Our school at a glance

Students

Our enrolment during 2011 reached 542 students including 298 boys and 244 girls.

In 2011 we operated with 21 classes.

Staff

According to the department’s staffing formula (based on whole school enrolments) the school had 37.2 teaching staff members in 2011. This included the principal and 5 executive staff, 21 classroom teachers and 6 specialist staff. The average attendance was 90%. The teaching staff meets the professional requirements for teaching in NSW Public Schools.

Significant programs and initiatives

Bangor Primary School continues to be a member of the Community of School Between the Rivers (COSBTR) and shares joint programs and initiatives to cater for student learning.

The school has continued to provide outstanding programs and initiatives in student welfare, technology, student leadership, enrichment programs, public speaking, cultural and sporting opportunities and learning support.

Student achievement in 2011

In May 2011 Years 3 and 5 students sat for the NAPLAN tests in English and Mathematics. Details are outlined further in this report.

In summary:

72% of our Year 3 students were placed in the top 3 bands (out of 6) in reading, 89% in writing, 83% in spelling, and 65% in grammar and punctuation. In Mathematics 65% achieved in the top 3 bands; and

66% of our Year 5 students were placed in the top 3 bands (out of 8) in reading, 56% in writing, 63% in spelling and 69% in grammar and punctuation. In mathematics 71% of students achieved in the top 3 bands.

Messages

Principal’s message

Our school is an outstanding example of high expectations being achieved through the strong partnership our school has with the parents and wider community. All stakeholders work collaboratively to ensure the best possible outcomes for students.

The collaboration was showcased in a number of significant achievements in 2011. Bangor Primary School achieved excellent NAPLAN results with student performances above state average, with most students making greater or equal to expected growth in literacy and numeracy. This should be celebrated.

Further strides were made in installing current technologies into the school and by the end of 2011 all twenty one classrooms had Interactive Whiteboards (IWB) installed.

Our students have also consistently achieved excellent results in sporting and cultural activities. The school’s Performing Arts Concert, students selected for Sydney Region and State Dance, Drama and sporting teams were outstanding successes.

The teachers at Bangor are to be congratulated on their dedication to the students, professionalism and commitment to providing excellent programs for every student’s at our school. They are supported by an enthusiastic and involved community whose assistance ensures that we are able to continue and provide exceptional learning programs and resources for our students.

This year saw the retirement of Principal Mr Peter Crawshaw. We acknowledge and thank him for his contribution to Bangor PS.

The Parents and Citizens association (P&C) continues to work extremely hard. This year, through amazing energy and creative
fundraising, the P&C has continued to enjoy fantastic results.

While it is impossible to capture the excitement, richness and diversity of learning in any report, I am sure that this report will allow you to gain real insights into the people and programs that make Bangor Primary School so effective.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Mara Martinic Relieving Principal

P & C and/or School Council message

Bangor Primary enjoys a high level of parent involvement in classroom assistance, canteen, sport, fundraising and cultural activities and has a very active and well supported P&C Committee.

Our Uniform Shop is staffed by a small team of dedicated volunteers and they provide a professional service to our parents. The Uniform Shop’s success over the last 12 months has resulted in an increase in profits and has provided a large injection of funds to the P&C.

Funds were also raised from our Annual Mother’s Day and Father’s Day Stalls; end of term Discos and from our major Raffle and Auction that was held at the Performing Arts Concert.

In 2011 the P&C was once again able to contribute significantly to the school, supporting its programs and students by providing:

- Substantial financial contribution ($20,000) towards the Information Skills program for Stage 2 and Stage 3 students;
- Grants to students selected to represent at State and National level for sport, dance and band; and
- Air-conditioning for a further 3 classrooms ($9500).

The P&C Membership has continued to grow over the last year and we look forward to the continued support from the school community during 2012.

Louise Bryant- P&C President

Student representative’s message

The Student Representative Council comprises of elected representatives from each class in Years 2-6 plus Prefects and School Vice Captains and Captains.

The role of the SRC is to provide a means for students to take an active role in school development. Issues and suggestions important to students are discussed and put forward for consideration.

The SRC plays an important role developing student social responsibility through fundraising activities. During 2011 the SRC coordinated fundraising events that raised over $3000 for Stewart House, Autism and The McGrath Foundation.

Cayle Ford and Maggie Moran
School context

Bangor Primary School fosters a strong learning environment that promotes and supports the learning of all students.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>320</td>
<td>310</td>
<td>303</td>
<td>296</td>
<td>298</td>
</tr>
<tr>
<td>Female</td>
<td>298</td>
<td>281</td>
<td>276</td>
<td>260</td>
<td>244</td>
</tr>
</tbody>
</table>

Enrolment at the end of 2011 was 542 students. The graph above shows the change to the enrolment pattern as the demographic of the school’s drawing area changes with an aging population.

Student attendance profile

Management of non-attendance

The Home School Liaison Officer (HSLO) monitors the attendance every term and discusses individual cases of unexplained absences with the principal. Contact is made with the home if needed.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>YEAR</th>
<th>TOTAL PER YEAR</th>
<th>TOTAL IN CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1/2L</td>
<td>1</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>1/2L</td>
<td>2</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>3/4D</td>
<td>3</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>3/4D</td>
<td>4</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3W</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4JL</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4K</td>
<td>4</td>
<td>30</td>
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</tr>
<tr>
<td>5A</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5S</td>
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</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.9</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.882</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.962</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>31.864</td>
</tr>
</tbody>
</table>

Staff retention

Bangor Primary School has an experienced staff of permanent teachers complemented by temporary staff filling long term positions for staff on extended leave.

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2011 there were no indigenous staff employed at the school.

Teacher qualifications

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

Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>87</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>308111.25</td>
</tr>
<tr>
<td>Global funds</td>
<td>295008.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>116366.25</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>333383.63</td>
</tr>
<tr>
<td>Interest</td>
<td>14034.92</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>42746.91</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1164208.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>23950.77</td>
</tr>
<tr>
<td>Excursions</td>
<td>90368.34</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>228556.51</td>
</tr>
<tr>
<td>Library</td>
<td>7770.20</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1780.02</td>
</tr>
<tr>
<td>Tied funds</td>
<td>151865.36</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>87291.57</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>73391.39</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>56325.23</td>
</tr>
<tr>
<td>Utilities</td>
<td>52874.14</td>
</tr>
<tr>
<td>Maintenance</td>
<td>26060.49</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>44211.52</td>
</tr>
<tr>
<td>Capital programs</td>
<td>25216.14</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>869661.68</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>294546.81</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Arts
Bangor Primary School provides a wide range of quality programs in the area of performing arts.

The annual Performing Arts Concert took on a different format this year with over 90% of the students participating in the School Concert, once again highlighting the diverse talents of our students. This year’s theme was “A Night At The BOSCARS” and each grade was responsible for preparing an item to perform on the night. We were very excited that all students had the opportunity to participate. Grade items included singing, movement, drama and dance. The School’s Performance and Training Bands also displayed their talents on the night. The School Concert was a resounding success and we received many positive comments and congratulatory letters supporting the fantastic efforts of the staff and students involved.

Sport
The sport and fitness program encouraged K-6 student participation and competition at various levels:

- School fitness program “Sport in Schools” concentrating on fundamental movement skills
- K-6, Gymnastics K-2, Tennis 3-6, Dance to be Fit
- Flippa Ball 3-6, Cricket skills workshops 3-6
- Participation in the Premier’s Sporting Challenge for the third year
- K-6 Sports Day participating in varied activities in a House competition format
- Gala Days – Touch Football and Basketball-local sports association initiative

- Successful Swimming, Cross Country and Athletics carnivals.

PSSA
Years 3-6 students were selected to participate in NSW Primary Schools Sports Association (PSSA) competitions. This year Bangor Primary School students participated in:

- Cricket
- Boys/ girls Softball
- Teeball
- Soccer – 2 junior and 2 senior teams
- Oztag – 2 junior and 2 senior teams
- Netball – 2 junior and 2 senior teams
- The cricket team was undefeated this year and were the Premiers for 2011
- The boys softball team was undefeated this year and were Premiers for 2011
- The girls softball team was undefeated for the season but were defeated in the semi-finals
- One Junior A and one Senior A soccer team were Premiers for 2011
- One Junior boy’s Oztag team was runner up, one senior boy’s Oztag team were Premiers for 2011
- The Senior A netball team were runner’s up. The Senior B netball team were Premiers for 2011
- Bangor PS placed 7th overall at the Engadine Zone Swimming Carnival
- Bangor PS placed 1st Overall in the Engadine Zone Cross Country Carnival
- Bangor PS placed 5th overall in Engadine Zone Athletics Carnival.

Higher Representation at Regional Competitions

In 2011 Bangor Primary School had many students compete at regional level.
In each of the fields of swimming, soccer and touch football seven students participated at regional level. Tennis saw two students compete regionally. In cross country and athletics we had ten students represent Bangor Primary School.

**Sydney East Representatives**

Bangor Primary School had representatives in many areas at Sydney East level.

- There was a student representative in soccer, softball, athletics, cross country and cricket
- Touch football and rugby league had two students represent Bangor Primary School
- Basketball saw three students successfully become Sydney East representatives.

**State Representative**

At State level in 2011, Bangor Primary School had one student represent the school in rugby league.

**Teacher Contributions**

At Bangor Public School during 2011 a:

- Teacher was involved in web page development of zone PSSA website
- Teacher assisted with selection of Sydney East rugby team
- Teacher attended teacher professional learning on rugby league modified games coaching at St George RLFC
- Teacher on School Sports Grants Council Panel
- Teachers convened Zone touch football, cricket, rugby, cross country, athletics, girls’ soccer
- Teacher elected zone PSSA President
- Teacher received Life Membership of Sydney East PSSA.

**Other**

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

![Graph showing percentage of students at proficiency for Year 3 NAPLAN literacy assessments.](image)

**Band Distribution**

![Graph showing band distribution for Year 3 NAPLAN literacy assessments.](image)
Minimum standards

The Commonwealth Government sets 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 reported below.

Significant programs and initiatives

Gifted and Talented Education

The implementation of the NSW Gifted and Talented policy has been ongoing and the following opportunities were made available to students:

- Community of Schools Between the Rivers (COSBTR) workshops in mathematics, music and art for students in Stage 1 and Stage 2
- Lucas Heights Community School and partner schools enrichment programs
Eight students received Reading Recovery support in 2011. Six students were successful in attaining the goal of a reading level of 16 and demonstrated significant growth in all assessed areas of reading and writing. Two students were referred off the program to the Learning Support Team for further support in other school programs.

The Reading Recovery program will continue in 2012 with time again being allocated for four students to access the program per day.

**Support Teacher Learning Assistance**

The Learning Assistance Program assisted students who had been identified as needing support in literacy and numeracy to develop their skills so they could function more effectively in the classroom setting. This was achieved in consultation with the classroom teacher, the Learning Support Team and the Support Teacher Learning Assistance (STLA).

The STLA worked collaboratively with the mainstream class teacher to jointly plan for the needs of the identified student. Students worked with the STLA on an individual program, in a small group or within the classroom setting.

Students needing extra assistance may be identified and assessed for inclusion in the Intensive Reading Class (IR) at Miranda or extra support at school with the Designated Support Teacher Learning Assistance (DSTLA).

This year, 32 students were identified as needing support. 4 students received extra assistance with the DSTLA and 2 students gained access to the IR program.

**Film School**

Film School is an extra-curricular activity available to all Year 6 students. This program runs two lunchtimes a week with Mrs Burton. In 2011 Bangor held its 3rd whole school Short Film Festival.

Film School students have learnt how to use a video/digital camera and the process of editing film using ‘Adobe Premiere Elements’.
Film School concentrated on animations/claymations using ‘PhotoStory3 for Windows’.

Two animations “Life of a Shoe” and “Chocolate Box” were selected for the inaugural “Film by the Sea” Shire based Short Film Festival.

Public Speaking

The school public speaking program incorporated a competition which included all students from Years 1 to 6.

Eight children from each stage were chosen to compete in our school’s Public Speaking Finals. The winner of each stage then went on to represent Bangor at Zone level.

Our Stage 1 representative was placed at this level.

Debating

Bangor PS had eight students enter the Premier’s Debating Challenge in 2011. They made it to inter zone level.

All Stage 2 and 3 students benefited from the school’s participation as part of the selection process and by acting as chairpersons, timekeepers or audience for the home debate. Classes were able to link a focus on persuasive texts concurrent to the debates. The adjudicator was able to give the students advice for future debates and participants showed a progressive improvement in their development as debaters. The debating team’s skill development and cohesion as a team was impressive.

We had a student selected from our team as a talented debater who went on to successfully compete in the NSW Championship Debating competition.

Significant programs and initiatives

Student Welfare

The Peer Pals in Our Playground program was a student welfare initiative in its inaugural year. The program’s primary aims were to: increase awareness of how conflict affects people’s lives; teach students skills such as listening, critical thinking and problem-solving; and to empower students by having them take greater responsibility for resolving their own disputes.

Peer Pals had a proactive role in the playground assisting K-5 students with low level playground issues.

Peer Pals were trained in conflict resolution strategies that were used to facilitate students involved in resolving their own disputes. It specifically involved the Peer Pals leading other students through a structured process to resolve an issue.

All Year 6 students participated in a full day of the Peer Mediation program in Term 1. At the conclusion of the day all students were invited to be a Peer Pal in our playground. Students who chose to commit to being a Peer Pal completed a second day of training.

Some of the positive benefits for students serving the school community as a Peer Pal included: increased ability of students to resolve their own problems, exposure to alternative ways of solving conflict and leadership development.

To assist with ongoing evaluation Peer Pals collected data from each incident. Some valuable statistics derived were 55% of Kindergarten students, 33% of Year 1 and 2 students and 12% of Years 3-5 students were assisted in solving social issues. Peer Pals were able to resolve 85% of reported incidents.

The Peer Pals in Our Playground program is a valuable part of school culture. It seeks to empower students by teaching students the skills to solve conflict in non-aggressive ways.

Aboriginal Education

Less than 1% of Bangor PS student enrolment identify as Aboriginal or Torres Strait Islander. Aboriginal education is embedded in all curriculum areas and the outcome for all students is to develop a greater awareness
and respect for traditional and contemporary Aboriginal culture.

Staff and student awareness and knowledge are particularly expanded through Human Society and its Environment units and in Creative and Practical Arts activities.

The staff has high expectations and is constantly aware and engaged in ensuring that Aboriginal and Torres Strait Islander students match or better the outcomes of the broader student population. They are engaging and motivating these students for successful participation in education.

Opportunities for students include:

Stage 2 students visiting the Kamay Botany Bay National Park, where they were involved in role play re-enactments of the first meeting of James Cook and his crew with the Aboriginal people. This helped build a clear understanding of the conflict between European explorers and Aboriginal people. Students also experienced, during a bush walk, the variety of “bush tucker” and plants used for medicinal purposes by Aboriginal people.

Stage 3 developed a short performance of the Aboriginal musical “Bran Nue Dae,” which celebrates the achievement of contemporary Aboriginal people through song and dance. The performance was incorporated into the school’s performing arts concert.

Students shared traditional and contemporary indigenous stories as an example of narrative texts as well as studying beliefs, culture and lifestyle of traditional Aboriginal people. Students experienced opportunities to view traditional and contemporary Aboriginal art in visual arts programs. New resources to support learning in Aboriginal education were purchased for the library.

Best Start

Over the last few years, Kindergarten teachers have been trained in Best Start assessment procedures. Teachers individually assessed each Kindergarten student on entry to school in literacy and numeracy. Data was collected and results were utilised by teachers to plan for each child within the Kindergarten literacy and numeracy programs. In literacy, students were assessed on the seven aspects that have been identified as critical to early literacy development. These included Concepts of Print, Comprehension, Reading Text, Phonics, Phonemic Awareness, Speaking and Writing Skills. The numeracy tasks gathered information about the students’ initial early mathematical strategies and knowledge.

A comprehensive report was sent home to all parents after the initial test and this was beneficial to both teachers and parents in supporting the students’ learning. All students were assessed again during Term 2 and an updated Best Start report was sent home as part of the Semester One report.

Multicultural Education

Multicultural Education is an important facet of syllabus implementation at the school in building awareness of the diversity of Australian culture. Harmony Day in March was celebrated with a whole school assembly and Year 6 students were given the opportunity to enter the Harmony Day Poster competition.

Environmental Sustainability

There are many initiatives that Bangor PS around environmental sustainability.

Throughout 2011 the school’s Environmental Club continued the work of environmental sustainability in the school. This club was set up in 2010 with the establishment of a worm farm, compost bin, green bins, water tank, vegetable garden and mini-orchard. The group in 2011 comprised of volunteer students from K-6 guided by Miss Williamson and Mrs Robertson. Students collected food waste from student lunches and used this with worm juice to compost the garden. Produce grown was used in the school canteen for lunches. A blog was established
for communication on environmental issues. Many classes used the garden as a way of integrating environmental education in their teaching programs.

Water tanks are used throughout the school to flush toilets. The new classrooms built as part of the Building Education Revolution (BER) completed in 2010.

Future Directions

In 2012 we will continue our sustainable cycle by reducing waste, reusing products and recycling; becoming increasingly self-sufficient. We hope to implement the ‘Watch your Watts’ program and participate in ‘Clean Up Australia Day’. We look forward to widening school involvement in this worthwhile educational program.

Progress on 2011 targets

Target 1

*To continue to provide appropriate teaching and learning strategies to meet student needs in mathematics.*

Our achievements in 2011 included:

- The formation of mathematics groups in Stages 2 and 3 to provide both extension and support for a wide range of learning needs in numeration
- The provision of two additional staff which allowed for smaller groups and therefore more individualised teaching
- Increased enjoyment and participation in both the support and enrichment programs

Target 2

*To improve student capabilities in spelling*

Our achievements in 2011 included:

- The development and implementation of a spelling and grammar program in Stage 1 providing students with a variety of strategies to use when writing
- Students using their acquired spelling knowledge across other key learning areas

Target 3

*To continue to respond to teacher’s professional learning needs in technology (IT) to maximize teaching and learning in the classroom.*

Our achievements in 2011 included:

- The continuation of the highly successful and valued Information Skills Program for all students in Years 3 – 6
- The developed a draft scope and sequence and a checklist for technology skills for all students K – 6 for implementation across all Key Learning Areas.
- The purchasing of new computers and printers for classrooms and the reorganisation and distribution of computers across the whole school to ensure equity in accessing IT facilities K – 6
- The purchasing and installation of electronic whiteboards to the remaining classrooms
- The upgrading of the school’s server to improve connection and capability
- The purchase of laptops through the Technology for Learning (T4L)

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

Educational and Management Practice

Background

In 2011 our school sought the opinions of teachers, staff and students concerning School Planning.

Findings and conclusions
95% of parents believe that the purpose of the school targets is to improve student learning.

Over 80% of students felt that programs supported the school’s statement of purpose.

Teachers feel strongly that school priorities and targets to improve school performance should be identified through planned evaluation.

50% of students responding to the survey would like to be regularly updated on school purchases and the reasons for these purchases.

80% of parents surveyed agree that school planning documents are developed with the support of staff and students.

40% of teachers feel that the school implements a comprehensive plan.

**Future directions**
Survey results indicated that in future planning the school could better:

- Clearly articulate the primary purpose of the school plan for 2012-2014
- Ensure all school community members – staff, parents and students are involved in the planning, development and implementation of all school priorities
- Consult in the purchasing of resources and ensuring the allocation is equitable.

**Curriculum**
**Background**
In 2011 our school sought the opinions of teachers, staff and students concerning the Creative and Performing Arts.

**Findings and conclusions**
**Performing Arts Concert**
Survey results indicated:

- Parents, staff and students largely agreed they would prefer to see all students involved in a variety of performances which are linked together by a common theme.
- All school ensembles be included in the event and grade items were by far the most popular.
- The 2011 format was well received and the preference was that the concert was held on only one night.
- The biennial performance is the preferred option.

**External Providers**
It was agreed that the external providers provided a satisfactory service and this assisted in promoting the school in the community. The steel band program was highly valued.

**Future directions**
Survey results indicated:

- That all programs need to be well supported in the planning of and event management.
- Review providers services annually to meet the ever changing needs of students and the school.

**Parent, student, and teacher satisfaction**
In 2011 the school sought the opinions of parents, students and teachers about the school.

Parent survey results indicated:

- The parents believe Bangor has a positive school image in the community and are confident their children are being taught well.
- Most parents believe that performing arts is an important key learning area at our school.
- Parents agree our school has good facilities to support learning. Parents mostly believe students gain a solid foundation in literacy and numeracy.
Parents agree the school uniform code is positive.

All agreed the communication through the Grapevine was excellent.

Parents believe the areas we could review and enhance included: the awards system; sports programs; school reports; the delivery of a differentiated curriculum to students; and feedback to parents.

Staff survey results indicated:

- Staff believe the school has a positive image in the community and that it is recognised for the diversity of programs offered.
- Staff strongly believe their focus needs to be on teaching and learning and the priority being in literacy and numeracy.
- Staff believe the areas we could review and enhance include the collaborative planning of school documents and priorities, school culture and opportunities for teacher professional learning.

Students survey results indicated:

- Students believed Bangor was a great place to be and that their teachers planned interesting learning experiences for them.
- Students believed there were lots of opportunities for them to explore at Bangor PS.
- Students also felt happy and safe at school.
- Students believe we need to explore activities available on the playground at lunch time and fruitbreak.

**Professional learning**

School based professional development sessions were held at various times throughout the year including five school development days. In 2011 teachers were provided several opportunities to develop their professional learning. These opportunities included:

- Teachers further developing their own ICT skills through peer mentoring, online research and sharing with staff and colleagues their knowledge and experiences.
- Teachers in various stages investigating, devising and implementing quality spelling and mathematics programs. Teachers had the opportunity to work in teams cooperatively planning and programming in these areas to enhance student learning and outcomes.
- Refinement of Best Start skills. Early Stage 1 teachers implemented this program again at the conclusion of Semester 1 in order to continue tracking student achievement as well as informing teaching and learning programs.
- Training in the implementation of the Peer Pals Program. Staff received professional learning which enabled them to bring this valuable student welfare program to Bangor Public School.
- Attendance at executive professional learning seminars and workshops. Aspiring staff and existing executive were able to further develop their leadership skills as well as network with colleagues.
School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Literacy and Numeracy
Outcome for 2012–2014
Quality teaching and learning programs in literacy and numeracy resulting in increased overall literacy and numeracy achievement for every student in line with state and regional targets.

2012 Targets to achieve this outcome include:
Improved comprehension skills in both reading and writing of students K-6.
Improved student performance in problem solving and working mathematically K-6.
Quality teaching and best practice in presenting teaching and learning strategies in literacy and numeracy.

Strategies to achieve these targets include:
- Presentation of 2010 NAPLAN data by Literacy and Numeracy consultants to staff
- Teacher professional learning around using SMART data
- Literacy consultant presentations on the ‘super six’ comprehension strategies and linking school resources
- Teachers engaging in current professional readings relating to comprehension and pedagogy
- School based teacher professional learning dedicated to sharing expertise and knowledge collegially
- Improved data analysis and assessment practices to drive future teaching and learning
- Initiating parent workshops to share ways parents can help with literacy and numeracy content at home
- Development a whole school plan on the implementation of explicit and systematic teaching of comprehension skills which enhance skills in both literacy and numeracy
- Seeking support from the regional mathematics consultant to develop a K-6 framework for problem solving and working mathematically
- Focusing on hands on activities as well as the pretest and re test method in accuracy
- Implementing the North Coast Scope and Sequence model to enhance the syllabus with a view to implementing the Australian Curriculum in 2014
- Teacher professional learning on reciprocal numeracy to reinforce the comprehension strategies through problem solving and working mathematically.

School priority 2
Curriculum and Assessment
Outcome for 2012–2014
Innovative practices for 21st century learners and learning through the integration of technology in teaching and learning practices using the Quality Teaching Framework for planning, programming, teaching and learning.

Quality teaching and learning programs and practices in Well Being to be implemented as a Student Welfare initiative.
2012 Targets to achieve this outcome include:
To embed the use of the Web2.0 learning tools across all Key Learning Areas and pedagogy by 2014.
To ensure the physical, academic, social and emotional well-being of students is a priority.

Strategies to achieve these targets include:
- Teacher professional learning provided to build confidence and capacity in the use of Web 2.0 tools
- Teacher professional learning on best practice using technology as a tool – authentic use of the connected classroom, technology rooms and classroom interactive white boards
- Professional learning for staff on using the connected classroom, scanners, video cameras and new software programs
- Reviewing the K-6 technology plan and explicit and systematic implementation through class lessons and team teaching embedding blogs, wikis and notebooks into teacher practice
- Reviewing and refining programs including Bounce Back, Restorative Justice Practices, Peer Pals, LOFT and Values Education
- Introduction of Live Life Well @ School program and Crunch and Sip
- Investigating the linking of White Ribbon Day initiatives with our school’s student welfare programs
- Profiling student leaders in our school including the Leadership Team, the Student Representative Council and the Environmental Team
- Attendance at professional learning sessions and data collection on changes in practice and inclusion of quality teaching elements in learning programs
- Student led events and programs in the school demonstrating knowledge, competency and confidence to lead as a team
- Successful well-being programs and practices being implemented and evident outcomes in both classrooms and on the playground
- Reviewing the Student Welfare Policy to align and reflect positive school culture.

School priority 3
Leadership and Management
Outcome for 2012–2014
Increased school leadership capacity to lead evidence based and strategic planning for team building, school management and school improvement.
2012 Targets to achieve this outcome include:
Educational Leaders who have expertise to lead curriculum change to meet the needs of 21st century learners.

Strong cohesive teams with all staff empowered to move in the same direction – where individual effort and expertise is utilised and acknowledged across the school.

Strategies to achieve these targets include:
- Implementation of effective communication and decision making strategies within the school and out to the community
- All teachers having a Professional Learning Plan
- An increased percentage of staff setting a goal for professional accreditation
- Building leadership capacity in all staff through mentoring and roles and responsibility distribution for continual school improvement
- Analysing how distributed leadership can be effectively implemented
- Implementing performance management strategies for Teacher Assessment Review, Executive Assessment Review and Principal Assessment Review
• Recognising and celebrating the range of strategies that teacher leaders can use across the school to enhance quality teaching and learning

• School target teams driving priority areas in the 2012-2014 School Improvement Plan

• Professional learning directly aligned with school and individual goals

• Staff effectively using their interpersonal skills with the school community to develop a partnership in learning to ensure all students are achieving their personal best.

School contact information
Bangor Primary School
130 Menai Road
Bangor NSW
Ph: 02 9543 2244
Fax: 02 95434536
Email: bangor.p-school@det.nsw.edu.au
Web: www. bangor.p-school@det.nsw.edu.au
School Code: 4536

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

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.

Mara Martinic Relieving Principal
Ruth Leal Relieving Deputy Principal
Caron Sinclair Relieving Assistant Principal
Louise Bryant P & C President