

# 2019 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](http://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 2019 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*.

Attested on 26 August 2020 at 02:21 PM by Gary Power (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 October 2020 at 01:17 PM by Bridget Kille (School Council President)

## About Our School

### School context

At Kensington Community High School (KCHS) we support our students to engage in high quality education through the delivery of an inclusive; and guaranteed and viable curriculum. We work collaboratively to promote excellence in teaching and learning to ensure students successfully find pathways in further education, training, lifelong learning and stable employment. It is the school's focus to make a difference to students' lives by creating and implementing viable pathways that in turn lead to a strong sense of purpose, a sense of optimism for the future and the ability to lead a dignified life. Also, our focus is not only on teaching the key learning areas but also teaching how one acts as a human being within the framework of our school values of community, achievement, respect, effort and safety (CARES).

Our school is located in the inner west of Melbourne and provides an environment for students who have experienced difficulty accessing and maintaining their education within the mainstream education system. Kensington Community High School (KCHS) has existed as an alternative setting to mainstream secondary schools since 1975. KCHS is located in the relatively central location of Flemington, yet the school's student cohort attends from an extensive, larger area of the northern and western suburbs including Craigieburn, Broadmeadows, Jacana, Werribee, Laverton, Melton, Hoppers Crossing and St Albans. Students from years 7 to 12 have a choice of targeted and managed electives that provide students with a broad and engaging curriculum program. At Years 10, 11 and 12 Vocational Education and Training (VET) certificate programs are also provided with a focus on facilitating the transition between school and the workforce. In Years 11 and 12 a VCAL program is offered with emphasis placed on practical "hands on", applied learning. The school is small, with a population of approximately 100 students enrolled at any given time. Students originate from the north and west of Melbourne and travel significant distances to attend KCHS. The school has 19.2 equivalent full time staff: one principal class, 10.4 teachers and 7.8 Education Support Staff.

### Framework for Improving Student Outcomes (FISO)

Our FISO focus is based on a PLC framework that drives the KCHS Teaching and Learning Model. Each PLC focusses on student achievement by following the three big ideas of a PLC which are: a focus on learning, working collaboratively and is results driven.

Driving improvement in 2019 were FISO priorities of: Excellence in Teaching and Learning and Positive Climate for Learning.

Within the priorities, the school focused on the initiatives of:

- Building Practice Excellence which included Embed an effective Professional Learning Community (PLC) with shared leadership and collective responsibility to monitor the implementation of the FISO Improvement Cycle and implementation of the DET whole-school literacy strategies and HITS.
- Curriculum Planning and Assessment which included: Develop a co-teaching model that supports the planning and the implementation of curriculum that is differentiated to meet individual student learning goals.
- Setting Expectations & Promoting Inclusion which included: Develop a forum for the development of student voice and to provide leadership opportunities in the operation of the community in which they learn and empower learner agency through teachers incorporating student voice into the learning environment.

### Achievement

During 2019, 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. 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 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 62% increase in students achieving at or above the expected learning growth in reading. With similar results in writing with 26% of students achieving at or above the expected learning growth. These results are supported by the VCAL completion data with an increase of 25% of students obtaining their VCAL certificate in 2019. 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.

During 2020, KCHS will continued 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 and differentiated instruction.

## 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 2019 KCHS focussed on developing student voice and agency. This included surveying our students regarding teacher practise 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, in the stimulated teaching time section, we had an increase of 23% for the positive responses.

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 2019/20. As part of increasing student voice and engagement, in 2019 all students at KCHS completed a Student Learner Profile (SLP) which focused on their strengths and capabilities as well as academic and career goals. Finally, during 2019, with one student active on council, consistent student participation on school council became a reality. In 2020, two students are active on council.

## Wellbeing

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.

## Financial performance and position

The Financial Performance result for the year ending 31 Dec 2019 shows a surplus of \$54,705. 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 of \$30,437 in the Credit Component of the SRP which is held by the Department and will be used in 2020 for staff salary 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 programmes.




**For more detailed information regarding our school please visit our website at**  
<https://www.kchs.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

### School Profile

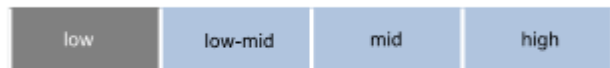
#### Enrolment Profile

A total of 100 students were enrolled at this school in 2019, 48 female and 52 male.

5 percent were EAL (English as an Additional Language) students and 6 percent 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.




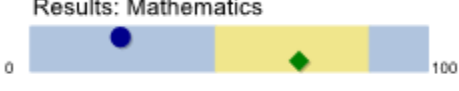
#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

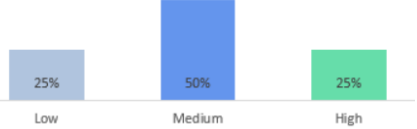
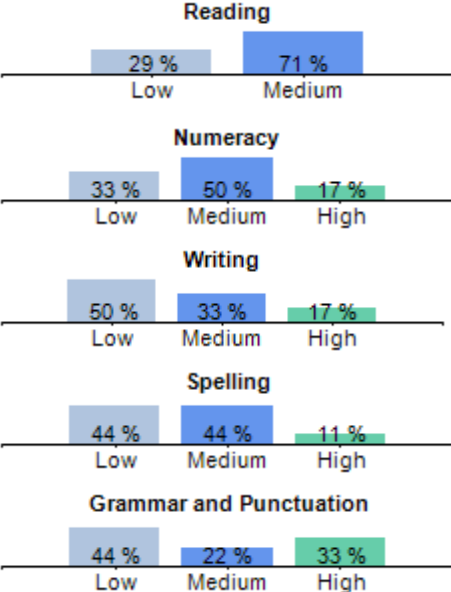
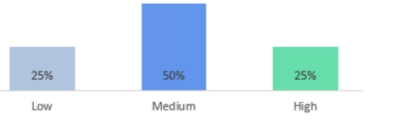


Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Secondary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>            Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Secondary Schools: <span style="color: green;">◆</span></p> <p><b>Key:</b> Similar School Comparison <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>		<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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 year 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'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p>Students in 2019 who satisfactorily completed their VCE: <b>N/A</b>            Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>43%</b>            VET units of competence satisfactorily completed in 2019: <b>45%</b>            Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: <b>65%</b></p>		



## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>71 %</td> <td>61 %</td> <td>68 %</td> <td>63 %</td> <td>74 %</td> <td>60 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	71 %	61 %	68 %	63 %	74 %	60 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
71 %	61 %	68 %	63 %	74 %	60 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>												

## Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Due to the unique student intake characteristics of this school, School Comparison measures are not appropriate.</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,889,573	High Yield Investment Account	\$157,532
Government Provided DET Grants	\$511,005	Official Account	\$9,757
Government Grants Commonwealth	\$4,237	<b>Total Funds Available</b>	<b>\$167,289</b>
Government Grants State	\$6,200		
Revenue Other	\$1,975		
Locally Raised Funds	\$39,221		
<b>Total Operating Revenue</b>	<b>\$2,452,212</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$241,788		
Equity (Catch Up)	\$13,894		
<b>Equity Total</b>	<b>\$255,682</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,860,693	Operating Reserve	\$86,435
Communication Costs	\$9,293	Provision Accounts	\$4,288
Consumables	\$31,662	Funds Received in Advance	\$52,459
Miscellaneous Expense <sup>3</sup>	\$294,393	School Based Programs	\$10,642
Professional Development	\$20,738	Maintenance - Buildings/Grounds < 12 months	\$12,356
Property and Equipment Services	\$60,407	<b>Total Financial Commitments</b>	<b>\$166,180</b>
Salaries & Allowances <sup>4</sup>	\$61,778		
Trading & Fundraising	\$31,677		
Travel & Subsistence	\$7,251		
Utilities	\$19,616		
<b>Total Operating Expenditure</b>	<b>\$2,397,507</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$54,705</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 27 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

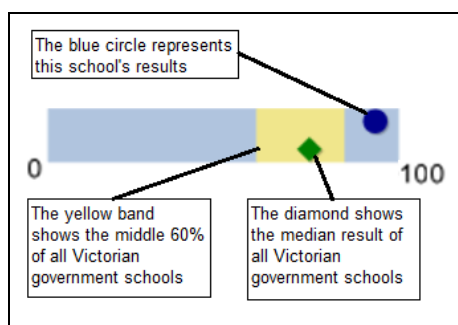
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

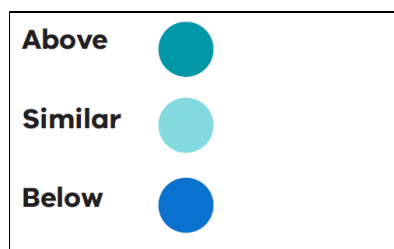


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').