Bankstown South Infants School
Annual School Report 2013
School context
In 2013 there were ninety six students enrolled in four mainstream classes, as well as a Preschool and an Early Intervention Preschool at Bankstown South Infants. We formed one Kindergarten class,(KH) a Kindergarten/Year One composite class (K/1B), a Year One class (1C) and a composite Year One/ Two class (1/2J). We had 20 Preschool students attending our Preschool on Mondays and Tuesdays and 20 who attended on Wednesdays, Thursdays and Fridays. We had 7 Early Intervention Preschool students attending our Early Intervention Support Class on Mondays, Tuesdays and Wednesdays and 7 who attended on Thursdays and Fridays. A further seven students received resourcing support by the Early Intervention teacher at various preschools within our region.

Principal’s message
2013 has been a very successful and enjoyable year at Bankstown South Infants. The school has continued to grow and continues to demonstrate excellence in many areas.

Enrolments continue to rise and the Preschool continues to inject greater numbers into Kindergarten classes demonstrating a high level of community satisfaction. Many families are retaining siblings within the school up until Year 2 rather than attempting to move younger siblings when the eldest member of the family makes the transition to a Year 3 class in a neighboring facility. Parents indicate that the high level of student attainment in Literacy and Numeracy as well as the consistent dedication from staff sets the school apart from others and provides the students with a sense of belonging that is immeasurable.

The teaching staff increased slightly with the employment of three additional teachers employed to facilitate programs in Technology, Creative and Practical Arts and support in Literacy and Numeracy programs. These were funded through the Transitional Equity Funding Program as well as the National Partnerships Low Socio-Economic program.

The school received its final year of funding through the Federal Government’s National Partnerships Low Socio-Economic program and has implemented a number of programs to enhance student achievement and engagement. This funding has also assisted with updating resources particularly in the area of technology.

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.

Sharon Curran
Principal

P & C message
2013 was a very positive year for Bankstown South Infants School.

Thanks to the small but dedicated members of the P&C we were able to achieve so much. Our main goal for 2013 was to get a proper security fence that was appropriate and most importantly keeping our students SAFE!

Our goal was to raise enough money to make this possible. We approached Bankstown Sports Club who kindly donated $5000.00 and also Bankstown Council who donated $1500.00. We also raised money within our school thanks to the generosity of our students, parents and teachers with our chocolate fundraising, selling ice blocks and of course our major Fundraisers which are Mothers Day, Easter Raffle and Fathers Day.

With all of these contributions we were able to raise enough money to achieve our goal to pay for the security fence.

Due to all the emails and phone calls that were made to the Department of Education and Communities and approaching our local newspapers, on the last day of term 4 we received news that we were getting our fence and it would be completed in 2014.

It was also very pleasing to receive news from the Department of Education and Communities Asset Management team that we would also be having major building works completed to erect a new toilet block replacing the schools original structure.

Apart from all this we were visited by two special visitors, firstly at our Easter Hat Parade the Easter Bunny came to visit, and for the first time we had Santa Claus come to visit after our school picnic,
delighting all of the students and sharing a small treat with them.

None of these great things could have happened if it wasn’t for the hard work and dedication of all the parents who were involved in making these special events come true for our students and making Bankstown South Infants School a joy to be part of.

On a personal note I have enjoyed being part of the P&C in 2013 and I would like to thank all the helping hands we have had during this successful year.

I hope in 2014 more parents get involved in the P&C so we may do greater things within our fabulous school and all our students can benefit from our achievements.

Julio Marin
President

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>
<th>2009</th>
<th>2010</th>
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Student representative’s message

In the year 2013 I had the privilege of being the School Ambassador at Bankstown South Infants School. I was extremely lucky to have attended such an amazing school with the most inspiring teachers. When I was chosen for the position of being the school ambassador both myself and my family were very proud. I really enjoyed the activities and opportunities I was given. I would love to extend my thank you to Mrs Simpson and all the teachers who selected me, because it was an opportunity of a life time.

Bankstown South is the best school I have ever been to. It has the most beautiful teachers and it was a school I loved attending. Thank you to all the teachers that made it possible for me to hold this position.

Zeinab Sabra
School Ambassador 2013

Student enrolments

Enrolments

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<th>Year</th>
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**Student attendance profile**

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<td>96.0</td>
<td>94.9</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are no Aboriginal staff members within the school context at present. There were an additional two staff employed at the school using National Partnership Low-SES Communities funding.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<td>NSW Institute of Teachers Accreditation</td>
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**Mrs Benstead**

After 39 years of loyal service our School Administrative Manager retired to pursue her love of reading, spend quality time with her family and spend some well earnt time relaxing. Mrs Benstead has fulfilled the role of School Administrative Manager at Bankstown South Infants for 24 years and had experienced enormous change in the educational arena during that time. Her long standing association with the school community meant that she had also seen some families attend the school across 2 generations.

Mrs Benstead loved her role and her school and will be greatly missed by the staff, students and families. We wish her a long and happy retirement.
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>Total income</strong></td>
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<td>Teaching &amp; learning</td>
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<td>Maintenance</td>
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<td><strong>Total expenditure</strong></td>
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<td><strong>Balance carried forward</strong></td>
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The funding received through National Partnership on Low Socio Economic Status School Communities and Priority Schools Program funding was expended on Professional Learning for staff and teaching and learning programs.

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

Arts

During 2013 there was a significant emphasis on the development of opportunities for student involvement across many areas of the Arts.

Several students entered Artworks in the South Western Sydney Environmental Calendar Competition, although no contributions were considered for inclusion this year, the students created some amazing pieces and were very proud of their efforts.

We had drama performances by Year One and Two students at our Education Week Assembly and every student created a hat to wear in the Easter Hat Parade where we were joined by 89 parents.

Dance

Bankstown South Infants School provided the opportunity for students to develop and showcase their dancing ability once again this year. The Stage One dance troupe comprised of a group of 20 students with a mixture of boys and girls from Years one and two. The students met once a week to learn two Jazz routines – “What time is it?” from the movie ‘High School Musical’ and “Footloose”. The Troupe performed on a number of occasions including Open Day, Education Week and Presentation Night.

Choir

The school choir has been busy this year. The choir was made up of ten Year one and Year two students, who regularly met throughout the year to develop their vocal talents, learn a range of new songs and fine-tune their performance skills. The choir performed on a number of occasions including Open Day, Education Week and Presentation Night. Their behavior, performance skills and singing were truly excellent.

Sport

Bankstown South Infants had a very enthusiastic and energetic 2014. The students were involved in a range of sporting programs which had the children’s heart racing and their legs pumping.

Year one and year two children were involved in swimming at Revesby Swimming Pool in Term One. The children had a great time and developed some essential water skills which are very important in their everyday lives.

During Term One and Three all students throughout the school participated in the Sports Skills for Life program. This program has been running in our school for ten years. It provides the children with a range of sporting skills which can be used in most sports. The children loved learning new skills and applying them to a game situation.
The children also participated in a Dance2BFit program in Term Two. Dance2bfit is an energetic, innovative and fun way to get fit with the latest dance styles to popular music tracks. This is a great program to improve the fitness levels of students while they are having a great time. Dance2bfit has been developed specifically for NSW Primary Schools under the PDHPE syllabus where students have fun, learning a new dance each class. Professional dance instructors visited our school once a week to teach the students fun dance moves that help improve coordination and create opportunities for students to gain self-esteem and confidence.

The whole school participated in a Gymnastics program in Term four. This program taught the children specific gymnastics skills whilst developing overall fitness, core strength, flexibility and enhancing spatial awareness.

All K-2 students also participated in a new school program called Crunch and Sip. Crunch and Sip is a set break to eat fruit or salad vegetables and drink water in the classroom. Students re-fuel with fruit or vegetables during the morning or afternoon, assisting physical and mental performance and concentration in the classroom. This program proved to be very popular with the children and they enjoyed comparing the different kinds of healthy snacks they brought along.

**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)

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

**Reading**

- 83.3% of students achieved at or above national minimum standard with 44.4% achieving in bands 5 and 6.

**Writing**

- 100% of students achieved at or above national minimum standard with 50% achieving in bands 5 and 6.

**Spelling**

- 100% of students achieved at or above national minimum standard with 61.1% achieving in bands 5 and 6.

**Grammar and Punctuation**

- 100% of students achieved at or above national minimum standard with 61.1% achieving in bands 5 and 6.

**Progress in Literacy**

The focus in 2013 has been to continue targeted, specific support for our at risk literacy learners in Year One and Two. These students have received extensive individual and small group support during literacy sessions.

The support has been delivered by the Learning and Support Teacher and the Reading Recovery teacher working in the classroom to assist classroom teachers to implement the explicit and systematic teaching of Phonemic Awareness and spelling strategies. This has flowed on from support introduced in 2012 in comprehension skills.
NAPLAN Year 3 - Numeracy

Numeracy
- 94.4% of students achieved at or above national minimum standard with 44.4% achieving in bands 5 and 6.

Data, Measurement, Space and Geometry
- 94.4% of students achieved at or above national minimum standard with 27.7% achieving in bands 5 and 6.

Number, Patterns and Algebra
- 83.3% of students achieved at or above national minimum standard with 61.1% achieving in bands 4, 5 and 6.

Progress In Numeracy
Ensuring all strands of Mathematics are given equitable teaching time throughout classroom programs continues to have a positive effect on our NAPLAN results.

Count Me IN Too remains a priority and this is being expanded through the development of teachers engaging in ongoing professional Learning in the TENS (Teaching Early Numeracy Strategies) program.

All staff are included in the professional learning and are supported within the school by a TENS coordinator who delivers demonstration lessons and follow up visits to observe staff implementing the program and differentiating lessons to meet individual student’s needs.

Other school based assessments
Best Start
Bankstown South Infants School continues to utilize Best Start assessment data to correlate and drive the implementation of explicit and systematic teaching to improve individual student’s achievements in English and Mathematics. Early Learning plans are reviewed and student achievement data is recorded every 5 weeks so that Best Start reports can be generated and shared with parents regularly and consistently. Parent information sessions are held once a term to discuss student achievement and needs analysis.

Stage Based Assessment Tools
Early stage one teachers utilize a range of tools to assess, track and report on student progress. These include-
- Best Start
- Running Records
- Words I Can Write
- Hearing and Recording Sounds
- SENA
- Learning Journals

Stage One teachers use a range of tools to assess, track and report on student progress.
- Best Start
- Running Records
- Words I Can Write
- Hearing and Recording Sounds
- South Australian Spelling Test
- B.U.R.T
- Concepts About Print
- SENA
- Learning Journals

Other achievements
Public Speaking
Our student’s public speaking skills continue to develop annually. The program is highly supported by the staff and families. All students participate at their grade level and then finalists are chosen to compete at the district competition. Whilst we didn’t have any district finalists in 2013 we had one student who received a highly commended award.
School Gardening Club

In 2013 the school gardeners worked with Ms Haywood to weed the gardens, place mulch and gardening accessories into gardens they established in 2012 and water regularly, as it was quite a dry year. Several small bushes and native plants were added to the school surrounds and have enhanced our school environment in a very positive manner. The students enjoy taking pride in their surrounds.

This process is ongoing, and further assessments will be conducted in the future.

The SLSOs (Student Support Learning Officers) were required to formalise their qualifications in line with the new standards. As a result the two Preschool Assistants achieved the qualification of Certificate III in Child Care Studies.

Next year will see changes to the way in which we offer enrolment in Preschool, which has been brought about by the Government’s policy of Universal Access. In the meantime we continue to develop close relationships with our families, and enjoy seeing returning and new families as part of our growing bond with our local community.

Early Intervention Support Class

The EISC catered for a group of seven children on Mondays, Tuesdays and Wednesdays and another group of seven students on Thursdays and Fridays. The Resource Program comprised of seven students in mainstream preschool settings. They were visited on a fortnightly basis and given an opportunity to have an individual program within their preschool setting.

The students had various disabilities including autism, moderate to severe language delays and global developmental delays. A high percentage of children presented with autism and no intellectual disability.

The children involved in the program in 2013 were transitioned to a variety of school settings for 2014. Six students were transitioned into regular classes in mainstream schools, one of these students to our own school. Two students were transitioned into support classes within mainstream schools and ten students went into schools for specific purpose, six of which went to the newly opened George Bass School. Four students went to independent schools.

We continued our strong interschool-school relationship with Caroline Chisholm School and went there on an excursion with the three-day group. We were picked up by the school bus and we had a great time playing and singing with the students there. The three-day group also participated in the Book Week parade and enjoyed the experience of dressing up and parading in front of the school.

The two-day group participated in the gymnastics program with kindergarten and this was a
valuable integration program for the students as well as a great program for developing their gross motor skills.

Both groups thoroughly enjoyed our cooking experiences. We cooked things such as pikelets, fairy bread and popcorn and wrote procedures with pictures and words to explain what we were doing.

By the end of the year, many of the children made significant improvement in their communication and social skills. Parents and staff were pleased with the depth of their learning and the significant gains that the children had made.

**Engagement Through Technology**

Bankstown South Infants School has embraced interactive learning and has a strong focus in creating 21st Century digital learners. All classrooms have an interactive whiteboard and we installed Wireless internet across all classrooms. We also have 16 school iPads, 10 laptops as well as 5 desktop computers in each classroom.

The final year of National Partnerships money was used to employ a full time teacher to assist with the implementation of technology within the classrooms. The teachers team taught and worked together to find ways to utilise the iPads, laptops and computers to enhance their students learning. They used interactive technologies to create digital presentations, websites, e-books, research and to supplement a range of software programs that were already present at the school.

The iPads were extensively used in classrooms from K-2, they enhanced student learning and provided a unique and fun way for the students to embrace their learning. With the installation of a wireless network to cover the 4 main classrooms, library and staffroom it meant that students could have internet access across most of the school.

Three teachers attended the 2 day Inspire, Create Innovate ICT conference at the beginning of the year; they then used their new learning to implement a few new programs and activities within their own classrooms. All teachers were actively engaged in developing and sharing resources to enhance their class work and learning programs.

Bankstown South Infants School also implemented a fortnightly 'School News Bulletin'. This was created by the ICT teacher. Each classroom shared something they had been learning over the fortnight. This information was put into a Movie Maker production that was filmed by the year two students. The school news helped share and promote the happenings in our school to the community and parents.

**Reading Recovery**

The Reading Recovery program addresses the needs of Year One students who are having difficulties learning to read. It is an intensive 1:1 program that focuses on developing students’ reading and comprehension skills as well as increasing fluency levels and beginning writing skills. The school is allocated a teacher to work with two students daily and we also fund an extra student out of school funds.

In 2013, nine students entered the Reading Recovery program. Seven students discontinued the program successfully and two students were referred off the program after twenty weeks instruction.

**Significant programs and initiatives**

**Aboriginal education**

The school had two Indigenous students in 2013 one of those being in Preschool. The student in K-2 had an individual learning plan that was developed between the class teacher, the Learning and Support Teacher and the parent.

The school ensures that Indigenous culture and heritage is celebrated and respected as well as included in all areas of the curriculum. Staff have participated in professional learning about “8 Ways of Learning” and embedded these practices into their programming and planning.
**Multicultural education**

Bankstown South Infants School has a richly diverse multicultural population with 98% of our students speaking English as their second language. Our school holds Harmony Day celebrations in Term one and we focus on the diversity of our school population as well as the values of cultural inclusion and tolerance.

Classroom programs have a strong emphasis on enriching student’s experiences through recognition of the cultural backgrounds and practices of our families and how these are valued within our school community.

**Values Education**

The school has a highly structured approach to Values Education. Weekly scripture classes are held for all Islamic students and Catholic/Christian students. As well as this all classes focus on a fortnightly “value” which is explicitly taught and included in all learning programs. Students exhibiting that value are recognized and receive a certificate for their efforts in that area. The value being focused on is also displayed around the school, talked about at assemblies and photos of certificate holders are displayed in the office on a special noticeboard. Students replicate the behaviors associated with the value that is focused on and fewer behavior referrals are made to the Principal.

**Transitional Equity Funding**

Our school received Transitional Equity Funding in 2013 which included a 0.1 allocation for a teacher.

This allocation was used to increase support in classrooms for students in Year one and two who were identified by the Learning Support Team as “at risk literacy learners”. Student reading results at the end of term four indicated that these students reading levels increased to stage levels and above.

**National partnerships and significant Commonwealth initiatives (participating schools only)**

2013 was our schools final year of involvement in the National Partnerships Lowe Socio-economic School Communities funding program.

Across the four years the school was able to provide significant Professional Learning for staff in Accelerated Literacy, Grammar in Teaching, Technology in Maths Mentoring program and Inspire, Create, Innovate ICT Conference participation.

The skills, knowledge and development of teaching staff has enhanced the learning programs offered to students, strengthened teachers focus on school targets in Literacy, Numeracy and engagement and impacted on sustained improvement in student learning outcomes.

Resources that were purchased under this program have enabled the school to more equitably meet student needs and align ourselves with schools of a similar size in more advantaged communities.

**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 families
  The whole school community is involved in this process including parents, students and staff.
- Focus discussion groups undertaken at parent meetings and workshops.
- Focus discussion groups undertaken with students.
- Examination of and evaluation of teaching and learning programs.
- Examination of and evaluation of the schools plans and associated targets.

**School planning 2012—2014: progress in 2013**

**School priority 1**

School based data will show each student’s continual achievement in relation to stage outcomes in Literacy.
Outcomes from 2012–2014

Increase the number of students achieving at or above stage outcomes in literacy by 2%.

- 80% of Kindergarten students achieve Cluster 4 or above in all aspects of the Literacy Continuum.
- 83% of Year One students achieve at or above Cluster 6 in all aspects of the Literacy Continuum.
- 90% of Year Two students achieve at or above Cluster 8 in all aspects of the Literacy Continuum.

Evidence of progress towards outcomes in 2013:

- Overall school-based data indicates that 89.3% of students are achieving at or above stage standard in Reading and Writing
- 78% of Kindergarten achieved Cluster 4 or above in all aspects of the Literacy Continuum.
- 93.9% of Year One students achieved at or above Cluster 6 in all aspects of the Literacy Continuum.
- 76% of Year Two students achieved at or above Cluster 8 in all aspects of the Literacy Continuum.

Strategies to achieve these outcomes in 2014

- All staff engaging in continuing Professional Learning in relation to the English K-6 Syllabus for the Australian Curriculum.
- Intensive personalized specialist assessment and intervention for students with more complex literacy needs.
- Development of high quality feedback to and from students resulting in engaging and challenging learning and support for all students.
- Consistent explicit teaching of phonics and spelling strategies.
- Regular analysis and review of Best Start Early Learning Plans.

School priority 2

School based data will show each student’s continual achievements in relation to stage outcomes for Numeracy.

Outcomes from 2012–2014

Increase the number of students achieving at or above stage outcomes in numeracy by 2%.

- 73% of Kindergarten students will achieve Level 2 Figurative on the Best Start Numeracy Continuum.
- 76% of Year One students will achieve Level 3 on the Best Start Numeracy Continuum. (In the first 4 elements.)
- 83% of Year Two students will achieve Level 4 Facile on the Best Start Numeracy Continuum. (In the first 6 elements)

Evidence of progress towards outcomes in 2013:

- 97.1% of students in Kindergarten
- 97.1% of Kindergarten students achieved Level 2 Figurative on the Best Start Numeracy Continuum.
- 100% of Year One students achieved level 3 on the Best Start Numeracy Continuum in the first 4 elements.
- 61.9% of students achieved Level 4 Facile and beyond on the Best Start Numeracy Continuum in the first 6 elements.

Strategies to achieve these outcomes in 2014:

- Continued implementation of Teaching Early Numeracy Strategies Program (TENS).
- All staff will continue to engage in Professional Learning on the “Units of Learning” Mathematics K-6 Syllabus for the Australian Curriculum.
- Regular analysis and review of Best Start Early Learning Plans.
- Development of high quality feedback to and from students resulting in engaging and challenging learning and support for all students.
- Professional Learning focused on Working Mathematically.

School priority 3

School structures, practices and teaching and learning programs respect and respond to the diverse needs and unique characteristics of every student.
Increase engagement through quality learning for all students.

**Outcomes from 2012–2014**

- 80% of students will demonstrate stage appropriate technological skills.
- All staff will be able to demonstrate growth in the development of and implementation of their technological skills and knowledge within personal professional learning plans.

**Evidence of progress towards outcomes in 2013:**

- 82.6% of students demonstrate stage appropriate technological skills.
- 100% of students are able to use the iPads to access apps relating to mathematics programs.
- All staff can demonstrate increased implementation of their technological skills and knowledge and how it is embedded into teaching and learning programs.

**Strategies to achieve these outcomes in 2014:**

- Professional Learning relating to quality feedback strategies to develop students understanding of personal learning goals and achievement levels.
- Continued Professional Learning relating to differentiation of the curriculum to more accurately address student learning needs.
- Increased staff self-reflection and self-assessment around the National Professional Standards for teachers to ensure high quality effective teaching for our 21st century learners.

**Professional learning**

Extensive Professional Learning was undertaken by staff throughout 2013 and included:

- Teaching Early Numeracy Strategies (TENs) engaging students in explicit, systematic, differentiated learning in Numeracy.
- Modules of Learning in English K-6 NSW Syllabus for the Australian Curriculum.
- Modules of Learning in Mathematics K-6 NSW Syllabus for the Australian Curriculum.
- TICL (Training in Interaction, Communication and Literacy) assisting in teacher’s knowledge to pilot an innovative, capacity building, communication enhancement model to create a community of learners.
- Use of iPads to enrich teaching and learning programs.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school.

Parents were asked to complete a survey that was designed to determine the school’s strengths and areas for improvement.

Students were asked to give feedback to their class teachers around the same elements.

Their responses are presented below.

- 100% of parents agreed that their children were confident users of technology and it assisted with their learning at school.
- All students believe they are using technology to improve their learning.
- All students find using technology in the classroom fun and important.
- 95% of parents supported using apps and software programs to support student’s homework in Literacy and Numeracy.
- 25% of parents indicated that their child’s technological understandings exceeded their own technological knowledge.
- 100% of staff believed the Professional Learning undertaken around technology had improved their practice.

**Program evaluations**

**Background**

The school has evaluated its Student Welfare and Discipline Policy and practices and the Attendance Policy during 2013. All families were asked to complete a survey on the current policy and there was a 84% return of responses. Year two students were asked to respond to a set of similar questions. Staff also responded to a
survey and were actively involved in the policy evaluations.

Findings and conclusions

There was a significant degree of satisfaction around the school's current discipline policy and practices relating to student welfare.

- 100% of parents felt the three school rules were adequate and appropriate for young learners.
- 45% of parents felt teachers did not give out enough awards.
- 100% of parents indicated that teaching values and manners was a high priority.
- 89% of Year two students thought that students at our school were very well behaved most of the time.
- 93% of students felt that teachers were fair and kind.
- Most staff indicated that Year two students were responsible role models.
- 100% of students strongly agreed that attending school everyday improved their learning.
- 100% of students agree that they enjoy coming to school.
- 80% of staff indicated that parents did not understand their legal responsibilities around attendance issues.

Future directions

- Parents will be requested to read policy on the schools website to ensure they understand their responsibilities regarding student attendance.
- Year two students will be mentored to conduct weekly assemblies in 2014.
- The Student Welfare Policy will clearly articulate the number and frequency of class and playground awards to be distributed to students on a daily basis.
- The Values Education plan will be advertised within the school so that parents are aware of its content and focus.
- Irregular attendance monitoring will be implemented strategically according to the policy.
- Both policies will be reviewed in 2016.

About this report

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

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