Kensington Public School

Annual School Report

2012
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 to Enrolment Policy). The Enrolment Policy has been reviewed in 2012 and it is unlikely that any out of area enrolments, including siblings of those enrolled, will be able to be accepted in the near future.

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

Student achievement in 2012

National Assessment Programs, Literacy and Numeracy (NAPLAN)

Forty nine students in Year 3, 24 boys and 25 girls, participated, with 41 coming from a language background other than English (LBOTE)

Fifty three students in Year 5, 20 boys and 33 girls, participated, with 41 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 8-12 for a full analysis of results.

Messages

Principal’s message

KPS enjoys an excellent reputation in the community, with a record of high academic and other 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 apparent 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 2013. 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.

This year sees my completion of 21 years as Principal of KPS. As announced, I will retire in March 2013 and the transition to the new Principal will begin then.

It has been my privilege to work with the students, staff, parents and community of this wonderful school. I am sure the success of all will continue in the future, and I wish all those I have worked with over the past years, the very best for the future.

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
The P & C has had a great year and enjoyed the support of our parents and community. The money we have raised through the uniform shop and fundraising events has gone a long way in providing additional educational resources. Each classroom has been equipped with Interactive Whiteboards. We helped procure laptops and iPads, and made a huge contribution to the class sets of reading books. With these purchases we hope to contribute to the program of teaching and learning, allowing teachers greater flexibility and creativity in the way they inspire our kids with technology and literacy.

Furthermore, the P&C funded the compulsory training for a future Student Welfare Officer; a support role that has enriched the school community and helped our kids achieve their potential. The officer works across the year levels with a focus on student engagement, retention, academic achievement and the acquisition of life skills. We were proud of our ability to support the school in this and saw it as an opportunity for a real school, community and parent partnership.

The Uniform Shop is undergoing a review. For the first time in over 5 years, we will be looking at our price index and making changes to prices for 2013. We are not anticipating major increases and we are committed to ensuring good value and reasonable prices for our families. The Uniform Shop is a strong fundraiser for the P&C and it is a wonderful service to the school to have uniforms available for purchase on site. We do not want to put this at risk. It is timely to mention a special thank you and to express our gratitude to Rachael. She has been a long standing volunteer and convenes the uniform shop with diligence and a commitment that is unrivaled.

Last year we saw the establishment of the P&C blog, www.kensingtonpandc.com and the instigation of a Gmail account for better communication and P&C updates. This has worked as a positive communications channel, which will no doubt come alive as we begin planning and preparations for the 2013 Kenso Karnival. The school fete will be in October next year and we are really excited about the opportunity to work together for this spectacular, colourful school event!

Thank you to our parents and friends for your continued support and generosity. Please join us and let us know how we can make 2013 another year of success.
Tracey Cunningham – P&C President

School Council message
2012 was another outstanding year for the school. The Council continued to meet during the Principal’s period of leave, with Louise Steiner ably providing direction and leadership during the second half of the year.

The council continued to review and update a number of key policy documents for the school. This included the enrolment policy (with ever-increasing demand), and the IT policy (in line with continual developments in mobile computing and social media).

A significant highlight in the school’s year was the outstanding accomplishment of producing the ‘Kensington Cooks’ school cookbook. Several of my work colleagues, on seeing the quality of the final product, rushed in with orders! The council would like to thank Louise Steiner and her team for their enormous effort in producing this wonderful resource and school fund-raiser.

The council would like to farewell and thank James Keenan and Bettina Croft for their hard work on the council in recent years.

In particular, the Council wants to thank the Principal, Annie Jones, for her leadership of the council and, of course, her more than two decades leading the school. Her efforts overseeing the staff team have been a vital component in making our school one we are all proud to be a part of, and we wish her well as she retires in 2013.

Ben Gooley - School Council President

Student representative’s message
The Student Representative Council (SRC) continues to be an important part of our school life. 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. We have also had weekly meetings where the students bring issues from their peers to be discussed openly, and suggestions are made. We have been responsible for fundraising events such as our annual Easter raffle and the selling of items for many different charities.

All representatives have learnt from leadership opportunities they have had during the last year. Students have gained confidence and are great 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>
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<tbody>
<tr>
<td>Male</td>
<td>196</td>
<td>187</td>
<td>188</td>
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<tr>
<td>Female</td>
<td>199</td>
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<td>206</td>
<td>202</td>
<td>205</td>
<td>207</td>
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</table>

![Enrolments graph]

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.8</td>
<td>96.7</td>
<td>95.7</td>
<td>96.3</td>
<td>96.3</td>
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<td>1</td>
<td>94.3</td>
<td>96.0</td>
<td>95.3</td>
<td>95.3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>96.6</td>
<td>96.4</td>
<td>97.0</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>96.4</td>
<td>97.0</td>
<td>96.2</td>
<td>95.5</td>
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<td>95.8</td>
<td>96.8</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.8</td>
<td>96.5</td>
<td>96.3</td>
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<td>6</td>
<td>94.9</td>
<td>94.6</td>
<td>95.9</td>
<td>95.7</td>
<td></td>
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<tr>
<td>Total</td>
<td>96.2</td>
<td>95.3</td>
<td>96.2</td>
<td>95.9</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 2012 Class Size Audit early in March.
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>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 Languages</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</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>
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<tr>
<td>Total</td>
<td>27.592</td>
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</tbody>
</table>

*Note: One Assistant Principal is the Librarian*

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 by appointment or occasionally through advertisement.

Teacher qualifications

All teaching staff meets 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>
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<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.

Global funds          229065.50
Tied funds            140897.94
School & community sources 282804.57
Interest              10012.75
Trust receipts        50002.75
Canteen               0.00
Total income          859242.34

Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>65432.78</td>
</tr>
<tr>
<td>Key learning areas</td>
<td>59619.73</td>
</tr>
<tr>
<td>Excursions</td>
<td>127388.31</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>209.00</td>
</tr>
<tr>
<td>Library</td>
<td>172.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>139538.31</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>42110.67</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>59957.50</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>38293.71</td>
</tr>
<tr>
<td>Maintenance</td>
<td>24848.65</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>48016.63</td>
</tr>
<tr>
<td>Capital programs</td>
<td>102494.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>711717.29</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>147525.05</td>
</tr>
</tbody>
</table>

The tax deductible Library Fund expenditure was $14215.39.

A full copy of the school’s 2012 financial statement was tabled at the annual general meetings of the School Council and the P & C. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Performing Arts

2012 has been another exceptional year in music, dance and drama for all students.

We entertained audiences at Randwick Girls High School and performed our Year 3-6 school musical ‘Hoodwinked’. All students in the primary department were involved and on stage. We had a special overture performed by our students in the String Ensemble. They were able to play a piece that they had learned for their Opera House performance. We had many parents involved with our costumes and teachers who helped with the music, choreography and acting. All our rehearsals for the Year 5 and 6 lead actors were on a Thursday
afternoon at school and during Performing Arts lessons.

We combined Education Week with Book Week. All students in Year K-2 were given an author and a book, the story into plays. Students wore costumes and makeup and performed to a packed audience of parents and friends in the school hall.

The two school bands have continued to thrive and meet every Thursday at 8am. Group tutorials continue throughout the morning and senior bands have performed at our two soirees, at various school functions and at the Big Gig at the Seymour Theatre. A violin tutor provides lessons twice a week and a parent who conducts a string ensemble every Wednesday morning before school. In Enrichment Studies, Mrs Davis who teaches beginner recorder. Many of these students join the recorder group which rehearses at lunchtimes. Both the recorder and string ensemble groups performed together at the Opera House for the Festival of Music and at many other school functions.

We continued to have three choirs this year. The senior choir was, conducted by Mrs Parsons; our junior choir was conducted by Mrs Samarakoon and our Year 1 and 2 choir was conducted by Ms. Fredman. Once again the senior choir performed at the Opera House for the Sydney Region Music Festival. All three choirs have performed at our two soirees and various school events. The three choirs and the Greek dancing group also performed at the local retirement home. The whole school participated in the Music Count Us In performance. All students learned the same song and on the 1st of November sang the song at 9am with 5000 other Australian school students.

Mrs Samarakoon started a dance ensemble. The group rehearsed before school on Mondays and performed at various school activities/events.

One student was selected to perform in the State Drama Festival and one student was selected for the State Dance Festival.

At the end of the year we held two talent quests where the students were able to demonstrate their performance skills. We had magicians, singers, comedy acts, dances and solo musical pieces. This was a great end to another successful year.

Visual Arts

In addition to the implementation of the K-6 visual arts syllabus in the classroom, students from Years 3-6 were given the opportunity to participate in the before school Visual Arts special interest group. In this group students discovered different artists and used their artwork to inspire them to create their own. In Term One, students from K-6 took part in a school activity with Raw Art. The students greatly enjoyed being involved in print making, sculpture, painting and other media. This year, students and teachers also took part in creating stage props and sets for the 3-6 musical, Hoodwinked. Students and teachers took great pride in seeing their artworks displayed around the school and in the musical Hoodwinked.

Sport

K-2 Sport

All students in Years K - 2 have actively participated in the Sports Pro program this year. It is a non-competitive sports based program, which provides opportunities for students to develop their skills in modified sports, dance, gymnastics and fitness. Furthermore, it has allowed students to enhance their gross motor skills, cooperation and fitness, with ongoing assessments throughout the year.

Years 2 and 3 have also been involved in the intensive swimming program at the UNSW at the end of the year. 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. They may then practise these skills over the summer holidays prior to testing in Term 1 (ref. Swimming Policy).

3-6 Sport

All students in Years 3-6 participated in a wide variety of sports throughout the year and also had the opportunity to take part in sporting carnivals. 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 outdoor and indoor soccer. Each of these sports was taught on a rotation basis, teaching students a wide variety of skills. Students also participated in dancing lessons, instructed by the Footsteps Dance Company and fitness lessons, instructed by Transformers, Fitness for Kids. AFL instruction at Centennial Park also took place.

The school was also represented in the PSSA soccer competition with the junior team seventh and the senior team placed fourth overall. In PSSA Oz-Tag, the junior team were runners up in their competition. The senior As came fourth and the senior Bs came fifteenth overall.

In PSSA T-ball, the junior team came fourth and the senior softball team came fifth in their competitions overall.

In netball, the junior Bs and senior Bs came fifth in their competition. The junior As came seventh and the senior As came sixth. All girls made pleasing progress in skill development throughout the season.

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

Two students competed in the Sydney East Regional Swimming carnival and two students represented the Zone at a regional level in both soccer and netball.

One student progressed to compete in the State Championships representing the region in tennis.

Another student won the AWD 800m race at the State Championship. She also came third in shot put, fifth in 100m, third in long jump and fourth in 200m. They will compete at the National Championship later in 2012.

Gifted and Talented

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

- Instrumental tuition for students including recorder, violin, flute, trumpet and percussion
- Senior and junior bands
- Recorder groups
- Chess, public speaking and debating
- Visual arts groups
- A wide range of sporting activities, including competitive
- Different academic competitions including the UNSW competitions
- A gardening group
- Weekly Enrichment Studies groups for all children at the school
**Debating**

The Year 5 and 6 students have met regularly for coaching and practice sessions in preparation for debating competitions.

Three competition teams were formed at the end of Term 1. Each team debated in a cluster against other local schools. One of these teams consisted of six Year 6 students who competed in the Premier’s Debating Challenge. These children worked extremely hard at learning how to prepare a topic in just one hour. They managed to win half of their debates. The other two teams participated in the Bondi District Debating Competition during Terms 2 and 3. The A team, which consisted of Year 6 students, won over half of their debates. The B team, which consisted of Year 5 students, only lost one debate and won their division.

**Kitchen Garden Club**

This year, students from Year 6 and Year 2 were given the opportunity to participate in the after school Kitchen Garden Club. These students were involved in a range of activities which enhanced their understanding of growing, harvesting and preparing the food we eat. The produce used was grown by the students in our own kitchen garden and prepared in our teaching kitchen. The Year 6 students also painted stepping stones to be used in the Kitchen Garden.

**Cook Book**

Kensington Public School families were encouraged to submit a family favourite recipe to be included in our first ever school cookbook. Whether it be a tried and tested family classic or an extra special dish from the home country, the diversity of our community is reflected in this wonderful collection of recipes from all over the world.

Local businesses and families from our school have generously supported this project and we thank the numerous sponsors of the cookbook. Without this support we could not have achieved such success.

Special mention should be made of Gastronomy and Anthem who gave generously of both their time and expertise. Without it, the Kensington cookbook would not have come to fruition.

A really wonderful feature of this book is the way the individual stories explain why each recipe is so important to a family – whether it has been handed down, or has come from a special person or place. This sharing of family recipes and stories has made our book something truly special.

Thank you to the magnificent team who assisted in the production of the KPS Cookbook. Your dedication and enthusiasm has been the driving force behind this magnificent project.

Kensington Cooks a World of Food can provide the menu for both an evening meal and a feast! There are over 200 recipes that appear to have been inspired by our school communities’ heritage, family and friends, and our different cultures.

The books are available through the school library and profit from sales will benefit all students K-6.

**Academic**

**Literacy Year K-2**

Students in Year K-2 are assessed throughout the year to ensure they are matched to their appropriate reading levels in reading groups and home reading programs.

Reading groups have been classroom based this year and have been very successful. The LaST (Learning and Support)teacher has worked with identified children to ensure they receive the support required.

Throughout the year Kindergarten continued to have literacy activities everyday involving parents and buddies.
At the beginning of November, the following results reflect the excellent progress made this year.

Kindergarten:
- Emergent Level Reader = 10.6%
- Beginning Level Reader = 57.6%
- Fluency Level Reader = 31.8%

Year 1:
- Emergent Level Reader = 0%
- Beginning Level Reader = 3.5%
- Fluency Level Reader = 35.1%
- Extension Level Reader and Beyond = 61.4%

Year 2:
- Emergent Level Reader = 1.5%
- Beginning Level Reader = 1.5%
- Fluency Level Reader = 15.8%
- Extension Level Reader = 32.8%
- Countdown Level reader and Beyond = 48.4%

Our School Development Plan has identified Reading as one of our targets for the 2012-2014 Plan. The staff has been involved in various professional development sessions this year and the students have benefited from this in exciting, challenging and engaging classroom activities.

**Reading Recovery**

Reading levels at the initial intake ranged from 0 – 3 and levels 1 – 9 in the second intake. Reading levels at the last intake ranged from 11 – 14. By the end of the year, all students on the program (but one who left the school) reached the average classroom reading levels.

- 100% of the students who entered the program (and completed the program at our school) discontinued successfully at level 16 or above.
- The average number of lessons was 51.

- All of the Year 2 and 3 students still attending this school were monitored and met the minimum level for Reading Recovery.

**UNSW Competition Results**

117 students from Years 3-6 competed in the UNSW English Competition. 47% were placed in the top 30% of the state, achieving 4 High Distinctions, 18 Distinctions and 33 Credits.

97 students from Years 3-6 competed in the UNSW Spelling Competition. 58.3% were placed in the top 30% of the state, achieving 6 High Distinctions, 19 Distinctions and 31 Credits.

86 students from Years 3-6 competed in the UNSW Writing Competition. 59.3% were placed in the top 30% of the state, achieving 7 High Distinctions, 8 Distinctions and 36 Credits.

123 students from Years 3-6 competed in the UNSW Mathematics Competition. 55.3% were placed in the top 30% of the state, achieving 5 High Distinctions, 23 Distinctions and 40 Credits.

93 students from Years 3-6 competed in the UNSW Science Competition. 52.7% were placed in the top 30% of the state, achieving 3 High Distinctions, 18 Distinctions and 28 Credits.

81 students from Years 3-6 competed in the UNSW Computer Competition. 37% were in the top 30% of the state achieving 3 High Distinctions, 9 Distinctions and 18 Credits.

**Premier’s Spelling Challenge**

Approximately 34 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. One child from Stage 2 came third.

**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 skill and understanding demonstrated in these 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)

**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 exempt from the tests. There were 48 Year 3 and 53 Year 5 students who sat for the NAPLAN this year. No Kensington students were exempt in 2012. Percentages may not add up to 100 because of rounding.

**Reading – NAPLAN Year 3**

In Year 3 Reading:
• 70.8% of students achieved Bands 5 and 6 compared with 50.2% across the state.
• 27.1% of students achieved Bands 2, 3 and 4 compared with 46.3% across the state.
• 2.1% of students were placed in Band 1 compared with 3.5% across the state.

In Year 3 Writing:
• 75% of students achieved Bands 5 and 6 compared with 57.2% across the state.
• 25% of students achieved Bands 2, 3 and 4 compared with 41.1% across the state.
• 0% of students achieved Band 1 compared with 1.7% across the state.

In Year 3 Grammar and Punctuation:
• 81.3% of students achieved Bands 5 and 6 compared with 50.3% 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.

**Numeracy – NAPLAN Year 3**

• 62.5% of students achieved Bands 5 and 6 compared with 38.9% across the state.
• 37.5% of students achieved Bands 3 and 4 compared with 48% across the state.

**Reading – NAPLAN Year 5**

In Year 5 Reading:
• 43.4% of students achieved Bands 7 and 8 compared with 35.1% across the state.
• 43.4% of students achieved Bands 5 and 6 compared with 47.3% across the state.
• 9.4% of students achieved Band 4 compared with 10% across the state.
• 3.8% of students were placed in Band 3 compared with 7.7% across the state.

In Year 5 Writing:
• 37.7% of students achieved Bands 7 and 8 compared with 23.2% across the state.
• 52.8% of students achieved Bands 5 and 6 compared with 62.9% across the state.
• 7.5% of students achieved Band 4 compared with 8.4% across the state.
• 1.9% of students achieved Band 3 compared with 5.5% across the state.

In Year 5 Spelling:
• 71.7% of students achieved Bands 7 and 8 compared with 41% across the state.
• 18.8% of students achieved Bands 5 and 6 compared with 44% across the state.
• 7.5% of students achieved Band 4 compared with 11.3% across the state.
• 1.9% of students achieved Band 3 compared with 3.8% across the state.

In Year 5 Grammar and Punctuation:
• 52.8% of students achieved Bands 7 and 8 compared with 35.2% across the state.
• 32.1% of students achieved Bands 5 and 6 compared with 44.3% across the state.
• 1.3% of students achieved Band 4 compared with 12.8% across the state.
• 3.8% of students achieved Band 3 compared with 7.8% across the state.
Numeracy – NAPLAN Year 5

In Year 5: Band Range 3---8

• 50.9% of students achieved Bands 7 and 8 compared with 31.2% across the state.
• 39.6% of students achieved Bands 5 and 6 compared with 51.9% across the state.
• 7.5% of students were placed in Band 4 compared with 11.8% across the state.
• 1.9% of students achieved Band 3 compared with 5.2% across the state.

Our results in Year 3 and 5 were above the state mean. The trend data shows that our students in Years 3 and 5 continue to achieve results above the state trend. There is no significant difference in the performance of boys and girls in Literacy and Numeracy.

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: infers meaning of unfamiliar words, identifies main idea in an argument, interprets the sequence of events in a poem.

In Year 3 grammar and punctuation: identifies an error in subject and verb agreement in a sentence, locates correct position for an apostrophe of a contraction in a complex sentence.

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

In Year 5 the areas of strength in reading were: Identifies implied social contexts, recognises a writer’s style.

In Year 5 grammar and punctuation: identifies correct use of punctuation for sentence boundaries, identifies the order of events by interpreting connectives and tense.

In reading the only area identified for development was the recognition of the purpose of an ellipsis at the end of a sentence.

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 72.7 compared to the state average of 77.8 scaled scored points. This is indicative of the very high results in Year 3.

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

In spelling, our students showed a growth of 102.3 compared to the state average of 94.2 scaled scored points. In grammar and punctuation our students showed a growth of 83.9 compared to the state average of 78.6 scaled scored points.

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

Areas of strength in Year 3 Numeracy included Chance: determines the most likely outcome in an experiment; Numeration: Determines the operation to solve a problem involving multiplying.

There were no identified areas of weakness.

Areas of strength in Year 5 included Volume: using multiplication strategies to solve a multi-step problem; Patterns and Algebra: Working backwards to find an unknown.

The identified area of weakness was Chance: Describes the likelihood of an event using the language of chance.

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

Our Year Five students showed a growth of 120.3 compared to the state average of 96.7 scaled scored points.

It must be acknowledged that all students, including those with special needs, participate in NAPLAN testing at KPS. This is reflected in overall school results.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.
Numeracy – Year 5

![Numeracy Year 5 Graph]

Literacy – Year 5

![Literacy Year 5 Graph]
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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>97.9</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Aboriginal education is an integral part of the KPS curriculum. An aboriginal perspective continues to be part of programs across all curriculum areas. Years K-6 programs have delivered Aboriginal education through the learning of art, history and music.

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 all assemblies and school events. Reconciliation Week was celebrated in June. All members of staff attended a meeting on the history of reconciliation, ensuring dates and facts were correct and kept in mind as classes were
involved in activities. All classes made increasing awareness of Aboriginal and Torres Strait Islander people their focus for the week, and in the future.

KPS joined ANTAR (Australians for Native and Reconciliation Title) this year. We created a “Puddle of Hands” in our playground using hands borrowed from ANTAR to display our support for reconciliation with people from Aboriginal and Torres Strait Islander backgrounds. Ms. Jones brought in personal items collected from different Aboriginal areas and photos taken on the “Sea of Hands” Australian tour. During the week, the focus of computer lessons was researching prominent Aboriginal people and artwork. In Visual Arts students learnt more about different forms of indigenous art and produced artwork. Students studied indigenous dance in Performing Arts, having an opportunity to watch The Bangarra Dance Group performances on DVD. Fay Carroll, one of our region’s Aboriginal Liaison Officers spoke to Years 2-6 about growing up in NSW, the importance of learning more about each other and the impact of racism and bullying. As always, our annual Harmony Day and Multicultural Day celebrations included Aboriginal and Torres Strait Islander perspectives.

**Multicultural education**

Our community is represented by 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. Our guest presenter during Book Week was a story teller who told stories from many different cultures.

Harmony Day is always celebrated at KPS in March. 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. As usual, 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. All students created a hand on which poems, messages, words and illustrations were written. We created our own “Sea of Hands” as the hands were in our gardens for the week reflecting our support for harmony: “Hands up for Harmony”.

Students continue to speak at assemblies throughout the year about days of cultural significance. All students participate in a 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.

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. Four staff members, including the Principal, travelled to Beijing to be part of a Hanban program to learn more about Chinese culture and the continuing incorporation of the teaching of Mandarin in our school.

Our annual Multicultural Day celebrations were held in June. Students learnt 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.

We continue our sponsorship of Sharmin in Bangladesh and Sor in Cambodia as we believe this reinforces the importance to our students of global responsibility to children less fortunate than themselves. Current information about both children is on display in the library.

We continued our involvement with Sydney Multicultural Community Services. This involved advertising classes and forums for parents available in our community to assist people from non-speaking English backgrounds. An afternoon tutoring session for students who have been in Australia for less than five years was in operation for three terms in which students received assistance with homework tasks.
Peer Support

Peer Support continued this year giving all Year 6 students the opportunity to fulfil leadership roles. The Year 6 students completed a Peer Support Leader Training Course, held at school. 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 Optimism Living Positively. The module focused on strengths and how we use and develop them; perseverance and positive self-talk; setting goals and how we can work towards them and the importance of acknowledging those who help us. The program consisted of eight lessons that were held in the second semester in the Student Welfare period (Thursdays 12:30-1pm).

Year 3-6 Excursions

For the first time, students in Years 5 and 6 participated in an overnight excursion together. They visited Canberra and the Snowy Mountains to support a unit of work in HSIE on Government and Democracy. Students took part in a wide variety of activities including interactive activities at The War Memorial, Questacon, CSIRO and Parliament House. Students also spent part of the day in the snow at Thredbo.

Years 3-6 students attended ‘Portraits’, a wonderful production put on by Randwick Girls’ and Boys’ High Schools at the Parade Theatre, NIDA. All students were very impressed with the performance and were then able to perform their own musical extravaganza at Randwick Girls High School 4 weeks later.

In Term 3, a group of students from Year 6 went on an excursion to Fox Studios to watch the filming of the popular Channel Nine television show, Pyramid. Six lucky students had the chance to participate in the show with celebrity guests. Students enjoyed finding out about the work that goes on behind the scenes.

Fifty-five Year 4 students went on a three day camp near Morisset on the Central Coast. It was a great success, with beautiful weather, wonderful food and challenging activities. Many new skills were learnt whilst undertaking activities such as archery, rock climbing and the flying fox.

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 interactive whiteboards (IWB) in all 19 classrooms and 2 connected classrooms - the IT Centre and Library. Classes use the IWBs for a range of activities in all Key Learning Areas (KLAs).

Maths Olympiad

A team of our top thirty mathematicians from Year 6 competed in the Australasian 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 18 out of 25. There were 8 students who were placed in the top 25% of all participants. The team score totaled 155. There were seven individual students who scored a perfect score of 5 in at least one Olympiad.

Expanding Horizons with Asia

Kensington Public School has continued to strengthen its links with Asia, in particular China, during 2012. Approximately 60% of our students learn Mandarin, including both native and non-native speakers. We have 2 teachers of
Mandarin, one who teaches for four days each week and the other for three.

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. We continued our association with our sister school in Sichuan Province in China and our part of the Expanding Horizons project which generates contact with China.

Visiting teachers and officials from different countries have come to our school to observe and learn about teaching strategies for non-native speaking students and how our multicultural school operates.

A representative from the University of NSW, enhanced our School’s Enrichment Program by teaching Chinese Philosophy and culture to Year 5 and 6 students in the last term of the school year. The students thoroughly enjoyed this experience and gained a great deal from the program.

Confucius Classroom

Kensington Public School is one of seven NSW DEC schools chosen to establish a Confucius Classroom and one of two primary schools. 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 an insight into China’s culture, language and philosophies.

A Confucius Institute was established in the NSW DEC in late November 2011 with documents of understanding signed by the Department and officials from HANBAN (Office of the Chinese Language Council International) who coordinate the program. It is anticipated that the Confucius Classroom teacher will arrive in the 2013 school year and shortly after begin lessons at our school.

This year, the Principal, two executive teachers and the ESL teacher travelled to Beijing to take part in a study and training program hosted by Beijing Normal University with an emphasis on teaching materials and language acquisition.

The program was organised and fully funded by HANBAN and the Confucius Institute. It was an intensive and fruitful trip as all members of the school executive returned with resources and contacts that will further support the establishment of a successful Confucius Classroom.

Chess

Chess trials were held from February to April for the 2012 primary school chess teams’ competition. Fifty students from Years K-6 participated in games to find participants for chess teams. Three school chess teams were formed. They were Intermediate, Rookies and Junior Rookies.

All teams competing against schools from both the public and private sectors performed very well throughout the year. The Intermediate and the Rookies came first in their division, while the Junior Rookies came second.

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

Library News

Kensington Public School library is a centre for learning and has become a favourite internal space for students. It is open before school and at lunch time for students and parents to relax, read a book, research a project or play educational games.

In 2012 all students attended library lessons with our teacher librarian. These lessons encouraged the borrowing of books and promoted engagement with literature. In addition, students in Years 3-6 were introduced to other IT texts and modes of presenting information which can be utilised in the classroom and at home. Students were also encouraged to enter various writing competitions and participated in on-line educational surveys.

Our well-resourced library has an Interactive Whiteboard, seven computer terminals and over 19770 books. Three new computers replaced student and staff computers. Six iPads were purchased to assist teachers in implementing a range of teaching strategies and
to help integrate the latest technology into their teaching.

The teacher librarian was supported by dedicated staff and parent helpers, who worked tirelessly, returning, shelving and covering books and organising Book Club. Dedicated community volunteers donated their time to assist with one-on-one student reading sessions.

Library monitors from Years 3-6 performed their duties with diligence. They did a great job assisting with the borrowing, returning and shelving of books and the distribution and collection of games.

The Thomas Flowers Memorial Library Fund continues to be well supported by the school community. Generous tax-deductible donations have continued to enable the library to expand its resources. Books, furniture, technology and teaching resources have been purchased.

Book Week was celebrated with the Carnivale Book Fair. Funds raised were used to supplement the library. The latest fiction and non-fiction books, to the value of $1300 were purchased.

Scholastic Book Club was offered each term so that students could purchase books. The school benefited by receiving bonus points which provided free books and resources. This year students from K-6 voluntarily involved themselves in the Premiers Reading Challenge. This encouraged students from Kindergarten to Year 6 to engage in a broad range of quality literature including fiction, non-fiction, picture books, poetry and drama. The Reading Records were entered on line by a fantastic parent helper. Successful students received a certificate from the Premier at the end of the year and their names were included in the Honour Roll published in the Sun Herald.

**Enrichment Studies 3-6**

The Enrichment Studies program aims to enhance students' education and is characterised by a high level of interaction and a project focus through intellectually rigorous 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: chess, computer studies, *De Bono's Six Thinking Hats*, geography, Lego Technics, Mahjong, maths logic games, photography, poetry, recorder tuition, science investigations, Scrabble, Shakespeare, Solar Lego and *Tournament of Minds* activities. The staff aim to provide an enrichment program which is thought provoking, mentally challenging and enjoyable for all students.

**Public Speaking**

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

In 2012, 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.

After a series of class and stage speak-offs, a student representative from each stage was selected to participate in the Sydney East K-6 Public Speaking Competition. Our Stage One representative was awarded Highly Commended in her division and our Stage Two representative qualified for the Sydney Region final. She was subsequently awarded first place for her age group in the Sydney Region.
**Progress on 2012 targets**

**Target 1**

To improve student achievement in all areas of reading using NAPLAN Data (2012)

Our achievements include:

- Significant improvement was seen (refer to page 8) for NAPLAN results.
- Professional development was provided for classroom teachers to target specific areas that required development based on NAPLAN data, eg. grammar/comprehension.
- Identified Year 3 students who are on or below benchmarks as well as Year 5 students who have not shown expected growth, were provided with appropriate support.
- Staff gained proficiency in establishing common benchmarks and assessment tasks.
- A Speech Pathologist presented to a whole school staff meeting on comprehension strategies.
- Ongoing sharing of successful classroom strategies occurred at staff meetings.
- Teachers are reporting to staff following attendance at professional learning courses.
- Teachers are continuing to consolidate their knowledge and confidence in interpreting various text types across Years K – 6 successfully.
- An ongoing successful addition of volunteers to assist children with reading difficulties, giving them one to one support.
- Continuing successful Reading Recovery program with strategies being shared and incorporated into classroom reading programs.
- Increased support teacher allocation contributing to an enhanced LaST Program.
- ESL staff continuing to provide support for students and staff in class and in an intensive environment.
- Continued investigation and assessment of classroom resources.

- Differentiated reading groups proved successful and will continue to operate in classrooms.
- All students were given the opportunity to be involved in the Premier’s Reading Challenge and Years 3 – 6 were able to participate in the UNSW English exam.
- An intensive English group for each year was formed to focus on the explicit teaching of comprehension skills and strategies.

**Target 2**

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

Our achievements include:

- Professional development for all staff was delivered on the current preferred practices in the teaching of Maths. Findings from the Sydney Region Numeracy Assessment Project were reported back to the entire staff.
- All staff members were again inserviced in the use of the School’s Smart data in order to obtain information about the students’ strengths and weaknesses. Teaching and learning resources that are available on the website were studied to ensure that all teachers make full use them.
- The establishment of a central location on the school’s computer network, listing various websites and programs, which can enhance maths programs.
- A selected model was trialled in the organisation of Maths Groups at KPS during 2012 to improve the outcomes for students in the middle or sound band. A survey was carried out at the end of the year to gather information about the success of the selected model.
- A successful audit was carried out of the School’s maths resources and a system of borrowing and allocation of these resources was implemented. Additional resources were obtained.
• Increased consistency in assessment and reporting procedures were put into place for all grades with great success.

**Target 3**

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

Our achievements include:

• Evaluation of the current PDHPE scope and sequence with a focus on water safety and nutrition highlighted as a necessity across Stages Two and Three.
• Drafting of an updated K-6 PDHPE scope and sequence, made accessible to all staff via Staffshare.
• Organisation of PDHPE resources, including additional resources added to Staffshare.
• Establishment of a timetable for playground use for weekly PDHPE lessons.
• Staff has been trained by the PDHPE committee and fitness activities have been modelled and shared.
• K-2 staff liaising with Sportspro to ensure assessment of student skills each term.
• Sip and Crunch program being undertaken by all classes K-6. The program was celebrated by classes sharing a healthy morning tea.
• Inclusion of nutrition and fitness advice in our weekly newsletter.
• Recognition of classes with the highest participation rates in Sip and Crunch at Monday assemblies. These classes are awarded with a fruit or vegetable mascot. Encouragement awards are given to classes with consistent efforts.
• Continuation of the Kitchen Garden Club on Thursday afternoons.
• K-6 participation in an Olympathon event which included an aerobic warm-up and, rotating activities.
• 3-6 participation in lunchtime fitness sessions held by personal trainer Dale Richards.
• Year 4 participation in Teddy Bear Hospital workshops focusing on general health and nutrition.
• Water Safety talks for Years 3-6, emphasising surf and beach safety.
• CPR workshops for all of Year 6, conducted by CPR Help. Students became familiar with the DRSABCD management technique and were involved with hands-on training for correct performance of CPR.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Writing and Presentation Day.

**Educational and management practice**

**Writing Curriculum**

**Background**

As a result of the analysis of previous state and national assessments and the school Writing Target 2009-2011 in which it was shown that students’ writing was below other aspects of English, the decision was made to provide a greater focus on this area.

**Findings and conclusions**

Results have improved by at least one band for the targeted students in NAPLAN writing who were at or below the state minimum.

The regular publishing of students’ written work e.g. on the school website and in weekly newsletters has motivated and enhanced self-esteem and improved the standard of writing K-6.

There was an increased number of participants in external writing competitions with improved results and works published.

The increased awareness, understanding and use of common rubrics and assessment tools by all staff has resulted in greater consistency when grading students.
Improved knowledge and confidence in the teaching of different text types has resulted in students demonstrating greater proficiency when writing texts for different purposes.

Future directions
The implementation of programs K-6 to ensure continued improvement of outcomes in all literacy areas.

Presentation Day

Background
The awards and organisation for Presentation Day for Years 3-6 have been in place for many, many years. Due to the costs involved, changes in class programs and the need to add new awards and delete other awards it was decided that the current arrangements be reviewed. One such example is the Dux Award, which had been funded for 28 years by the family of Lionel Murphy, an ex-student of the school. The funding has recently ceased. Other funding has been put into place and a new award created. A survey was distributed to the families of children in Years 4-6, the students in Years 4-6 and the staff to gather their thoughts and recommendations.

Findings and conclusions
Based on the information obtained from all members of the school community, a number of awards were deleted, such as the Brunner Character Awards, and other awards were changed, such as the separate Dance, Drama and Music awards, into one Performing Arts Award for each grade. New awards were also added such as the Principal’s Honour and Knowledge Award for a Year 6 student who exemplifies the message of the school motto.

Organisational changes were also made to reduce the number of guest presenters attending the ceremonies who were no longer members of the school community, thereby shortening the ceremony. It was also decided to review the K-2 ceremony and beginning this year, K-2 classes will be awarded 5 awards per class, as is the custom in Years 3-6 classes.

All members of the school community were notified of the changes by way of the school newsletter.

Future directions

The format will be evaluated and modified every few years to ensure the Presentation Day Ceremonies continue to be a highlight of the school year, whereby students are recognised for their outstanding achievements.

Professional learning

Over $21,400 was allocated for professional learning for staff in 2012. These funds were used to support all school programs, in particular those related to targets for 2011 which were English, Maths and PDHPE. 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 Assistant Principal’s leadership development, and to support ongoing programs and polices e.g. WHS, mandatory training, grammar and Performing Arts, assessment and reporting and the introduction of the new syllabuses.

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.

Outcomes for 2012-2014

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

2013 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 LaST and volunteers program.

• Demonstrated improvement in reading through formal class and grade assessments.

**Strategies to achieve these targets include:**

• Regular stage meetings to discuss and compare students’ reading levels to maintain consistency in teacher judgment.

• To share teaching resources and teaching ideas to further enhance learning in the classroom

• Teachers to use DEC NAPLAN online resources to establish a common benchmark and for teaching strategies.

• Intensive English group to maintain a focus literacy during the two hour sessions each week.

• 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 Competition etc.

• Professional learning opportunities provided for all staff.

• LaST support provided to students with identified learning needs.

• Reading Recovery to continue to support Year 1 students with identified reading needs.

• School Development Days and Professional Development courses will be used to familiarise all staff with the contents of the new National English Syllabus.

**School priority 2**

**Outcome for 2012–2014**

Improved outcomes in Numeracy for 80% of students in Band 3 and 4 in Year 3 with a two or more band increases by the end of Year 5 (to Bands 7 and 8).

**2013 Targets to achieve this outcome include:**

• All staff members are in serviced in the implementation of the National Curriculum for Maths.

• Demonstrated improvement in Mathematics results is reflected in class assessments.

**Strategies to achieve these targets include:**

• Professional development for all staff on the National Curriculum for Maths, prior to the introduction of the new syllabus in 2014.

• The continued use of Smart data to ensure that all teachers make full use of the available data and teaching resources. Teaching staff will use the information gained from Smart data to develop programs to meet the needs of all students.

• Use of the interactive white boards (IWBs) and various websites, including Mathletics, to enhance the maths programs. Additional resources will be located in the central location on the school’s computer network.

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

**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.

**2013 Targets to achieve this outcome include:**

• Maintenance of current practices in Crunch and Sip, with the implementation of an activities roster

• Demonstrated improvements in healthy eating when eating in the classroom at Crunch and Sip times and at lunch

**Strategies to achieve these targets include:**
• Crunch and Sip conducted daily by class teachers and maintenance of a merit program to reward high achieving classes as well as an encouragement award
• Timetable devised for the library to limit sedentary activities
• Roster system created for Years 3-6 for table tennis, basketball and cricket nets
• Parent survey conducted relating to their child’s healthy habits and activity levels outside of school

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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