2009 Annual School Report
Kensington Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Three hundred and ninety five students, 72.96% from language backgrounds other than English (LBOTE) attend Kensington Public School (KPS). There is a waiting list for enrolments and at present those in the local area are accepted as a priority (refer Enrolment Policy).

Staff
The staff has a dynamic mix of experienced teachers and early career teachers, all highly qualified, providing an excellent learning environment for all students. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Student achievement in 2009

National Assessment Program, Literacy and Numeracy (NAPLAN)
(Ref. Pp9-12)

Literacy – NAPLAN Year 3
52 Year 3 students sat for the NAPLAN tests this year, 26 were boys and 26 were girls. 39 were from a language background other than English (LBOTE).
The areas of strength in reading included identifying pronoun references, alternative title, effect, purpose of brackets, character attitude, locating information and stated ideas. The areas of strength in language conventions included correct spelling.
Areas of future development in language and reading include identifying a sequence of events.

Numeracy – NAPLAN Year 3
There were areas of strength in all numeracy strands. They include adding two digit numbers, reading a capacity scale and estimating capacity; number patterns and sentences.
Areas for future development include reading a calendar and converting minutes to hours.

Literacy – NAPLAN Year 5
46 Year 5 students sat for the NAPLAN tests this year, 21 were boys and 25 were girls, 34 were from LBOTE.
The areas of strength in reading included identifying a sequence of events, context, effect, the purpose of brackets, the subject in a graphic and connecting ideas and information. Areas of strength in language conventions include spelling skills.
Areas for future development include identifying the incorrect spelling of ‘often’.

Numeracy – NAPLAN Year 5
There were areas of strength in all numeracy strands. They include recognising, visualising and naming 2D and 3D shapes, reading a timetable and problem solving. The one area for future development was converting kilograms to grams.

Messages

Principal's message
KPS enjoys an excellent reputation in the community, with a record of high academic achievements. Our student body is characterised by a diversity which we celebrate. Our community values our emphasis on the highest standard of achievement in all areas of school life. After five years (K-4) of education at KPS, approximately 20% of our highest achievers in Year 4 were successful in gaining entry to selective (‘O.C.’) classes, where they completed the NAPLAN tests early in Year 5. This has, of course, a significant negative impact on our school’s results which are nevertheless still excellent on a school and individual basis. In addition, 20% of students were successful in their Selective High School applications for 2010.

A positive and stimulating school climate is enhanced by encouraging and rewarding respect for the “5 Cs”: co-operation, courtesy, consideration, conscientiousness and cultural background. The curriculum is enriched by programs in music, languages, sport, the arts, chess, philosophy, public speaking and debating and an Enrichment Studies program (K-6), in a challenging and caring environment.

2009 has been another year of achievement in all areas as recorded elsewhere in this report. The most obvious improvements have been to the external environment. These include a full upgrade of student and staff toilets, including the sewer system, and refurbishment of our sick bay. A community water grant has enabled the installation of three water tanks, the largest of which is connected to our toilets. The Federal Government’s Building The Education Revolution funding has provided landscaping to the Doncaster Ave. playground area, an upgrade of the Administration and Assistant Principals’ offices.
and the staffroom. Work has also commenced on our new library, with three classrooms on the first floor. These should be ready to occupy early in 2010. The existing library will be converted into an Information Technology Centre and include the Connected Classroom. The Kitchen Garden project has been ‘on hold’ due to the need to preserve playground space while other works are in progress. In 2010 we hope to carry out our plans for this.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ms A Jones, Principal

KPSO (P&C) message

The Kensington Public School Organisation’s (KPSO) fundraising activities in 2009 have been maintained even though Federal Government funding has provided much needed capital works to the school. This year we have had sun screen sales, a family photo day, sausage sizzles, art calendars, the uniform shop and Christmas stall. Funds raised are used within the school community for the benefit of all students in the school.

We were proud to be able to purchase four additional interactive whiteboards (IWBs) in 2009 and continue to fund all prizes and gifts for the school Presentation Day. Continued efforts mean that the KPSOs financial position is still positive and our aim will be to purchase additional IWBs for the remaining classrooms, as other improvements outside the scope of the capital works.

The KPS uniform shop continues to provide a successful service to the school community and we will continue to provide this in the coming years.

Finally, the KPSO Committee wish to thank the dedicated staff at the school for their efforts during the year. Also, numerous volunteer parents who have given their time and effort during the year have ensured our fundraising activities have been successful and we wish to extend a big thank you for your continued support.

I personally wish to thank our committee members who have worked hard all year and extend well wishes to all connected to the KPSO Community.

Warren Lee, President

School Council message

The Kensington Public School Council consists of the Principal, elected representatives of the parent body and teaching staff, the KPSO president and a community member (by invitation). The Council provides an official conduit for all members of the Kensington Public School community and embraces a wide range of matters.

Relative pertinent issues are presented to the elected representatives by parents or staff, who investigate and then convey these issues to the Council. The Council is concerned with all matters of student welfare, local interest (such as traffic safety), school policy and funding priorities, as well as on-site before and after school care and canteen services. The recent focus has been on infrastructure and the enhancing of school facilities. The significant improvement in our school over the last 18 months and the work being undertaken today will position the school well for the future and enhance the development and enjoyment of our current students.

It has always amazed me how such a small suburban school achieves the results it does, not only from an academic perspective but importantly in other areas such as music, drama, debating and of course on the sporting fields of the Eastern Suburbs. The answer, I believe lies in the dedication of the entire school community. I have experienced firsthand with my own involvement on the Council and it would be remiss of me not to acknowledge the dedicated work of other council members in ensuring that Kensington Public School remains the vibrant and energetic learning institution that it is.

I, along with other committee members, look forward to the challenges of 2010 but also embrace the opportunities that they present.

Raff Del Vecchio, President

Student representative’s message

The Student Representative Council (SRC) is a great opportunity to be involved in our school. Every class has two or four representatives who are elected by the class. Students know they can speak to us if they have any issues or concerns about Kensington Public School.

An important job of being student representatives is raising money for different charities in our school.

We all enjoy our weekly meetings and love being student representatives.

Student Representatives’ Council
School context

Student information

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

Student enrolment profile

Management of non-attendance

Rolls are checked daily according to DET policy and monitored regularly by the Home School Liaison Officer (HSLO). Long-term absences require completion of an Application for Exemption from Attendance at School.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
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<tr>
<td>1L</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3/2T</td>
<td>2</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td>3/2T</td>
<td>3</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>3N</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/3W</td>
<td>3</td>
<td>9</td>
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</tr>
<tr>
<td>4/3W</td>
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<td>19</td>
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</tr>
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<tr>
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<td>10</td>
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<tr>
<td>5/4M</td>
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<td>17</td>
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<tr>
<td>5W</td>
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<tr>
<td>6R</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Structure of classes

Where it is necessary to form composite (multigrade) classes due to the spread of enrolments across the grades, students are generally selected on the basis of their ability to work independently. Where possible, students are not placed in multigrade classes in consecutive years. Most students may expect to be placed in a composite class at least once in their primary school career.
Staff information

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

Staff at KPS is generally very stable. Several teachers have retired during 2009 allowing us to welcome new teachers to our staff.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Music</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of LOTE</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.135</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.922</td>
</tr>
<tr>
<td>Total</td>
<td>24.772</td>
</tr>
</tbody>
</table>

Note: One Assistant Principal is also the Librarian.

No members of staff come from an Indigenous background.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>61</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>39</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
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**Income**

- Balance brought forward: 201 038.00
- Global funds: 194 368.00
- Tied funds: 224 513.00
- School & community sources: 249 963.00
- Interest: 8 074.00
- Trust receipts: 41 108.00
- Canteen: 0.00

Total income: 819 064.00

**Expenditure**

- Teaching & learning
  - Key learning areas: 77 805.00
  - Excursions: 48 976.00
  - Extracurricular dissections: 96 973.00
- Library: 354.00
- Training & development: 958.00
- Tied funds: 283 503.00
- Casual relief teachers: 77 024.00
- Administration & office: 61 611.00
- School-operated canteen: 0.00
- Utilities: 32 112.00
- Maintenance: 18 542.00
- Trust accounts: 48 372.00
- Capital programs: 125 353.00

Total expenditure: 871 583.00

Balance carried forward: 47 481.00

Canteen income is included in ‘School and Community Sources’. The Thomas Flowers Memorial Library Fund is a separate account.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and the K.P.S.O. Further details concerning the statement can be obtained by contacting the school.
School performance 2009

Achievements

University of NSW Competition Results

106 students from Years 3-6 competed in the UNSW English Competition. 41.3% were placed in the top 30% of the state achieving 1 High Distinction, 18 Distinctions and 26 Credits.

95 students from Years 3-6 competed in the UNSW Spelling Competition 57.9% were placed in the top 30% of the state achieving 5 High Distinctions, 21 Distinctions and 29 Credits.

83 students from Years 3-6 competed in the UNSW Writing Competition. 48.2% were placed in the top 30% of the state achieving 4 High Distinctions, 15 Distinctions and 21 Credits.

112 students from Years 3-6 competed in the UNSW Mathematics Competition. 51.8% were placed in the top 30% of the state achieving 17 Distinctions and 41 Credits.

85 students from Years 3-6 competed in the UNSW Science Competition. 43.5% were placed in the top 30% of the state achieving 8 Distinctions and 29 Credits.

83 students from Years 3-6 competed in the UNSW Computer Competition. 43.4% were placed in the top 30% of the state achieving 3 High Distinctions, 5 Distinctions and 28 Credits.

Maths Olympiad
A team of our thirty top mathematicians from Years 5 and 6 competed in the Australian Mathematical Olympiad Competition. The competition consists of five problem solving tasks over five months. Our team developed their problem solving strategies over the year. Our top student was Sharon who was in the top 10% of all competing students. We then had ten students who were in the top 25%. Our team, overall, was in the top 30% of all competitors.

Expanding Horizons with Asia

Our involvement in 2009 began with a visit to China by a delegation of three principals including Ms Jones, the Sydney Regional Director, Dr Phil Lambert and our China/Australia liaison teacher, Ms Angela Cori as interpreter.

Several memorandums of understanding were entered into on behalf of Sydney Region and Shanghai Pudong and nearby districts, and connections made with sister schools. Our sister school is Meiqi Primary and Middle School in Yangzhou Province.

A Chinese delegation and student performers entertained to a very high standard at the Expanding Horizons with Asia Concert at the Sydney Opera House. An original musical composition was commissioned and premiered on the night. KPS students performed as part of a combined Sydney Region Choir.

During this Australian visit one of the student orchestras visited KPS and performed for our students. They were accompanied by various Chinese officials, including School Regional Directors and Principals.

Our students continue to be in contact with students from Meiqi School, sending a body of work including art, postcards, student profiles and general information about KPS and Australia to the students and teachers, who returned work to us including beautiful calligraphy.

In 2010 we hope to establish one of the first primary school Confucius classrooms with a visiting teacher from China.

Sydney Youth Writing Competition

This year KPS had seven finalists selected from 1500 entries in the Sydney Youth Writing Competition.

They all received awards and their entries were published in the book, Shadow and Rock.

Lauren (Year 6), Alexandra, Rachel, Laura and Emily received Highly Commended Awards. Lauren (Year 4) received an Encouragement Award.

100 Views – Centennial Park

KPS was one of four local schools in the City of Randwick that took part in Randwick City Council’s 100 Views Randwick program. The project was inspired by the work of Japanese artist Hokusai (1760-1849) and developed by children’s author Libby Hathorn, who was ably supported by artist Pat Granville-Smith. The 100 Views project allowed for enhanced creative thinking and participation in workshops to celebrate the community and history of our school’s chosen icon, Centennial Park.

The staff and students worked hard to produce outstanding artworks and poetry to show how special Centennial Park is as a focal point for our community.

Representatives from Randwick City Council, the Bowen Library and Centennial Parklands Foundation Trust attended the successful launch and celebration of our 100 Views Centennial Park exhibition.
The students’ fine efforts were later exhibited at the Bowen Library, Centennial Parklands Education Centre and Randwick City Council’s Ecoliving Fair.

The Arts (Music, Dance and Drama)

This year there have been a variety of opportunities for students to develop their skills in music, dance and drama. All students have been using instruments to develop their understanding of musical concepts. Kindergarten students have been using simple percussion instruments, Year 1 students have been playing chime bells, Years 2, 3 and 4 have been learning the recorder and Years 5 and 6 have been using the xylophones.

The two school bands have continued to meet each Thursday morning at 8 am. They have demonstrated their achievements at various functions including the School Soiree in Term 2, Education Day and The Big Band Bash at Daceyville Public School. On the 18th June the senior band performed at the Yamaha Band Festival at UTS Kuringai Campus Lindfield, winning a bronze award.

The Recorder Ensemble comprises of 17 recorder enthusiasts from Years 3-6. This year the Recorder Ensemble participated in the Festival of Instrumental Music held at the Opera House. They also performed at Eastgardens Shopping Centre for Education Week and at Presentation Day.

The Arts (Visual)

Our school implements the Visual Arts Syllabus in all Years K-6 programs. In addition to this we offer students the opportunity to participate in extra art classes by joining our Art Interest Groups which meet once a week to work on art projects.

This year, students’ art work has been entered in several art competitions, including Koori Art Expressions and the Pauline Mcleod Reconciliation Primary Schools Art Competition for 2009. Some of our students’ work went on to win their category and was subsequently exhibited at the Macleay Museum of the University of Sydney.

All work created by students from years K-6 is displayed within classrooms and around the school buildings. An annual display of art work is presented in the school hall.

Sport

All students in Kindergarten, Year 1 and Year 2 have participated in the Fitkids program this year. It is a non-competitive skills based program which develops gross motor skills and fitness with ongoing assessment throughout the year.

The format gave the students the opportunity to be involved with gymnastics, fitness fundamentals, dance and sport skills and an introduction to games such as soccer, hockey and cricket. This rotating format has proven to be a great success, the students thoroughly enjoy the diversity of the program.

Year 2 and Year 3 have also been involved in the intensive swimming program at the UNSW. This is a ten day program which caters for all swimming abilities. This program fosters safe swimming practices and complements our school’s swimming policy. It gives our beginning swimmers a two week block to learn swimming skills and our more proficient swimmers the opportunity for stroke development.

All students in Years 3-6 participated enthusiastically in a wide variety of sports throughout the year and also had the opportunity to take part in sporting carnivals. Students either played in PSSA teams in the Sydney Coastal Friday competitions or participated in sports provided by the UNSW such as gymnastics, swimming and ultimate Frisbee. Dancing lessons at school and AFL instruction at Centennial Park were also available.

In netball, the senior As won their competition and were undefeated. The senior B team also won, the junior Bs came second and the junior As came sixth in their competition.

Lucy, Fiona and Chloe were selected to compete in the Regional Netball Carnival. They represented our district, Sydney Coastal.

Lucy was then selected to compete in the State PSSA Netball Carnival at Lidcombe. Lucy also competed in the State PSSA Basketball Carnival at Bathurst.

Our swimming carnival was held indoors and went for a full day. Many students went on to compete in the Sydney Coastal Zone Carnivals.

We had four Oz Tag teams in Term One with all teams finishing in the top six at the end of the season.

In Term Four there were two AFL teams. The seniors won the Grand Final after being undefeated all year and the juniors, after being undefeated all year, were defeated in the Grand Final.

The junior and senior soccer teams participated in the Division B competition. The junior team won the Division B competition and the seniors finished fourth.

Sharon competed in tennis at the State level for the second year in a row.

The school was represented in the junior and senior cricket competitions in the PSSA...
competition. James was selected to represent the school at the district trials. Fiona and James competed at the Sydney East Regional Athletics Carnival. Alexandra competed in the Regional Cross Country after placing sixth in the District Carnival.

**Chess**

All Years 3-6 students learn chess during Enrichment Studies, in which the basic moves, rules and strategies are taught. Interested Years K-6 students join in daily lunchtime chess games and instruction, and may be selected for chess teams.

Chess trials were held February to April for the 2009 primary schools’ chess competitions.

Fifty students from Years K-6 participated in games and four school chess teams, Championship, Intermediate and two Rookies, entered the competition.

The Intermediate team, competing against other local schools. Six of these students

**Public Speaking and Debating**

At KPS public speaking and oral presentation are an integral part of our English syllabus. It is also a part of our weekly Enrichment Studies. All Years K-6 students participate in our annual in-school public speaking competition, with class, year and stage winners.

Speakers from three stages qualified for the final of the Bondi District Public Speaking Competition. Favah received a Highly Commended award in Stage 1.

Debating is taught to all Years 3-6 students as part of our Enrichment Studies program.

Five students from Year 6 participated in the Premier’s Debating Challenge. They performed extremely well and came second in their division. Sixteen students from Years 5 and 6 were involved in informal non-competitive debates against other local schools. Six of these students attended a part-day coaching session at Eastlakes Public School.

**Camps and Excursions**

2009 has brought with it many opportunities for students to participate in a range of excursions complementing the curriculum and covering all KLAs. These excursions included the opening of the Centennial Park Education Centre attended by Kindergarten, a visit to Sydney Children’s Hospital attended by Year 1 which supported a Human Society and its Environment (HSIE) unit, **Workers in the Community**, a bus trip to the RTA attended by Year 2 which supported a science unit on transport, an exploration excursion to Observatory Hill attended by Year 3 which supported a Space unit and a dramatic showcase presented by Sydney Girls High School attended by Years 5 and 6. There have also been school performances attended by Years K-6, including the Taryn Laleen Indigenous performance, **Book Week Jungle Bungle** performance and a **Jollybops Science Show**.

Years 3-6 attended a free performance of the play **Randwick City in a Nutshell**. Randwick’s history was presented in a lively and entertaining style where the students became part of the action. The play was commissioned by Randwick City Council to celebrate their 150th Birthday.

Year 6 students attended a three day excursion to Canberra and The Snowy Mountains to support a unit of work in HSIE on the levels of government. It involved students in a wide variety of interactive experiences covering all KLAs.

Students in Year 5 participated in a four day camp at Myuna Bay Sport and Recreation Centre. It was a great success and all attending had a lot of fun. Many new skills were learnt as the students tried to master the giant swing, rock climbing, sailing, and cooking over an open fire. Other activities included kayaking, archery, and swimming, as well as night time activities such as a games night and a fete planned and run by the students.

Other excursions supplementing classroom and school programs include Year 6 and their kindergarten buddies visiting Sydney Aquarium, and all classes walking to Centennial Park at various times as part of our 100 Views project.

In April, students in Year 4 participated in a 3 day camp at Milson Island Sport and Recreation Camp on the Hawkesbury River. The program’s focus was outdoor education, encouraging independence, initiative and team work. The camp was a great success.

**Academic**

In the National Assessment Program, the results across the Years 3 and 5, literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

There were 52 Year 3 and 46 Year 5 students who sat for the NAPLAN this year. Ten of our Year 4 students were successful in gaining entry to ‘O.C.’ classes where they completed the tests early in Year 5.

In literacy, the trend data shows that all students in Year 3 and the vast majority of Year 5 students continue to achieve results above the state trend and that in Year 3 and 5, girls perform more strongly than boys.

In numeracy, the trend data shows that Year 3 and 5 students continue to achieve results above the state trend. In Year 3 the boys performed more strongly than the girls in numeracy. In Year 5 the girls performed slightly better than the boys in numeracy.

**Literacy – NAPLAN Year 3**

![Percentage of students in bands: Year 3 reading](image)

![Percentage of students in bands: Year 3 writing](image)

![Percentage of students in bands: Year 3 spelling](image)
In Year 3:

- 68% of students achieved Bands 5 and 6 compared with 51% across the state.
- 32% of students achieved Bands 2, 3 and 4 compared with 47% across the state.
- 0% of students were placed in Band 1 compared with 25% of the state.

In Year 3:

- 50% of students achieved Bands 5 and 6 compared with 41% across the state.
- 48% of students achieved Bands 3 and 4 compared with 44% across the state.
- 2% of students achieved Band 1 compared with 15% across the state.
In Year 5:

- 51% of students achieved Bands 7 and 8 compared with 34% across the state.
• 41% of students achieved Bands 5 and 6 compared with 52% across the state.
• 4% of students were placed in Band 4 compared with 9% across the state.
• 4% of students were placed in Band 3 compared with 4% across the state.

Numeracy – NAPLAN Year 5

In Year 5:
• 50% of students achieved Bands 7 and 8 compared with 35% across the state.
• 46% of students achieved Bands 5 and 6 compared with 49% of the state.
• 4% of students were placed in Band 4 compared with 13% across the state.
• No students were placed in Band 3 compared with 3% across the state.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 3 students achieving at and above minimum standard |
|-------------------------|---------------------|
| Reading                 | 100                 |
| Writing                 | 98                  |
| Spelling                | 100                 |
| Punctuation and grammar | 100                 |
| Numeracy                | 100                 |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 5 students achieving at and above minimum standard |
|-------------------------|---------------------|
| Reading                 | 96                  |
| Writing                 | 89                  |
| Spelling                | 93                  |
| Punctuation and grammar | 93                  |
| Numeracy                | 100                 |

Significant programs and initiatives

Aboriginal education
All Years K-6 class programs incorporate Aboriginal perspectives, and resources are continually assessed and upgraded.

During National Aborigines and Islanders Day Observance Committee (NAIDOC) Week we focused on relationships, understanding our country, valuing cultures and sharing our history. The school was involved in the Kanyini Project, with Years 5 and 6 students viewing the documentary Kanyini about the effects of white settlement on Aboriginal people. As part of the project, students also created artwork expressing how they felt about issues affecting Aboriginal people in our country.

All students also had the privilege of seeing an Indigenous performance exposing them to Aboriginal culture through dance, song and drama.

A traditional Aboriginal games afternoon was organised for students. Teachers attended professional development focusing on Aboriginal perspectives, took part in hands-on workshops, and viewed numerous documentaries to gain a greater understanding on the topic.

There was a whole-school assembly for NAIDOC week showcasing students performing Aboriginal songs, poetry and presenting artwork. Parents, friends and family were invited to attend.

Students from our school have been involved in several Aboriginal art competitions - Koori Art Expressions 2009 and the Pauline McLeod Reconciliation Primary School Art Competition 2009. One of our student's artwork was also selected for exhibition for Living and Working Together; Children's Reconciliation Artworks. Several students were highly commended and Sophie won her age category.

Billy was nominated for the Deadly Australian Awards for improvements at school.

To acknowledge respect for Aboriginal culture and heritage and the ongoing relationship the traditional custodians have with the land, an Acknowledgement of Country is performed at the beginning of assemblies and functions. Mr Bill McPherson often delivers the acknowledgement, followed by a didgeridoo performance on special occasions such as NAIDOC Week and Multicultural Day.

Multicultural education
Students at KPS come from over 45 countries speaking more than 50 languages and dialects.

Our Multicultural Day celebrations were held in September celebrating our diverse cultures. For Harmony Day in March students wore orange clothing, made posters depicting our harmonious school and gave oral presentations at a special assembly. We believe the more we know about each other the better friends we will be.

KPS continues to sponsor Sharmin in Bangladesh and Sor in Cambodia.

As in previous years, students present talks at assemblies to peers, staff, and community about days and occasions of cultural importance.

All students participate in learning another language; English, Modern Greek or Mandarin.
Respect and responsibility
See Student Welfare and Leadership below.

Student Welfare and Leadership
Student welfare is at the heart of all school activities and drives all programs.

The Kindergarten-Year 6 Buddy Program continued this year with great success. This program has helped to facilitate a smooth transition from home to school for the Kindergarten students. The Year 6 students visit their ‘buddy’ each week and assist them in a reading, number or visual arts activity. The Year 6 students have been great role models for the younger students.

The benefits of the program have been reciprocal with the Year 6 students gaining leadership and organisational skills.

The ‘buddies’ also attended excursions together, such as their trip to Sydney Aquarium and whole school events such as the Walkathon. During Term 3 and 4 Kindergarten students joined their ‘buddies’ in whole school peer support lessons.

Peer Support continued to be successful with the Year 6 students participating in a two day Peer Support Leadership Training course. Equipped with new skills and confidence they implemented the Resilience program to mixed groups of Year K-5 students. Once again Year 6 students ably demonstrated their capacity to fulfill leadership roles.

Students were elected to the Student Representative Council (SRC) in each term, providing many leadership opportunities such as representing their class and reporting back the decisions made in SRC meetings, speaking at assemblies and being responsible for fund raising activities (see p3 SRC report).

Our school captains and vice-captains attended the Young Leadership Conference at Homebush in March. Students found this a valuable experience and gained insights from listening to the motivational speakers.

Many other leadership opportunities are available to students e.g. House Captains and Vice Captains, Library and Computer Monitors.

All students Years K-6 attend class lessons weekly on Drug Education, Child Protection and Safety. This continues to ensure a systemic progression of these vital concepts over their seven years at KPS. All teachers are involved in these programs.

Gifted and Talented
A wide variety of programs continued to be offered to students with special interests, talents and abilities.

Programs included:

- Instrumental tuition for students including recorder, violin, piano, flute, trumpet, guitar and percussion.
- School band.
- A variety of choirs: Junior Choir, Girls Choir, Boys Choir, Opera House Choir and Concert Choir.
- Recorder Ensemble.
- Chess, public speaking, philosophy and debating.
- Visual Arts Groups (junior and senior).
- A wide range of sporting activities.

Weekly Enrichment Studies groups continued for Years K-6 students. These included a variety of sciences, problem solving activities, technology opportunities, thinking skills, chess, debating, and Shakespeare For Beginners. Students have been engaged and the program has been highly successful.

Students with Special Needs
The Learning Support Team met regularly to identify and co-ordinate support for students with special needs. Seven students received funding to support their learning/physical needs. Two Learning Support Officers were employed part time to support these students.

Eleven students from Year 1 participated in the Reading Recovery Program. These students began the program as non-readers and all attained fluency level by the end of their tuition.

The Support Teacher (Learning Assistance) worked with 29 students from Years 1-5, in small groups, to provide intensive reading (phonics, word attack, comprehension and vocabulary) and numeration programs, for students identified as needing extra help.

The St John’s Ambulance (NSW), Program to Aid Literacy provided a trained volunteer to deliver weekly, individual reading tuition to two students for the year.

A local community volunteer, John Sunman regularly assisted 30 students with oral reading skills throughout the year.

The Principal, teachers, parents, school counsellor and district personnel, have met throughout the year to plan and evaluate each individual student’s program. As a result, students
with a variety of special needs have been consistently monitored to enable them to be fully integrated into regular classes.

The Premier’s Reading Challenge

The Premier’s Reading Challenge encourages students from Kindergarten to Year 6 to engage in pleasurable reading for leisure, promoting quality books through fiction, non-fiction, picture books, poetry and drama.

Years K-1 students had to ‘experience’ 30 books, 25 books from the Premier’s Reading Challenge Years K-2 booklist and five free choice books. All students participated and 99% completed the challenge successfully.

The Premier’s Reading Challenge for primary students is divided into two categories: Years 3-4 and Years 5-6. The students had to read 15 books selected from their booklist and five of an equivalent standard. All students in Years 3-6 participated. 82% of students successfully completed the challenge. 4D achieved 100% completion and 3N came second with 93%.

In 2009 all the Years K-2 reading records were entered online by a parent, Michelle Wong, who did a fantastic job. The Year 3-6 students entered their own reading records. All records were validated by Mrs Conn.

The successful students received a certificate from the Premier at the end of the year and their names were published in an Honour Roll in the media.

The Premier’s Spelling Challenge

Approximately 35 Stage 1 and 2 students and 25 Stage 3 students endeavoured to become the KPS Premier’s Spelling Bee representative.

This was narrowed down to 4 outstanding students. Alexandra and Matthew were our senior representatives and Julius and Samuel were the junior representatives.

All students performed well at the Regional Finals with Alexandra the senior runner up and Julius winning the junior competition.

Julius went on to the State Final and represented our school very well against 32 state finalists.

The Library

Numerous books and teaching resources have been purchased this year thanks to the many generous donations to the Thomas Flowers Memorial Library Fund (tax deductible). Several wonderful parents: Miska Punyawan, Terence Ho Shon, Margaret Wing Kee, Veronica Simmonds, Suh Pannu, Susie Knight and Michelle Wong have done a great job covering all the books.

Visiting the library at lunchtime is a very popular activity. Library and Computer monitors have capably assisted with the borrowing and returning of books, shelving books, games distribution and collection and computer activities.

A very successful Book Fair was held during Term 2. Books worth a total of $8000 were sold and the 35% commission resulted in $2800 worth of books being purchased.

Book Safari was the theme for this year’s book week. The week’s festivities included wearing animal masks, face painting and dressing up using the Book Safari theme, visiting classrooms to see fantastic art displays based on the children’s Book Council of Australia short listed books and attending Jungle Bungle, a sensational new musical adventure created to celebrate the 2009 Children’s Book Week theme.

Scholastic Book Club was offered each term to enable students to order books. The school benefited by receiving bonus points which provided free books and resources. Four wonderful parents; Fran Sjahuy, Electra Manikakis, Michelle Wong and Angela Begas ordered the books online and many wonderful parents helped distribute them.

The library has twenty networked computers and ten laptops. The students enjoy improving their skills and knowledge by using the internet, emailing, PowerPoint, Excel, Microsoft Word, iPhoto, Garage Band, iMovie, Cosmic Life and other programs during class lessons and at lunchtimes.

A new HDDVD recorder/player was purchased in Term 4 and is used regularly to record and play programs. Two data projectors assist with computer lessons.

We are very excited about moving into the new library complex in 2010!

Progress on 2009 targets

Target 1

To improve student achievements in all areas of writing using NAPLAN data over 3 years.

Our achievements include:

- Collection of baseline data using NAPLAN results and UNSW Writing Competition.
- Targeting of specific areas that required development based on NAPLAN data.
- Professional learning to increase teachers’ knowledge of NAPLAN marking criteria.
- Professional learning through workshops conducted by authors and playwrights to
develop teachers’ skills in the teaching of writing poetry and plays.

- Teaching programs included modelling and instructions on the following text types - short story, poetry and play writing.
- Increased participation and improved writing quality in poetry, short story and play writing in the 2009 Sydney Youth Writing Competition.
- Successful publication of finalists’ work in the Sydney Youth Writing Competition 2009 book, Rock and Shadow.
- Participation, presentation and publication of poetry in the 100 Views, Centennial Park project conducted by Randwick City Council through the Bowen Library.
- Professional learning through a workshop conducted by a speech pathologist to enhance teachers’ knowledge and skills in the teaching of oral language in conjunction with written language.

**Target 2**

*To embed environmental and sustainable living perspectives across KLA’s in Years K-6.*

Our achievements include:

- Successful participation by the whole school in the 100 Views project involving Randwick Council and the Centennial Park Trust.
- Our application for a grant from the Centennial Park Trust was successful. This grant will enable all students from Years K-6 to participate in an excursion to Centennial Park in 2010 with expert tuition given by an Aboriginal Education service provider. Students will participate in a variety of ranger led activities where they will catch water bugs, walk the Lachlan Swamp Wetland nature trail and make artistic impressions of birds.
- Closer ties established with the Centennial Park Trust and Education Centre over the course of the year. Kindergarten students were invited to the official opening of the Education Centre and they assisted in planting seedlings for future replanting in the park. Our link with the Trust and staff will continue to strengthen and provide a valuable resource for the school.
- Three water tanks were installed and linked to the toilet system. These tanks will also provide water for the gardens on Doncaster Ave and Bowral St. As well as reusing a valuable resource it will also save the school money through smaller water bills.

**Target 3**

*To enhance teaching and learning through the use of interactive technology, improving outcomes for students.*

Our achievements include:

- A Connected Classroom established.
- Professional Learning for all staff in the use of the Connected Classroom.
- Six classrooms have interactive whiteboards (IWBs) installed.
- Ongoing Professional Learning for all staff in the use of IWBs.
- Intensive Professional Learning for staff using IWBs in their classrooms.
- Staff peer tutoring and support across stages.
- Increased staff confidence as demonstrated by enthusiasm in using new technologies.
- Increased use of IWBs across all KLAs (K-6) and in Language other than English (LOTE).
- Demonstrated increased confidence shown through stage presentations on IWB resources not only within the school but at a district level.
- Video conferences held with two other schools in the Sydney region reinforcing skills and establishing links with other schools.
- Acquisition of an FM amplifier sound system for a special needs student. Professional Learning demonstration by Itinerant Support Teacher (Hearing) (ISTH) and student to train staff in its use.
- Acquired a ‘Cherryboard’ keyboard to be used in conjunction with an Alphasmart, by a student with special needs.
- Introduced a typing skills program (Years K-6) to improve typing skills.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice
and the other related to curriculum. In 2009 our school carried out evaluations of Professional Learning and Enrichment Studies.

**Educational and management practice**

**Professional learning**

**Background**

A wide variety of professional learning activities are planned and undertaken by KPS staff annually, but no formal evaluation of the effectiveness of these has been undertaken in recent years. A survey was completed by all staff and the professional learning activities included:

- Wednesday afternoon staff meetings.
- Institute of teachers accreditation.
- Mandatory training (CPR, Child Protection etc).
- In-school mentoring and peer support.
- School Development Days.
- Individual courses (needs based, including Teachers Federation).
- School Development Plan meetings.
- Succession planning strategies (career development).
- Staff meeting feedback (course reports).
- In-school training (e.g. IWB’s).
- On-line courses and activities.
- Other schools and teachers (collegiality).
- Professional groups (e.g. Executive, ESL, Library).

Staff were also asked to rate the degree to which their professional learning needs were being met, and what they considered to be the most valuable strategies used. Suggestions for enhancements to the program were also requested.

**Findings and conclusions**

The most valuable (scoring 1 or 2) activities were considered to be:

- Wednesday afternoon staff meetings.
- Mandatory training.
- In-school mentoring and peer support.
- School development days.
- Individual courses.
- In-school training

Scoring less highly, but positively (scoring 2 or 3) were:

- Staff meeting feedback (course reports).
- On-line courses and activities.
- Other schools and teachers (collegiality).
- Professional groups.

School Development Plan meetings scored mainly 3 and 4, while very diverse results for Institute and teachers’ accreditation (9 and n/a) and career development (8 and n/a) reflected the diverse needs of the staff.

The large majority of staff felt their professional learning needs were being met (scoring 1 and 2 although a small minority were less sure).

The most frequently suggested activities to enhance the Professional Learning program were more:

- In-class demonstrations (consultants, therapists, whiteboard tutors etc).
- Stage meetings.
- Mentoring.

The most valuable Professional Learning strategies were considered to be:

- In-school training.
- Wednesday afternoon staff meetings equal with individual courses.
- School Development days.

**Future directions**

While outlining successful strategies, it is necessary to also acknowledge the differing needs of a diverse staff, and non-negotiable areas such as mandatory training and School development days.

More in-school training should be considered on a needs basis, including in-class, and mentoring may also be factored into the school’s Professional Learning program.

Any changes need to be based on the nature and needs of the 2010 staff and the School Development plan.

**Curriculum**

**Enrichment Studies**

**Background**

The Enrichment Studies program was introduced twelve years ago to enhance students’ education. The program is characterised by a high level of interaction and a project focus through a fun
engaging activity. The activities develop creative thinking and critical thinking skills, cater for different learning styles and provide an opportunity for students to work together in a smaller group with a partner or as a member of a team. The activities are rotated every five weeks. Each year the topics vary and they have included; chess, Lego robotics, debating, computers, Shakespeare for Beginners, de Bono Thinking Skills, electricity, magnets, solar power Lego, Tournament of Minds - problem solving, poetry and writing. To successfully implement Enrichment Studies the school has purchased updated, interesting and challenging resources. This year a random group of Years 3-6 students were surveyed to gather information about the Enrichment Studies program.

Findings and conclusions

The survey revealed that, foremost, the students enjoy Enrichment Studies because of the prevalence of hands-on-activities. They also like learning new topics or skills and having different students to collaborate with. 80% of students look forward to Enrichment Studies most weeks, nearly every week or every week. 28% of students talk to their parents about Enrichment Studies every week or most weeks. The most challenging activity for Years 3 and 4 students was debating – 52% and then chess – 18%. Students in Years 5 and 6 also found debating the most challenging activity – 35% and then solar powered Lego – 23%.

The students learnt many new skills and information. The two activities that had the most profound effect on their learning were chess and debating. They also mentioned some of the ways they had been challenged mentally and creatively. For example, 'I thought about things I never have before', 'I learnt to look at things more closely and concentrate', think outside the box, and 'use my imagination'.

When asked to describe how they felt about Enrichment Studies the students' responses were very positive: 'fun', 'interesting', 'exciting' and 'informative'. The activities they enjoyed the most were Lego, chess and computers. The reasons they preferred these activities were: 'they learnt from their mistakes', 'loved creating', 'felt challenged', 'learnt new skills and strategies', 'had fun', 'really made you think', 'work together as a team', etc.

The new areas that students would like to add to Enrichment Studies are the Arts - drawing, painting, creative music, paper craft and drama/theatre, the Sciences - experiments, chemistry, zoology, cooking and geography, the Humanities – history, general knowledge, etc.

Future directions

The staff will continue to provide an enrichment program that is thought provoking, mentally challenging, physically interactive and enjoyable for all students. The range of activities offered will be broadened to include new areas of study such as science experiments, creative arts etc.

Appropriate resources will be purchased to support these new additions to the program. The range of topics will continue to vary each year except for a core group that will include chess, debating and public speaking.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Throughout the year parents, students and teachers have expressed high levels of satisfaction with all aspects of school life. These views were expressed in both formal and informal venues. Any areas of concern were addressed at an individual level and resolved satisfactorily.

Professional learning

(Refer p. 15 Key Evaluations).

School development 2009 – 2011

Targets for 2010

Targets are linked to the Sydney Region Plan 2009-2011, specifically:

- Strengthening literacy and numeracy results.
- Supporting interactivity (Connected Learning).
- Good Practices in ecological sustainability (State Focus).

Target 1

To improve student achievement in all areas of writing using NAPLAN data (2010-2011).

Strategies to achieve this target include:

- Targeted Professional learning programs in teaching writing.
- Staff attendance at NAPLAN writing courses.
- Renewed emphasis on Years K-2 writing including daily writing.
- Participation in the Sydney Youth Writing competition.
- Development and implementation of a Focus Project (writing) with regional consultant and staff.
- Participation in the NSW Writing competition.
- Analysis of NAPLAN and UNSW writing competition results – staff meetings (analysis of strengths and weaknesses and planning to address STLA and LST target individual students).
- Writing focus to be included in Enrichment Studies in Stages 2 and 3.

Our success will be measured by:
- Increased staff understanding and knowledge in quality writing in different text types.
- Development of common understanding of teaching and assessment of student writing.
- Development of Years K-6 Writing Assessment tools - Rubrics.
- Writing emphasis reflected in teachers’ programs and classrooms.
- Increased number of participants in writing competitions and improved results, K-6.
- Increased publicity for quality student work e.g. Newsletter, displays
- Improved results of at least one Band from Years 3 to 5 in NAPLAN writing for targeted students who were at the state minimum standard. (Note: none were below the minimum standard).

**Target 2**

To embed environmental and sustainable living perspectives across KLA’s in Years 3 to 6.

Strategies to achieve this target include:
- Creating links with community organisations such as Jack’s Cafe, UNSW and Gastronomy Catering to establish and maintain a teaching garden.
- Expanding and maintaining organic recycling initiatives.
- Integrating the use of the teaching garden into science, mathematics, English and PDHPE.
- Informing students and members of the school community of environmental initiatives.
- Encouraging healthy eating habits through class programs e.g. Crunch and Sip.
- Increasing students’ knowledge of preserving and protecting the environment including debating topical issues, e.g. Global Warming.
- Awareness of environmentally friendly new school building, e.g. solar power.
- SRC environmental group established.

Our success will be measured by:
- An active gardening committee established consisting of parents, local community and business members and teachers.
- A flourishing kitchen garden will be established and produce used in kitchen class activities.
- An increase in knowledge by students and members of the school community leading to a reduction in packaging and a decrease in consumption of water and electricity.
- Water, paper etc consumption will be audited 2010-2011.
- Student groups, such as the SRC, will focus on various environmental issues and will inform the school community via the newsletter on initiatives such as; No Waste Wednesday, Nude Food and Sip and Cruch.
- Classroom programs will reflect various environmental and healthy living aspects.
- Environmental and sustainable living perspectives will be embedded.

**Target 3**

To enhance teaching and learning through the use of interactive technology, improving outcomes for students.

Strategies to achieve this target include:
- Continuing to install interactive white boards in classrooms Years K-6 as funds are available.
- Professional learning and ongoing whiteboard use for video conferencing.
- Staff peer tutoring in Wednesday staff meetings, via emails, sending links, grade/stage presentations etc.
- Professional learning in technology software and hardware to support special needs students.
- Expanding the Mathletics program into the homework policy with associated professional learning.
- Conversion of the ‘old’ library to ICT centre.

Our success will be measured by:
- A stage presentation to a country school via video conferencing each term.
- A measurable increase in students’ computer skills in classroom assessments.
- Improved results in UNSW Computer Skills Assessment.
- Increased engagement in the Mathletics program.
- Timetabled use of the ICT centre in the ‘old’ library (K-6) after renovation completed.
- Exploring video conferencing related to our Expanding Horizons with Asia ‘Sister School’.
- Participation in DET Computer Skills Assessment program, Year 6.
- Increased skill levels in Mathletics.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.
Ms A Jones, Principal
Mrs R McDonald, Assistant Principal
Mrs L Steiner, Assistant Principal
Mrs M Conn Assistant Principal
Presidents KPS Council and KPSO (P&C)
Mrs L Trochalis
Mr B Gollan, General Assistant
And most teachers