Kensington Public School

Annual School Report

2011
Our school at a glance

Students

Four hundred students, 74% from language backgrounds other than English (LBOTE) attend Kensington Public School (KPS).

There is a waiting list for enrolments with in-area students permitted automatic enrolment (refer Enrolment Policy). The Enrolment Policy is to be reviewed in 2012.

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

Major programs and initiatives have included areas of writing, technology and environmental studies (see progress on targets, page 18). Many other programs and initiatives include areas of mathematics, English and Personal Development, Health and Physical Education.

Student achievement in 2011

National Assessment Programs, Literacy and Numeracy (NAPLAN)

Sixty students in Year 3, 27 boys and 33 girls, participated with 42 coming from a language background other than English (LBOTE).

Fifty students in Year 5, 26 boys and 24 girls, participated with 36 coming from a language background other than English (LBOTE).

In literacy students were tested in areas of reading, writing, grammar, punctuation and spelling.

In numeracy the students were tested in areas of data, measurement, space, geometry, number, patterns and algebra.

Please refer to pages 7-13 for a full analysis of results.

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 standards of achievement in all areas of school life.

After 5 years (K-4) of education at KPS, over 23% of our highest achievers in Year 4 were placed in OC classes, where they completed the NAPLAN tests early in Year 5. This has, of course, a significant negative impact on KPS results, nevertheless these are still excellent on a school and individual basis. In addition, 20% of students were successful in their selective high school applications for 2011. The assistance and co-operation of the wider school community has been vital to this success.

A positive and stimulating school climate is enhanced by encouraging and rewarding 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.

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

P&C message

It has been a busy year for the KPS P&C. We had a huge success at our first ever Kenso Karnivale held in October, raising $34,000 and developed a great community spirit. Thank you to all members, parents, staff and local businesses for your generous support. Special thanks to the fete committee, Tracey Cunningham, Helen Pellegrino, Meredith Forby, Haromi Hardie and Nina Shapievsky for taking up a role on the fete committee and spending countless hours making it all come together.
We are in discussion with the school to make Kenso Karnivale a biannual event and look forward to your ideas and support in years to come.

We have raised over $50,000 in 2011 and the funding will be used towards:

- 3 interactive whiteboards to be installed in 3 Years K-2 classrooms.
- new playground seating
- presentation day transportation, awards and gifts.
- reading materials.

Achievements of the P&C this year on the administrative side include the establishment of the P&C blog, [www.kensingtonpanc.com](http://www.kensingtonpanc.com) and instigation of a gmail account for better communication and P&C updates.

Our priorities in 2012 are to establish a stronger relationship between the P&C and parent community and better planning for fundraising and community events. Please join us and let us know how we can make 2012 another year of success.

**Stephanie Fung, P&C President**

**School Council message**

The main focus for the KPS Council in 2011 has been renewing of the canteen license. This has been done through a tender process. It is the aim of the school council to select someone who will run an efficient, and most importantly, healthy canteen that follows the guidelines outlined as part of the tender process for the full 5 year terms of the contract. The school council is of the belief that the canteen should offer a healthy and diverse menu that caters for all represented at the school. The canteen should be a healthy and nutritious option for all parents when deciding what their children will eat during the course of a school day. We understand that the canteen must be at a high standard to gain the support of parents and the school community. We are confident that the party we have chosen for the 5 years will deliver on all the aspects outlined above.

The council would like to farewell and thank Raff Del Vecchio, Craig Thompson and Louise Steiner for all their hard work and contribution in recent years.

2011 has been a wonderful year for the school with success in areas such as music, drama, public speaking, sport and academically. We also created a world record seen on national television which was certainly one of the schools most popular achievements of the year. The success of the school and school community has never been more evident given the number of children wanting to commence their education at KPS in 2012.

Thank you to the Kensington P&C for all their efforts in 2011 and we look forward to 2012 with great anticipation.

**James Keenan, School Council President**

**Student Representative’s message**

The Student Representative Council (SRC) continues to be an important part of our school. The council consists of the school captains and vice captains and two class representatives from Years 2-6. Three pairs of students have had the opportunity to represent their class during the year. Each week, under the leadership of the captains, representatives have been responsible for setting up and running assemblies. We also have attended weekly meetings at which we discuss problems and issues, and suggestions are made. We have been responsible for the running of fund-raising events such as our annual huge Easter raffle and the selling of items for charity.

All representatives have enjoyed and learnt from the leadership opportunities they have had during the year. We have all had experiences where we have learnt how to be confident role models.

**Student Representative 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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>196</td>
<td>187</td>
<td>188</td>
<td>188</td>
<td>195</td>
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<tr>
<td>Female</td>
<td>199</td>
<td>200</td>
<td>206</td>
<td>202</td>
<td>205</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.8</td>
<td>96.7</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.3</td>
<td>96.0</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.6</td>
<td>96.4</td>
<td>97.0</td>
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<tr>
<td>3</td>
<td>96.4</td>
<td>97.0</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.2</td>
<td>95.8</td>
<td>96.8</td>
<td></td>
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<tr>
<td>5</td>
<td>93.8</td>
<td>96.5</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.9</td>
<td>94.6</td>
<td>95.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.2</td>
<td>95.3</td>
<td>96.2</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Rolls are checked daily in accordance with Department of Education and Communities (DEC) 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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1N</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1P</td>
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<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2E</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2RN</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3D</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4/3C</td>
<td>3</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>4/3C</td>
<td>4</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5/4S</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>5/4S</td>
<td>5</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6/5R</td>
<td>5</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>6/5R</td>
<td>6</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>
Structure of classes
Where it is necessary to form composite (multigrade) classes due to the spread of enrollments 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 establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<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>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Performing Arts</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of LOTE</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</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</td>
<td>2.922</td>
</tr>
<tr>
<td>Total</td>
<td>25.877</td>
</tr>
</tbody>
</table>

Note: One assistant principal is also the librarian. Four school learning support officers are employed as permanent and temporary staff (full time and part time).

The National Education Agreement requires schools to report on Indigenous composition of their workforce. No members of staff come from an Indigenous background.

Staff retention
KPS has a very stable staff, with retiring or transferring teachers being replaced either by appointment or occasionally through advertisement.

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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>58%</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>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>142147.44</td>
</tr>
<tr>
<td>Global funds</td>
<td>209391.06</td>
</tr>
<tr>
<td>Tied funds</td>
<td>117339.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>252850.35</td>
</tr>
<tr>
<td>Interest</td>
<td>7450.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>43928.41</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>773107.38</td>
</tr>
</tbody>
</table>

Expenditure

- **Teaching & learning**
  - Key learning areas: 54868.78
  - Excursions: 50796.76
  - Extracurricular dissections: 126545.41

- **Library (see note below)**: 209.00

- **Training & development**: 0.00

- **Tied funds**: 104410.88

- **Casual relief teachers**: 52642.77

- **Administration & office**: 49911.69

- **School-operated canteen**: 0.00

- **Utilities**: 42499.79

- **Maintenance**: 35070.31

- **Trust accounts**: 47518.16

- **Capital programs**: 62175.00

| Total expenditure           | 626648.55   |
| Balance carried forward     | 146458.83   |

The tax deductible Library Fund expenditure was $23472.11.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

Performing Arts

2011 has been another very successful year in music, dance and drama for all students.

This year we entered an environmentally friendly national festival named Wakakirri. Fifty one students from KPS Years 3-6 were involved, (where we told a story through dance). This performance was held at the Sydney Entertainment Centre where parents and friends came to watch. We had parents helping with costumes, sets and make up and a former student, currently in Year 10 who came and helped with the choreography. All our rehearsals were after school and we made a huge effort to reuse and recycle all our costumes. We were given a highly recommended award for our fourth position.

We also had a Years K-2 musical which was especially written by Ms Fredman for the students, which allowed each student a speaking role. The students performed three shows to packed audiences at the Figtree Theatre, which is walking distance from the school, at the UNSW. Students learnt dances and songs and had a wonderful experience being able to perform in a real theatre.

Our two school bands have continued to meet at 8am on a Thursday. Thursday mornings continue with group tutorials and both our junior and senior bands performed at our two soirees, the Yamaha Band Festival (we received a silver medal), The Big Gig and numerous school events. We also have a violin tutor who comes twice a week after school and gives lessons and a parent who volunteers her time on a Wednesday morning working with the violin ensemble.

This year we have three choirs. Our senior choir conducted by Ms Fredman, our junior choir by Mrs Parsons and our infant choir by Mrs Mackinnon. The senior choir performed at the Opera House for the Expanding Horizons concert. All three choirs have performed at soirees, Education Day, Presentation Day, Multicultural Day performances and orientation days.

This year we also set a world record with every child dancing with a hula hoop. A great day was had by all as we also taught 250 community members the dance so they could participate in the world record attempt.

The recorder ensemble was conducted by Mrs Davis who took the students to the Opera House where they performed in the Festival of Music. The recorder group also performed at Multicultural Day and Presentation Day.

This year we had two students perform in the Schools Spectacular. One student was selected to perform in the State Drama Festival at the Seymour Centre and one performed in the State Dance Festival. One of these students was also chosen to be part of the State Junior Singers.

Visual Arts

In addition to the implantation of the Years K-6 visual arts syllabus students are given the opportunity to be involved in our Visual Arts Special Interest Groups which meet once a week to pursue art and craft projects.

Students' artwork was entered in external competitions including the Koori Art Expressions competition. Artwork was selected from a range of work from Years K to 6.

This year, a group of 30 students was fortunate to go on an excursion to the State Library to view the Moran Prize Exhibition. They then took part in a photographic workshop led by a professional photographer. All students had the use of their own digital camera to work with on the day. Students were taught basic photography skills on the theme of Visual Storytelling. This empowered them to take effective images which they then printed and took home.

This year, a lot of work was put into creating fabulous stage props for our Years K-2 musical, The Very Important Play. Students, parents and teachers were involved in making everything including props and costumes.

All work created by students is proudly displayed within and around the school buildings. An annual display of artwork is presented in the school for all to appreciate.

World Record Attempt

The library and performing arts program worked together this year to attempt to break the world
record for the most people simultaneously dancing with Hula Hoops. The students, parents, staff and wider community were involved in learning a dance and on May 26th Channel Seven came to school to televise the event. The students and community shared breakfast provided by local businesses, and families donated to MS Australia. We raised over $2500 for our chosen charity and the event was an incredible success and a boost to our school spirit.

The record was validated in October 2011 as an official Guinness World Record for the most people dancing with Hula Hoops simultaneously.

Sport

All students in Years K to 2 have participated in the Sports Pro program this year. It is a non-competitive based program which focuses on modified sports, dance and gymnastic skills. It aims to develop gross motor skills, cooperation and fitness, with ongoing assessments throughout the year.

In August, all Years K-2 students were involved in the KPS athletics carnival at the E.S. Marks Field. The students participated in a variety of sports and games and enjoyed competing against their peers. The day was very successful with all students, teachers and parents taking part.

Years 2 and 3 have also been involved in the intensive swimming program at the UNSW. This is a 10 day program catering for all swimming abilities. The program fosters safe swimming practices and gives our beginning swimmers a two week block to learn swimming skills, and our more proficient swimmers the opportunity for stroke development.

All students Years 3-6 participated 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, basketball, European handball, softball, swimming, athletics and indoor soccer. Each of these sports was taught on a rotation basis, teaching students a wide variety of skills. Dancing lessons at school and AFL instruction at Centennial Park were also available.

Two students competed at the Regional Cross Country Carnival and one came first. She then competed at State level and came first in the AWD category, (athletes with a disability).

In netball, the Junior Bs won their competition, the Senior Bs and Junior As came fifth and the Senior As came 9th. All girls made pleasing progress in skill and development throughout the season.

We also had three Oz-Tag teams in term one and four, two senior boys teams and one mixed junior team. The mixed junior team were placed fourth out of 17 teams overall. The two senior teams, who competed in the same competition, were placed 2nd and 10th out of 15 teams.

The school was also represented in the PSSA AFL competition with both teams making it to the semi-finals and eventually being placed third out of their group in the competition.

Four students competed in the Sydney East Regional Swimming carnival.

Students enjoyed another successful year in athletics, beginning with the School Athletics Carnival, with some students progressing to the Zone, Regional and State carnivals.

One student achieved three first places and two second places at the Sydney Coastal Zone Carnival. Three students competed in the Sydney East Regional Athletics Carnival held at Homebush.

One student won the 8s/9s AWD age race at the NSWPSSSA Cross Country Championships. At the NSWPSSSA Championships she won the 800m and shot put events. She also won a silver medal for long jump. She was also highly placed in the 200m, 100m and discus events.

UNSW Competition Results

One hundred and two students from Years 3-6 competed in the UNSW English Competition with 53.9% placed in the top 30% of the state achieving 6 High Distinctions, 19 Distinctions and 30 Credits.

One hundred and one students from Years 3-6 competed in the UNSW Spelling Competition with 46.5% placed in the top 30% of the state achieving 7 High Distinctions, 13 Distinctions and 27 Credits.

Ninety-one students from Years 3-6 competed in the UNSW Writing Competition with 53.8%
placed in the top 30% of the state achieving 2 High Distinctions, 22 Distinctions and 25 Credits.

One hundred and eleven students from Years 3-6 competed in the UNSW Mathematics Competition with 50.5% placed in the top 30% of the state achieving 9 High Distinctions, 20 Distinctions and 27 Credits.

Seventy-seven students from Years 3-6 competed in the UNSW Science Competition with 53.2% placed in the top 30% of the state achieving 1 High Distinction, 18 Distinctions and 22 Credits.

Eighty-one students from Years 3-6 competed in the UNSW Computer Competition with 45.6% in the top 30% of the state achieving 2 High Distinctions, 11 Distinctions and 25 Credits.

Maths Olympiad
A team of our top thirty mathematicians from Years 5 and 6 competed in the Australian Problem Solving Mathematical Olympiad competition.

The competition consists of five sets of five problem solving questions over five months.

Our team developed their problem solving strategies over the year. Our top student scored 23 out of 25, including four perfect scores of five out of five. This student was placed in the top 10% of Australasia. Two students were placed in the top 25% (one Year 6 and one Year 5 student). Two students were placed in the top 30% while five students were placed in the top 50%.

Chess
Chess trials were held from February to April for the 2011 primary school chess teams competition. Fifty students from Years K-6 participated in games and three school chess teams, Intermediate, Rookies and Junior Rookies teams, entered the competition.

All teams, competing against schools from both the public and private sectors, won their division in the Sydney East Coast Zone.

All Years K-6 students learn chess during Enrichment Studies. Interested students join in lunchtime chess games and instruction.

Debating
Debating has been taught to a number of interested Years 4, 5 and 6 students this year. During Term 1 students met once or twice each week for coaching and practice sessions. Two competition teams were formed at the end of Term 1, a senior and junior team. Both teams participated in the Bondi District Debating Competition during Terms 2 and 3. They debated in a cluster against various local schools.

The senior team won every debate in their cluster and consequently came first in their division winning a trophy for the school.

The junior team which consisted of students who had never debated competitively previously won half their debates.

Public Speaking
Public Speaking and oral presentations form an integral part of the English syllabus. At KPS students are exposed to competition speaking from Kindergarten and continue to develop their skills in both prepared and impromptu tasks across all stages in Years K-6.

In 2011 all students had the opportunity to participate in the Multicultural Perspectives Public Speaking Competition. Two students from Stages Two and Three were selected for the local final of the competition. One student from Stage Two was selected for the Regional Final and speakers from both Stages Two and Three were awarded Highly Commended.

After a series of class and stage "speak-offs" a student representative from each stage was selected to participate in the Sydney East Years K-6 Public Speaking Competition. Speakers from Early Stage One, Stage Two and Stage Three qualified for the Grand Final.

Academic

Literacy Years K-2
Students in Years K-2 are assessed throughout the year to ensure they are matched to their appropriate reading levels in reading groups and home reading programs. The students in Years 1 and 2 have worked in leveled reading groups all year and have met three times a week for group reading lessons. We were able to use a support staff member ensuring small group work which is invaluable during reading activities. Kindergarten continued to have literacy activities daily involving parents and buddies throughout the year.
At the beginning of November, the following results reflect the excellent progress achieved this year.

Kindergarten
- Emergent Level Reader = 21.1%
- Beginning Level Reader = 77.3%
- Fluency Level Reader = 1.6%

Year 1
- Emergent Level Reader = 1.6%
- Beginning Level Reader = 9.7%
- Fluency Level Reader = 35.5%
- Extension Level Reader and Beyond = 53.2%

Year 2
- Emergent Level Reader = 1.6%
- Beginning Level Reader = 3.9%
- Fluency Level Reader = 9.8%
- Extension Level Reader = 13.7%
- Countdown Level Reader and Beyond = 70.6%

Our School Improvement Plan identified writing as one of our targets. The staff has been involved in various professional development sessions this year and the students have benefited from this plan in exciting, challenging and engaging classroom activities.

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Notes: The “Percentage in Band” and “School Average” columns are not shown if results are available for less than 10 students.

State average band distributions do not include students who were exempted from the tests.

There were 60 Year 3 and 50 Year 5 students who sat for the NAPLAN this year.

How did our students perform in the NAPLAN in literacy which includes; reading, writing, spelling and punctuation, language and grammar compared with the state?

In Year 3 reading;
- 62% of students achieved Bands 5 and 6 compared with 47% across the state.
- 36% of students achieved Bands 2, 3 and 4 compared with 49% across the state.
- 2% of students were placed in Band 1 compared with 4% across the state.

In Year 3 writing;
- 83% of students achieved Bands 5 and 6 compared with 61% across the state.
- 15% of students achieved Bands 2, 3 and 4 compared with 37% across the state.
- 2% of students achieved Band 1 compared with 2% across the state.

In Year 3 grammar and punctuation;
- 71% of students achieved Bands 5 and 6 compared with 50% across the state.
- 28% of students achieved Bands 2, 3 and 4 compared with 46% across the state.
- 0% of students achieved Band 1 compared with 5% across the state.

In Year 3 spelling;
- 69% of students achieved Bands 5 and 6 compared with 51% across the state.
- 30% of students achieved Bands 2, 3 and 4 compared with 46% across the state.
- 0% of students achieved Band 1 compared with 4% across the state.

In Year 5 reading;
- 48% of students achieved Bands 7 and 8 compared with 35% across the state.
- 42% of students achieved Bands 5 and 6 compared with 47% across the state.
- 6% of students achieved Band 4 compared with 11% across the state.
• 4% of students achieved Band 3 compared with 7% across the state.

In Year 5 writing;
• 36% of students achieved Bands 7 and 8 compared with 26% across the state.
• 58% of students achieved Bands 5 and 6 compared with 62% across the state.
• 6% of students achieved Band 4 compared with 7% across the state.
• 0% of students achieved Band 3 compared with 5% across the state.

In Year 5 spelling;
• 52% of students achieved Bands 7 and 8 compared with 36% across the state.
• 44% of students achieved Bands 5 and 6 compared with 51% across the state.
• 2% of students achieved Band 4 compared with 9% across the state.
• 2% of students achieved Band 3 compared with 5% across the state.

In Year 5 grammar and punctuation;
• 60% of students achieved Bands 7 and 8 compared with 41% across the state.
• 36% of students achieved Bands 5 and 6 compared with 44% across the state.
• 2% of students achieved Band 4 compared with 9% across the state.
• 2% of students achieved Band 3 compared with 6% across the state.

Our results in Years 3 and 5 were above the state mean. The trend data shows that all our students in Years 3 and 5 continue to achieve results above the state trend. In Year 3 the girls perform more strongly than boys, whereas the gap is closing between the girls’ and boys’ performance in Year 5.

What were the students’ strengths and areas for development in the different sections of the test?

In the literacy area there were many areas of strength demonstrated. For example, in Year 3 reading: identifies purpose of statement, applies information, interpret a character's personality and summarises a paragraph.

In Year 3 grammar and punctuation: identifies use of punctuation for effect, correctly uses the indefinite article and recognises correct sentence structure.

In literacy, there were no areas of weakness identified below the state norm.

In Year 5 the areas of strength in reading were: links information across sections of text, interprets reader's reaction to text, infers feeling and interprets imagery and identifies the writer's attitude.

In Year 5 grammar and punctuation; identifies comparative forms of an adverb, correct use of spelling and interprets phrasal verbs.

In reading the only area identified for development was the interpretation of characters’ behaviour.

How have matched Year 5 students progressed in Literacy since they did the Year 3 NAPLAN test?

In reading our students showed a growth of 85.8 compared to the state average of 72.2 scaled scored points while the expected growth was 70.2.

In writing the results cannot be compared as the text types were different.

In spelling our students showed a growth 79.8 compared to the state average of 74.2 scaled scored points while the expected growth was 60.8.

In grammar and punctuation our students showed a growth of 82.3 compared to the state average of 82.2 scaled scored points while the expected growth was 68.4.

How did our students perform in numeracy compared with the state?

In Year 3: (Band range 1-6)
• 56% of students achieved Bands 5 and 6 compared with 40% across the state.
• 34% of students achieved Bands 3 and 4 compared with 47% across the state.
• 10% of students achieved Band 2 compared with 12% across the state.
• 0% of students achieved Band 1 compared with 3% across the state.
In Year 5: (Band range 3-8)

- 48% of students achieved Bands 7 and 8 compared with 29% across the state.
- 46% of students achieved Bands 5 and 6 compared with 57% across the state.
- 4% of students were placed in Band 4 compared with 10% across the state.
- 2% of students achieved Band 3 compared with 4% across the state.

In Year 3 the girls performed more strongly than the boys in numeracy. In Year 5 the boys performed slightly better than the girls in numeracy.

**What were the students’ strengths and areas for development in the different sections of the test?**

Areas of strength in Year 3:

- Data, interpreting column graphs.
- Time, interpreting timetables.
- Patterns and algebra, calculating higher term in a pattern and multi-step problems.

There was only one area of weakness, fractions and decimals, three quarters.

Areas of strength in Year 5:

- Capacity, converting units and scale.
- Fractions and decimals, money and multi-step problems.
- Patterns and algebra, equivalent expressions.

**How have matched Year 5 students progressed in Literacy since they did the Year 3 NAPLAN test?**

Our Year 5 students showed a growth of 109.8 compared to the state average of 94.3 scaled scored points while the expected growth was 79.2.
Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5

- Percentage in bands: Year 3 Grammar & Punctuation
- Percentage in bands: Year 5 Reading
- Percentage in bands: Year 3 Numeracy
- Percentage in bands: Year 5 Writing
Progress in literacy

### Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
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<tbody>
<tr>
<td>School</td>
<td>103.6</td>
<td>83.9</td>
</tr>
<tr>
<td>SSG</td>
<td>86.9</td>
<td>71.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
</tr>
</tbody>
</table>

### Average progress in Spelling between Year 3 and 5*

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<thead>
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<th>2009-2011</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>82.1</td>
<td>77.6</td>
</tr>
<tr>
<td>SSG</td>
<td>83.1</td>
<td>73.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

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 achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Category</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<td></td>
</tr>
<tr>
<td>Writing</td>
<td>98.3</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Category</th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<td></td>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.0</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.0</td>
<td></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

Aboriginal education is an integral part of the KPS curriculum. Over the years the school has allocated funding for purchasing materials, resources and continuing staff professional learning. Years K-6 programs have delivered Aboriginal education through the learning of art, history, music and the like.

A key element in Aboriginal education and learning is respect for Aboriginal culture and heritage, thus an Acknowledgement of Country is made at the beginning of assemblies and school events.

This year Stage 3 students have participated in an art competition organised by the NSW Reconciliation Council and the theme was You, Me and Us. Art works created by students were
very creative and expressive of their understanding of the theme.

**Multicultural education**

The KPS community has a diverse population of families from over 45 different countries speaking more than 50 different languages and dialects. We continue to celebrate our diversity daily as we work, play and learn together in an environment which does not just tolerate but celebrates its diversity. Harmony Day is always celebrated at KPS. It is a day we stop and have a greater focus on what is diversity and its importance in our lives. Students are always encouraged to wear orange coloured clothing, the colour of harmony. This year all students participated in activities and lessons to heighten their understanding and awareness of the value of diversity in our school, the community and the world. Students continue to speak at assemblies throughout the year about days of cultural significance. All students participate in a second language learning program, Modern Greek, Mandarin or English. We continue our association with our sister school in Sichuan Province in China and our part of the *Expanding Horizons* project generating contact with China. Our choir was part of the *Expanding Horizons* choir which performed at the Sydney Opera House. Visiting teachers and officials from different countries have come to school to observe and learn about how our multicultural school operates, and teaching strategies for non-native speaking students. Our annual Multicultural Day celebrations were held in June. On this day students learnt more about the differences and similarities of their class friends. A huge feast was enjoyed by students, teachers and over 200 family visitors. All classes performed in the concert, highlighting singing and dancing from many countries. Students continue to research and prepare speeches on multicultural topics for public speaking competitions.

Our continuing sponsorship of Sharmin in Bangladesh and Sor in Cambodia reinforces the importance to our students of global responsibility to children less fortunate than ourselves.

Our anti-racism policy was reviewed by all staff at a staff meeting and our zero tolerance policy towards racism remains in force.

KPS has been involved with Sydney Multicultural Community Services this year. This involved advertising classes and forums for parents available in our community to assist people from non-speaking English backgrounds. We also formed an afternoon tutoring session for students who have been in Australia for less than five years, at which students received assistance with homework tasks.

**Respect and Responsibility: Peer Support**

Peer Support continued this year giving all Year 6 students the opportunity to fulfill leadership roles. The Year 6 students completed a Peer Support Leader Training Course, held at Maroubra Surf Club. Upon completion of the training, the students then led a mixed group of up to 16 Year K-5 students. This year’s module was titled *Being Positive*. The program consisted of eight lessons that were held in the second semester in Student Welfare time (Thursdays 12:30-1pm). The module focused on optimism, ways of showing empathy, how to talk positively, working cooperatively, and resilience.

**Students with Special Needs**

The Support Teacher Learning Assistance (STLA) works within our school to support students with identified needs ranging from behaviour to speech, language and anxiety issues.

Staff refer students who present with language delays or difficulties for a speech assessment and various programs are established to support these students. Students are reassessed during the year and tracked from one year to the next.

Debra-Ann Tanne, and her team of speech pathologists work closely with our students, after liaising with parents, to enable a rich and diverse speech program to work closely with our class program.

Year 1 students are assessed at the beginning of the year to identify which students are suitable for the Reading Recovery (RR) program. Eight students who participated in the program began as non-readers and all attained fluency by the end of their tuition.

Language for Learning is a district support program that has been initiated with a small number of students to support their reading program.
The STLA and Learning Support Team (LST) coordinator analyse NAPLAN results to identify students requiring support in literacy and numeracy. The STLA program has supported 45 students from Years K to 6, in small groups or individually, to provide intensive reading (phonics, word attack, comprehension and vocabulary) and numerous other programs.

Twelve volunteers have worked with these students in these programs. The St John’s Reading Pals Program has provided volunteers, parents have worked with students, and retired teachers have all been involved with these students in various capacities and group situations. A local community volunteer from the Rotary Club regularly assisted senior students with oral reading. Twenty three students have attended small group intensive English lessons for two hours per week in place of Greek or Mandarin.

The English as a Second Language (ESL) teachers provided in class support with language skills for those identified students both in withdrawal, class, group and individual situations where appropriate.

The principal, teachers, parents, school counsellor and district personnel have met throughout the year to plan and evaluate individual programs for students receiving funding support/integration. As a result students with a variety of special needs have been consistently monitored to enable them to be integrated successfully into regular classes.

The school has facilities for students with disabilities including the support of four School Learning Support Officers, one of whom is a registered nurse.

The LST provides opportunities for professional development for the staff to raise awareness of the needs of students with special needs.

Staff attend courses, e.g. Autism Spectrum/Disorder/Anxiety, to assist in student integration and ensure appropriate educational goals are set.

Expanding Horizons with Asia

KPS has continued to strengthen its links with Asia, in particular China, during 2011. Approximately 60% of our students learn Mandarin, including both native and non-native speakers. We have two teachers of Mandarin, one teaches four days each week and the other three.

KPS is one of three DEC Sydney Region schools, and the only primary school, chosen to establish a Confucius Classroom. The aim of the Confucius Classroom program is to stimulate and support innovative teaching and learning of Chinese language and culture. The Confucius Classroom is a cultural resource that will give teachers and students across the region and State an insight into China’s language and culture.

The Confucius Institute was established in the NSW DEC in late November 2011 with Memorandums of Understanding signed by the Department and officials from HANBAN who coordinate the program.

It is anticipated that the Confucius Classroom teacher will arrive at our school during the 2012 school year.

Jin Hua School in the Sichuan Province is our sister school. All the students studying Mandarin are keeping in touch by exchanging cards and letters. This relationship is progressing very well. Next year it is hoped that an email epal system will be established.

Dr Karyn Lai, Senior Lecturer at the School of History and Philosophy at the UNSW enhanced our School Enrichment Program by teaching Chinese Philosophy to Years 5 and 6 students in the first term of the school year. The students thoroughly enjoyed this experience and gained a great deal from the program.

Connected learning

KPS has two connected classrooms, one in the library and one in the Confucius Classroom/IT Centre. Staff have been trained to use this equipment and they continue to be used for meetings, e.g. for New Scheme Teachers, and communication with colleagues from other DEC schools. Plans are in place to use this equipment to engage in lessons with DEC schools in rural communities and in the Confucius Classroom programs.

KPS has an interactive whiteboard (IWB) in 13 classrooms. It is anticipated that the remaining classrooms will be fitted out by the start of 2012. Classes use the IWBS for a range of activities in all Key Learning Areas (KLAs).
Library

Our year started with our first movie night fundraiser at the Randwick Ritz. The students have loved the Diary of Wimpy Kid Series. When the first movie was released at the end of term one, “Kensington” went to the movies and a great night was had by all.

As always, our fantastic library monitors from Years 3 to 6 have done a great job assisting with borrowing, returning and shelving books and the distribution and collection of games.

The Thomas Flowers Memorial Library Fund continues to be well supported by the school community. Numerous books and furniture for our new library as well as teaching resources have been purchased this year due to generous tax deductible donations.

Many wonderful volunteers have done a fantastic job in the library from shelving books and covering books, to organising a Book Club.

A very successful Scholastic Book Fair was also held during Book Week which was again supported so wonderfully by our school community. Scholastic Book Club was offered each term so that students could order books. The school benefited by receiving bonus points which provided free books and resources.

Reading Challenges

This year various students have been involved in both the Premier’s Reading Challenge (PRC) and the MS Read-a-thon. It has encouraged students from Kindergarten to Year 6 to engage in reading for pleasure, promoting quality books through fiction, non-fiction, picture books, poetry and drama. Kindergarten to Year 2 classes received a bulk loan of 30 PRC books to read in their class. The Reading Records were entered on line by a fantastic parent helper, Mrs Wong. All students participated and 100% completed the challenge successfully. The Primary Challenge is divided into two categories, Years 3 and 4 and Years 5 and 6. The students must read 15 books selected from their booklist plus 5 of an equivalent standard. Many students entered as individuals this year. The primary students had to enter their books online and then Mrs Wong validated them at school. The successful students received a certificate from the Premier at the end of the year and their names were published in an HonorRoll in the Sun Herald newspaper. The MS Read a-thon allowed our students to again read for enjoyment while also helping an extremely important charity. The students again took this on as an individual challenge and registered and raised money at home.

Premier’s Spelling Challenge

Approximately 32 students competed in trials to represent our school in the Premier’s Spelling Challenge. Two outstanding spellers were chosen from Stage 2 and two from Stage 3. These four students then competed at the Regional Finals and performed very well.

Gifted and Talented

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

Programs included;

- instrumental tuition for students including recorder, violin, flute, trumpet, guitar and percussion.
- senior and junior bands.
- recorder and string ensembles.
- chess, public speaking, and debating.
- visual arts groups.
- a wide range of sporting activities.
- different academic competitions including the UNSW competitions.
- a gardening group.

Weekly Enrichment Studies groups continued for Years K to 6 students.

Enrichment Studies

The Enrichment Studies program aims to enhance students’ education and is characterised by a high level of interaction and a project focus through a fun and engaging activities. The program develops creative and critical thinking skills and caters for different learning styles. It provides an opportunity for students to work together in a small group, with a partner or as a member of a team. The activities are rotated every five weeks.

Each year the topics covered vary. This year the Enrichment Studies program for Years 1 to 6 included the following topics; Chinese Philosophy, chess, Tournament of Minds activities, science investigations, poetry, Lego
Technics, Solar Lego, Mahjong, geography, thinking games, space science and *De Bono's Six Thinking Hats*. The staff aims to provide an enrichment program that is thought provoking, mentally challenging and enjoyable for all students, and the program is highly successful and popular with students.

**Excursions Years K-2**

Early Stage One attended a number of excursions during 2011. In Term 2 students visited Kokoda Park to learn more about their local community. In Term 3 students visited Taronga Zoo with their Year 6 buddies. Both excursions reinforced content covered in the Science and HSIE curriculums and allowed students to observe and learn about different animals and plants. These experiences were designed to enrich the students' understanding of the world around them and provide a strong foundation for factual descriptive writing in the classroom.

Stage 1 was involved in many exciting excursions this year. In Term 1 they went on a Bush Tucker walk in Centennial Park to supplement the Science Unit they were studying, *What's for Lunch*. They learnt about many interesting plants and how to survive in the bush. In Term 4 they travelled around Sydney Harbour looking at different types of shelter and transport. This was to supplement their HSIE units on shelter and transport.

All classes Kindergarten to Year 6 were involved in a lecture by Professor Robert Brander from the UNSW about rips and beach safety. The students learnt valuable information which will help them stay safe at the beach.

The students also participated in *Scienza Viva* which is a program developed to actively engage students in the process of science. It was very "hands on" with a real scientist, combining genuine learning with firsthand experience of scientific method.

**Camps and Excursions Years 3-6**

2011 has brought with it many opportunities for students to participate in a range of excursions complementing the curriculum and covering many KLAs. Some in-school performances included *Scienza Viva* hands on science activities and experiments, a performance by Year 10 students from Sydney Girls HS and a *Musica Viva* performance.

Other excursions supplementing classroom and school programs included Years 5 and 6 and their Kindergarten buddies visiting Taronga Zoo. All had a happy and informative day.

Years 3-6 students attended *Once Upon A Time*, a wonderful production put on by Randwick Girls' and Boys' High Schools at the Parade Theatre, NIDA. All students were very impressed with the performances. Years 3-5 students attended a performance of *I am Jack* at the Seymour Centre.

In September Class 5/4S went on an excursion to attend a *Philosophy Day* at Maroubra Junction Public School. Students participated in a number of activities taught by teachers from other participating schools relating to philosophy. Students enjoyed the challenges set and were also given the opportunity to mix and discuss the lessons with students from other schools.

Also in September a group of students from Years 4-6 went on an excursion to Fox Studios to watch an episode of *Kitchen Whiz*. Nine Year 6 students were chosen to attend and compete as contestants on the show. Years 4 and 5 students were invited to be members of the audience and watch how the show was performed and recorded. Students enjoyed finding out about the work that goes on behind the scenes and also learnt some interesting facts about cooking!

Sixty one Year 4 students went on a three day camp in May to a new venue at Mangrove Mountain near Gosford. They participated in many unique activities that were both enjoyable and challenging.

Students in Year 5 participated in a three day camp at Myuna Bay Sports 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, kayaking, bike riding, and cooking over an open fire. Other activities included archery and bush walking, as well as nighttime activities such as a games night and dance competition.

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. Students took part in a wide variety of activities including interactive experiences at The War Memorial, the Dinosaur Museum, Questacon and the CSIRO.
Progress on 2011 targets

Target 1
To improve student achievement in all areas of writing using NAPLAN data (2011).

Our achievements include:

- Significant improvement was seen, (refer page 8) for NAPLAN results, but a direct comparison could not be made between 2010 and 2011 results as the text type that was assessed was a persuasive text rather the previous narrative.
- Professional development was provided for classroom teachers to target specific areas that required development based on NAPLAN data, e.g. grammar.
- There is a successful weekly roster implemented to enable all classes and specialist teachers to publicise student's work in the school newsletter and on the school website.
- 2011 allowed teachers to consolidate the knowledge and confidence in teaching various text types across Years K-6 successfully.
- Teachers worked collaboratively to ensure consistency in assessment in students' writing using an assessment rubric and other tools.
- Playwriting was incorporated across Stage 3 Enrichment Groups to develop students' writing skills in various text types.

Target 2
To embed environmental and sustainable living perspective across KLAs in Year K-6:

Our achievements include:

- Ongoing use of a teaching garden with vegetables, herbs and Australian native fruit plants which all provide produce for the students to harvest and cook.
- Continued maintenance of a chicken pen with four hens that lay each day providing the school with eggs to use in the kitchen. Students have been rostered to maintain the pen and collect eggs.
- Sip and Crunch program undertaken by Kindergarten classes to reduce waste production and encourage students to eat fruit and vegetables.
- Implementation of eating in class for ten minutes at lunchtime which enables close monitoring of diet and habits of students as well as minimising waste in the playground.
- All Stage 1 and Stage 2 classes and an Enrichment Group completed lessons and/or a unit of work incorporating the Kitchen Garden.
- To reduce paper waste, permission notes can be downloaded from the school website, as well as the weekly newsletter.
- Continuation of the Gardening Group on a Thursday afternoon.
- Year 4 participating again in the Week of Taste, a series of fun filled interactive and educational experiences which aims to establish positive associations with food creation, taste and the act of making good food choices.
- Recycling many items and costumes for the Years K-2 musical production.

Target 3
To enhance teaching and learning through the use of interactive technology, to improve outcomes for students.

Our achievements include:

- Staff displaying more confidence when using IWBs. Support teachers regularly using IWBs in lessons.
- Sharing resources on stage basis accessible via school server.
- The IT Policy was rewritten and updated reflecting current software and hardware devices. A scope and sequence was included to reflect current programs.
- Approaches made to a Croatian school to participate in an e-pal opportunity.
- New Scheme teachers participated in Professional Learning afternoons regarding accreditation processes using video conferencing.
- Cyber anti-bullying information sessions and a parent information evening was provided
by the police to enable students to use technology in a safer manner.

- Cyber anti-bullying component continues to be incorporated into the mandatory Years K-6 Student Welfare program.

- Staff have been inserviced and share professional development meetings on the use of websites and programs, e.g. *Mathletics*. Continuation of use of *Mathletics* to complement curriculum. Year 2 have used *Bug Club* as a tool to improve students' understanding in reading.

- All classes timetabled to use the IT Centre once a week.

- Purchasing of new hardware that will enable students to access the network faster.

- Purchase of an i-pad to be used in the library and applications to enhance student learning.

**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 2011 our school carried out evaluations of the PDHPE curriculum and the physical environment.

**Educational and management practice**

**Background**

The physical environment of our school has been enhanced over recent years. We have created, updated, renovated, installed and/or developed all of the following:

- Vegetable garden
- Garden edging/seating
- Upgrade of all school offices
- Upgrade of all toilet facilities
- Playground re asphalted
- Synthetic grass
- Staffroom/teaching kitchen upgrade
- Solar panels
- Sports track in Area 1
- COLA installed (covered outdoor learning area)
- Three new classrooms and library
- IT Centre established
- Water tanks for toilets and gardens
- New adventure play equipment
- New security fence
- Electrical upgrade
- Native garden established
- Playground seating (completed January 2012)

**Findings and conclusions**

We then asked parents to let us know how these changes at our school have impacted on their children's time at school and the results are as follows. We had 115 visit the Zoomerang survey and 58 completed it.

Ninety-seven percent of people who completed the survey agreed or strongly agreed that the above mentioned changes have improved the physical environment and aesthetic feel of our school.

Ninety-five percent of people who completed the survey either agreed or strongly agreed that these improvements have had a positive impact on their child's experience at the school.

Ninety-five percent of people who completed the survey agreed or strongly agreed that their child's environmental awareness had increased due to the following improvements; vegetable garden, chicken pen, teaching kitchen and solar panels etc.

**Future directions**

Participants were then asked to suggest other things that could further enhance our school's physical environment.

Some of the responses to be considered are as follows:

- Murals to some of the bare brick walls
- Softfall to replace asphalt in some areas
- Installation of a frog pond
- More access for all students to cooking and gardening activities
Curriculum

PDHPE

Background

All students participate in Student Welfare lessons each Thursday at 12:30pm for half an hour. In these lessons, mandatory units such as Drug Education, Child Protection and Road Safety are covered. Staff believed that this remained an important part of the week when all classes undertook these lessons, often with the aid of support teachers. Peer Support lessons are carried out by Year 6 students during Terms 3 and 4, a series of eight lessons covering a different topic each year on a six 6 year cycle.

Class teachers regularly take their classes out for physical activity and spend time delivering lessons regarding nutrition and healthy eating.

For one hour a week, Years K to 2 classes participate in lessons under the guidance of SportsPro where fundamental movement skills are taught. On Fridays, students in Years 3-6 either participate in PSSA Sport or UNSW sport lessons for one hour. These cover a range of sports including European handball, indoor soccer and softball.

The school has a highly effective Water Safety policy. Students in Years 3-6 must be able to pass a water safety test, including swimming twenty-five metres unaided, before being allowed to attend other sport activities. In Term 4, students in Years 2 and 3 undertake an Intensive Swimming Program at the UNSW pool for an hour a day for two weeks.

In 2011, classes trialled eating lunch inside to monitor and encourage healthy habits. This will be implemented across the school in 2012.

Findings and conclusions

With the ongoing concerns with obesity in society (in 2007-08, a higher proportion of males aged 18 years and over were overweight or obese, 63%, than were females, 48%, ABS July 2011), staff considered good nutrition to be a high priority. A Crunch and Sip program will be implemented from 2012 across the whole school after a successful trial in different grades in 2011. This has the aim of making the students conscious of what is packed into their lunchbox each day. Regular snippets (obtained by two staff members on a professional learning course) would be inserted into the school newsletter that give information to families on what constitutes a healthy diet. A reward for the class with the highest participation rate each week will be presented at Monday’s assembly.

Staff believed that the PDHPE scope and sequence could be looked at with the possibility of being revised and updated to include a greater focus on manipulative skills (in the Games and Sports strand) and Ways To Be Active sub strand.

Future directions

PDHPE will become a target for the next three years. The SRC will become involved in setting up a roster system for different playground areas as well as the Library. The school has registered for Crunch and Sip and an event will be held to launch the program. Students will pause lessons when this important part of the day takes place. The new canteen lease are committed to the need to promote healthy eating in accordance with the DEC Healthy Canteen Policy.

To accommodate the greater focus on manipulative skills, there will need to be regular liaising with SportsPro to ensure that outcomes are being met. A pre-test and test of Years K-2 students’ manipulative skills and general fitness levels will be conducted. Furthermore, it is anticipated that class teachers can use this data to program lessons catering for needs of the students.

Other evaluations

Parent, student, and teacher satisfaction

In 2011 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 (e.g. student self assessments in June and November and P&C and School Council meetings) and informal venues. Any areas of concern were addressed at an individual level and resolved satisfactorily.

Professional learning

Over $26000 was allocated for professional learning for staff in 2011. These funds were used
to support all school programs, in particular those related to targets for 2011.

Professional learning provides staff with opportunities for professional development not just as individuals but also to present to the whole school, ensuring all staff have an opportunity to develop in a great range of subjects to support our school development.

Funds were also used to enable staff to attend network meetings e.g. for HSIE, librarians, STLAs, Reading Recovery teachers and APs leadership development, and to support ongoing programs and polices e.g. WHS, Grammar and Performing Arts.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Improved outcomes in reading for 80% of students in Bands 1-2 in Year 3, with a two or more band increase by Year 5 (to Bands 3-4), while also focusing on improving reading results for all students Years K-6.

2012 Targets to achieve this outcome include:

- Meeting the reading needs of all students through the organisation of classroom reading groups.
- Identifying students from previous year’s NAPLAN results, providing them with extra support as required through the STLA and volunteers program.
- Demonstrating improvement in reading through formal class and grade assessments.

Strategies to achieve these targets include:

- Teachers to use DEC NAPLAN on line resources to establish a common benchmark and for teaching strategies.
- Intensive English group to focus on explicitly teaching comprehension skills and understanding of questions and instructions.
- ESL staff to provide support for both students and staff.
- All classes will maintain differentiated reading groups within their classrooms.
- Class teachers and librarian to promote reading challenges such as MS Read-a-thon, UNSW Reading Competition etc.
- Professional learning opportunities provided for all staff.
- STLA support provided to students with identified Reading needs.
- Reading Recovery to continue to support Year 1 students with identified reading needs.

School priority 2

Outcome for 2012–2014

Improved outcomes in numeracy for 80% of students in Bands 3 and 4 in Year 3 with a two or more band increase by Year 5 (to Bands 7 and 8).

2012 Targets to achieve this outcome include:

- Meeting the numeracy needs of all students in the school organisation of mathematics groups.
- Demonstrating improvement in mathematics results, in particular the working mathematically strand, as reflected in formal class assessments.

Strategies to achieve these targets include:

- Professional development for all staff on the current preferred practices in the teaching of mathematics provided by regional mathematics consultants and the Mathematics Committee.
- A language of mathematics school program Years K-6 will be developed to ensure consistency of mathematics language is used in every grade.
• Evaluation of the weaknesses of the 'middle group' in every grade with a focus on the working mathematically strand in particular.

• Optimum use of interactive whiteboards to support student learning in the classroom.

• Mathematics Committee will familiarise the whole staff on the draft National Curriculum for mathematics leading to the implementation of professional development for teachers from 2013, prior to the introduction of the new syllabus in the classrooms in 2014.

• Various models will be investigated and then the selected model trialled in the organisation of mathematics groups.

• Audit of current mathematics resources, and based on this audit, replace and expand the resources available for all year levels. Implement a system of borrowing and allocation of these resources.

• Inservice all staff in the use of Smart data to ensure that all teachers make full use of the available data and teaching resources.

• Use the information gained from Smart data to develop programs to meet the needs of all students.

• Increase consistency Years K-6 in the assessment and reporting process.

• Share resources at staff meetings, a roster to be designed where Stages present to colleagues every month. Feedback to be provided back to staff.

• Specific assessments to be carried out on Years K-2 students on fitness levels and fine motor skills.

• Regular liaising with SportsPro on programs.

• Development of checklists to monitor development of fitness, games and sport skills for Years 3-6.

• Register the whole school for Crunch and Sip and hold an event to launch the program.

• Arrange for nutrition "snippets" to be included in the KPS Newsletter.

• Nutrition target, % of class involved in Sip and Crunch, to be announced each Monday assembly. Target achieving classes to be rewarded through extra use of equipment or choice of play equipment at playtimes.

• Reduce sedentary activities, e.g. roster library opening times.

• Once a term, staff to be trained on basic activities that can be used in fitness lessons at least twice a week.

• The Gardening Club to be continued once a week.

School priority 3

Outcome for 2012–2014

To evaluate and update current practices and programs in PDHPE concentrating on gaining measureable improvements in fitness levels and fundamental movement skills and observable changes in nutrition habits for all students.

2012 Targets to achieve this outcome include:

• Evaluate and update current practices and programs in PDHPE.

• Fitness benchmarks established Years K-6.

Strategies to achieve these targets include:

• Review and update current PDHPE scope and sequence.

• Review timetables for PDHPE lessons.
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.

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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: