

2025 Annual Report to the School Community

School Name: Kensington Primary School (2374)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 24 March 2026 at 08:02 AM by Bridget McLaughlin (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 24 March 2026 at 08:03 AM by Bridget McLaughlin (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’. ‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

Updates to the ‘Performance Summary’ in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Kensington Primary's vision is *'To be a safe and caring community who learn and grow together, to make a difference for us and our world.'* The well established values of Kensington Primary are Respect, Responsibility, Resilience, Creativity and Learning. In 2025 the enrolments of KPS were consistent with a total of 425 students enrolled, 208 female and 217 male. 83 students (19%) had English as an additional language. NDP identified as Aboriginal or Torres Strait Islander

Staffing at Kensington Primary has remained consistent with a balance of on-going and contract teachers. The staffing structure in 2025 included 3 Principal Class, a Learning Specialist, 17.6 Range 2 Teachers, 5 Range 1 Teachers, 1 Business Manager, 4.03 ES to support funded students, 1.4 administration staff and 0.4 Maintenance person.

Kensington Primary is an inner city school originally built in 1881. The buildings have 4 main zones, the 2 storey redbrick building, a second 2 story building housing the library and resource rooms on the ground floor and 4 classrooms upstairs. KPS has a double storey portable consisting of 4 classrooms and a single storey building consisting of a gym, kitchenette and a teacher hub.

Kensington Primary is a zoned government primary school, which based on the population of the suburb is the preferred school of choice in the local area. A large number of families attended the three prospective school information sessions and consequently enrolled their children for 2026.

Progress towards strategic goals, student outcomes and student engagement

Learning

The Learning component of the Annual Implementation Plan for 2025 focussed on the following strategies in line with the 4 year School Strategic Plan. 2025 was a year for the introduction and embedding of a number of Department of Education directives. Teaching staff were supported to understand and implement the Victorian Teaching and Learning Model 2.0. The English and Mathematics Curriculums 2.0 were documented, reviewed and redeveloped. A Scope and Sequence document focussed on the English, Mathematics and Respectful Relationships curriculum, as well as unit planners developed by teaching teams guided by the Assistant Principal for Innovation and Curriculum. An Inquiry Scope and Sequence was developed and documented to reflect the changes to the curriculum, this work was led by the Innovation and Curriculum Assistant Principal.

Throughout 2025 staff were provided with professional learning to understand any changes to curriculums as well as the teaching and learning model. Staff were also provided with protected

time and guidance to plan for and implement the new curriculums and the delivery model with fidelity.

In 2025 an Inclusion Coach worked with all staff to understand the impact of cognitive load theory to support students concentrate and avoid distractions. Teaching teams investigated the classroom environment and the sequencing of instructions. Families were provided with information around cognitive load theory via the newsletter.

The Little Learners Love Literacy phonics program was delivered across the Foundation and Year 1 classrooms, a protected component of the English block ensured a systematic and sequential phonics program was delivered. A group of students in Year 2 also participated in Little Learners Love Literacy as a component of the differentiated reading practices. Some students were identified across other year levels from data to access the program.

An Intervention Program supporting students working below the expected curriculum levels in Reading and Mathematics was delivered throughout the year, resulting in key skill development and growth for our students.

The School Improvement Team (SIT) consisting of Principal, Assistant Principals, Learning Specialist, Mental Health and Wellbeing Leader and Educational Leaders were instrumental in developing their capacity to lead their teams to understand and implement changes to curriculum, the VTLM delivery model, new initiatives and supporting consistency of practise across classrooms, cohorts and the school.

A continuous focus at Kensington Primary was (and continues to be) to provide research based, targeted professional learning for staff members. Throughout 2025 teachers and ES staff participated in workshops, after school learning, as well as whole days (Curriculum Days) developing their understanding and skills to deliver Scaffolding Literacy, Mathematics with a focus on the Big Ideas, Cognitive Load Theory, the new English and Mathematics curriculums, as well as differentiated reading practices. Staff continued to choose to work collaboratively reflecting on data to inform planning, and to plan for sequential lessons to deliver key skills and understandings.

To further build the professional learning and capacity of our staff coaching by the Assistant Principals, Learning Specialist, and MHWL was conducted throughout the year.

All teachers and Education Support Staff participated in a Statement of Expectation focussed on a personal professional learning goal aligned with the School Strategic Plan and 2025 Annual Implementation Plan. Teachers met with the Principal 3 times a year to plan for, reflect and discuss the outcomes of their goal, while ES staff met with the Assistant Principal for Wellbeing and Inclusion.

Kensington Primary School Performance Report for 2025 assessed the domain of Learning as **high**. The learning domain measures performance on NAPLAN assessments in Reading and Numeracy, NAPLAN relative growth, and Teacher Judgement growth for English and Mathematics.

The following data sets are reflective of what was achieved in 2025 against the SSP and AIP goals.

By **2026**, the percentage of Year 5 students assessed in the top two NAPLAN bands will increase in:

- Writing from 47% in (2022) to 51% - **Writing - exceeding or strong - 80%**
- Reading from 63% in (2022) to 67% - **Reading - exceeding or strong - 89%**

- Numeracy from 37% in (2022) to 41% - **Numeracy - exceeding or strong - 84%**

By 2026, the percentage of Year 5 students achieving above benchmark **growth** in NAPLAN will increase in:

- Writing from 23% (2021) to 27%
- Numeracy from 22% (2021) to 26%

Due to NAPLAN reporting changes the growth from Year 3 to Year 5 is unavailable.

(Please note changes to English and Mathematics Curriculum in 2025 may impact the measurement of the targets in 2025)

Wellbeing

The Wellbeing component of the Annual Implementation Plan for 2025 focussed on the following strategies in line with the 4 year school strategic plan. The percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) was reflected in the following factors:

- 187 students from year 4 - 6 responded to the survey with 100% of the overall response rate completed. The following targets were set in the School Strategic Plan and the 2025 results are:
 - Motivation and interest from 73% (2022) to 77% - the response from students was 76%
 - Sense of confidence from 72% (2022) to 76% - the response from students was 85%
 - Perseverance from 73% (2022) to 77% - the response from students was 82%
 - Sense of connectedness from 70% (2022) to 79% - the response from students was 77%
 - Stimulated learning from 64% (2022) to 73% - the response from students was 79%

All students from Foundation to Year 6 participated in the Social and Emotional Wellbeing (SEW) Survey biannually. The results from the school wide survey informed the targeted planning and teaching of a required skill. In 2025 the SEW data was tracked from Semester 1 to Semester 2 with significant gains in resilience being demonstrated, students seeking help from adults, interest in learning and resolving friendship issues. The benefit of the survey was also to support students to reflect on and share their wellbeing strengths and challenges and for our teachers to understand and plan to support specific needs of students and identify the themes across grades and year levels responding accordingly.

The KPS Mental Health and Wellbeing Leader supported teachers to build their capacity to respond to and support students' wellbeing needs. The development of a scope and sequence for the Respectful Relationships curriculum was undertaken in 2025. Following on from student feedback the School Wide Positive Behaviour Matrix was simplified by staff, supported by the Regional SWPBS coach. The refined document is visual and is accessible to all students.

Throughout 2025 a number of DIPs (Disability Inclusion Profile) meetings were undertaken to access funding for students requiring both medical, behavioural and academic support. This work was led by the Inclusion and Wellbeing Assistant Principal. Staff were supported to record and provide 10 weeks of adjustments made to the teaching and learning program to support students, including input from parents and at times external professionals.

In response to student feedback and data collected from Compass Chronicles the **Wheel of Choice** was created. This is a visual display supporting students to take an action if there is a problem in the yard. All responses shared on the Wheel of Choice were suggestions from the students. Explicit lessons were planned and delivered in 2025 explaining the purpose of the **Wheel of Choice** and how to use it to support wellbeing and grow resilience and independence.

Kensington Primary School Performance Report for 2025 for Wellbeing was **medium**. The learning domain measures performance on a set of Attitudes to School Survey factors related to emotional awareness, managing bullying, school connectedness, stimulated learning and student voice. It also includes attendance rates.

Engagement

A clear process is followed for student attendance. Families are asked to enter their child's/ children's absence via COMPASS. If communication has not been received a phone call home that morning is made by administrative staff. Teachers regularly examined attendance data and spoke with families to understand the absence and check in. The absence data indicates that illness and extended holidays are the two main categories for students not attending school. Teachers do provide suggested 'extended absence' learning material if notified prior to the absence. Overall the attendance data is positive with;

- 35% (153 students) attending school for 95% -100% of the year
- 34% (149 students) attending school for 90% - 95% of the year
- 25% (110 students) attending school for 80% - 90% of the year
- 4% (19 students) attending school 70% - 80% of the year
- 2% (11 students) attending school below 70% of the year

To address chronic school absenteeism attendance plans have been developed by teaching staff and members of the leadership team. Meetings with parents to discuss re-engagement strategies took place as did working with external professionals.

The Attitude to School Survey results indicate the following positive endorsements

- Student voice and agency factor from 53% (2022) to 65% - 2025 - **64%** positive endorsement
- Self-regulation and goal setting from 78% (2022) to 83% - 2025 - **81%** positive endorsement

Throughout 2025 the KPS community celebrated the school year by recognising important dates and by intentionally honouring student learning. Throughout 2025 learning was made visible showcasing student progress and processes through open classrooms during Curriculum Week. KPS acknowledges and celebrates the diversity of our community, key dates throughout the year

represented the cultural, social and developmental diversity of our community. Students acknowledged and celebrated ANZAC Day, Curriculum Week, Inclusion Day, Harmony Day, Book Week, including the much loved Book Parade.

Kensington Primary promotes a strong message around child safety, termly OHS and Child Safety Inductions were held, so that volunteers understand their role in upholding the Child Safe Standards and promoted a culture of child safety.

Other highlights from the school year

In 2025 our year 3-4 students and 5-6 students attended an overnight 2 day camp. The camps were well attended providing students with the opportunity to build a sense of responsibility and resilience. For some of our students this was the first night they had spent away from home.

A focus on health and physical activity was evident in 2025 with a whole school cross country event, an Indigenous Gala Day, as well as a whole school Sports Gala Day taking place.

All students from Foundation to Year 4 participated in an intensive swimming program, while our Year 5 - 6 students participated in an open water swimming program.

All grades participated in cooking and gardening twice a year, supported by parents.

The creation and naming of our four School Houses was to promote school pride and further connectedness for all our students. The Houses are Baan (Water), Ngawan (Sun), Wurru-Wurru (Sky) and Narrap (Country). Our Year 6 students have had the opportunity to undertake a leadership role, participating in a student centred leadership day, as well as meeting weekly with the Principal and Assistant Principal to promote student voice.

A Colour Run was organised and supported by the Kensington Primary families as a major fundraising event, which was highly successful.

A Cyber safety expert facilitated workshops with our Year 3 to Year 6 students with a focus on keeping safe online. An afterschool parent information session was organised to support parents keep their children safe online.

Financial performance

Kensington Primary School reported a net operating surplus. The school's total operating revenue for the year was \$1,398,215. A large portion of this revenue came from Department of Education (DE) funds, including quarterly cash grants. Funding was received for new fencing and the renovation of student toilets in the BER building. Other funding from the Department was received for overseas fee-paying students. Additional revenue was generated through the Voluntary Parent Contributions, fundraising, donations to the Building and Library Funds, as well as camps and excursions. Leasing school facilities to the After-School Care provider also provided an additional revenue.

Total expenditure for the year amounted to \$1,267,396 covering costs such as camps and excursions, salaries for locally employed and agency staff, IT equipment, furniture, utilities, maintenance, and minor building works. Equity Funding continued to support students requiring additional learning assistance. Other expenditure included the installation of new fencing around the school perimeter and renovations to the student toilets in the BER building.

**For more detailed information regarding our school please visit our website at
<https://www.kensingtonps.vic.edu.au/>**

PERFORMANCE SUMMARY

The Performance Summary for government schools 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 425 students were enrolled at this school in 2025, 208 female and 217 male. 20% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

2025			
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	73.6%	
	Similar schools	78.9%	
	State	82.0%	

School Staff Survey

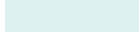
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

2025			
% positive endorsement School Climate (School Staff Survey)	School	75.9%	
	Similar schools	78.3%	
	State	77.4%	

LEARNING

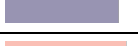
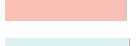
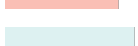
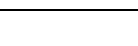
Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

2025			
English Prep - 6 % of students at or above age expected standards	School	89.3%	
	Similar schools	93.4%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	87.8%	
	Similar schools	92.6%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

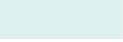
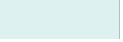
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	87.3%		87.8%
	Similar schools	82.7%		83.1%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	86.0%		88.6%
	Similar schools	86.8%		88.1%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	79.4%		78.3%
	Similar schools	82.2%		81.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	73.7%		78.9%
	Similar schools	84.3%		83.2%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	80.4%	
	Similar schools	79.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	71.2%	
	Similar schools	77.2%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	76.8%		76.3%
	Similar schools	79.5%		78.4%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	76.8%		73.4%
	Similar schools	77.9%		76.9%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	17.3	17.4
	Similar schools	18.1	18.4
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	93.7%	
Year 1	School	90.6%	
Year 2	School	92.4%	
Year 3	School	91.0%	
Year 4	School	88.5%	
Year 5	School	91.9%	
Year 6	School	91.0%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,284,208
Government Provided DET Grants	\$852,931
Government Grants Commonwealth	\$2,450
Government Grants State	\$0
Revenue Other	\$37,738
Locally Raised Funds	\$461,578
Capital Grants	\$0
Total Operating Revenue	\$5,638,905

Equity	Actual
Equity (Social Disadvantage)	\$37,382
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$37,382

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$4,331,763
Adjustments	\$0
Books & Publications	\$18,120
Camps/Excursions/Activities	\$153,639
Communication Costs	\$6,784
Consumables	\$91,790
Miscellaneous Expenses ²	\$130,892
Agency Staff	\$220,812
Professional Development	\$35,292
Equipment/Maintenance/Hire	\$36,087
Property Services	\$351,789
Salaries & Allowances ³	\$73,478
Support Services	\$56,884

Expenditure	Actual
Trading & Fundraising	\$16,396
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,849
Total Operating Expenditure	\$5,559,575
Net Operating Surplus/-Deficit	\$79,330
Asset Acquisitions	\$46,030

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$678,506
Official Account	\$54,124
Other Accounts	\$55,890
Total Funds Available	\$788,520

Financial Commitments	Actual
Operating Reserve	\$204,635
Other Recurrent Expenditure	\$18,566
Provision Accounts	\$0
Funds Received in Advance	\$45,098
School Based Programs	\$98,883
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$55,025
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$40,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$326,312
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$788,520

All funds received from the Department of Education, 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.