Bangor Public School
Annual School Report

2012
Messages

Principal's message
It is with great pride I present our school's 2012 achievements. It has been a year of academic growth, cultural, sporting and individual excellence. Quality and explicit teaching has been 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.

2012 opened with both a new Principal and a new Deputy Principal. This year we focused on rich professional learning for both substantive and temporary staff ensuring that all students accessed quality teaching and learning opportunities. Staff continue to provide an environment to maximise student learning and to ensure their practice is both rich and differentiated in order to cater for the learning needs of our students.

Students were provided with explicit teaching in literacy, numeracy, well-being and technology. Our core business has been literacy and numeracy. In literacy we have had a specific focus on comprehension and have introduced the ‘Super Six Strategies’ K-6. In doing so, we have developed a common language and a clear understanding of the learning continuum. We also introduced a number of well-being practices including: Live Life Well at School; Crunch and Sip as well as an explicit fundamental movement skills program K-6. Positive Behaviour for Learning is our focus – At Bangor Primary School, we are safe, respectful learners. This has become our school rule and all students, staff and parents have a clear understanding of expectations in the classrooms, on the playgrounds and travelling to and from school. A fair and consistent strategy has ensured a reduction in playground incidents and a positive school climate. Consequences for actions as well as recognition for adherence to the school rule continues to be a focus in developing a whole school system.

At my request a Support Team Visit during Term Two was initiated to clarify the processes and define protocols around communication and decision making in our school. This involved external Department of Education and Communities staff working with our school community to reflect, formulate and establish best practices. The outcome of the visit is included in this report.

In 2013 the school will open with a twenty first class. We will also have new teaching staff as a result of increased enrolment, retirement and transfer. A new classroom teacher and Assistant Principal will also commence at the beginning of the 2013 school year.

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.

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

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
The P&C saw some changes at the Executive level this year and membership remained at a consistent level.

Some new fundraising initiatives were introduced and proved to be very successful. These included an outdoor family Movie Night; Walkathon; Mother’s Day Devonshire Tea and a Father’s Day breakfast. These initiatives were well supported by the school community and all combined saw
funds of approximately $20,000 raised in addition to our regular school discos and other smaller fundraising events.

Our Uniform Shop continues to grow and provide an excellent, professional service to our parents. This can also be seen in the school playground with the high standard of uniform worn by our students. The Uniform Shop success saw another increase in funds available to the P&C at the start of the year.

In 2012 the P&C was once again able to contribute significantly to the school supporting its programs and students by providing:

- Substantial financial contribution ($20,000) towards the Information Skills program and Enrichment Programs for K – 6 students
- Purchasing a set of 10 ipads for classroom use
- Provision of grants to students selected to represent at the state and national level for sport
- Providing much needed new cricket shirts for our representative team
- Air-conditioning for 2 more classrooms ($7000).

The P&C looks forward to another successful year in 2013.

Louise Bryant

P&C President

Student representative’s message
The Student Representative Council comprises of elected representatives from each class in Years 2 -6 as well as prefects and school captains and vice captains.

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 put forward for consideration.

The SRC plays an important role in developing student social responsibility through fundraising activities. During 2012 the SRC coordinated fundraising events that raised over $3500 for Stewart House, Canteen, Operation Samaritan Purse and the McGrath Foundation.

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 2012 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.

Ben Birchall and Maddison Archer

School Captains

School context

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

Bangor PS had an enrolment of 510 students, comprising 270 boys and 240 girls.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>320</td>
<td>310</td>
<td>303</td>
<td>296</td>
<td>292</td>
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</tr>
<tr>
<td>Female</td>
<td>298</td>
<td>281</td>
<td>276</td>
<td>260</td>
<td>242</td>
<td>240</td>
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</table>

Student attendance profile
Student attendance remained at a high level as indicated in the following table.
<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
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<td>96.7</td>
<td>95.9</td>
<td>95.1</td>
<td></td>
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<tr>
<td>1</td>
<td>95.9</td>
<td>96.2</td>
<td>95.1</td>
<td>94.8</td>
<td></td>
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<td>96.6</td>
<td>96.2</td>
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<tr>
<td>3</td>
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<td>96.1</td>
<td>95.1</td>
<td>94.6</td>
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<tr>
<td>4</td>
<td>95.8</td>
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<td>94.4</td>
<td>94.5</td>
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<tr>
<td>6</td>
<td>96.5</td>
<td>95.7</td>
<td>94.2</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.2</td>
<td>96.2</td>
<td>96.1</td>
<td>95.0</td>
<td>94.8</td>
</tr>
</tbody>
</table>

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 to the Home School Liaison Officer.

Staff information

We had two non-teaching executive staff and twenty five teaching staff members in 2012. This included: Principal, Deputy Principal, four Assistant Principals, twenty five classroom teachers, specialist and support staff.

The Learning and Support Teacher position was increased to a four day a week position. The substantive teacher holds two of those days and a new appointment for the other two days was made.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4.0</td>
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<tr>
<td>Primary Teacher Executive release</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary Part- Time Teacher</td>
<td>0.9</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.882</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.962</td>
</tr>
<tr>
<td>Total</td>
<td>32.164</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Currently no staff members identify as Indigenous.

Staff retention

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 workers’ compensation, extended sick leave and long service leave. A new appointment of class teacher on merit selection was also made. Two retirement positions became vacant throughout the year.
Teacher qualifications
All teaching staff at Bangor Primary School meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>83%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>17%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>294546.81</td>
</tr>
<tr>
<td>Global funds</td>
<td>300999.12</td>
</tr>
<tr>
<td>Tied funds</td>
<td>158436.24</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>287140.56</td>
</tr>
<tr>
<td>Interest</td>
<td>11992.14</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>39005.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>55837.42</td>
</tr>
<tr>
<td>Total income</td>
<td>1147057.49</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
  - Key learning areas: 18259.30
  - Excursions: 69432.49
  - Extracurricular dissections: 196220.14
Library: 6481.51
Training & development: 26651.06
Tied funds: 122498.53
Casual relief teachers: 92467.63
Administration & office: 99235.27
School-operated canteen: 59333.27
Utilities: 62165.11
Maintenance: 28055.80
Trust accounts: 36210.17
Capital programs: 62653.18
Total expenditure: 879663.46
Balance carried forward: 267394.03

A full copy of the school’s 2012 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 2012

Achievements

Arts
Bangor Primary School provides a wide range of quality programs in the area of Creative and Performing Arts.

Band
Bangor’s steel pan band program is in its eleventh year and is an extra-curricular activity available to students from Kindergarten to Year 6. 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, our steel pan band, had many exciting opportunities to perform. We competed in Panorama 2012, the annual inter-school steel band competition. Our band was superbly costumed and performed brilliantly resulting in our school winning the competition. Band members were also awarded 5 individual awards for musical excellence in various categories.

Students are able to begin learning an instrument in the Training Band and progress to the Performing Band in their second year (or earlier). The band program runs before school providing students with a tutorial on their specific instrument and a band rehearsal each week. The Bands have performed at the Engadine Music Bandfest, where they received a gold award this year, and at school functions.

The string group is a new ensemble this year. Ten students began learning the violin in Term 3 and had their first performance after only a few weeks of learning. In Term 4 a Year 2 cellist joined the group. The String Group has performed at special school assemblies and look forward to other opportunities in the future.
Choir

Bangor PS offers two choirs to enable students to develop skills in singing and music generally. The Junior Choir caters for students from Year 2 while the Senior Choir caters for those in Years 3-6. Both choirs performed at the Sutherland Shire Schools’ Music Festival at the Sutherland Entertainment Centre in August. They also performed at school functions including Anzac Day ceremony, Harmony Day assembly, Education Week and other special assemblies. All students are welcome to participate in the choirs.

Dance

Boppers and Tappers continued to run successfully throughout the year with over 130 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 performance in 2012 was held at the Sutherland Entertainment Centre and was a highly successful night with the support of many staff backstage and parents assistance with costuming and coming along as a supportive audience. The dance teachers are Di Coss and Matthew Geronomi. The troupes also performed during Education Week at Menai Marketplace and Westfield Miranda to much fanfare.

In 2012 students from Years 3-6 auditioned for a place in either the school's Junior or Senior Dance Ensemble. The dance routines were choreographed by Leah Baker and Jo Bolden from Ettingshausen’s Dynamic Arts. In 2012 both the Junior and Senior Dance Ensembles were selected to participate in the State Dance Festival. They also participated in events such as Education Week displays at Menai Marketplace, Westfield Miranda and Flashmob at Cronulla.

Twelve students from the dance ensembles were selected to perform at the 2012 Schools Spectacular.

Sport

2012 has been a great year for students at Bangor PS in weekly sport activities as well as regional, state and national competitions. The sport and fitness program encouraged K-6 participation and competition at various levels including: Gymnastics K-2; Tennis 3-6, Dance to Be Fit Yr2; Basketball Gala Day; Flippa Ball 3-6; swimming lessons 3-6; cricket workshops 3-6; and participation in the Premier’s Sporting Challenge for the third year.

K-2 Sport

K-2 students participated in a fundamental movement program as part of their fitness program. During Term 1 all students participated in a gymnastics program.

School Sport

After reviewing the 3-6 school sports program in Term 2 of 2012 it became evident that many students in Years 3 to 6 lacked correct technique and execution of the 12 fundamental movement skills. Some students had poor coordination and experienced difficulty in understanding the rules of different sporting games. The students also lacked motivation and were not engaged in the current sports program that was on offer. A restructure of the school sports program was necessary in order to improve the quality of the program so students would be engaged and enjoy participating in the activities provided. The school sport program emphasised the explicit teaching of the 12 fundamental movement skills.

During Terms 3 and 4 the students participated in a variety of physical activities to improve and further develop their knowledge and understanding, values and attitudes needed to enhance and improve the 12 fundamental movement skills of vertical jumping, leap, shooting, sprinting, dodging, balancing, hopping skipping, kicking, catching, throwing and striking.

As a component of school sport all students took part in ‘Crunch n Sip’ which provided students with a short break encouraging healthy and nutritious eating. The school sport program followed the outcomes and guidelines of the
PD/H/PE syllabus and ran every Friday morning from 9.25 – 11.20 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 12 Fundamental Movement Skills (FMS).

During tabloid activities student were assessed and these assessments were used as the basis of forming boys and girls ability groups. Separating boys and girls enabled every student to feel confident enough to participate in all activities. All students had the opportunity to move up into different groups based on their development and improvement of skills.

By restructuring the school sport program and placing emphasis on targeted areas of need, student’s attitude towards school sport has significantly improved. School sport now engages all students and is fun! It gives each student the necessary skills required for them to effectively participate in sporting games. The school sport program provides a fair go for all and inclusivity for all students.

School Carnivals

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

- Bangor placed 6th in the Zone Swimming Carnival
- Bangor P.S placed 4th in the Zone Cross Country.
- Bangor P.S placed 6th in the Zone Athletics Carnival.

PSSA Sport

Years 3-6 students were selected to participate in the NSW Primary Schools Sports Association (PSSA) competitions held every Friday. This year Bangor Primary School competed in the following sports: Cricket; Boys/Girls Softball; Teeball; Boys/Girls Oztag-teams/4 junior teams 4 senior; Soccer- 2 senior teams/2 junior teams; and Netball – 2 senior teams / 2 junior teams

- The cricket team won their division and were runners up for 2012.
- The boys softball team won their division and were runners up in 2012.
- The Teeball team won their division and were runners up for 2012.
- The junior boys Oztag teams were Premiers and runners up in their division and finished Premiers and runners up for 2012.
- Senior girls Oztag A team won their division and were Premiers for 2012.
- Senior A soccer boys won their division and were runners up for 2012.
- Junior A soccer boys lost in the semi finals

**Individual Zone results included:**

- One boy was the 10 year old zone cross country champion
- One boy was the 12 year old zone Cross Country champion
- One boy was the Senior Boys Athletics Champion

**Sydney East Sport Representatives**

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

- Athletics – 11 students
- Swimming – 6 students
- Cross Country – 6 students
- Soccer – 1 student
- Touch – 1 student

**State Sport Representative**

- 1 student in soccer competed at the National Soccer Championships in Darwin.
- Teacher convened both Athletics and Touch Football
- Teacher elected President Zone PSSA / 2nd year
Academic

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

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

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

Analysis of Year 3 reading indicates positive improvement in the higher bands of 5 and 6, which are also above the state average. Another positive is the significant drop in the lower Band 2 and the slight decrease in Band 3 which are both below the state average, with a spike in Band 4 which is above the state average.

Numeracy – NAPLAN Year 3

In Year 3 numeracy strong improvement has been indicated with increased percentages in Bands 4, 5 and 6 which are also above the state average. Also of a positive note, there were no students in the lowest band and only 1% of students fell in Band 2 which was a drop of 7%.

Reading – NAPLAN Year 5

Analysis of Year 5 reading indicates a spike in the number of students in Band 3 which is 4% above the state average and indicates an area of concern. There is a significant drop in the number of students in Bands 4 and 5 which are pleasingly below the state average. Band 7 shows an improvement of 7% from 2011 and is also 10% above the state average. Band 8 is on par with the state average which is consistent with 2011 results.

Numeracy – NAPLAN Year 5

Percentages in bands in Year 5 numeracy show wide ranging results. The Band 3 result is slightly higher than the state average but on a positive note Band 4 is nearly 9% lower than the state. Band 6 is 14% higher than the state, Band 7 on par. Of concern, Band 8 is below expected results and 4% below the state average.

Progress in reading

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>
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.

**Minimum Standards**

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

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

**Average progress in Reading between Year 3 and 5**

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<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
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<td>89.7</td>
<td>108.5</td>
</tr>
<tr>
<td>SSG</td>
<td>89.6</td>
<td>93.7</td>
<td>100.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

**Average progress in Numeracy between Year 3 and 5**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>90.5</td>
<td>89.7</td>
<td>108.5</td>
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<tr>
<td>SSG</td>
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<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

**Percentage of Year 3 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.8</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students achieving at or above minimum standard (exempt students included)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.0</td>
</tr>
<tr>
<td>Writing</td>
<td>95.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>94.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.5</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Peer Pals**

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

Peer Pals had a proactive role in the playground assisting K-5 students with low level playground issues. Peer Pals were trained in conflict resolution strategies that were used to facilitate students involved in resolving their own disputes. It specifically involved the Peer Pals leading other
students through a structured process to resolve an issue.

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

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

To assist with ongoing evaluation Peer Pals collected data from each incident. Some valuable statistics derived were 62% of Kindergarten students, 26% of Year 1 and 2 students and 12% of Years 3-5 students were assisted in solving over 400 issues. 96% of incidents were related to friendship problems. Peer Pals were able to resolve 86% of reported incidents.

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

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:

Enrichment sessions for identified students K-6 were facilitated at a school level with executive staff leading programs. These programs included: Stage 3 students creating a book using talented student artists, writers and technology wizards; Stage 2 literacy project based on the novel – The Arrival – based on the theme belonging and refugees; Stage 1 Passion Projects with a strong technology link; and Early Stage 1 a claymation project with an Olympic theme.

Community Of Schools Between The Rivers workshops for identified students in the areas of

mathematics, music and art for students in Stage 1 and Stage 2;

Lucas Heights Community School and feeder school’s enrichment programs both Term 1 and 2 for Stage 3 students;

Four students attended the State Dance Day and the State Drama camp;

Two students were selected to be a part of the ‘Create South” Gifted and Talented Arts program;

Students entered ICAS competitions in Writing – 4 distinctions and 4 credits, Spelling – 1 high distinction, 5 high distinctions, 21 credits, Mathematics – 2 high distinctions, 3 distinctions, 13 credits and English – 1 high distinction, 4 distinctions, 13 credits. Impressive results.

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 and guidance by the Reading Recovery teacher.

The program has been available to students at Bangor Public School for over 10 years. In 2012 Bangor had a time allocation for four students to access the program per day. This year the Reading Recovery teacher was in her second year of Reading Recovery training.

Nine students received Reading Recovery support in 2012. All students were successful in attaining the goal of a reading level of 16 and demonstrated significant growth in all assessed areas of reading and writing.

The Reading Recovery program will continue in 2013 with time again being allocated for four students to access the program per day.
Learning and Support Teacher

The Learning Assistance Program had two days allocated during Semester 1 2012.

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

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

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

21 students were identified as needing extra support. 1 student gained access to the IR Class and 6 students were included in the Outreach intensive Reading Program.

The Every Student Every School Initiative was implemented during Semester 2 with an allocation of 4 days per week. 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 and the classroom teacher. Support was delivered in a variety of ways including small groups or individually, supporting students in the classroom setting, assisting in making adjustments and accommodations to programs and supporting students on the playground.

In Semester 2, 39 students were identified as needing extra support.

Public Speaking

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

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

One student was placed second at this level. He then went on to represent Bangor Primary School at the district level.

Premier’s Reading Challenge

In 2012 we had 70 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. One student in Year 6 had completed the challenge for seven consecutive years and was awarded a platinum certificate from the Premier. Bangor School community continues to support this fantastic State Government initiative.

National Simultaneous Storytime

As 2012 was the National Year of Reading, our school participated in the National Simultaneous Storytime. Our K – 2 students joined 170 000 children at over 1 100 locations across Australia to help promote reading and literacy. This event is the initiative of the Australian Library and Information Association.

Book Fair

As part of our Education Week activities our school held its annual Book Fair. This was held throughout the week, culminating in parents and
grandparents enjoying and supporting the fair on our school’s Open Day. We sold sufficient books to enable us to receive a large sum of money in the form of a cash commission as well as obtaining some free books. We were able to use these funds to purchase some great resources to add to our library collection. We also had 81 books donated to our school library by some very generous families.

**Book Week**

During Book Week we had 3 wonderful activities planned for students:

Menai Library staff visited our school to give book talks to our students K – 6. These were very interesting and informative.

Our school participated in a *Multicultural Book Day* where students K – 6 worked in mixed age groups, with a variety of teachers in rotational sessions, to experience books from other countries. This was a huge success and the students really enjoyed their ‘travels’.

*A performance incursion* was organised for the students called ‘And the Winner Is’. The children were treated to a great performance around the Children’s Book Council – Shortlisted books.

These activities were a sensational way to celebrate literacy in the National Year of Reading.

**Debating**

Bangor Public School hosted the regional Flying Squad Debating Workshop with many schools from the Sydney region participating. At the workshop students were lead through a range of activities to assist them in their team debates. 2012 debating team consisted of several students from Stages 2 and 3. They actively participated in the Premier’s Debating Challenge in 2012 taking on a variety of debating roles as well as chairperson and timekeepers for home debates.

**Aboriginal Education**

Students celebrated NAIDOC Week and had the opportunity to see the Indigenous band ‘Street Warriors’ perform using song to portray traditional stories and beliefs. It was a fantastic performance.

Each stage included Aboriginal perspectives authentically across all Key Learning Areas to further develop their understandings in Indigenous education.

**English as a Second Language (ESL)**

In 2012 Bangor PS had a total of 69 students from Non English Speaking Background being 13.4% of the total school population. In the ESL program fifteen students received assistance. In 2012 there were two first phase students, 11 second phase students and 19 third phase students. There were 30 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.

**Multicultural Education**

Multicultural Education is an important facet of the syllabus at the school 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 6 students were given the opportunity to enter the Harmony Day poster competition. Stage 2 students studied an Asian country and the unit culminated in a presentation of their projects.

**Environmental Sustainability**

The environmental club continued the important work of environmental sustainability. 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. Produce from the garden was sold
and also cooked 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 and there was a high emphasis on the importance of maintaining and keeping our playground clean.

**Progress on 2012 targets**

**Target 1**

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.

Our achievements include:

- Professional learning for all teaching staff in understanding the ‘Super Six’ comprehension strategies and how to apply this knowledge into effective class programs
- the school community being more informed about the comprehension strategies as well as the teacher professional learning undertaken throughout the year to assist students reaching school targets
- Quality class programs showing explicit planning and implementation of comprehension skills across Key Learning Areas.
- A strong focus in teacher professional learning and class programming in the areas of problem solving and working mathematically.

**Target 2**

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.

Our achievements include:

- Continuation of the Information Skills program across Stage 2 and 3 which include collaborative planning teaching.
- Authentic use of the connected classroom, technology rooms and classroom interactive whiteboards.
- The purchase of 10 ipads, through P&C for student and teacher use in support of of further developing ICT skills across all KLAs.
- The purchase and installation of updated as well as new Interactive White Boards in several learning areas.
- Updated laptops through the Technology for Learning (T4L) program ensuring all classrooms have appropriate hardware.

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

- Implementation of Live Life Well @ School program and Crunch and Sip. This has resulted in increased awareness of healthy options for school meals and snacks.
- Opportunities for student leaders to participate in programs such as Peer Pals, Young Leaders Day, Student Representative Council and our in-school program Leaders of the Future to foster and further develop their leadership capabilities.
- Reviewing and evaluating the Learning Support Team practices resulting in a new plan following departmental guidelines. A data base has now been constructed tracking the action plans for all referred students. This year approximately eighty students have been reviewed by the Learning Support Team. Several students tracked through this process have now successfully received support through programs such as the Regional Support team, Out of Home Care support, Funding Support for Disabilities, Learning and Support Teacher program, Outreach Reading, school counselor support and enrichment programs.
- Reviewing the processes used to manage student behaviour at the whole school level. As a result, staff worked through a
process of developing one school rule which would be easy to remember and interpret. Our one rule is “At Bangor Public School we are safe respectful learners.

- Developing matrixes to define what being a safe respectful learner at Bangor Public School looks like. This has ensured everyone in the school community is using the same language. Consistent behavior management practices are in place.

**Target 3**

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

Our achievements include:

- Launching a new school web-site resulting in a more informed school community regarding events, programs, services etc. As well, the web-site positively promotes the school in the wider community.
- A school team participating in professional learning in how to more effectively communicate to the school community and promote the school image.
- Empowering staff members to build leadership capacity through leading and coordinating a wide range of initiatives throughout the school such as debating; public speaking; dance, sport and music programs; and well-being initiatives such as Peer Pals and SRC.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of decision making and communication practices and comprehension.

**Comprehension**

Our school evaluates one curriculum area each year. This year’s focus was comprehension.

**Background**

An analysis of NAPLAN data from 2011 identified a need for a focus on the explicit teaching of higher order comprehension strategies. As a result of this analysis a strong focus on teacher professional learning in the area comprehension was planned and implemented.

**Findings and conclusions**

Teachers agreed that a consistent approach K-6 to the teaching of comprehension made a notable difference to the way they taught reading. As a result a school wide proforma was devised to assist teachers in planning engaging and differentiated learning activities for their students. The majority of staff also indicated a considerable growth in their understanding of best practice in teaching comprehension effectively as well as in their confidence to design and implement units of work targeting the comprehension strategies.

Students identified that they really enjoyed the interactive discussions that were an integral part of the teaching of the ‘Super Six’ comprehension strategies. They saw the interactive games and hands-on activities as an engaging way to learn new concepts. This was enhanced by the targeted professional learning in a variety of activities assisting in engaging students in the learning process. The school also purchased a range of quality literacy resources to assist in the effective implementation of the comprehension strategies including picture books, magazines and computer programs.

Parents identified the explicit focus on each of the comprehension strategies and the consistency of implementation across K-6 as key issues in improving the teaching of reading at Bangor Public School. As a result teachers will continue to utilise a K-6 plan for the teaching and re-teaching of each of the ‘Super Six’ comprehension strategies. Parents have commented on how students are using the language and terminology taught through the
comprehension focus in their home reading activities. They have also appreciated the information published through the weekly newsletter explaining the ‘Super Six’ strategies and how you can assist children to use them in their reading.

**Future directions**

To further build on the success of the initiatives undertaken in 2012 all staff will be participating in a year-long regional project ‘Focus on Reading’. This project will continue to develop staff professional knowledge and capabilities in the planning, programming and implementation of explicit reading programs. During in-school professional learning sessions staff will be involved in collaboratively developing literacy units focusing on each of the ‘Super Six’ comprehension strategies utilising a range of multi-media resources with information technology as an integral part. More resources to support the teaching of comprehension will again be purchased particularly covering the targeted study areas of sustainability, Aboriginal education and Asian studies.

**Communication and Decision Making Processes**

**Background**

A support team visit was initiated by the school principal during Term 2 2012. An external team comprising of senior executive from Sydney Region led the visit in conjunction with an elected school team. The aim of the review was to evaluate current processes and establish specific protocols around communication and decision making both within and outside the school. Surveys, focus groups and individual interviews were undertaken to collect data to inform the process. Over 60 parents, approximately 40 students and over 40 staff members participated in the process.

**Findings and conclusions**

Staff agreed that a specific protocol for decision making would involve an agenda; a staff meeting; discussion; reflection; and an opportunity to re-convene with the final decision announced by the principal.

To resolve issues there would be either an informal or formal process to follow involving DEC process, mediation, resolution and ‘moving on’.

The school developed a strategic communication and school promotion strategy to ensure parents, students and staff were adequately informed by the school’s web-site and weekly newsletter.

Respect and dignity in the work place was paramount in ensuring a positive school climate through consistency, high expectations and a focus on student learning.

The majority of parents have also agreed wholeheartedly that the best strategy for promoting Bangor PS is by word of mouth in the wider community. They also agree that the main focus in the classroom needs to be on literacy and numeracy. Most parents have agreed that the on-line surveys allow all community members to have a voice in decision making. Parents expressed they would like to be involved in decisions around fund-raising, uniform changes, scripture, building works, excursions, budgets, homework and student welfare issues. Many parents commented that they were not always available to attend P&C meetings and would value the agenda and minutes uploaded to the web-site. Parents also wanted to know the process for contributing to the agenda.

Students have expressed interest in being able to make decisions around what sport they can participate in, fund raising events, games to be played, food in the canteen and class placements. Students have stated that they believe the school is promoted on the school web-site, at open days, at displays at Menai Market Place and posters around the school.

**Future directions**

- Publish the completed protocols for public viewing
- Protocols to be established for P&C meetings and other parent forums
- Adherence to DEC policies in respect to Code of Conduct and the Dignity and Respect Charter
• Ensuring that the new protocols are promoted, adhered to and reviewed where necessary.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents and students were surveyed using the Quality of Life survey. The results were very positive.

Students had very positive responses in the following areas:

- At school I get along with other students (96%)
- My teacher is fair to me (95%)
- At school I have success as a student (93%)
- The work I do at school is a good preparation for my future (96%)
- I feel proud to be a student at Bangor PS (93%)
- My teacher listens to what I have to say (95%)
- My teacher helps me to do my best (95%)
- I get on well with the other students in my class (96%)

Parents had very positive responses in the following areas:

- My child really likes to go to school each day (96%)
- Bangor PS is a place my child likes to be (96%)
- At school the things my child learns are important to me (92%)
- My child feels proud to be a student at Bangor PS (93%)
- My child enjoys what he/she does in class (93%)
- At school what my child learns will be useful (96%)
- At school people can depend on my child (96%)

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 mathematics, comprehension, student welfare and technology. Individual staff needs were also addressed through training in Best Start, mathematics, comprehension, behavior management and educational leadership. Administration staff completed technology courses to assist them in managing the school’s records. The General Assistant received training as part of DEC compliance.

During 2012 four new scheme classroom teachers were working towards accreditation and one new scheme classroom teacher was maintaining accreditation at Professional Competence.

State

NSW Primary Principals Association – State Council Meetings; and Primary Principals Association State Conference. PLATFORM training

Regional

Primary Executive Network Meetings (PEN); Best Start programs; Live Life Well at School; Flying Squad - Debating

Local

Early Stage 1 and Stage 1 Network meetings; Supporting Children with Special Need; Computer Coordinators Meetings, Sutherland Shire Teacher Librarian Meetings; Sutherland Shire Schools Music Festival Choir Inservice; Learning and Support Network Meetings; LaST Training and Development; Sutherland Primary Principal’s Meetings, Super Six Strategies of Comprehension; Public Speaking; Support Students with Sensory Impairment; Teaching Physical Activities to Students with Disabilities, Can I Persuade You?; Reading Matters; OASIS; Future of Learning – Mark Treadwell; and Digital Citizenship.

School

Anaphylaxis Training; Child Protection; Code of Conduct; CPR; Emergency Care; Emergency Management Plan; Comprehension; Spelling; North Coast Mathematics Program; Asthma Management; Student Welfare; Comprehension Strategies, Working Mathematically and Problem Solving.
School Development Days 2012

Term 1
Dr Charles Burford – Authenticity in Schools – Relationships and Learning

Term 2
Live Life Well @ School;
Super Six Comprehension Strategies

Term 3
Super Six comprehension strategies and developing units of work

Term 4
CPR inservice and certification; SPALDING Spelling; Performing Arts Concert planning for 2013; and Student Welfare review.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Quality teaching and learning programs in literacy and numeracy resulting in increased overall literacy and numeracy achievement for every student in line with state and regional targets.

2013 Targets to achieve this outcome include:

- Improved student understanding and achievement in comprehension resulting in students reaching their potential.
- Improved teacher knowledge of comprehension skills and applying this knowledge in the development of teaching and learning programs K-6.
- Improved student performance and skills in problem solving and working mathematically.
- Improved teacher competency in planning, programming and assessing teaching and learning in numeracy.
- 100% Year 3 and Year 5 students to be above minimum standard in Reading and Numeracy.
- 2% growth in Band 6 (Year 3) and Band 8 (Year 5) in Reading and Numeracy.
- A focus on reducing the spike in middle bands down to State average.

Strategies to achieve these targets include:

- Continued teacher professional learning through involvement in the Focus on Reading Regional Project.
- Promotion of collegial discussion and reflection and the collaborative development of a variety of literacy programs including Notebooks.
- School based professional learning to further support and reinforce the learning undertaken as part of the regional project—Focus on Reading.
- Purchase of quality literature resources for staff and students to enhance understanding and implementation of the targeted comprehension strategies.
- Upskilling staff in the implementation of the new National Curriculum NSW English Syllabus.
- Professional learning in and implementation of a K-6 spelling and grammar program based on aspects of Spalding.
- Collaborative planning and programming in mathematics using the North Coast Mathematics Scope & Sequence.
- Familiarisation of the Literacy Continuum leading to the development of explicit teaching and learning programs targeting the students’ individual needs.
- Providing opportunities for community members to increase awareness of successful teaching and learning strategies in literacy and numeracy.

School priority 2

Outcome for 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.

2013 Targets to achieve this outcome include:

- Improved teacher understanding of NSW English Syllabus for the Australian Curriculum in order to implement it in 2014 with a focus on the 21st century practices.

Strategies to achieve these targets include:

- Professional learning in developing Notebooks to support literacy across all Key Learning Areas.
- Upskilling of teachers in the content of the NSW English Syllabus for the Australian Curriculum to support multimodal learning.

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

2013 Targets to achieve this outcome include:

- 90% of students achieving the highest level in school-wide reward system.
- 10% reduction in office referred behaviours.
- All students participating in the Leaders of the Future Program successfully completing the program.
- The majority of students in all classes participating in Crunch and Sip on a daily basis.

Strategies to achieve these targets include:

- The review of the whole school reward system, implementing appropriate changes and enhancements where required to ensure a fair, equitable and consistent process across K-6.
- The development and implementation of specialised group and individualized programs for students with at-risk behaviour both in the classroom and the playground in collaboration with specialised staff such as the school counselor, the Learning and Support Teacher, the vision and hearing support teachers and other regional support staff.
- Consistency in referral of office and classroom managed behaviours.
- Consistent school-wide implementation of the classroom and playground behaviour expectations matrixes.
- The review of the school student leadership programs such as Leaders of The Future and implementing changes and enhancements where appropriate.
- Continuation of the successful ‘Live Life Well @ School’ and ‘Crunch and Sip’ programs K-6 promoting healthy lifestyle choices.

School priority 3

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- Educational leaders who have expertise to lead curriculum change to meet the needs of 21st century learners
- Strong cohesive teams with all staff empowered to move in the same direction – where individual effort and expertise is utilised and acknowledged across the school.

Strategies to achieve these targets include:

- All teaching staff successfully completing the Focus on Reading professional learning course.
- All staff actively participating on a nominated school target team.
- All teachers having a Professional Learning Plan.
- Building leadership capacity in all staff through mentoring and roles and responsibility distribution for continual school improvement.
- Refining and implementing performance management strategies for Teacher Assessment Review, Executive Assessment Review and Principal Assessment Review.
- Professional learning directly linked to the school targets as well as individual goals for professional development.
About this report

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

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Ruth Leal  Assistant Principal
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Sheridan Smith  Relieving Assistant Principal
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: