



Stanmore Public School

2013

Annual School Report



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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. The school has been growing steadily over the last 20 years and, in 2013, 575 students were enrolled in 23 classes, Kindergarten to Year 6. Approximately 29% of students were from a language background other than English and 35 language groups are represented in the student population. 2% of students are from Aboriginal backgrounds.

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 23 classroom teachers, nine specialist teachers, five 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.



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 2013 six learning areas were covered by the NSW curriculum (English, Mathematics, Science and Technology, Human Society and Its Environment, Creative and Practical Arts and Personal Development, Health and Physical Education). In addition to these learning areas, other programs included:

- Kitchen garden program;
- Philosophy;
- Literacy support and enrichment;
- Numeracy support and enrichment;
- Creative and performing arts ensembles;
- Sports and fitness programs;
- Languages;
- Environmental initiatives;
- Gifted and talented programs;
- English as a second language support;
- Student leadership programs;
- Student welfare initiatives;
- Anti-bullying program;
- Technology programs;
- Author-in-residence program;
- Aboriginal education initiatives;
- Chess club;
- Book club;
- After school activities

Messages

PRINCIPAL'S MESSAGE

In the achievements of our students throughout the 2013 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 2013. They continued to be amazing.

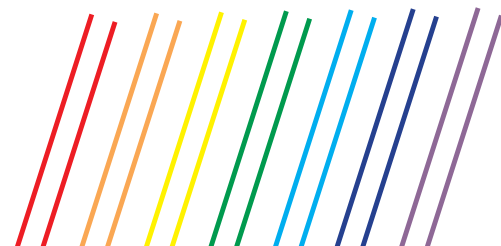
The year was greatly enhanced by the generous and sustained support of our parent community and I look forward to their continued support in 2014.

I extend my best wishes to the students and families who left us at the end of 2013. 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.

Mrs Fran Larkin

Principal



Messages

P & C MESSAGE

2013 was an exciting and busy year for all the Stanmore school community and the P&C as well. It was a year that the school can look back on with great pride and satisfaction.

The big project for the last 2 years has been raising funds to support the building and launch of the Stephanie Alexander Kitchen Garden. In 2013 the P&C, parents and businesses helped fund, design and install the kitchen, while keeping the garden growing too. Over the course of many Saturdays parents donned tools and hardy footwear to bolt, screw and fit the kitchen together. It was an amazing demonstration of support for the school that will be evident for many years to come.

To fundraise for the Kitchen Garden, and other school needs, the P&C and parents organised and ran a record number of events. Beginning with the Welcome BBQ, K-2 Disco, numerous Bunnings and Election BBQs, Easter Raffle, Mother's and Father's Day and the headline events, the Trivia Big Night Out and Stanmore Common Ground Night Market, barely a fortnight went by without something happening. All the parents, kids, teachers and staff, relatives and businesses that supported these myriad activities are owed many thanks. It would not have happened without you all.

The Big Night Out, held for the last few years at the Cyprus Club, is a great opportunity for parents to simply get together with friends and make some new connections. It's a fun social evening, not all about fundraising, and I encourage all parents to attend if you can. The Common Ground Night Market was unfortunately held on a very wet early summer evening. A great deal of planning had gone into the event, taking on board learnings and feedback from the 2012 event. Whilst it was affected by the rain, the children running around in the mud seemed to have a great time, as did those who wandered through the stalls, ignoring the puddles and wind.

I would like to thank the P&C Executive and member parents who attended P&C meetings through the year, adding their contributions and voices to agenda items and topics of interest. Please do come along to a meeting if you can, it is a great chance to add your voice and to help your children and the teachers of Stanmore continue to strive to make 2014 even better.

Mr Alexander Mackenzie

P&C President



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 enrolments continue to exceed the school's accommodation capacity and this leads to very few non-local enrolments being accepted.

In 2013, at the time of the annual census of students, Stanmore had an enrolment of 575 students. The adjacent table illustrates the growth in total school enrolment between 2007 and 2013.

	2007	2008	2009	2010	2011	2012	2013
Male	256	258	252	254	274	280	302
Female	221	248	240	261	251	267	273

Student attendance profile

The student attendance rate in 2013 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.

	2009	2010	2011	2012	2013
K	96.3	96.3	96.6	95.7	95.7
1	94.5	94.5	96.6	96.3	96.4
2	94.4	94.4	96.0	95.4	95.3
3	94.7	94.7	96.4	95.9	96.3
4	94.1	94.1	95.6	94.9	96.0
5	93.8	93.8	95.5	93.9	94.9
6	92.0	92.0	94.7	94.1	93.6
Total	94.2	94.2	95.9	95.2	95.4

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.



School Context

STAFF INFORMATION

It is a requirement that 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 an Additional Language (EAL) and Learning Assistance (LaST) respectively.

A Reading Recovery program provides a literacy 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.

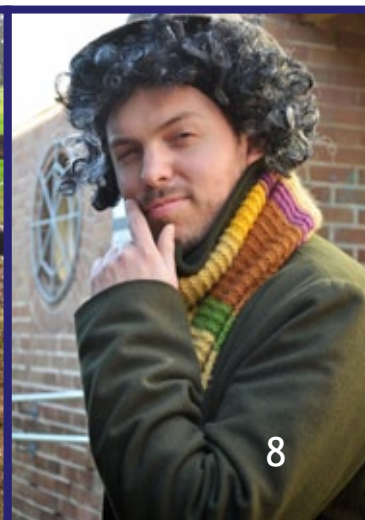
A principal, one deputy principal and four teaching assistant principals are responsible for leading and managing the school.

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 mostly do so for promotion, retirement or family relocation.

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
Learning and Support Teacher	0.6
Teacher Librarian	1.0
Teacher of EAAL	0.8
Counsellor	0.4
School Administrative & Support Staff	7.0
Total	37.02



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

Roll class	Year	Total per year	Total In class
KBI	K	22	22
KF	K	23	23
KS	K	23	23
KR	K	22	22
1B	1	22	22
1TA	1	21	21
1G	1	21	21
1M	1	22	22
2C	2	23	23
2W	2	21	21
2M	2	21	21
2P	2	23	23
3N	3	28	28
3B	3	27	27
3M	3	27	27
4C	4	30	30
4H	4	28	28
4/5M	4/5	28	28
5S	5	29	29
5G	5	27	27
6P	6	30	30
6H	6	30	30
6E	6	27	27



FINANCIAL SUMMARY

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

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	110,388.67
Global funds	371,232.33
Tied funds	222,193.47
School & community sources	644,283.66
Interest	6,079.27
Trust receipts	3,049.20
Canteen	0.00
Total income	1,253,837.93
Expenditure	
Teaching & learning	
Key learning areas	159,227.12
Excursions	257,407.01
Extracurricular dissections	160,843.61
Library	14,952.94
Training & development	14,463.30
Tied funds	254,145.07
Casual relief teachers	64,988.71
Administration & office	188,334.98
School-operated canteen	0.00
Utilities	111,227.45
Maintenance	34,760.89
Trust accounts	3,049.20
Capital programs	27,387.46
Total expenditure	1,220,791.74
Balance carried forward	143,434.86

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.



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 2013 Stanmore Public School provided an array of options which produced outstanding achievements in both educational and co-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.

Whole school singing celebrations included 'Music Count Us In' and Harmony Day.

With over 100 students involved in music ensembles across the school there were a number of highlights.

- The string and recorder ensemble performed at the Opera House for the Festival of Instrumental Music.
- The choir performed at the Opera House for the Festival of Choral Music.
- The music ensembles provided entertainment at many school events including Father's Day Breakfast, Launch of the Stephanie Alexander Kitchen and the end of year Creative and Performing Arts Concerts.
- Members of the Juggernaut Band attended a residential band camp with Petersham, Summer Hill and Ferncourt Public School at Stanwell Tops.
- The school bands and choir performed at Kegworth Autumn Fair.

- 16 members of the choir participated in School Spectacular at the Sydney Entertainment Centre which was televised on Channel 9.

The Drama and Dance programs remained strong with all students in the school performing in the annual school showcase and 72 students performing in the annual Creative and Performing Arts concert.

"The best thing about drama is that you can show people how good your acting is."

With over 150 students involved in film, drama and dance ensembles across the school there were several highlights for the students and their parents.

- Four students were selected to perform in the State Drama Festival.
- Fifteen students talented in the areas of choir, dance, drama, band and film participated in the Create East Gifted and Talented program over 3 days at the Seymour Centre, devising a show in just three days titled 'Junkyard Garden'.
- Two senior drama ensembles received a highly commended placing in the Sydney Eisteddfod – The McDonalds Performing Arts Challenge.
- The Year Six drama ensemble was selected to perform their group devised piece 'Saltio and Pepperet' at the Sydney Region drama festival and the 'Forever Young' concert at Town Hall which showcased outstanding creative arts performances.
- Six talented drama students attended the Sydney Region Primary Drama Camp over three days at the Seymour Centre.
- Twenty five Students in the Stage 3 Film ensemble met weekly and created short films.

School Performance

ACHIEVEMENTS

- All students performed at The Seymour Centre in the school's annual performing arts showcase over two nights. Showcase 2013 themes were Transport (K-2) and Myths and Legends (3-6). These themes produced an entertaining variety of song, drama and dance, enjoyed by sold out audiences of family and friends.

“What I will always remember about Stanmore Public school is the amazing teachers and the wonderful opportunities we had.”

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 developing fitness and healthy lifestyles.

Students participate in competitions 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 weekly PSSA competition in Cricket, Softball and Oztag (Summer) and touch football, netball, AFL and Soccer (winter).
- 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 some of our students went from this level to represent Sydney Region at a State

Swimming carnival; an impressive achievement indeed.

- 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, gymnastics, 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 sport program focused on movement, gross motor skills, gymnastics and the development of skills necessary for participation in physical activities and games.
- 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 sporting achievement in 2013.

Stanmore aims to develop sportsmanship and provide a balance between skill acquisition and positive attitudes to exercise and healthy lifestyles.

The school recognises 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 2013. A Year 6 team competed in the Premier's Debating Competition while the Year 5 team competed in the Sydney Region Debating Competition. For the third year running, the Year 6 team made the final and finished as runners up and the Year 5 team progressed to the semi-finals of their competition.



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

Both teams were well coached and supported by their teachers.

“Camp is an exhilarating experience where we can have fun doing exceptional things.”

Public Speaking

As in previous years, our students had 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 the participants delivering both a prepared and an impromptu speech, which really tested their ability to “think on their feet”. The first stage of the competition was held at school and involved all Stage 2 students. From the intra-school 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 Year 3-6 and many students

School Performance

achieved excellent results.

- 65 students participated in mathematics, achieving 2 distinctions and 27 credits.
- 68 students participated in English, achieving 5 distinctions and 16 credits.
- 67 students participated in spelling, achieving 1 high distinction, 7 distinctions and 16 credits.
- 47 students participated in computer skills, achieving 7 distinctions and 5 credits.
- 55 students participated in science, achieving 4 distinctions and 13 credits.

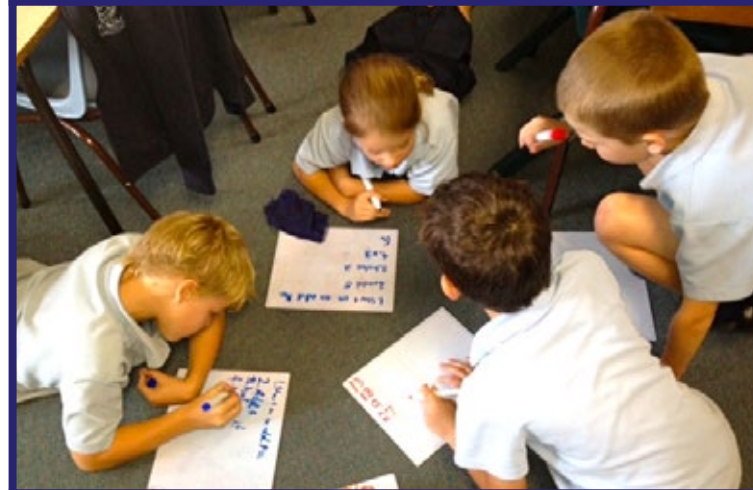
Chess Club

Chess club operated each Tuesday afternoon in the school library and more than 30 students participated. The Sydney Academy of Chess provided coaches for beginner/rookie level and intermediate level. As the year progressed many students improved their problem solving skills, and demonstrated enhanced creative and lateral thinking in their chess playing. In August, students participate in an in-school chess tournament which resulted in a school chess champion. The top five players from that tournament were selected to represent the school at the Australian Interschool Chess Challenge in Melbourne in November. All team members had victories and demonstrated outstanding sportsmanship. The school appreciates the support of the teachers and parents who make chess club possible.

Student Representative Council

Students in Year 3 to 6 elected a student representative council that met weekly and provided feedback to the school about aspects of school programs and management. It had major responsibilities at school ceremonies and events, with members announcing, presenting and looking after invited guests. This included the opening of

the new kitchen, as part of the Stephanie Alexander Kitchen Garden program. Members of the student representative council met and spoke with Her Excellency, The Honourable Professor Marie Bashir who officially opened the new kitchen. Another initiative led by the Student Representative Council was the erection of signage asking people to not park on our playground as they identified the dangerous practices occurring before, after and during school hours. Another initiative was to conduct lunch patrol to assist teachers in the management of litter at eating time.



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 any single measure. There is teacher assessment of student work samples, standardised school assessments, Best Start assessments and national testing (NAPLAN) conducted in May each year for all students in Years 3 and 5.

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

“The students at Stanmore Public School are so kind and we all get on like peas in a pod.”

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, during this session, flexible groupings assist in differentiating learning for varied

learning needs. 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 2013, the reading records for Kindergarten to Year 2 showed:

- 80% of Kindergarten students achieved target level or above, with 59% above;
- 86% of Year 1 students achieved target level or above, with 78% above;
- 84% of Year 2 students achieved target level or above, with 48% above.

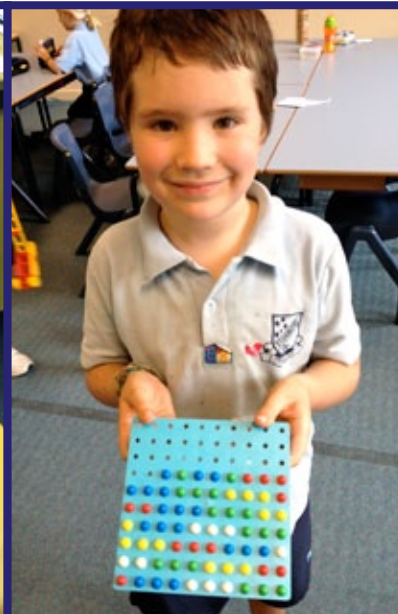
Literacy

Year 3 to Year 6

Performance in reading 3-6 is also measured using reading records. In 2013, the reading records for Years 3-6 showed:

- 93% students achieved target level or better with 78% reading above target levels;
- By Year 6, 98% were reading at target level or better.

Performance in spelling is measured using weekly tests and the standardised South Australian Spelling Test. Around 90% of students are spelling at age appropriate levels or better.

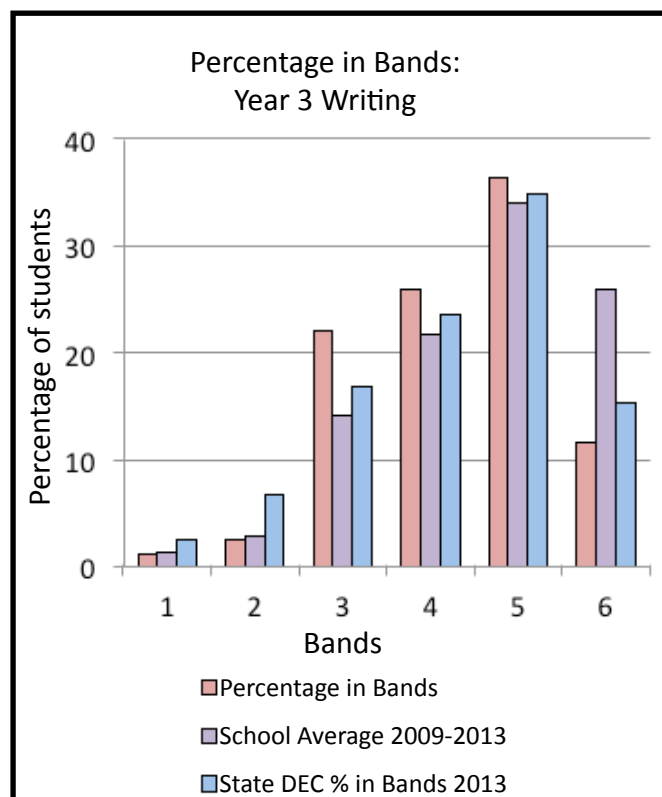
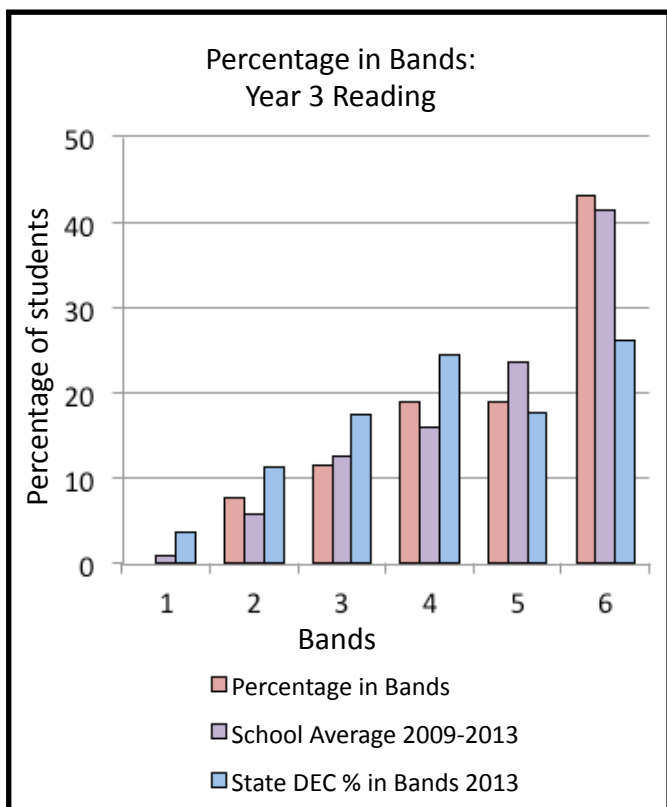


NAPLAN

YEAR 3

LITERACY

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



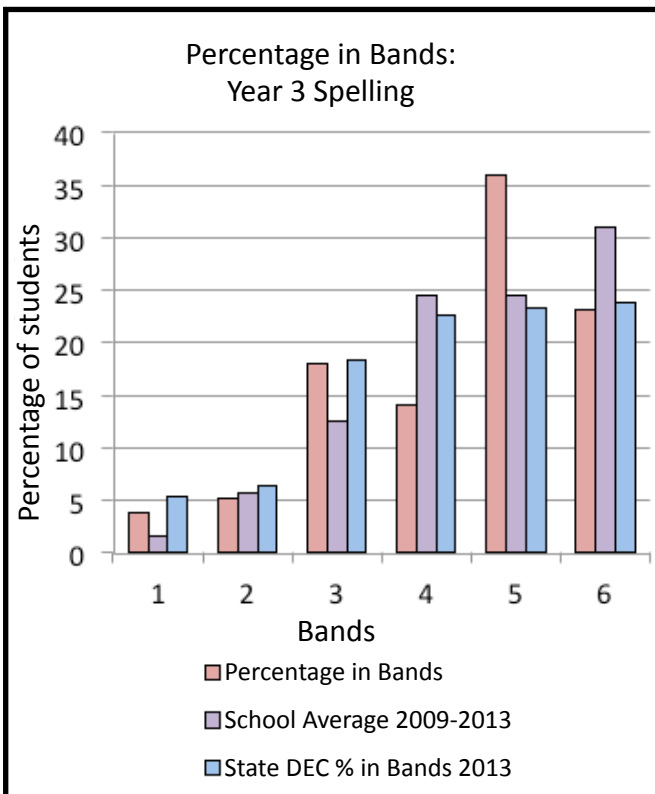
There was a pleasing performance in Year 3 writing with 96.1% of students achieving the top four bands.

In Reading, 62% of students achieved the top two bands, Bands 5 and 6. This is compared to 43% of students across the state.

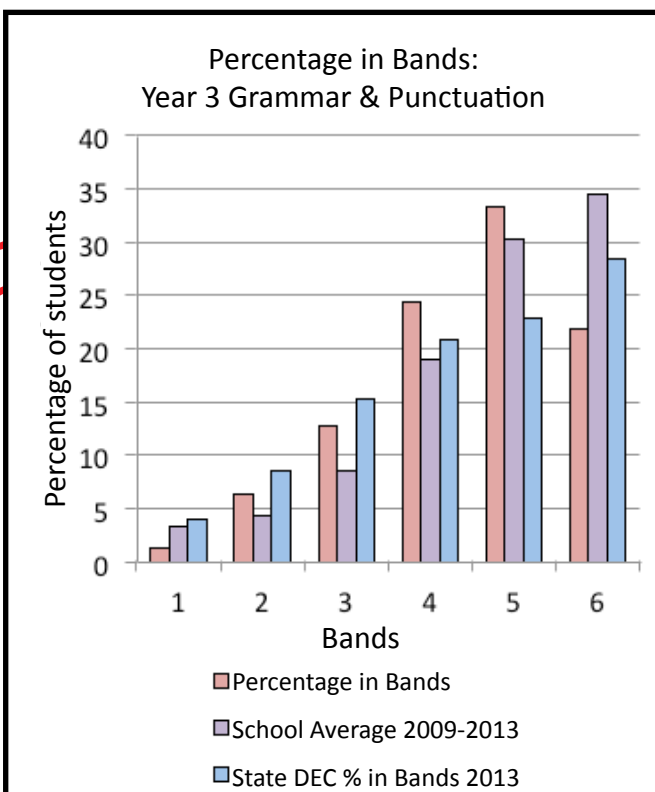
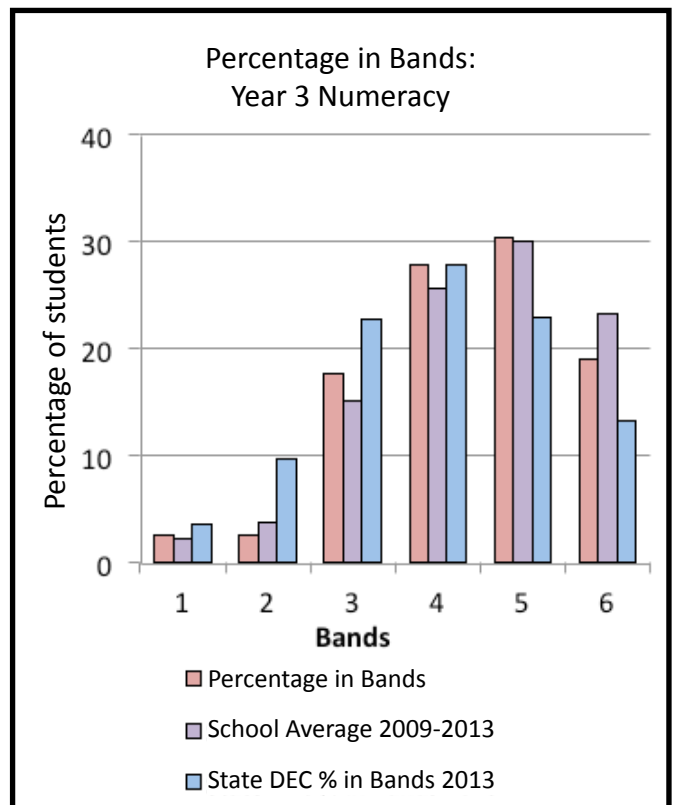


NUMERACY

Almost 60% of our students achieved Bands 5 and 6 for numeracy compared to 46.3% across the state.



In spelling, 59% of our students achieved the top two bands, compared with 47.2% of students across the state.



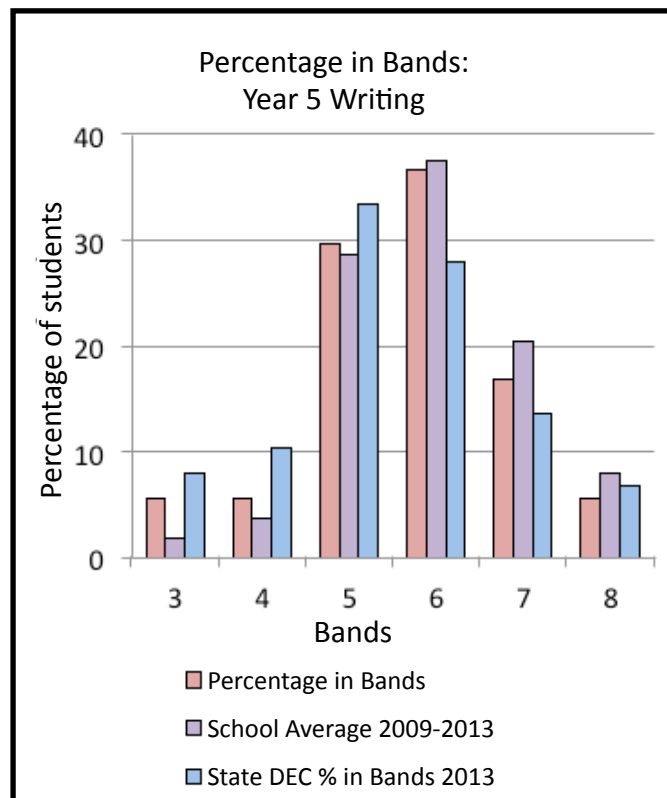
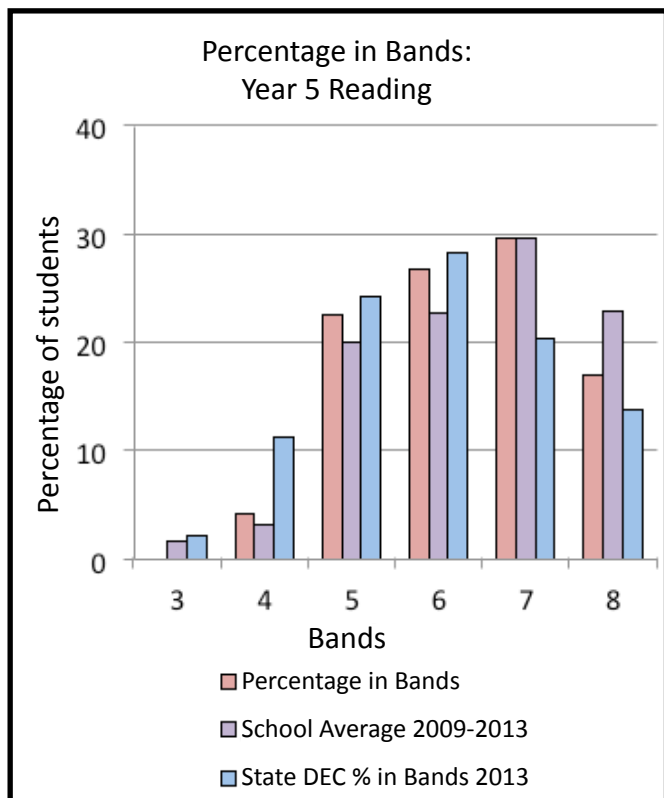
“The teachers at Stanmore Public School are joyful, funny and just nice to be with.”

In grammar and punctuation, 55.1% of students achieved the top two bands, Bands 5 and 6, compared with 51.3% of students across the state.

NAPLAN

YEAR 5

LITERACY



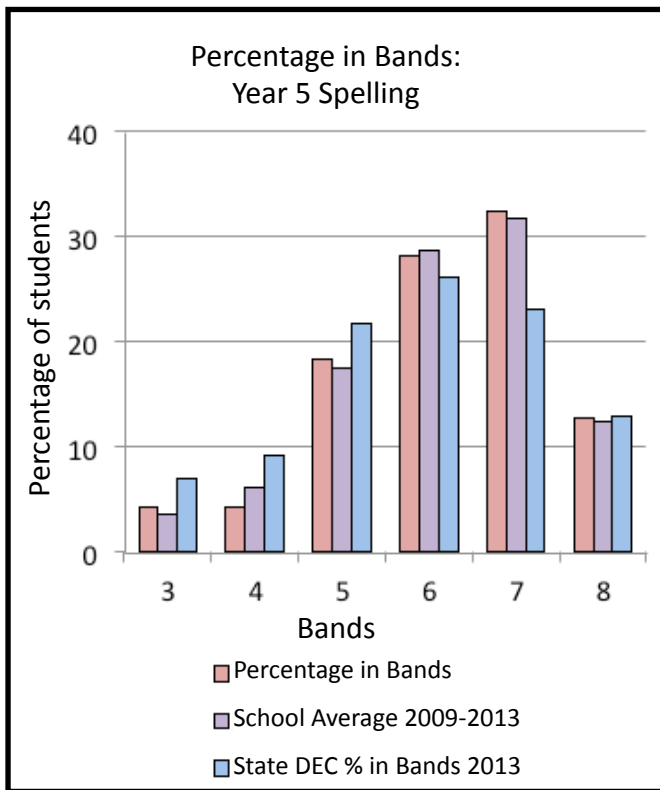
The school's Year 5 students continued to achieve above the state average in reading, with 95.8% achieving the top four bands (5, 6, 7 and 8) compared with 86.6% for the state. Significantly, Stanmore had 4.2% of students in the lower two bands compared with 13.4% across the state.

In writing, the school achieved sound results with almost 90% of students achieving the top four bands compared with 81.7% across the state.

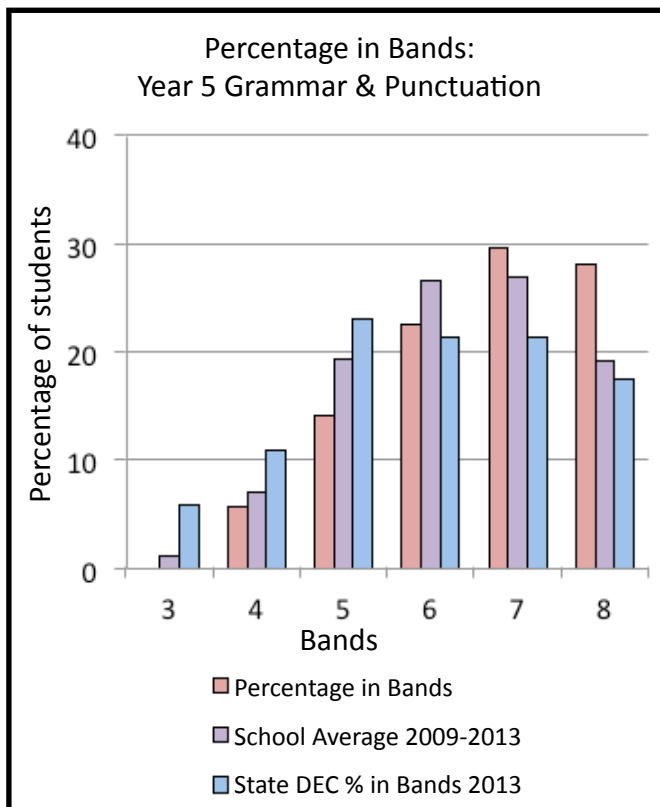
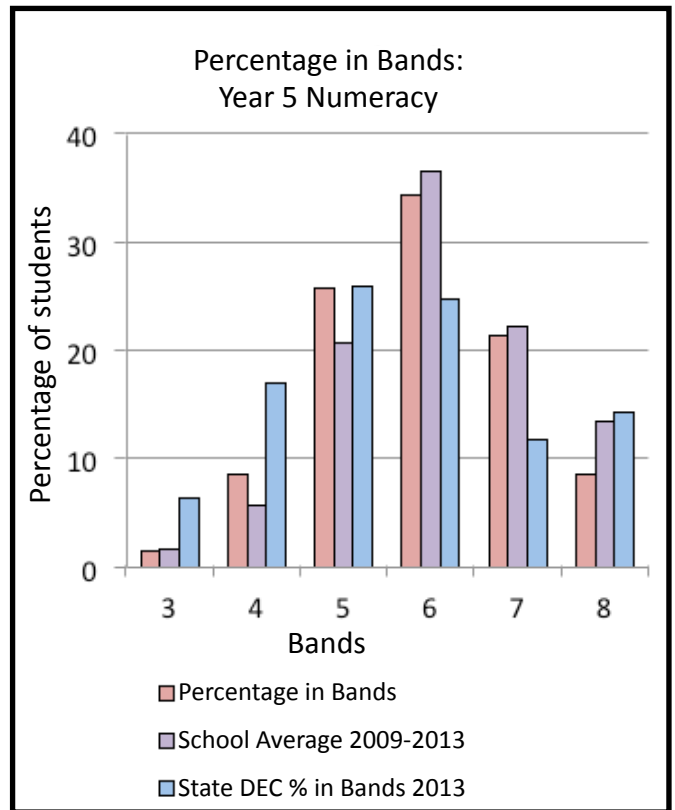


NUMERACY

In Year 5, 90.1% of students achieved the top two bands compared with 76.7% across the State.



Spelling results were strong with 91.6% of students achieving in the top four bands compared with 83.9% across the state.



The areas of punctuation and grammar produced satisfying results with 94.4% of students achieving the top three bands compared with 83.3% across the state.

NAPLAN

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 excluded)

Reading	100.0
Writing	98.7
Spelling	96.2
Grammar & Punctuation	98.7
Numeracy	97.5

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

Reading	100.0
Writing	94.4
Spelling	95.8
Grammar & Punctuation	100.0
Numeracy	98.6

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

Aboriginal and Torres Strait Islander culture is celebrated as an intrinsic and important part of our Australian identity at Stanmore Public School. Our school respects and values the significant contributions made by Aboriginal people in the past and in the present. We educate our students about Aboriginal and Torres Strait Islander achievements and issues.

In 2013 our school has continued to acknowledge, support and advocate Aboriginal and Torres Strait Islander history, culture and accomplishment through a variety of events and programs including:

- Acknowledgement of country at all school assemblies;
- Creating teaching and learning programs which include Aboriginal perspectives and content across all curriculum areas;
- Whole school celebration and commemoration of significant events including: the anniversary of the Apology, Sorry Day, Reconciliation Week and NAIDOC Week;
- Student participation in the painting of a mural within the school grounds by Aboriginal artist, Robert Waters for NAIDOC Week;
- Maintaining an Aboriginal and Torres Strait Islander Parent and School Partnership committee that meets regularly each term;
- The participation of our Indigenous students in the Sydney Region “Deadly Kids Doing Well” awards;

- Developing student awareness and understanding of Aboriginal history, culture and the significance of various regions through excursions including school camps;

- Incursions for K-6 to teach culturally sensitive customs and traditions including ‘Let’s Bridge the Gap’ by professional Aboriginal performer, Fred Reid.

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 marked the Chinese New Year with a dragon procession and Greek Independence Day with students participating in ‘Zorba’ dance lessons, creating Greek flags and constructing a paper people chain in the shape of a ‘Souliotissa’, a traditional Greek costumed woman. Students also celebrated Harmony Day through whole school and in-class activities and Year 6 organised a multicultural food day where the favourites of many cultures were cooked and enjoyed by the whole school.

With 29% of the school’s population coming from non-English-speaking backgrounds and representing 30 different languages, the school literacy program caters for the needs of students who speak English as an additional language. These students are supported by withdrawal lessons and in-class support, with priority given to recently arrived students.

Newly arrived students are taught initiation vocabulary, talking and listening activities, beginning reading skills and simple writing tasks.

Significant programs and initiatives

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 and the Stephanie Alexander Kitchen Garden Program

Stanmore has made great strides in 2013 and recent years to implement and maintain sustainable practices across the school. Through the installation and upgrades of facilities such as solar panels, water tanks, irrigations systems and usage monitoring – both electronic and student based – as well as general increased awareness amongst students, Stanmore has continued to be a beacon of sustainable practice in an education setting.

By emailing information and notes directly to parents and carers, and relying on a comprehensive school website, there has been a major reduction in paper usage across the board. Whole school paper recycling has also continued to reduce the school's environmental footprint, as has the promotion of waste-free lunches, in which students are encouraged to have reusable containers and wrapper less food for school. Leftover food scraps are composted daily by all classrooms.

2013 saw the continuation of the Stephanie Alexander Kitchen Garden program. The five station

kitchen was completed and officially opened by Her Excellency, the Honourable Professor Marie Bashir, Governor of New South Wales. This occasion was attended by many people in the local community who contributed in immeasurable ways to the design, installation, funding, and other expertise to the project.

Student gardeners and chefs from Years 4 and 5 were tutored by part-time kitchen and garden specialists, who were assisted by generous donations of time and resources from many community organisation and individuals. Students participated in weekly kitchen and garden lessons, learning everything from growing seedlings, planting edibles, maintaining them with organic gardening practises and harvesting the fruits and vegetables. The addition of a chicken house, with eight hens incubated under the watchful eye of a Kindergarten class, has added much interest to the garden, and has increased the amount of food waste that can be composted at the school

“My favourite thing at school is kitchen lessons because I learn how to cook and be careful.”

In November the school, along with local businesses IGA Stanmore and Paper Cup, won the Marrickville Council Community Partnership award for their efforts in turning used coffee grounds, and past saleable fruit and veggies into compost for the large garden.



“Music is great because you can play lots of interesting instruments.”

Ethics in Schools Program

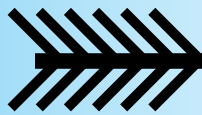
In 2013 a number of our Stage 2 and Stage 3 students participated in the “Ethics in Schools” program. The program is designed for students whose parents do not wish them to attend faith-based religious education (SRE).

The 2013 program for Years 4, 5 and 6 attracted strong support and numbers. The objectives of the program include the development of the intellectual capacity and personal attitudes needed for participation in ethical reflection and openness towards differing views on important personal and public issues. Dialogue features as a means of resolving ethical issues.

Three of our parents volunteered to help run the program in 2013. 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.

“My teacher helps me with everything.”



Progress on 2013 Targets



In 2013, 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 2013, 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.

Four of seven school years achieved the target range, with almost 94% of all students across the school achieving target levels or higher. By Year 6, 98% of students were reading at or above target level.

This was a higher percentage than 2012, with the proportion of students achieving target levels or higher trending up as children progress through the school. This is in large part attributable to the quality of classroom literacy programs and the strength of the additional literacy learning support provided to students not achieving target levels. Students will continue to have additional learning support in 2014 until they achieve target reading levels.

Target 2

Maintain the percentage of Year 3 students achieving Band 3 or above at 96% or higher in all strands of literacy and numeracy in NAPLAN assessments.

The analysis showed:

- 92.4% of Year 3 students achieving Bands 3

or above in Reading;

- 91.1% of Year 3 students achieving Bands 3 or above in Spelling;
- 92.3% of Year 3 students achieving Bands 3 or above in Grammar and Punctuation;
- 96.1% of Year 3 students achieving Bands 3 or above in Writing;
- 95% of Year 3 students achieving Bands 3 or above in overall Numeracy.

While the school achieved improved results in some areas it has not yet achieved its targets in all areas and will continue to work towards this in 2014. Students who achieved below Band 3 will continue to achieve additional support until they are achieving expected levels.

“The best thing about Stanmore Public School is that you get to go away to camp every year after Year 1.”

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

- 95.8% of Year 5 students achieved Band 5 or above in reading, with 46.5% in the top two bands - Bands 7 and 8;
- 91.6% of Year 5 students achieved Band 5 or above in spelling, with 45.1% in the top two



bands;

- 94.4% of Year 5 students achieved Band 5 or above in grammar and punctuation, with 57.8% in the top two bands;
- 88.8% of Year 5 students achieved Band 5 or above in writing, with 22.5% in the top two bands;
- 90% of Year 5 students achieved Band 5 or above in overall numeracy, with 30% in the top two bands;

The school achieved close to its targets for Year 5 students in reading and grammar and punctuation but results in writing were below expected levels and much lower than previous years. While this may be cohort related, writing will be a focus area in 2014. In most areas, the percentage of students in the top two skill bands increased. All students who did not achieve Band 5 or above will achieve additional support until they are achieving expected levels.

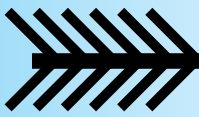
Target 4

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

The analysis showed:

- 16.9% of Year 5 students achieved Band 8 for reading in 2013;
- 12.7% achieved Band 8 for spelling;
- 28.2% achieved Band 8 for grammar and punctuation;
- 5.6% achieved Band 8 for writing;
- 8.6% achieved Band 8 for overall numeracy.

While there was a significant increase in the percentage of students achieving Band 8 in grammar and punctuation and this is now close to the target of 30%, the school has not yet achieved the targeted percentage increases in other aspects of literacy and numeracy. This will continue to be a focus until these levels are achieved.



Target 5

Increase the percentage of students achieving a spelling age consistent with their chronological age or above in the South Australian Spelling Test to 88% for 2013.

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.

“Showcase is the most exhilarating thing at Stanmore Public School.”

An analysis of this data showed that;

- 90% of students attained a spelling age at or 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 6

96% of Year 1 students achieving all SENA 1 outcomes in 2013.

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 2013.

Target 7

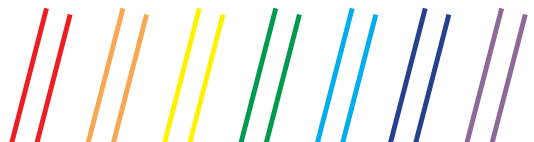
90% of Year 4 students achieving all SENA 2 outcomes in 2013.

An analysis of this data showed:

- 98% of Year 4 students achieved all SENA 2 outcomes in 2013.

The SENA results were on target in 2013. In 2014, we will move to a school wide assessment process for all Years. This process will incorporate aspects of SENA but will cover K-6.

“Sport at Stanmore Public School is exhausting but fun.”



School evaluation

Educational and Management Practice

Communication

At the beginning of 2013 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;

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 2013 our school carried out evaluations on

- Communication
- Writing

- 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 way they receive messages from the school and interestingly 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 2014 more attention will be directed towards the effective utilisation of the school website to enhance its potential as a communication tool. Also the school will continue to monitor the community's acceptance of social media as a source of communication.



School evaluation

Curriculum

Writing

Background

As the school is preparing for the implementation of the New English Syllabus and enhancing the teaching of writing, 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 finding and conclusions are outlined below.

Finding and conclusions

Responses from the students indicated that:

- 94.4% of students felt that writing was an important subject to learn at school and 82.9% of students enjoyed writing;
- Around half of the students believed they were good at writing; approximately one third believed they could be a better and almost 7% found writing difficult;
- 83.2% of students felt that their teachers planned interesting writing activities that help

“I like showing my artwork and singing at assembly.”

them learn and 85.7% of students felt their teachers told them what areas of their writing they need to improve;

- 87.8% of students feel that their teachers expect them to do well in writing and 80.5% of students understand how their writing is assessed;
- In response to the question “Is there anything you feel the school could do to help make writing more interesting for you?”, the students provided some interesting insights;
 - “more creative writing”;
 - “more free writing”;
 - “remove the use of recounts. They’re boring enough as it is”;
 - “more writing poems and pictures to inspire me”;
 - “more funny story competitions”;
 - “they could get writers to come into schools and talk to us about how to write really well”;
 - “include creative ways to improve our writing”;
 - “let us have a variety of topics and the one that gets the most votes, we do”.

Responses from teachers indicated that:

- 88.9% of teachers were confident they understand the continuum of writing development;
- 94.5% of teachers feel confident assessing



writing and 100% of teachers surveyed used observation and rubrics to assess;

- 100% of teachers surveyed give explicit feedback to their students about what they are doing well and what they need to do to improve their writing skills.

“I love writing stories and sharing them with the class.”

- 55.6% of teachers believed that there are sufficient resources at Stanmore Public School to teach writing well;
- 61.2% feel the professional learning and support provided at the school for the teaching of writing meets their needs.

Responses from parents indicated that:

- 79% believe that their child/children enjoy writing and 63.3% believe they are making good progress in this area;
- 60.1% are familiar with how students are taught to create texts in writing lessons;
- 57.9% understand the various types of texts and skill areas that are taught in writing lessons;
- 44.5% feel the school has provided ample information for parents to understand how writing

is taught and the role it plays within the whole school English program.

Some of the issues for parents were:

- Wanting to know more about the type of writing activities their child/children participate in at school;
- Wanting to understand how writing is taught and assessed;
- Wanting clearer information about their child/children’s progress in relation to writing.

Future Directions

In response to survey feedback, the school will:

- Provide ongoing teacher professional learning in the teaching of writing in line with the New English Syllabus;
- Utilise interactive technologies in teaching writing to increase engagement;
- Further develop writing rubrics and ongoing support with using the Literacy Continuum to facilitate the teaching of explicit writing skills more systematically across the school;
- Provide improved communication to parents about teaching writing, 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 2014 are:

- Achieve and maintain 96-98% of students in each grade achieving target levels or above in reading as measured by reading records;
- Achieve and maintain 96-98% of Year 3 students achieving Band 3 or higher in all strands of literacy in NAPLAN assessments;
- Achieve and 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 92%.

Strategies to achieve this target include:

- teacher professional learning in the areas of vocabulary development and grammar, emphasising 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 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

2014 Targets to achieve this outcome include:

- Achieve and maintain 96-98% of Year 3 students achieving Band 3 or above in NAPLAN numeracy;
- Achieve and 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%;
- Achieve 96-98% of students K-6 achieving Year appropriate numeracy outcomes on the new Stanmore Numeracy Assessment Program (SNAP).

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:

- SNAP data K-6;
- NAPLAN data in Years 3 and 5;
- Numeracy continuum 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 students learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Fran Larkin - Principal

Kym Ferrario – Deputy Principal (Relieving)

Claire Mitchell – Assistant Principal

Kelly Higlett – Assistant Principal

Natalie Lopes – Teacher Representative

Alexander Mackenzie – Parent Representative

Eddie Alcock – Student Representative

Julia Ventura – 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>