

Stanmore Public School Annual Report



2016



7436

Introduction

The Annual Report for **2017** is provided to the community of **Stanmore Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Fran Larkin

Principal

School contact details

Stanmore Public School

Cnr Cambridge and Holt St

Stanmore, 2048

www.stanmore-p.schools.nsw.edu.au

stanmore-p.School@det.nsw.edu.au

9569 1638

Message from the Principal

PRINCIPAL'S REPORT

It is with much pleasure and pride that I present this report on the outstanding achievements of the students, staff and parent community of Stanmore Public School. The 2016 school year has been a highly successful one with excellent results across all areas of school life. These results are due to the commitment and energy of the staff, parents and local community working closely together to provide the highest quality learning environment and opportunities for every child.

The school enjoys a well-deserved reputation for the citizenship of our students and excellence in academic, cultural, sporting and student welfare areas. Student numbers have increased dramatically in recent times and there is considerable and constant demand for non-local enrolment.

I pay tribute to the teachers of Stanmore Public School for their dedication to the students, their professionalism and their sustained efforts to provide engaging programs for every student at the school. In this, they are well supported by an involved parent community who encourage their children and volunteer their time and financial assistance to school initiatives, enabling many exceptional learning programs and resources for the students.

The school continues to work towards the upgrading of facilities and grounds at the school through a number of strategies – master planning to ensure an integrated and functional design of future works; grants applications and traditional fundraising to achieve components of the master plan; and working bees. The most recent achievements to this end have been a substantial upgrade of playground facilities and the securing of funds to upgrade the canteen and student toilets in 2017.

While the school publicly recognises and celebrates many of the accomplishments of the students, there are also many private celebrations as students achieve significant milestones in their personal and interpersonal growth. When students leave us at the end of Year 6 as confident young people, it is this growth that is strongly evident and a source of great satisfaction for all concerned.

The information in this report is the result of rigorous evaluation and provides a balanced and accurate account of the school's achievements and areas for further development.

Fran Larkin – Principal

Message from the school community

What a year!

2016 was marked with a lot of firsts – first Big Night Out without trivia, first real-estate sponsorships, and the first grey hairs for some of our younger members. We also ran the Canteen for the first time this year.

Although for the last two years we have tried as a P&C to focus on community building, inevitably fundraising takes up a lot of time and energy. After discussion at the first meeting last year it was decided that the funds raised from this year will go to refurbishing the toilets, something we know the kids will appreciate enormously.

The first was Mother's Day – a really lovely and very successful fundraiser. Photographer parents from the school photographed every child in the school with a personalised message on a blackboard. The fact that the pictures themselves were beautiful and it was a successful fundraiser meant that every box was ticked.

The Canteen – The P&C took on the running of the school canteen. Taking over their reins from a successful parent-run business proved to be very challenging. The canteen committee spent a lot of time discussing what makes a healthy canteen unfortunately meanwhile the Canteen wasn't delivering lunch on time. Running a Canteen is no easy task and managing it by committee is also difficult. At the same time, the Canteen was supported like never before by the parents, kids and the school and is much loved. This will be a discussion point in the next meeting: how do we run this business, and ensure its success, by committee?

Sponsorship – Three real estate agents approached us last year who wanted to work with the school. After discussion at a meeting it was decided that we would work with all three rather than go down the exclusive route. We worked with Nicole from Gerber on the grandparent's morning tea, Blake from Urbane did Father's Day and Movie Night, and Jono from Cobden and Hayson sponsored the BNO and also donated the proceeds from a commission-free sale, \$21,500. This led to the development of a sponsorship strategy and policy to ensure transparency and to keep and in line with community more.

Message from the students

In 2016, Stanmore Public School has provided students with opportunities to experience many different activities and learning experiences.

This year the school has introduced the triple R's. (Respect, Resilience and Responsibility). We have had the opportunity to learn how to use and apply the triple R's in our school day and people demonstrating these qualities are recognised at our weekly assembly.

During and after school, the school offers a wide range of activities that anyone can join. Here are some examples:

From Year One onwards children have a choice between Mandarin and Greek to learn the very interesting languages. From how the languages are spoken to the religion, beliefs and culture of China and Greece.

Students in every year have weekly lessons in music and drama. This year for our annual Showcase the theme for Kindergarten to Year Two was 'Animals' and the Year Three to Six theme was 'Future and Space.' We really enjoyed having Showcase at the Enmore Theatre for the first time. This year we also had art for two terms. We made many amazing artistic creations, which we displayed at the Art Show in Term 2.

Ukulele, debating, robotics, choir, chess Club, Recorder Ensemble, and Maths Olympiad are only a few of the extra-curricular activities that you can attend from Year Three to Year Six. The musical groups such as drumming, Ukulele Club, choir and the Recorder Ensemble often perform at Monday assemblies to show what they have learnt in their lunchtime and after school practices.

Kindergarten to Year Two participate in Got Game sport once a week every week. Year Three to Year Six participate in PSSA sport where they play against other schools. The sports for PSSA summer sports are, cricket, softball, and oztag. For winter you can choose between, soccer, AFL, touch football and netball. If you don't want to compete in a PSSA sport you can participate in swimming, tennis, tenpin bowling, yoga, hip hop and taekwondo.

In conclusion 2016 has been a blast! All the Year Sixes will miss Stanmore very much. Hopefully we can visit in the years to come. It has been a pleasure to have been the School Captains for 2016.

Stella Hopkins and Caiden Cleary

2016 Stanmore Public School Captains

School background

School vision statement

Our students will:

- Be confident, empathetic and resilient citizens who make positive choices with regards to their environment, communities and self.
- Display a range of creative, social and problem solving skills that will be applied through areas of schooling and their lives.
- Strive to be independent and globally aware critical thinkers with a life-long love of learning.

Our teachers will:

- Develop and actively promote a culture of sharing expertise amongst colleagues
- Actively engage in professional learning and implement current pedagogy
- Create a dynamic environment that fosters collaborative, independent and differentiated curriculum
- Facilitate a nurturing environment to encourage resilience and empathy by providing opportunities and initiatives that support our students

School context

Our school is a vibrant and unique community where learning and relationships are at the centre of school life. Its population reflects the rich diversity of the inner west, with its mix of backgrounds, interests and capabilities, and the school welcomes and supports this diversity.

Students are typically enthusiastic, engaged and eager to learn. Most are highly capable learners and apply themselves to achieving target levels and above. Those with learning needs are supported to achieve target levels. Parents play a significant role in the life of the school and are strongly supportive of their children's education. They contribute to decision making, organising social events, raising funds and volunteering in school programs.

The school's approach is to educate the whole child: to recognise and nurture the ability of every child in all areas of potential – linguistic, mathematical, musical, artistic, physical and social – so that each one leaves primary school as a competent and articulate learner with a confident sense of self. The learning program is innovative with a breadth of opportunities to engage and motivate students to develop their many capabilities.

We live our values of fairness and inclusion and place an emphasis on strategic improvements to increase learning and enhance the school experience for our students. In educating the whole child, the school is truly educating for life.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

LEARNING:

Learning Culture – There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

Wellbeing – The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

Curriculum and Learning – Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Statement of Excellence – The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance. Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. Evaluating and reporting student performance data underpins the whole–school assessment strategy.

Staff Performance Measures – The school: • achieves excellent value–added results, and/or • most of its students achieve at high levels of performance on external performance measures.

TEACHING:

Effective Classroom Practice – Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Data Skills and Use – Teachers demonstrate a sophisticated understanding and use of student assessment and data literacy concepts (eg. value–added, growth, improvement, statistical significance). The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

Collaborative Practice – Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. School–wide and/or inter–school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Learning and Development – There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Professional Standards – Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

LEADING:

Leadership – Staff have purposeful leadership roles based on professional expertise. The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

School Planning, Implementation and Reporting – The school uses evidence–based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes. The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.

School Resources – Succession planning, leadership development and workforce planning are designed to drive whole–school improvement.

Management Practices and Processes – There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework>

Strategic Direction 1

Cultivate a 21st Century learning community

Purpose

To ensure students have the skills to thrive in an ever-changing world, to navigate and critically evaluate a dynamic future landscape, and be empowered global citizens

Overall summary of progress

We have two projects working to achieve Strategic Direction 1.

After research, data collection and professional discussion about 21st Century learning skills, Project 1 delivered their 21st Century Learning Model to staff. This model needs to be refined and have a targeted focus for each stage.

Project 2, have conducted a successful trial of BYOD in Stage 3 classrooms. Documentation has been refined and will be delivered to a new cohort in 2017. Parent information sessions will also be run to inform parents fully of the program, its educational aim and its requirements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">100% of staff teach and feel confident teaching a range of 21st Century skills.	The team researched, analysed and then developed a set of indicators to assist staff in teaching 21st Century skills to students.	2 x TRD = \$900
A percentage of students (yet to be determined following the collection of baseline data) are technologically literate and demonstrate the confidence and capacity to critically navigate digital information.	Successful BYOD trial implemented in 2016. Support sessions were run for students and Stage 3 staff and regular reviews were undertaken to improve the effectiveness of the program.	
A percentage of students (yet to be determined following the collection of baseline data) are self-directed, independent learners who apply 21st Century skills across learning areas.	The BYOD program will continue in 2017 with a new cohort of students. The continuation of the program, including the collection and analysis of data will inform future directions.	

Next Steps

The first project will be developing assessment strategies/rubric to align with the 21st Century Learning Model presented to staff. This will be linked to another project team working on PBL.

The second project team will continue the BYOD trial for Stage 3, upskilling current and new teachers and students to the stage. The second half of the year, could include extending the trial to Stage 2 students.

Strategic Direction 2

Embed evidence-based practices in teaching and learning

Purpose

To improve literacy and numeracy outcomes through increased differentiation and adjustments for all learning needs

Overall summary of progress

The use of formative assessment strategies and differentiation has been trialled across all stages by the team members. The team has met regularly to discuss challenges to implementation, strategies, and changes to classroom practice and student learning outcomes. An overview of strategies trialled was shared with staff at the end of 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">100% of students maintain or improve their academic progress in literacy and numeracy.	The team trialled the use of formative assessment strategies and differentiation to move all students forward in their learning. All students are developing individual goals for literacy and numeracy.	
100% students, who achieve the top two bands in Year 3 NAPLAN, attain the top two bands in Years 5 & 7.	Data indicates that students are continuing to make expected growth in their learning. Differentiated teaching and learning programs has contributed to this growth.	
100% of teachers have confidence in their capacity to differentiate teaching/learning programs. 100% of teaching and learning programs show evidence of differentiated learning.	School wide focus on formative assessment for 2017. Information and discussion at whole school and stage/grade level continued throughout 2016. 2017 is a trialling and implementation phase.	16 TRD days = \$7200

Next Steps

Present findings to staff and plan a whole school approach to embedding formative assessment and differentiated learning into classrooms.

Strategic Direction 3

Promote wellbeing and engagement in learning

Purpose

To develop resilient and socially competent individuals who are engaged, self-directed learners through the creation of nurturing, supportive relationships and purposeful learning environments

Overall summary of progress

Project 1 implemented the positive behaviour and management recognition system (RRR) across the school. This was communicated clearly to staff, students and to the wider school community so that there was a shared understanding of the values that will be taught and expected at Stanmore PS.

Project 2's PBL trial was delayed due to changes in the team's personnel and a school-wide focus on formative assessment. However, four staff members attended PBL professional learning and will be utilised for some mentoring and development of staff in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Increased understanding of the school's core values amongst students, staff and the school community	Students, staff and the community regularly refer to and use the language and values of RRR.	
Consistency in both positive and negative recognition of students	Positive Behaviour System implemented across the school community.	3 x TRD = \$1350
Student, staff and the school community responses from surveys reveal an improving culture within the school	Positive feedback received by parents regarding the new Positive Behaviour System. Further feedback from staff will be gathered in 2017.	
Reduction in the number of welfare incidents	Base line data indicated: Positive awards – 1083 Orange cards – 218 Red cards – 121 There has been a reduction of negative incidents (35) and an overwhelmingly increase in positive recognition	
Improved staff understanding of how to differentiate learning for students	This has been closely linked to Strategic Direction 2 and the formative assessment drive across the school. This will be further developed in 2017.	
Differentiated teaching and learning programs that cater for individual student need	Linked to formative assessment. 2017 focus on project Based Learning linking with Strategic direction 1.1	

Next Steps

Project 1 will re-launch the RRR system and ensure new staff members and current staff members are aware of their expectation to deliver and acknowledge the positive recognition system. Current welfare programs, practices and policies will also be reviewed and modified. A focus on staff welfare is also a 2017 goal.

Project 2 in conjunction with the 21st Century Learning team in Strategic Direction 1, will professionally develop staff in project based learning and align 21st Century skills.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal students have had targeted support with their learning according to the needs identified in the personalised learning plans. This has been provided by the additional learning and support teacher (LaST) employed using this equity funding. Students have made improved rates of progress as a consequence.	\$3,618.42
English language proficiency	Students who come from a language background other than English receive targeted support to improve their English language proficiency from the English as an Additional Language or Dialect Teacher(EALD). The school increased the employment of our EALD Teacher from two days per week to four days per week using this equity funding.. Student progress in all aspects of learning is greatly enhanced with this support.	\$12,241.88
Low level adjustment for disability	Some students who experience learning difficulties have low level disabilities. These students are supported with learning, health and social needs through with support from a LaST in addition to the program provided by the class teacher. The school's LaST allocation has been added to with this equity funding. The students targeted for this support have made strong gains with their learning with many of them achieving more than a year's growth over the last 12 months.	\$27,720.00
Quality Teaching, Successful Students (QTSS)	The school has used this additional staffing resource to release students to develop their teaching expertise through releasing teachers to: engage in action research projects; group discussion and round tables on teaching practice; and observation of lessons and discussion and feedback following the observation.	0.478 release
Socio-economic background	The school uses this equity funding to ensure all students have equitable access to all school programs and also increases the level of learning support for students from low-socio-economic background who are experiencing difficulty with their learning. All students participate fully in all school programs.	\$6,605.22
Support for beginning teachers	Beginning teaches are released from normal duties in order to spend time with a mentor for two hours each week. Working with their mentor, these teachers reflect on and discuss all aspects of being a teacher in NSW public schools, including professional conduct, policy, curriculum and pedagogy. Beginning teachers are provided opportunities to observe their colleagues lessons and to also be observed to improve the quality of their teaching practice. As a consequence the teachers involved have made very promising starts to their teaching career and report they feel	\$48,295.13

Support for beginning teachers	confident and well-supported.	\$48,295.13
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	302	301	321	328
Girls	274	285	296	316

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 very few non local enrolments are accepted.

In 2016, at the time of the annual census, Stanmore had an enrolment of 644 students.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	96.9	96.5	96.8
1	95.5	96.1	95	96.4
2	96.1	95.9	94.8	95.2
3	96.2	96.4	94.9	95.6
4	95.4	95.6	94.3	95.7
5	96	95.3	94.4	96.5
6	93.9	94.6	92.8	93.5
All Years	95.7	95.9	94.8	95.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The student attendance rate in 2016 compares favourably with State and Regional figures.

Stanmore's students are enthused about attending school and their generally high attendance reflects 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.

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 Home School Liaison Officer for further support or action.

Class sizes

Class	Total
0KB	23
0KV	22
0KM	22
0KF	22
1/2F	23
1L	22
1K	22
1J	21
1G	22
2C	22
2S	24
2M	25
3D	27
3/4C	29
3P	28
3L	29
4S	29
4M	30
4G	30
5T	28
5L	28
5B	30
5/6A	27
6N	29
6H	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.43
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	0.4
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The school has one Aboriginal staff member, who is a classroom teacher.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	80

Professional learning and teacher accreditation

A significant amount of professional learning was undertaken by Stanmore Public School staff in 2016.

There are weekly meetings of staff at Year, Stage and whole school levels and professional development is at the heart of the agendas of these meetings. In addition, there are school development days each term that focus on aspects of professional learning for teachers and there are release days organised for teachers to participate in workshops.

In 2016 these workshops included training on Words

Their Way – an approach to teaching spelling and philosophy, 21st century learning and formative assessment.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 31 December, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	0.00
Global funds	494 792.43
Tied funds	378 490.92
School & community sources	692 066.11
Interest	7 405.31
Trust receipts	3 677.80
Canteen	0.00
Total income	1 948 971.93
Expenditure	
Teaching & learning	
Key learning areas	124 890.94
Excursions	278 405.94
Extracurricular dissections	170 721.94
Library	8 284.27
Training & development	71 690.49
Tied funds	309 284.23
Short term relief	98 486.00
Administration & office	101 016.60
School-operated canteen	0.00
Utilities	96 526.02
Maintenance	24 427.98
Trust accounts	3 677.80
Capital programs	115 255.83
Total expenditure	1 402 668.04
Balance carried forward	546 303.89

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 28 January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	692 282.17
(2a) Appropriation	546 403.89
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	145 386.22
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	492.06
Expenses	-322 174.23
Recurrent Expenses	-322 174.23
(3a) Employee Related	-196 120.44
(3b) Operating Expenses	-126 053.79
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	370 107.94
Balance Carried Forward	370 107.94

The school's strategic plan guides the overall budget process in association with previous year's expenditure and Departmental funding and staffing provision. The principal, the executive and the strategic management team all contribute to this process. In 2016, funds were reserved to replace classroom furniture and to upgrade staff facilities, namely the staffroom kitchen and toilets.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	4 009 910.54
Base Per Capita	33 234.15
Base Location	0.00
Other Base	3 976 676.40
Equity Total	154 206.40
Equity Aboriginal	3 618.43
Equity Socio economic	6 605.21
Equity Language	55 050.23
Equity Disability	88 932.53
Targeted Total	164 539.99
Other Total	169 412.83
Grand Total	4 498 069.76

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School performance

School-based assessment

By using a wide variety of measures to assess students' academic performance, the teaching staff ensures that judgments about student learning are not reliant on any single measure. The measures include teacher observation, discussions with students, assessment of student work samples, standardised school assessments, Best Start assessment data, Planning Literacy and Numeracy (PLAN) data, and National Assessment of Literacy and Numeracy (NAPLAN) data. NAPLAN data comes from NAPLAN testing which is conducted nationally in May each year applies to all students in Years 3 and 5.

The students at Stanmore Public School continued to perform at high levels in 2016, achieving strong progress from the previous year and performing well above state and national levels where those comparisons could be made.

Literacy – Kindergarten to Year 2

Performance in reading K2 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 at least 95% of students achieving target or higher levels.

In 2016, the reading records for Kindergarten to Year 2 showed:

- 88.7% of Kindergarten students achieved target level or above, with 65.2% above
- 92% of Year 1 students achieved target level or above, with 69% above
- 93% of Year 2 students achieved target level or above, with 69% above

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

LITERACY

Year 3

62.3% of students achieved the top two bands, Bands 5 and 6, in Grammar and Punctuation, compared to 52.9% of students in the state.

In Reading, 73.5% of students achieved the top two bands, Bands 5 and 6. This is compared to 51.8% of students across the state.

In Spelling, 63.2% of our students achieved the top two bands, compared with 54.4% of students across the state.

There was a pleasing performance in Year 3 Writing with 88.8% of students achieving the top four bands.

Year 5

The areas of punctuation and grammar produced satisfying results with 83.6% of students achieving the top three bands compared with

64.2% across the state.

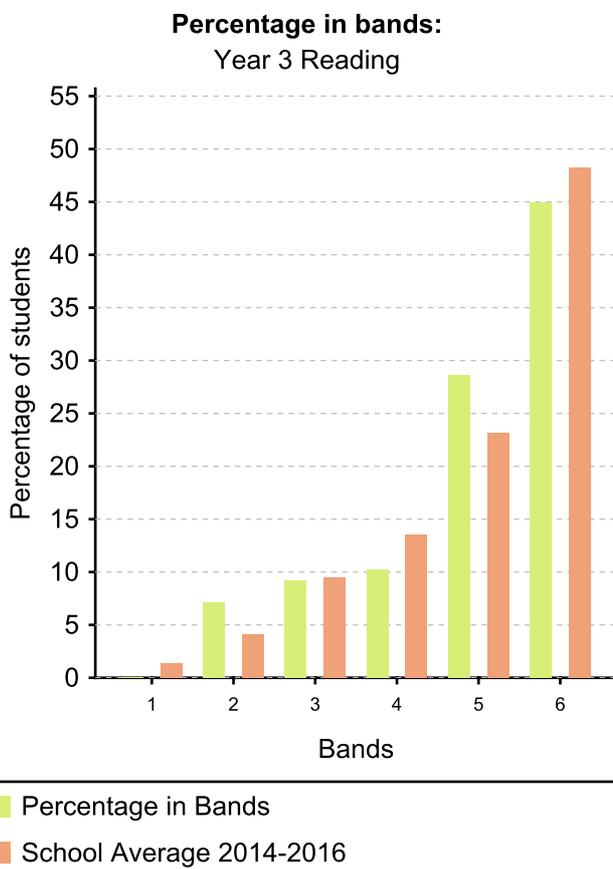
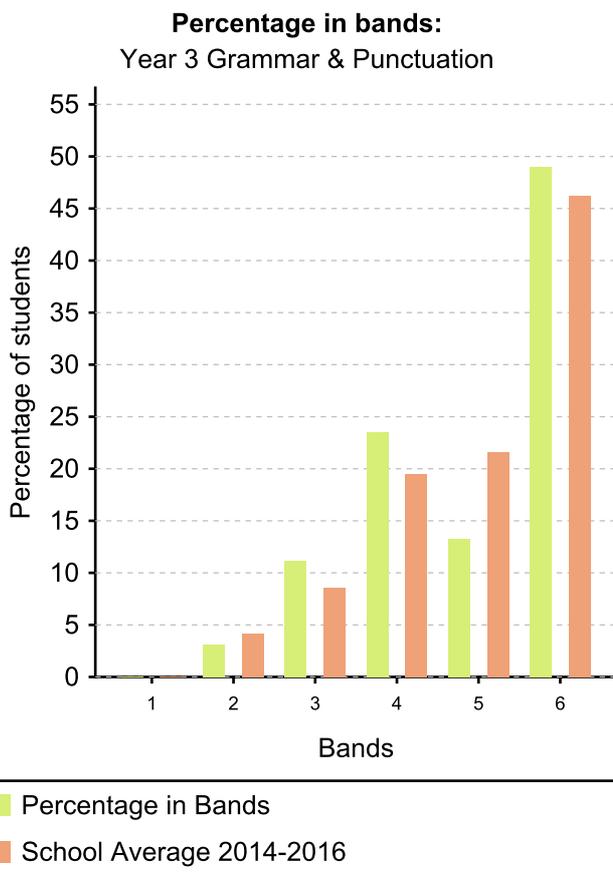
The school's Year 5 students continued to achieve above the state average in Reading, with 96.7% achieving the top four bands (5, 6, 7 and 8)

compared with 81.1% for the state. Significantly, Stanmore had 3.3% of students in the lower two bands compared with 18.9% across the state.

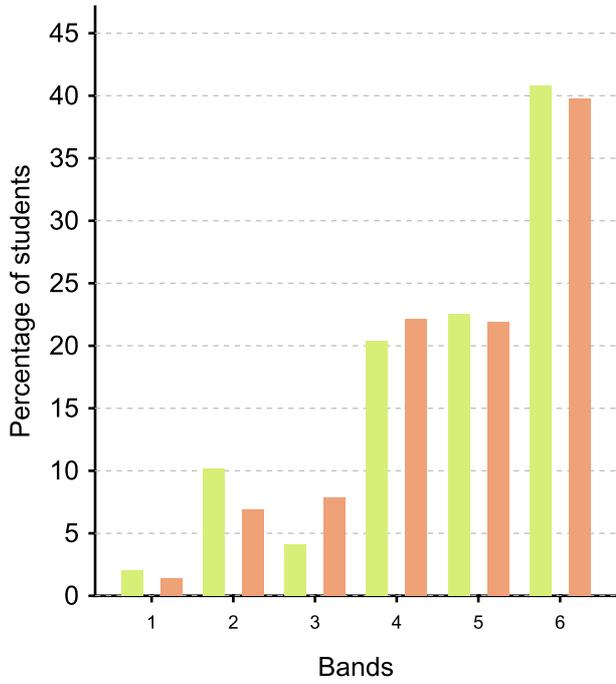
Spelling results were strong with 92.4% of students achieving in the top four bands compared with 85.4%

across the state.

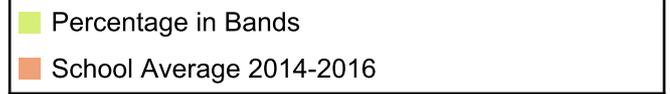
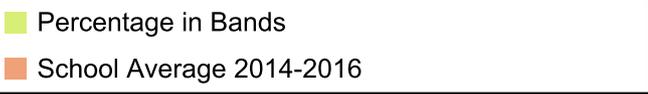
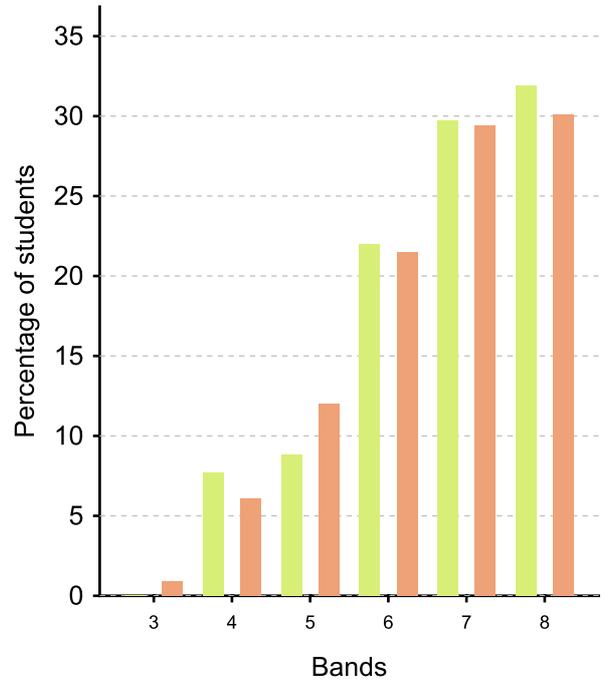
In writing, the school achieved sound results with almost 90.2% of students achieving the top four bands compared with 83.7% across the state.



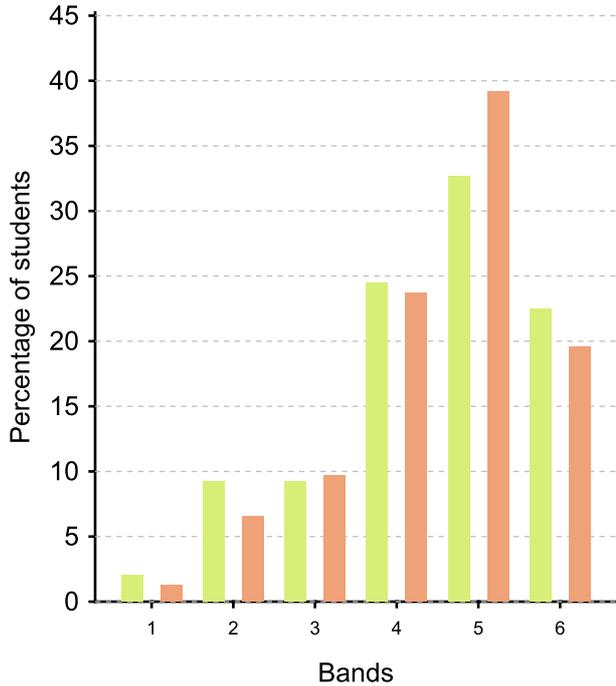
Percentage in bands:
Year 3 Spelling



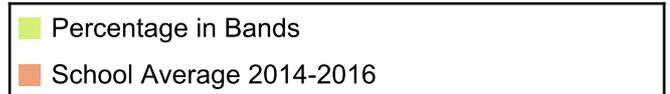
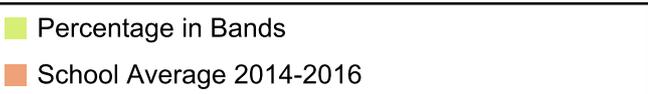
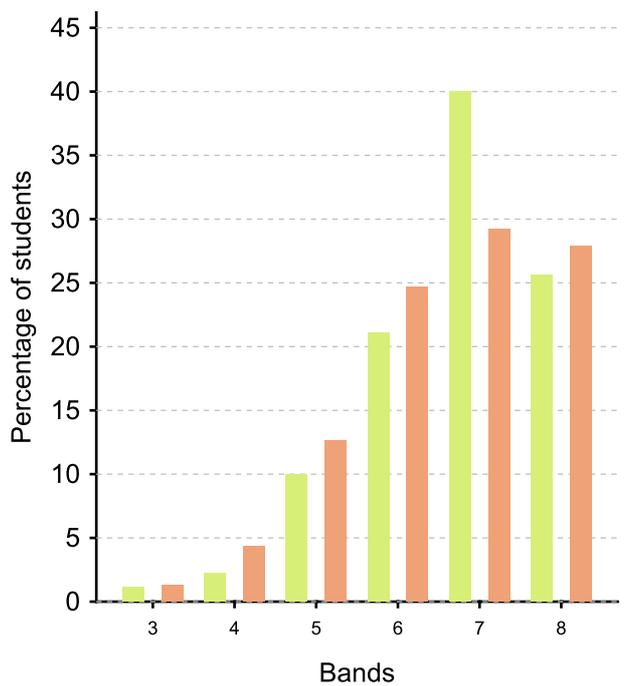
Percentage in bands:
Year 5 Grammar & Punctuation



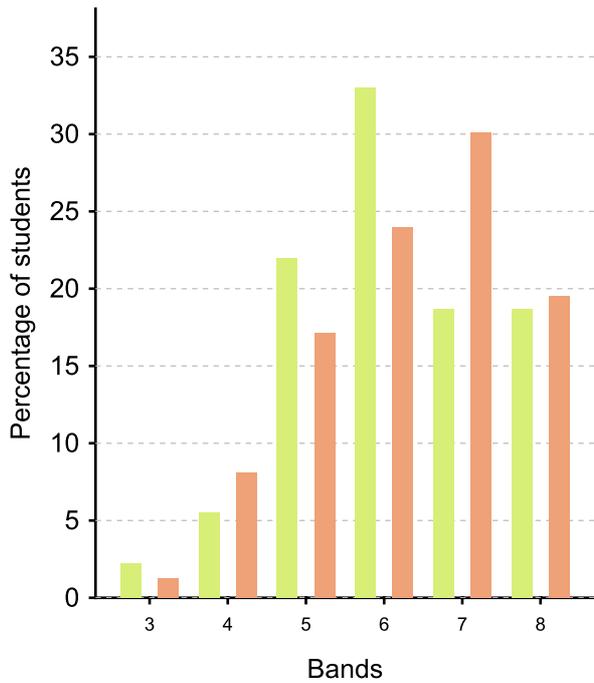
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



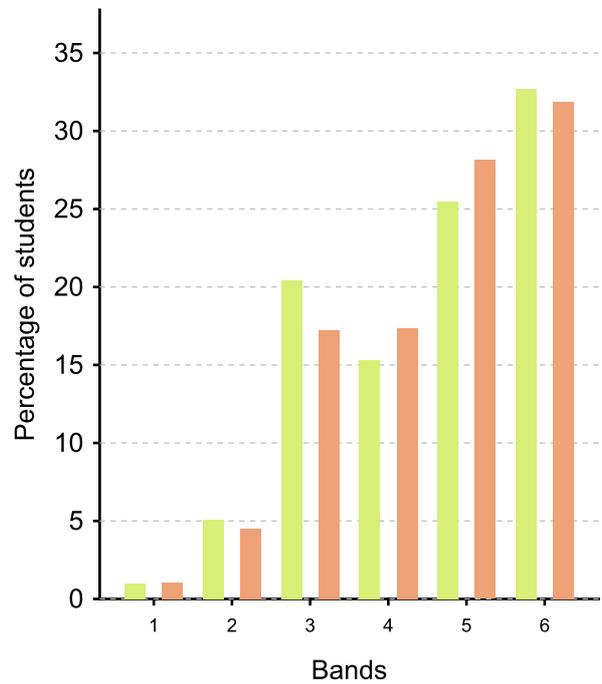
Percentage in bands:
Year 5 Spelling



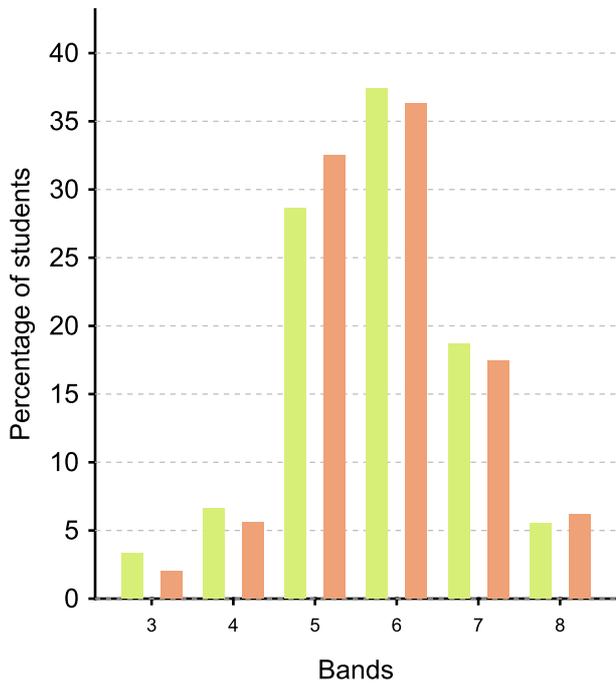
Year 5

In Year 5, 74.4% of students achieved the top three bands compared with 57.1% across the state.

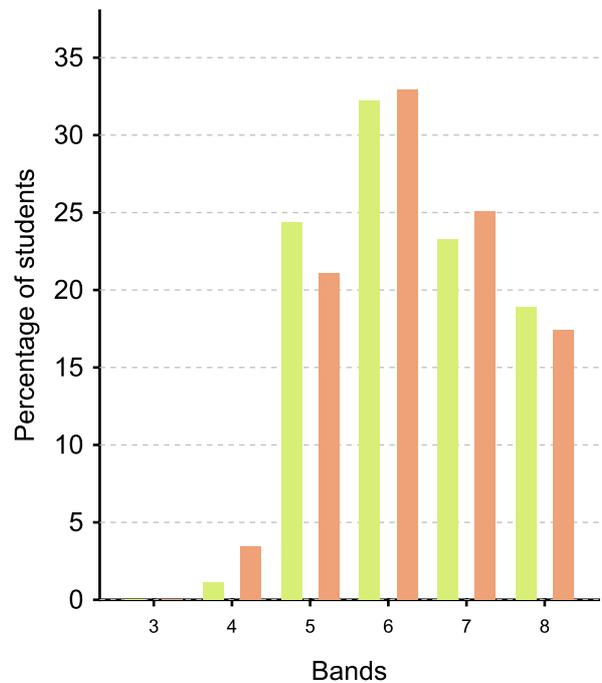
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



NUMERACY

Year 3

Almost 58.2% of students achieved Bands 5 and 6 for numeracy compared to 38.7% across the state.

In 2016, the school has worked to improve educational outcomes for students, including Aboriginal students, by employing additional Learning and Support Teacher time to provide small group and individual learning support to students who are underachieving in literacy and / or numeracy. Class teachers develop an individualised program for all Aboriginal students to guide this process.

In addition, the school expects that all students will make a minimum of one year's growth in their learning within a school year and students, who are capable of exceeding this goal, have been identified and supported with enrichment and extension activities.

Parent/caregiver, student, teacher satisfaction

Parents, students and teachers took part in the annual Tell Them From Me Survey. These surveys provided the school with key findings to help drive future directions in terms of student engagement.

Students completed the survey which included nine measures of student engagement alongside the five drivers of student outcomes. The report indicated that;

- * students who are socially engaged are actively involved in the life of the school. This involvement can give them a sense of belonging at school and increase academic motivation. 80% of students surveyed felt a sense of belonging, with 85% indicating they had positive relationships.

- * Students feel what they are learning at school is directly related to their long term success and is reflected in their classroom and school behaviour. 92% valued school outcomes, with 92% indicating they displayed positive school behaviour

- * 90% of students indicated that they demonstrated maximum effort in their learning and that 91% of teachers delivered quality instruction

Teachers results stated that collaboration, learning culture, data informing practice, teaching strategies, an inclusive culture, challenging and visible goals, quality feedback and planned learning opportunities were the drivers of student learning.

Parents surveyed responded that they felt welcome at the school and could easily speak to their child's teacher about progress or behaviour concerns. They believe that teachers show an interest in their child's learning and that the school supports positive behaviour. Parents indicated that their child felt safe at school and school staff take an active role in making sure all students are included.

Policy requirements

Aboriginal education

Stanmore Public School strives to create a learning

environment that is inclusive, culturally secure and supportive of all students and their families. Aboriginal and Torres Strait Islander culture is acknowledged as an integral part of the 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, history and culture.

In 2016, our school has continued to build an understanding of traditional and contemporary Aboriginal culture and to advocate Aboriginal and Torres Strait Islander histories, student achievements and accomplishments through;

- * Acknowledgement of Country at all school assemblies

- * cooperative and collaborative planning for embedding of Aboriginal content and perspectives in teaching and learning programs across curriculum areas

- * whole school celebration and commemoration of significant events including : NAIDOC Week, Sorry Day, Reconciliation Week

- * maintaining an active and committed Aboriginal and Torres Strait Islander Parent and School Partnership Committee focusing on supporting Aboriginal and Torres Strait Islander students and purchasing and developing school resources on Aboriginal Education

- * Acknowledgement of the achievements of our Aboriginal and Torres Strait Islander students through participation in the Ultimo Principal's Network "Deadly Kids Doing Well" Awards, and the Koori Art Expressions Program

- * End of year Presentation Day award and NAIDOC week Art Show

- * Developing student's awareness and understanding of Aboriginal history, culture and the significance of various regions through excursions and incursions for K-6 to teach culturally sensitive customs and traditions.

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Multicultural and anti-racism education

Stanmore Public School has maintained a strong focus on multicultural education to develop attitudes and knowledge that facilitate harmony and promote an inclusive culture. An awareness of the cultural diversity of our society ensures all students are able to show empathy and understanding towards others as well as being equipped to challenge prejudiced attitudes. Multicultural perspectives are incorporated across a range of learning programs, particularly in literacy,

Human Society and Its Environment (HSIE), PDHPE, philosophy sessions and Community Language programs. Stanmore Public School has a commitment to the principles and values of Australian Democracy and the School Discipline Policy promotes respect and tolerance. A cohesive multicultural environment is strengthened, and formally celebrated, through various events during the year.

Harmony Day and Multicultural Food Day are two annual highlights of the SPS calendar. In 2016, we celebrated Harmony Day by wearing orange or cultural dress and singing a whole school song written by our music teacher, Ms Bridget Poon that fostered a sense of belonging. The Governor General, His Excellency David Hurley and Mrs Hurley attended our Harmony Day Ceremony and spoke about what harmony means to them. In Term 2, Year 5 and 6 hosted Multicultural Food Day. A number of different cultures represented at the school are chosen, with food popular in those countries cooked and consumed. Students wore cultural dress, cultural music was played and the students participated in, and enjoyed the rich diversity of Australian life.

Greek and Mandarin language and culture programs are conducted in all classes from Years 1 to 6. Stanmore Public School celebrated the Chinese New Year with a traditional Chinese dance performed by our students and a Lion Dance performed by a Chinese community group. Students also observed both Greek Independence Day and National Greek Day by focusing on Greek national dress and music, singing the Greek national anthem and re-enacting the events.