School context statement

Bangor Primary School is located in the southern suburbs of Sydney. The school opened in 1984 and thirty years on, continues to provide a vibrant learning environment where staff are committed to providing rich learning experiences across all key learning areas. Differentiated delivery of curriculum meets the needs of all students. Student well-being and leadership, achieving personal best and striving for academic excellence are our underpinning goals. Our school has a proud tradition in sport and performing arts. Students represent at both a school, local, regional and state levels. A wide variety of extra curricula programs are offered including: film school, dance ensembles, band, string groups, steel band and chess club. The wider school community – parents, carers and local businesses work collaboratively with staff to ensure students have the opportunity to shine through the diverse programs offered at our school.

Principal’s Message

Happy 30th Birthday Bangor Primary School.

With great pride I present our school’s 2014 achievements and share the 30th proud year of Public Education at Bangor PS.

It has been an exciting year of academic successes, cultural and sporting excellence for individuals and teams. Quality and explicit teaching has continued as a focus to ensure consistent and measurable growth in both Literacy and Numeracy. Student enrolments remained stable with the year commencing with twenty classes. We proudly celebrate the wealth of opportunities our school can provide for students in our community.

2014 saw the year open with our shared values of Respect, Responsibility, Integrity, Excellence and Cooperation. These values underpin all we do at Bangor. We have clearly articulated and modelled the values in classrooms, on the playground and in our thoughts and actions. This year saw the completion of the three year planning cycle. Delivery of the new Australian Curriculum in English and mathematics were achieved through rich professional learning for staff and explicit implementation in classrooms. Specific focus as a school had all teaching staff complete a deep and comprehensive series of professional learning opportunities: Assessment and Adjustment; Implementing the new mathematics syllabus. This professional learning resulted in best practices in pedagogy as well as a weebly for staff to access to complement the implementation of the mathematics syllabus. Assessment practices were aligned with the syllabus requirements. Components of the science syllabus were trialled with full implementation due Term 1 2015. The school’s targets were met and in many instances exceeded. In line with national targets we will spend the final term this year planning for the 2015-17 school years.

As I reflect on the year that has passed, I commend and appreciate the dedicated, hardworking and professional teaching, executive, administrative and support staff who are matched by the tireless efforts and commitment of so many of our parent volunteers and P&C executive. I would like to acknowledge John Bussing one of our classroom teachers on his pending retirement and Mara Martinic, Assistant Principal on her new career venture. John looks forward to a new and exciting phase into retirement as Mara takes on a new career in hospitality. I thank them both for their contribution to our school over the past decade. Strong and collaborative partnerships in learning underpin a great school. Our students are indeed very fortunate to be part of such an exemplary school community. Thank you one and all – Bangor Public School is a great place to be.

Details of many highlights of the year are included in this report and I hope you continue to enjoy being part of your child's school community. I thank those who contributed information to this report and to students, staff and parents who responded to surveys and contributed to forum.

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.

Robyn Evans
P&C Message

This year has seen a period of consolidation for the Bangor Public School P&C. With our auditing up to date and our new governance measures firmly in place we were able to embark upon a number of ambitious fund raising projects.

As well as the annual Mothers’ Day and Fathers’ Day events, the P&C ran a disco each term. The biggest fundraising venture was the Bangor Public School 30th Anniversary dinner and cookbook. The P&C also purchased commemorative pins for all students and contributed to the Year Six farewell. The P&C met its annual donation goal of $25,000.

Following the recommendations of the auditor, the Bangor Public School uniform shop revised its accounting practices and increased some of its prices which resulted in a higher profit margin.

Attendance at meetings during 2014 increased and more new parents are being encouraged to become involved in the school’s fundraising activities.

For 2015 it’s hoped that more new parents will step into Executive positions so that we can continue with a full schedule of fund raising events.

Elizabeth Browning P&C President

Representatives’ Message

The Student Representative Council comprises of elected representatives from each class in Years 2 -6 as well as school captains, vice captains and prefects. The role of the SRC is to provide a means for students to take an active role in school decision making. Issues and suggestions important to the students are discussed and motions are put forward during both class and scheduled SRC meetings for consideration.

The SRC plays an important role in developing student social responsibility through fundraising activities. During 2014 the SRC coordinated fundraising events that raised over $2000 for Stewart House, Fight Cancer Foundation and school based playground resources. The school community also contributed towards Christmas Hampers in support of the local Salvation Army.

The student leadership team had the opportunity to attend and host many events and assemblies. Notably, we attended National Young Leaders Day and attendance at Woronora RSL ANZAC Dawn Service was another highlight. The student leadership team was very proactive and very proud of their efforts.

Will Straker and Michaela Cullen

School Captains 2014

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

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State DEC School

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Workforce information

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

Workforce composition

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<th>Position</th>
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<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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<tr>
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<td>Learning and Support Teacher(s)</td>
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<td>Primary Teacher RFF</td>
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<td>Teacher Librarian</td>
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<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are no staff members identifying as Aboriginal or Torres Strait Islander

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
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<td>Degree or Diploma</td>
<td>72%</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Professional learning and teacher accreditation

All teaching and administration staff participated in professional learning throughout the year. Staff participated in a variety of school-based and external professional learning courses. Professional learning time and funds were devoted to the school targets in the areas of English, mathematics, comprehension, student welfare and technology. Individual staff needs were also addressed through training in Best Start, behavior management and educational leadership. Administration staff attended forums for learning to assist them in managing the school’s finances in preparation for LMBR. The General Assistant received training as part of DEC compliance. A total of $23,193.41 was spent on Professional Learning in 2014.

During 2014 five early career temporary teachers worked towards accreditation including those achieving Professional Competence.

State

NSW Primary Principals Association – State Council/Executive Meetings; and Primary Principals Association State Conference; International Conference Cairns.

Regional

Primary Executive Network Meetings (PEN); Best Start programs; Analysing Numeracy – NAPLAN; Analysing Literacy – NAPLAN; Not Just a Brush; ASPIRE; White Ribbon – Breaking the Silence; Reading Recovery; Comprehension and Assessment; Film by the Sea; PDHPE programming; Business Intelligence;

Local

Community of Schools Meetings COSBTR; Computer Coordinators Meetings, Sutherland Shire Teacher Librarian Meetings; Sutherland Shire Schools Music Festival Choir Inservice; LaST Inservice; Sutherland Primary Principal’s Council; Public Speaking; Business Intelligence; Language Conventions; Debating – how to; Assessment and Adjustment – Implementing the new mathematics syllabus; Core Financial Literacy: Courageous Conversations; Anxiety Awareness

School

Anaphylaxis Training; Child Protection; Code of Conduct; CPR; Emergency Care; Emergency Management Plan; Asthma Management; Student Welfare – merit awards; Values; Fair Warning – Fair Action; Tackle Bullying; Assessments and Adjustments, Backward Mapping;

Beginning Teachers

During 2014 one beginning teacher was appointed to the school through merit selection. This teacher received additional funding for developing her practice, skills and proficiency through team teaching, peers observations, professional learning and mentoring. 
Financial summary

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

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<th>Date of financial summary</th>
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<td>Global funds</td>
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<td><strong>Total expenditure</strong></td>
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<td><strong>Balance carried forward</strong></td>
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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

Cultural

Choir
Bangor PS offers two choirs to encourage singing and music skills in an enjoyable setting. All Year 2 students rehearsed weekly throughout Semester 1. During Term 3, 50 students performed as part of a massed choir at the Sutherland Shire Schools Music Festival. One of our Year 2 students was selected as a soloist at this concert.

The Senior Choir included students from Years 3-6 rehearsing before school. They performed as part of a massed choir at the Sutherland Shire Schools Music Festival with one senior student selected as a soloist. The senior choir also performed at school functions including Anzac Day and Education Week. In Term 4, the choir was invited to perform with the Sutherland Shire Symphony Orchestra singing a featured song and taking part in a world premiere of a Christmas Medley arranged by a local composer.

String Group

The string group consists of six student violinists rehearsing before school on Friday mornings. They were selected to perform at the Sutherland Shire Schools Music Festival as a featured school item.

Steel Pan Band

Bangor’s steel pan band program (PANANGO) is in its 13th year and is an extra-curricular activity available to students from Kindergarten to Year 6. This year the band has grown to thirty five members. No prior musical knowledge is required allowing all students the opportunity to play a musical instrument. The program is highly valued and supported by the staff and community. PANANGO successfully performed for our community on Open Day and were extremely proud to host the 2014 PANORAMA, the annual inter-school steel band competition. Our band was superbly costumed and performed brilliantly resulting in a Gold Medal win. Band members were presented with the Tiny Might, Outstanding Player, Tutors’ Choice and High Achievement awards.

Dance

The Boppers and Tappers dance program, with teachers Di Coss and Matt Geronomi, continued to run successfully throughout the year with over 160 students involved from Years 1-6. This year was a notable milestone for the Boppers and Tappers dance program as we celebrated 25 years at Bangor PS. The troupes were organised in age groupings and worked towards a grand performance in Term 3. The “Born To Dance” Concert in 2014 was held at the Sutherland Entertainment Centre. This was a highly successful night with the support of many staff backstage as well as parent assistance with costuming and being a supportive audience. The Boppers performed at a variety of venues throughout the year. Performances were held during Education Week at Menai Market Place.
where students showcased their dynamic dance skills. Senior Boys, Year 5 and Year 6 Girls were selected to perform their energetic dance routines at Dance Extravaganza, also held at the Sutherland Entertainment Centre. Year 1 and Year 4 Girls delighted the audience as they performed at the Sutherland Shire Schools Music Festival.

In February 2014, 15 students from Years 3-6 were selected by audition for the Primary Dance Ensemble. The ensemble was taught by Ally Hill from Ettinghausens. The ensemble performed at the Kurrunulla Dance Festival, the Sutherland Shire Schools Music Festival Dance Extravaganza, the Boppers and Tappers Born to Dance concert and the Bangor Public School 30th Birthday Celebrations.

The Junior and Senior Dance Ensemble

In February 2014 students from Stage 3 auditioned for a place in the Senior Dance Ensemble. The ensemble was choreographed by Leah Baker from Ettinghausen’s.

This year the Senior Dance Ensemble was selected to perform in the Sydney Region Dance Festival. They also performed at Kurrunulla where they received a gold award. The ensemble also participated in the Education Week celebrations and the 30th birthday of Bangor Public School. Bangor was fortunate to have twelve of its Senior Dance Ensemble students selected to perform at the 2014 Schools Spectacular.

Band

Each Monday morning students attended tutorials for brass, wind and percussion instruments delivered by professional musicians provided by Engadine Music. Each Wednesday, students attended band with conductor was Miss Cariene Wells. Experienced students played in the performing band learning a wide repertoire of songs throughout the year. The training band joined the performing band in Term 4, where they performed many songs together. The joint band performed at the Education Week Concert and Presentation Day assembly.

Eight students attended band camp, held over two days at Stanwell Tops. Students were given expert tuition by professional musicians and performed a concert on the Tuesday night.

Two students were selected for the Sydney South West Symphonic Wind Band. The students attended weekly rehearsals and had many performances throughout the year including the Sydney Opera House and the Sydney Town Hall. One student was selected to perform at the Create South Concert in the band and as a soloist.

Guitar

This year Bangor Public School’s guitar groups have proved to be very popular with students from Years 2-6. Thirteen students attended tutorials each Wednesday morning with a teacher provided through Engadine Music School. Students have learnt a wide repertoire of music and performed at Open Day during Education Week.
Film by the Sea – There’s Something in the Water

Buddy classes 2B and 5K entered the short film ‘There’s something in the water’ in the region based ‘Film by the Sea’ competition. Students participated enthusiastically to design their storyboard and developed their knowledge and skills in acting, camera techniques and editing lighting and sound.

Sport

2014 has been an impressive year of sport for Bangor Public School. This has ranged from students participating in weekly sporting and fitness sessions to students excelling in PSSA, regional and state competitions. The sport and fitness program encouraged K-6 participation and competition at various levels including: gymnastics K-2; K-2 fundamental movement skills; tennis programs for Years 3-6; Flippa Ball Years 3-6; swimming lessons Years 2-6; Backyard League 3-6; AFL skills workshop Years 3-6; Milo Cup Stage 2; Rugby League Gala Day; Hockey gala day and after school competitions; and participation in the Premier’s Sporting Challenge for the fifth year running.

Through participation in these sports students developed the ability to move effectively in response to a variety of stimuli; participated regularly in a range of games and sports and demonstrated mastery of fundamental movement skills such as throwing, catching, kicking, jumping and running. Active involvement by all students promoted enjoyment and inclusivity of all participants in the various sports offered. Highlights of the sporting year included the following programs.

NSW Premier’s Sporting Challenge

The Premier’s Primary School Sporting Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy active lifestyles. The challenge involved all classes participating in a 10 week sport and physical activity challenge. Classes received a Bronze, Silver, Gold or Diamond Award, depending on how much time they accumulated in a broad range of sports and recreational pursuits during lunchtime, school sport programs, class time, after school or in weekend physical activities.

K-2 Sport

Throughout the year K-2 students were involved in a wide variety of sporting activities that were programmed by teachers based on the curriculum requirements. There was a strong focus on the continued development of fundamental movement skills through targeted activities matching the needs of each individual student. Students were involved in activities such as gymnastics, athletics, dancing and ball skills. Modified games included basketball and soccer. Activities were differentiated across each year targeting specific abilities. Students enjoyed demonstrating their physical abilities during sports lessons and grew in confidence as they further developed new skills.

K-2 Gymnastics

K-2 students participated in a gymnastics program during Term 1. Two qualified instructors worked with class teachers to implement a program which was syllabus based and students were assessed accordingly. This program allowed students to investigate and succeed in a wide range of movement experiences and challenges. Students were actively engaged in skills such as locomotion, body shapes, landing and springing, balance, rotation and swinging. These activities provided experience in fine and gross motor skills and catered for a wide range of abilities.
K-2 Sports Carnival

The K-2 sports carnival held in Term 3 was a most enjoyable and interactive event for the students, teachers and school community. The students rotated through three activities during the day. These included a cross country race on the bottom grass, a 25m sprint race which also had finals and novelty events on the soft play area. The carnival was a culminating activity to showcase skills and techniques learnt in the students’ PDHPE lessons during Semester One and based on the fundamental movement skills. The day was attended by parents and grandparents and the students really enjoyed participating for a supportive audience.

Year 2 Swimming

During Term 2 all Year 2 students participated in a weekly swimming school program at Menai Swim Centre. The new venue this year was a success in terms of distance, time and supervision. Students were grouped according to the skill level and confidence in the water. Trained instructors focused on developing swimming ability, strength and confidence.

Years 3-6 Sport

The continuation of the highly successful School Sport program in 2014 saw the emphasis still being on improving the twelve Fundamental Movement Skills and the awareness of rules and the role that each individual plays in team sports. Students enthusiastically participated in school sport with energy and excitement. Separating boys and girls into gender and ability groups continued to be a key factor in the success of student engagement and the school sport program. As a component of school sport all students take part in ‘Crunch ‘n Sip’ which provides students with a short break encouraging rehydration, healthy and nutritious eating. The school sport program follows the outcomes and guidelines of the PD/H/PE syllabus and runs every Friday morning from 9.25 – 11.20 am for students in Years 3-6.

During Term 1 students participated in a variety of physical activities to improve and enhance the twelve fundamental movement skills of vertical jumping, leap, shooting, sprinting, dodging, balancing, hopping skipping, kicking, catching, throwing and striking. During Terms 2 and 3 students participated in explicit lessons in learning the correct techniques for high jump, shot put, discus, sprints and relays in preparation for the Years 3-6 Athletics carnival. By including these events into the program it encouraged greater student participation during the carnival.

Term 4 saw the inclusion of more games and sports-specific skills in non-competitive and competitive environments. School sport starts with Smiling Minds which is a 5 minute relaxation program aiming at improving student focus. Students then move into their groups and are engaged in games that foster positive feelings of success and enjoyment.

Hockey

Bangor PS entered an after school hockey competition hosted by the Sutherland District Hockey Club and played at Sylvania. The school entered two teams in the Senior (Years 5 & 6) competition comprised of fourteen boys: four from Year 6; three from Year 5; four from Year 4; two from Year 3; and one from Year 2. For many this was their first hockey experience. Coaching assistance was provided by community members.
Ron Riley and Peter Krepp. In 2013, there was one senior team who participated in the competition and won the grand final, generating interest and a growth in team numbers in 2014.

We also entered a 7-a-side hockey gala day, also held at and hosted by Sutherland District Hockey Club and played at Sylvania. There were 5 teams (2 from Years 3/4 and 3 from Years 5/6) that participated in the inclusive and fun competition. The teams included 3 girls and 33 boys. One junior team was successful in reaching the semi-finals.

School Sporting Carnivals
At school level, students participated in successful swimming, cross country and athletics carnivals.

Cross Country Carnival
The Cross Country carnival was held at Blaxland Oval at Menai High School on the 30 April 2014. Three Year 2 students who turned eight and students in Years 3-6 participated in this event. Bangor PS then entered runners at the Zone Carnival, which was held at Miranda Park on Friday 23 May 2014. Three runners were successful in gaining selection to the Zone team and participated at the Sydney East Regional Carnival held at Miranda Park on Wednesday 11 June.

Athletics Carnival
The Athletics Carnival was held at Sylvania Athletics track on Thursday 24 July 2014. Approximately three hundred students from Years 2-6 attended and competed in a variety of track and field events including: sprinting, relays, throwing and jumping events. Novelty events were also run during the intermission of track and field events to promote inclusivity and enjoyment for all students in attendance. Fifty-three students were selected to represent Bangor PS at the Engadine Zone Athletics Carnival which was held on Wednesday 20 August. A total of six athletes from Bangor PS gained selection in the Engadine Zone team to compete at the Regional Athletics Carnival, held at SOPAC, Homebush on 3 September 2013. One athlete won the 11 Year boys high jump and went on to compete at the State Athletics Carnival on October 15, 2014.

Swimming Carnival
The annual school swimming carnival proved to be very successful with many students participating in events throughout the day. Thirty-five students qualified to compete at the Zone Swimming Carnival. Four students were successful in making it through to the Sydney East Swimming Carnival.

External Sport
External Sport was well supported by students from Years 3 – 6. External Sport operated each Friday during the morning sport session. Tennis, swimming and flippa ball were offered as sporting options throughout 2014. For the first time AFL Auskick was offered in Term 4 for students to learn and develop their skills in AFL.

Backyard League
In Term 1 students were given the opportunity to participate in a six week program targeting the specific skills needed to play rugby league. The program was opened to both boys and girls from Years 3-6. 60 students participated in the Backyard League program which was held at the Barden Ridge playing fields every Friday morning. The students developed competency and confidence in the skills of passing, catching, throwing and kicking. They gained understanding and knowledge of the rules and played modified games to suit appropriate age groups. The program was a success and students involved enjoyed the experience.

Primary School Sports Association
Students in Years 3-6 were selected to participate in the Engadine Zone Primary School Sports Association (PSSA) competitions held every Friday.
from Terms 2 to 4 inclusive. This year we competed in the following sports:

- Soccer
- Netball
- Boy/Girls OzTag
- Cricket
- Junior Boys/Girls Teeball
- Senior Girls Softball

All teams represented Bangor Public School with pride, had fun and demonstrated teamwork, tactics and strategies when participating in team sports.

Netball

Students participated in the Engadine Zone competition. Two senior girl teams and two junior girl teams were entered. Teams were provided with regular training sessions to help develop the skills needed to play netball.

One student successfully trialled for the Engadine Zone Netball team. The team participated in a gala day and came second in their division.

OzTag

Students participated in the Engadine Zone PSSA OzTag competition. Bangor Public School entered boy and girl teams in the Friday competition. All students demonstrated a high level of skill when competing in their respective competitions. Our Junior Boys were extremely successful and completed the year as champions of the junior competition.

Soccer

The 2014 season ended with the senior ‘A’ boys as runners up. All teams played extremely well displaying skills in dribbling, shooting, passing and receiving the ball. The sportsmanship and team work shown by students reflected the successful season that each team had. The junior boys ‘A’ team made it to the semi-finals, while the senior boys ‘B’ team placed mid ladder.

This year saw the inclusion of an all girls’ soccer team which was exciting for the growth of girls’ soccer at Bangor Public School. The senior girls ‘B’ team was competitive.

Throughout the winter PSSA soccer competition the skill, commitment and dedication shown by all was outstanding. Each and every student played with enthusiasm and determination.

Cricket

Thirteen boys participated in the PSSA cricket team demonstrating a range of high levelled athletic ability, sportsmanship and professionalism. They were a challenge to any team placed in front of them and should be congratulated for their excellent performances.

Girls’ Softball

During Term 4 Bangor Public School entered one senior girls’ team in the PSSA summer competition consisting of thirteen Stage 3 students. Students participated fairly and demonstrated respect for opposition, umpires and each other when competing.

TBall

In September 2014 we had over 70 students from Stage 2 trial for the boys’ and girls’ PSSA TBall teams. 12 students were selected for each team and trained each Thursday morning. They demonstrated enthusiasm, sportsmanship and dedication to the sport during their Friday morning games where they played against other schools from the Engadine PSSA.

Sydney East Sport Representation

The school sent participants to try out for Zone PSSA teams with a number of students successful in gaining selection to Zone representative teams in a variety of sports. Students showed exceptional skills, commitment and sportsmanship. Bangor Public School was represented proudly at Sydney East level in the following sports:

- Basketball
- Cricket
- Rugby Union
- Boys Softball

Knockout Carnivals

Our school had representatives in the PSSA Cricket, Boys’ Basketball and Boys’ Softball State Knockout Carnivals.

Cricket

The Bangor Public School cricket squad had an eventful and successful 2014 campaign. The year began with a strong performance in the NSWPSSA Cricket Knockout seeing the boys make it through to Round 4.
Basketball
In February 2014 over thirty students from Years 3-6 participated in numerous selection trials for the NSW PSSA Basketball Knockout Team. Seven students from Years 4-6 were selected as members of the team and an additional ten students assisted the team by being part of the lunch time training squad. The team spent three terms training and playing a variety of schools. The whole team continually demonstrated teamwork, sportsmanship and wonderful ball skills. They were extremely successful and won the Sydney East, North and South West divisions.

Softball
The boys’ softball team played in the State Knockout competition. The eleven boys in the team trained and played well together, reaching Sydney East quarter final. We were fortunate in being able to play two of our games on our school oval with qualified umpiring from a local softball club.

Gala Days and Sporting Workshops
Students were given the opportunity to participate in a variety of Gala Days and sporting workshops which enabled students to acquire and apply movement skills and develop positive attitudes towards regular physical activity in a variety of sporting arenas.

Primary Touch Gala Day
Fifty students from Years Three to Six attended a non-competitive touch gala day in Term 3. All students developed a range of skills when participating in round robin games and represented our school with pride.

ET Shield
In Term 1, twenty four students participated in the ET Shield, a competitive Rugby League competition organised by Cronulla/Sutherland Sharks Rugby League. We entered two teams consisting of Year Five and Six students. Both teams competed to a high level on the day, demonstrating excellent sportsmanship and respect.

T/20 Cricket Gala Day
During Term 4, Stage 2 students attended an exciting cricket event organised by Cricket NSW and the Sydney Sixers. Then event focused on teaching students the correct fundamental movement skills of throwing and catching which are essential for playing cricket. The Milo Cup enabled students to feel confident in a non-competitive environment which fostered positive feelings of success and enjoyment. Students displayed their athletic ability and expertise in a safe, fun and inclusive environment.

Excursions
Early Stage 1
Calmsley Hill
During Term 4 Early Stage 1 investigated “Meeting Needs” in Human Society and Its Environment. As part of their studies they participated in an excursion to Calmsley Hill City Farm. This included learning about farm animals and plant growth and life cycles; what is produced on a farm; the needs of animals and plants and how they are met; and how farm animals and plants provide for people’s needs.

As part of the interactive experiences and educational talks the children were given the opportunity to:

• Pet animals in the Farmyard Nursery
• Meet a range of farm animals close up
• Enjoy a tractor ride
• Observe dogs at work rounding up sheep
• Witness a sheep shearing and whip cracking demonstration
• Recognise the source of products, including milking of a cow.

All students participated enthusiastically discovering the sights, sounds, smells and textures of the farm using all senses.
Stage 2

Jibbon

The excursion began at Bundeena with an informative presentation by two Aboriginal Parks and Wildlife guides. The local fauna was exhibited with preserved examples of the actual animals. Our guides gave a knowledgeable commentary of the importance these animals have in Aboriginal culture. We then went on a bush walk where we were introduced to a large variety of plants that were used by Aborigines. Students learnt about bush tucker and making soap from the leaves of a special tree. The walk culminated at the site of ancient rock carvings. Whales, sharks and other marine creatures were depicted.

Stage 3 - Canberra 2014

Term 3 saw Stage 3 students off to Canberra for an educational tour of the national capital. Students were given the opportunity to participate in a variety of educational programs with a focus on Australia’s history, culture, heritage and democracy. While in Canberra students visited many Australian icons including:

- Electoral Education Centre
- Parliament House Including a tour of the House of Representatives and Senate
- CSIRO Discovery
- Royal Australian Mint
- National Film and Sound Archives
- Australian War Memorial
- Australian Institute of Sport
- Questacon: National Science and Technology Centre.

This excursion provided a rich learning experience for Stage 3 students.

Incursions

Stage 1 - CSIRO

In Term 3 students in Stage 1 participated in an incursion about forces and movement to complement the Science unit ‘Push and Pull’. Presented by CSIRO Education, the hands on activities enabled students to investigate and experience forces, pressure and energy as they rotated around a variety of activities.

Stage 3 - Survivor Life Skills

In Term 1 Stage 3 students participated in the Survivor Life Skills incursion to develop their understanding of budgeting, managing money and setting financial goals. All students were engaged in interactive activities that explored how they can earn, save and use money. This incursion was partially subsidised by Gymea Tradies.

K-6

Grand Friends Day

Grandparents and grand friends of students were invited into our school to share our work and achievements. During this time, students and our guests played a variety of vintage games such as bingo, elastics, marbles and cards.

We hosted a ‘mini disco’ in our school hall which saw Years K-2 then Years 3-6 lead their grand friends in dances such as the Heel-Toe Polka, The Macarena and the Chicken Dance. A Devonshire tea was shared in our soft play area. The celebration of grand friend’s day was a great success.
Book Week – Worlds Apart

Book Week is celebrated in schools during Term 3 each year. This year’s Book Week Theme was Connect to Reading. As part of our Book Week celebrations we had a visiting performance called Worlds Apart. The performance was provided by Perform Educational Musicals, a multi award-winning theatrical producer and one of the largest touring theatre companies throughout Australia and New Zealand. They provided a highly interactive, comedic performance, delivered in two versions (Junior and Senior Primary versions), in order to make their show age appropriate. Their performance featured a selection of the Children’s Book Council 2014 Shortlisted books. This was an extremely enjoyable and valuable experience for the students and another way for us to celebrate literacy in the 2014.

We also had a visit from the librarians at Menai Library who spoke about the Children’s Book Council Shortlisted books.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
### NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

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### Other achievements

#### Best Start

The Best Start Kindergarten Assessment is designed to identify each student’s literacy and numeracy skills and understanding at the beginning of their first year at school. Commencing 2014, ninety one early stage one students participated in the Best Start Assessment. Students were allocated a forty minute timeslot across one of four days and worked one to one with early stage one teachers. The assessment looked at aspects such as simple counting, number recognition, naming letters and recognising and possibly writing their own name. It gave teachers the opportunity to interact with new students with an enjoyable, hands-on method which provides valuable information for the starting point for each student’s learning.

#### Kindergarten Transition 2015

Transition to school programs are created to facilitate the smooth and seamless transition of young children to the start of their school career. At Bangor Public School, sixty five children enrolled for 2015 received personalised invitations from our principal to attend three fun, learning filled transition sessions. Soon to be students were welcomed by current Kindergarten teachers who provided them with activities that were engaging and prepared them for the beginning expectations of school students. Parents participated in information sessions that explained what a school day involves, handy hints for the first day, special programs, literacy and numeracy in a kindergarten classroom. The 2015 students were also introduced to their future Year 6 buddy, spending time with them and introducing them to their families.

#### Easter Hat Parade

On Friday 11 April 2014, students celebrated Easter with family and friends. Students in K-2 paraded their Easter hats to a captivated audience. Students in Years 3 and 4 displayed sandwich boards which they created around the hall. Years 5 and 6 students amazed us with their poetry skills reciting the work they created in class. At fruit break students were able to enjoy the company of family for a picnic on the grass in the sunshine. Following the festivities students assembled under the COLA for an Easter Raffle Eggstravaganza!
Significant programs and initiatives – Policy and equity funding

Multicultural education and anti-racism
Multicultural Education is an important facet of the school syllabus in building awareness of the diversity of Australian culture. Harmony Day was celebrated with the whole school involved in various multicultural games and activities organised with Year Six students culminating in a special assembly.

Multi-Cultural Book Day
To continue our Book Week celebrations we held a Multicultural Book Day. We celebrated our unique, wonderful and diverse heritages throughout our school. The students were split into K-6 groups and given a Bangor School Passport and travelled from class to class enjoying literacy and related activities with each teacher. They filled out their reading strategy questions on their passports and marked the country their story came from on the world map. The students dressed up in all kinds of wonderfully multicultural outfits and colours, as did the teachers. It was fabulous to see the effort that everyone made for this day of rich literacy.

Leaders of the Future Program
In 2014, all Year 5 students were given the opportunity to take part in the L.O.F.T. (Leaders of The Future in Training) program. Students who elected to participate, attended meetings and workshops to develop and reflect on leadership qualities. They gained a clear understanding of their roles and responsibilities as school leaders and fulfilled a range of duties within the school.

Students in the L.O.F.T. program have developed the understanding that effective leadership is being a positive role model who demonstrates our school values at all times. As well, they show initiative, effective communication skills and determination to see things through.

Peer Pals
The Peer Pals in Our Playground program is a student welfare initiative in its fourth year. The program’s primary aims are to: empower students by having them take greater responsibility for resolving their own disputes and to teach students life-long skills such as active listening, critical thinking and problem solving.

Peer Pals had a proactive role in the playground assisting K-4 students with low level playground issues. Peer Pals participants were trained in conflict resolution strategies that were used to facilitate students involved in resolving their own disputes. All Year 5 and 6 students participated in two full days of a Peer Mediation program in Term 1. At the conclusion of the day all students were invited to be a Peer Pal in our playground.

Some of the 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.

Playground Activities
Throughout the year a number of additions and changes to playground activities have been made to better accommodate a range of students. Indoor activities take place three days a week including chess, board games and construction activities. The Soft Play area is open every day for the second half of lunch with sport equipment available for use. The lower grass area has been designated for ball games only and three days a week only teacher organized games. These changes give our students a variety of structured and unstructured play activities under supervision of staff.

Reading Recovery
Reading Recovery is an intense, daily program which aims to increase the reading and writing abilities of selected students in Year One. Students are selected for the program through
the results of numerous assessment tasks focused on reading and writing abilities and concepts. The students attend a half hour lesson each day where they are given one-on-one instruction by the Reading Recovery teacher who carefully designs lessons for each individual child.

In 2014 Bangor had a time allocation for four students to access the program per day. 10 students received support in 2014. Six students successfully reached reading level of 16 and demonstrated significant growth in all assessed areas of reading and writing. 2 students were referred off the program to the Learning Support Team for further support in other school programs. A further 2 students will be carried over to continue the program in 2015.

Mathletics
Students have been accessing Mathletics as a part of their core learning in mathematics and to supplement their homework programs. Bangor Public School students achieved a total of six hundred and sixty four Bronze awards, one hundred and four Silver awards and nineteen Gold awards.

Reading Eggs
All students K-2 were provided with low cost home and school access to the reading programs Reading Eggs and Reading Eggspress. At school students utilised the program in a literacy based activities such as reading groups and through computer lab use linking to their development of technology skills.

Public Speaking
Bangor Public School’s Public Speaking program incorporated a competition which included all students from Years K-6.
Students were engaged in explicit learning experiences linked directly to exposition writing and all speeches were written, edited and presented by individual students at school. Eight children from each stage were chosen to compete in our school’s Public Speaking Finals, which was a full day event in our school hall. Parents and friends were invited to attend. The competitors selected for winner, runner-up and highly commended were awarded with trophies and the other five competitors received medals. The winner went on to represent our school at the Western Zone competition.

Following the completion of the four zone finals the Sutherland District competition was hosted at Sylvania Public School.

Debating
Bangor Public School hosted “The Flying Squad”; Primary school’s debating day, for primary schools that are participating in the Sydney Regional Debating Competition or the Premier’s Debating Challenge. Eighty students in total attended the day with their teachers. Our students learned valuable strategies including the PEEL strategy (point, elaborate, example, link) and SEEL strategy (summarise, explain, example, link). They were also excellent at rebutting. The students had several opportunities to demonstrate their newly acquired skills and showcased them in the final debate against ourselves.

Special Religious Education
Students were provided with the opportunity to attend weekly Catholic, Protestant or Greek Orthodox religious education classes. Special assemblies to celebrate Easter and Christmas were also held during the year.

Ethics
Ethics classes were made available for children who do not attend Special Religious Education (SRE)/ Scripture lessons. Classes are inquiry based and children use dialogue and discussion to learn how to think about ethical matters through the give-and-take of reasoned argument. At Bangor Public School we were able to offer a Stage 1 and Stage 3 Ethics classes.

Book Fair
This year, as a new initiative, we held our Book Fair during Book Week. It was a well supported event as always. Students dressed up as their favourite book character and participated enthusiastically in a parade for our visitors. We sold sufficient books to receive $2 046.00 as cash commission so that we can purchase resources for our school. This will certainly help to boost our library resources. This year we will focus once again on purchasing Aboriginal and Asian texts to support the new National Curriculum and we will continue to build our resources on ‘sustainability’. We purchased the Children’s Book Council Shortlisted books for 2014 and resources to support units of work being covered.
in classrooms. We also had sixty nine books donated to our school library. The continued massive community support for our Book Fair each year is testament to its importance and success in our school.

**Premier’s Spelling Bee**

All students from Year 3-6 participated in the Premier’s Spelling Bee. After practising and competing at the class level, the two best spellers from each class competed in a Stage Final which was held in the hall. The winner and runner up in each stage went on to compete in a Sydney Regional Final, hosted by Bangor Public School. Parents and friends were invited to this event which was adjudicated by Anthony Davey from The Arts unit.

**National Simultaneous Story Time**

For the third consecutive year our school participated in the National Simultaneous Storytime. Our K – 2 students joined four hundred thousand children at over two thousand locations across Australia to help promote reading and literacy. They read “Too Many Elephants in this House” by Ursula Dubosarsky and the students participated with enthusiasm. This event is the initiative of the Australian Library and Information Association.

**Premier’s Reading Challenge**

In 2014 we had a record number of one hundred and one students complete the Premier’s Reading Challenge. This comprised students across all grades K-6. Nineteen of these students have participated in the challenge for four consecutive years and were awarded with a gold certificate from the Premier. Five students in Year 6 had completed the challenge for seven consecutive years and were awarded a Platinum certificate from the Premier. Bangor Public School’s community continues to support this fantastic State Government initiative.

**White Ribbon**

Bangor Public School continued its strong connection with White Ribbon in 2014. Students were involved in activities to support the development of skills that foster healthy relationships, equality and respect. Students contributed to White Ribbon artwork, attended our White Ribbon Assembly where we discussed the values of respect, leadership and equality.

Bangor Public School is continuing to develop a strong community presence as proud supporters of White Ribbon.

**Education Week**

**Mathematics Fun Day**

During Education Week we celebrated Bangor’s love of mathematics with hands on, high engagement and interactive learning tasks through a Mathematics Fun Day. Students learnt new concepts, revised known ideas and worked collaboratively in and outside classrooms. Teachers prepared engaging mathematics lessons which students rotated through. Students experienced a variety of learning experiences from creating balloon propelled transports to halving and quartering pancakes and lamingtons. Upon returning to their own classroom teacher, students discussed their tasks and reflected on the mathematical concepts and learning that had taken place. It was an enjoyable, mathematically rich opportunity for learning.

![Mathematics Fun Day](image)

**30th Birthday Celebrations**

In Term 1 we celebrated thirty years of public education. This day was shared with our community as we opened our classroom displaying the rich learning and achievements of students. After a picnic afternoon tea, including birthday cupcakes, our visitors witnessed a concert performance by students under the COLA. Various groups performed by singing, playing or dancing to entertain the whole school community.
Gifted and Talented Initiatives

**Mathematics Groups**

Mathematics groups in Stages 2 and 3 provided extension in the number strand. Teachers reported that there are not only benefits for the students in the extension program but also for those who remain with their class teacher. Students in the extension program also reported that they enjoyed the program and were able to work within their ability range. Parents were supportive of the program. Groups were flexible throughout the year and changes were made in consultation with classroom teachers.

**Sydney Youth Writing Competition**

Students of 4/5/6L were given an opportunity to enter the Sydney Youth Writing Competition. Students were required to write a short story incorporating the words: drop, wind and keep. One student was awarded as a finalist and was published in the annual Sydney Youth Writing Competition book.

**International Competitions and Assessments for Schools (ICAS)**

Students were provided with the opportunity to enter ICAS competitions in: science achieving five distinctions and eleven credits; writing achieving four distinctions and ten credits; spelling achieving two high distinctions, two distinctions and twelve credits; English achieving five distinctions and fifteen credits; and mathematics achieving one high distinction, four distinctions and sixteen credits.

**Create South**

Create South is a regional initiative for gifted and talented students that involves a three-day workshop culminating in an integrated, high quality performance. Eight students from Years 5 and 6 successfully auditioned to be a part of this year’s performance ‘LINK’ in the areas of Band, Choir, Dance and Art.

**Enrichment Programs**

As part of our implementation of the Gifted and Talented Policy, along with catering for the learning needs of our students, we conducted an Enrichment Program for each stage, hosting a different stage each term. The teacher – librarian, together with selected teachers delivered the Enrichment Programs. The focus of the programs provided opportunities for the students to encompass their cognitive, affective, social and aesthetic abilities through enriched learning. Each stage had the opportunity to share their work with their visitors at a presentation which was a culmination of their learning.

**Aboriginal background**

**NAIDOC Week Celebrations**

Jolly Bops are an established group of professional science communicators whom are passionate about science education and have been an inspiration to the 700,000 students and staff who have seen their shows throughout NSW, The ACT, Victoria and Queensland.

Their aim is to inspire students and encourage a positive interest in science. The shows, and supporting educational material, are designed in line with the NSW Board of Studies Science and Technology Syllabuses as well as the new National Science Curriculum.

They provided a performance with an Aboriginal perspective for NAIDOC day. The incursion was attended and enjoyed by students from Kindergarten to Year 6.

**Literacy studies**

During Term 2 all classes implemented a literacy based integrated unit of work with an Aboriginal focus and perspective. This included the study of Aboriginal culture and beliefs as well as important issues affecting Aboriginal people since the arrival of European people. Perspectives were both from an historical and contemporary view.

To support curriculum planning and programming a range of teaching and learning resources have been purchased to further enrich students’ study and learning in this area.

**Individual learning plans**

An Individual Education Plan was developed with students, teachers and parents targeting areas of interest as well as areas for improvement or further focus for each identified Aboriginal student. The targets were reviewed as part of the parent and teacher interviews throughout the year or whenever required based on individual needs. Funding provided for Aboriginal
Background was utilised to support the development of these plans.

Jarryd Galas in Year 4 was selected for a Deadly Award to recognise and celebrate his commitment to learning throughout the year. Jarryd and his grandparents and teacher attended a special ceremony where he was presented with this prestigious award.

**Socio-economic background**

Socio-economic Background funding assisted in providing instructional teaching with a focus on increasing literacy and numeracy skills, competencies and overall outcomes for students K-6. Staff participated in a range of targeted professional learning to better engage students in quality learning programs leading to higher outcomes.

**English language proficiency**

In 2014 we had a total of 80 students from Non English Speaking Background which is 13.4% of the total school population. In the EaLD program 10 students received assistance. In 2014 there were four students who had limited literacy background in their first language, five students at the developing level and seventeen students at the consolidation level. There were twenty five languages represented in the school. An EaLD teacher supports the students’ learning for one day a week on individual programs catering for their specific needs. This was within the classroom setting or withdrawn in a small group.

**Learning and Support**

As a part of the Every Student, Every School initiative, the Learning and Support Teacher (LaST) had an allocation of 4 days during 2014. The LaST can provide support for students with additional needs including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.

Students were identified and support was planned in consultation with the Learning and Support Team (LST), parents and care givers and the classroom teacher. The LaST worked closely with the Student Learning Support Officers (SLSO) to facilitate professional learning so they could support students in a variety of programs such as the MULTILIT program, social skills and behavior based interventions.

Support was delivered in a variety of ways including small groups (literacy and/or numeracy programs, transition to high school / kindergarten programs) or individually (Multilit Program, Social Skills Programs, Behaviour Support Programs). Students were also supported in the classroom and playground settings with literacy, numeracy and social skills. The LaST assisted classroom teachers in making adjustments and accommodations to classroom programs. 83 students were identified as needing additional support during 2014.

As well, three school learning and support officers (SLSOs) were employed to support 5 students with targeted Integration Support Funding. These SLSOs also supported students from K-6 from the Learning and Support-Flexible Learning funding in a range of areas including literacy, numeracy and student welfare in the classroom, playground and externally such as excursions and sporting events. Throughout the year review meetings were held where parents, teachers and support personnel worked together to develop appropriate learning plans and actions to support targeted students achieve to the best of their abilities.

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveying students, staff and parents
- Collecting data from a wide range of assessment tasks in English and mathematics and analysing results
- Focus groups, parent forums, workshops and interviews
- Analysing NAPLAN data

**School planning 2012-2014:**

**School priority 1**

**Outcomes from 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.
Evidence of achievement of outcomes in 2014:

- All teaching staff completed professional learning based on backward mapping. Teams produced explicit units of learning in various Key Learning Areas including embedded ICT.
- All teaching staff completed a refresher course in the Spalding program for handwriting, phonemic awareness, phonics and spelling.
- Australian Curriculum implemented for English and mathematics.
- The literacy and numeracy continuums have been references in various professional learning sessions enabling teachers to become more confident in using these documents for assessing and programming.
- Class and grade/stage programs show evidence of differentiated activities designed to meet the needs of students.
- Class and school register of adjustments and accommodations used effectively to plan literacy and numeracy learning activities.
- A K-6 writing criteria rubric has been developed using syllabus and continuum documents as well as NAPLAN marking guides.
- ‘Super Six’ comprehension strategies are evident in class/grade/stage reading programs.
- All staff completed thirty hours training in Assessment & Adjustment – Implementing the New Mathematics Syllabus involving assessment for, of and as learning.

Strategies to achieve these outcomes in 2014:

- Professional learning in:
  - Backward mapping
  - Spalding program for spelling, phonemic awareness, phonics and handwriting.
  - Implementation of the NSW Australian Curriculum for English and Mathematics.
- Register and professional learning to identify and make adjustments and accommodations for all students.

School priority 2

Outcomes from 2012–2014

Innovative practices for 21st century learners and learning through the integration of technology and teaching and learning practices using the quality teaching framework for planning, programming, teaching and learning.

Evidence of progress towards outcomes in 2014:

- Professional learning has continued around the unpacking of the new Australian Curriculum in English and mathematics to support multi-modal learning

Strategies to achieve these outcomes in 2014:

- Upskilling of teaching staff in a range of multi-modal teaching and learning tools
- Continuing to build the school’s bank of i-pads
- Continuing to install wireless internet access throughout the school on a needs basis
- Embedding ICT practices authentically in all Key Learning Areas.

School priority 3

Outcomes from 2012–2014

Increased school leadership capacity to lead evidenced based and strategic planning for team building, school management and school improvement.

Evidence of progress towards outcomes in 2014:

- Continued opportunities both long term and short term for teachers to relieve in Assistant/Deputy Principal and Principal positions enabling them to develop a range of leadership skills and capacities through leading stage teams and various school initiatives.
- Continued empowerment of staff to build their leadership capacities through leading and coordinating a range of initiatives such as: K-2 Sports Carnival; swimming, cross country and athletics carnivals; public speaking and debating; gifted and talented programs; special assemblies such as ANZAC Day and Harmony Day; Student Representative Council; Create South.
- Targeted professional learning for the school executive team as well as staff aspiring for leadership roles in how to lead and deliver the new Australian Curriculum and upskill the teaching staff.
Strategies to achieve these outcomes in 2014:

- All staff participating in targeted professional learning in the new Australian Curriculum for English and Mathematics and linking to the school targets.
- All staff actively participating in either the English or Mathematics curriculum team and assisting with the development and delivery of targeted professional learning.
- All staff to have a Professional Learning Plan.
- Building leadership capacity in all staff through mentoring and roles and responsibilities distribution for continual school improvement.
- Continued opportunities for staff to relieve in leadership roles as they become available.

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.

Students had very positive responses in the following areas:
Bangor PS is a place where:
- I can learn what I need to know (93%)
- I get on well with other students in my class (93%)
- What I learn at school will be useful when I leave school (93%)
- I enjoy what I do in class (90%)

Parents had very positive responses in the following areas:
Bangor PS is a place where:
- My child learns to get along with others (98%)
- Other students accept my child as they are (97%)
- My child likes to be (90%)
- The things my child learns are important to me (96%)
- My child feels proud to be (90%)
- People trust my child (97%)
- My child enjoys what he does (90%)

Teachers had very positive responses in the following areas:
Bangor PS is a place where:
- I have success as a teacher (97%)
- The work I do is purposeful (93%)
- My professional learning is important to me (90%)
- I am good at my job (96%)

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 the beginning of 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.

Robyn Evans  Principal
Gail McHugh  Deputy Principal
Karyn Brown  Assistant Principal
Ruth Leal  Assistant Principal
Mara Martinic  Assistant Principal
Cathy Owens  R/Assistant Principal
Lilly Morabito  R/Assistant Principal
Luke Arrandale  R/Assistant Principal
Bangor PS Staff
Elizabeth Browning  P&C President
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Michaela Cullen  School Captain

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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: