



Stanmore Public School

Annual School Report

2011



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OUR SCHOOL *at a glance*

For 127 years, Stanmore Public School has provided a quality education for its students. It now sits in leafy grounds with considerable physical amenities and offers programs that develop all aspects of a student's potential. Academic programs are rigorous and successful and programs in physical education, the creative arts and interpersonal skills ensure that students leave us as well-rounded individuals, confident in their capabilities. There is a strong connection between the school and its community and the students demonstrate the school motto of Loyalty whilst at school and long after they leave.



Students

The students at Stanmore Public School are characterised by their open and friendly manner in dealing with others, their confident acceptance of difference in background and capabilities, and their genuine pleasure in their learning and the opportunities the school offers. They bring wisdom and wit to school every day and reward their teachers with their capacity to rise to each new challenge. The 543 students are fine exemplars of the school's core values of care, respect, integrity, responsibility and endeavour.



Teachers

The teachers at Stanmore Public School bring a happy blend of experience, enthusiasm and diverse talent to the challenge of providing a rich and engaging school experience for all students. Their commitment to the school and its students is evidenced in their out-of-school-



hours support for a broad range of co-curricular programs and high levels of staff retention. The high learning outcomes for students is due in no small part to their creativity in finding ways to help all children learn and their perseverance in pursuing high standards. These qualities and their capacity to enjoy the personalities and endeavours of their students lead to engaged students and happy classrooms.

All teaching staff meets the professional requirements for teaching in NSW public schools.

Messages

Principal's message

In the achievements of our students throughout the 2011 school year, we see all the potential of the human mind and spirit. Through quality education and their own significant endeavours, our students continued to develop these, their greatest attributes.

Their achievements are considerable and their potential is great. With effort, they can do whatever they want to do and be whatever they want to be. With self-belief, nothing is beyond them. They abound with character and the best of the human condition - caring and kind, witty and wise, warming their teachers with their insights and humour – resilient, generous and irrepressible. It is our duty as educators to ensure their belief in their own potential and their optimism for their future sustains.

Our students are well rounded individuals because that is how we have prepared them. They have ideas and can present them persuasively – with

confidence and reason. They are creative – they write imaginatively and with a fine turn of phrase. They are artistic and musical. They can act and sing and dance. They play sport and win and lose equally well. They speak another language, play chess and care for themselves at camp. They are the product of a strong and unifying public education system.



Education's greatest resource is its teacher and I pay tribute to the work and dedication of my staff in 2011. They continued to be amazing.

The year was greatly enhanced by the generous and sustained support of our parent community and I look forward to their continued support in 2012.

I extend my best wishes to the students and families who left us at the end of 2011. The school was richer for journeying with them along the way. May our paths cross again.

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



P & C message

2011 was another wonderful year at Stanmore Public School. The range of opportunities for students beyond the framework of the formal curriculum is breathtaking. This is due to the dedication and commitment of the Principal, Fran Larkin, and her staff. They have created a vibrant and child centred environment, pulsing with energy, enthusiasm, creativity and vision. The P&C is privileged to be a partner in this endeavour.

The P&C continued to be active and successful in 2011, both in raising funds and building community bonds with enjoyable activities.

The major disbursements of funds raised in 2011 by the P&C were:

- \$22,000 to complete our commitment of several years to assist in the purchase of interactive whiteboards for every classroom;
- \$8,000 for outdoor furniture to be installed in the new library precinct;
- \$6,300 to grant \$300 to every class for the purchase of teaching equipment;
- \$2,500 for a new concert grade drum kit and a set of twelve African drums;
- \$2,500 to assist in equipping the two new classrooms above the new library.

The P&C continued to promote the Building Fund. This Fund allows donors to receive a 100% tax deduction for their donation. Families, businesses and friends of Stanmore are encouraged to take advantage of this well established, tax effective avenue of support for the school.

During 2011, the P&C put processes in place to keep the P&C page on the new website up to date; to increase the availability of online payments for community convenience; and to encourage the use of the central email address. The website is yet another way that the P&C tries to maintain close contact with the school community. We

were grateful to several dedicated parents for their expertise in relation to the website.

As the new library precinct grew within the grounds, the action packed calendar continued on. Highlights included the K-2 disco; the Easter raffle; the BNO (Big Night Out); and the Election Day BBQ with jumping castle and other attractions.

The second hand clothing stall sold pre-loved uniforms and house colour t-shirts, providing a wonderful service to families and raising over \$2,000 for the school.

The P&C was just one of the many ways families extended their involvement in the life of the school. As well as the calendar of events throughout 2011, the P&C welcomed new volunteers and supporters, consulted with the school community on a number of issues, assisted on staff selection panels, ratified a code of conduct and maintained transparency in its conduct of meetings and finances.

The intention for 2012 is to direct fundraising efforts to support the school's success in gaining a grant from the Stephanie Alexander Kitchen Garden Program.

Stanmore Public School represents a formidable team, made up of a deeply professional staff, a committed community of families and supporters, and, of course, all the bright sparks who are the students. This is our school motto Loyalty in action every day. The outgoing executive and volunteers deserve our appreciation and congratulations on the work and effort they have given to the school over the years and we wish new P&C volunteers every success.

Judith Flett

P&C President

Student Representative's message

Schools are a place where young people like us come to learn, to play and to grow. In this report you will find many charts and graphs that map in fancy ways how Stanmore students perform academically but we would like to take this opportunity as students to tell you what makes Stanmore Public School a special place for us.

One of the inspiring things about Stanmore is that it encourages and helps us to express ourselves in a myriad of ways. And we all just love expressing ourselves!

There is our Year 6 and Year 5 debating teams. In 2011, both teams did very well, with the Year 6 team progressing to the finals. We have our Sydney Regional Dance Group, comprising any senior students willing to join. Apart from our compulsory music program, we also have our school band, choir, string ensembles and recorder ensembles. In 2011, the school choir and the recorder ensembles performed at the Sydney Opera House.

Stanmore also has a drama program that not all schools offer. Every year we have our annual Stanmore Showcase where every class from Kindergarten to Year 6 get to plan and rehearse a performance. Then, after months of hard work, they perform in front of their parents and friends in a proper theatre at Carriageworks. It's a great experience for everyone and lots of fun! Children can also participate in Wakakirri, which is a dramatic arts story telling competition that Stanmore enters every year. This year our Wakakirri film came third with their film: Bieber Fever and also won the Best Acting Award.

Stanmore is also very lucky to have author Deborah Abela working at our school library. We have a book club that is on one lunch time a week and we also have our creative writing

workshop with her. In 2011, students from Stanmore were selected to go to Admiralty House, the Sydney residence of the Governor-General, Her Excellency, Ms Quentin Bryce, for the Sydney Writers Festival Children's Writing Workshop where they met different authors and had afternoon tea with the Governor-General and the authors.

We have our philosophy sessions every week where classes discuss life's great conundrums and other topics of importance, such as "bullying". Stanmore has a very strong anti-bullying policy and we all try to stop bullying if we see it. At Stanmore we also have a firm belief in tolerance and acceptance of the community living and functioning around us.

We also have our community languages: Greek and Mandarin. Students are able to choose which one they would like to learn the day they start school. Learning a different language helps give us a wider awareness of, not just our community, but the rest of the world. As students, our teachers are faced with the wonderful, though sometimes frustrating, job of teaching us values. Our school motto is Loyalty and we follow it every day through our friendships, sport and academia.

As school captains, we were very proud to have lead Stanmore through the very productive and full year that was 2011, what with our new library being built and the Stephanie Alexander Kitchen Garden program beginning.

Stanmore Public School is a wonderful school and it has been a pleasure to be here.

Mia Evans Rorris and Callum Bain

School Captains 2011

SCHOOL CONTEXT

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

In 2011, at the time of the annual census of students, Stanmore had an enrolment of 525 students. The following table illustrates the growth in total school enrolment between 2007 and 2011.

"Stanmore is a wonderful school filled with dedicated teachers, respectful children and excellent extra-curricular activities."

Student Enrolment between 2007 and 2011

	2007	2008	2009	2010	2011
Male	256	258	252	254	274
Female	221	248	240	261	251

Student attendance profile

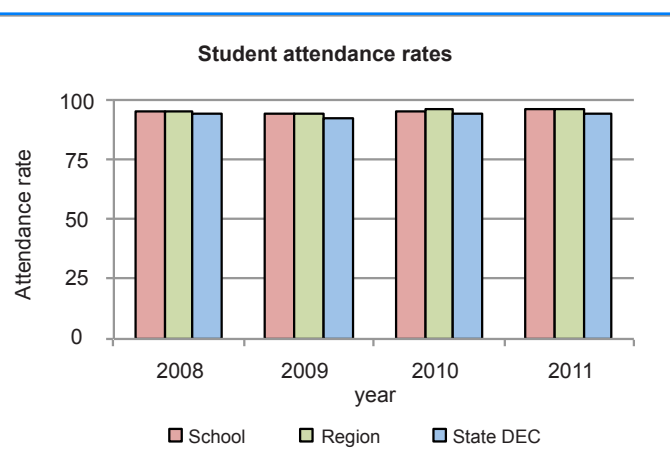
Student attendance has been relatively steady at Stanmore Public School in recent years with a small improvement since 2010. The attendance rates are better than state and regional levels and this can be attributed to the importance families place on their children's education and to the students' engagement with the learning programs and opportunities provided by the school.

Student Information



Management of non-attendance

Stanmore Public School has an attendance policy in line with government regulations. The relationship between regular attendance at school and successful learning is emphasized in communications with families and student report cards report on attendance and punctuality, along with all other aspects of learning. Records of all absences, both partial and whole day are kept and checked for patterns of low attendance. When these patterns are identified, the school works with families to improve attendance and, if low attendance continues, the case is referred to the Home School Liaison Officer.



The vast majority of parents and students are to be commended on maintaining a high student attendance rate of 95.9%

Regular and punctual attendance is critical to student achievement.

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 following table shows class sizes at Stanmore Public School at the time of the 2011 class size audit.

Stanmore Public school - 2011 Class Sizes

Roll Class	Year	Total per Year	Total in Class
KE	K	22	22
KF	K	22	22
KG	K	21	21
KR	K	21	21
1/2B	1	9	23
1M	1	23	23
1P	1	21	21
1TA	1	23	23
1/2B	2	14	23
2C	2	21	21
2S	2	23	23
3B	3	24	24
3C	3	21	21
3N	3	21	21
4H	4	29	29
4L	4	29	29
4S	4	31	31
5/6M	5	9	31
5H	5	28	28
5S	5	29	29
5/6M	6	22	31
6K	6	30	30
6P	6	31	31



Structure of classes

Stanmore Public School formed twenty-one classes in 2011. The classes were all parallel, mixed ability groupings. The school considered academic performance, application, learning and special needs, social needs, and gender ratio when forming the class groups. Two multi-grade classes were formed because enrolment numbers did not allow full classes of a single grade to be formed.



SCHOOL CONTEXT

Staff Information

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

Staff retention at Stanmore Public School is high, with most staff staying more than five years. This stability supports program continuity and helps create a sense of community. The majority of those who leave the school do so because of retirement, promotion or maternity leave. In 2011, staff retention was assisted by the promotion of two experienced Stanmore teachers to the role of assistant principal within the school and the confirmation of permanency for some long-term temporary teachers.

Staff establishment

Position	Number
Principal	1.0
Deputy Principal	1.0
Assistant Principal(s)	4.0
Teacher of Community Language	1.2
Classroom Teachers	17.0
Teacher of Drama	0.8
Teacher of Music	0.8
Teacher of Reading Recovery	0.42
Support Teacher Learning Assistance	0.6
Teacher Librarian	1.0
Teacher of ESL	0.8
Counsellor	0.4
School Administrative & Support Staff	7.0
Total	36.02



"The teachers are so passionate about teaching, they are so helpful, encouraging, and very talented."

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	20

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

There was one Indigenous teacher on the staff at Stanmore Public School in 2011.

Financial summary

The summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of Financial Summary	30 / 11 / 2011
Income	\$
Balance brought forward	396 887.37
Global Funds	483 614.60
Tied Funds	2 725 216.08
School and Community Sources	546 786.38
Interest	31 754.78
Trust Receipts	376.00
Canteen	0.00
Total Receipts	3 786 995.84
Total Funds Available	4 183 883.21
Expenditure	
Teaching and Learning	
Key Learning Areas	145 468.31
Excursions	222 469.60
Extracurricular dissections	89 881.39
Library	8 503.44
Training and Development	19 135.95
Tied Funds	2 368 084.69
Casual Relief Teachers	75 773.74
Administration and Office	314 441.60
School-operated canteen	0.00
Utilities	81 199.25
Maintenance	33 467.08
Trust Accounts	7 930.61
Capital Programs	6 019.81
Total Expenditure	3 372 375.47
Balance Carried Forward	811 507.74



The large amount in Tied Funds represents funds transferred to the school for the building of the new library and two classrooms as part of the Building the Education Revolution (BER) program as the school self-managed this project. The larger than usual balance carried forward represents funds for the completion of this work early in 2012.

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



Philosophy

Philosophical discussion continued as an innovative component of the learning program at Stanmore Public School. Through philosophy children develop the capacity to:

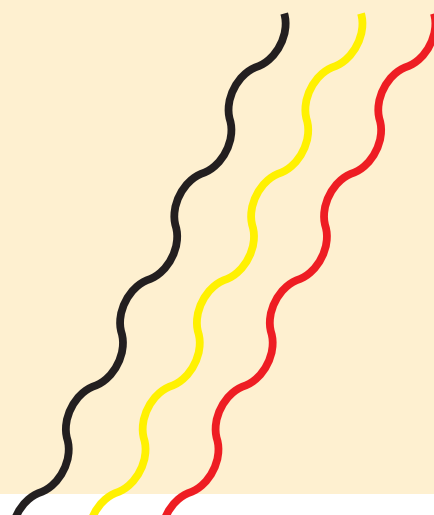
- think critically and creatively when considering complex ideas and solving problems;
- explore and discuss differences and disagreements reasonably, using examples;
- communicate complex thoughts effectively;
- learn to think for themselves and make responsible, well-considered judgements;
- develop care and concern for others in the way they express their thoughts and ideas.

Within the framework of a community of inquiry, students share and build upon each other's' ideas constructively. They explore thoughts and ideas together and develop habits of listening to each other and trying to understand alternative points of view. They are positioned as part of a cooperative community, within which they participate in discussion that is ordered, rigorous and purposeful.

In 2011, new learning teams were set up to train all new staff on the teaching of Philosophy K-6 and there was revision of methodologies for trained staff to ensure confidence in planning and delivery of philosophy sessions so as to maintain a strong coherent program across the school.

Two additional staff members gained their Teaching Philosophy Level 2 accreditation through attending a week-long training program over the Christmas vacation. This gives them the status of teacher educator and enables them to run training sessions for new staff in future years and assist those new teachers to gain their Teaching Philosophy Level 1 accreditation.

Significant programs and initiatives



Peer Support

During Semester 1, all Year 6 students played an important role as buddies for the new Kindergarten students. They worked with the new student, to assist in their transition to school and develop their confidence.

Year 6 students also trained as Peer Support leaders at the beginning of the school year. This training helped them to be good buddies for Kindergarten students and developed the leadership skills necessary to run the Peer Support Program in Term 1. Following training, the Year 6 students took responsibility for leading a group of approximately 6-8 students ranging in ages from 5 to 11 years of age. They led activities focussed on anti-bullying strategies and developing positive respectful relationships with their peers.

One of the most pleasing aspects of this program was the growth in the interpersonal and leadership skills of the Year 6 students and the empathy and care they showed for their young charges, both in the Peer Support sessions and around the school generally.

Camping

In 2011, camping continued to be an integral part of the school's commitment to developing personal and social responsibility, leadership and interpersonal skills, and to promoting independence and resourcefulness in students. Almost all students in Years 1 through to year 6 participated in this highly enjoyable and much anticipated program.



Otherwise known as overnight excursions, camps are learning experiences linked to school-based learning, but which include responsibilities and activities that develop children's self-reliance.

Each Stage attended a different venue and all venues provided the opportunity to explore a different environment. Stage 1 went to Vision Valley near Arcadia for two nights and three days. The weather was hot and children enjoyed all aspects of the experience, particularly the "Water Slide". The six and seven year olds came away with an enhanced sense of independence.

Stage 2 went to the Sport and Recreation Centre on Milsson Island in the Hawkesbury River. This was one of the highlights of the year for students



in Years 3 and 4, with new experiences for many including fishing, orienteering and "Aboriginal Games". The experience helped to strengthen relationships between students and with teachers.

Stage Three went to the Blue Mountains and the Bathurst region to consolidate their work on the Gold Rush and Rainforests. In addition to this, the students enjoyed abseiling, rock-climbing, orienteering and driving around Mt Panorama raceway in a bus. This experience provided three days of non-stop hustle and bustle as the students explored many of the educational opportunities



offered by the Bathurst district. Students and teachers returned in need of a good night's sleep!

Over many years, the school's camping program has proven to play a major role in building a close knit student community and assisting new students to integrate happily into the school. It also provides a means of teachers developing greater knowledge and understanding of their students, their interests and their capabilities.

Multicultural Education

Stanmore is committed to ensuring all students are aware of the diverse, multicultural nature of our society and are able to show empathy and understanding towards others. Multicultural perspectives are incorporated across a range of learning programs, particularly in philosophy, literature and Human Society and Its Environment.

The students are encouraged to express and share their individual cultural heritage within a cohesive and harmonious school with a commitment to the basic structures and values of Australian Democracy.



Around 35 % of students have a parent or grandparent who was born overseas although almost all students have been born in Australia. Nevertheless, many retain links to their cultural heritage through speaking the family's first language, bringing cultural dishes to school for special occasions and travelling overseas to visit the "old country".

In 2011, some multicultural highlights were:

- the English as a Second Language (ESL) teacher targeting first and second phase learners of English to support small groups of identified students from each year to develop their reading and writing skills in English.



- all students learning either Greek or Mandarin language as part of the Community Languages Program, with native speakers received additional lessons;
- Harmony Day, when the school community celebrated both diversity and togetherness. It began with cultural dress and a Harmony Day ceremony, where the community was entertained by the school Choir, the school band and the teacher's ukulele club. It concluded with multicultural picnics, where students enjoyed delicious foods from all over the world.

"Stanmore has dedicated teachers, kind students and many fun extra curricular activities. To me Stanmore couldn't get any better."

Respect and Responsibility

In 2011, the school continued to work and build safe, supportive, respectful and inclusive environments for every member of its community. To this end, there is a consistent emphasis on the core values of care, respect, integrity, responsibility and endeavour. These were woven through philosophical discussions, school assemblies, student welfare and disciplinary practices, classroom programs and relationships. A weekly social skills program reinforced these messages.



THE CORE VALUES FOR THE SCHOOL ARE:

CARE:

for self and concern for others;

RESPECT:

for individual dignity and worth;

INTEGRITY:

through sound judgement and ethical conduct;

RESPONSIBILITY:

to make a positive contribution to the school and broader community;

ENDEAVOUR:

to persevere and achieve one's best.

Students are given a wide range of roles and responsibilities to allow them to grow towards and demonstrate these values.

Student achievement in 2011

Academic

While regular assessments of literacy and numeracy performance show some fluctuations between different student cohorts, the overall trend is one of steady improvement in student learning. This trend is the result of a reflective staff using the data to fine tune teaching practice and school planning. The success of this approach is evidenced in the school's NAPLAN results and it has been achieved without narrowing the school's broad and rich curriculum.



"In Maths and English and the other subjects you learn so much you feel like your head is about to explode."

Student achievement continued to impress in 2011.

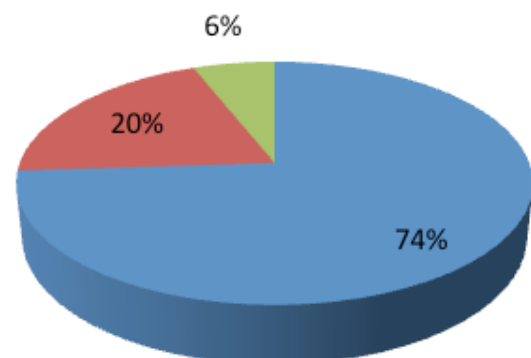
The students responded to the broad range of curriculum options by achieving in sporting, artistic and interpersonal fields, in addition to the basic skills of literacy and numeracy and the key learning areas of history and science.

Literacy – Reading Levels K-6

Throughout 2011, student progress in reading was monitored through regular reading records and accuracy, fluency, comprehension and self-correction were all assessed. In November, the reading records showed that 74% of students K-6 were working above target levels in all these aspects of reading, 20% were working at target levels in all areas and 6% were working below target levels in one or more of these areas.

Reading Results November, 2011

■ Above Target ■ At Target ■ Below Target



Numeracy

Competence in Numeracy skills is a focus in all classrooms. In 2011, a scope and progression plan was developed to ensure students followed a continuum of specific learning outcomes from Kindergarten to Year 6.

Learning experiences in mathematics centred on practical, hands-on learning activities for whole class, small groups and independent work utilising concrete materials.

Teachers used a variety of assessment strategies to identify student progress and achievement.

"There is a great variety of extra curricular activities such as sport, after school drama, choir and many more."



"Stanmore Public School allows me to have many different interests in performing arts, academic opportunities and sporting opportunities."





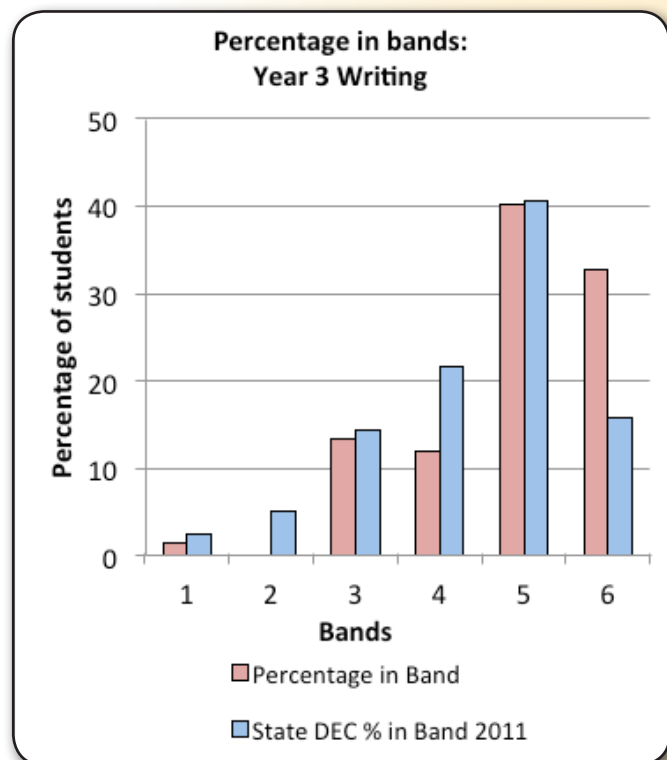


NAPLAN - YEAR 3

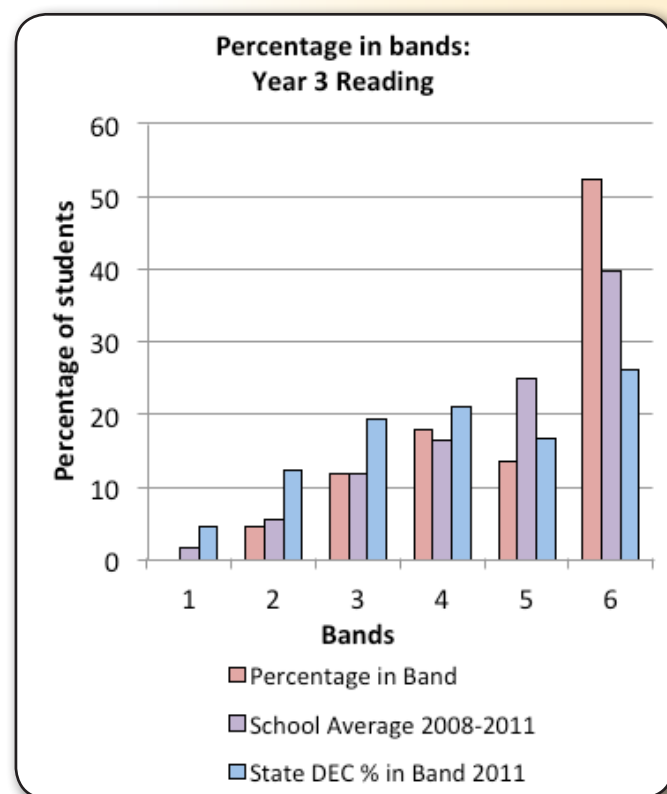
Literacy

The literacy component of NAPLAN assesses Reading, Writing, Spelling, and Grammar and Punctuation. In 2011, a total of 68 Year 3 students sat the NAPLAN literacy test. The results indicated that:

- in all areas of literacy, Stanmore Public School students performed well above the state and Sydney Region;
- the school's average improved in all areas of literacy over 2010 performances;
- the percentage of students achieving the top skill band increased in all areas of literacy from 2010;
- reading continues to be the area of greatest success for Stanmore Public School students, undoubtedly due to the well-developed intervention programs for reading, the strong support of parents for the home reading program and the dozens of classroom reading volunteers who provide invaluable reading practice for early literacy learners.



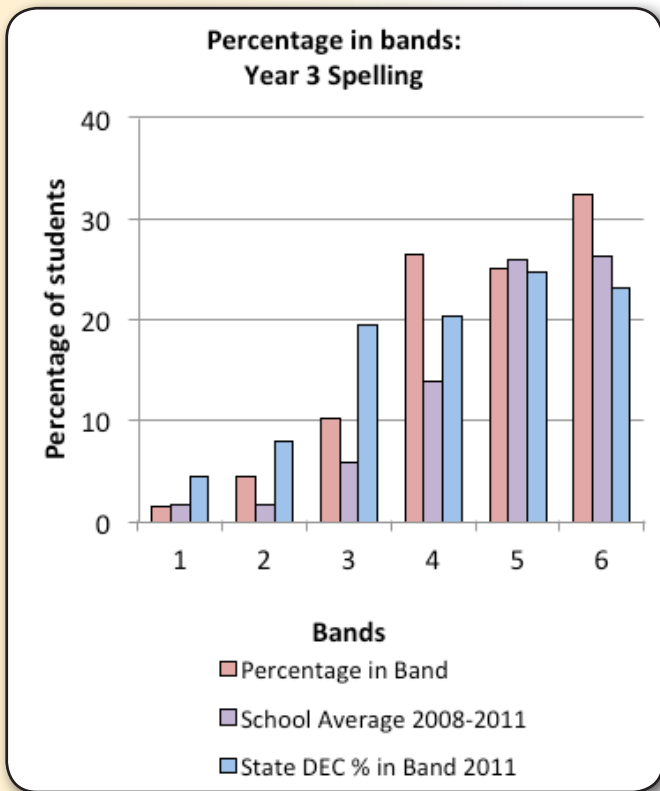
In writing, 32% of students achieved the top skill band compared with 27.3% in 2010, with just 1.5% of students in the lowest skill band.



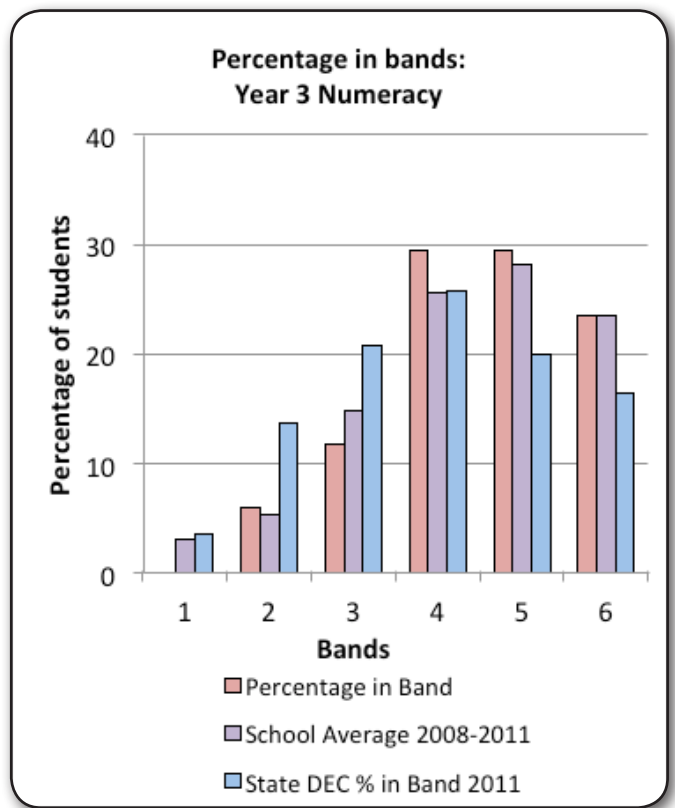
In reading, 52.2% of students achieved the top skill band compared with 34.8% in 2010 and there were no students in the lowest skill band.

Numeracy

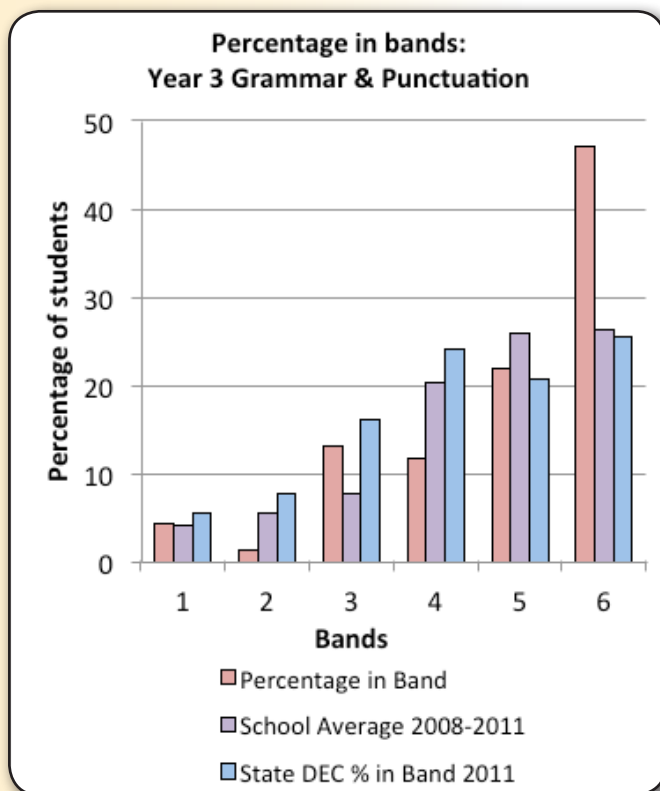
The numeracy component of NAPLAN assesses data, space and geometry, patterns and algebra, measurement and number. In 2011, a total of 68 Year 3 students sat the NAPLAN test in Numeracy. The results showed that the school's overall numeracy in Year 3 had improved and the percentage in the top band increased.



In spelling, 32.4% of students achieved the top skill band compared with 19.3% in 2010 and there were no students in the lowest skill band.



The percentage of students achieving the top skill band in numeracy increased to 23.5% in 2011, up from 16.9% in 2010.



In grammar and punctuation, 47.1% of students achieved the top skill band compared with 30.7% in 2010, with 3.1% of students in the lowest skill band.

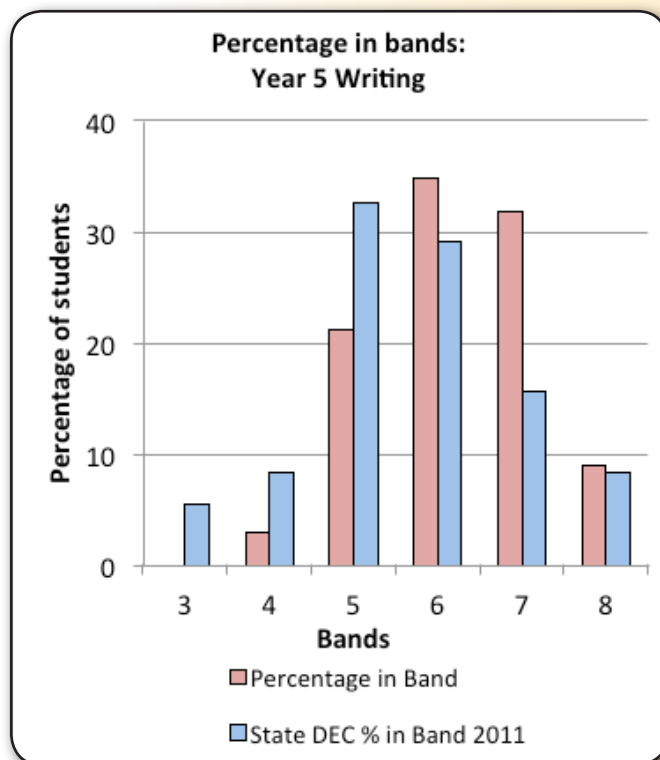
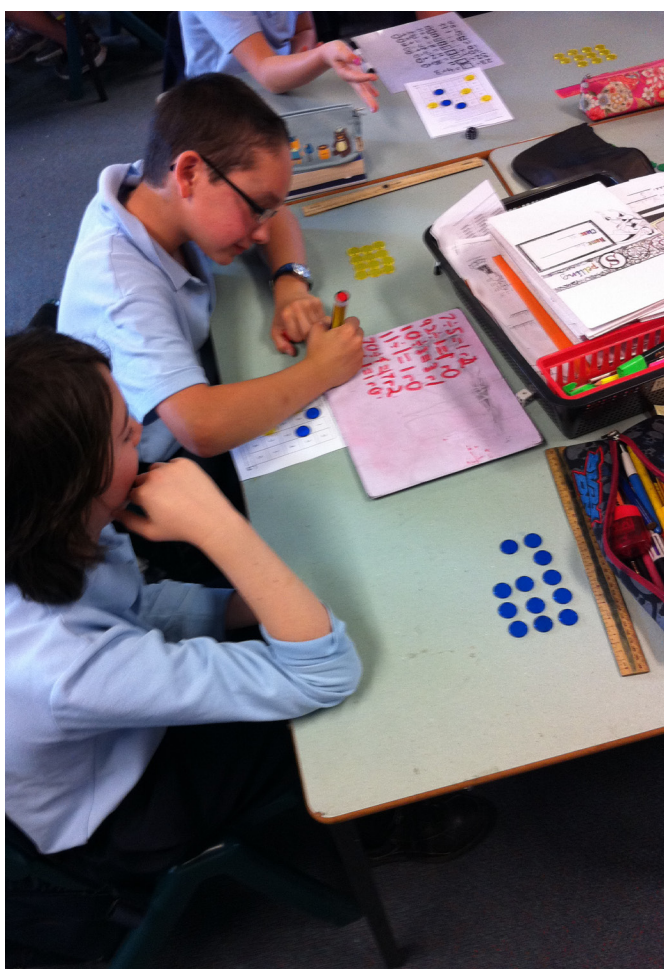
"I have been to 3 schools over my childhood and none of them can compare to Stanmore Public School."

NAPLAN - YEAR 5

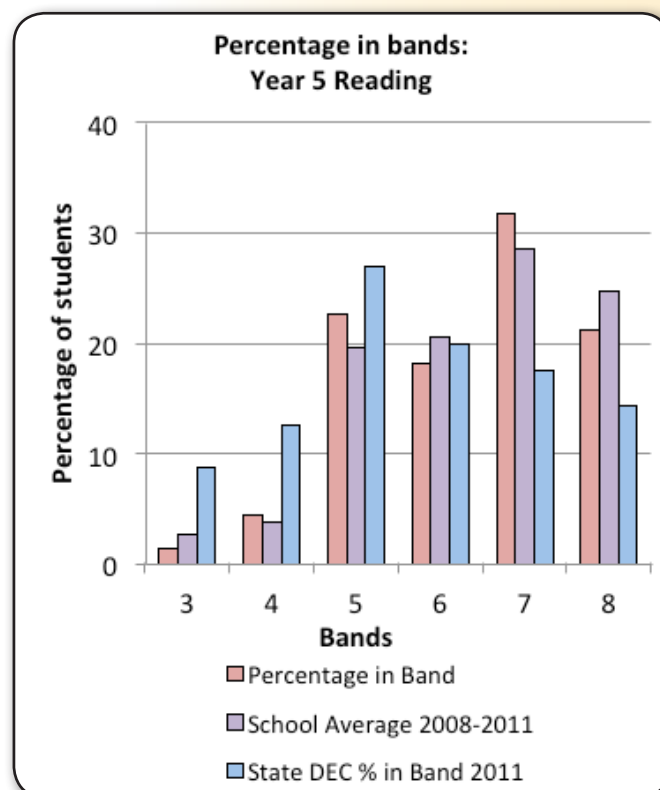
Literacy

In 2011, a total of 66 Year 5 students sat the NAPLAN test in Literacy. The results indicated that:

- Stanmore Public School students performed well above the state average, with the average school mark at 529.9 compared with 492.5 for the state;
- Stanmore students performed above stage and Sydney averages in all strands of literacy (reading, writing, spelling, grammar and punctuation);
- The percentage of students in the top skill band increased in spelling and grammar and punctuation, remained steady in writing and decreased in reading.



In writing, 9.1% of students achieved the top skill band, with no students in the lowest skill band. There was no comparison with the previous year because of the change in text type.

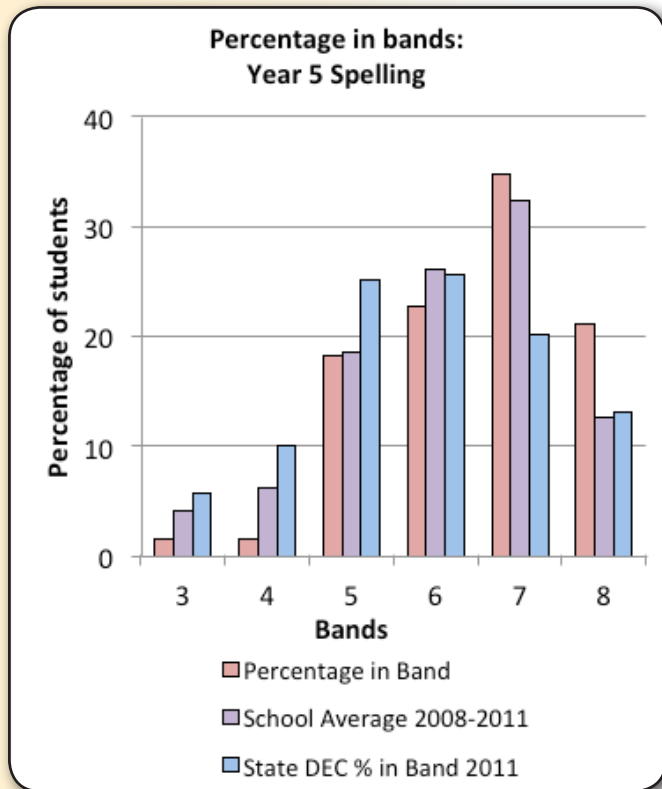


In reading, 21.2% of students scored in the top skill band compared with 30.3% in 2010.

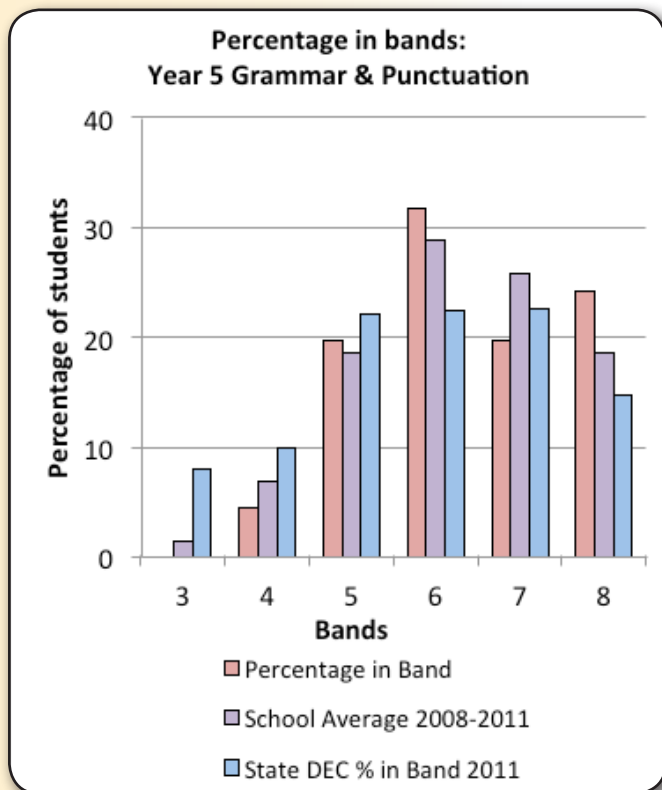
Numeracy

The numeracy component of NAPLAN assesses data, space and geometry, patterns and algebra, measurement and number. In 2011, a total of 66 Year 5 students sat the NAPLAN test in numeracy. The results indicated:

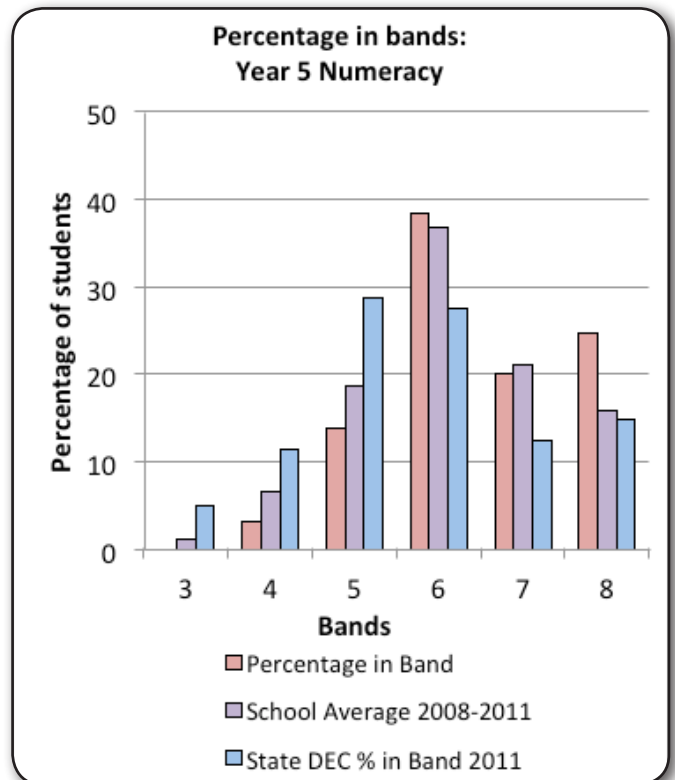
- The school's results improved significantly;
- the school average was 532.4 compared to the state's 495.9;
- there were no students performing in the lowest skill band;
- the percentage of students achieving the top skill band increased.



In spelling, 21.2% of students achieved the top skill band, up from 9.1% in 2010, and there were 2.6% of students in the lowest skill band.



In grammar and punctuation, 24.2% of students achieved the top skill band, up from 15.6% in 2010, and no students in the lowest skill band.

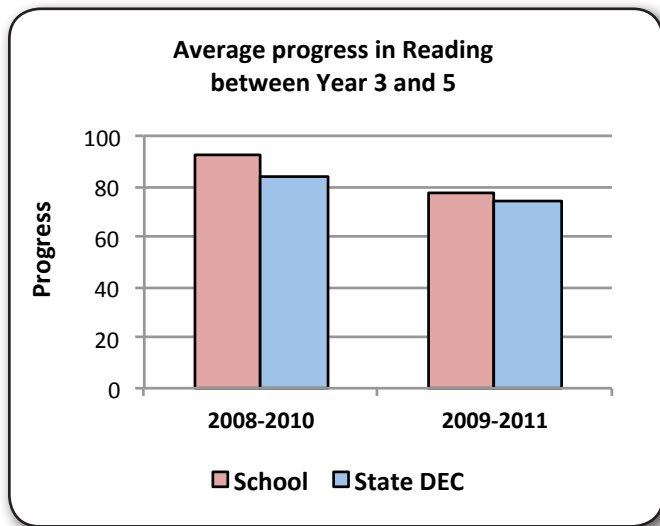


The percentage of students achieving the top skill band in numeracy increased to 24.6% in 2011, up from 14.5% in 2010.

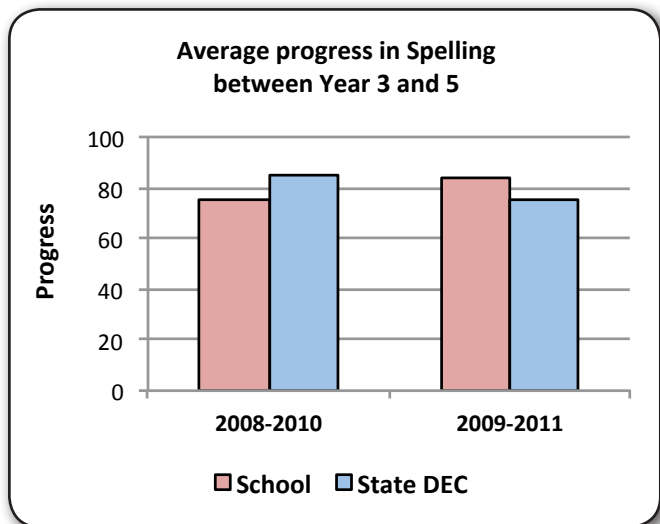
NAPLAN - PROGRESS

Progress in Literacy

A key feature of NAPLAN Test data is the capacity to identify the growth in each student's performance between Year 3 and Year 5.

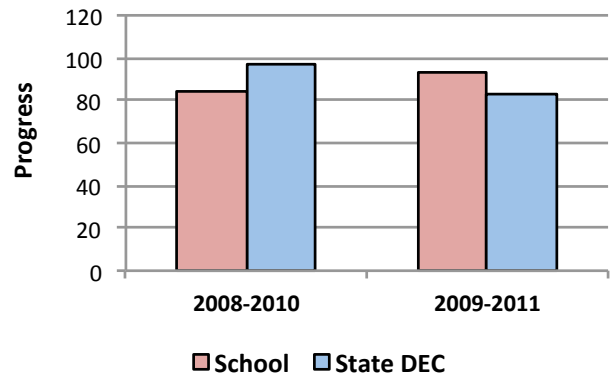


The average growth in Reading was 77.9 points compared with 74.0 points for the state.



The average growth in Spelling was 83.9 units compared with 75.4 for the state.

Average progress in Grammar & Punctuation between Year 3 and 5

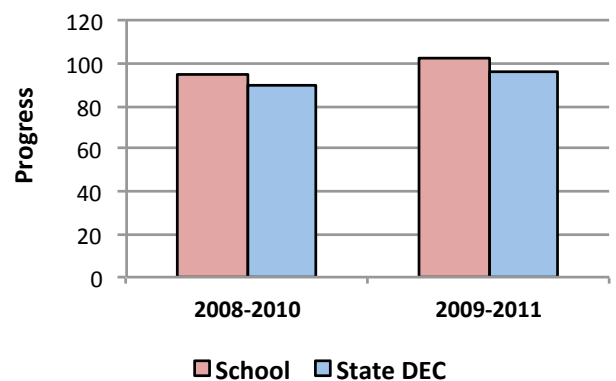


The average growth in Grammar and Punctuation was 93.3 points compared with the state's 82.7.



Progress in Numeracy

Average progress in Numeracy between Year 3 and 5



The growth for year 5 students in Numeracy was 102.7 units compared with 95.8 units for the state average growth.



Minimum Standards

The Commonwealth Government has set minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students at Stanmore Public School in NAPLAN was compared to these minimum standards and the percentage of students achieving or exceeding these standards is reported in the following tables.

Overall Stanmore Public School students perform well in relation to these standards.

Minimum Standards data for Year 3

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	98.5
Spelling	98.5
Grammar & Punctuation	95.6
Numeracy	100.0

In 2011, 100% of Year 3 students at Stanmore Public School achieved or exceeded minimal national standards in Reading and Numeracy. In the strands of Spelling and Writing, 2% or less of our students were below national expectations.



I just love my school so much because it offers an incredibly broad range of activities.



Minimum Standards data for Year 5

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	98.5
Writing	100.0
Spelling	98.5
Grammar & Punctuation	100.0
Numeracy	100.0

In 2011, 100% of Year 5 students at Stanmore Public School achieved or exceeded minimal national standards in punctuation and grammar, Writing and Numeracy. In the other Literacy strands of Spelling and Reading only 1.5% or less of our students are below national expectations.

School Performance 2011

In 2011, Stanmore Public School produced an impressive array of outstanding achievements across a range of educational and extra-curricular activities.

The Arts

The creative arts continued to be a dynamic and vital part of Stanmore Public School in 2011 with all students participating in weekly drama, music and visual arts lessons.

In addition, the music ensembles in the school continued to flourish with 25 students in training band and 20 students in concert band, as well as more than 50 students who participated in strings, guitar, rock band and recorder ensembles. The school choir also boasted large numbers, with over 50 students.

The drama and dance programs remained strong in 2011, with over 150 students involved in the Wakakirri, the national story-telling competition, in the dance and film sections, as well as talented students participating in Create East and the Sydney Region Drama Camp. And all students performed in the annual school Showcase.

Some highlights in the arts in 2011 were:

- The recorder ensembles performed at the Sydney Opera House as part of the Department of Education's Festival of Instrumental Music;
- The Training band, Concert band and Choir performed at the Kegworth Fair.
- The music department ran a combined band workshop with Newtown Public School;
- 18 students participated in the combined choir section of School Spectacular.
- 15 gifted and talented performing arts students in the areas of drama, film, choir and band were selected for the three day workshop and concert of Create East;
- Two students were selected for the Primary Schools Drama Ensemble and performed at the State Drama Festival;
- The two senior drama

ensembles competed in the Sydney Eisteddfod – the McDonalds Performing Arts Challenge, and won Highly Commended 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;



- The school's junior dance ensemble performed at Wakakirri – the national story telling competition with a piece titled The Beginning of the End of the Beginning and won a Highly Commended placing;
- The school's senior film ensemble creating a short film entitled Bieber Fever for the Wakakirri Film Competition and won equal Third place in the National Finals as well as The Actors Award for the best acting in a primary school short film;
- All students performing at Carriageworks theatre in the school's annual performing arts showcase. Showcase 2011 was the celebration of Twenty Years of Showcase and it produced an entertaining variety of song, drama and dance pieces enjoyed by a sold out house of family and friends;
- The music ensembles performed to parents, friends and students at A Night of Music in December;



- The music committee presented a detailed outline of all successful music programs and ensembles operating at Stanmore to inform the community and promote these programs;
- Six talented drama students in Years 4-6 attended the Primary Region Drama Camp for three days at the Seymour Centre;
- The P&C committee purchased a new drum kit and set of African Drums for the music department.



ICAS - International Competitions and Assessments for Schools

Stanmore Public School continued to participate in the ICAS program run by the University of NSW. The competitions in several key learning areas were open to students in Years 3-6 and many Stanmore students achieved outstanding results.

- 90 students competed in Mathematics, achieving 1 High Distinction, 5 Distinctions, and 30 Credits;
- 79 students competed in English, achieving 10 Distinctions and 23 Credits;
- 62 students competed in Computer Skills, achieving 1 High Distinction, 7 Distinctions and 11 Credits;
- 63 students competed in Science, achieving 1 High Distinction, 7 Distinctions and 17 Credits;
- 83 students competed in Spelling, achieving 1 High Distinction, 8 Distinctions and 21 Credits. One student won the ICAS medal for achieving first place in this competition.



Student Representative Council

The 2011 student executive worked hard to create change within the school community by acting on behalf of their peers and proposing initiatives to make Stanmore Public School even better. They initiated weekly announcements focusing on social skills and caring for our playground, as well as acting on the suggestions of their peers and ensuring student toilets and facilities were well cared for and maintained. They monitored eating time at lunch, ensuring that all children placed their waste in bins and that they were wearing a hat whilst in the playground. They developed a reporting system to allow teachers to know if a student in their class was not following lunchtime protocols.

The student executive successfully ran several assemblies and special services including ANZAC Day, Harmony Day, Remembrance Day and the Stanmore Public School Presentation Day. They also ran several fundraisers, supporting charities including the Cancer Council, Mission Australia and the Make a Wish Foundation.

School Performance 2011

Sport

At Stanmore Public School, students are provided with opportunities in sport at school, region, state and national levels. The school programs focus on participation, enjoyment, fair play, skill-development and excellence in performance.

The school expects all students who represent the school to compete in keeping with the ideals and expectations outlined in our Sporting Code of Conduct.

The following sports were on offer during 2011 for our students to experience - cricket, softball, soccer, netball, Oztag, Australian Rules, swimming, athletics, cross-country, tenpin bowling, hip-hop dance, taekwondo, basketball, gymnastics, touch-football, aerobics and tennis.

Children in Years 2 - 6 participated in three school carnivals - swimming, cross-country and athletics. The four Stanmore Sport Houses (Bradman, Thorpe, Fraser and Freeman) competed for the aggregate Shields at each of these major carnivals and 2011 proved to be a most competitive year, with very few points separating the four houses at each of the three carnivals. Thorpe won the Swimming and Athletic Carnivals while Bradman won the Cross Country. The carnivals were well supported by both students and the school community. Many students progressed to represent the school and district in swimming, cross-country and athletics.



Sporting successes in 2011 also included:

- In Primary Schools Sports Association (PSSA) sport competition, the school fielded skilled and competitive teams in cricket, softball, netball, Oztag, soccer and Australian Rules and these teams performed with distinction in their competitions, finishing with a comfortable win/loss ratio and positive feedback on good sportsmanship;
- The girls and boys cricket teams were successful in winning their section of the district Milo Cup and went on to represent the Balmain District at the regional final, where boys team was placed second at the Sydney Regional Final and earned the distinction of playing at the Sydney Cricket Ground in the NSW State championships where they performed with determination, pride and skill;
- in PSSA Oztag, the senior team won first place in their competition and the junior team were runners-up in their competition;
- three of the five netball teams gained a top three placing and the B team finished as runner-up;
- many students represented the district in regional trials for cricket, netball, soccer and touch football;
- The school celebrated sporting achievements at its annual presentation day, presenting a sporting Blue in each sport played and announcing boys and girls junior and senior shorts champions for the year.

The school also supported the professional development of teachers in sport and physical education. This growth in sporting expertise within the school led to Stanmore Public School teachers undertaking the roles of district PSSA convenors for cross-country, Oztag, softball, and netball.

Chess

Chess Club operated each Monday afternoon in 2011. After learning the skills of the games, a number of students were chosen to represent the school in the interschool chess competition on Friday afternoons. The rookie players improved significantly over the course of the completion and notched up some wins.

Late in Term 3, the school held the school chess championship and, after five tense rounds of competition announced the age winners for the year. This competition helped the school to select a team for the National Interschool Chess Championship held in Melbourne at the end of November.

A relatively inexperienced team of Year 2, 4 and 5 students enjoyed their experience greatly with all students recording at least one win in seven rounds of fiercely contested chess. If these students continue to play, they will be even more formidable in future years.



Public Speaking and Debating

The public speaking and debating program in 2011 provided the students with the opportunity to develop and enhance their communication skills and confidence, whilst developing their critical thinking capabilities. Both subjects sparked a lot of enthusiasm and excitement within Stages 2 and 3.

Public speaking featured in Stage 2, with an in-class competition leading to a speak-off between the class champions and runners up. This process prepared students for the NSW

Multicultural Public Speaking Competition. The winners from the school competition went on to represent the school in this competition, where they were required to give both a prepared speech and an impromptu speech.

Both students were exceptional in their prepared speech, presenting mature, insightful and knowledgeable arguments. One of our students won the competition and went on to represent the school at a regional level. Later in the year, the same student won the Wilkins Sydney Region Public Speaking Competition and went on to be a competitive participant at the finals.

In Stage 3 the focus changed to debating. Students in Years 5 and 6 participated in the Principal's Debating Challenge, where the skills and knowledge needed to be successful debaters were developed. Then students auditioned for the school's representative Year 5 and Year 6 debating teams. The talented speakers selected for the teams, competed against other local schools and progressed to the final rounds. The Year 5 team were proud of their achievement



in making it to the semi-finals in their first year of representative debating and the Year 6 team went all the way to the grand final. Both teams demonstrated outstanding knowledge, oratory and rebuttal skills.



Progress on 2011 Targets



As part of its strategic planning process, the school established some targets for overall school performance for the three years ending in 2011. The following summary outlines how the school performed in relation to those targets. The school targets relate to student learning levels.

Target 1

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

In November 2011, the school completed reading records on all students K-6. The records were analysed for accuracy, fluency, self-correction and comprehension. This process showed which students were reading at or above target level and which students had still not achieved the target level for their year of school.

Across the school just over 94.0% students achieved or were above the desired levels in all aspects of reading – accuracy, self-correction, fluency and comprehension. This was a drop in performance from previous years and reflects a small but significant number of students experiencing difficulty with their learning in their first year at Stanmore Public School.

All students who have not yet achieved target levels will continue to have additional learning support in 2012.

Target 2

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

In Term 4 2011, Stanmore Public School analysed Year 3 NAPLAN results from the May NAPLAN assessments. Year 3 results are reported in six levels, Bands 1-6, with Band 6 being the highest level of achievement.

The analysis showed:

- 96% of Year 3 students achieving Bands 3 or above in Reading;
- 96% of Year 3 students achieving Band 3 or above in Spelling;
- 95% of Year 3 students achieving Band 3 or above in grammar and punctuation;

- 99% of Year 3 students achieving Band 3 or above in writing;
- 94% of Year 3 students achieving Band 3 or above in overall numeracy.

The school achieved or surpassed its target in all areas of literacy and was very close to its target in numeracy.

Students who achieved 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 results are 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:

- 94% of Year 5 students achieved Band 5 or above in reading, with 53% in the top two bands - Bands 7 and 8;
- 97% of Year 5 students achieved Band 5 or above in Spelling, with 56% in the top two bands;
- 96% of Year 5 students achieved band 5 or above in grammar and punctuation, with 44% in the top two bands;
- 97% of Year 5 students achieved band 5 or above in writing, with 41% in the top two bands;
- 97% of year 5 students achieved band 5 or above in overall numeracy, with 45% in the top two bands.

The school achieved or surpassed its target in all areas of literacy and numeracy, except reading, where it was very close.

Students who achieved below Band 5 will continue to achieve additional support until they are achieving expected levels.

Target 4

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

At Stanmore Public School each class conducts the South Australian Spelling Test towards the end of Term 4 so that comparisons between chronological age and spelling age can be made. This data is used to measure whole school performance in spelling and to inform the class teacher for the new school year about where students are on the learning continuum for spelling skills and knowledge.

An Analysis of this data showed that 82% of students attained a spelling age at or above their chronological age and, of these, 72% had a spelling age greater than their chronological age.

The 2011 results demonstrated an improvement from 2010 but the school will need to continue its focus on improving spelling across the school. Those students who have a spelling age below their chronological age will continue to receive additional assistance with spelling.

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 from Years 1 to 4 conducts SENA testing throughout the year to assess the numerical development and stage of proficiency of their students. This data is then passed on to the respective teachers at the beginning of each school year to assist in meeting the learning needs of their students and to enable effective curriculum differentiation and appropriate groupings for explicit teaching.

An analysis of this data showed:

- 93% of Year 1 students achieved a SENA 1 levelling with 7% working towards this benchmark.
- 71% of Year 4 students achieved a SENA 2 levelling with 29% still working towards this benchmark.

The Year 1 SENA results were consistent with target levels however the Year 4 SENA 2 results have identified an area for improvement within the

next strategic plan. Students who have not achieved these numeracy outcomes will receive ongoing assistance with their numeracy learning.

School Development 2012-2016

Late in 2011, the school embarked on a strategic planning process to guide the school's development over the coming three to five year period. Part of this process involved setting new targets for school performance and developing strategies to increase student learning outcomes.



The plan for 2012-2016 builds upon the achievements from the last strategic plan and will concentrate on maintaining high achievement in those areas where targets were met and lifting levels where targets were not met. The focus areas in the new plan will literacy, numeracy and learning integration, incorporating technology and the Stephanie Alexander Kitchen Garden program.



Targets for 2012



A realistic expectation for Stanmore Public School is that 96-98% of its students will achieve or exceed target levels in all aspects of literacy and numeracy. While differences in student cohorts will result in some fluctuation, the target is to achieve these levels firstly and then maintain fluctuations within this range.

Currently the students achieve within this range consistently in some aspects of literacy and numeracy and the school is working towards achieving the same level of consistency in others.

By the end of the current strategic plan, the target is to have students achieving within the target range consistently in all aspects of literacy and numeracy.

Target 1: Literacy

Specific literacy targets for 2012 are:

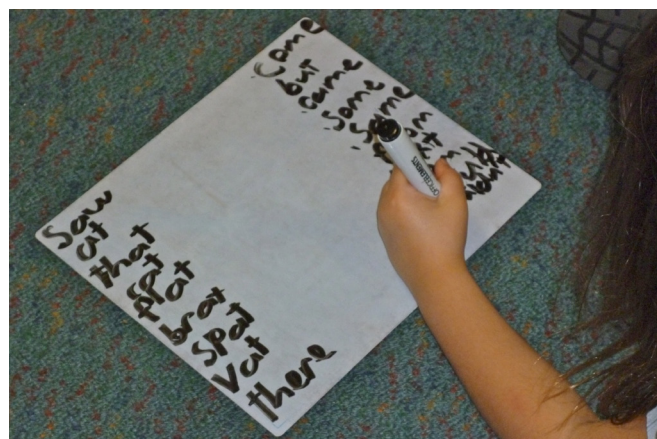
- Maintain 96-98% of students in each grade achieving target levels or above in reading, as measured by reading records;
- Maintain 96-98% of Year 3 students achieving Band 3 or higher in all strands of literacy in NAPLAN assessments;
- Maintain 96-98% of Year 5 students achieving Band 5 or higher in all strands of literacy in NAPLAN assessments;
- Increase the % of Year 5 students placed in Band 8 for Reading from 21% in 2011 to 30% in 2012;
- Increase the % of Year 5 students placed in Band 8 for Writing from 9% in 2011 to 15% in 2012;
- Increase the % of Year 5 students placed in Band 8 for Spelling from 21% in 2011 to 30% in 2012;
- Increase the % of Year 5 students placed in Band 8 for Grammar and Punctuation from 24% in 2011 to 30% in 2012;
- Increase the % of students achieving a spelling age consistent with or above their chronological age in the South Australian Spelling Test from 83% in 2011 to 88%.

Strategies to achieve this target include:

- teacher professional learning in the areas of vocabulary development and grammar, emphasizing the development of higher order

inferential and applied reading skills;

- the development of writing rubrics and a continuum for writing text types to facilitate the teaching of explicit writing skills more systematically across the school;
- continued emphasis on teaching spelling knowledge as opposed to lists;.



- The provision of enrichment programs in reading and writing for our most capable students with explicit teaching of the skills needed in the identification of inferential and applied comprehension;
- The purchase of quality literature and reading resources to support teaching and learning programs.

Our success will be measured by:

- Reading record data K-6
- NAPLAN data in Years 3 and 5;
- Writing sample data
- South Australian spelling test data Years 1-6.

Targets for 2012

Target 2: Numeracy

Specific numeracy targets for 2012 are:

- Increase the % of Year 3 students achieving Band 3 or above in NAPLAN numeracy from 94% in 2011 to 96%;
- Maintain the % of Year 5 students achieving Band 5 or above in NAPLAN numeracy at 96% or higher;
- Increase the % of Year 3 and Year 5 students placed in the top skill band for overall numeracy from 25% in 2011 to 30%;
- Increase the % of Year 1 students achieving all SENA 1 outcomes from 93% in 2011 to 96%



- further integration of the use of interactive whiteboards to support mathematics teaching;
- provision of professional learning activities for teachers in order to maximise teaching and learning in mathematics;
- analysis of data to identify students in need of learning support, students in need of extension beyond the stage outcomes and areas of focus for each cohort;
- minimise the impact of variations to routine on mathematics teaching.

Our success will be measured by:

- SENA 1 data and SENA 2 data;
- NAPLAN data in Years 3 and 5;
- Numeracy rubrics K-6



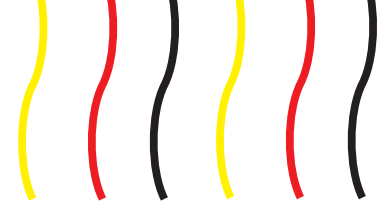
- Increase % of Year 4 students achieving all SENA 2 outcomes from 81% in 2011 to 90%.

Strategies to achieve this target include:

- completion of the scope and continuum for the teaching of mathematics K-6 to ensure smooth progression in learning K-6



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.

Educational and management practice - School Management

Background

In 2011, teachers were surveyed about management structures at Stanmore Public School. The evaluation instrument used was the Stanmore Staff Management Survey. All members of staff received the survey and were invited to participate. A total of 29 teachers responded to the survey representing 94% of the school's teaching staff.

Overwhelmingly the responses were positive and offered constructive suggestions for improvements.

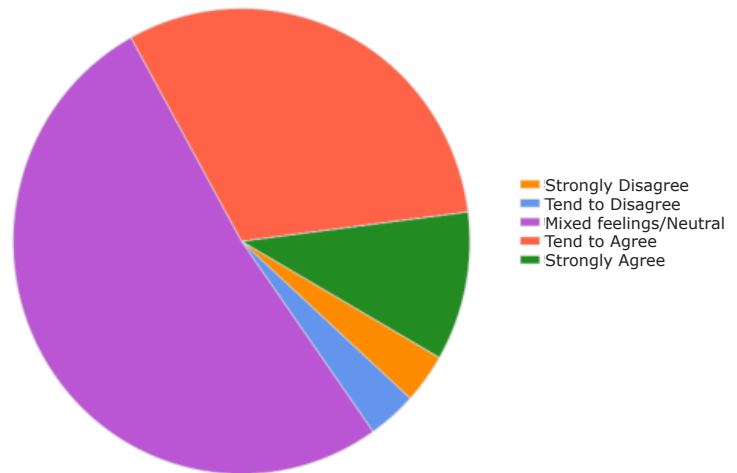
Findings and conclusions

Analysis of the responses indicated that the teaching staff is pleased with the management of the school. The survey concluded that there were good relationships between the staff members, that they had confidence in the work being done by their colleagues, supervisor and principal. They believed the school to be successful in providing an holistic education for its students and that parents and students are satisfied with the school.

Other interesting positives presented by the survey results indicate that while they felt that they worked hard at Stanmore Public School, there was a strong sense of job satisfaction and that they would still like to be working at Stanmore in five years time.

The survey results identified some concerns with the effectiveness of communication and accessibility to information. Almost 60% did not agree that there was good communication.

There is good communication across all parts of the school



Future directions

In 2012, the school will continue to investigate ways to improve communication, with an increased use of technology, to ensure all stakeholders are better informed.

Student satisfaction

Background

The Quality of School Life survey was conducted to gain insight into student attitudes toward school, learning, teachers and relationships with other students.

Findings and conclusions

Results indicated most students held a positive view of school life, including:

- general satisfaction with school;
- a strong sense of achievement;
- positive attitudes towards learning;

- satisfaction in their relationship with their own and other teachers;
- positive ratings in relation to their status, self-esteem and social integration.

More specific responses included:

- 89% of respondents agreed that they felt safe at school.
- 90% of respondents agreed that the students class showed respect for the teachers.
- 81% of respondents agreed that the school acknowledge student achievement and effort;
- 89% of respondents agreed that they were proud of their school;
- 88% of respondents agreed that the school appreciated having them as a student.

Future directions

The results of the survey conclusively indicated that the students were feeling positive about their educational, social and welfare experiences at Stanmore Public School.

In 2012 we will continue programs that build social cohesion in the school such as peer support and camping and will maintain a focus on student welfare programs that build social skills and respectful relationships.

Curriculum – The Teaching of Gifted and Talented Students

Background

In 2011 Stanmore Public School focused on differentiating the curriculum in many teaching and learning activities to better cater for the range of student learning needs. The school used learning data to identify students with “strategic” and “intensive” learning needs and those who were ready for extension or enrichment. Teachers employed a variety of grouping strategies with their their students to support differentiation.

While the approaches to catering for students working below target levels were consistent across the school, the approaches to working

with students working above target levels were much less consistent. The survey undertaken was to identify the attitudes and beliefs behind the approaches being used. The tool used to assess these attitudes was the survey designed by Francoys Gagne - Opinions about the Gifted and Their Education.

Findings and conclusions

The survey was completed by 17 members of the teaching staff which constituted a return of 81%.



The findings reflected a variety of attitudes towards the teaching of highly capable students. They included:

- 78% agreed that schools should offer special education services for the gifted;
- 82% agreed that gifted and talented students need special attention in order to fully develop their talents;
- 72% agreed that since we invest supplementary funds for children with difficulties, we should do the same for the gifted;
- 70% agreed that ability groups provide one effective method to provide instruction to students of different ability or skill levels.

Future directions

In 2012 the teachers will continue to use ability and skill level groupings as one strategy to cater for a range of learning needs. Greater attention will be directed towards identifying gifted students and catering more consistently for their needs.

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.

Fran Larkin - Principal

Neil Atwell - Deputy Principal

Claire Mitchell - Assistant Principal

Natalie Lopes - Teacher Representative

Tonina Barnfield - Teacher Representative

Grant Mason - Teacher Representative

Judith Flett - Parent Representative

Mia Evans Rorris- Student Representative

Callum Bain - Student Representative

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>