



Stanmore Public School Annual School Report 2014



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. 2014 has been a highly successful year with excellent results across many areas of school life. These results are due to the commitment, dedication 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.

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 that 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 and traditional fundraising to achieve components of the master plan; and working bees. The most recent achievement in this endeavour has been the refurbishment and resourcing of Block D as four large classrooms. In 2015 we will begin a substantial upgrade of playground facilities.

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 is attracting great interest within the education community and teachers from other schools have visited to see the program 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 of the school's achievements and areas for further development.

Fran Larkin – Principal

P & C Message

The 2012/2013 years at Stanmore Public school saw the P&C very focussed on the creation and support of the Stephanie Alexander Kitchen Garden Program (SAKG). Until the completion of the \$100K kitchen and the associated fundraising and project management required for such a task, the resources and energy of the P&C were tightly focused on this for the school. Once it was finished, the former President, Alex (Buzz) Mackenzie highlighted the need for the 2014 Executive group to be conscious of broadening the focus. Identified areas of improvement included:

- **Overall engagement with the P&C:** participation and attendance at P&C meetings, volunteering and responding to community suggestions and requests for information/attention on issues of importance to our school community as they arose and leading into that: -
- **Communications generally:** utilising existing channels with better effect and exploring opportunities surrounding social media as well as working collaboratively with the teaching and support staff of Stanmore Public School;
- **Tighter and superior methods surrounding financial processes and procedures** to ensure better compliance to auditing practice as well as protection of individuals;
- **Road safety** around the school;
- **Fostering relationships** within the business community.

All of these were aimed at trying to better fulfil our goals as a meaningful, responsive and collaborative group whose emphasis was not only on fundraising, but equally aimed towards being a voice for our community on whatever issues our community brings to us. Our aims in 2014 were to commit to addressing those areas

requiring improvement as well as responding to those which emerged throughout the year.

2014 saw the introduction of many new faces to the P&C. And it is with a degree of pride and satisfaction that we depart the role of co-presidents feeling that we have made positive steps towards addressing those issues identified by our former President.

2014 saw a record-breaking fundraising result of \$100K, \$30,000 of which came from the super-amazing **Local cookbook** created by a dedicated team. A proportion of the non-cookbook funds has been allocated to improving the playgrounds to become 2015-contemporary places of play, creativity, relaxation & learning. In addition to this, the P&C was active in following through on a number of issues raised at the end of 2013 as well as actively engaging on several unanticipated topics of interest to our school:

- Facilitation of Amazing me – A Sex Education program for Stanmore students;
- Collaboration on the review and modification to traffic zones around the school, along with signage & education of their correct use;
- Participation in and publicising of two broader inner west community education issues: consultation on future high school requirements as well as changes and concerns regarding affordable after and before school options for primary students;
- Steps towards the school strategic plan consultation process and involvement of Stanmore Public School parents and the community;
- Improved practices surrounding accounting issues for P&C events which have been commented on by the auditor;
- Collaborating with the school on the utilisation of social media for communications as well as support and encouragement of the class representatives as useful stakeholders in getting word out to parents and teachers. We hope this continues in 2015 as we can always be better at communications;
- Involvement in the Parents and Citizens Federation via the election of a Stanmore Public School representative to that group;

- Support to the school on the facilitation and introduction of a new canteen with improved healthy food options and long-awaited on-line ordering

There are a large number of people whose support of Stanmore Public School and the P&C largely goes unnoticed. Businesses, teaching and office staff, parents – some who have been active in their support for many years and others who are newer to the community. We appreciate EVERYONE's contribution, including the students of the school. In particular, we would like to thank the 2014 team for their hard work and support. A greater than usual executive involvement has seen a broader number of ideas being raised. And to all those volunteering at events – they would not go ahead without you, so, a heartfelt thank you to everyone who contributed to a cracker of a year for Stanmore Public School in 2014.

We are confident that the 2015 group will continue with renewed energy and vitality. We trust that the year ahead holds wonderful things in store for our students and families and hope that the incoming P&C executive will continue to enjoy the support from our community that we have as Presidents.

We hope families will continue to become involved in the P&C as a way of identifying and being aware of issues which affect the academic, developmental and social growth of our children. All the best for 2015 and beyond!

Madi Morrison & Sue Rose – 2014 Presidents

Student Representative Message

Throughout 2014, Stanmore has experienced many memorable moments.

The School offers a wide range of activities, including out of school and after school activities. Here are some examples:

Students in Years 1 to 6 have the opportunity to choose Greek or Mandarin studies. This provides students with the opportunity to learn about the culture and language of another country.

Students from Kindergarten to Year 6 have weekly drama and music sessions. They also star in Stanmore's yearly Showcase extravaganza. In 2014, the theme was Musicals with performances ranging from 80's rock to Disney films.

There are many other activities during school hours such as ukulele club, choir, chess club, debating and many more. In 2014, students were able to travel to Melbourne to play chess and the debating team came second in their competition.

Once a week, students choose one of the many scriptures or ethics. In ethics, there are widespread philosophical discussions on topics like bullying, teasing and lying.

Students participate in weekly inter-school competition each Friday in sport. The sports include netball, soccer, Oztag, cricket, Australian Rules football and softball. Stanmore also offers non-competitive sports such as tennis, ten pin bowling, hip hop dance and yoga. Sports carnivals are also very popular with students supporting and cheering for their houses. Sports are offered for both genders.

In conclusion, 2014 has been a very productive and exciting year. We will miss Stanmore dearly. It has been a pleasure to be School Captains for 2014.

Benji Barlow & Maya Boyd - 2014 Captains

School context statement

Stanmore Public School is a community school with most students living within the local area. The school has been growing steadily over the last 21 years and, in 2014, 588 students were enrolled in 23 classes, Kindergarten to Year 6. Approximately 27% of students were from a language background other than English and 38 language groups were represented in the student population. 2% of students were from Aboriginal backgrounds.

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

During 2014, six learning areas were covered by the NSW curriculum (English, Mathematics,

Science and Technology, History, Creative and Practical Arts and Personal Development, Health and Physical Education). In addition to these learning areas, other programs included:

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

Student information

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

Student enrolment profile

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

In 2014, at the time of the annual census of students, Stanmore had an enrolment of 586 students. The adjacent table illustrates the growth in total school enrolment between 2010 and 2014.

Gender	2010	2011	2012	2013	2014
Male	254	274	280	302	301
Female	261	251	267	274	285

Student attendance profile

The student attendance rate in 2014 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 and Communities' Home School Liaison Officer for further support or action under DEC policy and legal requirements.

Year	2010	2011	2012	2013	2014
K	96.1	96.6	95.7	96.6	96.9
1	96.0	96.6	96.3	95.5	96.1
2	94.6	96.0	95.4	96.1	95.9
3	95.7	96.4	95.9	96.2	96.4
4	95.6	95.6	94.9	95.4	95.6
5	93.8	95.5	93.9	96.0	95.3
6	95.0	94.7	94.1	93.9	94.6
Total	95.2	95.9	95.2	95.7	95.9

Workforce information

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

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

Students who require assistance with learning English or those experiencing difficulty in literacy and numeracy were assisted by support teachers in English as an Additional Language (EAL) and Learning Assistance (LaST) respectively.

A Reading Recovery program provides a literacy learning boost for students in Year 1

who have not yet taken off with their literacy skills. Other specialist teachers deliver programs for library, drama, music and community languages.

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

All teaching staff meets the professional requirements for teaching in NSW Public Schools.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Primary Teacher Executive Release	1.0
Head Teachers	0.0
Classroom Teacher(s)	18.0
Primary Part-Time Teacher	1.0
Primary Teacher RFF	1.05
Primary Community Language Teacher	1.2
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.0
Teacher of ESL	0.4
School Counsellor	0.4
School Administrative & Support Staff	4.062
Total	34.832

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

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

Staff Retention

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

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	80

Professional learning and teacher accreditation

Teachers at Stanmore Public School regularly participate in professional learning and all participate in weekly meetings both at a committee, stage or whole school level.

All meetings centre around discussions on teaching and learning, sharing of successful practice and strategic plan implementation.

Staff also participated in professional learning by external providers. 80% of staff attended external professional learning in 2014. Professional learning activities included:

- Debating skills
- Future Schools Conference
- Executive Conference
- Implementing iPads into classroom practice
- Project based learning
- Reading and writing in the middle years
- Visual literacy
- Giving constructive feedback
- Critical conversations for school planning
- Gifted and talented students
- Visual literacy

Staff Development Days involved rigorous discussion around innovation and best practice. One presenter, Steve Francis, engaged in considering the challenges of *'Thriving in times of change'*; staff investigated and embraced the impact of schooling on 21st Century Learning and delved into Self Organised Learning Environments (SOLE).

This year, the school spent \$29 275.00 on teacher professional learning. This is an average of \$836.00 per teacher.

In 2014, there were no "New Scheme" teachers undertaking Board of Studies Teaching and Education Standards (BOSTES) accreditation or voluntarily seeking accreditation at Highly Accomplished or Lead.

Beginning Teachers

There were no "New Scheme" beginning teachers employed at Stanmore in 2014.

Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	143,434.86
Global funds	324,486.23
Tied funds	287,359.23
School & community sources	720,827.01
Interest	5,379.72
Trust receipts	2,773.10
Canteen	0.00
Total income	<u>1,484,260.15</u>
Expenditure	
Teaching & learning	
Key learning areas	184,183.63
Excursions	232,454.40
Extracurricular dissections	194,478.50
Library	10,240.04
Training & development	30,308.61
Tied funds	267,716.32
Casual relief teachers	115,079.25
Administration & office	111,816.21
School-operated canteen	0.00
Utilities	113,925.58
Maintenance	36,431.54
Trust accounts	2,773.10
Capital programs	84,738.34
Total expenditure	<u>1,384,145.52</u>
Balance carried forward	100,114.63

The balance carried forward at the 30th November covers staff and utilities costs until the following February and payment for Term 4 sport and excursion activities.

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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 2014, 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 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 2014, the reading records for Kindergarten to Year 2 showed:

- 85% of Kindergarten students achieved target level or above, with 65% above;
- 89% of Year 1 students achieved target level or above, with 78% above;
- 89% of Year 2 students achieved target level or above, with 69% above;

Year 3 to Year 6

Performance in reading in Years 3-6 is also measured using reading records. In 2014, the reading records for Years 3-6 showed:

- 89% of Year 3 students achieved target level or above, with 70% above;
- 92% of Year 4 students achieved target level or above, with 63% above;
- 99% of Year 5 students achieved target level or above, with 83% above;
- 90% of Year 6 students achieved target level or above, with 64% above;

Performance in spelling is measured using weekly tests and the standardised South Australian Spelling Test. Around 83% of students are spelling at age appropriate levels or better.

NAPLAN

The National Assessment Program for Literacy and Numeracy (NAPLAN) occurs in May each year and assesses all students in Years 3, 5, 7 and 9 in some aspects of literacy and numeracy. As the assessments are nationwide and across both public and private schools, the results provide some contextual information as to how individual schools are performing over time. Annual results fluctuate according to variables within each cohort of students.

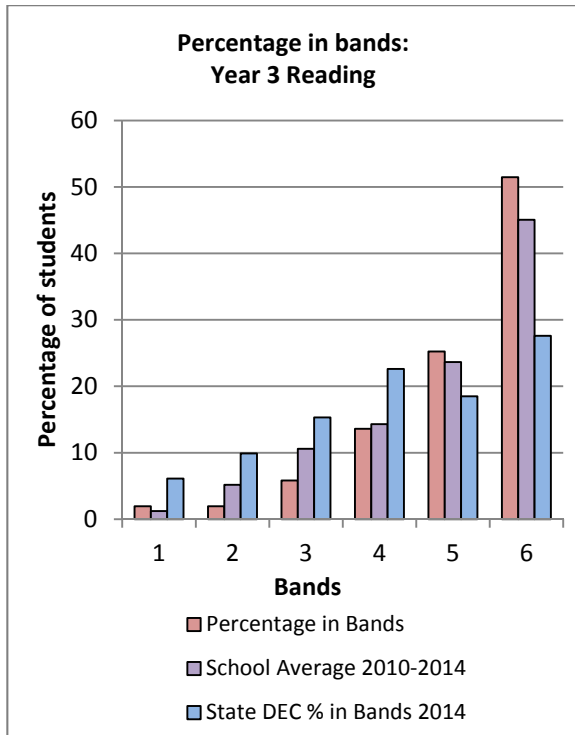
The results are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

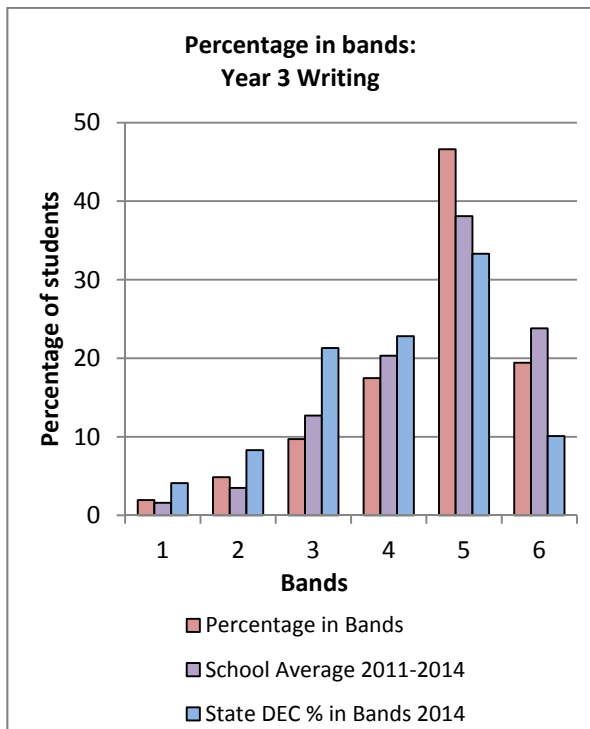
Year 3: reports performance from Band 1 (lowest) to Band 6 (highest for Year 3).

Year 5: reports performance from Band 3 (lowest) to Band 8 (highest for Year 5).

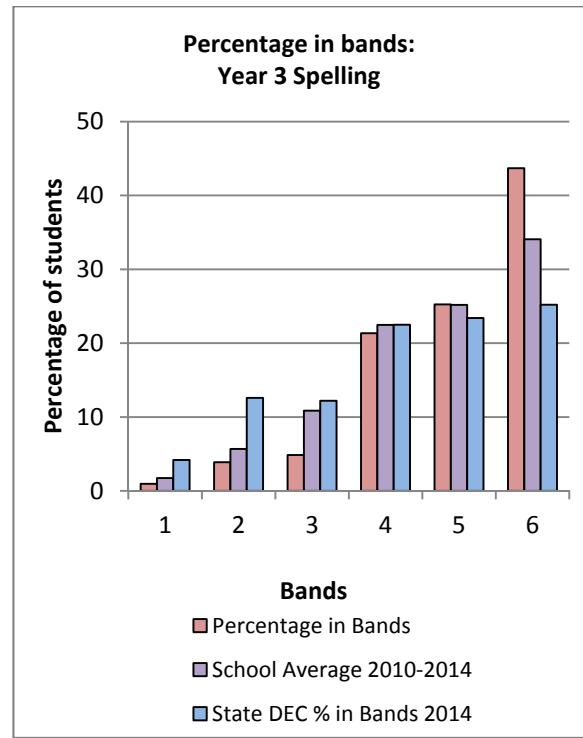
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



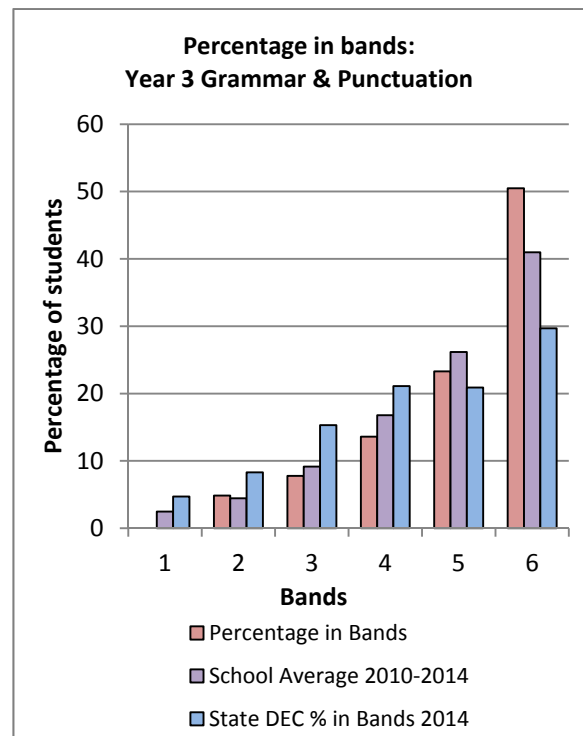
In Reading, 77% of students achieved the top two bands, Bands 5 and 6. This is compared to 46% of students across the state.



There was a pleasing performance in Year 3 writing with 93.2% of students achieving the top four bands.

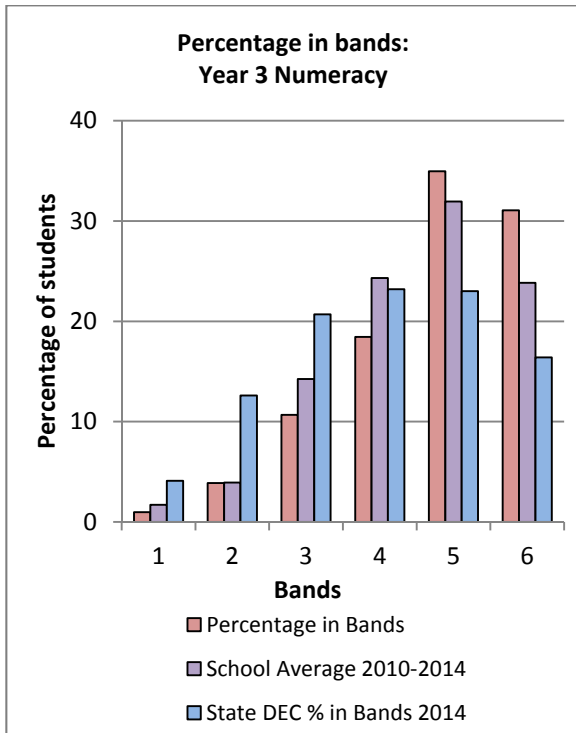


In spelling, 71% of our students achieved the top two bands, compared with 48.6% of students across the state.



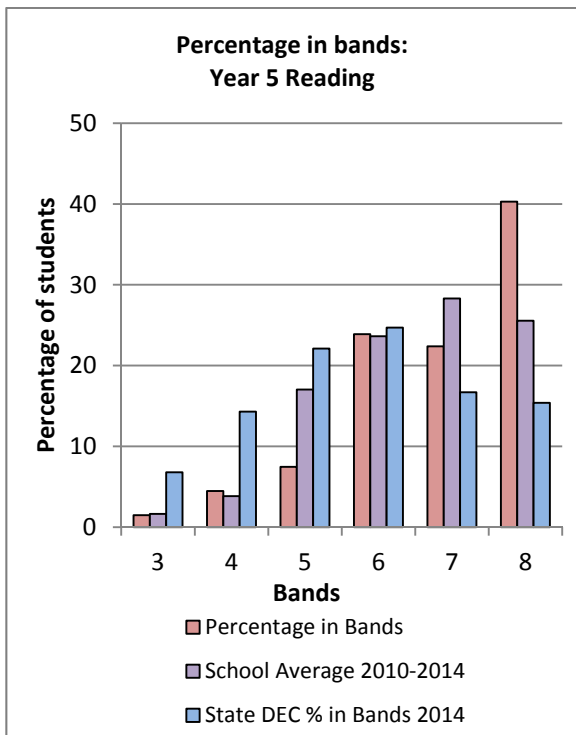
73.8% of students achieved the top two bands, Bands 5 and 6, in Grammar and Punctuation, compared to 50.6% of students in the state.

NAPLAN Year 3 - Numeracy



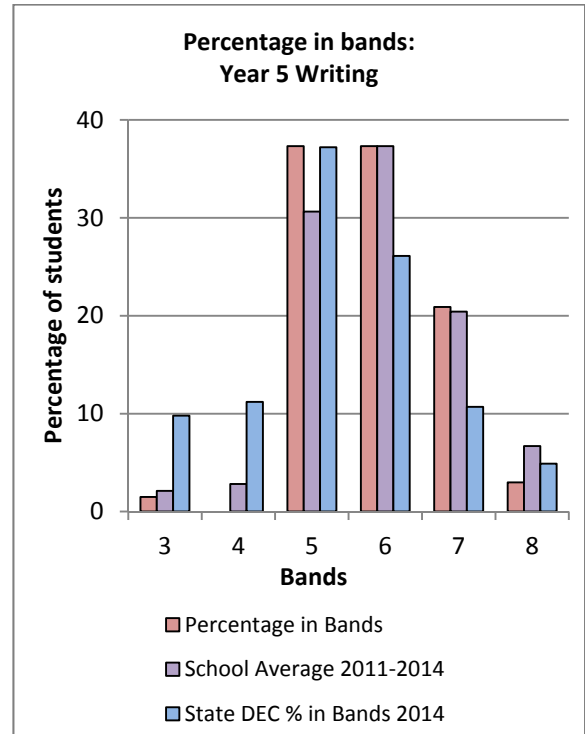
Almost 66.1% of students achieved Bands 5 and 6 for numeracy compared to 39.4% across the state.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

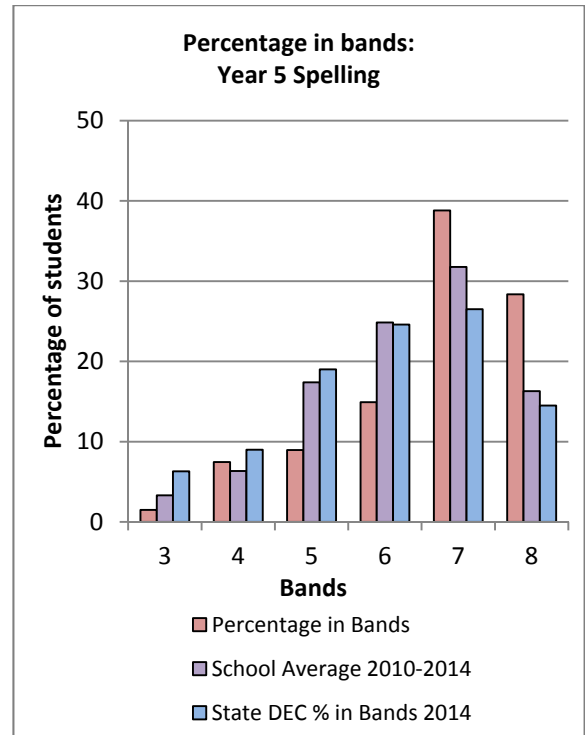


The school's Year 5 students continued to achieve above the state average in reading, with 94.1%

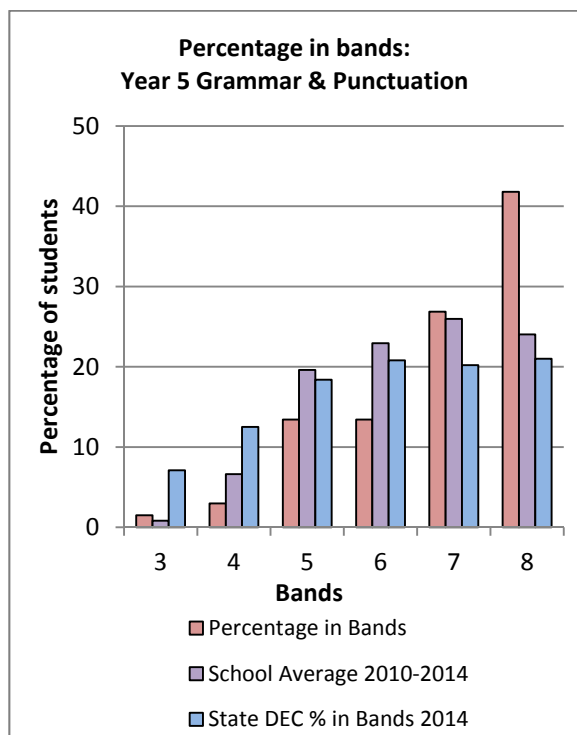
achieving the top four bands (5, 6, 7, and 8) compared with 78.9% for the state. Significantly, Stanmore had 6.8% of students in the lower two bands compared with 21.1% across the state.



In writing, the school achieved sound results with almost 98.5% of students achieving the top four bands compared with 78.9% across the state.

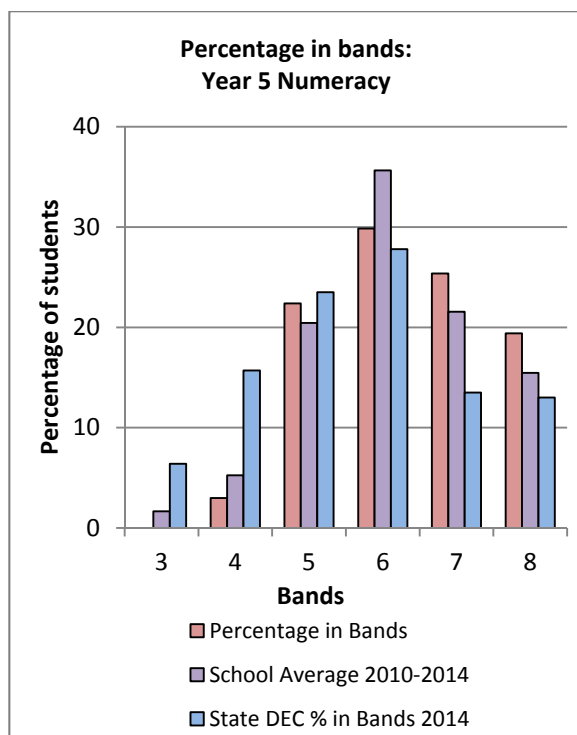


Spelling results were strong with 91.1% of students achieving in the top four bands compared with 84.6% across the state.



The areas of punctuation and grammar produced satisfying results with 82.1% of students achieving the top three bands compared with 62% across the state.

NAPLAN Year 5 - Numeracy



In Year 5, 74.7% of students achieved the top three bands compared with 54.3% across the state.

Minimum Standards Data

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

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

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	98.1
Writing	98.1
Spelling	99.0
Grammar & Punctuation	100.0
Numeracy	99.0

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

Other achievements

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

In 2014, Stanmore Public School provided an array of options which produced outstanding achievements in both mainstream educational and co-curricular activities.

The Arts

The creative arts continued to be a powerful, exciting and vital part of Stanmore Public School in 2014 with all students participating in weekly drama, music and visual arts lessons.

Major arts highlights in 2014

- The biennial art show was held at the school in Term 1. This year's theme of sustainability drew on inspiration from recycled and found objects. Each student produced an individual artwork as well as contributing to a class major work that was auctioned at the end of the evening.
- The music ensembles in the school continued to flourish with 50 students in the Training and Juggernaut bands, as well as more than 50 students who participated in strings, guitar, ukulele, percussion and recorder ensembles.
- The school choir continued to produce melodic performances with 35 students participating. In July, they performed at the Opera House as part of the Festival of Choral Music.
- The string ensemble performed at the Opera House as part of the Festival of Instrumental Music in June.
- The school bands and choir performed at the Kegworth and Taverners Hill School Fairs.
- The Juggernaut band was specially commissioned to take part in 'Minor Works' a selection of music performed at 'Dress Up Attack'.
- An group of 20 students talented in the areas of drama, film, choir, dance and band participated and performed in the three day gifted and talented workshop 'Create East' at NIDA Parade Theatre, devising a show in just three days entitled 'Ten'.
- Two students auditioned successfully for the Primary Schools Drama Ensemble for 2014. This ensemble performed at the State Drama Festival.
- The two senior drama ensembles competed in the Sydney Eisteddfod - the McDonalds Performing Arts Challenge - with one winning a Highly Commended award in the Devised Scene (Any Age) Section.
- The Year 4, 5 and 6 drama ensembles competed in the Burwood Eisteddfod and won various first, second and third places in the improvisation sections of the Eisteddfod.
- All students performed at NIDA Parade Theatre in the school's annual performing arts showcase. Showcase 2014 themes were Numbers (K-2) and Musicals (3-6). These themes produced an entertaining variety of song, drama and dance pieces enjoyed by a sold out house of family and friends.
- The music ensembles performed to parents, friends and students at the Night Market Concert.
- Members of the Juggernaut band attended a residential band camp with Wilkins, Summer Hill and Ferncourt Public Schools at Stanwell Tops.
- Ten of the top drama students in Year 6 attended the Public Schools Primary Drama Camp for three days at the Seymour Centre;
- The whole school participated in the 'Music Count Us In' national day of celebrating music in schools.
- All creative and performing arts ensembles performed at the annual Creative and Performing Arts Concert at Newington College. This concert showcased the work of the two school bands, the school choir, the Stage 1 dance ensemble, the Stage 3 dance ensembles, the Stage 2 drama ensemble, the percussion ensemble, the ukulele club, the strings ensemble and the recorder ensemble. All together over one hundred students performed at this concert.

Sport

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

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

- Students in Years 3-6 competed against other Balmain District schools through the weekly

PSSA competition in cricket, softball, Oztag (summer) and touch football, netball, Auskick and soccer (winter).

- The swimming, cross country and athletic carnivals were held at Sydney Aquatic Centre, Petersham Park and ES Marks Athletic Field respectively. These were enjoyed by the students and produced a strong level of competition. From these carnivals, students were selected to participate against other schools in each of the district carnivals. Some of our students then went on to represent Balmain District at the Sydney East Regional Carnival and some of our students went from this level to represent Sydney East Region at State Swimming and Athletics as well as National Athletics carnivals: an impressive achievement indeed.
- Students in Years 3-6, who did not choose to participate in PSSA sports, were able to select from a variety of options that included ten pin bowling, gymnastics, taekwondo, hip hop dance, yoga, tennis and swimming.
- A selection of Year 2 students participated in a two week intensive swimming program at Enmore Pool, which catered for all swimming levels.
- The Kindergarten to Year 2 sport program focused on movement, gross motor skills, gymnastics and the development of skills necessary for participation in physical activities and games.
- Some staff increased their organisational and management skills by gaining experience in arranging, conducting and convening the school and zone swimming, cross country and athletic carnivals as well as various PSSA sports. Stanmore Public School enhanced its reputation as a zone leader in sporting achievement in 2014.

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

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

Debating

It was another successful year for the debating team which competed in the Premier's Debating Competition. For the fourth consecutive year, the Year 6 team reached the final, where they finished as proud runners up. Leading up to the finals the team participated in a round robin competition, which they won, and then went through to the knock out rounds, where they won all rounds to reach the final.

The competition requires students to work on their speech without access to adult help or research materials and with a one hour time limit. This really tests the students' general knowledge and their skills in developing sound arguments and anticipating the other teams' arguments so they can rebut them successfully. The students worked hard in preparation for this throughout the year, developing their public speaking and reasoning skills while building up their general knowledge.

Public Speaking

In 2014 our students had the opportunity to participate in the Marrickville Public Speaking Competition. This competition allowed the students to share their knowledge and opinions on a topic of their choice. More general topics were suitable for the younger grades but the older students were expected to demonstrate their knowledge on more global topics such as environmental and political issues. The real challenge for students involved in public speaking, both at the school and in external competitions, lies in the impromptu speech. For this, the topic is given to student only minutes before and they are expected to use their skills on structure, form and knowledge of the topic. This year students were selected from internal competitions at school to represent Stanmore in the Marrickville competition.

ICAS – International Competitions and Assessments for Schools

The school continued to participate in the ICAS program run by the University of NSW. The competitions in several key learning areas were

open to students in Year 3-6 and many students achieved excellent results:

- 71 students participated in mathematics, achieving 5 distinctions and 22 credits;
- 64 students participated in English, achieving 1 high distinction, 5 distinction and 18 credits;
- 59 students participated in spelling, achieving 4 distinctions and 17 credits;
- 49 students participated in computer skills, achieving 1 high distinction and 8 credits;
- 50 students participated in science, achieving 11 credits.

Chess Club

Chess Club is a very popular extra-curricular activity at Stanmore PS and operated each Tuesday afternoon in the school library.

In 2014, approximately 40 students attended. The Sydney Academy of Chess provided coaches for beginner/rookie and intermediate levels. As the year progressed many students improved their problem solving skills and demonstrated enhanced creative and lateral thinking in their chess playing.

In March, Stanmore PS sent a team to participate in a local interschool chess competition at Newington College and in September, students participated in an in-school chess championship which resulted in a school chess champion and school year champions. The top six players from that championship were selected to represent the school at the Australian Interschool Chess Challenge in Melbourne in December where all team members had wins and demonstrated outstanding sportsmanship.

The school appreciates the support of the teachers and parents who make Chess Club possible.

Student Representative Council

Students in Years 3 to 6 elected a Student Representative Council (SRC) consisting of a girl and boy school captain, a girl and boy deputy school captain and six prefects.

The SRC meets to provide feedback to the school about aspects of school programs and management. It has major responsibilities in the running and organisation of school ceremonies and events.

The council has been an integral part of the promotion of environmental awareness across the school with the initiative to conduct lunch patrols to assist duty teachers in the management of litter at eating time. They have also been an enthusiastic part of the judging and awarding of the weekly Environment Award, given to a class for excellent recycling, energy saving and composting.

Significant programs and initiatives – Policy and equity funding

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 our Australian identity at Stanmore Public School. Our school respects and values the significant contributions made by Aboriginal people in the past and in the present. We educate our students about Aboriginal and Torres Strait Islander achievements and issues.

In 2014, our school has continued to build an understanding of traditional and contemporary Aboriginal culture and to advocate Aboriginal and Torres Strait Islander history, culture and accomplishment through:

- Acknowledgement of Country at all school assemblies;
- cooperative and collaborative planning for the embedding of Aboriginal content and perspectives in teaching and learning programs across curriculum areas;
- whole school celebration and commemoration of significant events including: the anniversary of the government's Apology to the Stolen Generations, Sorry Day, Reconciliation Week and NAIDOC Week;
- maintaining an Aboriginal and Torres Strait Islander Parent and School Partnership

Committee and resources for Aboriginal education throughout the school;

- acknowledgement of the achievements of our Indigenous students through participation in the Sydney Region “Deadly Kids Doing Well” awards and at our end of year school presentation day;
- developing students’ awareness and understanding of Aboriginal history, culture and the significance of various regions through excursions including school camps;
- incursions for K - 6 to teach culturally sensitive customs and traditions including this year, ‘Didjeribone’ by professional Aboriginal performer, Adrian Fabila Tjupurrula.

Multicultural education and anti-racism

Stanmore Public School has maintained a strong focus on multicultural education to develop attitudes and knowledge that facilitate harmony and promote an inclusive culture. Diversity is highly valued and celebrated and a cohesive multicultural environment is strengthened through various events and programs during the year. Philosophy sessions, community language programs, the Personal Development, Health and Physical Education (PDHPE) syllabus and the School Discipline Policy all promote an environment of respect and acceptance and help foster student tolerance and challenge prejudiced attitudes.

In 2014, all classes marked Harmony Day, which promotes the importance of cultural diversity, by making a continuous Paper Doll Chain which decorated our school fences.

Greek and Mandarin language and culture programs are conducted in all classes from Years 1 to 6. Stanmore PS celebrated the Chinese New Year with a traditional Chinese dance performed by our students and observed both Greek Independence Day, 25th March 1821 and National Greek Day, 28th October 1940. Year 6 hosted their annual multicultural food day where, along with displaying the dress and music of several cultures, food popular in the countries was cooked and presented for the whole school to enjoy.

27% (161 students) of the school’s population is identified as being from a language background other than English (LBOTE) and they represent 32 different languages. Students who speak English as an additional language are catered for with both withdrawal sessions and in-class support, with priority given to the most recently arrived students. These Phase 1 students are taught vocabulary, beginning reading and writing skills as well as developing the areas of speaking and listening. Phase 2 withdrawal students also engage in speaking, listening, reading and writing activities that assist their understanding of concepts required for success in their mainstream classes. Phase 3 students are mainly supported through team teaching situations and the focus in 2014 was on comprehension skills and strategies.

Aboriginal background

Students from Aboriginal backgrounds are supported academically with personalised learning plans to ensure they achieve learning outcomes consistent with the rest of the community. The school program also aims to cater for their wellbeing and engagement with learning as a further means of ensuring their success at school.

Socio-economic background

Students from a low socio-economic background are supported to participate fully in all aspects of school life. The school works closely with parents to ensure that educational, social and emotional needs of the students are met.

Where indicated, students are provided with additional support in the classroom or playground to increase the student’s level of engagement and participation in learning and to ensure they achieve learning outcomes consistent with the rest of the community.

Learning and Support

The staff at Stanmore Public School create engaging and supportive environments so that all students can thrive. Teachers identify that students learn differently and personalise learning and support based on student need.

All students who require intensive support have personalised learning plans to target areas of improvement.

Learning Support Teachers and officers provide individual support and instruction to targeted students to increase attainment and achievement.

The school regularly liaises with parents, caregivers and external agencies to collaboratively plan, evaluate and set further targets to ensure that all student needs are met.

Other significant initiatives

Sustainability and the Stephanie Alexander Kitchen Garden Program

Stanmore Public School had another year of sustainable practices in 2014, with the major focus being the Stephanie Alexander Kitchen Garden Program. All Year 3-6 classes participated in Kitchen and Garden lessons this year, with each group of students taking part in lessons fortnightly. The garden continued to flourish, with the students looking after and raising seedlings, planting edibles that are later harvested and used in delicious kitchen recipes, and learning about and implementing organic gardening practices. The chickens enjoyed their extended scratching area and produced lots of eggs. Our part-time specialist Kitchen and Garden teachers facilitated engaging lessons, and enjoyed the support and commitment of many wonderful volunteers who were integral to the successful running of the program.

Paper-free communication

The school has continued its policy of emailing information and notes directly to parents, and, with the addition of the new School App, communication with parents, carers and the wider community is increasingly paper-free.

Waste reduction and resource efficiency

The environmental footprint of the school was made smaller by the composting of crunch and sip food scraps, the promotion of waste-free lunches, and the recycling of paper products. The ongoing partnership between the school and local businesses meant that coffee grounds and

past saleable fruit and vegetables were turned into compost rather than becoming landfill. The solar panels on the COLA contribute to an overall reduction in power consumption and the water monitoring program provides feedback in real time so that any excess water use issues can be addressed as they happen. The ongoing partnership between the school and local businesses means that coffee grounds and past saleable fruit and vegetables were turned into compost rather than becoming landfill.

In November, the school was the proud recipient of a School Gardens award, presented by Marrickville Council.

Ethics in Schools Program

The Ethics program has continued to be strongly supported by students in Years 4, 5 and 6 at Stanmore. The program is a branch of Philosophy that examines ethical concepts and issues. It provides lessons on a wide range of topics and is implemented through dialogue and discussion. This approach has significant social benefits for the students.

The students learn to think about ethical matters together and through reasoned argument they learn to consider other points of view and be sincere and respectful participants when dealing with different opinions and points of view.

Our trained volunteers include members of the parent body as well as interested community members. They successfully continue to facilitate and deliver the Ethics program and we are preparing to offer an extra class for Year 3 students in 2015.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include surveys, focus groups and anecdotal data. The findings and conclusions are outlined below.

In 2014, the school targeted embedding the use of evidence for planning in literacy and numeracy. Classroom teachers met on a weekly

basis in year groups for rigorous discussion on collecting data in literacy and numeracy, plotting students on a learning continuum and using this data to differentiate teaching and learning according to the needs of each student.

Findings and conclusions:

- 100% of teachers used a range of assessment strategies to inform their teaching.
- Assessment strategies used included formal assessments, observation, pre and post testing, work samples, reading records, SNAP (Stanmore Numeracy Assessment Program), and professional judgment to plot students on each of the learning continuums.
- 94.1% of teachers used student work samples as their preferred method of data collection, followed by 88.2% using observation of student learning;
- 100% of teachers indicated that working collaboratively with colleagues during the allocated planning time improved consistency in teacher judgment across the school.

Responses from teachers indicated that:

- ‘Using evidence to inform teaching helps me know where students need to go next and where their strengths and weaknesses are so that I can plan more effectively.’
- ‘Using evidence determines the level at which subject matter is taught initially and reviewed and revisited at a later stage. It also guides what resources, support and scaffolding is used in delivery.’
- ‘I often give a task at the beginning of a topic to identify gaps in the student’s understanding. I also use assessment tasks at the end of the topic to determine whether I need to revisit this topic in revision week.’
- ‘I work with student’s prior knowledge and strengths to meet their learning needs and assist in rectifying weaknesses.’

Teachers felt they could improve the way they use evidence for planning in literacy and numeracy” by:

- ‘Ensuring assessment data is kept up to date;
- Reviewing student work samples more frequently;

- Using pre-testing more frequently to establish prior knowledge;
- Taking a smarter approach to informal assessment (quality tasks that are used as assessment) and making greater use of rubrics;
- Relying more on teacher judgment and transitioning away from assessment weeks;
- Ensuring there is consistency in teacher judgment cross the school;
- using data more in planning for learning and not just for tracking student achievement.’

In addressing ways in which the school can support them to embed the use of evidence in planning for literacy and numeracy, teachers suggested;

- More opportunities to work with colleagues would lead to greater consistency in teacher judgment.
- Greater use of the specific evidence gathered for programing would improve learning outcomes;
- Timetabled discussion time with colleagues allows professional dialogue which leads to agreed expectations of learning and the optimal learning experiences needed to achieve them;
- Greater collaboration for critical reflection and planning future directions would enhance the professional development of all teachers.

Future Directions:

In response to survey feedback, the school will:

- Continue to provide targeted planning time for rigorous discussion on collecting and using data in literacy and numeracy to differentiate teaching and learning for students;
- Further develop teacher understanding of the range of assessment strategies that can be utilised, particularly formative assessment;
- Use the data collected to inform teaching and learning and to develop differentiated and individualised learning programs for students;

- Provide teachers with professional development on differentiation and accommodations and adjustments for students.

chronological age in the South Australian Spelling Test to 92%.

School planning 2012-2014:

In 2014, the school plan included strategies to improve learning outcomes for all students in literacy and numeracy in line with state, regional and school targets. The school also aimed to increase the percentage of Year 5 students achieving the top skill band in NAPLAN in all aspects of literacy and numeracy and ensure that proportion of high achieving students is consistent as children move through the school.

In 2014, some targets were achieved, some were approaching target and some targets were exceeded. The NAPLAN results for writing showed strong improvement in many areas, particularly in lifting the performance of low and middle achievers, however, the proportion of Year 5 students achieving Band 8 in NAPLAN decreased so developing the writing skills of high achievers will be a priority in 2015.

School priority 1 - literacy

Targets for 2014

- Achieve and maintain 96-98% of students in each grade achieving target levels or above in reading as measured by reading records.
- Achieve and maintain 96-98% of Year 3 students achieving Band 3 or higher in all strands of literacy in NAPLAN assessments.
- Achieve and maintain 96-98% of Year 5 students achieving Band 5 or higher in all strands of literacy in NAPLAN assessments.
- Increase the % of Year 5 students placed in Band 8 for Reading to 30%.
- Increase the % of Year 5 students placed in Band 8 for writing to 15%.
- Increase the % of Year 5 students placed in Band 8 for Grammar and Punctuation to 30%.
- Increase the % of Year 5 students placed in Band 8 for Spelling to 30%.
- Increase the % of students achieving a spelling age consistent with or above their

Strategies to achieve these outcomes included:

- Teacher professional learning in the areas of vocabulary development and grammar, emphasizing the development of higher order inferential and applied reading skills;
- The development of writing rubrics and a continuum for writing text types to facilitate the teaching of explicit writing skills more systematically across the school;
- Continued emphasis on teaching spelling knowledge as opposed to lists;
- The provision of enrichment in reading and writing for highly capable students targeting explicit teaching of skills needed for inferential and applied comprehension;
- The purchase of quality literature and reading resources to support teaching and learning.

Evidence of achievement of outcomes in 2014:

- Across the school, 90.5% of students achieved target levels or above in reading as measured by reading records;
- 93.4% of Year 3 students achieved Band 3 or higher in all strands of literacy in NAPLAN assessments;
- 94.8% of Year 5 students achieving Band 5 or higher in all strands of literacy in NAPLAN assessments;
- The % of Year 5 students placed in Band 8 for Reading increased to 40.3%;
- The % of Year 5 students placed in Band 8 for Grammar and Punctuation increased to 41.8%;
- The % of Year 5 students placed in Band 8 for Spelling increased to 28.4%;
- The % of Year 5 students placed in Band 8 for writing decreased to 5.6%
- 83.2% of students achieved a spelling age consistent with or above their chronological age in the South Australian Spelling Test.

School priority 2 - numeracy

Targets for 2014

- Achieve and maintain 96-98% of Year 3 students achieving Band 3 or above in NAPLAN numeracy;
- Achieve and maintain % of Year 5 students achieving Band 5 or above in NAPLAN numeracy at 96% or higher;
- Increase the % of Year 3 and Year 5 students placed in the top skill band for overall numeracy to 30%;
- Achieve 96-98% of students K-6 achieving Year appropriate numeracy outcomes on the new Stanmore Numeracy Assessment Program (SNAP).

Strategies to achieve these outcomes included:

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

Evidence of progress towards outcomes in 2014:

- 95.3% of Year 3 students achieved Band 3 or above in NAPLAN numeracy;
- 97.1% of Year 5 students achieved Band 5 or above in NAPLAN numeracy;
- 31.1% of Year 3 and 19.4% of Year 5 students placed in the top skill band for overall numeracy;
- All teachers have integrated Stanmore Numeracy Assessment Program (SNAP) in

their teaching programs and the data is still being analysed.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Findings and conclusions:

Responses from the students indicated that:

- 93% of students felt that they belonged at school. This sense of belonging came from friendship, feeling safe, the range of activities provided and the relationship with their teacher;
- 99% of students felt strongly that teachers and students care about each other at Stanmore. Students responded that teachers help them with their problems, students help them when they are hurt and, if something was to happen to you, people would be there for you;
- Students believe that we celebrate good things that students do at Stanmore by awards, verbal praise, applause, recognition, and fun events and days; and that the students are generally happy when other people succeed;
- Students acknowledge that teachers believe that all students can do well, that teachers encourage students to do their personal best and understand that everyone works at a different level.

Responses from the teachers indicated that:

- 96.42% stated that they have a good working relationship with colleagues;
- 96.42% say that the school shows some flexibility to support people's personal needs;
- 96.42% feel their work gives them a sense of personal accomplishment;
- All indicated that building a trusting relationship, collaboration, taking time to listen and fostering a safe environment are

some of the key responsibilities to ensure wellbeing;

- All believe they cater for the wellbeing of students by providing structures such as good communication, ensuring the learning environment allows each child to succeed, positively reinforcing and rewarding behaviour, talking about issues and building positive relationships;
- All indicated that the school provides many programs to meet the wellbeing of students including holistic learning programs, peer support, social skills, restorative practices, camp, merit assemblies and counselling.

Responses from the parents indicated that:

- 87.5% of parents indicated that their child was happy at school and a further 9% feel it is a mixed experience - with indicators being they are engaged, stimulated, have great friendships, enjoy the programs, like their teacher and share positive information when they come home at the end of the day;
- 76.4% of parents felt that their child's wellbeing is well supported by the school's programs with a further 17% finding it varies:- in their responses parents highlighted the range of activities available for students, that problems are dealt with promptly, that there is a well-rounded curriculum and their child is well supported by their teacher;
- 91% of parents feel that their child feels connected to their peers in a positive way: - multiculturalism and tolerance is promoted widely, positive interactions are evident, teachers support students in social situations and the reshuffling of classes each year provides a wider social network;
- 95.4% of parents believed that their child felt cared for and supported by teachers: - their children had told them that they love their teacher and the parents could see the positive way that the teacher and their child related.

Some of the issues for parents were:

- Wanting to know more about the types and range of programs that supported their child's wellbeing at school;
- Wanting clearer information about the individualised programs and support given to their child;
- Wanting more support in helping their child build and sustain positive relationships.

Future Directions:

In response to survey feedback, the school will:

- Provide improved communication to parents about their child's learning and wellbeing;
- Strengthen existing support programs to ensure high quality differentiated teaching and learning;
- Utilise wellbeing programs and provide ongoing support and tools for students to develop and maintain positive relationships within the school community.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from Term 2 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>