



Department of Education and
Early Childhood Development

Peer Review Report

Kensington Primary School

South Western Victoria Region

School number:	2374
Principal:	Mark Ryan
School Council President:	Tim Richter
Review Company:	Ed Solutions Pty. Ltd.
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1. Executive Summary and Context

Kensington Primary School, located four kilometres from the centre of Melbourne, is one of the oldest schools in Victoria. It has served its vibrant and rapidly changing inner city neighbourhood since 1881 and is proud of the role it plays in community life today. The school accesses and is supported by significant community services, a range of public transport and a lively neighbourhood shopping centre.

The school's SFO index is 0.3762 and has decreased over the period of the current SSP. The school's diverse population means there is a significant variation in the family occupations of parents, which is not accurately reflected in the current SFO. There are more than 100 families in receipt of the Education Maintenance Allowance (EMA) and 140 students with a Language Background Other Than English (LBOTE) are enrolled.

The enrolment is 444 students and is expected to grow over the next four years. As this occurs the school's limited physical site may mean an enrolment cap is required. The school makes excellent use of its spaces to provide a number of play and passive areas for students. The school's facilities consist of the original school buildings and some later additions, including a modern, state of the art Building the Education Revolution (BER) building. The school's physical resources have improved significantly over the past few years.

The school community believes that a diversity of cultures and values brings a richness to the school, developing tolerance and understanding and exposing students to other ways of thinking. Just under half of the students are from language backgrounds other than English. The school community includes a significant number of families from Horn of Africa countries as well as smaller numbers from Asian and European families. The tenets of equal opportunity are integral to the school. The school has a policy of non-discrimination and fair treatment for all. Care, tolerance and respect for everyone's rights are encouraged.

At all times the focus at Kensington Primary School is on the total development of each student in a positive and stimulating learning environment. Students are encouraged to develop their skills for a lifetime of learning. They are given the opportunity to be actively involved in their education, with the emphasis being placed on an inquiry model of learning where co-operative, independent learning is developed. Composite grades exist from Year 1 through to Year 6, allowing flexibility in student learning and well-being.

A seven-year, Foundation to Year 6, sequential program addressing outcomes of AusVELS is provided. Literacy and numeracy form the core of the classroom programs while disciplines such as science, humanities, technology, physical education and health, the arts, and Languages Other Than English (LOTE) are usually taught through inquiry based units of work planned by each teaching team. Specialist teachers provide programs to enhance the curriculum and meet the needs of individual children. These include integration-support for students with disabilities and impairments, English as a Second Language (ESL) and literacy support programs. A social skills/resilience program, *Bounce Back*, is also implemented in all classrooms. The school is committed to the use and development of Information and Communication Technologies (ICT) as an essential learning tool. Students and teachers have access to a computer network from every classroom and e-boards and laptops ensure that all students have routine access to information and communication technologies to enhance their learning.

A wide range of complementary programs is offered. These include an instrumental music program, and school choirs. Visiting speakers and performers regularly enhance the school's program. Students experience the responsibility and support of buddy and cross-age tutoring programs. They participate in team sports, interschool sport competitions and excursions. A care program offering many enrichment experiences operates before and after school and on curriculum days. The school also runs a vacation care program during term holidays.

Kensington Primary School is situated in DEECD South Western Region and belongs to the Melbourne/Maribyrnong Network. The network offers collegiate and professional support for principals and staff and manages network resources such as IT technicians and student services. The staff work in professional teams to plan, teach and evaluate curriculum. They have a commitment to continually upgrade their own teaching and learning knowledge and skills by regularly participating in professional development

The school council actively encourages participation in all aspects of decision-making. Effective committees, relying on parent and staff input, develop curriculum policies, maintain facilities, coordinate the care and vacation care programs, raise funds, promote the school in the wider community and focus on sustainability. Students contribute constructively to the running of the school through the Student Representative Council (SRC).

Strong links exist between home and school. Parents are encouraged to be actively involved in their child's school experience. The school values their input. Parents contribute their skills and time to many school activities: home reading, working parties, school council committees, fundraising, working bees, community social activities and classroom programs. Parent Opinion Survey data indicates a safe and secure learning environment is provided for students and parent forums conducted as part of the school review self-evaluation process provided positive feedback from parents.

The school sought to maximise achievement levels in literacy and numeracy and to continue to improve educational outcomes for all students. They also aimed to provide a safe and secure learning environment that fosters inquiry based learning, develops student voice and improves students' social competencies and self-esteem. There was a focus on smooth and seamless transition for students into, through and out of Kensington Primary School. The school set teacher judgments and NAPLAN targets, as well as targets around the use of ICT and the implementation of the e5 instructional model as a teacher planning model. The school aimed to improve the mean scores for the school connectedness and student motivation variables of the Student Attitudes to School Survey variables and the transitions variable of the Parent Opinion Survey.

The school achieved strong student achievement outcomes based on NAPLAN data and teacher judgments and there is correlation between both assessments at Years 3 and 5. The school has enhanced its ICT resources and infrastructure and teachers are using learning technologies effectively to enhance student learning. The school has successfully developed planning processes and curriculum delivery based on the e5 Instructional Model. A strong professional learning culture has been developed. Teaching and learning programs are well resourced and teacher capability has been built through a comprehensive professional learning program and in-school coaching approaches.

The Student Attitudes to School Survey data is at or above the state mean in most variables and is trending upwards. Students who spoke with the review panel provided very positive feedback on student/teacher relationships, school learning and extra curricula programs, and the safe and secure learning environment at Kensington. They valued the cultural diversity and the closeness of the Kensington community. The school provides them with an authentic voice in school decision-making and provides leadership opportunities for Year 6 students.

The Parent Opinion Survey data is below state means and some variables have declined over the past three years. The transitions variable target was not achieved, however the transitions variable has improved over the past three years. School strengths include student safety, classroom behaviour, social skills and connectedness to peers, indicating parents believe the school provides a safe and secure learning environment for students. The school sought to examine partnerships with parents and the wider community and the panel was provided with clear evidence of the range, depth and effectiveness of its partnerships. The lower than expected Parent Opinion Survey data does not appear to accurately reflect the positive daily interactions between students, parents, staff and the Kensington community.

The panel agreed Kensington is well placed to move into the next four years of planning. The principal and other staff form an effective teaching and learning team and there is a strong sense of agreed high expectations of all. Productivity measures will continue to ensure the school's priorities are funded adequately and supported by effective management of school operations and structures. Priorities will include the ongoing building of teacher capability and the implementation of research-based pedagogical practices. Learning will be personalised to ensure strong learning growth for all students and high levels of student engagement. Wellbeing approaches will build on the existing positive relationships and develop student resilience and self-efficacy.