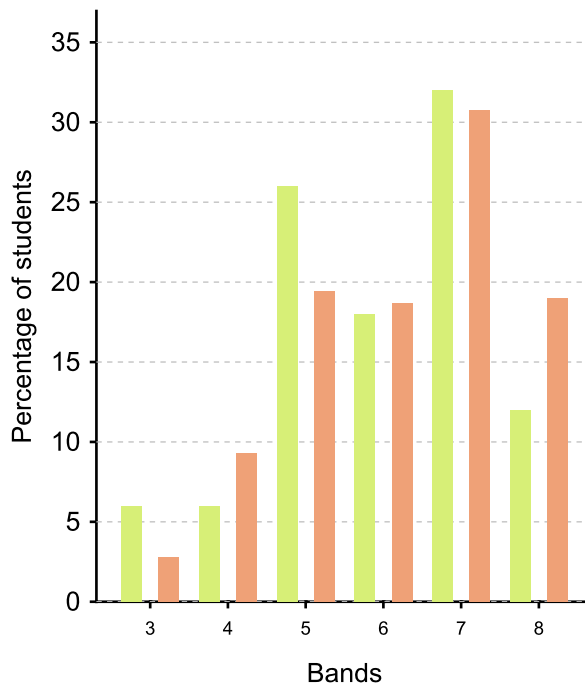


Percentage in Bands (Green bar)  
School Average 2014-2016 (Orange bar)

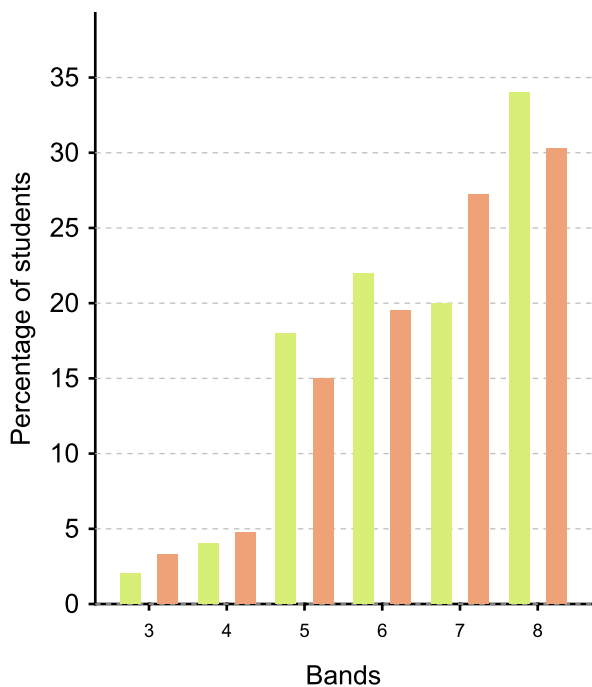
**Percentage in bands:**  
Year 3 Grammar & Punctuation



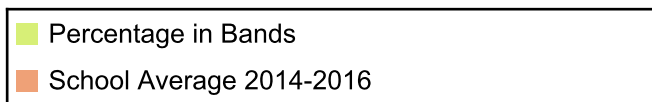
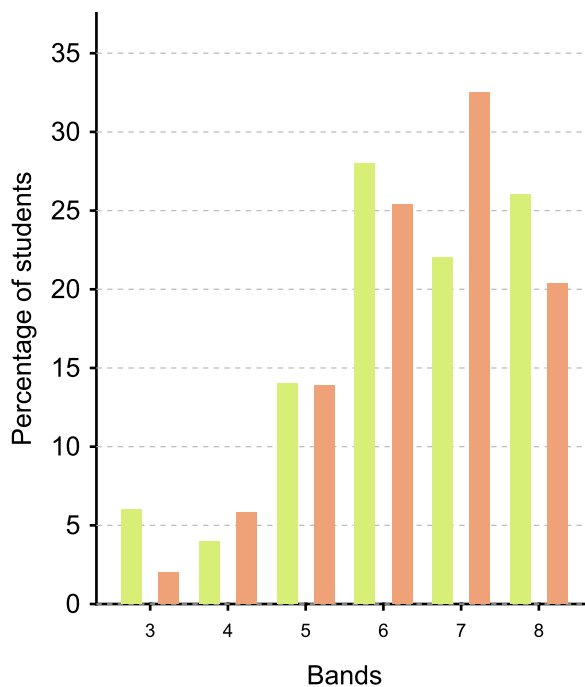
**Percentage in bands:**  
Year 5 Reading



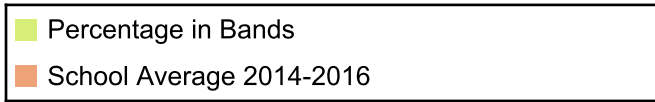
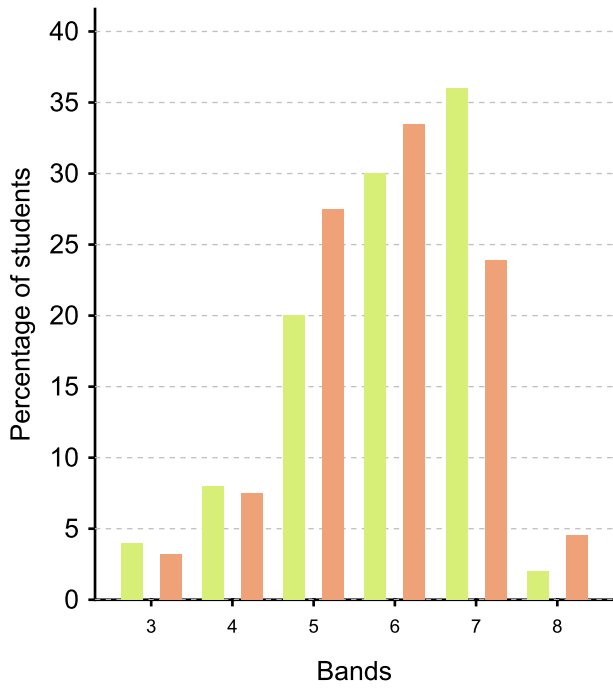
**Percentage in bands:**  
Year 5 Grammar & Punctuation



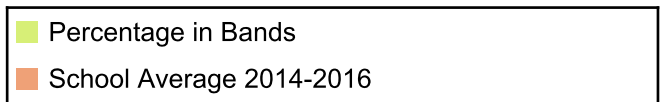
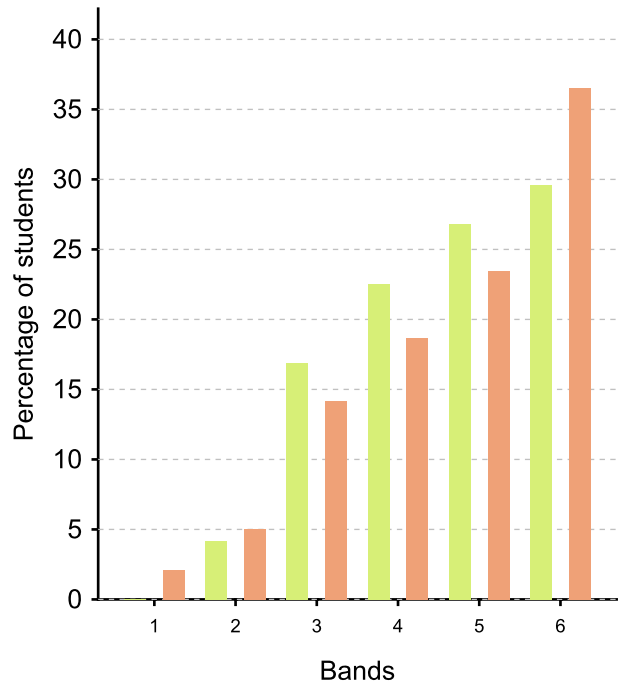
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



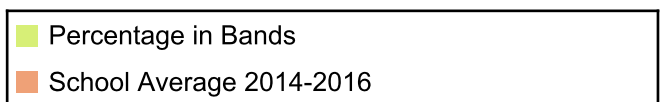
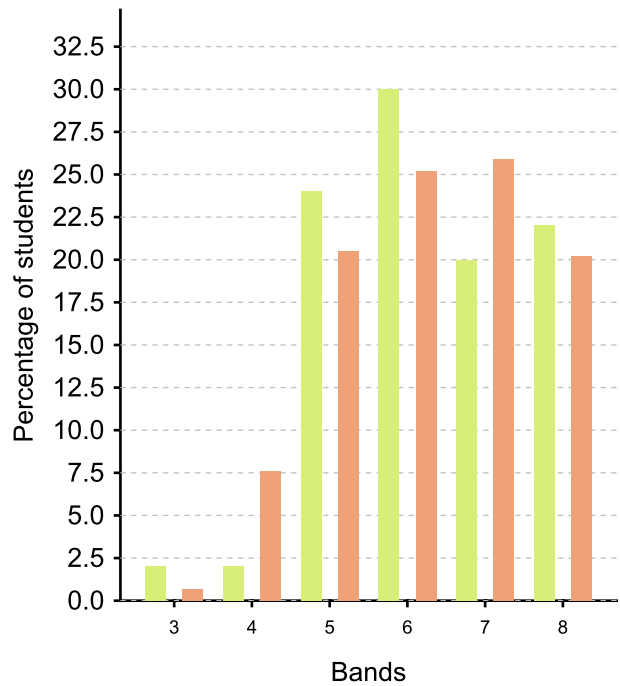
**NAPLAN – Numeracy**

The following is a breakdown of the percentage of students who scored in the top two NAPLAN bands in 2016:

Year 3: 56.4%

Year 5: 44%

**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

### **Tell Them From Me – Student Surveys**

Two student surveys were conducted in 2016 between 29th August and 21st September. The surveys measured twenty indicators based on the most recent research on school and classroom effectiveness. The following snapshots highlight data from one hundred and thirty eight students in Years 3–6 that participated in the survey.

The number of students who participated by year level was:

Year 4: 55

Year 5: 41

Year 6: 42

Whilst there is not sufficient room in this report to illustrate the complete picture, the students reported positively about the school.

### **Students with positive behaviour at school**

Students who do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 96% of students had positive behaviour. The NSW Govt norm for these years is 83%.
- 97% 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%.

### **Effort**

Students try hard to succeed in their learning.

- 92% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.
- 94% of the girls and 91% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.

### **Students who are victims of bullying**

Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.

- 18% of students in this school were victims of moderate to severe bullying in the previous month. The NSW Govt norm for these years is 36%.
- 14% of the girls and 24% of the boys in this school were victims of moderate to severe bullying in the previous month. The NSW Govt norm for girls is 32% and for boys is 41%.

### **Rigour**

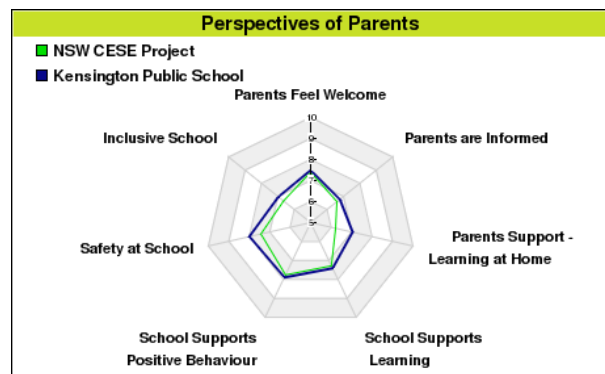
Students find the classroom instruction is well–

organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

- In this school, Rigour was rated 8.3 out of 10 by girls and 8.4 out of 10 by boys. The NSW Govt norm for girls is 8.4 and for boys is 8.1.

### **Tell Them From Me – Parent Surveys**

As detailed on pages 8 and 9 of this report, 87 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.



## 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 syllabus documents, all Kensington Public School students engaged with units of work written by the teachers that focus on developing a deeper understanding of Aboriginal cultural knowledge and protocols which underpin key themes, concepts and values that are embedded in these units of work.

Aunty Fay, an Aboriginal Community Liaison Officer from the DoE Aboriginal Unit, visited our school to share with the Early Stage One and Stage One students Dreaming stories as part of their literacy sessions. Stage Two classes completed the History unit of work "Community and Remembrance" and the Geography unit of work "Places are Similar and Different". Stage Three's English unit "Hidden Messages" incorporated stories told from an Aboriginal perspective as a way of expressing feelings and ideas.

All students participated in Sorry Day activities as a part of Reconciliation Week and celebrated in NAIDOC Week through various activities and assemblies organised within the school. To commemorate Sorry Day, students learned about the way Aboriginal art expresses culture, community and identity. All classes collaboratively created an artwork, using their own symbols to express their relationship and experiences with the local area.



## Multicultural and anti-racism education

Kensington Public School is proud of its diverse multicultural community. 68% of our students come from Language Backgrounds Other than English (LBOTE). Over forty different languages are spoken in our community's homes. Our school provides students with an inclusive education where cultural, religious and linguistic diversity is recognised and celebrated. Multicultural perspectives are embedded across units of work that focus on developing intercultural understanding and respect for other cultures. Students from across the school participated in the Multicultural Perspectives Public Speaking Competition which encourages students to explore ideas of multiculturalism in Australia.

Our annual Multicultural Day celebration was held in June and enabled students to learn more about the history and culture of different countries. Many students wore national costumes of significance and the whole school community shared a lunch, eating food from our students' cultural background. Money raised from a gold coin donation on the day provided for our sponsorship of a child, Sor, who lives in Cambodia. Our sponsorship demonstrates our school community's commitment to helping children less fortunate than themselves.

The English as an additional language or dialect (EAL/D) program supported second language learners to develop the language required to access the academic language demands of the curriculum. EAL/D teachers developed programs, using the ESL Scales and in line with the K–10 English syllabus, that focused on progressing students' oral language and writing skills through intensive language lessons for students who were newly arrived to Australia and collaborative teaching with classroom teachers.

## Other school programs

### **Modern Greek**

The Modern Greek Program runs for three days a week, from Monday to Wednesday. The program is designed for both Greek background and non-background speakers including Kindergarten to Year Six. This year, seven classes have been formed with each class receiving two hours of Modern Greek a week with the exception of Kindergarten and Year Six. Kindergarten students attend 1 hour lessons and Year Six have a ninety minute lesson. Each year level attends as a whole class where lessons are 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 an important part of the Modern Greek Syllabus and is taught throughout the year as special events on the Greek calendar; eg the important carnival that occurs in February before Greek Easter was celebrated by students making their own masks. This year students in Stage Three did Greek dancing for Multicultural Day and Stage One sang a song. At weekly assemblies, at various times of the year students present small items

such as songs and information on cultural events. Being an Olympic Year, students looked at the influence the Ancient Olympics have had on the Modern Olympics and drew comparisons between the two. They also looked at the many Olympic words derived from the Greek language. In Term Three, Stage Two and Three students performed Greek dances for the local nursing home to celebrate grandparents week.

### **Mandarin**

Approximately 60% of the KPS student population learn Mandarin as either a native or nonnative speaker. Our staffing allocation is 1.4 which equates to a four and three day a week teacher. Students participate in language and cultural awareness lessons to heighten their understandings of Chinese culture and language. Throughout the year, we celebrated important festivals such as Chinese New Year, The Spring festival and the Dragon Boat Festival. In Term Four, the Stage Three students made moon cakes to share. Topics learnt throughout the year included language, music, Chinese traditional games and model building of important Chinese landmarks.

### **Confucius Classroom**

This year is Kensington Public School's third continuous year of successfully operating the Confucius Classroom program for our students with two volunteer teachers from Jiangsu Province and the support of the Confucius Institute and Han Ban University China.

As part of our literacy and cultural appreciation program this year, students put together a "Journey to the West" shadow-puppet play and performed this play to other classes.

Our Confucius Classroom teachers supported our Chinese Language Parent Program. These lessons aim at teaching parents functional and practical language skills, such as everyday conversation. The parent classes covered language topics like 'Going to the shops', 'In the holidays' and cultural knowledge such as gift giving and Chinese wedding traditions.

Chinese Immersion Day was held in Term Three. The day was organised with a rotation of four different language and cultural activities. A group of Year Five and Six students from Randwick Public School were invited to spend the day at our school. The activities involved Chinese cooking, a Chinese tea ceremony, traditional games and calligraphy.

In Term Three, a group of students and teachers from our sister school in China travelled to Sydney and met with KPS teachers. KPS and our sister school have a history of exchanging letters, artwork and greeting cards. This year our sister school presented Chinese calligraphy writing and paintings to KPS and in return we presented our very own student and parent collaborative cook book.

In Term Four KPS students, teachers and community members came together to celebrate "China Day". Special and engaging lessons

were planned for kindergarten to Year Six classes. An entertaining concert with many songs and dances was organised by Ms Guo and the Confucius Classroom teachers. The highlight of the concert was the traditional Chinese Lion Dance and Chinese martial art demonstrations. Students learnt how to make traditional book marks using calligraphy and paper cutting. They participated in traditional Chinese games and learnt about different Chinese folk and idiom stories. Some of these stories are "The Seven Magic Gourds" "The story of Nian".

### **Sport**

Students across Years Three – Six 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 school sports program. This program involved a number of sports instructed by various third party providers. Transform-us Fitness For Kids instructed sports such as cricket, basketball, European handball, volleyball, dance and boxercise. AFLNSW instructed AFL skills at Centennial Park, while UNSW provided swimming lessons at their aquatic centre.

During Terms One and Four the school was represented in the PSSA Oztag and t-ball/softball competitions, while in Terms Two and Three the school was represented in the soccer and netball competitions. The senior boys gold Oztag team finished 10th. The senior boys green Oztag team finished 12th. The junior boys Oztag team finished 5th. The softball team finished 3rd and the t-ball team 7th. The senior soccer team finished 7th in pool A and the junior team finished 8th in pool B. The senior A netball team finished 7th and the junior A netball team finished 11th. Both B teams finished in the top 20. Students enjoyed some success in major carnivals with 30 students competing at both the zone swimming and athletics carnivals. At the zone cross country carnival 24 students participated. One student was selected in the regional tennis team and was a reserve for the regional softball team. We entered the state table tennis competition for the first time, winning the junior teams event.

### **Library**

The Kensington Public School library is a central source of information for the entire school community. It includes a vast range of print resources, picture books, quality literature, digital technology and a teacher resource section. This year, a new 'Oliver' system was implemented at the end of Term 1. Oliver v5 library management software offers a digital rich, engaging experience for the entire school community. As a fully web based solution it can be accessed from any desktop or tablet device, allowing students to discover library and learning resources 24/7 in school, from home or on the go. The students use the Orbit search interface. Students now have access to their loan history and can reserve books in advance. Students can now write book reviews on their favourite books and once approved, these now can be seen by their peers. Children now have the scope to search for

books within their portal.

The Premier's Reading Challenge is a whole school initiative facilitated in the library program and well-supported by parents. Students in kindergarten – Year Two have thirty books read to them by their class teacher and/or the librarian. Students in Years Three – Six must read twenty books independently. These students record their books on the PRC website available as a link through their portal. In 2016, sixty nine children in Kindergarten completed the challenge, eighty one from Year One, fifty eight from Year Two, forty five from Year Three, forty six from Year Four, twenty one from Year Five and twenty eight from Year Six. There were seventy four children who received their Gold Certificate (four years of completing the challenge) and 1 student received their Platinum Certificate (seven years consecutive completion).

A Great Book Swap was organised for the first time at Kensington Public School. Children were asked to donate a pre-loved book which was later sold for a gold coin. Members of the school's leadership group helped to organise the Great Book Swap. The Swap is an idea of the Indigenous Literacy Foundation and all money raised goes towards books and literacy resources to Indigenous children and families in remote communities. Since 2011, the ILF has worked as a not-for-profit charity without any government support or major corporate funding. KPS managed to raise \$560.70 for the ILF in Term 3.

National Simultaneous Story time is held annually by the Australian Library and Information Association. Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries. By facilitating National Simultaneous Story time, we aim to promote the value of reading and literacy, the value of books while promoting an Australian writer and publisher. This year NSS took place on Wednesday 25 May and the book that all classes shared was I Got This Hat written by Jol and Kate Temple and illustrated by Jon Foye.

The Scholastic Book Club is offered throughout the year where children can purchase books and other resources using online or cash payments. Eras Lazanas was once again efficient and thorough in her planning and distribution of resources ahead of schedule. The Scholastic Book Fair was an enormous success in Term Three. \$9536 was taken in revenue in Education Week. We wish to thank parent helpers: Fiona, Linda, Charlene, Angie, Yoon, Amanda and Kum Cheng for their commitment to the Book Fair. This year, the school was able to re-order books that had sold out on the day this was appreciated by the children.

For the first time, students had the opportunity to participate in two virtual excursions. Two very popular authors, Andy Griffiths and Morris Gleitzman, spoke via the Connected Classroom technology during two separate time slots in Term Three. Students were able to hear how these famous authors became involved in writing, the different styles they used in their books and how illustrations add to their plots. It is anticipated that more virtual excursions will be undertaken as the opportunities arise.

The average number of books borrowed per class per week were:

KC – 16.3	2O – 21.1
KM – 17.26	3P – 23.13
KP – 16.6	3R – 23.13
1/KH – 14.33	4/3W – 32.92
1C – 16.33	4C – 22.12
1E – 25.43	5/4K – 26
1T – 28.04	5E – 15.23
2/1P – 25.63	6/5C – 29.97
2B – 27.56	6/5D – 18.84

Again, the library benefited from some very generous donations to the Thomas Flowers Memorial Library Fund, to the value of \$11817. The school used this money to purchase some wonderful new picture books, fiction and non-fiction books as well as junior fiction chapter books. Funds have also been set aside to purchase furniture and front facing shelving for the picture book sections of the library. The library received a lot of help from some wonderful parents. Kum Cheng Chui covered many of new books (mentioned above) and Jennifer mended many damaged books over the course of the year.

### ***STEM Initiatives***

#### ***3D Printing***

KPS initiated a collaborative and innovative project with the University of New South Wales to develop an eight-week 3D Printing program for Stage 3 students. The program is designed to develop students' understanding and use of the creative potential of 3D printing. Over sixty Stage Three students participated in the program, visiting the Michael Crouch Innovation Centre at UNSW to explore the range of available technology and their uses. A highlight was the presentation by UNSW research students who are developing code for a robot and building a geodesic dome made from 3D printed components. During the program, students were challenged to plan and implement a design process to produce a 3D product. Educators from UNSW worked in partnership with a classroom teacher to provide students with hands-on experience in using 3D printing software, technology and design.

By engaging students in using 3D printing through a design process students will develop their problem solving and collaboration skills, critical and creative thinking and develop their understanding of key concepts in Mathematics and Technology. The program completed three trial phases, with UNSW educators and KPS staff collaboratively developing and refining