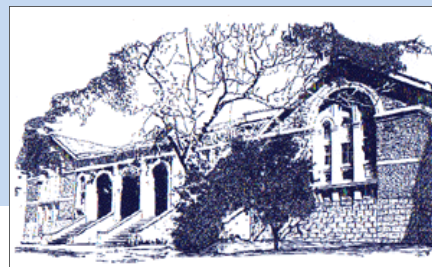


Stanmore Public School



Annual
School Report
2010



CONTENTS

3 Our School at a glance

4 Messages

- Principals message
- P & C message
- Student representatives message

6 Progress

7 School Context

- Student information
- Staff information

10 Financial summary and professional learning



11 Significant programs and initiatives

- Respect and responsibility
- Multicultural education
- Aboriginal education
- Camps
- Philosophy

15 Student Achievement

- Naplan – year 3
- Naplan – year 5

18 School performance – achievements

- The Arts
- Sport
- Academic competitions – ICAS
- Public speaking and debating

23 Progression on 2010 targets

26 Key evaluations

- Educational and management practice – ICT
- Curriculum – literacy

28 School development

Our School at a glance

Stanmore Public School provides a contemporary and comprehensive education to students in Kindergarten to Year 6. The focus is on student engagement, successful learning and innovative teaching practice within a culture of inclusion and harmony. Diverse curriculum and extra-curricular opportunities develop well-rounded and confident young learners.



“Dance, drama, music, sport... there are so many great opportunities for Stanmore students. The activities we do are very engaging.”

Established in 1884, the school now sits in leafy and spacious grounds with considerable sport and leisure facilities, and offers well-resourced classrooms and out of school hours care on site. The current building program, commenced in 2010, will conclude in 2011 and further enhance the physical amenity for students.

Students

The 526 students of Stanmore Public School celebrate Harmony Day every day. Diverse in both background and capability, they demonstrate a confident acceptance of their differences and genuine delight in their similarities. They bring energy and enthusiasm to school every day and reward their teachers with their capacity to exceed expectations and rise to each new challenge. Their personalities and wit enhance each school day and contribute to the healthy learning environment that supports all students to grow into fine young citizens.



Staff

The teachers at Stanmore Public School bring a productive blend of experience and enthusiasm to the daily challenge of meeting students' needs. Teachers collaborate to plan teaching programs so learning is consistent and coherent from grade to grade and across the school. Their willingness to run extra-curricular activities in dance, public speaking, choir, band, chess and many sports expands the opportunities for children to excel.

Stability of staff and leadership ensure educational continuity and consistency in direction. Administration and support staff provide reliable support to students, teachers and the community.

In 2010, all teaching staff met the professional requirements for teaching in NSW public schools.

Principal's message

In recording the achievements of the students of Stanmore Public School in 2010, we recognise that the primary school years are much more than where students learn the basic skills of literacy and numeracy. It is the time of opportunity: the time to explore the world in its richness and diversity; to open minds to what is and the possibilities of what may be; to play creatively with language and numbers; to engage in music and drama and art; to discuss and ponder the big ideas in science and literature; and to learn how to get along with each other in good times and bad.

In 2010 we did all these things and fostered our students' wonder at the world around them; their belief that success will come with effort; and their desire to explore the richness of their potential.

We did these things to prepare them for the years ahead and to increase their enjoyment of every school day. And, in doing so, we were delighted by what they achieved.

In 2010, our students performed on stage and screen. They acted, sang and danced and played many instruments. They painted and crafted works of artistic merit and played a mean game of chess. They argued assertively in debating, with reason in philosophy, and were persuasive and confident in public speaking. They competed in many sports at many levels and tried several others. They wrote articles for our newsletter and stories to amuse their buddies. They organised and helped run important school events. They were peer support leaders and student leaders and they contributed to the running of the school. They were truly amazing.

Our graduating students left us, having learned important lessons well. They were literate and numerate and well along the way to being fine young people and the school was richer for knowing them.

The year was greatly enhanced by the hard work and dedication of teachers and the generous and sustained support of our parent community. And each day, the students rewarded their teachers' efforts and made us laugh and wonder at their wisdom.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Fran Larkin

Principal



Messages

P & C message

The Stanmore Public School P&C Association had another successful year in 2010. We were successful in building community connections as well as fundraising.

Stanmore is an extremely well run school. The executive and staff are a creative and hard working team. They manage to exceed all the formal educational requirements expected of a school and then go on to provide many additional programs above and beyond the call of duty. This creates a marvellous vibrancy within the whole school community.

Our P&C is therefore in the most envious position of being able to truly support and complement the school. All P&C funds are directed towards increasing the amenities for the children in consultation with the school. Some of the most eagerly anticipated annual P&C led activities also happen to raise a significant amount of money. Sponsorship and support from local businesses remains an area of focus.

During 2010 we hosted a Federal election BBQ and cake stall. This was an important fundraiser and brought the school's motto 'Loyalty' to mind several times throughout the day. Many of the customers were former Stanmore Public School families who took the opportunity to 'come back to school' to vote and fondly reminisce. Their donations were most welcome. Other highlights in 2010, all of which raised funds, included the K-2 disco; the kindergarten tea towel sale; the Book Drive that purchased several hundred new library books; the Big Night Out dinner dance and auction; the Father's Day Breakfast BBQ and, of course, the Easter Raffle. Donations to the Building Fund from which donors were able to claim a 100% tax deduction continued. The major donations to the school in 2010 were the grants of \$300 to each classroom including the library which is generally spent on literacy and numeracy equipment; \$4,000 to the Library for books; \$24,000 for interactive whiteboards; and \$1,500 to equip the new fourth Kindergarten classroom with home corner furniture. Over \$20,000 was held in reserve by the P&C to pay for major works that will be created when the New Library is completed. The P&C holds \$4,000 in trust to pay for development costs associated with the creation of the school's new website.

Our P&C executive was enriched this year as the secretary role was shared by two very able mothers, Janet Cooksey and Sally Fryer. Meeting minutes are now very comprehensive and are promptly displayed on the noticeboard and emailed to parents. This has a direct impact on the community, allowing those parents unable to attend the evening meetings to remain connected to P&C events and discussions. We held a 'think tank' evening, not on the usual Tuesday P&C meeting night, to further increase the opportunity for parents to connect with the P&C and each other. The P&C Executive worked closely throughout the year.

On behalf of the P&C Executive I would like to express our appreciation to all those who volunteered to assist with P&C activities in 2010 as well as the staff and families who supported the activities. We also extend grateful thanks to the out-going members of the executive.

Judith Flett
President

Student representative's message

We have greatly enjoyed our time at Stanmore Public School. We have both been here for many years, enough to know that the education and the friendly environment have made us want to come to school every day.

Stanmore offers a wide range of different subjects, like Music, Drama and Community Languages - a choice between Mandarin and Greek. Besides a comprehensive selection of subjects, Stanmore offers a wide variety of extra-curricular activities. School camps, sports carnivals in swimming, athletics and cross-country and sports gala days are just some of them. Sports gala days give us a chance to get outdoors and play a host of team sports against other schools. There is also a fantastic musical performance called "Showcase" at the end of Term 3. It is a very exciting time in the year because everyone is singing, dancing, acting and making props for their big performance in front of the parents at the Carriageworks Theatre.

A major part of the school program at Stanmore is the "Peer Support Program". Peer Support is a fun and interesting opportunity for Year 6 to teach younger people what to do and how to interact successfully with each other. It also helps them to become helpful and supportive people in the community.

Other things that we enjoyed in 2010 were events such as the mini-fete, a multicultural day, the "Night of Music", camps, excursions and many other fantastic days at Stanmore.

During our time at Stanmore we have learnt from some amazing teachers, we have made friends that will stay with us through high school and we have memories that we will cherish forever. Being at Stanmore has made us more confident in our abilities to take on the world.

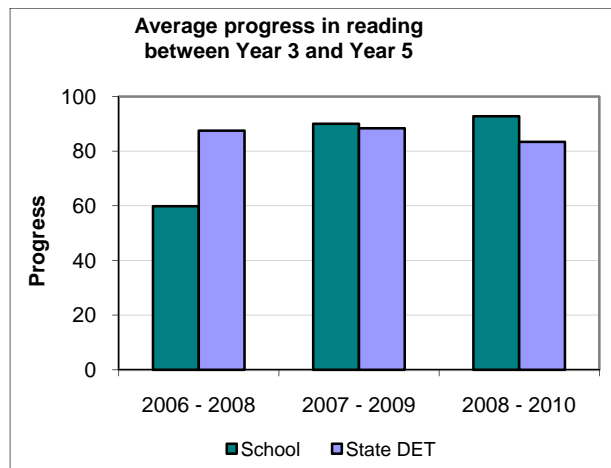
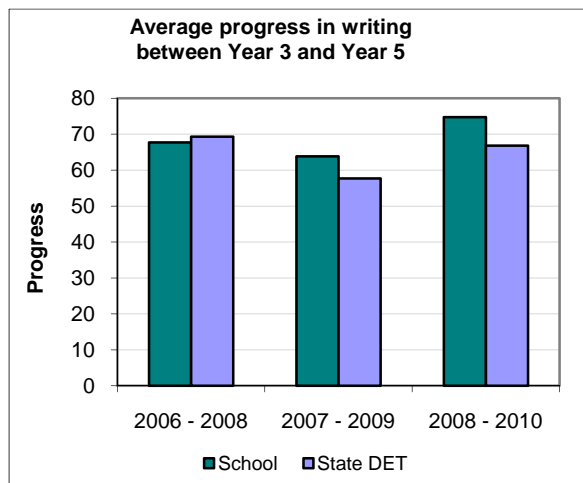
Allegra Short and Josh Weston
School Captains

PROGRESS

Literacy

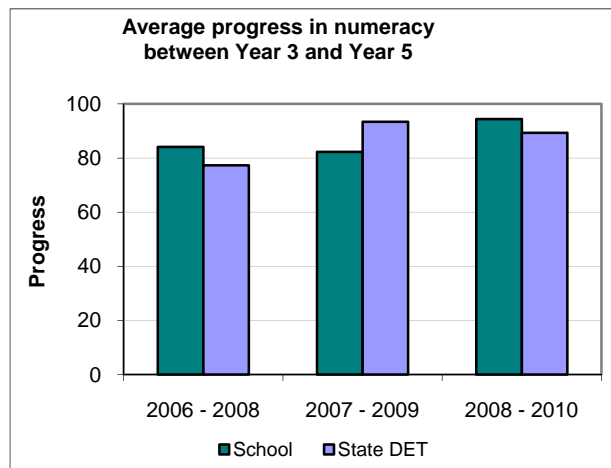
A key feature of the analysis of the NAPLAN Test results is the capacity to identify the growth in students' performance from Year 3 to Year 5. The growth for Stanmore Public School's Year 5 students in 2010 in Reading was 92.8 points compared with 83.4 for the state average. The growth for Year 5 students in Writing was 74.7 compared with 66.8 for the average state growth.

The growth achieved by Stanmore Public School's students between Year 3 and Year 5 over the last three years is at its highest level and this is attributable to increased growth by some high achieving students.



Numeracy

The growth achieved by Stanmore Public School students in numeracy between 2008-2010 was also higher than previously. In 2010, the average growth was 94.4 compared with the state average of 89.3.



Minimum Standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. The performance of the students at each school in NAPLAN is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above minimum standard	
Reading	99
Writing	99
Spelling	100
Punctuation and grammar	97
Numeracy	97

Percentage of Year 5 students achieving at or above minimum standard	
Reading	96
Writing	97
Spelling	92
Punctuation and grammar	100
Numeracy	97

**Percentages for Stanmore Public School*

SCHOOL CONTEXT

Student

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolment has grown consistently at Stanmore Public School over recent years. The school is well-regarded in the local community and typically has a waiting list of students who live outside the local catchment area.

In 2010, the school began the year with 526 students and at the time of the annual census of students had an enrolment of 515 students (254 boys and 261 girls). This reflects a small degree of student mobility with leavers and new arrivals generally balancing out over the year.

The following table illustrates the growth in total school enrolment between 2006 and 2010.

	2006	2007	2008	2009	2010
Male	249	256	258	252	254
Female	209	221	248	240	261



Student attendance profile

Student attendance has been relatively steady at Stanmore Public School in recent years and showed a 1% improvement in 2010. This meant there was an average of five additional children attending school every day.

	Year	2007	2008	2009	2010
School	K			96.3	96.1
	1			94.5	96.0
	2			94.4	94.6
	3			94.7	95.7
	4			94.1	95.6
	5			93.8	93.8
	6			92.0	95.0
	Total	94.9	94.8	94.2	95.2
Region	K			95.4	95.8
	1			94.9	95.3
	2			95.1	95.5
	3			95.2	95.4
	4			95.1	95.6
	5			95.3	95.6
	6			94.5	94.8
	Total	95.0	95.2	93.7	95.4
State DET	K			94.3	94.7
	1			93.7	94.2
	2			94.0	94.4
	3			94.1	94.5
	4			94.0	94.5
	5			94.0	94.4
	6			93.6	94.0
	Total	94.0	94.1	92.1	94.4

The vast majority of parents and students are to be commended on maintaining a high student attendance rate of 95.2%.

Regular and punctual attendance is critical to student achievement.

Management of non-attendance

Stanmore Public School has a strict attendance policy in line with legislative requirements. Student reports each semester acknowledge attendance and punctuality to emphasise the importance of satisfactory attendance. Records of all absences, both partial and whole day, are kept and these records are checked routinely for patterns of low attendance. When these patterns are identified, the school meets with parents to discuss ways of improving attendance. If poor attendance continues, the case is referred to the Home School Liaison Officer.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The table (far right) shows the class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

Mainstream classes within the school are formed on a parallel basis so that each class in a year has a similar academic and social mix, providing students with models of appropriate learning and behaviour within their classes. Multi-year (composite) classes are formed when the number of students enrolled in a year cannot be accommodated in single-year classes. When placing a student into a multi-year class the school gives consideration to many factors.



Stanmore Public School 2010 Class Sizes

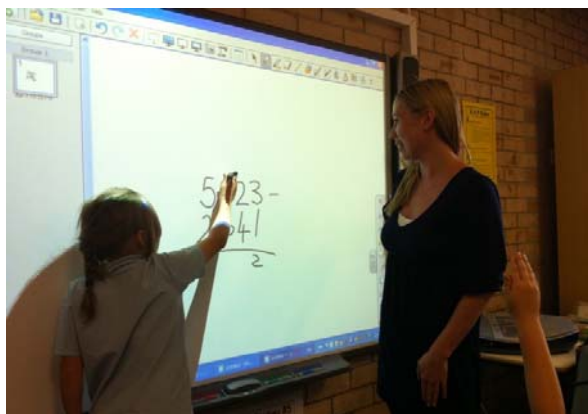
Roll Class	Year	Total per Year	Total in Class
KF	K	20	20
KL	K	20	20
KS	K	20	20
KR	K	20	20
1T	1	24	24
1/2M	1	13	25
1/2M	2	12	25
1B	1	23	23
2W	2	26	26
2S	2	27	27
3C	3	30	30
3H	3	30	30
3N	3	31	31
5P	5	27	27
5H	5	27	27
5M	5	27	27
4M	4	22	22
4S	4	23	23
4B	4	23	23
6W	6	27	27
6S	6	27	27
6M	6	27	27

SCHOOL CONTEXT

Staff

Staff members are uniformly dedicated, reliable and professional in their work and demonstrate outstanding commitment to Stanmore Public School.

Staff retention at Stanmore Public School is high, with most staff spending five years or more at the school. This stability supports program continuity and helps create a sense of community. The majority of teachers who leave the school do so because of retirement, promotion or maternity leave.



Staff establishment

Position	Number
Principal	1.0
Assistant Principals	4.0
Classroom Teachers	18.0
Teacher of Reading Recovery	0.6
Support Teacher Learning Assistance	1.4
Teacher Librarian	1.0
Teacher of ESL	0.6
Teacher of Community Language	1.2
Teacher of Drama	0.8
Teacher of Music	0.8
School Counsellor	0.5
School Administrative & Support Staff	5.0
Learning Support Officers	5.0
Total	39.9

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There was one indigenous staff member at Stanmore Public School in 2010.



Teacher qualifications

All teachers meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	13%

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Financial Summary 30/11/10

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. Apart from the funds being expended on the construction of the new school library and two classrooms, which is a self-managed project under the BER (Building the Education Revolution) Program, the school's expenditure is primarily used to support educational programs and experiential activities for students.

Professional learning

Teachers are provided with ongoing professional learning to sustain and improve teaching practice. During the 2010 school year, all teachers were involved in professional learning activities. These were in the form of staff meetings, school development days, curriculum meetings and participation in Department of Education and Training projects and conferences.

In total, \$34 800 was expended on the professional development of teachers in 2010. The priority areas for this training included literacy and numeracy, information and communication technology, Syllabus Implementation, leadership and student welfare. There was also mandatory training in CPR, Anaphylaxis, Asthma Emergency Care and First Aid.

Income	\$
Balance brought forward	50 213.00
Global Funds	297 644.22
Tied Funds	742 325.68
School and Community Sources	534 555.58
Interest	10 390.81
Trust Receipts	13 381.45
Total Receipts	1 598 297.74
Total Funds Available	1 648 510.74
Expenditure	\$
Teaching and Learning	
<i>Key Learning Areas</i>	136 737.17
<i>Excursions</i>	200 321.95
<i>Extracurricular dissections</i>	94 162.10
<i>Library</i>	8 657.65
Training and Development	34 800.39
Tied Funds	452 845.78
Casual Relief Teachers	61 266.81
Administration and Office	128 471.42
Utilities	73 331.46
Maintenance	19 069.49
Trust Accounts	5 048.00
Capital Programs	36 911.15
Total Expenditure	1 251 623.37
Balance Carried Forward	396 887.37

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

Significant programs and initiatives



"The activities we participate in at Stanmore make us think and broaden our points of view."



Respect and Responsibility

Stanmore Public School's culture is based on the core values of respect and responsibility. These were promoted and developed through specific programs and initiatives in 2010, including:

- a weekly social skills program that promotes personal responsibility and respectful, courteous interaction with others, and which is published each week in the newsletter so parents can discuss at home;
- a student welfare and discipline system based on mutual respect and fairness;
- student involvement with community groups, sporting bodies, aged care homes and community events;
- student determined fundraising for disaster relief and recognised charities
- debate, public speaking and philosophical discussion topics that provide students with opportunities to clarify and analyse values and their ideas of respect and responsibility while showing respect for others' points of view;
- high parent participation in many aspects of school life to promote a sense of community and respect between home and school.





Multicultural Education

Multicultural Education in 2010 was addressed as cross-curriculum perspectives in key learning areas, through the celebration of special events during the year and through the languages program. As part of these initiatives the school fosters harmony and tolerance in a culturally diverse school and community.

The study of other cultures was highlighted in units of work in Human Society and Its Environment (HSIE), one of the key learning areas in the primary school syllabus. In English, folk tales from a variety of cultures were studied. The community languages program supported first language maintenance for some students and the learning of a second language and cultural experiences for others.

A specific English as a Second Language (ESL) program supported newly arrived migrants to Australia and provided ongoing support to learners who were still developing their skills in spoken and written English.



Aboriginal Education

In 2010, all teachers were trained on the new Aboriginal Policy. This influenced the school's teaching programs in the two priority areas in Aboriginal Education. To improve learning outcomes for Aboriginal students, all Aboriginal students were assessed in literacy and numeracy and, where students were below target levels, individual learning plans were developed and support teacher time was allocated to work with those students. To build an understanding of Aboriginal history and culture, the school planned an Aboriginal perspective to many units of work. Topics that featured a strong Aboriginal perspective in 2010 included: "Pre 1788 and Post 1788 Australia", "National Parks" and "Australian Exploration". In addition, the school recognised significant events in the Aboriginal calendar, with cultural performances and educational activities for Sorry Day and NAIDOC week.

Camps

During 2010 Stanmore Public School continued an extensive camping program which provided personal development as well as educational experiences. Each camp was highly anticipated by students and the highlight of the year according to many.

In Term 4, Stage One went to Yarramundi, near Springwood, for two nights and three days. The weather was warm and the students thoroughly enjoyed all aspects of the camp and came away with an enhanced sense of independence and strengthened relationships with other students. A particular favourite activity was the giant swing.

In Term 2, Stage Two experienced a typical Sport and Recreation camp at the Sydney Academy of Sport at Narrabeen. This camp offered a multitude of sport and leisure activities including rock-climbing, canoeing and abseiling. Once again the experience helped to strengthen relationships between students and between students and teachers.

Stage Three visited the nation's capital, Canberra, to consolidate the unit of work they had been studying on "Federal Government". This trip was three days and two nights of non-stop bustle as the students explored many of Canberra's attractions.

"Camps are one of the best experiences you can get at Stanmore! From Year One to Year Six, you get to participate in some great activities outside of your everyday playground."



Philosophy

Philosophy continued to be an integral part of the learning program at Stanmore Public School in 2010. Following its earlier introduction to students in Years 1-6, an action learning team was set up to train Kindergarten teachers so that all students could participate in the program.

The program also attracted considerable interest within the education community and Stanmore hosted visitors from many other schools and education systems. Two members of Stanmore Public School staff, with teacher educator accreditation, delivered philosophy lessons via Brigit links and video-conferencing to the Sydney Region Principals' Conference. They also presented to P&C groups and conducted training workshops for teachers at other local area schools.

Philosophical discussion teaches students to:

- become better thinkers;
- engage with problematic ideas with logical reasoning and wisdom;
- develop the skills to resolve conflict peacefully and calmly;
- develop compassion and empathy;
- develop their moral and ethical frameworks for life.

Within the framework of a community of inquiry, students' ideas are shared and built upon constructively. They explore thoughts and ideas together and develop habits of listening to each other and trying to understand alternative points of view. They see themselves as part of a cooperative community and they facilitate discussion that is ordered, rigorous and purposeful.



"What does thinking mean?"

"You can't not think."

"Philosophy is a great way to share your own and listen to others' ideas in an environment where your opinions are valued."

Student achievement in 2010

Academic

The school maintained high levels of academic achievement in 2010 with students performing above state and regional averages in the National Assessment of Literacy and Numeracy Program (NAPLAN). In addition, the students achieved improved levels in rigorous school-based assessments - reading records, SENA (Scheduled Early Number Assessment) and the South Australian Spelling Test. As well as strong overall performances, the school continued to have great success in assisting students with learning difficulties and special needs to achieve and exceed benchmark levels.

For both literacy and numeracy, the skills to be developed from Kindergarten to Year 6 are outlined in a detailed scope and progression. Students progress along this continuum according to regular assessment of their skills. Through a differentiated program and careful management of groups, teachers are able to cater for a range of learning needs and promote students to the next level when they are ready to move on. Typically, the numbers of students below target levels decrease as they progress through the school and very few students complete Year 6 without achieving Year 6 levels.

	Below Target	At Target	Above Target
Kinder	3.78%	8.86%	87.36%
Year 1	3.33%	6.67%	90%
Year 2	4.92%	22.95%	72.13%
Year 3	3.3%	27.47%	69.23%
Year 4	1.56%	21.88%	76.56%
Year 5	7.50%	21.25%	71.25%
Year 6	1.23%	34.57%	64.20%

Reading Records Results K-6

100% of students assessed, including students with special needs and learning difficulties, November 2010



2010 has been another year of growth, both in enrolments and in the programs offered to the students. While the school continued to give priority to the basic skills of literacy and numeracy, students had the opportunity to develop

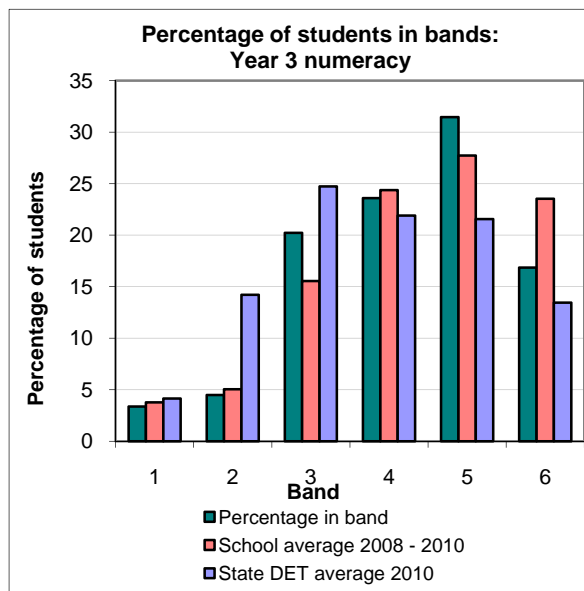
NAPLAN - Year 3

Numeracy – Year 3

All 89 Year 3 students sat the NAPLAN test in Numeracy. The results indicate that:

- in numeracy, the school performed above the state average with the school average being 415.6 compared with the state average of 396.1 and 48.4% of students scored in the top two bands compared with state's of 35%;
- 72% of students scored in the top three bands compared with the state's 57%.

The graphs show the percentages of Stanmore Public School students in each skill band in 2010 compared to the state average for all NSW public schools and compared to the school's average over the last three years 2008-2010. The graphs demonstrate that Stanmore students consistently outperform the state average. They also show that the percentage of Stanmore students within the bands fluctuate from year to year. This is a reflection of the differing capabilities within different cohorts of students. Some years have more high achieving students, while others may have larger numbers of students who experience learning difficulties.

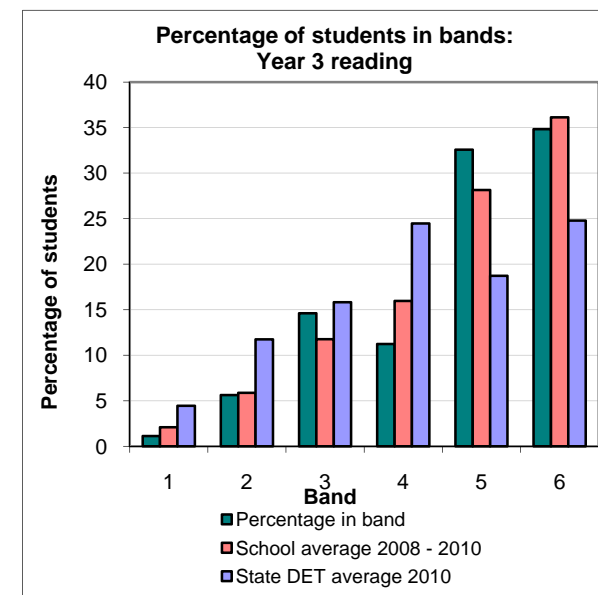


Literacy – Year 3

In 2010, all 89 Year 3 students sat the NAPLAN test in Literacy. The results showed that:

- in overall literacy, the school performed above the state average with the school average being 437.2 compared with the state average of 415.4 and 57% of students scored in the top two bands compared with state average of 46%;

- In the individual strands of literacy in Year 3, 67.4% of students scored in the top two bands for reading compared with 43.5% for the state, 52.3% of students scored in the top two bands for writing compared with 51.4% for the state, 47.7% of students scored in the top two bands for spelling compared with 42.9% for the state, and the percentage in the top two bands for grammar and punctuation was 60.3% compared with 49.5% for the state;
- Reading continued to be the area of strongest performance, closely followed by grammar and punctuation.



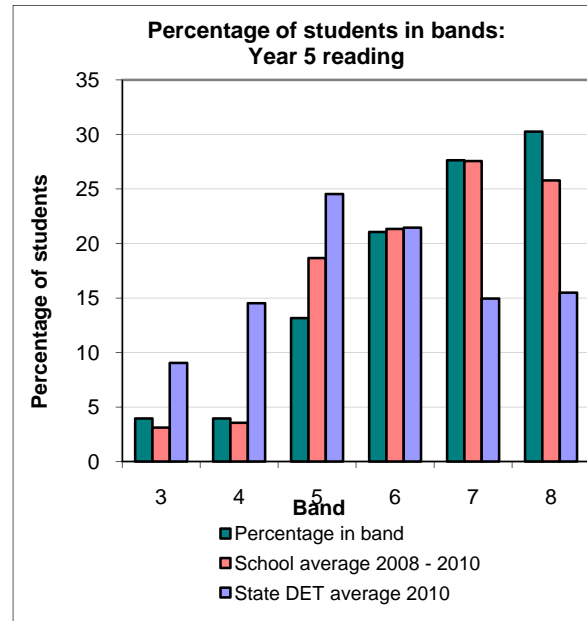
NAPLAN - Year 5



Literacy – Year 5

In all, 77 Year 5 students sat the NAPLAN test in Literacy. The results indicate that:

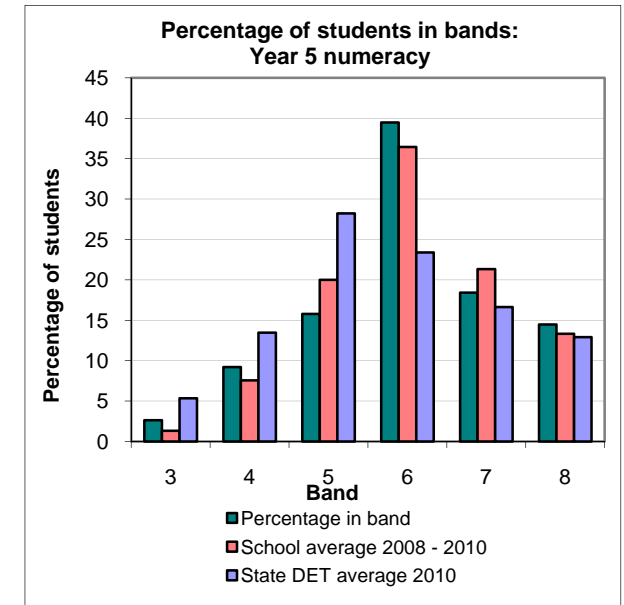
- in Year 5 literacy, the school performed above the state average, with the school average being 509.5 compared with 495.1 for the state and 43.1% of students scored in the top two bands compared with 32.9% for the state;
- 68.5% of students scored in the top three bands compared with a state average of 58.4%;
- in the individual strands of literacy in Year 5, 57.9% of students scored in the top two bands for reading compared with 30.4% for the state, 36.4% of students scored in the top two bands for spelling compared with 34.7% for the state, 34% of students scored in the top two bands for writing compared with 24.8% for the state, and the percentage in the top two bands for grammar and punctuation was 45.5% compared with 42% for the state.



Numeracy – Year 5

76 Year 5 students sat the NAPLAN test in Numeracy. The results indicate that:

- in Year 5 numeracy, the school performed above the state with an average of 509.0 compared with 494.1 for the state;
- 32.9% of students scored in the top two bands compared with the state average of 29.5%;



- 72.4% of students scored in the top three bands compared with a state average of 65.9%;
- The percentage of students achieving the top band was higher than the school average and the percentage in the lowest band was also higher. This was reflective of a cohort of students with diverse learning needs.

SCHOOL performance 2010

Achievements - The Arts

The creative arts continued to be a strong focus area at Stanmore Public School in 2010. All students participated in weekly drama, music and visual arts lessons. In addition, there was a comprehensive music ensembles program. Over 150 students were involved in ensembles in 2010 with 25 students in Training Band, 25 in Concert Band, and more than 50 students in the smaller ensembles - strings, xylophone, rock band and recorder. The school choir grew to over 50 students and a fledgling guitar ensemble commenced.

The drama program continued to grow in 2010 with over 150 students involved in Wakakirri, the National Storytelling Festival; a troupe of talented performers starred in Create East, and all 515 Stanmore students showed their performance credentials in the school's annual "Showcase".



"I think that drama is a great way to learn how to be confident with your classmates. It involves being yourself and having fun."

In 2010, Stanmore Public School produced an impressive array of outstanding achievements across a range of educational and extra-curricular activities.



Some arts highlights in 2010 were:

- the strings and recorder ensembles performed at the Sydney Opera House in the DET Festival of Instrumental Music;
- the choir performed at the Opera House at the Sydney Region Festival of Music;
- the bands performed at both the Taverner's Hill Fair and the Fort St Fair;
- 15 students, talented in the areas of drama, choir and band participated in the three day workshop and culminating concert of "Create East";
- the senior drama ensembles competed in the Sydney Eisteddfod and won both first and second Place in the devised scene (any age) section;
- the senior drama ensembles competed in the St George Eisteddfod and won first, second and third places in the improvisation sections of the Eisteddfod, as well as first and second place in the devised performance sections;
- the junior drama ensembles competed in the St. George Eisteddfod and won first and second place in the devised performance sections;
- the school's junior dance ensemble performed at Wakakirri – the national storytelling festival;
- the school's senior drama ensemble performed at Wakakirri;
- the senior dance ensemble auditioned for, and was accepted to perform, at The Sydney Region Festival of Dance;
- all students performing at Carriageworks Theatre in the school's annual performing arts showcase (Showcase 2010 produced an entertaining variety of song, drama and dance pieces enjoyed by a packed house of family and friends);
- the music ensembles performed to parents, friends and students at 'A Morning of Music' and the 'Father's Day Breakfast';
- the choir performed at the Metro Shopping Centre Carols Competition and won first place and \$1000 for the school;
- the choir, band and drama ensemble performed a program of works for a lunchtime concert at Leichhardt Marketplace;
- ten of the top drama students in Year 6 attended the first Sydney Region Drama Camp over three days at the Seymour Centre;
- all students exhibited a work of art at the school's biennial art show in Term 1, following a ten week, artist-in-residence program.



"Performing at the Opera House as part of the mass choir was amazing!"



SCHOOL performance 2010

Achievements - Sport

Students at Stanmore Public School were able to develop their sporting skills in a wide variety of activities in 2010. Sporting skills are developed as part of the Personal development, Health and Physical Education (PDHPE) curriculum.

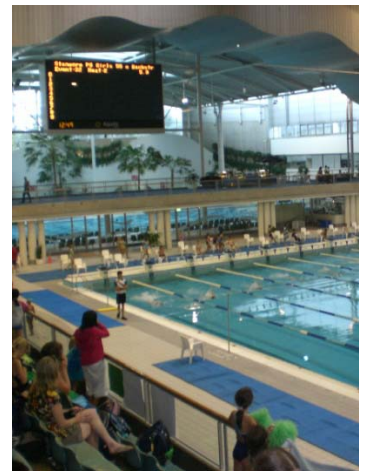


The emphasis, as always, was on participation, both to foster fitness and sporting capabilities and to develop well-rounded students.

To this end, the school sought to expose students to a wide variety of activities and numerous opportunities to develop their skills.



“PSSA Cricket is my favourite part of the week!”





Some highlights of sport in 2010 were:

- the provision of the following sports for students to experience - cricket, softball, soccer, netball, Oztag (modified rugby league), Auskick (modified Australian Rules), swimming, athletics, golf, tenpin bowling, hip-hop dance, taekwondo, basketball, gymnastics, touch-football, aerobics, cross-country and tennis;
- three sports carnivals - swimming, athletics and cross-country;
- teams representing the school competed against other local schools in the Primary Schools Sports Association (PSSA) competition in cricket, softball netball, Oztag, soccer and Auskick and demonstrated considerable skills and sportsmanship;

- the representative swimming team contested all boys and girls events at the Balmain PSSA Zone Swimming Carnival and many were successful in reaching zone finals;
- the runners representing the school competed strongly at the Zone Cross Country Carnival, with 6 going on to represent Balmain Zone at the Sydney East Regional Carnival;
- the school's representative athletics team performed with distinction at the Balmain Zone Athletic Carnival and a large contingent of talented Stanmore students progressed to the Sydney East Regional Carnival in events ranging from relays and 100m age races to shot put and discus;
- the girls' and boys' cricket teams won the district Milo Cup competition and went on to represent the Balmain zone at the Regional Final;
- many students won representative selection to zone teams in cricket, netball, soccer and touch football. Max Smith went on to represent Sydney Region in Soccer.

“Sport is great at Stanmore! There are lots of options to choose from so we get to stay fit and healthy all year round.”



Stanmore Public School recognised outstanding sporting achievements on Presentation Day 2010 and announced the year's sports champions:

- Seniors – Max Smith & Poppy Southern;
- Juniors – James Arnall & Gabi Powell-Thomas.

The school was pleased with the high levels of participation in sport in 2010 and that students competed within the ideals of fair play and good sporting conduct.



SCHOOL performance 2010

Achievements –

Academic Competitions - ICAS

Many students competed in the International Competitions and Assessment for Schools (ICAS) in 2010. This is a University of NSW initiative. Overall:

- 106 students from Years 3-6 competed in Mathematics and achieved 6 Distinctions and 36 Credits;
- 102 students from Years 3-6 competed in English and achieved 1 High Distinction, 7 Distinctions, and 29 Credits;
- 78 students from Years 3-6 competed in Computer Skills and achieved 8 Distinctions and 26 Credits;
- 78 students from Years 3-6 competed in Science and achieved 6 Distinctions and 21 Credits;
- 87 students from Years 3-6 competed in Spelling and achieved 1 High Distinction, 8 Distinctions and 23 Credits.



“Opportunities like public speaking and debating really help to build your confidence.”



Achievements –

Public Speaking and Debating

In 2010, debating and public speaking continued to have a high profile with in-school and representative competitions organised for the students.

The public speaking competition was open to all students in Stage 2 (Years 3 and 4). Oral presentations were held in all Stage Two classes and the strongest speaker and runner up from each class then went on to compete in a lunchtime competition to decide class, year and stage winners. Two students, Ruri O’Cuinn and Victoria Baraliakos, were selected to represent Stanmore Public School at the Premier’s Multicultural Public Speaking Competition. Both students spoke with confidence and clarity on a range of multicultural issues.

Debating was a feature in all Stage Three classes with the in-school competition, The Principal’s Debating Challenge, being won by the 2009 winning team “The Dogs”.

Stanmore selected two representative teams to compete in the Sydney Regional Debating Championship and the Premier’s Debating Challenge.

Both teams produced strong performances in the competition and argued with confidence and clarity.

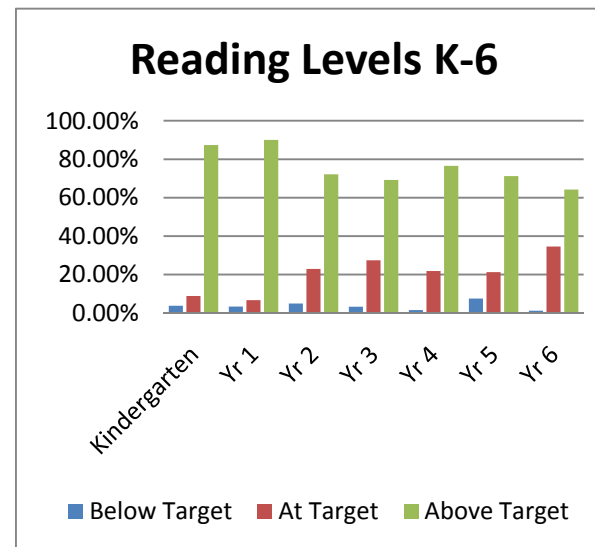
Progress on 2010 targets

Stanmore Public School seeks to improve the achievements of students over time through the refinement and evolution of teaching practices.

Target 1

98% of students achieving target levels or above in reading based on reading record assessments

In November 2010, Stanmore completed reading records on all students K-6. The records were analysed for accuracy, fluency, self-correction and comprehension. This was used to identify students performing below target, at target or above target levels for their year of school.



Student achievements on reading records



The specific goals and the strategies the school will implement to achieve them are set out in a three year management plan. Each goal has one or more targets that the school believes can be realistically achieved over time once the strategies are fully implemented. In each case these targets are set after a careful analysis of student performance data, program evaluations and consultations within the school community.

The current management plan is for the years 2009-2011 and all targets represent an ambitious increase on previous achievement levels. The following section reports on the school's progress towards achieving the targets by the end of 2011.

The reading records showed that:

- 96.22% of Kindergarten students were reading at or above target level and, of these, 87.34% were above the set target level;
- 96.66% of Year 1 students were reading at or above target levels and, of these, 90% were above the set target level;
- 95.08% of Year 2 students were reading at or above target levels and, of these, 72.13% were above the set target level;
- 96.7% of Year 3 students were reading at or above target levels and, of these, 69.23% were above the set target level;
- 98.44% of Year 4 students were reading at or above target levels and, of these, 76.56% were above the set target level;
- 93.67% of Year 5 students were reading at or above target levels and, of these, 72.15% were above the set target level;
- 98.77% of Year 6 students were reading at or above target levels and, of these 64.2% were above the set target level;

Across the school K-6 a total of 96.32% of students achieved or exceeded the desired levels in all four facets of reading – accuracy, self-correction, fluency and comprehension. Two years, Year 4 and Year 6, achieved the targeted 98%, while the other years were on track to reach the target by the end of 2011.

Students who are below target levels will continue to receive additional support until they are achieving benchmark levels.



Target 2

95% of Year 3 students achieving Band 3 or above in each literacy and numeracy strand in NAPLAN

In Term 4 2010, the school undertook an analysis of the Year 3 NAPLAN results provided in the SMART software package that supplies comprehensive data from the May NAPLAN assessments. Year 3 results were reported in six levels, Bands 1-6, with Band 6 being the highest level of achievement.

The analysis showed:

- an average of 93% of students achieved Band 3 or above across the five strands assessed, and the target was surpassed in writing;
 - writing - 99% achieved Bands 3-6;
 - reading - 93% achieved Bands 3-6;
 - spelling - 92% achieved Bands 3-6;
 - grammar and punctuation – 89% achieved Bands 3-6;
 - numeracy - 92% achieved Band 3-6

The school is on track to achieve the target in 2011, with the area of grammar and punctuation requiring the greatest improvement to reach the target.

Students who achieve below Band 3 will continue to achieve additional support until they are achieving expected levels.

Target 3

95% of Year 5 students achieving Band 5 or above in each literacy and numeracy strand in NAPLAN

Year 5 NAPLAN results were also reported over six levels, with Band 3 being the lowest band and Band 8 being the highest level of achievement.

An analysis of the SMART NAPLAN data showed:

- reading - 92% achieved Bands 5-8;
- writing - 90% achieved Bands 5-8;
- grammar and punctuation - 88% achieved Bands 5-8;
- spelling - 82% achieved Bands 5-8;
- numeracy - 88% achieved Bands 5-8 or above.

While the Year 5 results were lower than expected and lower than the 2009 results, there were unique factors associated with this outcome and it is expected that the 2011 results will show a distinct improvement.



Target 4

95% of students achieving age appropriate levels in the South Australian Spelling Test

At Stanmore Public School each class conducted the South Australian Spelling Test towards the end of Term 4 so that the school could assess whether each student's spelling age was commensurate with their chronological age. This testing data was also passed on to the student's new teacher at the beginning of 2011.

A breakdown of this data showed:

- 69% of the assessed students attained a spelling age above their chronological age;
- 2% of the assessed students attained a spelling age that was on parity with their chronological age;
- 21% of assessed students achieved a spelling age just below their chronological age;
- 8% of assessed students achieved a spelling age well below their chronological age.

The school has reviewed its spelling scope and progression and has allocated some additional time each day to the explicit teaching of spelling skills.

Target 5

95% of Year 1 students achieving SENA 1 and 95% of Year 4 students achieving SENA 2 outcomes

At Stanmore Public School each class in Kindergarten to Year 4 conducted SENA testing throughout the year to assess the numerical development and stage of proficiency of the students. This data was analysed to inform teaching and was also passed on to the respective teachers at the beginning of the 2011 school year to assist in the differentiated planning and grouping for each child.

The data was also considered when assessing the school's progress on this target. The data showed:

- 93% of Year 1 students achieved all SENA 1 outcomes with 7% still working towards them;
- 63% of Year 4 students achieved all SENA 2 outcomes with 37% still working towards them although many of these students had achieved most of them.

A sustained effort on this front in 2011 should see this target achieved at Year 1 level and a significant improvement at Year 4 level. Those students who have not achieved all SENA outcomes will continue to receive additional support.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 Stanmore Public School carried out evaluations of Information and Communication Technology (ICT) and on literacy.

Educational and management practice - ICT

Background

There has been considerable focus and expenditure in recent years in the areas of computers and related technologies, particularly interactive whiteboards.

The evaluation included parent and student surveys and was designed to assess how well the school managed the complexities of technology e.g. budget priorities, communication between parents, staff and students, child protection issues related to the Internet and equity issues.

Findings and conclusions

There was a strong consensus from parents that computer and technology education was of vital importance to their children's future and they supported the school's investment in ICT resources.

100% of students have access to the Internet at home and issues to do with Internet safety and cyber bullying are of some concern to a minority of families. The majority of families believe they are managing this aspect of their children's lives well.

The students indicated they used computers for homework 77%, email 64%, social networking 26% and playing games 88%.

While the overwhelming majority of students reported they had not experienced cyber bullying and would talk to a trusted parent or teacher if they felt concerned or threatened by anything on the Internet or mobile phone, 11% responded that they had been involved in cyber bullying and 8% indicated they would talk to no one if they were alarmed or concerned by anything on their mobile phone or the Internet. These indications were concerning.

Future directions

In 2011, the school will complete the installation of interactive whiteboards to all classrooms and enhance its teaching of computer skills to students. In addition, the school will run parent information sessions on how technology is utilised and taught at Stanmore Public School and safety issues associated with the Internet and mobile phones. The school will also ensure there is ongoing training of teaching staff so they are abreast of the latest technology developments.



Curriculum – Literacy

Background

Following several years when the teaching of literacy has been the main focus of the school management plan, it was important to evaluate how successful the school had been in improving standards and informing the community about the programs that operate in the school and their children's achievements.

Findings and conclusions

The evaluation included student, teacher and parent surveys and an analysis of literacy learning outcomes now compared with five and ten years ago. There was a diversity of views expressed through the surveys, together with some very clear trends and some insights to guide future planning.



Some of the key findings from students were:

- 95% agreed it was important to learn literacy skills;
- 83% agreed their teacher planned reading activities that were interesting and helped them to learn;
- 78% agreed their teacher told them what they needed to work on to improve their reading skills;
- 84% agreed they understood how their teacher assessed their reading to decide if they were ready to progress to the next level.

Some of the key findings from parents were;

- 95% of parents were familiar with the home reading program;
- almost 80% believed the school provided them with ample information to understand the Home Reading Program and the part it plays in the Literacy Program;
- around 80% understood the system of reading levels and how their children progressed through them;
- 90% agreed their child had been given the appropriate instruction to learn to read;

- Only 50% agreed their child's teacher give them clear information about his/her progress.

The general comments provided were overwhelmingly positive about the school's literacy program.

Future directions

In addition to the school's annual literacy information night, the school will investigate ways in which there can be improved communication about the school's literacy program and, in particular, how students' progress in literacy can be more effectively communicated to their parents.

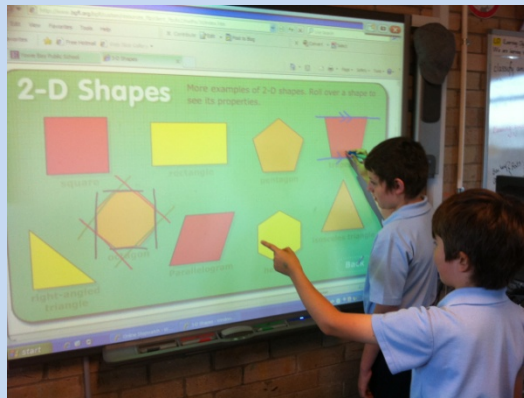


School development

In the three years 2009-2011, the focus areas in the school management plan are literacy and numeracy with ICT having continuing emphasis.

In 2011, teachers will be placing particular emphasis on the development of spelling skills and numeracy skills.

Teachers will further integrate the use of interactive whiteboard technology into their classroom programs.



Targets for 2011

2011 is the final year of a three year plan for Stanmore Public School. Targets for 2011 will be a continuation of those proposed for the period 2009-2011.

Target 1

Increased literacy levels for all students

The literacy targets for 2011 are:

- 98% of students achieving target levels or above in reading as measured by reading records;
- 95% of Year 3 students achieving Band 3 or above in all strands of literacy in NAPLAN assessments;
- 95% of Year 5 students achieving Band 5 or above in all strands of literacy in NAPLAN assessments;
- 95% of students achieving results consistent with their chronological age or above in the South Australian Spelling Test;

- 10% improvement in average growth between Year 3 and Year 5 by those students who achieved Band 6 in all aspects of literacy.

Strategies to achieve this target include:

- analysis of data to identify students in need of learning support, children in need of extension beyond the stage outcomes, and areas of focus for the particular cohort;
 - provision of professional learning for teachers on strategies to increase literacy skills;
 - provision of enrichment programs in reading and writing for our most capable students, including the explicit teaching of advanced skills;
 - increased time spent on the explicit teaching of spelling in class programs K-6;
 - purchase of quality literature and reading resources to support teaching and learning programs.
- Our success will be measured by:
- improved results in reading records K-6 and in NAPLAN in Years 3 and 5;
 - improved spelling results with more students spelling at or above their chronological age;
 - improved results in school-based writing assessments.

Target 2

Increased numeracy levels for all students

The numeracy targets for 2011 are:

- 95% of Year 3 students achieving Band 3 or above in all strands of Numeracy in NAPLAN assessments;
- 95% of Year 5 students achieving Band 5 or above in all strands of Numeracy in NAPLAN assessments;
- 95% of Year 1 students achieving all SENA 1 outcomes;
- 95% of Year 4 students achieving all SENA 2 outcomes;
- 10% improvement in average growth between Year 3 and Year 5 by those students who achieved Band 6 in all aspects of numeracy.



Strategies to achieve this target include:

- analysis of data to identify children in need of learning support, children in need of extension beyond the stage outcomes, and areas of focus for this particular cohort;
- provision of professional learning activities for teachers to improve quality teaching and learning in mathematics;
- further integration of the use of interactive whiteboards to support mathematics teaching;
- development of guided numeracy sessions to better meet the individual needs of students;
- identification of students highly capable in numeracy;
- continued mental agility activities to improve number learning.

Our success will be measured by:

- improved results in SENA 1 and 2 and in NAPLAN in Years 3 and 5;
- improved performance on standardised assessments in mathematics for students in Years 1-6.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

The quotes used in this report were taken from the students of Stanmore Public School

Fran Larkin - Principal

Neil Atwell – Deputy Principal

Claire Mitchell – Assistant Principal

Natalie Lopes – Teacher Representative

Judith Flett – Parent Representative

Allegra Short – Student Representative

Joshua Weston – Student Representative

Daniel Smith – Teacher, Graphic Design



School contact information

Stanmore Public School

Cambridge Street Stanmore

Ph: 9569 1638

Fax: 9550 9542

Email: stanmore-p.school@det.nsw.edu.au

School Code: 7436

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>