Stanmore Public School

Annual Report

2017

7436

Introduction

The Annual Report for **2018** 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 in providing 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.

It is with much pleasure that I present this report as 2017 has been a highly successful year with excellent results acrossmany areas of school life. These results are due to the commitment, dedicationand 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 significantly in recent times and there is constant demand for non–local enrolment.

The teachers at Stanmore are to be congratulated on their dedication to the students, their professionalism and sustained commitment to providing engaging programs for every student at our school. The staff is supported by an enthusiastic and involved parent community, whose assistance and support ensures we are able to continue to provide exceptional learning programs and resources for our 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; traditional fundraising; and working bees – to achieve components of the master plan. The most recent achievement in this endeavour has been the refurbishment of the student toilets. In 2018, we will continue with playground improvements to improve the amenity for our many students.

Our students consistently achieve excellent results in academic, cultural, sporting and social activities. Their accomplishments have been regularly reported in weekly newsletters and at P& C meetings. The school's philosophy program and kitchen garden program attract great interest within the education community and teachers from other schools have visited to see them in action, including interstate and international visitors.

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

Fran Larkin

Principal

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Message from the Principal

The development and welfare of children is a collective responsibility. Schools, parents and the wider community are all engaged in the serious business of nurturing the young– for the good of each young person and also for the common good.

At Stanmore Public School in 2015, we have seen many examples of this fellowship – where shared vision and values, a common purpose, and the united drive and talents of the many, joined in the challenge to achieve the best possible outcome for each individual. Increasingly we understand the education journey is shared one and there is an openness and optimism for the challenges therein.

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

It is these things which have led to happy children – children who are achieving and see schooling as worthwhile. It is these things that have led to the educational and social successes of our children and built a confident vision for their future. And, importantly, it is these things that have made us all want to come to school every day.

I extend my gratitude to all those who have contributed so much to the school in 2017 and acknowledge the quality and dedication of the staff. I am proud of the efforts and achievements of our students and I thank them for colouring each day with wit, wonder and wisdom.

We stand at a turning point in education, when those born at the end of the industrial age are educating our children for a digital age – an age when change will be a constant. This is an exciting time and we move forward together.

Fran Larkin – PRINCIPAL

Message from the school community

In 2017, the P&C continued to run events on behalf of the school to foster a close and caring community of parents, children and teachers as well as raise much needed funds to help improve the school environment for our children.

A big thank you to all our parent, student and teacher volunteers. With your help, we organised and ran events and projects such as Mother's Day gifts, Father's Day Breakfast, 5c coin collection, Book Drive, Big Night Out, Election Day BBQ, K–2 Disco, Kindy tea towels, Christmas Giving Tree, Toilet block upgrade and the ongoing playground and school signage upgrade. The P&C also managed the day to day running of the school canteen, second hand uniform store (PLUS), the lost property returns and the 'Local' cookbook sales and delivery for the Stephanie Alexander Kitchen Garden Program.

From 2018, the P&C will be handing over the responsibility for running the canteen to the school. The P&C will fund the purchase of an industrial pot washer and will assist the school in running the canteen's account. The school signage project will be completed in Term 1, 2018. It will benefit new parents, volunteers, visitors and the children. The P&C also provided up to $5000 for playground equipment, including lockable cages and last but not least, RMS has agreed for a request for a 40km school zone on Trafalgar St between the school and the train station.

Well done to everyone involved in what has been a very successful year for the P&C.

Caroline Snelling (P&C President)

Message from the students

2017 has been a blast for everyone in Stanmore Public School. The school was able to welcome many new students, teachers and a new and improved student executive. The prefects for 2017 are Anna Finance, Bailey Flood, Ruby Johns–Tsikas, Henry Eagan, Ava Montrose and Asher Tiger Cox–Doherty. The Vice School Captains are Eve Mihalovich and Hamish Gray. The school captains are Eloise Sidney and Xavier Nelson.

The student executive and the P&C have been working hard to fix the horrible bathrooms for many years, and we can safely say that the bathrooms are better than ever. The bathrooms now have clean white walls, electric soap dispensers, and electric hand dryers. Another change that has happened to our school is the playground rules. Each playground has different rules for example the front playground is called zen zone that means at lunch no running or ball games.

Some of the music ensembles that Stanmore offers include the Training and Juggernaut bands, Ukulele club, Drumming, Recorder ensemble and choir just to name a few. These ensembles sometimes play at the weekly assembly and rehearse at lunchtime, before or after school. Some of the other ensembles that Stanmore offers include the dance ensemble, film, and drama club at lunchtimes.

From year one through to year six all children have the choice to learn either Mandarin or Greek as a language. They get to learn about history and culture, how to write in the language and how to speak it. The teachers who make all of this happen are Ms Vezos – Greek, and Ms Ji – Chinese. Students also get to have weekly lessons of Music and Drama from Kindergarten to year 6, also Kitchen and Garden from year three to year 6 every fortnight. The teachers who teach

these subjects are; Ms Poon – Music, Ms Lopes – Drama, Ms Dimitra – Kitchen and Ms Fiona – Garden.

The years that we have spent at Stanmore have been amazing. There are so many ensembles and clubs to join, which allow all the students to express themselves through music, dance and acting. We would like to thank Ms Lopes for running weekly student executive meetings and for helping us through the year.

We would also like to thank Ms Morris for giving us countless opportunities and for making sure everything is organised. Finally we would like to thank Mrs Larkin for being there every step of the way. Now the school and vice captains of 2017 wish the new captains good luck for next year.

Eloise Sidney, Eve Mihalovich & Hamish Gray

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.

In 2017, 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 demonstrated commitment within the school community that all students make learning progress. The school collects and analyses information to inform and support students' successful transitions. Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.

Wellbeing – Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Well–developed and evidence–based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. The school's wellbeing approach focuses on creating an effective environment for learning.

Curriculum – The school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Assessment – Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

Reporting – The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Student Performance Measures – The school's value–add* trend is positive. At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Students are aware of – and most are showing – expected growth on internal school progress and achievement data. The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.

TEACHING:

Effective Classroom Practice – Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence–based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. A school–wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Data Skills and Use – Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Assessments are developed/sourced and used regularly across

learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Professional Standards – Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Learning and Development – Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence–based, future–focused practices.

LEADING:

Educational Leadership – The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. Teaching and non–teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

School Planning, Implementation and Reporting – The leadership team engages in a process of planning, implementation, monitoring and self–assessment, and leads the collaborative development of evidence–based school plans. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.

School Resources – The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school. Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery. Use of school facilities by the local community delivers benefits to students. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Management Practices and Processes – Administrative practices and systems effectively support school operations and teaching. All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident. The leadership team measures school community (parent and student) satisfaction.

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

For more information about the 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

In 2015–2017, the school had two projects in place to achieve Strategic Direction 1.

Project 1 – a small team trialled creative and critical thinking in their classrooms. Thinking tools were utilised and the team met to reflect on the progress they had seen from their students.

Project 2 – continued the successful implementation of BYOD. All Stage 3 classes authentically used BYOD in the classroom and some Stage 2 classes began to trial it. Increased understanding of the program for parents is evident and was developed by refined communication and information sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of staff teach and feel confident teaching a range of 21st Century skills.	$13,000 participation in High Possibility Classrooms action research project.	A small team of teachers looked at new resources and discussed how to integrate them in teaching and learning. A focus on creativity and critical thinking was trialled by those in the team.
An increased percentage of students are technologically literate and demonstrate the confidence and capacity to critically navigate digital information.	$40,000 for iPads and covers	All Stage 3 classes are successfully utilising BYOD with reports of increased confidence, skill level and engagement from students. Some Stage 2 classes are still trialling the use of BYOD. This will continue into 2018.

Next Steps

Project 1 will link with Future Focused Learning in 2018. Further development of the 4 C's (Collaboration, Communication, Creativity and Critical Thinking) will be evident in 2018 projects involving larger numbers of staff across the school.

Project 2 will continue the trial implementation for Stage 2, upskilling current and new teachers and 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 is being implemented across the school through professional learning and utilising weekly. PLAN sessions where staff shared their experiences in using formative assessment strategies and plotting their students on the literacy and numeracy continuums. This rich professional dialogue and slow implementation of strategies has enabled increased understanding and school–wide modifications in teaching practices and a deeper understanding of student learning.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased percentage of teachers have confidence in their capacity to differentiate teaching/learning programs.		Almost all teachers believe formative assessment is integral to the teaching learning cycle. Staff have expressed an increased understanding and knowledge of formative assessment and the impact it has on student learning.
An increased amount of teaching and learning programs show evidence of differentiated learning.		We need to implement practical examples during PLAN sessions next year to streamline strategies and discuss implementation, by grades.

Next Steps

The use of formative assessment will be continued in the next Strategic Plan with an emphasis on evidence based pedagogy. Increased understanding and use of student data to modify teaching and learning will be a focus. By the end of 2018, formative assessment strategies will be embedded in all literacy and numeracy lessons.

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

The Positive Behaviour and Management Recognition system (RRR) has been implemented over the three year period. There are now school wide values and expectations and a much more consistent approach to recognising and acknowledging positive behaviour. This system is supported and valued by the entire school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased understanding of the school's core values amongst students, staff and the school community	2 TRD days = $900	The program has continued into this year. Students and staff are referring to the values more regularly. Assembly reminders of values and acknowledgement of achievement has helped reinforce understanding across the school. Signage has also assisted reinforcing the school values.
Consistency in both positive and negative recognition of students resulting in a reduction in the number of welfare incidents		There has been a small decrease in negative incidents, however positive recognition has greatly increased. There needed to be more consistency across K–6 which has resulted in changes to the 2018 model. The RRR matrix of expectations will also assist with consistency across the school.

Next Steps

There have been some minor modifications to the positive recognition aspect of the system to be implemented in 2018 to ensure that the system is valued and equitable for all students K–6.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$2,572 • ($0.00)	Aboriginal students have had targeted support with their learning according to the needs identified in their personalised earning 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.
English language proficiency	$39,411	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.
Low level adjustment for disability	$97,582	Some students who experience learning difficulties have low level disabilities. These students are supported with learning, health and social needs through 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 most achieving more than a year's growth over the 12 months period.
Quality Teaching, Successful Students (QTSS)	$48,552	The school has used this additional staffing resource to release teachers to develop their teaching expertise through engaging in action research projects; group discussion and round tables on teaching practice; and observation of lessons and discussion and feedback following the observation.
Socio–economic background	$7,177 • Socio–economic background ($0.00) • ($0.00)	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 backgrounds who are experiencing difficulty with their learning.
Support for beginning teachers	$32,364	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 confident and well–supported.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	301	321	328	346
Girls	285	296	316	318

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 2017, at the time of the annual census, Stanmore had an enrolment of 664 students.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	96.5	96.8	96.2
1	96.1	95	96.4	95.2
2	95.9	94.8	95.2	95
3	96.4	94.9	95.6	94.8
4	95.6	94.3	95.7	95
5	95.3	94.4	96.5	94.3
6	94.6	92.8	93.5	96
All Years	95.9	94.8	95.7	95.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The student attendance rate in 2017 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 positive learning outcomes and promotes this strongly.

Teachers and executive staff monitor student attendance closely, recording all full and partial absences. Students with poor attendance and unexplained absences are referred to the school's Learning Support Team. Where attendance continues to be of a concern the case is referred to the Department of Education Home School Liaison Officer for further support or action.

Class sizes

Class	Total
0KB	24
0KV	24
0KS	24
0KL	24
1G	22
1K	23
1J	22
1H	24
2M	24
2B	25
2T	25
2RK	25
3G	30
3_4C	29
3P	30
3L	30
4PS	30
4M	29
4L	30
5T	26
5N	28
5H	28
6A	29
6L	30
6B	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	24.75
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.26
Other Positions	1.2

*Full Time Equivalent

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

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school does not have any Aboriginal staff members.

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	42

Professional learning and teacher accreditation

A significant amount of professional learning was undertaken by Stanmore Public School staff in 2017. There are weekly meetings of staff at Year, Stage and whole school levels and professional development is the agenda 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 line with Professional Development Plans..

In 2017, staff participated in workshops such as High Possibility Classrooms in STEM (Science, Technology, Engineering and Mathematics), Critical and Creative Thinking, Cultures of Thinking, Philosophy and a learning walk of a high performing school. All workshops were centred around future focused learning.

All staff participated in weekly meetings with a focus on the use of formative assessment in teaching and learning and creating a culture in which students are self regulated learners. Rich professional dialogue, research, critique of work samples, analysis of data and observation provided staff with the tools to modify teaching and learning programs.

Beginning teachers were well supported throughout 2017. Every teacher who had not yet achieved accreditation was given time to work with a colleague to write their report and collect and annotate evidence. Feedback and the collaborative nature, enabled all beginning teachers to complete this process. In addition to this, all beginning teachers observed a variety of lessons from a range of colleagues across the school. Reflection after each observation with a colleague and a mentor ensured that elements of what was observed would be transferred into teaching practice. In total, five teachers (all in temporary positions) achieved proficiency in 2017.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	370,108
Revenue	5,799,366
Appropriation	4,991,174
Sale of Goods and Services	44,347
Grants and Contributions	755,763
Gain and Loss	0
Other Revenue	0
Investment Income	8,083
Expenses	-5,765,731
Recurrent Expenses	-5,765,731
Employee Related	-4,897,548
Operating Expenses	-868,183
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	33,634
Balance Carried Forward	403,742

The majority of funding covers operating costs and expenditure areas such salaries, and minor building and equipment maintenance. Another significant component of expenditure is the school's experiential and sporting programs, which are funded by parental contributions.   Once funds are quarantined for these purposes, the balance is used flexibly to support educational delivery, which includes the professional learning of staff, educational programs and resourcing for those programs.

The management of these flexible funds is driven by the school's three–year strategic plan. Once directions and related processes are decided, financial resources are allocated to support them. The principal and the school executive overseas this and the school's P&C contribute ideas and funding to support these initiatives.

Available funds at the end of 2017 are reserved for:

*   significant staff training engaged to support the strategic directions in the 2018–2020 strategic plan;

*   playground improvements to increase the amenity for students, including play equpement and storage, playground markings and refurbishment of the play area adjacent to the kitchen;
*   classroom furniture to support a more flexible, future–focussed learning environment;
*   employment of staff to support students with wellbeing and learning needs;
*   canteen and kitchen repairs..

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	4,235,740
Base Per Capita	98,420
Base Location	0
Other Base	4,137,320
Equity Total	146,743
Equity Aboriginal	2,572
Equity Socio economic	7,177
Equity Language	39,411
Equity Disability	97,582
Targeted Total	205,749
Other Total	253,461
Grand Total	4,841,693

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

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 and applies to all students in Years 3 and 5. The students at Stanmore Public School continued to perform at high levels in 2017, 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 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 development of literacy skills and, during this session, fluid and 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 2017, the reading records for Kindergarten to Year 2 showed:

• 93% of Kindergarten students achieved target level or above, with 65.% above

• 89% of Year 1 students achieved target level or above, with 60% above

• 98% of Year 2 students achieved target level or above, with 79% 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

80.8% of students achieved the top two bands, Bands 5 and 6, in Grammar and Punctuation, compared to 62% of students in the state.

In Reading, 70.7% of students achieved the top two bands, Bands 5 and 6. This is compared to 51% of students across the state.

In Spelling, 58.6% of our students achieved the top two bands, compared with 52.7% of students across the state.

There was a pleasing performance in Year 3 Writing with 95.1% of students achieving the top four bands.
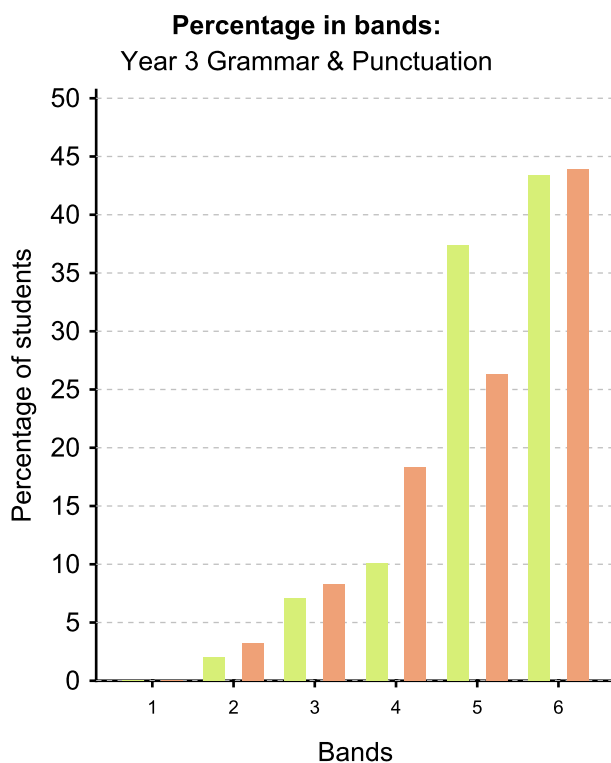
Year 5

The areas of punctuation and grammar produced satisfying results with 73.9% of students achieving the top three bands compared with 61.9% across the state.

The school's Year 5 students continued to achieve above the state average in Reading, with 91.3% achieving the top four bands (5, 6, 7 and 8) compared with 82.8% for the state. Significantly, Stanmore had 8.8% of students in the lower two bands compared with 17.2% across the state.

Spelling results were strong with 41.3% of students achieving in the top two bands compared with 38.2% across the state.

In writing, the school achieved sound results with almost 87.6% of students achieving the top four bands compared with 84.1% across the state.

Percentage in bands:
Year 3 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	2.0	7.1	10.1	37.4	43.4
School avg 2015-2017	0.0	3.2	8.3	18.3	26.3	43.9

Percentage in bands:
Year 3 Reading
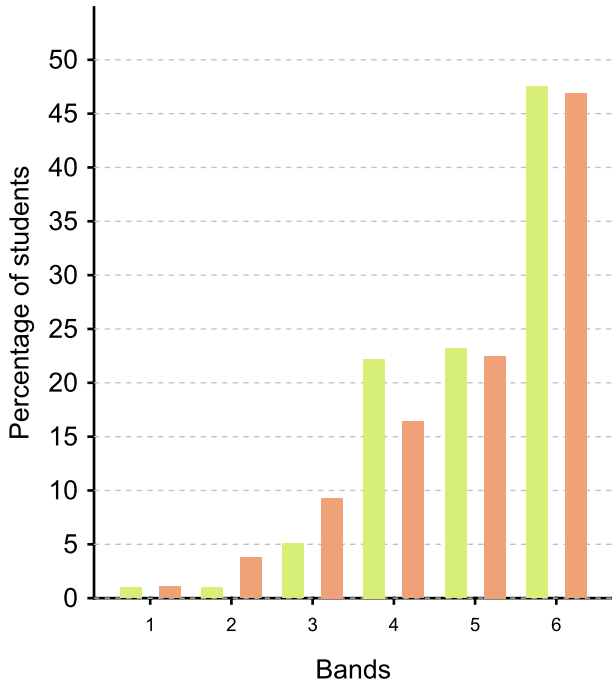
Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.0	1.0	5.1	22.2	23.2	47.5
School avg 2015-2017	1.1	3.8	9.3	16.4	22.5	46.9

Percentage in bands:
Year 3 Spelling
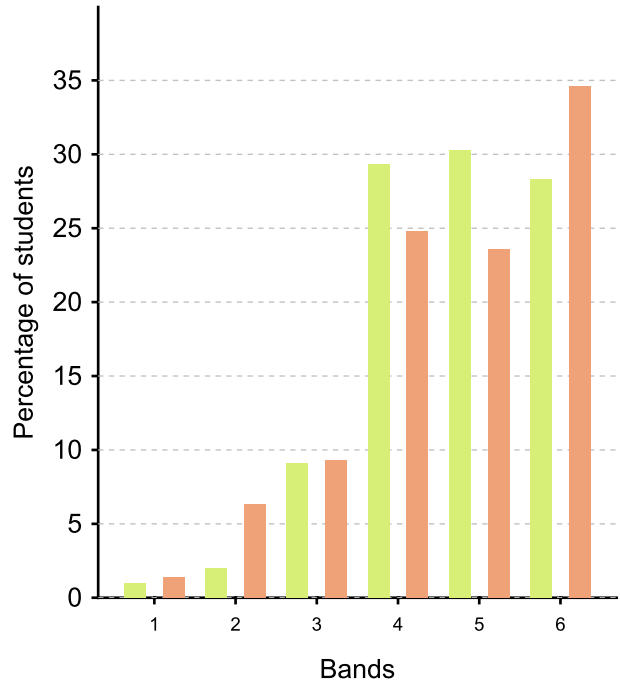
Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.0	2.0	9.1	29.3	30.3	28.3
School avg 2015-2017	1.4	6.3	9.3	24.8	23.6	34.6

Percentage in bands:
Year 3 Writing
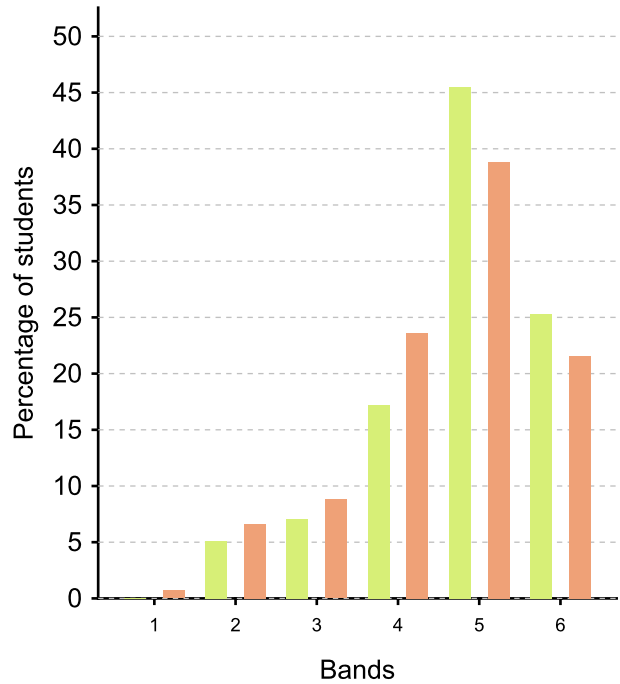
Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	5.1	7.1	17.2	45.5	25.3
School avg 2015-2017	0.7	6.6	8.8	23.6	38.8	21.6

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2015-2017
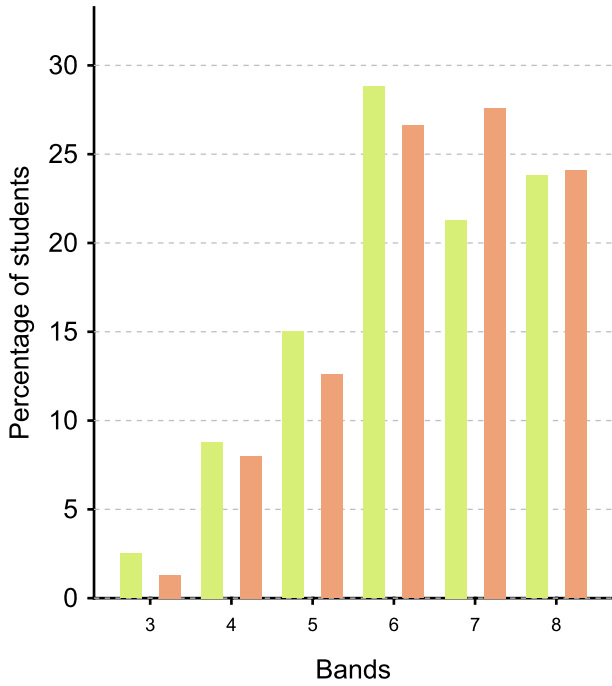
Band	3	4	5	6	7	8
Percentage of students	2.5	8.8	15.0	28.8	21.3	23.8
School avg 2015-2017	1.3	8.0	12.6	26.6	27.6	24.1

Legend:
- Percentage in Bands
- School Average 2015-2017
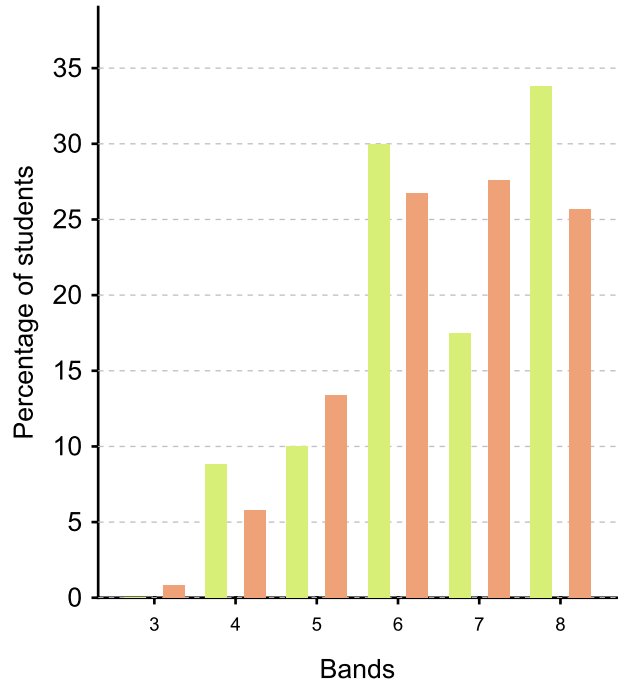
Band	3	4	5	6	7	8
Percentage of students	0.0	8.8	10.0	30.0	17.5	33.8
School avg 2015-2017	0.8	5.8	13.4	26.7	27.6	25.7

Percentage in bands:
Year 5 Spelling

Legend:
- Percentage in Bands
- School Average 2015-2017
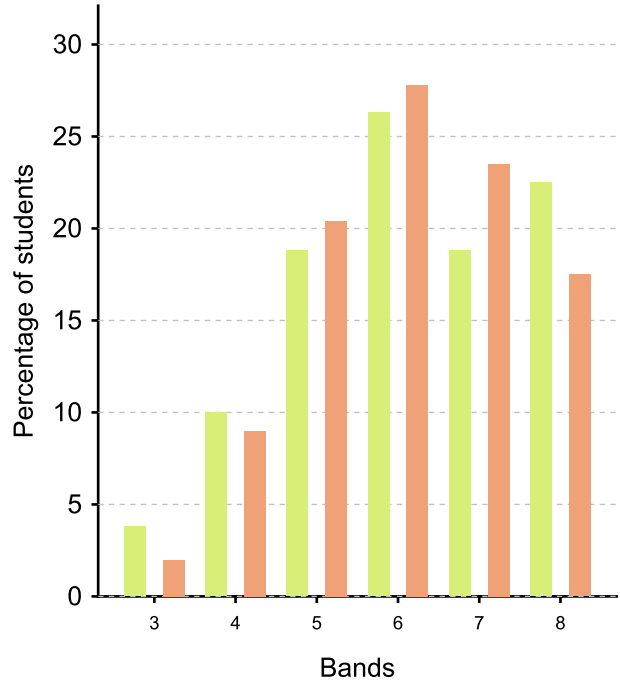
Band	3	4	5	6	7	8
Percentage of students	3.8	10.0	18.8	26.3	18.8	22.5
School avg 2015-2017	2.0	9.0	20.4	27.8	23.5	17.5

Percentage in bands:
Year 5 Writing

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Numeracy

Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	6.1	9.1	30.3	24.2	30.3
School avg 2015-2017	0.7	5.3	16.7	21.3	24.5	31.6

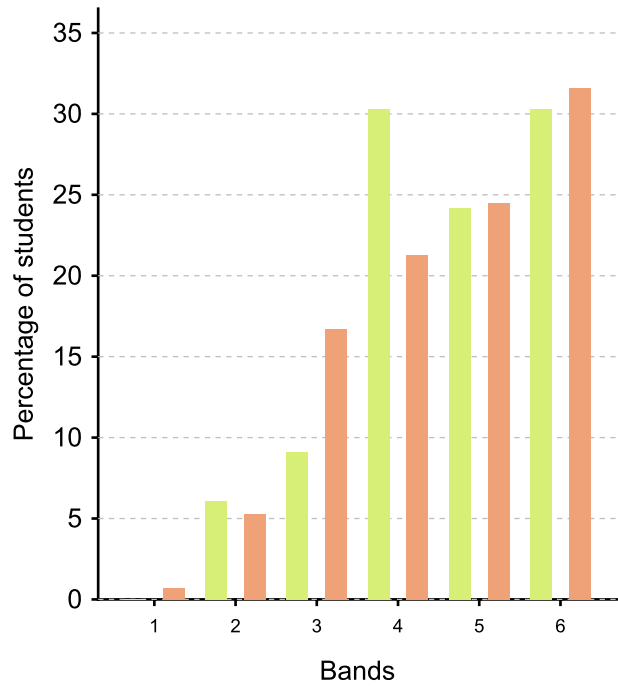| Band	3	4	5	6	7	8
Percentage of students	5.0	7.5	36.3	30.0	13.8	7.5
School avg 2015-2017	3.2	8.1	32.2	33.9	15.1	7.7

NUMERACY

Year 3

Almost 54.5% of students achieved Bands 5 and 6 for numeracy compared to 43.3% across the state.

Year 5

In Year 5, 72.5% of students achieved the top three bands compared with 61.8% across the state.
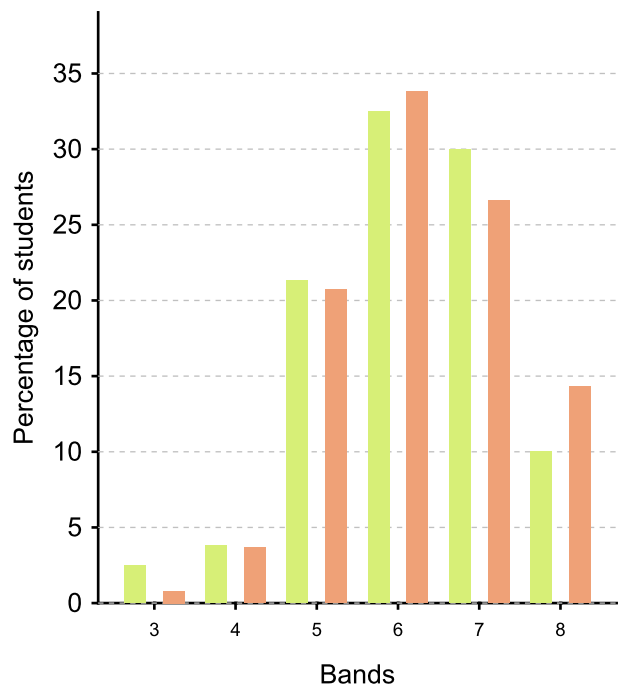
Percentage in bands:
Year 5 Numeracy

Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.5	3.8	21.3	32.5	30.0	10.0
School avg 2015-2017	0.8	3.7	20.7	33.8	26.6	14.3

In 2017, the school has worked to improve educational outcomes for students, including Aboriginal students, by employing additional Learning and Support Teachers to provide small group and individual intervention for 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, capable of exceeding this goal, were identified and supported with enrichment and extension activities.

Parent/caregiver, student, teacher satisfaction

Every year, parents, students and teachers take part in the annual Tell Them From Me (TTFM) Surveys. These surveys provided the school with key findings to help drive future directions in terms of student engagement. Other school–wide data is regularly collected and used to reflect on teaching effectiveness and inform future school directions.

The teacher component of the TTFM survey included the Eight Drivers of Student Learning, namely Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informs Practice, Learning Culture and Collaboration. Teacher results indicated that the school is strong in teaching strategies, collaboration, learning culture and inclusive school.

Teachers stated that they establish clear expectations for classroom behaviour and set high expectations for student learning. The progress of individual students is monitored and students receive feedback on their work that brings them closer to achieving their goals. Assessments help teachers understand where their students are having difficulty and they discuss with students ways they can seek help that will increase their learning.

The parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Parents surveyed responded that they could easily speak to their child's teacher and they listened to any concerns that they had. Written information from the school is in clear, plain language and reports on their child's progress are written in terms that they understood. Parents encourage their children to do well at school and praise them for their learning. It was indicated that teachers show an interest in their child's learning, have high expectations for their children to succeed and help students who need extra support. Additionally, the school supports positive behaviour and their child feels safe at school.

On a number of measures, students at Stanmore have indicated they feel accepted and valued by their peers and by others at the school, with a large percentage having a high sense of belonging. The majority of students have positive relationships with people they can trust and who encourage them to make good choices. Students feel that they have someone at school who consistently provides encouragement and can be turned to for advice.

Most students believe that education will benefit them personally and an increasing number are interested and motivated in their learning. Students at Stanmore try hard to succeed in their learning, however a small percentage of students would like more challenge with

their learning. In school. Students agree that important concepts are taught well and class time is used efficiently.

At Stanmore, teachers' expectations for academic success were rated highly. The students felt staff emphasise academic skills and held high expectations for all students to succeed.

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 2017, 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;

- cknowledgement of Country at all school assemblies and staff meetings
- cooperative and collaborative planning for the embedding of Aboriginal content and perspectives in teaching and learning programs across curriculum areas
- 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
- whole school celebration and commemoration of significant events including, NAIDOC Week, Sorry Day and Reconciliation Week
- maintaining an active and committed Aboriginal and Torres Strait Islander Parent and School Partnership Committee focussing on supporting Aboriginal and Torres Strait Islander students and purchasing and developing school resources to further support Aboriginal Education

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, History, 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 2017, we

celebrated Harmony Day by wearing orange or cultural dress and singing a whole school song written by our music teacher, Ms Bridget Poon, which fostered a sense of belonging. 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 related events.

Stanmore Public School 7436 (2017)