



# Stanmore Public School

*Annual School Report*

*2012*





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# Our school ...at a glance

## STUDENTS

Stanmore Public School is a community school with most students living within the local area and in walking distance from the school. The school has been growing steadily over the last 20 years and, in 2012, 546 students were enrolled in 22 classes, Kindergarten to Year 6. Approximately 32% of students are from a language background other than English and 35 language groups are represented in the student population. Ten students are Aboriginal.



## STAFF

The staff at Stanmore Public School consists of a happy mix of personalities, talents, interests and experience. They work collaboratively to ensure the school offers a range of engaging curricular and co-curricular programs, to ensure that students are engaged and that educational targets are met.

There are 22 classroom teachers, eight specialist teachers, four learning support officers, four school administration staff and one general assistant.

The school executive consists of a school principal, a deputy principal and four assistant principals.

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

*“The teachers are great and they encourage you to do things that you have not tried before.”*

## SIGNIFICANT PROGRAMS AND INITIATIVES

The school is committed to excellence in all its programs and implements a number of programs and initiatives to educate and engage students.

During 2012 these programs included:

- Kitchen garden program;
- Philosophy;
- Literacy support and enrichment;
- Numeracy support and enrichment;
- Creative and performing arts ensembles;
- Sport and fitness programs;
- Creative writing workshops;
- Languages;
- Environmental Initiatives;
- Gifted and talented programs
- English as a second language support
- Student leadership programs
- Student welfare initiatives;
- Anti-bullying program;
- Technology programs;
- Artist-in-residence program;
- Aboriginal Education initiatives;
- Chess club;
- Book Club;
- After school activities.

# Messages

## PRINCIPAL'S MESSAGE

The development and welfare of children is a collective responsibility. Parents, schools and the wider community are all engaged in the serious business of nurturing the young - for the good of each individual and for the common good.

At Stanmore Public School in 2012, we have seen many examples of this fellowship - where shared vision and values, a common purpose, and the united drive and talents of the many were united in the challenge to achieve the best outcome possible for each young person. There is a growing understanding that the load and the journey are shared and there is openness and optimism towards the challenges therein.



The school has a staff of committed, talented and enthusiastic teachers, who nurture the intellectual curiosity and wisdom of their students. It has parents who are engaged in their children's education and enrich the school with their time, expertise and encouragement. There is constructive dialogue and respectful relationships. Good humour and caring abound.

It is these things that lead to happy children, children who are achieving and who see school as worthwhile. It is these things that lead to educational and social success and build



confidence in their vision for their future. And importantly, it is these things that make us want to come to school each day.

I extend my gratitude to all those who have contributed so much to the school in 2012 and acknowledge the quality and dedication of the staff. I am proud of the efforts and achievements of our students and I thank them for colouring each day with wit, wonder and 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 further development.

*Ms Fran Larkin*

**Principal**





## P & C MESSAGE

As 2012 draws to a close I am sure it's not just the children and staff of Stanmore looking forward to holidays. It has been a very busy and exciting year. Parents, friends and local businesses have very generously contributed time, effort and funds to P&C activities which has seen a record year for P&C fund raising, with some great events enjoyed by the school and community.

This year the P&C had two very clear goals, to raise as much money as possible to support the Stephanie Alexander Kitchen Garden Program and to achieve greater engagement and participation in P&C events. Working together, the P&C and the school community have achieved these goals. Next year, with the Kitchen Garden complete, we will be able to look at other ways the P&C can support the teaching staff, students, curriculum and extra curricula activities.



To welcome new and existing families to the school, we began the year with an inaugural Welcome BBQ. Terms 1 and Term 2 were busy with regular events like the K-2 Disco, Easter Raffle and Mother's Day stall. These raised record sums. At the end of Term 2 many parents enjoyed a great night out at an enlarged Trivia and Auction Big Night Out.

Term 3 was full with the Book Drive and Library

opening, Election BBQ and Father's Day breakfast. Then local businesses, parents, teachers and students contributed to a successful Night Market. A huge amount of work went into this and it was a great sight to see the COLA and grounds packed with children and adults, all enjoying the night and supporting the school.



This year well over \$60,000 has been raised, and over \$13,000 donated to the Building Fund. This will be used to support the building and maintenance of the Stephanie Alexander Kitchen Garden, a lasting and valuable addition to the school's resources. All the school community can be proud of this achievement. Finally, I would like to thank not just the P&C Executive and the members who attended meetings through the year, but all who made these activities possible and a great success. We look forward to next year, with plenty more opportunities for sausage sizzles and some fun.

*Mr Alexander Mackenzie*  
**P&C President**

# Messages

## STUDENT REPRESENTATIVE'S MESSAGE

Throughout 2012 Stanmore experienced many memorable moments and our reminiscence will demonstrate this from the students' perspective.

Stanmore Public School offers a variety of programs so, with such a wide range of activities, how could Stanmore not cater for all our students' needs?

The students choose either Greek or Mandarin studies. This gives us an opportunity to immerse ourselves in our local cultures and involves us with the local communities.

Stanmore gained a brand new library in 2012. At the opening, we were lucky enough to have Anthony Albanese attend as well as many other important guests. This quiet, spacious building has many modern facilities promoting the exploration of the wonders of literature.

Stanmore again had strong debating teams in Year 5 and Year 6 and also a shadow team. They competed in many competitions against other schools in the district. This year we did extremely well with the Year 6 team just losing the grand final and the shadow team making it to the preliminary final.

Once each week, we learn either one of many scriptures or ethics. In ethics, there are philosophical discussions over wide spread issues. Volunteers guide the students through these activities. If students choose none of these, they have the opportunity to complete work and undertake extension activities.

We are very grateful for our strong performing arts stream. There are weekly drama and music lessons for everyone. In drama, we build our confidence to talk in front of people and express our thoughts and imagination in a myriad of

challenges and games. For example, in Year 6 we worked in groups to make a sock puppet play and performed it in front of Kindergarten. In music we experiment with different instruments and learn songs and tunes. One of many enjoyable activities in Term 4 was when we made a rap and music video to enter into the Generation One Competition. We also had many performers coming to Stanmore to present their wonderful talents, such as Musica Viva.

*"There are lots of great opportunities like band, choir, sports and drama."*

Stanmore also has fantastic ensembles: a dance group, bands and drama groups. Here is a list of some of their achievements.

- Our Chinese dance group performed at the Chinese New Year presentation in front of the whole school. They were accompanied by the choir and training band.



- On Harmony Day our choir, training band, concert band and the Stage 1 dance group performed.

# Messages

- Stanmore's band performed at many of the local school and community functions.
- Our year 6 Dance group was successful in entering the Sydney Regional Dance Festival and gave a fantastic performance that settled deep into the hearts of the audience.
- A drama group was selected through auditions to perform a piece based on Deborah Abela's new book, "Ghost Club", performed at the opening of the new Library
- Students also performed in J-Rock and created two films for Wakakirri.
- The school held its annual performing arts Showcase at Redfern's Carriageworks Theatre. All the pieces were fantastic and they truly did showcase the students' and teachers' talents, both in performing and organising these fabulous productions.
- Stanmore also had students selected to audition for the Primary NSW Drama Ensemble. Four students were successful in gaining a place and they performed at School Spectacular and the State Drama Festival. Students also auditioned successfully for Create East for drama, band and dance.

*"I like Stanmore Public School because of the friends, activities and subjects."*

- Our school choir successfully auditioned for School Spectacular.

Of course, none of these things would be possible without the true fuel of our performing arts teachers - Ms Bridget Poon and Ms Natalie Lopes.

For sport, Stanmore participated in the Balmain

District gala days, where we competed in Oztag, Netball, Soccer, Cricket and Softball. All these sports were available to both genders from Year 3 to Year 6. We also had development teams for these sports so other students could learn from the teams and coaches at weekly training. There was also a choice of yoga, swimming, tennis and Tai-Kwon-Do which were non-competitive.



There were also sports carnivals for swimming, cross country and athletics. If you did well at these carnivals you proceeded to the District and Regional carnivals. Our students also tried out for district and regional sports teams.

As School Captains we were pleased to watch the Stephanie Alexander Kitchen Garden program begin and very proud to have shared the fantastic moment of cutting the ribbon to the new Library and classrooms with Anthony Albanese.

It has been a fantastic year and we enjoyed sharing every moment of 2012 with the students and staff of Stanmore Public School. 2012 will always stay fresh in our memories and we thank the teachers and students for making it possible.

It was a pleasure to be school captains for 2012.

*Harry Boyd and Molly Weston*  
**School captains 2012**



# School Context

## STUDENT INFORMATION

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 enrolments continue to grow and the school plans its intake each year to ensure that local and sibling enrolments can be accommodated in the years to come. Requests for enrolment continue to exceed the school's accommodation capacity and this leads to very few non-local enrolments being accepted.

In 2012, at the time of the annual census of students, Stanmore had an enrolment of 547 students. The following table illustrates the growth in total school enrolment between 2007 and 2012.



	2007	2008	2009	2010	2011	2012
<b>Male</b>	256	258	252	254	274	280
<b>Female</b>	221	248	240	261	251	267

### Student attendance profile

The student attendance rate in 2012 compares favourably with State and Regional figures. Stanmore's students are enthused about attending school and their generally high attendance rates reflect their engagement with the diverse range of programs on offer. The school continues to regard good attendance at school as essential for good learning outcomes and promotes this strongly.

	2008	2009	2010	2011	2012
K		96.3	96.3	96.6	95.7
1		94.5	94.5	96.6	96.3
2		94.4	94.4	96.0	95.4
3		94.7	94.7	96.4	95.9
4		94.1	94.1	95.6	94.9
5		93.8	93.8	95.5	93.9
6		92.0	92.0	94.7	94.1
<b>Total</b>	<b>94.8</b>	<b>94.2</b>	<b>94.2</b>	<b>95.9</b>	<b>95.2</b>



### Management of non-attendance

Teachers and executive staff monitor student attendance closely, recording all full and partial absences.

Students with poor attendance or unexplained absences are referred to the school's Learning Support Team. Where attendance continues to be of concern the case is referred to the Department of Education and Communities' Home School Liaison Officer for further support or action under DEC policy and legal requirements.

*"I like the children, the teachers, the learning, the games, the art and the play."*

# 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.

The school staff comprises both teaching and non-teaching personnel in full-time, part-time, permanent, temporary and casual positions.

Students who require assistance with learning English or those experiencing difficulty in literacy and numeracy are assisted by support teachers in English as a Second Language (ESL) and Learning Assistance (LaST) respectively.

A Reading Recovery Program provides a learning boost for students in Year 1 who have not yet taken off with their literacy skills. Other specialist teachers deliver programs for library, drama, music and community languages.

The school comprises one Aboriginal staff member, Mr Anthony Galluzzo who works as a classroom teacher.

A principal, one deputy principal and four teaching assistant principals are responsible for leading and managing the school.

*“Stanmore Public School is a great school because we have great classes, awesome teachers, amazing activities and the best excursions.”*



### Staff establishment

Position	Number
Principal	1.0
Deputy Principal	1.0
Assistant Principal(s)	4.0
Teacher of Community Language	1.2
Classroom Teachers	18.0
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
<b>Total</b>	<b>37.02</b>





## Staff retention

There is high staff retention at Stanmore Public School with most staff remaining at the school for more than seven years. Some members of staff, including the school principal, have been at the school for considerably longer than this. Growing enrolments have seen a gradual introduction of new teachers whilst retaining most existing staff. The teachers who leave do so for promotion, retirement or relocation.

Roll class	Year	Total per year	Total In class
KB	K	21	21
KF	K	22	22
KG	K	21	21
KR	K	21	21
1G	1	21	21
1M	1	21	21
1P	1	21	21
1TA	1	22	22
2C	2	27	27
2M	2	26	26
2S	2	25	25
3H	3	22	22
3L	3	22	22
3N	3	23	23
4B	4	27	27
4C	4	23	23
4S	4	25	25
5E	5	28	28
5H	5	28	28
5P	5	29	29
6K	6	32	32
6M	6	32	32



## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	80



## FINANCIAL SUMMARY

This summary covers funds for operating costs but not expenditure areas such as permanent salaries, building and major maintenance.

<b>Date of Financial Summary</b>	30/11/2012
<b>Income</b>	\$
Balance bought forward	811,507.74
Global Funds	382,799.18
Tied Funds	172,948.56
School and Community Sources	595,701.90
Interest	12,066.71
Trust Receipts	7,797.00
Canteen	0.00
<b>Total income</b>	<b>1,982,821.09</b>
<b>Expenditure</b>	
Teaching and Learning	
Key Learning Areas	152,900.42
Excursions	260,541.34
Extracurricular dissections	80,999.47
Library	8,895.01
Training and Development	22,868.96
Tied Funds	786,609.53
Casual Relief Teachers	75,863.03
Administration and Office	174,648.87
School-operated canteen	0.00
Utilities	100,076.46
Maintenance	56,266.70
Trust Accounts	7,797.00
Capital Programs	144,965.63
<b>Total Expenditure</b>	<b>1,872,432.42</b>
<b>Balance Carried Forward</b>	<b>110,388.67</b>



A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

"There are so many good teachers and I get to see my friends each day."





# School Performance

## ACHIEVEMENTS

Stanmore Public School is committed to the ongoing development of the whole child. Research evidence strongly suggests that effective schools provide students with a diverse range of opportunities and experiences that promote physical, emotional, social and intellectual development.

In 2012 Stanmore Public School provided an array of options which produced outstanding achievements in both educational and extra-curricular activities.

### The Arts

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

In addition, the music ensembles in the school continued to flourish with 45 students in the band program and more than 50 students in strings, guitar, ukulele, recorder and percussion ensembles. The school choir had a membership of 35 students.

The drama and dance programs remained strong with all students in the school performing in the annual school showcase, over 60 students involved in the national Wakakirri film story competition, over 100 students in the Junior Rock Eisteddfod

and some talented students selected for Create East and Sydney Region Drama Camp.

There were a number of artistic highlights.

- The biennial art show in Term 1 drew on inspiration from famous artists and their artworks. Each student produced an individual artwork as well as contributing to a class major work that was auctioned at the end of the evening.



- The recorder ensembles performing at the Sydney Opera House as part of the Department of Education's Festival of Instrumental Music.
- The school bands and choir performed at Kegworth, Fort Street and Taverner's Hill School Fairs.

*"What I like about Stanmore P.S. is the great activities you do to make you more mature and ready for high school."*

- Sixteen students participating in the combined choir at School Spectacular.
- Fifteen students, talented in the areas of drama, film, choir and band participated in the three day workshop and performance of Create East, entitled 'Bushtown'.
- Four students were accepted into the Primary



# School Performance

## ACHIEVEMENTS

Schools Drama Ensemble for 2012 and performing at the State Drama Festival.

- The two senior drama ensembles competing in the Sydney Eisteddfod (the McDonalds Performing Arts Challenge) and won third 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.
- The school's intermediate dance ensemble performing at the Junior Rock Eisteddfod with a piece based on Deborah Abela's 'Max Remy' series.
- The senior dance ensemble performed at the Sydney Region Dance Festival.
- The school's senior film ensemble created two short films for the Wakakirri Film competition.



- All students performing at Carriageworks Theatre in the school's annual performing arts showcase over two nights. Showcase 2012 themes were Colours (K-2) and Choose Your Own Adventure (3-6). These themes produced an entertaining variety of song, drama and dance, enjoyed by sold out audiences of family and friends.
- The music ensembles performed to parents, friends and students at the inaugural Night Market Concert.

- Six of the top drama students in Year 6 attended the Primary Region Drama Camp for three days at the Seymour Centre.
- Music students from Years 3-6 entered the Generation One competition where raps were devised and performed for a short film.



- The whole school participated in 'Music Count Us In', the national day of celebrating music in schools.
- A selection of music students participated in 'Primarily Fun', a new music initiative where students performed music in the park.

## Sport

At Stanmore Public School, students are provided with opportunities for participation in sport at school, district and regional level. The school's sport program aims to provide the students with activities that cater to their needs and interests as well as providing a healthy balance between work and leisure.

Students participate in competition within the school and through representation in the Primary Schools Sports Association (PSSA) competitions.

- Students in Years 3-6 competed against other Balmain schools through the PSSA competition in Cricket, Softball (summer) and Oztag, Netball, AFL and Soccer (winter). Students who were not selected for representative teams and who wished



to play those sports participated in skill squad training in the sport of their choice.

- The swimming, cross country and athletic carnivals were held at Sydney Aquatic Centre, Petersham Park and ES Marks Athletic Field respectively. These were enjoyed by the students and produced a strong level of competition. From these carnivals, students were selected to participate against other schools in each of the district carnivals. Some of our students then went on to represent Balmain District at the Sydney Regional Carnival and one of our students went from this level to represent Sydney Region at a State Swimming carnival an impressive achievement indeed.

*"I like all the activities like drama, music, kitchen garden, sport and languages."*

- Students in Years 3-6 who did not choose to participate in the PSSA sports were able to select from a variety of options that included ten pin bowling, taekwondo, hip hop dance, yoga, tennis and swimming.
- A selection of Year 2 students participated in a two week intensive swimming program at Enmore Pool, which catered for all swimming levels.
- The Kindergarten to Year 2 sports program focused on movement, gross motor skills, gymnastics and the development of skills necessary for participation in physical activities and games. These were assisted by an external provider, who conducted weekly lessons with these classes.
- Gymnastics (Years 4 and 6) and dance (Years 3 and 5) programs conducted specialized and

sequential lessons on a weekly basis over one term. Students participated in age appropriate activities, where the use of technology and highly interactive equipment ensured enjoyment and success for all.

- Some staff increased their organisational and management skills by gaining experience in arranging, conducting and convening the school and district swimming, cross country and athletic carnivals as well as the various PSSA sports. Stanmore PS has enhanced its reputation as a district leader in sports organisation throughout 2012.



Stanmore aims to develop sportsmanship and provide a balance between skill acquisition and appropriate competition.

The school recognizes and greatly appreciates the support of parents in transportation, assistance at events and encouragement of students in their sporting endeavours and development.

## Debating

The school's successful debating program continued in 2012. A Year 6 team competed in the Premier's Debating Challenge while the Year 5 team participated in the Sydney Region Competition. The Year 6 team finished as runners-up and the Year 5 team progressed to the semi-finals of their competition.

# School Performance

This competition comprised a selection of three topics, followed by 60 minutes preparation time before the debate. In the 60 minutes, the teams prepare their debate without access to technology or teacher and parent support. Students are required to interpret the topic and develop relevant arguments supported by examples from current issues and general knowledge. Students are then adjudicated on their performance.

Both teams were well coached and supported by their teachers.

## Public Speaking

As in previous years, two of our students were given the opportunity to participate in the Multicultural Perspectives Public Speaking Competition. This competition allowed students to demonstrate their knowledge and opinions on a diverse range of topics related to multiculturalism. The competition consisted of a prepared and an impromptu section,

*"It has fun activities, great teachers and classes."*

which really tested their ability to "think on their feet". The first stage of the competition was held at school and involved all Stage Two classes. From this competition, two students were selected to represent the school. They performed well and found it an excellent learning experience.

## ICAS - International Competitions and Assessments for Schools

The 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 students achieved outstanding results.

- 72 students participated in mathematics, achieving 5 distinctions and 18 credits.
- 67 students participated in English, achieving 2 high distinctions, 3 distinctions and 18 credits;
- 61 students participated in spelling, achieving 7 distinctions and 17 credits;
- 49 students participated in computer skills, achieving 7 distinctions and 12 credits;
- 55 students participated in science, achieving 7 distinctions and 10 credits.

## Chess Club

Chess club operated each Tuesday afternoon and more than 40 students participated. The NSW Academy of Chess provided coaches and many students developed into strong chess players. An in-school chess competition resulted in a school chess champion and the six best performed students from that competition were selected to represent the school at the Interschool chess challenge in Melbourne in November. All team members had wins and demonstrated outstanding sportsmanship. The school also fielded teams in the Inner West Schools Competition held after school on Fridays.

The school appreciates the support of the teachers and parents who made this possible.

## Student Representative Council

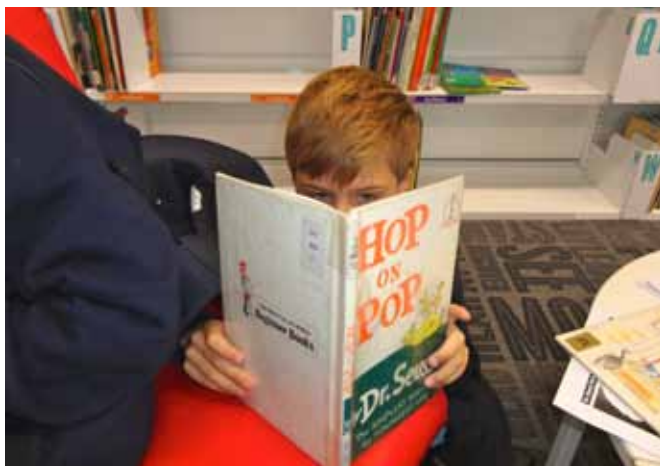
Students in Years 3 to 6 elected a student representative council that met weekly and provided feedback to the school about aspects of school programs and management. One of its initiatives was to run an anti-litter campaign during the year. It also had major responsibilities at school ceremonies and events, with members announcing, presenting and looking after invited guests.



# ACADEMIC

The school uses a wide variety of measures to assess students' academic performance and this ensures that judgments about student learning are not reliant on single measures. There is teacher assessments of student work samples, standardized school assessments, Best Start assessments and national testing (NAPLAN) conducted in May each year for all students in Year 3 and 5.

Results of school wide assessment and NAPLAN are reported over the following pages.



## Literacy

### Kindergarten to Year 2

Performance in reading K-2 is measured using reading records which assess accuracy, fluency, self-correction and comprehension levels. Teachers employ this assessment strategy regularly to track student progress and plan differentiated learning activities to meet student needs. The morning session each day is devoted to the development of literacy skills and flexible groupings assist in differentiating learning. The school aims for all students to achieve high levels of competence and has a goal of 95% of students achieving target levels or higher.

In 2012, the reading records showed:

- 90% of Kindergarten students achieved target level or above, with 77% above;

- 96% of Year 1 students achieved target level or above, with 73% above;
- 84% of Year 2 students achieved target level or above, with 42% above.

## Literacy

### Year 3 to Year 6

Performance in reading 3-6 is also measured using reading records. In 2012, the reading records showed:

- 88% of Year 3 students achieved target level or above, with 72% above;
- 95% of Year 4 students achieved target level or above, with 79% above;
- 97% of Year 5 students achieved target level or above, with 80% above;
- 98% of Year 6 students achieved target level or above, with 71% above.



Performance in spelling is measured using weekly tests and the standardised South Australian Spelling Test. Results from the South Australian Spelling Tests administered in Term 4 showed:

- 85% of students in Years 2 - 6 achieved a spelling age equal to or above their chronological age.









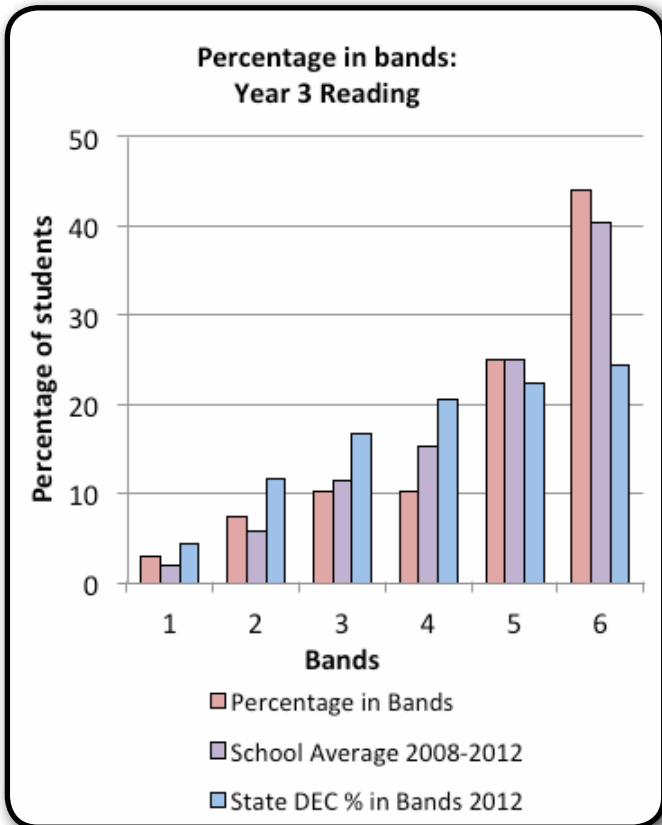
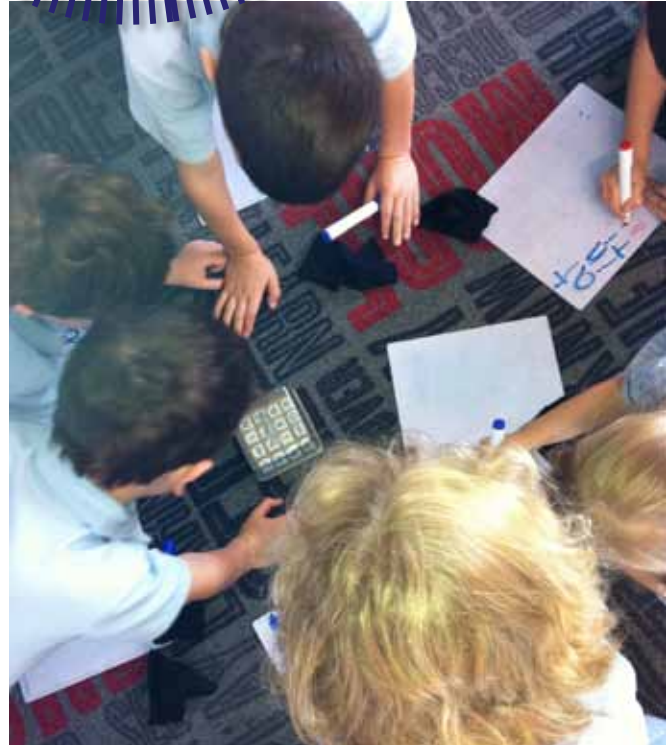


# NAPLAN

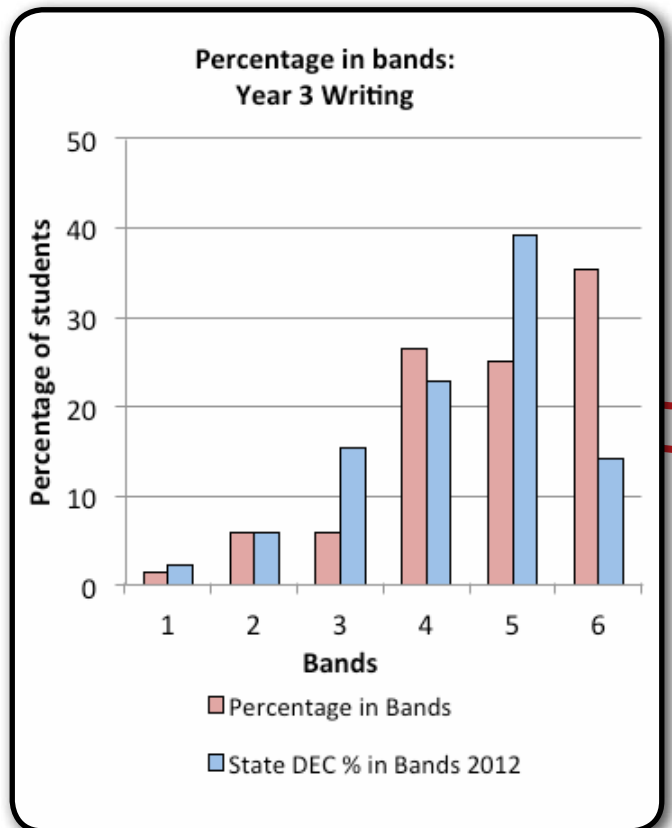
## YEAR 3

### LITERACY

Year 3 students have demonstrated a strong performance in overall literacy.



In Reading, 69% of students achieved the top two bands, Bands 5 and 6. This is compared to 47% of students across the state.

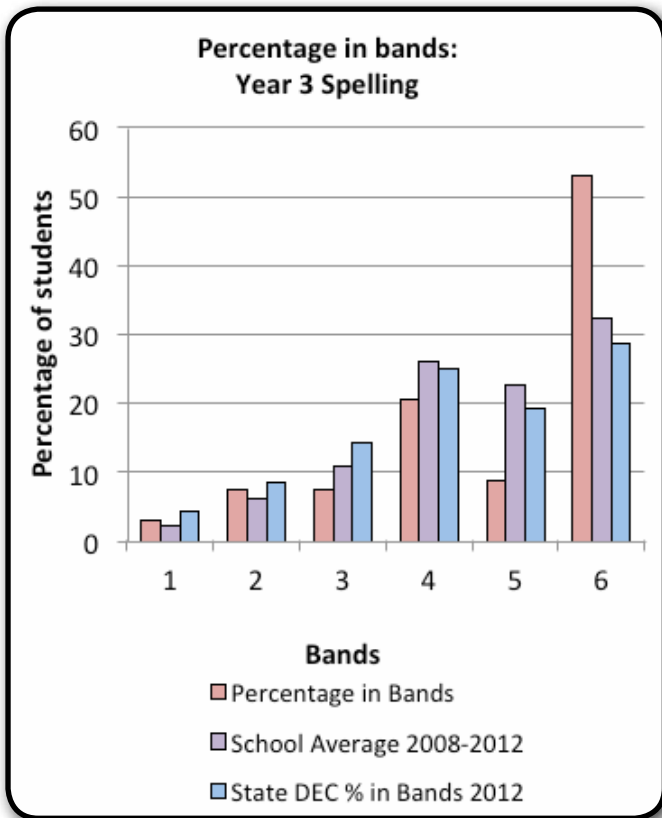


There was a pleasing performance in Year 3 writing with 35% of students attaining a Band 6 result compared with only 14% of students across the state.

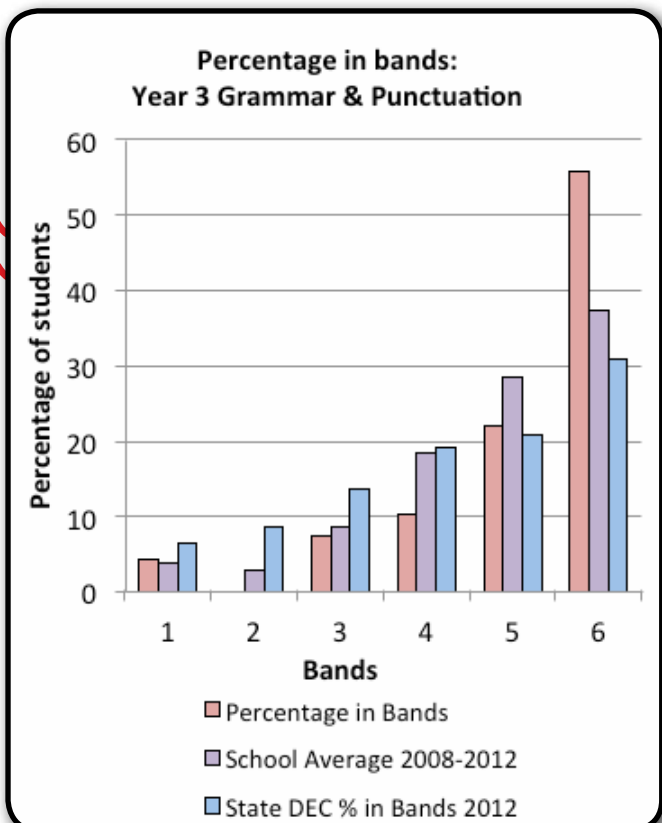
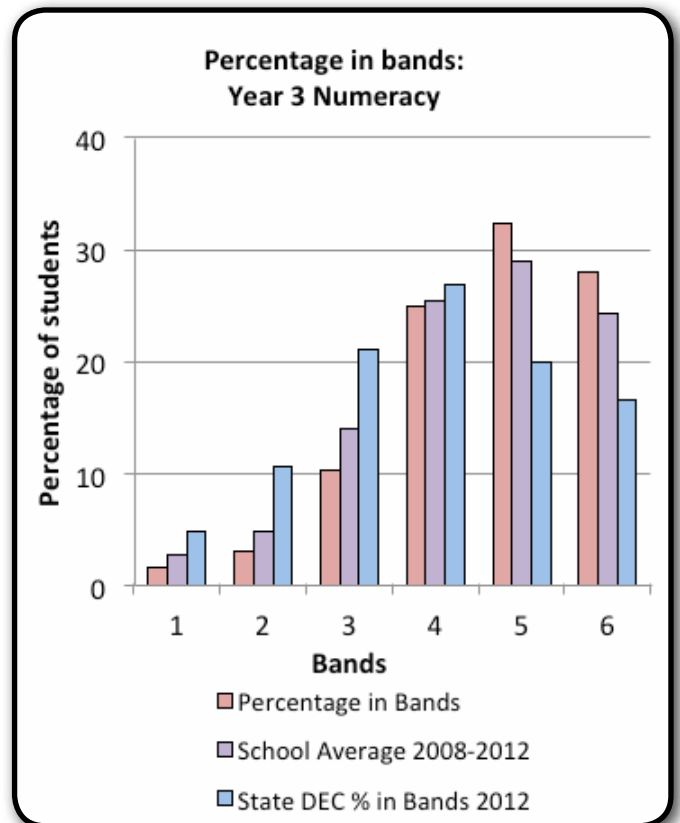


# NUMERACY

Over 60% of our students achieved Bands 5 and 6 for numeracy compared to 37% across the state.



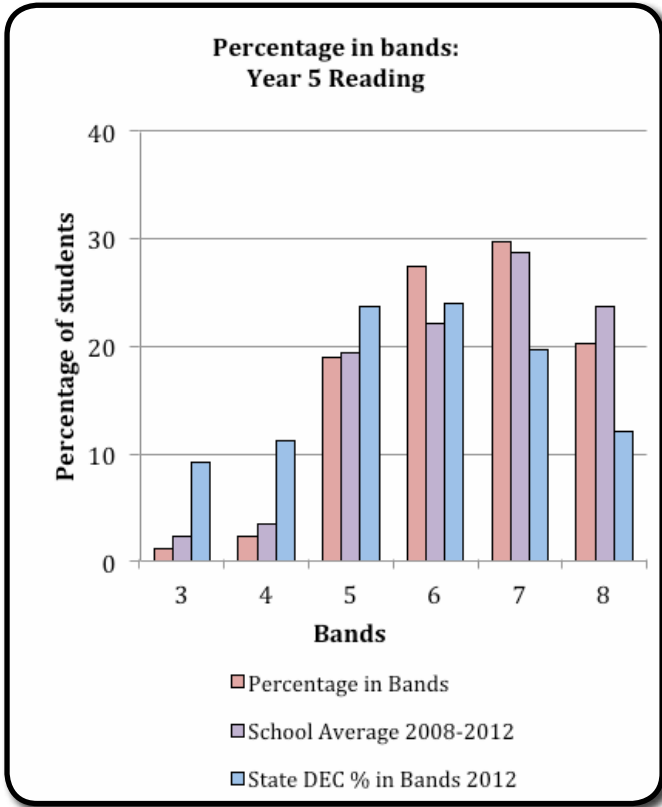
In spelling, 62% of our students achieved the top two bands, compared with 48% of students across the state.



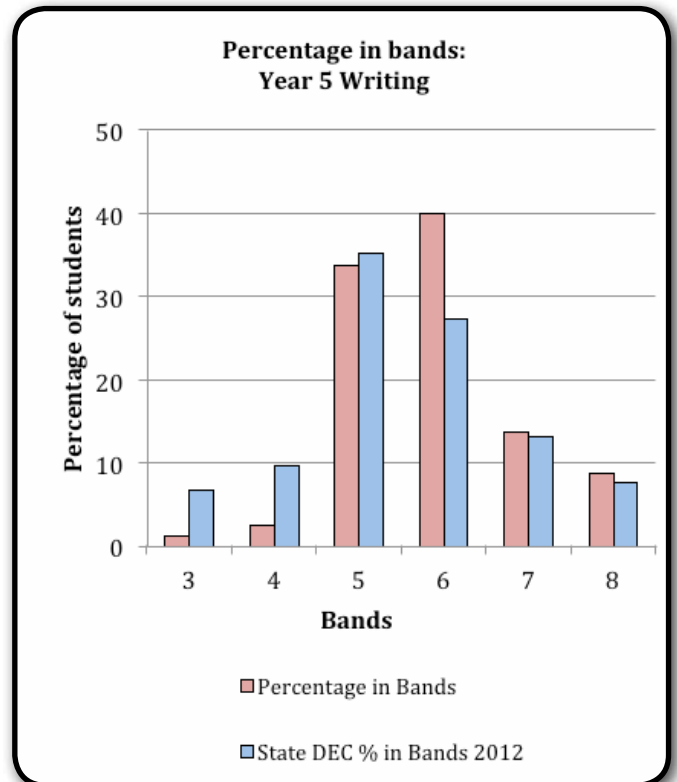
Punctuation and grammar produced strong results with 78% of students achieving results in the top two bands, Bands 5 and 6. This compared with 51% of students across the state.

*“The sport is fantastic. Drama, music and languages are all awesome.”*

### LITERACY



The school's Year 5 students continued to achieve above the state average in reading, with 77% achieving the top three Bands (6, 7 and 8) compared with 56% for the state. Significantly Stanmore only had 4% of students in the lower two bands compared with 21% across the state.

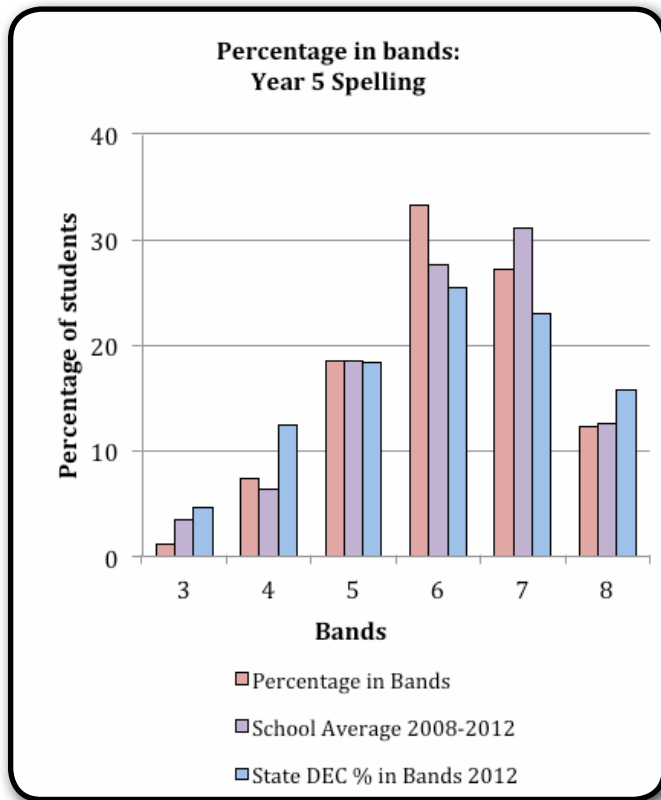


In writing, the school achieved solid results with 22% of students achieving the top two bands. Only 4% of students were in the lower two bands compared with 16% across the state.

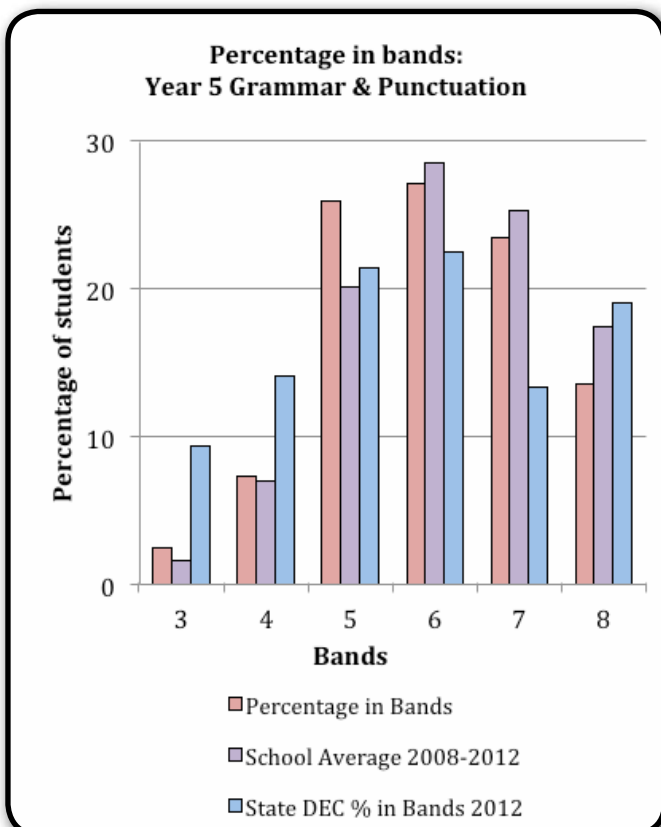
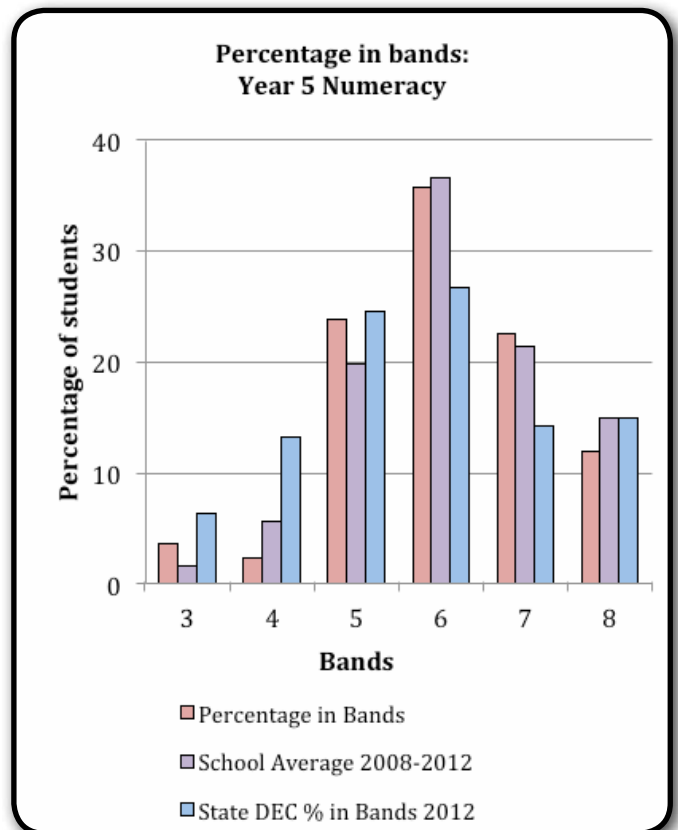


# NUMERACY

In Year 5, 34% of students achieved the top two bands compared with 31% across the State.



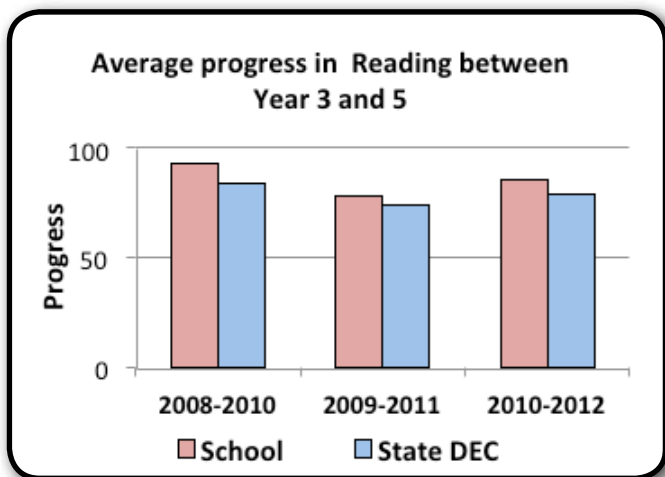
Spelling results were strong with 73% of students achieving in the top three Bands compared with 64% across the state.



The areas of punctuation and grammar produced satisfying results with 65% of students achieving the top three bands compared with 55% across the state.

## Progress in reading

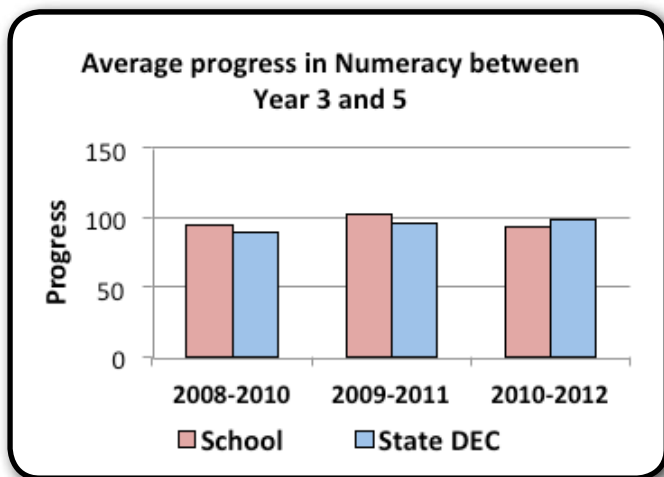
Expected growth is a statistically stable measure that compares the NAPLAN growth achieved by each student with all other students who began at the same score point in 2010.



In Reading, our students achieved an average growth of 85.5 as compared to 79.2 across the State.

## Progress in numeracy

Expected Growth is a statistically stable measure that compares the NAPLAN growth achieved by each student with all other students who began at the same score point in 2010.



In Numeracy, the average growth rate for our students was 92.8 compared to 98.2 across the State.

## Minimum Standards Data

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 in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are shown below.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	95.7
Writing	97.1
Spelling	95.7
Grammar & Punctuation	94.2
Numeracy	97.1

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	97.7
Writing	97.5
Spelling	97.6
Grammar & Punctuation	96.3
Numeracy	95.3

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Go to <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.



# Significant programs and initiatives

## Aboriginal education

At Stanmore Public School we recognise that Aboriginal culture is an inherent and significant part of our Australian identity. Consequently the school aims to acknowledge, support and advocate Aboriginal and Torres Strait Islander history, culture and accomplishment. We respect the positive contribution contemporary Aboriginal people have made to the school community and educate our students about Aboriginal and Torres Strait achievements and issues.

In 2012 our appreciation of Aboriginal and Torres Strait Islander culture has been demonstrated in a variety of events and programs including:

- Acknowledgement of Country at school assemblies and events;
- celebrating significant events including NAIDOC week, Sorry Day and Reconciliation Week;
- developing student understanding of Aboriginal art by offering a variety of opportunities to respond to the work of Aboriginal artists and then displaying it around the school;
- teaching a considered and relevant curriculum including Aboriginal perspectives;
- excursions to Aboriginal Art and Historical

exhibitions such as Kurnell Museum;

- incursions involving visits from popular contemporary Aboriginal Australians to teach and perform culturally sensitive customs and traditions;
- professional theatrical performances for K-6 based on Aboriginal Dreamtime stories;
- participation in the Sydney Region "Deadly Kids" awards.

## Multicultural education

Multicultural education has been featured across all aspects of school life to develop the skills, knowledge and attitudes that facilitate harmony in a multicultural society.



Stanmore PS celebrated Harmony Day through whole school and in-class activities and marked the Chinese New Year with a dragon procession.

Year 6 organised a multicultural food day where the favourites of many cultures were cooked and enjoyed by the whole community.

# Significant programs and initiatives

Students in Stage 2 participated in the Multicultural Perspectives Public Speaking Competition, speaking on cultural diversity in the lives of individuals and the wider community.



With 32 per cent of the school's population coming from non-English-speaking backgrounds and representing 35 different languages, the school literacy program caters for the needs of students who speak English as a second language. These students are supported by withdrawal lessons and in-class support, with priority given to recently arrived students.

Phase 1 newly arrived students are taught initiation vocabulary, talking and listening activities, beginning reading skills and simple writing tasks. Phase 2 withdrawal students engage in talking and listening, reading and writing activities that assist them in understanding concepts and completing tasks in mainstream classes. Phase 3 students are supported through team teaching during reading groups focusing on language and comprehension.

Greek and Mandarin language and culture classes are provided to all students in Years 1-6.

Overall the school provides an inclusive culture where all students are accepted and participate in all aspects of school life.

## ***Sustainability, Environment and Stephanie Alexander Kitchen Garden Program***

In recent years, Stanmore has placed emphasis on improved sustainability, achieving a reduction in water usage through the introduction of special taps, toilets, bubblers, water tanks and monitoring systems and lowering electricity using through increased awareness and student monitors.

There has been a major reduction in paper usage through emailing information to parents and the use of the school website.

*“Stanmore Public School has a kitchen garden where you grow vegetables, cook them and eat them in delicious meals.”*

2012 saw the introduction of the kitchen garden program. With funding from the Stephanie Alexander Kitchen Garden Foundation, the school designed, constructed and planted a large vegetable, fruit and herb garden in the area of the school that was previously known as the “Secret Garden” and is in the process of providing a purpose built kitchen.

With cultivation and care from the students and the community, the garden is flourishing and



the produce is being harvested for the kitchen program. Stormwater is being collected in rainwater tanks and used to irrigate the garden.

Student gardeners are being tutored by a part-time garden specialist and supported by generous donations of time and resources from many community groups and individuals. Bunnings gave Stanmore the assistance of their staff members to help construct gardening infrastructure and practical items such as tools, mulch and other gardening essentials. There is a long list of community volunteers who donated time, money, seeds/seedlings and expertise to consolidate the garden on the school's website.

Kitchen arrangements have been temporary but 2013 will see the installation of a multi-cooking centre kitchen in the space which used to house the school library.



Further environmental achievements in 2012 at Stanmore Public School included:

- daily composting of food scraps from students lunches waste free lunches;
- whole school paper recycling;
- Nude Food Days where students are encouraged to bring their food to school in containers that can be taken home and washed, requiring no wrappings and leaving no waste behind at school.



*"You learn a lot of things like maths, art, history and sport."*

## ***Ethics in Schools Program***

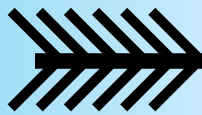
In 2012 a number of our Stage 3 and Stage 2 students participated in the "Ethics in Schools" program.

The program is designed for students whose parents do not wish them to attend faith-based religious education (SRE).

The 2012 program, which ran the whole school year for Stage 3 and Semester 2 for Stage 2, attracted strong support and numbers. The objectives of the program include developing the intellectual capacity and personal attitudes needed for participation in ethical reflection and action, encouraging openness towards important personal and public issues and introducing dialogue as a means of resolving ethical issues.

Five of our parents volunteered to help run the program in 2012. They were trained to facilitate the program and the school was grateful for their support, time and professionalism in delivering their lessons.

The school plans to continue this program in 2013.



# Progress on 2012 Targets



*In 2012, the school aimed to increase levels of overall literacy and numeracy achievement in line with state, regional and school targets.*

*The school's targets and achievements were:*

## Target 1

Maintain 96-98% of students in each grade at or above target levels in reading as measured by reading records

In November 2012, 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 at school.

Although four of seven school years achieved the target range, just over 92% of students K-6 achieved the target range.

This was lower than 2011 and was, in part, attributable to a number of recently enrolled students with learning needs. All students who have not yet achieved target levels will continue to have additional learning support in 2013.

## Target 2

Maintain the percentage of Year 3 students achieving Band 3 or above at 95% or higher in all strands of literacy and numeracy in NAPLAN assessments

The analysis showed:

- 90% of Year 3 students achieving Bands 3 or above in Reading;
- 90% of Year 3 students achieving Bands 3 or above in Spelling;
- 96% of Year 3 students achieving Bands 3 or above in Grammar and Punctuation;
- 93% of Year 3 students achieving Bands 3 or above in Writing;
- 96% of Year 3 students achieving Bands 3 or above in overall Numeracy.

The school achieved its targets in numeracy but fell short in some of the aspects of literacy. Students who achieved below Band 3 will continue to achieve additional support until they are achieving expected levels.

## Target 3

Maintain the percentage of Year 5 students achieving Band 5 or above at 95% or higher in all strands of literacy in NAPLAN assessments

The analysis showed

- 96% of Year 5 students achieved Band 5 or above in reading, with 50% in the top two bands - Bands 7 and 8;



- 91% of Year 5 students achieved Band 5 or above in spelling, with 40% in the top two bands - Bands 7 and 8;
- 90% of Year 5 students achieved Band 5 or above in grammar and punctuation, with 40% in the top two bands - Bands 7 and 8;

*“The students and teachers are very kind, caring and welcoming.”*

- 96% of Year 5 students achieved Band 5 or above in writing, with 22% in the top two bands - Bands 7 and 8;
- 94% of Year 5 students achieved Band 5 or above in overall numeracy, with 35% in the top two bands - Bands 7 and 8;

The school achieved or was very close to its targets for Year 5 students. Those students who did not achieve Band 5 or above will achieve additional support until they are achieving expected levels.

## Target 4

Increase the percentage of Year 5 students placed in Band 8 in all aspects of literacy and numeracy:

- reading - 21% in 2011 to 30% in 2012;
- spelling - 21% in 2011 to 30% in 2012
- grammar and punctuation - 24% in 2011 to 30% in 2012



- writing - 9% in 2011 to 15% in 2012
- numeracy from 25% in 2011 to 30% in 2012.

The analysis showed:

- 20% of Year 5 students achieved Band 8 for reading in 2012;
- 12% achieved Band 8 for spelling;
- 14% achieved Band 8 for grammar and punctuation;
- 9% achieved Band 8 for writing;
- 12% achieved Band 8 for overall numeracy.

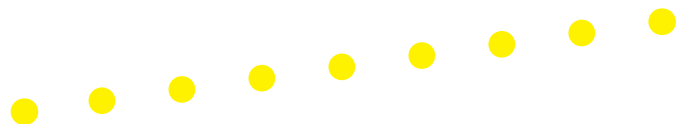
While we have not achieved the percentage increases for our Year 5 students achieving Band 8 in literacy and numeracy, this will continue to be a focus until these levels are achieved.

## Target 5

Increase the percentage of Year 3 students placed in Band 6 for Numeracy from 24% in 2011 to 30% in 2012

An analysis of this data showed:

- 28% of our Year 3 students achieved Band 6 for overall Numeracy in 2012.





## Target 6

Increase the percentage of students achieving a spelling age consistent with their chronological age or above in the South Australian Spelling Test from 83% in 2011 to 88% for 2012

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.

*"I like the giant library with lots of books."*

An analysis of this data showed that;

- 81% of students attained a spelling age at or above their chronological age;
- 70% of students had a spelling age above their chronological age.

While the number of students achieving above target levels is pleasing, there is still a large number of students who experience difficulty with their spelling. Improving the spelling skills of these students will continue to be a focus of the school's strategic plan in 2013.

## Target 7

96% of Year 1 students achieving all SENA 1 outcomes in 2012

At Stanmore Public School each class from Years 1 to 4 conducts SENA testing throughout the year to assess the numerical development and stage proficiency of their students. This data is then passed onto 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 grouping for explicit teaching.



An analysis of this data showed:

- 96% of Year 1 students achieved all SENA 1 outcomes in 2012.

## Target 8

90% of Year 4 students achieving all SENA 2 outcomes in 2012

An analysis of this data showed:

- 98% of Year 4 students achieved all SENA 2 outcomes in 2012.





# School evaluation

## Educational and Management Practice

### Communication

Late in 2012 the school evaluated the effectiveness of communication processes as there has been a focus on improving this over the last two years.

#### Background

Like the majority of educational institutions, Stanmore Public School needs to communicate to its community in a timely, accurate and effective manner. Increasingly the school is relying on technology to enhance communication while maintaining more traditional forms of communication where needed.

#### Findings and conclusions

In all, 112 families responded to the survey and of those:

- 98% indicated that they prefer to receive information electronically;
- 97% indicated that they visit the school's website, but only 8% visit it weekly;
- 98% indicated they read the weekly newsletter with 100% of these indicating they read the copy sent by email;
- 7% indicated that they also receive a hard copy sent home with their child;
- 60% indicated they find the school's website engaging and informative;
- 70% indicated they are aware of the efforts that Stanmore PS makes to collect and act on feedback from our community.
- 75% indicated they are satisfied with the

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 2012 our school carried out evaluations on

- Communication
- Mathematics

way they receive messages from the school and interestingly and only 23% supported an increase in the usage of social media services such as Facebook and Twitter as a communication device.

#### Future directions

The survey data indicates that the Stanmore Public School community is appreciative overall of the efforts that the school is making to upgrade and enhance the delivery of effective communication.

In 2013 more attention will be directed towards the effective utilisation of the school website to enhance its potential as communication tool. Also the school will continue to monitor the community's acceptance of social media as a source of communication.



# School evaluation

## Curriculum

### Mathematics

#### Background

As the school is commencing a process of reviewing and enhancing the teaching of mathematics, it sought feedback on the views of students, staff and parent body in regard to this curriculum area.

An online survey was issued to students, teachers and parents and the findings and conclusions are outlined below.

#### Findings and conclusions

Responses from the students indicated that:

- 98% felt it was important to learn Mathematics at school and 94% felt their numeracy was improving;



- 74% liked hands-on mathematics, whereas only 42% liked worksheets;
- in responses to the questions - what do you like best and least about mathematics lessons? - the students provided some interesting insights.

#### Students like:

- "when you learn things that you didn't know eg. I now know how to do the Diamond Strategy";
- "learning new things that are going to be very helpful later in life";
- "when we use hands-on activities";
- "the good feeling you get when you have completed your work";
- "working on computers";
- "when I finally solve a problem";
- "when you just fly through a test or worksheet";
- "feeling proud of myself for learning new things";
- when we work in groups and use fun games to help us to do mathematics";
- "the teachers, because they make mathematics fun".

#### Students dislike:

- "when we do sheets instead of fun work";
- "if we go over things we already have perfected";
- "when it is too hard";
- "if I forget quickly";
- "if we do lessons in groups and I am put in a group where I have to do all the work".

#### Staff Survey

Responses from teachers indicated that:

- 88% saw the main purpose of their mathematics lessons as getting the students to think and work mathematically;
- 82% used a range of higher order questioning techniques in their mathematics lessons;



- 82% have the students doing the majority of the talking during a mathematics lesson and see their role as a facilitator for discussion when exploring new mathematics concepts.
- 100% are confident in their knowledge and understanding of the mathematics requirements of all strands of the mathematics syllabus.



### Parent/Carer Survey

Parents responded to the survey questions and comment boxes with helpful and insightful contributions. Their responses indicated:

- 100% agreed that mathematics is an important subject for their child;
- 68% felt their child enjoys most aspects of mathematics taught at Stanmore;
- 77% felt they were confident to assist their child with mathematics at home.
- 77% felt they would like to be better informed

about the current teaching of mathematics at the school;

- 60% felt that semester reports did not inform them well enough about their child's progress in mathematics.

### Some of the issues for parents were;

- not being confident to assist when they were not across the strategies used;
- wanting to know the strategies used so they can reinforce concepts at home;
- wanting to understand the stages of mathematical learning;
- wanting an easy to understand progress system, similar to the reading levels;
- wanting strategies to help their child improve.

*"I like my teachers, my friends, the grassy oval and the camps."*

### Future directions

In response to survey feedback, the school will:

- provide sufficient mathematical games and activities in every classroom to allow students hands-on experience in developing an understanding of concepts;
- utilise interactive technologies in teaching mathematics to increase engagement;
- provide ongoing teacher professional learning in mathematics teaching, particularly towards the new National Curriculum;
- provide improved communication to parents about mathematics teaching, strategies used and student progress.

# School planning 2012–2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

## Outcomes for 2012–2014

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 over time.

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.

## School priority 1: Literacy

### Specific literacy targets for 2013 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 to 30%;
- Increase the % of Year 5 students placed in Band 8 for Writing to 15%;
- Increase the % of Year 5 students placed in Band 8 for Spelling to 30%;



- Increase the % of Year 5 students placed in Band 8 for Grammar and Punctuation to 30%;
- Increase the % of students achieving a spelling age consistent with or above their chronological age in the South Australian Spelling Test to 90%.

### 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;

*“When I wake up I am so happy to go to school.”*

- continued emphasis on teaching spelling knowledge as opposed to lists;
- the provision of enrichment in reading and writing for highly capable students targeting explicit teaching of skills needed for inferential and applied comprehension;
- the purchase of quality literature and reading resources to support teaching and learning.

**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 1-6

## School priority 2: Numeracy

**2013 Targets to achieve this outcome include:**

- Increase the % of Year 3 students achieving Band 3 or above in NAPLAN numeracy 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 to 30%;

- Increase the % of Year 1 students achieving all SENA 1 outcomes from 93% to 95%;
- Increase % of Year 4 students achieving all SENA 2 outcomes to 90%.

**Strategies to achieve this target include:**

- completion of the scope and continuum for the teaching of mathematics K-6 to ensure consistency and cohesion in teaching K-6
- the use of interactive whiteboards to deliver ‘Count Me In’ and ‘Counting On’ activities to support mathematics teaching;
- provision of professional learning activities for teachers in order to maximise teaching and learning in mathematics;
- the use of evidence from assessment to place students on and move them along the numeracy continuum, identifying those in need of learning support and extension;
- give priority to the numeracy block in school organisation, similar to the literacy block.

**Our success will be measured by:**

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

Fran Larkin - Principal

Neil Atwell - Deputy Principal

Claire Mitchell - Assistant Principal

Kelly Higlett - Assistant Principal

Natalie Lopes - Teacher Representative

Grant Mason - Teacher Representative

Alexander Mackenzie - Parent Representative

Harry Boyd - Student Representative

Molly Weston - 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>