

# 2016 Annual Report to the School Community

School Name: Kensington Primary School

School Number: 2374



Kensington  
Primary School

Name of School Principal:	Nigel Holloway
Name of School Council President:	Stewart Brook
Date of Endorsement:	28th March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education  
and Training



## About Our School

### School Context

Kensington Primary School is situated 4 kilometers from the center of Melbourne and is one of the oldest school's in Victoria. The school community believes that diversity of cultures and values is a key strength of the school as it develops tolerance, understanding and is truly representative of modern Australia. Just under half of the students are from language backgrounds other than English.

In the 2016 year, the school's long standing principal, Mark Ryan retired. Julie Stephens, the Assistant Principal was appointed as the Acting Principal whilst the School Council went through a recruitment process to appoint a new substantive principal – Nigel Holloway. During this time, Julie ensured the school's continued focus on quality teaching and learning.

The school had a Student Family Occupation and Education (SFOE) of .2353. Enrolments continued to climb, with 485 students enrolled in 2016. As the school was nearing capacity, an enrolment policy was introduced and a double story portable facility was planned for. The school continued to develop its kitchen garden program along with a number of other facility improvement projects, including the resurfacing of the playground.

The school offered a high quality specialist program consisting of Visual Art, Music and PE that complement the classroom teaching and learning programs. The community places a high value on the arts as an integral part of the core curriculum offered to students. Of particular note was the outstanding community art project that involved every single student during 'Arts Week'. Curriculum programs continue to have an emphasis on meeting students' individual needs through promoting a growth mindset and a personalized approach.

Through community consultation and a curriculum day, the school developed a new school vision. The new vision is: To be a safe and caring community who learn and grow together, to make a difference for us and our world. This vision compliments the mission set out in the current strategic plan. The mission is: *To extend students academically and build their social and emotional wellbeing to ensure they become active, responsible members of the community.* Our agreed school values are: Lifelong learning. Intellectual rigor. Positive self-worth. Respect for others. Resilience, emotional intelligence. Strong Partnerships between home, school and community.

The school had 2 principal class officers, a leading teacher, 24.8 teachers and the equivalent of 6.3 Education Support staff. All members of staff work collaboratively to ensure outstanding learning experiences for every child, every day.

The 2016 school year was a year of significant change, of particular note was a new Principal being appointed toward the end of the school year. A number of organizational changes were made to strengthen operational efficiency – with the ultimate aim of ensuring an enduring and keen focus on learning. Curriculum planning processes were refined, student data analyzed to identify student growth, Action Research Teams introduced, expanded financial controls developed and new instructional leadership roles created. These structural changes represent the foundations required for the 2017 school year to be focused on developing whole school expectations and norms around 'the way we do business' to ensure ongoing capacity building for staff and positive learning outcomes for children.

### Framework for Improving Student Outcomes (FISO)

In 2016, the FISO initiatives selected were Building Practice Excellence and Curriculum Planning and Assessment. A range of strategies were implemented in 2016 as outlined below:

#### Building Practice Excellence

- Year Level Teams developed and monitored numeracy and literacy goals each semester.
- Numeracy reflection tools were developed and collated for use by all teachers.
- Professional development was delivered on developing open-ended problem solving activities to differentiate the curriculum.
- The Fountas and Pinnell Reading Benchmark Assessment System was embedded across the entire school.
- Peer Observations took place with a focus on improved teacher practice.
- Numeracy and Literacy policies were reviewed and new policies developed.
- Single Word Spelling Test professional development was delivered.
- The school wide Assessment Schedule was revised.
- Year Level Team time was allocated to moderation of literacy and numeracy tasks to ensure consistence of assessment.
- **Staff professional learning on Professional Learning Communities in preparation for implementation in 2017.**
- **Development of Action Research Team approach to ongoing school improvement work for implementation in 2017.**

#### Curriculum Planning and Assessment

- Year Level Teams assessed prior knowledge for Inquiry Units using a range of thinking tools.
- Google Apps for Education (GAPE) was introduced across the school to support collaborative planning.
- Introduction to the common sense media digital citizenship resources
- Program of Inquiry finalized and implemented by all teams.
- Emotional coaching and mindfulness for staff and students introduced through the Bounce Back Program.
- Kensington Kick Off Program developed to respond to student attitudinal data.
- KPS values posters displayed around the school.
- Class meetings continued to drive the democratic process in each class and give students a voice.
- **Development of whole school agreed NORMS / protocols for how we work collaboratively to focus on student learning.**
- **Development of whole school agreed curriculum planning process for implementation in 2017.**



## Achievement

The number of students, according to teacher judgement working at or above the expected level in both English and Mathematics was similar to like schools with 93% in English and 92.5% in Mathematics. The Year 3 NAPLAN results show that students are in the higher range of achievement. This has proven to be the case for the last 4 years for both numeracy and reading. The Year 5 NAPLAN results show that students are achieving in the similar range of achievement when compared to like schools. NAPLAN Learning Gain indicates again that reading is a key strength for the school, with 37% of students achieving high growth and a further 40% have made expected growth when compared to all similar Victorian students. In Grammar and Punctuation 26% of students made high growth and a further 46% made expected growth. In writing 26% of students made high growth with a further 51% making expected growth. In Spelling 85% of students made expected or high growth and in Numeracy 60% of students made expected or high growth. The most significant opportunity is ensuring that our strong Year 3 results continue through to Year 5, particularly Numeracy where 40% of students made low growth.

The data above affirms the school's direction in becoming a PLC school that ensures a keen focus on personalizing learning through student learning goals, has a rigorous approach to curriculum planning and assessment – and has a systematic approach for tracking student learning growth, in addition to achievement.

### Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework    
  AusVELS    
  Victorian Curriculum    
  A Combination of these

## Engagement

The student attendance data shows that the school was below the median of all Victorian government schools. The 2016 student absence rate was 12.1 days per full time student and the State Median was 15 days per full time student. The Prep children had the strongest attendance rate of 95%, followed by Years 1, 2, and 4 with 94% and Years 3, 5 and 6 with 93%. The school continued to follow up all student absences with notes home and phone calls.

The Student Attitudes to School Survey for Year 5 and 6 students in 2016 shows that over the past 4 years, the school's Connectedness to School result is similar to that of 'like schools'. However, the 2016 data indicates that we ranked lower than 'like schools'. During small focus groups with the school leadership team, the Year 5 and 6 students articulated potential reasons for this result. The main 3 topics that came up for all groups were the sudden retirement of a long standing Principal, changes being made by the newly appointed principal and uncertainty about future change. It is anticipated, that with a renewed focus on a rich and engaging curriculum and individual student learning goals, that this indicator should improve in 2017.

The Student Perceptions of Safety indicator shows that the school achieved a similar result to 'like schools'. The school developed a Behavior Understanding Template to be introduced as a tool for understanding student behaviors in 2017, and to aid in planning strategies to address identified concerns. It was planned that the template would be used each time a student needs to exit the classroom, following repeated reminders from staff.

The school made purposeful connections with the community that leveraged student learning – Student Lead Conferences are an example of that. In addition, a wide range of extra-curricular activities are offered for students during lunchtimes. The school promotes a stimulating, safe and supportive environment for all members of our learning community. This includes maintaining high expectations in regards to learning and behaviour. Other strategies that the school has implemented that promote student engagement are the kitchen garden program, the program of inquiry and the many opportunities for student leadership (SRC, Senior School Leaders Program).

## Wellbeing

The school continues to maintain a strong transition program into and between year levels, and to other schools. Partnerships with local kindergartens and schools have been fostered to ensure smooth sharing of information and support planning for students. Of particular note is the strong transition program from kindergarten to Foundation. School staff host Early Year's interview in addition to Meet the Teacher sessions. Foundation students are allocated a senior Buddy to assist in their transition to school. The school runs a Moving Up day where students spend time with their next classroom teacher at the end of the school year. Further, the Learning Transition Statements and teacher to teacher interviews ensure information sharing from year to year.

The school continues to use a restorative approach to behavior management, with the entire school following the Playing and Learning Together booklets. A Wellbeing and Engagement officer role has been developed, with a focus on connecting with local services and agencies to support the needs of all our students. This has resulted in a number of programs being offered at the school, MESS CLUB for example. Staff closely monitor student wellbeing and communicate any concerns with the Engagement and Wellbeing officer and the school leadership team to ensure a coordinated and prompt response.

The continued development of the Bounce Back program, in addition to Class Meetings provides students with the opportunity to voice their feelings and to problem solve issues that have presented.

For more detailed information regarding our school please visit our website at [www.kensingtonps.vic.edu.au](http://www.kensingtonps.vic.edu.au)



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

### School Profile

#### Enrolment Profile

A total of 485 students were enrolled at this school in 2016, 228 female and 257 male. There were 24% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>40%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>42%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>63%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>46%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	40%	37%	Numeracy	40%	42%	18%	Writing	23%	51%	26%	Spelling	15%	63%	22%	Grammar and Punctuation	28%	46%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" data-bbox="515 846 1003 943"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	93 %	94 %	93 %	93 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	93 %	94 %	93 %	93 %										





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Lower</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

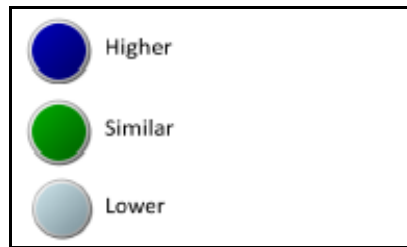
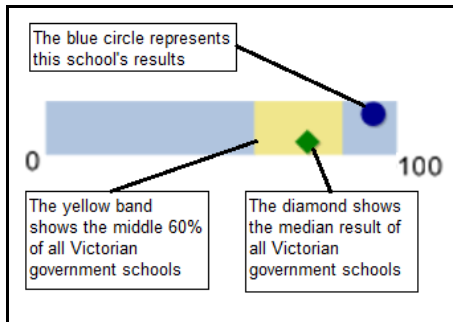
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

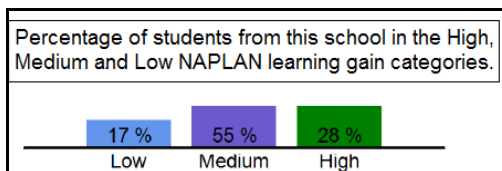
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



## Financial Performance and Position

### Financial performance and position commentary

Total Operating Revenue for 2016 was \$4,060,899. Major revenue sources were Student Resource Package of \$3,300,259 DET Cash Grants of \$364,142 for operating expenses. We drew down \$36,372 of 2015 salary surplus as cash to assist with funding unexpected maintenance works around the school. This included an essential electrical switchboard upgrade costing \$24,500, sickbay and disabled toilet renovation costing \$11,556 and close to \$10,000 in urgent plumbing works. Also included in the DET Provided Grants was \$14,727 for overseas paying students and CSEF of \$10,215. 'Commonwealth Government Grant' includes Outside School Hours Care grant, received for Child Care Benefits of \$4,546. 'Revenue Other' includes bank interest of \$4,521 and a swimming grant of \$5,000. 'Locally Raised Funds' totaled \$287,701 and included \$149,682 received in school fees, voluntary contributions of \$22,510, monies raised through facilities hire, camps and excursions of \$123,807 and gross fundraising revenue of \$35,437.

The major items of the Operating Expenditure relate to payment of Casual Relief Teaching staff totaling \$120,606 and non-teaching staff costing \$61,053. This figure also included consumables of \$102,420 (includes Class Materials \$48,829, Office/Teacher requisites \$39,985 and photocopying \$12,758). Also included in the Operating Expenditure was Furniture and Equipment of \$13,993, utilities of \$38,848 and Property Services of \$230,724 (includes Contract Cleaning \$71,736, Building Works \$56,005 and Ground Works \$92,192). \$81,240 was invested in upgrading the outdoor playing surface. Equipment/Maintenance of \$92,776 in addition to the property services figure of \$230,724 equals \$334,125 for property and equipment services. \$92,776 was spent on electrical, plumbing and general maintenance totaling \$57,886, Office & Classroom furniture of \$22,042 and leased equipment (photocopier Lease) of \$8,049. Trading & Fundraising includes fundraising expenses of \$10,826. Miscellaneous Expenses include Support Services of \$32,369, Camps/Excursion of \$125,171 and Administration costs of \$20,949.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

#### Financial Position as at 31 December, 2016

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,300,259	High Yield Investment Account	\$62,715
Government Provided DET Grants	\$435,282	Official Account	\$62,056
Government Grants Commonwealth	\$4,546	Other Accounts	\$127,709
Revenue Other	\$33,111	<b>Total Funds Available</b>	<b>\$252,480</b>
Locally Raised Funds	\$358,160		
<b>Total Operating Revenue</b>	<b>\$4,131,358</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$3,202,480	Operating Reserve	\$20,000
Books & Publications	\$5,180	Asset/Equipment Replacement < 12 months	\$22,834
Communication Costs	\$19,558	Revenue Received in Advance	\$136,135
Consumables	\$102,420	School Based Programs	\$71,183
Miscellaneous Expense	\$184,389	School/Network/Cluster Coordination	\$2,328
Professional Development	\$12,072	<b>Total Financial Commitments</b>	<b>\$252,480</b>
Property and Equipment Services	\$334,125		
Salaries & Allowances	\$190,485		
Trading & Fundraising	\$22,175		
Utilities	\$28,223		
<b>Total Operating Expenditure</b>	<b>\$4,101,107</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$30,251</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges. Salaries and Allowances refers to school-level payroll.  
All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

