Bangor Public School
Annual School Report 2013

We are safe respectful learners

Ever Shining
4536
**School Context**

Bangor Public School is located in the Sutherland Shire in southern Sydney. It opened in 1984 and today with five hundred and thirty six students, continues to provide a vibrant learning environment where staff are committed to promoting student well-being, personal best, leadership and academic excellence. Our students have the opportunity to shine across the rich and diverse programs offered at our school.

**Principal’s message**

It is with pride I present our school’s 2013 achievements. We can celebrate a year of academic growth, cultural, sporting and individual excellence. Quality and explicit teaching continues to be a focus to ensure consistent and measurable growth in both literacy and numeracy learning is achieved. Student enrolments continue to grow with the year commencing with twenty one classes. We proudly celebrate and acknowledge the wealth of opportunities our school can provide.

2013 saw a focus on rich professional learning for staff ensuring that all students accessed explicit and quality teaching and learning. Staff continue to provide an environment to maximise student learning and to ensure their practice is differentiated in order to cater for the learning needs of our students. The introduction of Positive Behaviour for Learning as the platform for student welfare and well-being ensured a whole school, consistent approach – at Bangor Public School we are Safe, Respectful Learners. During the year we also undertook the enormous task of aligning our merit award system to ensure consistency and transparency across the school. This system will be centrally managed and launched to commence Term 1 2014. Likewise, to complement our positive behaviour for learning strategy we surveyed staff, students and our community to nominate values we will specifically teach and uphold. 2014 will see the launch of our five core values: Respect, Responsibility, Integrity, Excellence and Cooperation.

Students were provided with explicit teaching in literacy, numeracy, well-being and technology. Our core business has been literacy and numeracy. In literacy we undertook explicit professional learning – Focus on Reading – which links reading and writing in context. We combined professional learning with school targets and personalised the learning to meet the needs of staff with the purpose of bridging the gap between high and low student performance. We developed a common language and a clear understanding of the literacy learning continuum.

In 2014 the school will open with two new teaching staff due to retirement and a classroom teacher vacancy due to the twenty first class being sustained. A number of temporary teaching staff will hold positions for substantive teachers on leave.

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

As I reflect on the year that has passed, I acknowledge the dedicated, hardworking and professional executive, teaching, administrative and support staff who are matched by the tireless efforts and commitment of so many of our parent volunteers and P&C executive. Our students are most fortunate to be part of a supportive school community. Thank you one and all – Bangor Public School is a great place to lead.

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**

It’s been a big year for the Bangor Public School P&C. With a new Executive team in place there have been a number of administrative changes to meet the needs of our community.

Our goal is to engage the community and to encourage attendance at meeting and for parents and community members to contribute their support to our school.

Governance of the P&C has also been high on our list of priorities. The auditor’s recommendations
have been followed and we have new money handling procedures in place. We are working to ensure that our P&C adopts best practice in all our undertakings.

Thanks to the efforts of Josie George, school banking is back at Bangor and making a significant contribution to our fundraising. Our fundraising co-ordinator Natalie Binns has done a great job in organising and securing sponsorship for a number of lucrative events including Mothers’ Day morning tea, Fathers’ Day breakfast, election day B-B-Q, cake stalls and movie night. Thanks to Eileen Jackson and her disco team, Bangor school has also hosted a series of successful disco events this year. Rebecca Harris and her volunteers have continued to work tirelessly in the uniform shop, which has again been able to make a significant financial contribution to our school.

A special heart-felt thanks from the P&C to Mrs Evans and all the staff who have attended these fundraising events in their own time to support our children. Your dedication is appreciated.

This year the P&C has raised funds in excess of $20 000.00. The school has used this money to provide support and enrichment programs across the school and to purchase sporting equipment.

A number of P&C members attended training workshops to become eligible to sit on selection panels for future staff appointments at our school.

2014 promises to be another important year for the Bangor Public School P&C as we celebrate the school’s 30th birthday. Join us in making our school the best place it can be for your children.

Elizabeth Browning
P&C President

The SRC plays an important role in developing student social responsibility through fundraising activities. During 2013 the SRC coordinated fundraising events that raised over $2700 for Stewart House, CANTEEN, the Smith Family and school based English resources. The student leadership team had the opportunity to attend and host many events and assemblies. Notably, we attended National Young Leaders Day and the opening of the Sydney Region 2013 school year. Attendance at Woronora RSL ANZAC Dawn Service was another highlight. The student leadership team was very proactive and very proud of their efforts.

Renee Allatta and Jared Spark

School Captains

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
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<th>2011</th>
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<td>276</td>
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Student Enrolment

![Student Enrolment Chart](chart.png)
Student attendance profile

Rolls are marked by class teachers by 10am each day. Student attendance is monitored by class teachers, a School Administrative Officer, Deputy Principal and Principal. An absentee note is sent to parents after an unexplained absence. Students’ attendance issues are discussed at Learning Support Team meetings to develop school attendance strategies. Parents are contacted by phone or letter to resolve continuing attendance issues. Further referrals are made.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal</td>
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<tr>
<td>Assistant Principals</td>
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<td>Primary Teacher RFF</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
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<td>Total</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Currently no members of staff identify as Aboriginal.

Management of non-attendance

Rolls are marked by class teachers by 10am each day. Student attendance is monitored by class teachers, a School Administrative Officer, Deputy Principal and Principal. An absentee note is sent to parents after an unexplained absence. Students’ attendance issues are discussed at Learning Support Team meetings to develop school attendance strategies. Parents are contacted by phone or letter to resolve continuing attendance issues. Further referrals are made.

Workforce information

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

As well as the permanent substantive staff, there were a number of temporary teachers appointed during the year to fill vacancies and replace teachers on extended sick leave, long service leave and unfilled vacancies. A new appointment of a class teacher on merit selection was also made. One position became vacant throughout the year due to retirement.

Teacher qualifications

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

<table>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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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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<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Excursions</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
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A full copy of the school’s 2013 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 2013

Cultural

Choir

Bangor PS offers two choirs to enable students to develop skills in singing and music in a positive and enjoyable setting. The Junior Choir caters for students from Year 2. Whilst all Year 2 students participate in weekly singing, those students who wish to pursue the opportunity further are invited to attend the Sutherland Shire Schools Music Festival rehearsals and performances.

The Senior Choir is open to students from Years 3-6 and they rehearse weekly before school hours. Both choirs have performed at the Sutherland Shire Schools Music Festival and various school and community functions including the Anzac Ceremony and Education Week. All students are welcome to participate in the choirs.

String Group

The Senior String Group comprises three violinists and one cellist. They have performed at school functions and the Sutherland Shire Schools Music Festival as an individual school item. In Term 2, a beginner group commenced with twelve students learning violin. The groups rehearse before school hours each week.

Steel Pan Band

Bangor’s steel pan band program is in its 12th year and is an extra-curricular activity available to students from Kindergarten to Year 6. This year the band has grown to thirty three members which included six Kindergarten students. No prior musical knowledge is required which provides all students the opportunity to play a musical instrument. The program is highly valued and supported by the staff and community. PANANGO performed for our community on Open Day and at the Sutherland Entertainment Centre before the Jukebox concert. We also competed in Panorama 2013, the annual inter-school steel band competition. Our band was superbly costumed and performed brilliantly. Band members were presented with the Tiny Might, Outstanding Player, Tutors’ Choice and High Achievement awards.

Dance

The Boppers and Tappers program continued to run successfully throughout the year with over one hundred and sixty students involved from K-6. The troupes are organised in age groupings and work towards a grand performance in Term 3 of each year. The ‘Born To Dance’ Concert in 2013 was held at the Sutherland Entertainment Centre. This was a highly successful night with the support of many parents and staff. The dance teachers are Di Coss and Matthew Geronomi. The Boppers performed at a variety of venues throughout the year. Performances were held during Education Week at Menai Market Place.
Year 5/6 girls were selected to perform their energetic dance routine ‘Conga’ at Youth On Parade also held at the Sutherland Entertainment Centre. Year 1 Girls ‘Mamma Mia’ and Year 4 ‘Bring It On’ delighted the audience as they performed at the Sutherland Shire Schools’ Music Festival.

The Junior and Senior Dance Ensembles

In February 2013 students from Years 3-6 auditioned for a place in either the school’s Junior or Senior Dance Ensemble. The ensembles were coordinated by Nicole Power and Allison Edwards and choreographed by Leah Baker and Ally Hill from Ettinghausen’s.

This year the Junior Dance Ensemble was selected to perform in the Sydney Region Dance Festival and from that performance they were selected to perform at the State Dance Festival which is an extremely prestigious opportunity.

The Senior Dance Ensemble competed at the 25th British Dance Association’s Festival of Dance and placed first in their section. They also performed at the SSSMF Dance Extravaganza and Kurranulla where they received a Silver award. Both ensembles also participated in the Education Week celebrations. Bangor Primary School was also lucky enough to have twelve of its Senior Dance Ensemble students selected to perform at the 2013 Schools Spectacular.

Guitar

This year Bangor Public School introduced a guitar group which proved very popular with students from Years 2-6. Eighteen students attended tutorials each Wednesday morning. Tutorials were conducted over three sessions with a teacher provided through Engadine Music School. Students have learnt a wide repertoire of music and performed at Open Day during Education Week.

Band

This year our school band won a Silver award at Bandfest. Mrs Joanne Holloway was the conductor. Eleven band members attended Band Camp at Stanwell Tops Convention Centre where they received two days of expert tuition from experienced musicians. On the Tuesday night the band members were part of a showcase performance for parents. Students enjoyed the experience and felt their musical talents were greatly improved due to the camp and the skills taught through the various tutors.

Film by the Sea - Ephemeracia

2B and 5/6C buddy classes entered Film by the Sea. Students storyboarded their ideas in groups identifying main characters and the roles they would take and the characters they would develop. Costuming, directing and acting were key features used by individuals, teams and as buddies. The theme of the film incorporated the Stage 1 HISE topic ‘People Past and Present’ and the idea for the costuming in the film was inspired from the Old School House Museum excursion Stage 1 attended. The theme also incorporated the Stage 3 literacy unit on based on explanation text types.

Other performing arts opportunities included: four students attending the State Dance Workshop Day; two students participating in the State Drama camp; five students selected to be a part of the ‘Create South’ Gifted and Talented Arts program.

Sport

2013 has been a great year for all students who participated in weekly sporting activities, PSSA competitions, regional and state competitions. The sport and fitness program encouraged K-6 participation and competition at various levels including: gymnastics K-2; tennis Years 3-6; Flippa Ball Years 3-6; swimming lessons Years 2-6; Basketball Gala Day Stage 2; Water Polo Gala Day Year 6; cricket workshops Years 3-6; Milo Cup Stage 2; Rugby League Gala Day; AFL Gala Day Years Years 4-6; and participation in the Premier’s Sporting Challenge for the fourth year running.
Through participation in these sports students developed the ability to move effectively in response to a variety of stimuli; participate regularly in a range of games and sports and demonstrate 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.

**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 and dancing. 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 working with class teachers implemented 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 2 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. There was a sausage sizzle on the day which raised over $2000 for Kindergarten numeracy and literacy programs.

**Year 2 Swimming**

During Term 3 all Year 2 students participated in swimming sessions at Sutherland Leisure Centre. Students attended weekly lessons with trained swimming teachers to develop skills and strength in various swimming strokes. Students’ individual needs were catered for in groups that targeted particular skills to be developed. All students improved their swimming ability, strength and confidence in an enjoyable sport program.

**Years 3-6 Sport**

The continuation of the School Sport program in 2013 saw the emphasis still being on improving the twelve Fundamental Movement Skills as well as student engagement. Students now enthusiastically participate in School Sport with passion and excitement. Separating boys and girls into gender and ability groups has been a key factor in improving student engagement.

As a component of school sport all students take part in ‘Crunch n Sip’ which provides students with a short break encouraging 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. The program opens with a 20 minute aerobic
warm up. Students move into their groups working in rotational tabloid activities which explicitly focus on the twelve Fundamental Movement Skills (FMS).

During Term 1 the 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 all 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 has seen the continuation of the twelve Fundamental Movement Skills and improving students’ technique and execution of each skill. The inclusion of competitive and non-competitive games into the school sport program has encouraged student participation and enjoyment.

Hockey

Bangor PS entered an after school hockey competition that was hosted by the Sutherland District Hockey Club and played at Sylvania. The team entered the Senior (Years 5 & 6) competition and comprised eight boys: one from Year 6; three from Year 5; two from Year 4; one 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. The team finished second on the ladder and went on to win the grand final. Many of the players have expressed an interest in playing hockey again next year.

School Sporting Carnivals

At a school level, students participated in successful swimming, cross country and athletics carnivals.

Cross Country

The Cross Country carnival was held at Blaxland Oval at Menai High school on the 6 May 2013. Three Year 2 students who turned eight and students in Years 3-6 participated in this event. Bangor then entered runners in the first and second division at the Zone Carnival, which was held at Miranda Park in June 2013. Ryan Mulholland came second and progressed to Regional level. Ryan then finished second at the Regional carnival and went on to finish ninth at the State Cross Country Carnival which was held in July 2013.

Athletics Carnival

The Athletics Carnival was held at Sylvania Athletics track on 25 July 2013. 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. Seventy three students were selected to represent Bangor PS at the Engadine Zone Athletics Carnival which was held on the 20 and 21 August. From this carnival, Adam Jostons achieved Age Champion. A total of fifteen athletes from Bangor PS gained selection in the Engadine Zone team to compete at the Regional Athletics Carnival, held at SOPAC, Homebush on 13 September 2013.

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. Five students were successful in making it through to the Sydney East Carnival. Nicholas Missiris placed second in the 13 year old freestyle event and made the State Swimming Team.

Primary Schools Sports Association

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

- Soccer- one senior team/one junior team
- Netball – two senior teams / two junior teams.
Boys/Girls Oztag-teams/two junior teams/two senior teams.
• Cricket
• Boys/Girls Softball
• Teeball

All teams represented their school with pride, had fun and demonstrated teamwork, tactics and strategies when participating in team games.

Netball

The Senior A PSSA Netball team last year won their grand final and were Engadine Zone champions. The team had another successful year and were undefeated throughout the competition. They successfully defended their title and are the 2013 Engadine Zone PSSA Netball champions. Two girls from this team, Caitlin Norris and Ruby Van Steinburg, were selected in the Engadine Zone Netball team which went on to win the competition. The Senior B Netball team competed in the Engadine Zone PSSA competition and were semi-finalists. The Senior A PSSA Netball team entered the PSSA State Knockout and progressed through the rounds defeating Orange Grove PS, Loftus PS and Manly West PS. In Round 4 they were defeated by Newport P S.

Oztag

Forty students from Years 3 to 6 participated in PSSA Oztag at Heathcote playing fields. The teams consisted of ten players and included junior girls, junior boys, senior girls and senior boys. All the teams had a successful year winning over 75% of their games. The junior boys represented Bangor PS in the semi-finals.

Soccer

2013 was an exciting year for the PSSA Boy’s Soccer team. Not only were they the minor premiers and winners of the Engadine Zone PSSA competition but they were runners up in the Sydney East/ West Area State Knockout competition.

During Terms 3 and 4 the boys played four matches and did extremely well to get as far as they did. They played against Illawong PS; Birrong PS; and Clemton Park PS to progress to the next round in the knockout. The boys’ successful run came to a close when they played against King Park PS and were defeated. King Park PS went on to win the 2013 PSSA State Soccer Knockout. The team displayed exceptional sportsmanship, teamwork and demonstrated their skill both on and off the ball. The boys showed such determination, courage and strength which were determining factors leading to their success throughout the State Knockout competition.

Cricket

The PSSA cricket team were undefeated minor premiers as well as the grand final winners. Morgan Dutton, Jared Sparke, Dylan Holdstock and Zac Hart were selected for the Zone cricket team. Zac was also selected for the Sydney East team which played in the state competition.

The cricket team also participated in a cricket gala day which promoted inclusivity and fun.

Softball and TBall

In 2013 we entered teams in the Engadine Zone PSSA competition for Girl’s Softball, Boy’s Softball, and Girl’s TBall. All three teams performed well, achieving semi-final placements. Koby Roberts and Dylan Holdstock were selected for and played on the Sydney East team.

Sydney East Sport Representation

Skill, commitment and sportsmanship are necessary for students to progress to an elite level at any sport. 2013 was an exciting year for many students. We had representatives in the following sports at Sydney East level;

- Cross Country – Ryan Mulholland
- Netball – Caitlin Norris and Ruby Van Steinburg
- Cricket – Zac Hart
- Rugby Union – Zac Hart
- Boys Softball – Koby Roberts and Dylan Holdstock

Knockout Carnivals

Our school had representatives in both the PSSA Boys’ Soccer and Netball State Knockout Carnivals.
Gala Days and Sporting Workshops

This year 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.

Basketball Gala Day

During Term 3 twenty three students from Years 3 and 4 participated in the 33rd Annual Basketball Sharks Tournament at Sutherland Basketball Stadium. Our students’ skills ranged from representative level to school level.

Milo Cup

During Term 4 Stage 2 students attended an exciting cricket event which focused on teaching students the correct 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 skills and expertise in this area and enjoyed this exciting experience.

Water Polo Gala Day

During Term 4 twenty three Year 6 students participated in the Sydney East Water Polo Gala Day at Sutherland Leisure Centre. We entered two teams and each team played five games throughout the day. The aim of the day was inclusivity and engagement of all students and to have fun playing water polo in a non-competitive environment. All students had a great time and displayed sportsmanship throughout the day.

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 an excursion to Calmsley Hill City Farm was organised. The content included information 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 1

Schoolhouse Museum

During Term 2, Stage 1 attended an excursion to the School House Museum in Ryde. This excursion supported the HSIE unit of work ‘The Way We Were’. Students were exposed to and involved in schooling practices from the late 1800’s-early 1900’s. Experiences included writing with ink and ink wells, dressing up in traditional dress and playing games such as jacks and marbles. Students also completed recounts and composed letters to a fictional character named Molly following the excursion.
Stage 2

Royal National Park

One hundred and twenty students from Years 3 and 4 participated in an excursion to the Royal National Park in Term 3 to consolidate their learning in the HSIE unit ‘State and National Parks’. Students explored issues, values and attitudes towards national parks and Aboriginal culture. Students researched native animal’s using Ipads; role-played park workers; and were exposed to the tools and body art work used in Aboriginal communities. Most students were able to take a short walk where they investigated the bush around them before the rain set in for the day.

Stage 3

Narrabeen Sport and Recreation Camp

Stage 3 students attended Narrabeen Lakes Sport and Recreation Camp in Term 4. Students participated in various team-building initiatives to develop competence and confidence in a broad range of games, sports and physical activities that foster positive feelings of success and enjoyment. Over the three days, students were involved in canoeing, rock climbing, abseiling, archery and team building initiatives. All students were fully engaged and were provided the opportunity to experience new and exciting challenges. At the end of the camp all students gained a sense of personal achievement and a treasured life long experience.

Incursions

Cyber Safety Incursion

In Term 1 students in Years 3-6 participated in an incursion about cyber safety and cyber bullying. The visiting performance called MyFriends Dot Com taught students to identify and investigate the issues surrounding cyber safety and cyber bullying and its impact on their everyday life. The performance featured powerful narratives with challenging and identifiable characters, linked using songs that engaged the students for the entire production. Question time at the conclusion of the show reinforced the learning outcomes. It was certainly an enjoyable and valuable experience for the students.

Life Education Incursion

Alternate years our school hosts the Life Education incursion on the school grounds. Students participate and engaging in learning experiences around a range of personal development and health issues pertinent to the students. This year the van visited us in February and the topics covered ranged from cyber-safety to drug and alcohol education.

Education Week Performances

During Education Week students were provided with opportunities to present the skills they have been learning through a range of extra-curricular activities which were on offer at school during 2013.

These performances were showcased at Menai Marketplace and at a whole school assembly which the school community were invited to. The Boppers and Tappers participants put on an exciting performance for their family and friends as well as the wider community at the Menai Marketplace Education Week displays. Our school band, the Guitar Group, the school choir, the Steelpan Band and the Junior and Senior Dance Ensembles each performed at our Education Week assembly showcasing their special talents and expertise.

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)

#### Year 3 NAPLAN Reading

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**NAPLAN Year 5 – Numeracy**

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The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

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**Significant programs and initiatives**

**The Jukebox 2013**

During Terms 2 and 3 students across K-6 prepared for and participated in a whole school Creative and Performing Arts (CAPA) concert *The Jukebox*. The concert showcased a display of dancing, acting, aerobics and singing.

The CAPA performance was embedded into the teaching and learning program of the CAPA syllabus.

Staff worked collegially to decide on a theme for the concert. Many ideas were shared and in the end a ‘rock through the ages’ theme was agreed upon. Each stage was given a decade to focus on in terms of well-known musical influences. Students were exposed to musical legends such as The Beatles, Elvis, ABBA, The Beachboys, Spice Girls and Cindy Lauper. Throughout the two terms students gained a deeper appreciation of rock music history.

The teaching and learning components were developed around dance and drama. It focused on enhancing the students’ ability in areas of locomotor skills, elements of movement and composition of dance. Students developed an awareness of the ways their bodies move, the space in which they move, the time and quality of their movements and their relationship to each other and objects.

An evening performance was held at The Sutherland Entertainment Centre during Week 9 of Term 3. This performance was a showcase of what the students and teachers had been working towards. The ‘Jukebox’ was inclusive of all students through K-6. Student enjoyment and active participation was exhibited through dancing, drama, singing and aerobics to well-known songs of past and presents artists.

‘The Jukebox’ was well received by the wider community. An encore was performed during ‘Grandparents and Friends Day’ during Term 4 which was thoroughly enjoyed by all.

**Peer Pals**

The Peer Pals in Our Playground program is a student welfare initiative in its third year. The program’s primary aims are 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-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 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:

- Peer Pals assisted in resolving over five hundred and twenty friendship related issues
- they were able to assist in resolving 82% of reported incidents
- 97% of incidents in Term 1 were related to friendship problems which was reduced to 47% by the end of Term 3
- by the end of Term 3, 50% of incidents Peer Pals dealt with were in a proactive capacity, eg reinforcing school rule, assisting with lost property

**White Ribbon**

White Ribbon Day celebrates the culmination of the annual campaign and global recognition of the International Day for the Elimination of Violence against Women. As such, men and women are encouraged to wear a symbolic white ribbon on 25 November.

Our celebrations and acknowledgements included a new white ribbon garden being planted outside the school hall and a formal assembly recognising the students understanding of respect. Doves were hung on the perimeter school fence displaying poetry by all students. White garden artwork was displayed in the playground and a family games afternoon held. Parents, grandparents and friends joined us for a formal assembly and a picnic lunch. Our school was awash with white. White Ribbon Day will be acknowledged annually as a part of our student well-being practices.

The White Ribbon Oath is: never to commit, excuse or remain silent about violence against women.

**Special Religious education**

Students were provided with the opportunity to attend Catholic, Protestant or Greek Orthodox religious education classes. This included special assemblies for students to participate in Easter and Christmas celebrations.

**Aboriginal education**

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. Stage 3 students undertook a literature study based on the novel ‘Rabbit-proof Fence’ written by Doris Pilkington where students developed their understanding of what the term ‘stolen generation’ means and the impact this has had on Indigenous people both past and present. Stage 2 students studied the discovery and colonisation of Australia by European people and the impact this not only had on Indigenous people but also the physical environment of the country. Stage 1 students studied the Dreamtime and explored the themes in a wide range of Dreaming stories through reading, writing, talking and listening and the creative arts. Kindergarten students studied the story ‘Tom, Tom’ written by Rosemary Sullivan which was about the life of a young Aboriginal boy living in an Aboriginal community. Teachers used the text to also teach the ‘super six’ comprehension strategies along with developing their students’ understandings of Aboriginal perspectives.

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. Alexandra Hindman in Kindergarten was selected for a Deadly Kids Award to recognise and celebrate her commitment to learning throughout her first year at school. Alexandra and her parents and teacher attended a special ceremony where she was presented with this prestigious award.

**Multicultural education**

Multicultural Education is an important facet of the school syllabus in building awareness of the diversity of Australian culture. Harmony Day was celebrated on 21 March with the whole school involved in various activities culminating in a special assembly. Year 5 and 6 students were given the opportunity to enter the Harmony Day Poster competition. This year saw the highest number of students entering this competition.
Stage 2 students studied an Asian country and the unit culminated in a presentation of their projects.

**English as a Second Language Program**

In 2013 we had a total of seventy four students from Non English Speaking Background which is 13.4% of the total school population. In the ESL program fifteen students received assistance. In 2013 there were three first phase students, eleven second phase students and twenty third phase students. There were thirty languages represented in the school. An ESL teacher supports the students’ learning for two days a week on individual programs catering for their specific needs. This was within the classroom setting or withdrawn in a small group.

**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 centred round 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. In 2013 Bangor had a time allocation for four students to access the program per day. Eight students received support in 2013. Six students successfully reached 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.

**2013 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. Parents and friends were invited to this event. The winner and runner up in each stage received trophies and went on to compete in a Sydney Regional Final. This was held at Illawong PS in September.

**Premier’s Reading Challenge**

In 2013 we had seventy seven students complete the Premier’s Reading Challenge. This comprised students across all grades K-6. Nine of these students have participated in the challenge for four consecutive years and were awarded with a gold certificate from the Premier. Three students in Year 6 had completed the challenge for seven consecutive years and were awarded a platinum certificate from the Premier. Our community continues to support this State Government initiative.

**National Simultaneous Storytime**

Once again this year our school participated in the National Simultaneous Storytime. Our K-2 students joined 380 000 children at over 2 000 locations across Australia to help promote reading and literacy. They read ‘The Wrong Book’ by Nick Bland and the students participated with enthusiasm. This event is the initiative of the Australian Library and Information Association.

**Public Speaking**

Our school’s Public Speaking program incorporated a competition which included all students from Years 1-6. 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 our school.

**Debating**

We had an enthusiastic debating team in 2013 which consisted of five students in total. They participated regularly in both the Premier’s Debating Challenge and the Sydney Schools Regional Challenge. They demonstrated a good knowledge of how to structure debates and excellent rebuttals. Bangor hosted the Sydney
Debating Day for our local area which was an excellent training opportunity for school teams to refine their debating skills. All of Stage 2 and 3 benefited from Bangor PS’s participation in the debating challenges through opportunities to: host; be a timekeeper or chairperson; be an audience member; or be a debating team participant. The students were able to link their knowledge of persuasive text concurrent to the debates and reinforce their learning, as outlined in the NSW English Syllabus.

Gifted and Talented Programs

The implementation of the NSW Gifted and Talented policy has been ongoing and the following opportunities were made available to students. The school made adjustments creating two enrichment classes. One class comprised Stage 1 students and the other was a 4/5/6 cross stage group. These students were provided with differentiated learning opportunities.

Enrichment mathematics groups for Stages 2 and 3 were held three times a week with a focus on the number strand. These groups allowed for differentiation and acceleration along the numeracy continuum.

Enrichment sessions for identified students K-6 were facilitated at a school level with executive staff leading a range of programs including:

- a Stage 3 photography program.
- a Stage 2 literacy program using visualisation and music.
- a Stage 1 science program using hands-on experiments.
- an Early Stage 1 program incorporating art and public speaking.

The ‘Community Of Schools Between The Rivers’, of which our school is part of, held workshops for identified students in the areas of mathematics, music and art for students in Stage 1 and Stage 2 in Terms 2-4.

Partner high schools offered enrichment programs in Semester One for Stage 3 students. Twelve students from our school took up the opportunity to participate in the weekly sessions.

International Competitions and Assessments for Schools (ICAS)

Students were provided with the opportunity to enter ICAS competitions in: Writing achieving five distinctions and seven credits; Spelling achieving three distinctions, twelve credits; Mathematics achieving three distinctions, seventeen credits; and English achieving one high distinction, three distinctions, five credits; Science achieving fourteen credits.

Book Fair

We held our Book Fair during our school’s Open Day. It was a well-supported event as always. Our sales achieved a $2750.00 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 on purchasing Aboriginal and Asian texts to support the new National Curriculum as well as increase our build resources on sustainability. We also purchased the Children’s Book Council Shortlisted books for 2013 and resources to support units of work being covered in classrooms.

We had a record number of donations this year with eighty five books being donated to our school library. The continued community support for our Book Fair each year is testament to its importance and success in our school.

Book Week

Book Week is celebrated in schools during Term 3 each year. This year’s Book Week Theme was Read Across the Universe. As part of our Book Week celebrations we had a visiting performance called ‘Space Jump’. 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. Their performance featured a selection of the Children’s Book Council 2013 Shortlisted books.

This was an enjoyable and valuable experience for the students and another way for us to celebrate literacy in 2013. The librarians from Menai also visited and spoke about the Children’s Book Council Shortlisted books.
**Multicultural Book Day**

To continue our Book Week celebrations we held a Multicultural Book Day. We celebrated our unique 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 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 and teachers dressed up in all kinds of colorful multicultural outfits.

It was fabulous to see the effort that everyone went to for this day of rich literacy.

**Learning and Support**

As a part of the Every Student, Every School initiative, the Learning and Support Program had an allocation of four days during 2013. The Learning and Support Teacher (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, the LaST, care givers and the classroom teacher. Support was delivered in a variety of ways including small groups (Kindergarten Literacy Program) or individually (Multilit Program, Social Skills Programs), supporting students in the classroom setting, assisting in making adjustments and accommodations to classroom programs and supporting students on the playground. Thirty six students were identified as needing additional support during 2013.

**Photography Club**

A photography club was introduced during semester 2 providing a range of exciting and valuable learning experiences. Students were given the opportunity to learn new skills which in turn allowed them to increase their confidence and self-esteem. Students were encouraged to plan and present what they had learnt in an imaginative and creative manner. Students experimented with portraiture, basic lighting, composition and rule of thirds. We used the 10 new i-pads donated by our P&C to apply these newly learnt techniques. Students communicated their ideas, thoughts and feelings through the images they produced.

**Scrapbooking Club**

During Semester One students were offered the opportunity to join a scrapbooking club which met two lunch times each week.

The Scrapbooking Club assisted in development of fine motor and organisational skills while also allowing students to explore their creativity. Students came together, interacted, bonded and shared stories about their photos and quote’s in a safe, supportive and social environment. Students’ confidence in their own choices developed as they experimented with a variety of scrapbooking techniques. The students were proud of the framed collage they created as a Mother’s Day Gift and assorted gift cards which they individually designed.

**School Counsellor**

During 2013 the counsellor saw individual students for counselling and referral as appropriate, providing feedback, information and support to families. The counsellor also provided cognitive and/or academic assessments for referred students through the Learning Support Team.

Social skills programs were provided for selected classes and during Tuesday lunchtimes a chess club provided the opportunity for six students to represent our school at an Interschool Chess Tournament.

The community were provided with information through the Grapevine via inclusion of KidsMatter e-newsletters focusing on the area of positive social and emotional skills and good mental health.

The counsellor was integral in Learning Support Team meetings and student reviews to facilitate student engagement, build resilience, support learning and to provide ongoing supportive counselling. Both in-school and outside agency support was accessed to ensure accommodations and adjustments were made for all students.
Professional learning was also provided to the staff by the counsellor to support students’ needs in our school.

Reading Eggs

All students K-2 where provided with 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.

Environmental Sustainability

The Environmental Club continued the important work of environmental sustainability. In 2013 the Environmental Club was coordinated by Mr Bussing and Mrs Robertson and 5B. The worm farm, compost bin, green bins, water tank, vegetable garden and mini orchard were maintained. Students from 5B learnt about the propagation of plants developing practical experience. Bunnings generously donated a wide variety of vegetable seedlings which were all planted and continue to thrive. Produce from the garden was made into dishes for tasting sessions. The Gardening blog was extended and included recipes and tips for gardening.

All students K-6 were involved in a Clean Up Australia Day coordinated by Mrs Robertson and there was a high emphasis on the importance of maintaining and keeping our playground clean.

To reduce litter in the playground children now eat lunches and fruit break inside the classroom.

School planning and evaluation 2012—2014

School evaluation processes

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

- 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: progress in 2013

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 progress towards outcomes in 2013:

- 100% of students in Years 3 and 5 achieved at or above the minimum national standard in Reading.
- 100% of students in Year 3 and 99% of Year 5 achieved at or above the minimum national standard in Numeracy.
- All teaching staff completed training in Focus on Reading and it’s application in the classroom.
- Stage teams collaboratively developed a bank of resources using Notebook 10.
- Quality class programs were developed showing explicit planning and implementation of Focus on Reading strategies across all key learning areas.
- Backward mapping to support teacher programming, planning and reporting.
- Professional learning completed in:
  - upskilling teaching staff in implementation of Literacy Arts program (aspects of Spalding)
  - using the literacy and numeracy continuums as assessment/reporting tools and for explicit teaching and learning.

Strategies to achieve these outcomes in 2014

- Further professional learning on:
  - Backward Mapping to plan and program explicit literacy and numeracy sessions.
  - Spalding Grammar and Writing - breaking down the process and getting fluent with the SPALDING program.
• the literacy and numeracy continuums for assessment and reporting and forward planning and programming.
• the Australian Curriculum in English and mathematics
• DEC program builder to develop a whole school programming resource.
• differentiating literacy and mathematics programs to increase growth in the top bands and reduce the spike in the middle bands
• designing a range of accommodations and adjustments in literacy and mathematics programs.

• Developing a whole school writing criteria marking rubric which will be used to analyse student writing achievement and for forward planning and programming.
• Continued focus on embedding the ‘Super Six’ comprehension strategies into class reading programs.
• Purchasing quality resources in literacy and mathematics to support the teaching and learning programs.

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 2013:

• Teaching staff have participated in a range of professional learning activities throughout the year in unpacking and implementing the new Australian Curriculum in English and mathematics to support multi-modal learning.
• Teaching staff have participated in professional learning sessions in how to develop Notebook 10 resources to support literacy across all Key Learning Areas and are actively developing a whole school resource to be accessed on the school intranet.

• The purchasing of a bank of ipads for use in small group and individual learning programs.
• Updating of computer hardware through T4L program.

Strategies to achieve these outcomes in 2014:

• Continued professional learning in designing teaching and learning programs embedding multi-modal learning using a range of ICT resources and programs such as Notebook 10 and ipad/Smartboard apps
• Building up the number of school ipads to 30 to enable whole class borrowing and use.
• Using the Backward Mapping Framework to plan explicit units of work in Key Learning Areas ensuring ICT is embedded authentically.

Outcomes from 2012–2014

Quality teaching and learning programs and practices in well-being to be implemented as a student welfare initiative.

Evidence of progress towards outcomes in 2013:

• 100% of students participating in the Leaders of the Future program successfully completing the program.
• The majority of students in each class are actively participating in the school wide Crunch and Sip Program.
• The development and implementation of a new Student Leadership Plan which clearly outlines the roles and responsibilities of students and staff with fair and equitable processes in place for the elections of School Captains and Prefects; House Captains; and Student Representative Council.
• The successful implementation of a wide range of activities for students to participate in during play breaks including Chess Club, Board Games Club, Construction Club, Environmental Club, Soft Play Games and Equipment sessions, Library activities, Photography Club, Craft Club.
• The development of a whole school ‘Values’ statement based on survey data from the whole school community resulting in ‘Respect, Responsibility, Integrity, Excellence and Cooperation’ being selected as the five school values.
• The development of a series of weekly social skills lessons K-6 to teach the five school values. Professional learning in how to develop appropriate accommodations and adjustments to learning programs to ensure all students achieve to the best of their ability as well how to differentiate learning for students achieving in the higher bands.

• The development of a new K-6 Whole School Reward System through several professional learning sessions and based on data from parent and teacher surveys and student feedback. This system will be implemented K-6 in 2014.

• Targeted support from the Learning and Support Teacher, the School Learning and Support Officers and English as a Second Language Teacher including: MultiLit Reading Program; behaviour management programs; Kindergarten Literacy Intervention Program; scaffolding learning tasks in literacy and mathematics; social skills programs; playground support programs.

Strategies to achieve these outcomes in 2014:

• Implementation of the new Whole School Behaviour Reward System.

• The development and implementation of weekly social skills lessons teaching the five school values of ‘Respect, Responsibility, Integrity, Excellence and Cooperation’ with a focus on building emotional intelligence.

• Continued development and implementation of specialised group and individualised programs for students with at-risk behaviours both in the classroom and the playground in collaboration with specialised staff such as the school counsellor, the Learning and Support Teacher, Vision and Hearing Support Teachers and other regional and external personnel.

• Continued implementation and review of the school-wide classroom and behaviour matrices based on Positive Behaviour for Learning.

• Continuation of the ‘Crunch and Sip’ and ‘Live Life Well’ programs K-6 promoting healthy lifestyle choices.

• Identification of students in each class requiring accommodations and adjustments to be made to various learning areas and the implementation of the appropriate strategies as identified and decided on by staff and parents

• Continued implementation and refinement of the Student Leadership programs such as the SRC, Leaders of the Future, Peer Pals, Debating, Public Speaking

• Targeted whole class, small group or individualised student support from the Learning and Support Teacher and the School Learning and Support Officers through Learning Support Team referrals and recommendations.

• Teaching and learning programs which include differentiated learning options to cater for the varying needs of the students in each class.

• Specialised and targeted school counsellor programs including targeted social skills and Cool Kids program targeting anxiety

• Teacher professional learning around issues such as emotional intelligence; anxiety; differentiating programs in key learning areas; Autism Spectrum Disorder.

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 2013:

• Several opportunities for teachers to relieve in Assistant 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; the whole school bi-annual performing arts production; 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.

• 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 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.

**Professional learning**

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 completed forum for learning to assist them in managing the school’s records. The General Assistant received training as part of DEC compliance. A total of $28,559.00 was spent on Professional Learning in 2013. This amounted to an average expenditure of $921.00 per staff member.

During 2013 six early career teachers were working towards accreditation and a new scheme classroom teacher is maintaining accreditation at Professional Competence.

**Regional**

Primary Executive Network Meetings (PEN); Best Start programs; Focus on Reading; Flying Squad – Debating; Leading Change in Mathematics; Analysing Numeracy – NAPLAN; Analysing Literacy – NAPLAN; The Learner and the New Curriculum; Teaching and the New Curriculum; Critical and Creative Thinking in English; Your school and the new syllabus; Not Just a Brush; ASPIRE; Programming, Teaching and Assessing; Non Violent Crisis Intervention; Programming for the Gifted and Talented student; White Ribbon – Breaking the Silence

**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; AFL Coaching.

**School**

Anaphylaxis Training; Child Protection; Code of Conduct; CPR; Notebook 10; Emergency Care; Emergency Management Plan; Spalding Spelling; Asthma Management; Characteristics of Autism; The Disability Standards for Education; Student Welfare – merit awards; Values; Positive Behaviour for Learning.
School Development Days 2013
Term 1  Focus on Reading
Term 2  Focus on Reading
Term 3  Literacy and Numeracy Continuums
Term 4  Positive Behaviour for Learning

Target Teams English and Mathematics; and
CPR inservice and certification

Parent/caregiver, student, and teacher satisfaction
In 2013 the school sought the opinions of parents, students and teachers about the school.

Parents, teachers and surveyed about the quality of life at school and overall the results were very positive. Two hundred and fifty four students, twenty eight teachers and forty six parents responded to the surveys.

Students had very positive responses in the following areas:
Bangor PS is a place where:
• I like to come to each day (96%)
• my teacher is fair to me (98%)
• my teacher helps me with my school work (98%)
• the things I learn are important to me (94%)
• my teacher listens to what I have to say (96%)
• my teacher helps me with my school success as a student (96%)
• I enjoy what I do in class (95%)
• I have friends (96%)
• I feel safe (94%)

Parents had very positive responses in the following areas:
Bangor PS is a place:
• where I feel welcomed (93%)
• where I am happy to send my children (92%)
• where my children have friends (98%)
• where my child feels safe (95%)

Teachers had positive responses in the following areas:
Bangor PS is a place:
• where the things I learn in professional learning are important to my success as a teacher (100%)
• where I have success as a teacher (96%)
• where I get collegial support (91%)

Areas identified for continued focus and improvement are:
• Lines of communication
• Respectful relationships

Program evaluations
Focus on Reading
Background
The Focus on Reading project was the main focus of professional learning for all staff at Bangor PS in 2013. It greatly supported the achievement of the school targets in literacy.

Staff attended thirty hours of professional learning time, along with staff cohorts from other local schools, to research best practice in literacy and learn how to implement quality literacy sessions for our students.

Executive staff supported team members in the classroom, combining their knowledge and skills around the ‘Super Six’ comprehension strategies. We hosted a parent information night which over one hundred and fifty parents attended. The school community was kept informed through the weekly newsletter. Teaching staff continued to be proactive in the implementation of quality literacy lessons, planning and programming.

Findings and conclusions
The staff survey revealed:
• 93% of teachers feel that their understanding of how to teach effective reading comprehension strategies has improved over the twelve month period.
• 100% of staff are implementing the super six strategies to explicitly and systematically teach literacy.
• 90% of staff are now more explicit in their teaching of literacy.
• Staff are using applied knowledge and strategies.
• Staff are involved in more discussion and interaction with students.
• A stronger focus on all strategies resulting in a deeper knowledge and understanding for their students.
• 90% of staff agree they are using assessment strategies and methods to assist in their understanding of where students are at and where they need to go. The use of anecdotal notes, discussion, observation, running records, formal and informal assessments have assisted in monitoring of students reading and comprehension abilities.
• Adjustments are being made and individual learning plans and explicit and systematic lessons are evident in most programs.

Future directions

• Staff would value ongoing professional learning and sharing of ideas would be beneficial to the continuing success of the achievement of school targets in literacy.
• Ensuring that all new staff are provided with appropriate professional learning in literacy based on the Focus on Reading project.

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
Natalie Pepperell Assistant Principal
Bangor PS Staff
Elizabeth Browning P&C President
Renee Allatta School Captain
Jared Spark School Captain

School contact information
Bangor Public School
130 Menai Rd Bangor 2234
Ph: 02 9543 2244
Fax: 02 9543 4506
Email: bangor-p.schools.nsw.edu.au
Web: www.bangor-p.school@det.nsw.edu.au
School Code: 4536

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: