**School context**

424 students were enrolled at Kensington Public School which is based in the eastern suburbs of Sydney. 74% of the students are from language backgrounds other than English (LBOTE).

The school motto ‘Honour and Knowledge’ is proudly reflected in the school programs as we aspire to create a positive, tolerant, co-operative educational environment, with broad and high standards of achievement, in which we prepare students to face the challenges of a rapidly changing world.

**Student representatives’ message**

The Student Representative Council (SRC) continues to be an important part of our school life. It consists of School Captains, Vice Captains and two class representatives from Years 2-6. This year we have taken responsibility for many weekly assemblies and fundraising activities, such as selling 200 Koori Kids Respect wristbands in the lead up to NAIDOC Week.

An important part of our work is attending SRC meetings in which we discuss upcoming school functions and also discuss each other’s suggestions for improving our school. All representatives have enjoyed and learnt from the leadership responsibilities we have had during the year.

We have all had experiences where we have learnt to be confident role models. We have learned that where you show respect to others they give back what you have given to them. As leaders we have been courteous and open to new ideas and where necessary have helped students if they have ever been in need.

We are proud to be the latest in a long line of School Captains at Kensington Public School.

**Kaylen De Gersigny and Thomas Wills**

**Principal’s message**

One of the most welcoming aspects of the school is the family atmosphere which is represented in how the students at Kensington Public School present themselves through every interaction they have with fellow students and adults alike.

Best described as the 5C’s of courtesy, cooperation, consideration, conscientiousness and cultural background, the students use these values as the basis of how they engage on a social and educational level with each other. The parent, carer and community support, in ensuring these values are embedded in how we do things at the school is valued. These values create positive behaviours for learning, resulting in high academic achievement. This is the core of what Kensington Public School is all about.

The standards of teaching and learning remained high during 2013. This is evidenced by results achieved in the National Assessment Program for Literacy and Numeracy (NAPLAN). Evidence can also be found through school based data on student achievement found across all grades.

2013 was a year of transition and change for Kensington Public School. Preparation for the new Australian curriculum coincided with changes to the composition of the staff.

This is a school that enriches the curriculum and extends students which is the focus of everything we do as a team. Staff professional discussion is focused on achieving these high standards. Ably supported by the Parents and Citizens (P&C) and School Council, each teacher is found to be a leader and works hard to achieve the extracurricular opportunities in which the students engage.

Thank you to the students, community and staff for making my introduction to the school such a positive and enriching leadership experience.

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.

**Maurice Johnston**
P & C message

It is such a great privilege to be a parent in the P&C and to have the advocacy of such a committee to become its president. It is a privilege because of the significant ways either through helping out, problem solving, committing to a project or engaging in conversation about possibilities – that we are helping to shape the experiences of the public school at Kensington.

Kensington Public School is a dynamic, and unique school because of its students, its teachers and the way achievement and learning come together across the academic, creative, cultural, social and sporting fields. It takes a community to create the kind of energy and excellence that characterises Kensington, and as I look around, it is impossible not to see the far reaching hand of the P&C.

Through its untiring efforts and its enormous enthusiasm the P&C has been able to raise and contribute over $56 000 to KPS this calendar year. Money has been directed to support individual students, class celebrations, school resources and improved facilities, IT equipment, special events, strategic resourcing and professional learning. It is a testament to the generosity, spirit and hard work of the school community, parents, teachers and students that we have been able to achieve this. The Kenso Karnivale was of course our biggest fund raiser, with money still being collected, and people still wrapping up! The sponsorship support we received from the wider community was a fantastic endorsement allowing us to have a brighter, more successful fete. In particular our Platinum Sponsors Ray White Kingsford/Kensington became significant, honourable partners whose sense of fun and engagement was so greatly appreciated. It is a wonderful opportunity as a parent to know that everything you do in partnership with each other, and in partnership with the school makes a difference.

As I wrap up my last year as a parent at the school, I can say without a doubt, that this has been a positive, worthwhile journey. Thank you to all the people who have found a way to support the various projects, efforts and directions of the committee.

Your contributions have guided us to success, and in doing so you have helped the school to shine! I encourage all parents to become an active member of the P&C, to get connected through class, meetings, friends or any group you can to strengthen the fantastic team that volunteers on behalf of and to the benefit of all our students.

Tracey Cunningham, P&C President

School Council message

2013 was a year of some significant developments, and another outstanding year for the school. With Annie Jones’ departure as Principal in March, the school was ably led by Louise Steiner until Maurice Johnston took over the leadership of the school in the mid-year. The council wants to again thank Annie and Louise for their able leadership, and to acknowledge the enormous contribution which Ms Jones played in making the school the wonderful place that it is today.

The Council continued to consider key school policy documents and matters of strategic planning through the year, with the Parent Communication Survey providing some useful additional input into planning for continuing to build on the school’s communication with school families. The survey this year will provide a useful benchmark, as well as helping to identify the key areas for focusing attention into the future. Parents are encouraged to contact any of the School Council members, and particularly the parent representatives, if they would like any matters brought to the attention of the School Council.

2013 has been another wonderful year. The School Council would like to thank the staff for their leadership of students and look forward to great things for the school in the year ahead.

Ben Gooley, School Council President
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>188</td>
<td>188</td>
<td>195</td>
<td>193</td>
<td>211</td>
</tr>
<tr>
<td>Female</td>
<td>206</td>
<td>202</td>
<td>205</td>
<td>207</td>
<td>209</td>
</tr>
</tbody>
</table>

Projections for continued high growth in student enrolments required the school council to consult with the community regarding its enrolment policy. Our website details the revised policy.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.7</td>
<td>95.7</td>
<td>96.3</td>
<td>95.8</td>
</tr>
<tr>
<td>1</td>
<td>96.0</td>
<td>95.3</td>
<td>95.3</td>
<td>96.9</td>
</tr>
<tr>
<td>2</td>
<td>96.4</td>
<td>97.0</td>
<td>95.7</td>
<td>95.8</td>
</tr>
<tr>
<td>3</td>
<td>97.0</td>
<td>96.2</td>
<td>95.5</td>
<td>95.7</td>
</tr>
<tr>
<td>4</td>
<td>95.8</td>
<td>96.8</td>
<td>96.6</td>
<td>96.9</td>
</tr>
<tr>
<td>5</td>
<td>96.5</td>
<td>96.3</td>
<td>96.0</td>
<td>96.5</td>
</tr>
<tr>
<td>6</td>
<td>94.6</td>
<td>95.9</td>
<td>95.7</td>
<td>96.3</td>
</tr>
<tr>
<td>Total</td>
<td>96.2</td>
<td>96.2</td>
<td>95.9</td>
<td>96.2</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.

Workforce information

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

The year started with the leadership of Ms Annie Jones who retired during Term 1 after 22 exemplary years of service to the children of our school. The transition leadership of Mrs Louise Steiner saw her promotion to another school by mid-year. The second semester saw a new principal followed by an Assistant Principal, Mr Ben Colmer, who were superbly inducted into the school by existing and very capable Assistant Principals, Miss Rosemary McDonald and Mr Grant Rimmer, and of course a talented staff of permanent and temporary teachers.

Workforce composition

<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 Teacher(s)</td>
<td>15.414</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.5</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>Languages Teachers</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.122</td>
</tr>
<tr>
<td>Total</td>
<td>27.351</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. For 2013 the school did not employ Aboriginal permanent members of staff. The school did employ on a casual basis Aboriginal members of the community for cultural activities during NAIDOC.
Teacher qualifications
A dynamic mix of experienced teachers and early career teachers provide a quality learning environment for students. 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>
</tr>
<tr>
<td>Postgraduate</td>
<td>26%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>39%</td>
</tr>
</tbody>
</table>

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

Date of financial summary 30/11/2013

Income
- Balance brought forward 147525.05
- Global funds 270969.38
- Tied funds 145323.21
- School & community sources 280979.85
- Interest 5989.03
- Trust receipts 81633.85
- Canteen 0.00
- Total income 932420.37

Expenditure
- Teaching & learning
  - Key learning areas 105719.07
  - Excursions 53170.71
  - Extracurricular dissections 95846.42
- Library 209
- Training & development 794.54
- Tied funds 149254.10
- Casual relief teachers 57336.92
- Administration & office 111921.45
- School-operated canteen 0.00
- Utilities 43117.43
- Maintenance 49628.67
- Trust accounts 77963.69
- Capital programs 35800
- Total expenditure 780762.00
- Balance carried forward 151658.37

The Thomas Flowers Library Fund is a separate tax deductible account to which the community can donate money to use for library resources. An end of year balance of $ 4 339.99 is held.

A full copy of the school’s 2013 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 2013

### Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98.4</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>97.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.7</td>
</tr>
</tbody>
</table>

### Average progress in Numeracy between Year 3 and 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>110.1</td>
<td>111.9</td>
<td>120.3</td>
<td>122.8</td>
</tr>
<tr>
<td>SSG</td>
<td>99.9</td>
<td>107.2</td>
<td>106.2</td>
<td>106.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>

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

- School
- SSG
- State DEC

### Average progress in Writing between Year 3 and 5

- School
- SSG
- State DEC

Key
Department of Education and Communities (DEC) Similar School Groupings (SSG)
Academic achievements

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Reading**

Year 3 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2013</strong></td>
<td>460.1</td>
<td>472.4</td>
<td>418.7</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>1.6</td>
<td>6.6</td>
<td>9.8</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>1.1</td>
<td>5.6</td>
<td>9.9</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>0.7</td>
<td>2.7</td>
<td>8.7</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
</tr>
</tbody>
</table>

67.2% of students achieved Bands 5 and 6 compared with 43.7% across the state.

31.2% of students achieved Bands 2, 3 and 4 compared with 52.8% of students in the state.

These statistics illustrate that the reading program is achieving its aim for moving the number of students into the higher achievement bands when compared with the state percentage.

**Writing**

The school increased the number of students in the top two bands (5 and 6) with 78.7% in 2013 and 75% in 2012 and compared with 54% across the state.

21.4% of students achieved Bands 2, 3 and 4 compared with 43.8% across the state.

There were no students in the school placed in the lowest band.

**Grammar and Punctuation**

73.8% of students achieved Bands 5 and 6 commensurate with our 2012, 75% achievement compared with 54% across the state.

26.3% of students achieved Bands 2, 3 and 4 compared with 42.4% across the state.

No students were placed in the lowest band compared with 3.2% of students in the state.

**Spelling**

65.6% of students achieved Bands 5 and 6 compared with 49.6% across the state.

34.4% of students achieved Bands 2, 3 and 4 compared with 46% of students across the state.

No students were placed in the lowest band compared with 4.4% of students in the state.
NAPLAN Year 3 - Numeracy

Results for all aspects of numeracy continued a trend of growth for the school realising a 3% improvement, on 2012 scores, in the number of students (65.5%) achieving the top two bands, Bands 5 and 6. The school’s result in the percentage of students achieving the top two bands in 2012 was 62.5% and for 2011 it was 55.9%. This compares with the state averaging 38.8%.

The same pattern for the 60.7% of students achieving Bands 5 and 6 can be identified when analysing Data, Measurement and Space compared with 41.8% of all schools in the state.

72.2% of students achieved the top two bands for Number, Patterns and Algebra compared to 28.7% of the state.

There were no students with results in the lowest band, Band 1 in any of the three aspects of numeracy reported for 2013.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 5 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
<td>1 2 3 4 5 6</td>
<td>465.8</td>
<td>449.9</td>
<td>399.7</td>
</tr>
<tr>
<td>Number in Bands</td>
<td>0 2 7 12 16 24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0 3.3 11.5 19.7 26.2 39.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>0.7 4.9 12.7 23.2 26.4 32.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td>0.5 1.9 10.2 24.3 33.0 30.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td>3.5 9.7 22.7 27.8 23.0 13.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A three year growth trend continues into the top reading bands for Year 5 students with a 12.5% improvement on 2012 results building upon a 7.9% growth between 2011/12.

Band 4

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It must be noted that more students from the school are transferring from bands 5 and 6 into the top bands of bands 7 and 8 as a comparison of the two tables above readily illustrates.

Writing

Band 7 and 8

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A continued three year trend for the school exists where students are moving from the lowest three bands into the top three. The school will continue to determine strategies to access movement between bands 6 into 7 and 8.

Band 4

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No students were in the lowest band.
NAPLAN Year 5 - Numeracy

The overall trend in numeracy for students in both Years 3 and 5, continues to show that the school moves students further into the top three bands and reducing the number of students in the lower three bands.

A continued trend of three year growth was achieved in the highest bands (7 and 8).

53.5% of Year 5 students achieved Bands 7 and 8, demonstrating that the same cohort maintained their Year 3, 2011 (55.9%) high achievements. Student results across the state show 27.8% achievement using the same comparison.

41.8% of students achieved Bands 5 and 6 compared with a state result of 52.1%

4.6% of students were placed in the lowest two bands compared with 23.3% across the state.

Other school based assessments

The teachers at the school continuously gather data about student achievement to:

- use information about students’ knowledge and skills to inform their teaching;
- provide feedback to students about their learning and how to improve;
- involve students in the learning process where they monitor their own progress; and
- encourage students to use self-assessment and teacher feedback to reflect on their learning and work towards learning goals.

Available at the front office is a summary of student achievements in a peer comparison report. The summarised information contained in these reports is based upon the rankings given during the student reporting process each June and December.

Other achievements

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 22 out of 25. There were two students who were placed in the top 10% of all participants and three students who placed in the top 25%. The team score totalled 161 - an increase of 5 from 2012. There were six individual students who scored a perfect score of 5 in at least one Olympiad.

Premier’s Spelling Bee

During August, each class held "spell-offs" to determine their best oral spellers. From these mini-competitions, children were chosen to represent each class. Two "spell-offs were held, one each for Stages Two and Three.

The Stage Three finalists in our school who competed in the Regional competition were Gilbert and Adam with Nathan and Teina the Stage Two representatives.

Nathan and Gilbert did well and remained in the competition until the final two rounds.

Debating

The Year 5 and 6 students met regularly for coaching and practice sessions in preparation for the Bondi District debating competition.

A Year 6 team was formed and several Year 5 students took turns during the competition to form a second team. Each team debated in a cluster of schools. The competition ran during Terms 2 and 3 with both teams working hard each week to prepare for each debate.

The Year 6 student team won 3 out of 5 debates. The Year 5 student team won 4 out of 5 debates. Both teams gained second place in the competition.
Sport

Students across Years 3-6 participated in a wide variety of sports throughout the year and also had the opportunity to take part in swimming, cross country and athletics carnivals. Students either played in PSSA teams in the Sydney Coastal Friday competitions or participated in sports provided by the UNSW such as gymnastics, yoga, basketball, European handball, cricket, swimming, athletics and indoor soccer. Each of these sports was taught on a rotation basis, developing in students a wide variety of skills. Students also participated in dance taught by Footsteps Dance and AFL held at Centennial Park.

In netball, the senior A ranked 5th, the senior B placed 3rd, the juniors A came 6th and the junior B were 9th in their competition. All girls made sound progress in skill development throughout the season. One student was chosen to represent our zone in the PSSA netball team, competing at a regional level.

The school was also represented in the PSSA AFL competition with both the junior and senior teams finishing runners-up in the grand final.

Three students represented the zone in softball and one student represented the zone in soccer.

In PSSA T-ball, the junior team ranked fourth. The senior softball team also placed fourth in their competitions overall.

In PSSA OzTag, the junior team came 2nd in their competition. The senior A team came 4th and the senior B team placed 7th position overall.

Students enjoyed another successful year in athletics, beginning with our School Athletics Carnival, with some students progressing to the Zone Carnival. Nine students then continued on to the Regional Carnival.

One student competed at Regional, State and National level competitions. She won the 800m race at the State Athletics Championship. She also came second in the 100m, 200m and long jump and had top placing in other events. In the National Cross Country Championships in Tasmania, she won the 2km race and was also part of the winning 200m relay event. At the recent National Track and Field Championships held in Brisbane, she came first in the 800m, and 2nd in the 100m, 200m and long jump events. She was also a runner in the gold-medal winning NSW relay team.

Chess

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

Chess trials were held from February to April for the chess teams’ competition. Forty students from Years K-6 participated in games to find participants for chess teams. Two school chess teams were formed. They were known as the Intermediates and Rookies.

Teams competed against schools from both the public and private systems where they performed soundly. The Intermediate team came first in their division, while the Rookies came third in a close competition.

Public Speaking

Public Speaking and oral presentations form an integral part of the English syllabus. Students are exposed to competition speaking from Kindergarten and continue to develop their skills in both prepared and impromptu tasks.

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. One Stage Two student was awarded a 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 K-6 Public Speaking Competition, which was hosted by Kensington for the first time. Our Early Stage One representative was awarded Highly Commended in her division and our Stage Three representative qualified for the Sydney Region final.
**Significant programs and initiatives**

**Modern Greek**

Approximately 30% of our students learn Modern Greek, including native and non-native speakers. We have one teacher who teaches Modern Greek 3 days a week. This year, 7 Greek classes have been formed, making it possible for all students (with the exception of kindergarten who receive 30 minutes) to receive two hours of Modern Greek a week. Each year level attended as a whole class (3-6 composite classes attended together) where the lessons were based on themes or topics. A significant portion of time was spent on aural and oral skills as this is a necessary component of learning a language. Greek culture is an important part of the Modern Greek Syllabus therefore Stage 3 students enjoyed performing a Greek dance and Stage 1 students sang a Greek song on Multicultural Day. Stage 3 students also participated in Greek cooking to complement their unit of work on food. Stage 1 presented a Greek song for their assembly. Stage 2 students were introduced to the extracurricular activity of backgammon.

**Expanding Horizons with Asia**

Kensington Public School has continued to strengthen its links with Asia, in particular China. Specifically the two programs are:

1. **Community Languages Program**

With over 20 years of experience in delivering languages programs in Mandarin, the school has developed expertise in promoting Chinese culture from a student’s perspective and capitalising on skills within the community to support students. Approximately 60% of our students learn Mandarin, including both native and non-native speakers. There are two teachers of Mandarin, one teaching four days each week and the other for three days each week.

Students have participated in lessons to heighten their understandings of the value of diversity in our school, the community and the world. We continue our part of the Expanding Horizons project generating contact with China. Our choir took part in the Expanding Horizons Concert which was held at the Sydney Opera House. There were groups from Shenzhen, Shanghai, Nanjing, Zhengzhuo & Xiaoshan cities who also participated performing thrilling dance, song and musical items.

2. **Confucius Classroom**

During July the Confucius classroom became a reality with the appointment of Ms Yanli Wang, a volunteer teacher from Nanjing to support the delivery of culture and language lessons.

Five goals for the Confucius Classroom have been established to support the teaching of Chinese culture and language.

To deliver an innovative Confucius Classroom program that enhances student outcomes in Chinese language, iPads are being used to engage students in understanding and using Chinese characters through the teaching of unit of works, one called ‘The Family’. The photo illustrates the use of the Interactive Whiteboard (part of connected classroom) and the iPads to create electronic books about comparing and contrasting the family. The application in use is ‘Book Maker’.

The work undertaken by our students include activities to support language development such as paper cutting, Peking Opera Masks, Prezi resources, Chinese songs, knots and calligraphy.

Visiting teachers and officials from Jiangsu, together with Dr Shuanguan Shi, connected with ‘Engaging with Asia’ initiatives observing and engaging in the teaching strategies for students in the Confucius Classroom.

During 2014 we are establishing a relationship with a sister school, Youfuxiyle Primary School from Nanjing.
Aboriginal education

During 2013, Kensington Public School expanded its Aboriginal and Torres Strait Islander education program to facilitate teaching and learning activities that aim to build upon whole school appreciation and respect of Aboriginal heritage and culture.

Kensington Public School attended the Local AECG (Aboriginal Education Consultative Group) quarterly meetings with our Aboriginal Education Coordinator who also attended the Aboriginal Education Contact Person Training Workshop.

Reconciliation Week 2013 saw the school’s K-2 sports program incorporate Indigenous games. In addition, all teachers received an information pack resulting in the school hall being adorned with Reconciliation Week signage and artwork.

Reconciliation Week was celebrated during an assembly which focused on the Yolgnu tribe in Arnhem Land, with Year 2 students performing the Yolgnu song “Two Men”.

Our school also submitted a short video to the Inspire Reconciliation Project. The project was aimed at engaging Aboriginal and Non-Aboriginal students to share their views on reconciliation. Our video was selected to be included in a film that was presented to 500 delegates as the student voice at the Annual Inspire Innovate ICT Conference and published to a global audience through the YouTube Channel.

During NAIDOC Week, the school invited a special guest, Kyol Blakeney, President of the Koori Centre Society at Sydney University, to celebrate and engage the students in Aboriginal cultural activities by playing Indigenous games that further developed their understandings of culture. He also played his didgeridoo, read Dreamtime stories and guided students in the performance of Aboriginal Dance.

The school participated in the opening parade of the inaugural Corroboree Festival Sydney. Corroboree is an Indigenous cultural festival based in Sydney ‘where Gadgal country meets the sea’. This inspiring event saw 1500 primary school children walk down Macquarie Street, Sydney to the grounds of Government House.

The school’s Multicultural Day celebrations included Year 2 lessons on Torres Strait Island culture. During Education Week, students performed ‘Taba Naba’ in traditional costume.

Multicultural education

Our community is represented by families from over 50 different countries, speaking more than 55 different languages. We continue to celebrate our diversity daily as we learn together in an environment which celebrates its diversity.

Harmony Day, celebrated in March, is an opportunity to stop and think about what diversity is, and its importance in our lives. Students are encouraged to wear orange coloured clothing on the day, which is the colour associated with harmony.

Our annual Multicultural Day celebrations were held in June. Students learnt about the cultural 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 different countries.

We continue to sponsor Sharmin in Bangladesh and Sor in Cambodia as we believe this reinforces to our students the importance of our global responsibility to children in different circumstances to themselves. Information about both children is on display in the library.

Student Representative Council (SRC)

Each class has 6 SRC representatives over the year with 2 students from each class representing at any one time. Together under the leadership of the school captains, students met regularly to decide on activities to support community issues. They report to their classes to spread the message of the meetings and lead an action based on those discussions. These included:

- Mufti Day and Gold coin collection for the Queensland floods. $516.45 was sent through the Salvation Army for affected families.
- The Easter Raffle raised $1335.10 for the Sydney Children’s Hospital.
- A Crazy Hair Day raised $500 for the RSPCA.
- Collection of clothing bags for Stewart House.
- Buzz Stall raised $490 for Diabetes research.
- Cards sent messages of support were sent to the Sydney schools affected by the bushfires.
- During White Ribbon Day children wore white socks and wrote messages on white ribbon displayed around the school perimeter.
Peer Support

Peer Support continued during 2013 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 Values - Promoting Harmony. The module focused on developing skills such as relationship building, assertiveness and decision making. The students learnt what values are and identified those things that they value in themselves and others.

The values that were the focus of the module were caring, respect, responsibility and doing your best. A key element of the program was encouraging students to identify and accept differences amongst people and demonstrate ways they can care for others through their actions and language. The program consisted of eight lessons that were held in the second semester in the Student Welfare period.

Creative Arts

Performing Arts

The year started off with an exciting experience for our kindergarten students, performing a play written for them titled ‘100 Days of School’. Each class performed in the school hall on a separate evening. The students had costumes especially made for them, wore makeup and performed to a packed audience of friends and parents.

Our Stage 1 students produced a show with a strong message about global warming and the environment. Called ‘Percy the Penguin saves the World’, it was packed with great songs and dances. Many of the students had lines to learn and parents helped in creating wonderful costumes and assisting with makeup. The hall was transformed into an arctic wonderland.

The students also experienced hands on percussion workshops with Drum Beats. This tied into the Stage 3 students learning about percussion from around the world. The students made their own instruments and created body percussion inspired by Stomp.

Our two school bands have continued to thrive and meet every Thursday at 8am. Group tutorials continue throughout the morning and both bands attended the Big Band Bash. Both of the bands have performed in our two music soirees.

A violin tutor comes in two afternoons a week individually tutoring students, with another parent conducting a string ensemble. Our string ensemble performed at the Australian School Orchestral festival and received a gold award.

Stage 2 students learn basic recorder skills during Enrichment class with Mrs Davis. Mrs Davis and her recorder ensemble group performed at the Opera House for the Festival of Music.

We continue to have three successful choirs. The senior choir, which was conducted by Mrs Parsons, attended the Horizon concert at the Sydney Opera House.

The Year 3 and 4 choir was conducted by Mrs Samarakoone and the Year 1 and 2 choir was conducted by Mrs Marshall and Mrs Fredman.

Mrs Samarakoone held a dance ensemble group each Monday morning. This group performed at Showcase at the South Sydney Leagues Club. We had four students perform in the Create East showcase at the Seymour Theatre. We also had four students perform in the NSW School Spectacular.

Two talent quests are held at the end of the year where the students are able to demonstrate their performance skills. We had magicians, singers, comedy acts, dancers and solo musical pieces.

Visual Arts

Classroom lessons continued to focus on key concepts of visual arts including developing skills, knowledge and understandings of the use of artistic techniques such as media and form. In addition, students across Years 3-6 are given the opportunity to participate in the before school Visual Arts special interest group. In this group, students discovered different artists and used artwork to inspire them to create their own.

During Term One, students from K-6 took part in a school activity with Raw Art. The students greatly enjoyed being involved in print and sculpture making, painting and working with diverse media. This year, students and teachers also took part in creating stage props and sets for the Years 1 and 2 musical.
Connected Learning

Kensington Public School has interactive whiteboards (IWB) in all 19 classrooms. Classes use the IWBs for a range of activities in all Key Learning Areas (KLAs). We also have 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 participation in professional development on the new curriculum, and communication with colleagues from other schools. Plans are in place to use this equipment to engage in virtual excursions and delivery of lessons to other schools. The school’s communication with the community has been enriched through the use of a K-2 Blog. These have been created to provide parents with timely information about important school events as well as students’ daily learning activities.

Student Wellbeing Program

The school benefits from a partnership with the Good Beginnings organisation with funding to employ two days per week a staff member to support students and families. Ms Lynne Boyce commenced work during Term 4 developing programs and strategies to build resilience in students, identify and manage individual and group needs which build positive student relationships.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- utilising the combined perceptions of members of the school council to discuss the monitoring and evaluation of the school plan;
- an analysis of student achievement data;
- undertaking staff, student and parent surveys to inform the effectiveness of programs; and
- gathering data through teacher and parent meetings around topics the school is focusing upon through its management plan.

School planning 2012—2014: progress in 2013

School priority 1

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

Outcomes from 2012—2014

- All staff members will implement NSW English syllabus for the Australian Curriculum.
- Demonstrated improvement in English results is reflected in class assessments.

Evidence of progress towards outcomes in 2013:

See pages 5 and 6 for an analysis of NAPLAN.

The data for K-2 is gathered from individual reading assessments by matching reading levels to targets where accuracy, comprehension and fluency are measured.

<table>
<thead>
<tr>
<th>Exit Reading Levels</th>
<th>Year 1: Level 19</th>
<th>Year 2: Level 30+</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working Towards</td>
<td>Achieved</td>
</tr>
<tr>
<td>Kinder</td>
<td>45%</td>
<td>25%</td>
</tr>
<tr>
<td>Year 1</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>Year 2</td>
<td>30%</td>
<td>24%</td>
</tr>
</tbody>
</table>

The data for 3-5 is gathered from individual reading assessments through standardised tests balanced by class based assessments.

<table>
<thead>
<tr>
<th>Year</th>
<th>Working Towards</th>
<th>Achieved</th>
<th>Working Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>20%</td>
<td>51%</td>
<td>29%</td>
</tr>
<tr>
<td>Year 4</td>
<td>12%</td>
<td>57%</td>
<td>31%</td>
</tr>
<tr>
<td>Year 5</td>
<td>16%</td>
<td>37%</td>
<td>46%</td>
</tr>
</tbody>
</table>

Strategies to achieve these outcomes in 2014

- implement an explicit and systematic approach to the teaching of phonics and phonemic awareness for students in Kindergarten and Year 1 based on research.
- undertake professional learning involving the Super 6 Comprehension strategies.
- focus upon effective teaching strategies for learners by teaching grammar in the context of imaginative, informative and persuasive texts, over two terms of professional learning opportunities, in partnership with the University of Sydney.
• by the end of 2014 K-4 students and students in Years 5 and 6, identified as being students ‘at risk’, have a personalised learning plan developed through the PLAN tracking software. This software details student achievement against the literacy continuum.

• exit reading standards are monitored where students are classified as independent readers with 95% accuracy for a book being read. Parents are encouraged to develop fluency rates of up to 100 words per minute by the end of Year 2 through the home reading program and should choose books that encourage fluency at their child’s independent level.

School priority 2
Improved outcomes in Numeracy for 80% of students in Band 3 and 4 in Year 3 with a two or more band increase by the end of Year 5.

Outcomes from 2012–2014
All staff members will implement NSW Mathematics syllabus for the Australian Curriculum.

Demonstrated improvement in Mathematics results is reflected in class assessments.

Evidence of progress towards outcomes in 2013:

<table>
<thead>
<tr>
<th>Stage</th>
<th>% of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>92%</td>
</tr>
<tr>
<td>Stage 1</td>
<td>95%</td>
</tr>
<tr>
<td>Stage 2</td>
<td>95%</td>
</tr>
<tr>
<td>Stage 3</td>
<td>90%</td>
</tr>
</tbody>
</table>

Data is taken from the Peer Comparison Reports based on grades given through the student reports distributed in December 2013. Grades are determined through ongoing student assessments, teacher determined tests and summative assessments.

Professional development for all staff was delivered on the NSW Mathematics syllabus for the Australian Curriculum.

This professional development explored the differences in the current and the new syllabus as well as teaching resources that are available.

Years 3-6 Maths ability groups were formed and were successful in meeting student needs.

A variety of textbooks based on the NSW Mathematics syllabus for the Australian Curriculum were purchased. All teachers assessed these books and a series was selected for use in the first year of the implementation of the new syllabus.

Strategies to achieve these outcomes in 2014:
Continued professional development for all staff on the NSW Mathematics syllabus for the Australian Curriculum during Terms 3 and 4.

Regular use of data to ensure that teachers make use of the information and teaching resources to develop programs to meet the needs of students.

Development of a Language of Maths program K-6 to ensure consistency of maths language is used across each year level.

Continuation of a whole school approach to programming, assessing and reporting.

School priority 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.

Outcomes from 2012–2014
Encouraging children to sip water throughout the day in class and eat fruit or vegies during a morning or afternoon break is a simple and cost effective strategy for good health. Reported research indicates that students aren’t eating enough fruit and vegetables for good health.

Evidence of progress towards outcomes in 2013:
Student participation data, averaged over the year was very high, demonstrating the family and student popularity for crunch and sip.
100% of students participated in the school’s Physical Education and sporting program.

Sportspro provided a sequential term program for the K-2 students through enjoyable, structured skill specific activities and modified sports games encompassing:

- Awareness of spatial, locomotion, movement and their body;
- Development of fine and gross motor skills;
- Basic knowledge and understanding of skills associated with mainstream sports.

Years 2 and 3 have also been involved in an 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 for more proficient swimmers, the opportunity for stroke development and swimming for enjoyment. Students must pass a 25 metre swimming test to enable participation in the PSSA competition.

For Years 3-6 students a comprehensive sporting program involved three strategies including:

- involvement within PSSA competition;
- UNSW skills based program; and
- an ongoing swimming program to ensure 100% of students can swim 25 metres.

**Strategies to achieve these outcomes in 2014:**

- Teachers to continue to record student participation in the Crunch and Sip program.
- Data about student participation and skill development is reported upon through the peer comparison reports.

**Professional learning**

$15,037 was provided through global payments to schools based on teacher numbers; approximately $626 per teacher.

A further $5,889 was provided by the Federal government to support the introduction of the Australian Curriculum, particularly for the syllabus documents of English, Mathematics, Science and History.

A grant was awarded to the school, one of 15 statewide, totaling $9,000 as a part of a statewide initiative to write an exemplary unit of work. This unit would be placed on the DEC website for teachers, across the state, upon which to model their programming. An extensive process for writing and review was undertaken for a unit called ‘Wondering about the Weather’.

The introduction of the new Australian curriculum has introduced rapid change providing challenges to ensure that there is an emphasis in meeting the needs for 21st century learners. These include literacy, numeracy, ICT, creative thinking, ethical understandings and intercultural understandings. Staff ensure that these capabilities are being taught to prepare our students with the skills required for their future. The P&C, through the technology levy, have provided IT resources (iPads, wireless networking) so students have the tools to meet these IT requirements.

Once again the P&C through its fund raising program generously contributed to the purchase of resources to support the directions of the new syllabus documents of English and Science.

Staff have engaged with professional learning opportunities so that all aspects of teaching supports the challenges. For example, the embedding of the inquiry approach to the teaching of Science and History has been a focus for new units. Additionally, the use of technology for students to engage with in English, as they critically view and create multi modal texts is providing demands in teaching and learning.

The school will pursue a strategy of rewriting units of work that reflects the teaching methods embedded in the Australian Curriculum. Staff on each year level will be provided with release time each term to collaboratively write units of work within each KLA which reflect cross curriculum priorities of sustainability, Aboriginal education and Asian perspectives.
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. The school council identified the directions they wished the surveys to take and discussed the results. The teacher survey about leadership is reported upon in the Program Evaluations section of this report.

Students: An online survey was undertaken at school of 200 Years 2-6 students of 28 questions grouped around the following themes. Student responses are shown as percentages of those who agree or strongly agree.

<table>
<thead>
<tr>
<th>Theme</th>
<th>2013 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling Safe</td>
<td>84%</td>
</tr>
<tr>
<td>Teachers Managing Behaviour</td>
<td>67%</td>
</tr>
<tr>
<td>Lesson Interest</td>
<td>81%</td>
</tr>
<tr>
<td>Student/Parent/Teacher</td>
<td>66%</td>
</tr>
<tr>
<td>Communication</td>
<td>66%</td>
</tr>
<tr>
<td>School Image</td>
<td>72%</td>
</tr>
</tbody>
</table>

Survey strengths highlighted the effectiveness of the way teachers supported learning and providing feedback to students with 87% in support of how teachers do this.

71% highly supported the importance of the lessons provided. Only 7% saw this as a negative.

One in three students felt that their learning was disrupted by others although they valued their interactions with other students (80%).

58% of students replied positively about their involvement in student decision making.

Parents: A survey predominately about the effectiveness of school and home communication strategies was developed over a series of school council meetings. Parents who responded agreed or strongly agreed that:

- 89% thought there was regular communication of the school’s activities.
- student reports clearly communicate information about student progress (54%).

Discussion around this point at a P&C meeting determined that parents of Kindergarten students stated that the Best Start reports and interviews were held during Term One with no further opportunity to formally meet until the end of the year.

From 2014 an additional Term 2 Kindergarten report will be sent home as part of the process.

Further analysis of the survey revealed that:

- the school’s cultural groups are reflected in its programs and activities (93%).
- 93% felt welcomed in classrooms and encouraged to be involved in activities.

Parents further responded that they wished for more information sessions about how the school translates new syllabus into programs and how they can assist their child.

The survey revealed that two communication strategies parents wanted from staff were:

- more regular updates about how their child is doing at school and how parents can help him/her do better.
- timely notices about when their child’s performance is slipping.

70% of parents rated the overall quality of education at the school as being excellent or above average with a further 25% stating the quality was average.

Parents access information through the school’s newsletter (emailed or online) and the website. Further use of the Primary Parent Planner app is planned.

Parents wished for an online payment system to be established. In responding to this need a payment system was added to the website.

Program evaluations

Leadership

Background

With periods of transition of leadership within the school during 2013, it was relevant to seek information about the perceptions of staff of the qualities of leadership required for the school and how these were viewed during July 2013.

Findings and conclusions

<table>
<thead>
<tr>
<th>Leadership Qualities</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>44%</td>
</tr>
<tr>
<td>Change</td>
<td>65%</td>
</tr>
<tr>
<td>Inclusiveness</td>
<td>46%</td>
</tr>
<tr>
<td>Learning</td>
<td>46%</td>
</tr>
</tbody>
</table>
Specifically the staff wanted to be part of a leadership where they contribute to:

- promoting and maintaining positive relationships through the understanding and addressing of equity issues; and
- distributing leadership across the community by recognising the roles that individuals play.

Staff saw the introduction of the Australian Curriculum as an opportunity to:

- involve the school in learning networks;
- lead and train others in areas of acknowledged expertise and skill;
- promote educational excellence;
- participate in learning, critical reflection, evaluation and research to enhance student achievement; and
- develop a climate of discussion, debate and investigation as a tool for improvement.

Future directions

The data from this initial survey will be reviewed by repeating the survey for the 2014 annual school report and reporting how these themes are developing within the staff's perceptions.

Guided Reading

Background

Guided Reading is a strategy that helps students become good readers. The teacher provides support for a small group as they learn to use various reading strategies. It is an effective strategy for older as well as younger students.

Younger students are learning to read and older students are reading to learn.

When books are selected where students are able to read with 90% accuracy (known as instructional reading), students enjoy reading because there is not an overwhelming amount of road blocks that interfere with comprehension. Students are able to focus upon the meaning of the story and application of various reading strategies to problem solve when they do hit a road block in their knowledge or reading ability.

By providing small groups of students the opportunity to learn various reading strategies with guidance from the teacher, they possess the skills and knowledge required to read increasingly more difficult texts on their own. Independent reading (95% accuracy) is the goal.

Guided reading provides the framework to ensure that students are able to apply strategies to make meaning from print.

Findings and conclusions

By discussing with each teacher, individually, how they organised guided reading lessons in the classrooms, staff reported that finding a consistent block of time each day for literacy lessons for at least four days per week was difficult in a crowded timetable.

A variation of guided reading at Kensington Public School uses time gained through access to the languages program. This has afforded individual or small group guided literacy lessons of up to two hours per week for targeted students, whilst the remainder of the class are at Greek or Mandarin lessons. This variation personalises literacy instruction for some students.

However, staff reasoned that there was a need to timetable 3 to 4 guided reading sessions each week, for modelling purposes in mixed ability class literacy sessions.

Most staff felt confident in organising activities for guided reading. However, where necessary, informal peer mentoring is used by teachers to develop strategies for consistency across the year level within guided reading lessons.

Future directions

Plot students, involved in the English groupings held during language lessons, on the literacy continuum to show the effectiveness of the guided reading support for the targeted period.

Identify timetabling strategies to allow for support staff to work with targeted students in Years 3 and 4 as identified through NAPLAN within the mixed ability class settings. This strategy will enhance the school’s priority one target (Page 12) where students in the lower bands will move two or more bands between Years 3 and 5.

Discuss a strategy of using staff, whose students are in language lessons, to support another class during mixed ability guided reading sessions.

Identify and purchase $3 000 worth of home reading resources to support the school’s guided reading program.

Introduce the home reading program earlier into Kindergarten routines.
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.

Miss Rosemary McDonald, Assistant Principal
Mr Grant Rimmer, Assistant Principal
Mr Ben Colmer, Assistant Principal
Mrs Tracey Cunningham, P&C President
Mr Ben Gooley, School Council President
Mr Maurice Johnston, Principal

with significant contributions from a talented team of teachers.

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