

2022 Annual Report to the School Community

School Name: Kensington Community High School (7947)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

- This 2022 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

About Our School

School context

Kensington Community High School (KCHS) specialises in the education and development needs of students identified as being at risk of not completing secondary education due to significant personal and interpersonal difficulties, family dislocation, homelessness, personal trauma and learning difficulties. Students attend from a broad area of the Western and Northern suburbs of Melbourne and reside in suburbs such as Craigieburn, Broadmeadows, Jacana, Werribee, Laverton, Melton, Hoppers Crossing, St Albans and Delahey. Some students travel considerable distances from suburbs such as Sunbury, Broadford, and Woodend. KCHS has a population of approximately 100 students with enrolments accepted throughout the academic year. There are 20.5 equivalent full-time staff (two principal class, 11.5 teachers, 6.7 education support staff and a 0.4 speech pathologist). With an SFOE index of 0.5493, the school prides itself on providing a safe, supportive educational environment and a high-quality education outcome for all students through high quality and practical learning initiatives.

Our school's philosophy is focused on the development of five key values: Community, Achievement, Respect, Effort and Safety (CARES). Underpinning this philosophy is a whole school commitment to School-Wide Positive Behaviour Support (SWPBS) and inclusivity. This focus is embedded in our guaranteed and viable curriculum that also includes a strong emphasis on Literacy and Numeracy. Students are supported and encouraged to focus on high expectations as part of a positive learning environment through achievement, a growth mindset and personal growth.

The school has 19.2 equivalent full time staff: two principal class, 10.4 teachers and 7.8 Education Support Staff

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2022, KCHS continued to focus on building leadership and teacher capacity to drive student improvement in literacy and numeracy. Internal numeracy and literacy leaders continued to work with the student achievement manager and external coaches focussed on curriculum planning, pedagogical model and assessment which included developing a co-teaching model that supports the planning and the implementation of curriculum, ongoing formative assessment, differentiation and feedback to ensure that we meet the needs of individual student learning goals.

Furthermore, the school continued to embed the PLC Improvement cycle to drive whole-school improvements with a strong emphasis placed on improving student data in writing and reading. To support this target the school engaged with the DET PLC manager and provided staff with professional learning on writing (precise vocabulary and structure). Equity money was targeted towards our PSD, MYLNS, Tutoring and offering extra support in the forms of intensive forms of oral language (speech therapy).

Though overall student performance is below the state mean on several measures, individual growth across the school for the majority of our students, including PSD students is trending upwards and indicating significant individual learning growth. All students funded under the Program for Students with Disabilities partially achieved or achieved the SMART goals within their Individual Education Plans in Literacy, Numeracy and Student Engagement & Wellbeing. The teacher judgment data indicates significant student growth in reading and writing, with a 73% increase in students achieving at or above the expected learning growth in reading and writing. With similar results in numeracy with 62% of students achieving at or above the expected learning growth. These results are supported by the VCAL completion data with an increase of 60% of students obtaining their VCAL certificate in 2022. Finally, the school focused on improving student attendance through fortnightly attendance and engagement meetings as the school recognises that regular and punctual attendance at school is a key driver of student learning growth. The Attitudes to School Survey variable, stimulated learning increased the positive responses from 52% in 2021 to 55% in 2022. The school staff survey variable school climate factors - increase positive responses for: teacher collaboration: 71%, collective responsibility: 72% and trust in colleagues: 85%, **which is at or above network and state averages.**

During 2023, KCHS will continue to focus on building leadership and teacher capacity to drive student improvement in literacy and numeracy. As well Internal numeracy and literacy leaders will continue to work with the Western Melbourne, South Western Region student achievement manager and external coaches focussed on the teaching of reading, writing and differentiated instruction.

Wellbeing

The education component of school life and student connectedness at KCHS is strongly supported by an integrated social wellbeing framework comprised of the School Student Engagement and Inclusion Team which consists of the Student Welfare Coordinator, leading teacher, level team leaders (as required), School Social Workers, school nurse, visiting student educational psychologist and student support social/youth work and art therapy students on placement.

To support student wellbeing the school's focus was on two areas: Firstly, the development of a comprehensive years 7-10 health and physical education curriculum that dealt with significant social and personal issues this included the delivery of the "Respectful Relationships" Program with the support of the visiting School Nurse.

Students focused on developing the knowledge, understanding and skills to strengthen their sense of self and build and maintain relationships; develop resilience, make decisions and take actions to promote their health, safety and physical activity; and develop an ability to gain access to, understand and use health information and services to promote and maintain good health and wellbeing.

Secondly, on a daily basis, a number of allied health professionals supported individual students and teaching staff with curriculum advice and welfare support. These included: A Speech Therapist employed to focus on expressive, pragmatic and receptive language and support KCHS's reading programme; and a visiting school nurse who worked with staff and students within the school's curriculum programmes to develop and implement teaching programmes focusing on group and individual need.

As stated earlier the Welfare Team comprising of Social and Welfare Workers, Art Therapist and Educational Psychologist, work towards enhancing student wellbeing. This is achieved through a Case Management approach, which incorporates utilising, Strengths Based, Solution Focused, Brief Intervention, Crisis Management, Conflict Resolution and Restorative Practices.

Engagement

KCHS is a specialist re-engagement setting and our role is to re-engage students who have a significant history of non-attendance at school. Furthermore, students present with a variety of issues which make engagement with schooling and attendance, difficult. These include significant mental health issues (anxiety, depression, Border-Line Personality Disorder, family disfunction, bullying, trauma and learning/behavioural difficulties). Therefore, the basis of enhanced engagement and learning at KCHS continues to be: firstly, centred on developing and maintaining a safe, supportive and calm routine based, predictable environment based on the school's values of Community, Achievement, Respect, Effort and Safety (CARES) and supported by a student rewards programme that recognized individual and group achievement; and secondly, KCHS addressed student absence through an intensive pastoral care programme where each student was allocated a teacher/advocate whose role is to monitor student progress, develop strong links between the student, school and home; and develop a school based student support group. Student absences were reviewed each day and daily contact occurred with parent/caregivers when students were absent. Furthermore, teaching staff met fortnightly to review attendance data and act as per the school's attendance policy and framework. Also, strong, comprehensive pastoral support of students by teaching staff, continued to be a central feature of the school's engagement framework.

Similarly, the welfare team, consisting of social and welfare workers, art therapist and educational psychologist, using a case management model, continued to enhance engagement through its extensive work with families and students. This model provides an integrated service that "wraps around" the student/family which improves attendance and engagement. The welfare team's work included regular liaising between school and home and government/ non- government agencies, supporting students and families with referrals to government and non-government agencies, regular counselling of families and students, arranging study support scholarships, to and from school transport; and counselling.

Furthermore, in 2022 KCHS focused on developing student voice and agency. This included surveying our students regarding teacher practice to review our teaching and learning programme. The survey was conducted each term and each PLC used this

feedback to inform its planning for teaching and learning. In the Attitudes to School Survey, and aligned to our AIP goals, we had an increase of 26% for the positive responses for each question in the student voice and agency section.

Furthermore, KCHS staff took part in training delivered by DET on how to improve attendance, engagement, student voice, leadership and agency. Staff worked throughout the year to plan student voice and agency programs for 2022 and 2023. As part of increasing student voice and engagement, in 2022 all students at KCHS completed a Career Action Plan which focused on their strengths and capabilities as well as academic and career goals. Finally, during 2022, with two student active on council, consistent student participation on school council became a reality.

Financial performance

The Financial Performance result for the year ending 31 Dec 2022 shows a surplus of \$553,037. This surplus has been used to increase the Cash Reserve held by the school. By increasing the Cash Reserve, the school now meets the Department's Operating Reserve benchmark expectation. The benchmark is calculated by obtaining the average of two months of recurrent expenditure excluding expenditure related to building and grounds works, and asset write downs. The school also holds a surplus in the Credit Component of the SRP which is held by the Department and will be used in 2022 for staff salary replacement expenses. The school's equity funding enabled extensive education support in each of our classrooms, staff professional development; and our speech therapy, welfare and reading intervention programs.

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

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