Our school at a glance

Students
In 2012 there were eighty two students enrolled in four mainstream classes, as well as a Preschool and an Early Intervention Preschool at Bankstown South Infants. We formed two Kindergarten classes, a Year One class and a Year Two class.

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 were given resourcing support by the Early Intervention teacher at various preschools within our region.

Staff
The school staff have remained consistent with the previous year. Students are fortunate to receive support from a number of staff including an English as a Second Language teacher, a Support Teacher Learning Assistance, an Arabic and Vietnamese Community language teacher, a Reading Recovery teacher and a Support Teacher Learning Assistance (Literacy) employed from National Partnerships Low-socio Economic School Communities funding.

The Preschools are highly resourced with full time School Learning Support Officers who share the implementation of the outstanding teaching and learning programs that are delivered within the Early Years Learning Framework in each setting.

The school has one School Administrative Manager and one School Administrative Officer who are integral and reliable members of the whole school team.

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

Significant programs and initiatives
During 2012 the school was fortunate to access funding from National Partnerships Low Socio-economic School Communities Program to enhance learning programs for students. The high quality literacy programs in classrooms were supported with Accelerated Literacy and additional staff were employed to provide extra assistance for students with English as their Second Language and students with learning difficulties. Collaboration between classroom teachers and support staff to plan and program for students needs was successfully implemented and was driven by the schools literacy learning targets.

Bankstown South Infants was also very successful in extending the implementation of the Best Start program throughout the school in both Literacy and Numeracy. There was also significant funding applied to enhancing staff and student technology skills, particularly in the development of authentic learning tasks.

Messages
Principal's message
Bankstown South Infants continues to provide quality early childhood education.

Our school continues to attract a significant number of applications for our Preschool and the school is beginning to see a steady growth in the number of students transitioning from the Preschool to the K-2 classes. This year we experienced our highest enrolment of Kindergarten students requiring us to form two classes. The school prides itself on the close relationships we share with our community and the families of our students.

Our community and families have been very supportive this year in assisting the school and the P & C to raise funds to complete a refurbishment of our Early Intervention Preschool. They have also subsidized our School
Swimming Scheme costs and paid for our annual school picnic day.

The school has also developed a close partnership with Padstow North Primary School where many of our Year Two students seek enrolment for their Years 3-6 placement.

The students attending Padstow North have also achieved highly in the NAPLAN assessments this year.

The ongoing and diligent dedication of the whole school teaching and administrative staff is the key element in ensuring the wonderful success the school is privileged to enjoy. Their efforts are appreciated by myself, the parents and wider community.

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

P & C and/or School Council message

During 2012 Bankstown South Infants School P&C consisted of a small group of dedicated parents who worked very hard to organize fundraisers within the school.

Our aim as the P&C was to raise funds for our Early Intervention Playground and also to purchase a new BBQ for the school so that we may continue doing our sausage sizzles on special events.

The P&C organized a sausage sizzle at the Bunnings store at Greenacre which was a huge success thanks to all the parents who gave up their time to help out during the day, and to the donations we received from a variety of business’s.

We also organized things for the Easter Hat Parade, such as an Easter Egg Hunt and Hampers for the raffle prizes and also the Easter Bunny came and visited which all the students were very excited about. For the Christmas Parade the students donated different items for the raffle prizes and with that we put together over 30 Hampers.

During Fathers Day and Mothers Day we arranged a variety of gifts for the students to purchase. The students really enjoyed choosing their own presents for their Mum and Dad.

One of the most exciting days for the students is the end of year picnic, where the P&C provided a BBQ lunch for all the students, teachers and also parents to come along and share this great day full of activities and great fun for all. We had wonderful weather and once again thanks to all the Mums & Dads who helped with the Sausage sizzle and the set up.

After all the fundraising the P&C did for 2012 we were able to help with providing the Early Intervention Preschool with a brand new shed, a Water Feature and improve the Playground and also provide the School with a New BBQ.

I must say on a personal note that I have enjoyed being part of the P&C in 2012 and thanks to all the helping hands we have had during this successful year. I hope more Parents get involved in 2013 so that the P&C can achieve a lot more for our wonderful School and students.

Julio Marin  P&C President

Student representative’s message

I would like to say a big thank you to all the teachers at Bankstown South Infants School. I have been at this school since Kindergarten. Every year I have had great teachers who taught, helped and inspired me in many ways. Bankstown South Infants is the best school in the area in many ways and I will take all my good memories with me. I also enjoyed all the fun activities and fun days we had at the school.

To all the teachers I would like to say – Keep up the good work as us students really do appreciate the work you do to teach us with such pleasure and most of all I enjoyed being School Ambassador in 2012. Once again, I will sadly miss this school.

Tony Wong

School Ambassador 2012
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.

Student enrolment profile

Our enrolment profile remains steadily consistent increasing slightly each year. The total enrolment for 2012 including Preschool and Early Intervention was 118. The table below gives K-2 data only.

<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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<td>38</td>
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<td>Female</td>
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<td>22</td>
<td>24</td>
<td>23</td>
<td>31</td>
<td>37</td>
</tr>
</tbody>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no indigenous members of staff.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Teacher of Preschool</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Early Intervention</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Community languages</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
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<td>Support Teacher Learning Assistance</td>
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</tr>
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<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
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<td>Total</td>
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The table below gives K-2 data only.

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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>97.4</td>
<td>95.1</td>
<td>93.9</td>
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<td>97.4</td>
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<tr>
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<td>93.7</td>
<td>97.0</td>
<td>96.0</td>
<td>94.9</td>
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</table>

Management of non-attendance

Attendance is managed by the Principal and is monitored by the Home School Liaison Officer assigned to our school. The school generally has an above average attendance rate, however the liaison officer has assisted some families with punctuality issues.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
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>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>50683.76</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>537771.48</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning               |            |
| Key learning areas                | 10677.78   |
| Excursions                        | 6138.94    |
| Extracurricular dissections       | 22775.93   |
| Library                           | 1611.41    |
| Training & development            | 29519.89   |
| Tied funds                        | 81264.22   |
| Casual relief teachers            | 16798.29   |
| Administration & office           | 30571.82   |
| School-operated canteen           | 0.00       |
| Utilities                         | 23896.92   |
| Maintenance                       | 4902.72    |
| Trust accounts                    | 48987.73   |
| Capital programs                  | 18.20      |
| **Total expenditure**             | 277163.85  |
| **Balance carried forward**       | 260607.63  |

The funding received through Low Socio-economic Status School Communities National Partnership was expended primarily on teaching and learning programs and professional learning for staff.

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

During 2012 our students were involved in a number of experiences.

In term three they visited Bankstown Library during Book Week and also enjoyed the incursion from Bankstown library which was a storytelling and drama production.

Sparkles the clown entertained our preschoolers at the end of the year as part of their party celebrations.

Several students artworks were entered into the South Western Sydney Environmental Calendar Competition and two students received Highly Commended certificates.

Three students artworks were entered into the Operation Art project and all three were included in the gallery display at Sydney Olympic Park. Copies of the framed works are now hung throughout the school in the Library and the Principals office.

Students in the Dance Group also performed at Bankstown Sports Club as part of the Bankstown Performing Arts Festival. The remaining K-2 students attended the matinee performance as well.

Sport

Bankstown South Infants had a very physical 2012. The children were involved in a range of sporting programs which had the children’s legs racing and their hearts pumping.

In term one, our Year One and Two children were involved in an intensive swimming program at Revesby Swimming Pool. This consisted of ten, forty-five minute swimming sessions. The children had a great time and developed some essential water skills which are very important in their everyday lives. There was excellent progress made by all children.

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 nine years. It provides the children with a range of sporting skills which can be used in most sports. During term two children were involved in Dance sessions which were provided by Dance2BFit instructors. In term four our school participated in a ten week gymnastics program.

Throughout the year, children in Kindergarten to Year Two were also involved in the Premiers
Sporting Challenge. The challenge includes a range of initiatives with one common theme. This is to encourage students to become more active, more of the time! The program aims to engage young people in sport and physical activity and encourage them to lead healthy, active lifestyles.

Other

Public Speaking

During terms three and four all students participated in our in school Public Speaking Competition.

Three students, one from each grade were selected to represent the school in the District competition. Kasim Farhat represented Year 2, Soraya Mahafza represented Year 1 and Stephanie Haddad represented Kindergarten. All students spoke well and represented our school with pride.

School Gardening Club

Throughout 2012 we have established a Gardening Club held on Fridays at lunchtime. Students work with Ms Haywood and Mrs Simpson (when time allows) to carry out various gardening activities around the school. The students have planted shrubs and flowers in the flagpole garden and have also kept many weeds at bay in several gardens around the school. They have been responsible for the watering of plants throughout the summer months and for adding mulch and fertilizer to already established plants and trees. Their diligent hard work has resulted in lovely gardens and keeping the playground areas looking manicured.

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)

Reading – NAPLAN Year 3

Reading

- 70% of students achieved Bands 4, 5 and 6, the 3 highest bands, with 94.1% of students achieving the minimum standard.

Writing

- 66% of students achieved Bands 4, 5 and 6, the 3 highest bands, with all students achieving minimum standard.

Spelling

- 79.3% of students achieved Bands 4, 5 and 6, the 3 highest bands, with 94.2% of students achieving minimum standard.

Grammar and Punctuation

- 68% of students achieved Bands 4, 5 and 6, the 3 highest bands, with 89.1% of students achieving minimum standard.

Numeracy – NAPLAN Year 3

- 83% of students achieved Bands 4, 5 and 6, the three highest bands, with the same number achieving minimum standard.
Data and Measurement

- 66% of students achieved Bands 4, 5 and 6, the 3 highest bands, with 72.6% of students achieving minimum standard.

Numbers, Patterns and Algebra

- 69.6% of students achieved Bands 4, 5 and 6, the 3 highest bands, with 82.6% of students achieving minimum standard.

Progress in reading

The focus in 2012 has been targeted support for our at risk literacy learners in Years one and two. These students have received extensive individual and small group support during literacy sessions.

The support has been delivered by the Reading Recovery teacher working in the classroom to assist teachers to implement strategies that assist students reading and comprehension skills.

Accelerated Literacy continues to be a focus in all classes. Enrichment of students written and spoken vocabulary has impacted on students spelling achievements.

Progress in numeracy

Ensuring all strands of Mathematics are given equitable teaching time throughout classroom teaching programs has greatly enhanced the achievements of students in the NAPLAN results in Number, Patterns and Algebra. 40% of students achieved Bands 5 and 6.

Count Me In Too remains a priority within the school with all teachers using these strategies within the classroom Mathematics program.

The Best Start Literacy and Numeracy Leader has also worked with staff to ensure that Early Learning Plans and the Numeracy Continuum are utilized to support the planning and programming of Mathematics lessons.

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 and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Whilst our Aboriginal population is minimal the Aboriginal Education program within the school remains an integral part of our school culture.

This year we celebrated NAIDOC with a number of events that celebrate indigenous cultures and they included a performance from an Indigenous storyteller and an Aboriginal Dance Performance.

Multicultural education

Bankstown South Infants School has a richly, diverse multicultural population with 97% 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 in Literacy and Human Society and Its Environment also have a strong focus on enriching students experiences through recognition of the cultural backgrounds and practices of our families and how these are valued within our school community.

National partnership programs

In 2012 Bankstown South Infants embarked on its third year of inclusion on the Low SES Communities National Partnership Schools program. Many of the programs were an extension of those implemented in 2011.

The program has enabled the school to use significant funding to support the teaching and learning programs within the school. The staff and the community developed priority targets that included Literacy, Numeracy and Technology.

At risk students were supported in literacy and numeracy by increased Support Teacher Learning Assistance programs in both Accelerated Literacy and classroom experiences.

The strengthening of the processes implemented by the Learning Support Team were driven by the specific targets identified for our students and for the school.

Kindergarten students were supported by the E.S.L. and S.T.L.A. teachers and high quality team teaching programs. These programs consisted of
increased individualized learning programs and quality feedback to students and parents through Best Start implementation. Time was provided for staff to plan and explicitly teach, followed by time to critically reflect and improve their quality practices.

Staff development in Providing Quality Feedback was initiated and continues to be a focus for further development.

In 2012 we continued the intensive E.S.L. and S.T.L.A. support in Stage 1 classrooms an initiative that we began in 2011. Extra teacher time was bought to provide support for targeted students in the classroom and in small groups. After 2 years our data indicates that those supported students have improved student learning outcomes, increased confidence in their own learning and have developed and maintained strategies to assist their learning and transfer and generalize skills in a range of learning experiences. All teaching and support staff indicated in evaluations that this initiative was the most successful.

Other programs

Preschool
The onsite Preschool at Bankstown South Infants School caters for 40 children per week in their year before Kindergarten. Two groups of 20 children attend either 2 days or 3 days per week for a full year.

All Preschools and Child Care Centres across Australia are directed by a new set of guidelines and regulations that have come in over the last few years. Bankstown South Infants Preschool has embraced this new curriculum. Subtle changes in programming and intensive training for all staff means that the Preschool is running in accordance with the Early Years Learning Framework and the National Curriculum.

Fees for Preschool also underwent a review by the State Government, and as a result, fees were substantially increased. Many of our families benefitted from a subsidy offered by the Government and as a result we maintained full enrolment throughout the year.

The Preschool is an integral part of the school, and joined in activities and events whenever possible. Dance, gymnastics and sport programs were enjoyed by the Preschool children.

Many families came to Preschool with younger siblings, and it is these continuing close relationships with our community that make our Preschool unique.

Early Intervention Support Class
The EISC catered for a group of 7 children on Mondays, Tuesdays and Wednesdays and another group of 7 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, severe language delay, global delay and physical disabilities. By the end of the year, many of the children made significant improvement in their communication and social skills.

The children involved in the program in 2012, were transitioned to a variety of school settings for 2013. Six students were transitioned into schools for specific purpose, seven students were transitioned into support classes within mainstream schools and three students went into mainstream classes. Three students from the class program returned for a second year of Early Intervention and two children from the Resource program came into class program for 2013.

The re-development of the Early Intervention playground continued in 2012 with stage 2 being completed. This stage involved the creation of a dry riverbed area consisting of large stones and including plants and a water feature.

The EISC has been operating with Student Learning Support Officers who have been working on a temporary basis since the creation of the class. Towards the end of this year, the position was made permanent and advertised with over fifty people applying for the job. One of the current SLSO’s applied for the position and was successful in her application.
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 2 students daily and we also fund an extra student out of school funds.

In 2012, 8 students entered the Reading Recovery program. All students discontinued the program successfully.

Progress on 2012 targets

Target 1

Literacy

Outcomes for 2012–2014

• Improve reading skills of all students K-2.
• Improve teacher knowledge of Oral Language Development.
• Increase teacher knowledge and skills in Best Start through mentoring.

2012 Targets to achieve these outcomes include:

• Increase the number of students achieving at or above stage outcomes in literacy by 2%.
• 95% of Kindergarten students achieve Cluster 3 or above in all aspects on the Literacy Continuum.
• 92% of Year One students achieve at or above Cluster 5 in all aspects of the Literacy Continuum.
• 90% of students in Year Two achieve at or above Cluster 7 in all aspects of the Literacy Continuum.

Our achievements include:

• Overall 81% of our students met the Literacy target.
• 78% of Kindergarten students achieved this target. However this equates to 33 out of the 42 students.
• 80% of students achieved this target which equates to 16 out of 20 students.

• 86% of students achieved this target however this equates to 12 out of 14 students.

Target 2

Numeracy

Outcomes for 2012–2014

• Improved student performance in Numeracy K-2
• Increase teachers knowledge and skills in Best Start through mentoring.
• Teachers have enhanced skills in developing personalized Learning Plans to meet the needs of E.S.L. and Aboriginal students.

2012 Targets to achieve this outcome include:

• Increase the number of students achieving at or above stage outcome levels by 2%.
• 90% of Kindergarten students will achieve Level 2 figurative on the Best Start numeracy continuum.
• 92% of Year One students will achieve Level 3 counting on and back level on the Best Start numeracy continuum.
• 92% of Year Two students will achieve Level 4 Facile on the Best Start numeracy continuum.

Our achievements include:

• Overall 80% of our students met the Numeracy target.
• 31 out of 42 Kindergarten students achieved the target as per ongoing Best Start tracking and SENA assessments.
• 16 out of 20 students in Year One achieved the target as per ongoing Best Start tracking and SENA assessments.
• 12 out of 14 students in Year two achieved the target as per ongoing Best Start tracking and SENA assessments.

Target 3

Technology

Outcomes for 2012–2014

• Innovative technology usage will enhance learning in every classroom.
• Increased competency levels will be demonstrated by staff and students.

2012 Targets to achieve this outcome include:
• All staff will develop skills in the use of Blogs, Wikis, Podcasts and interactive multimedia tools.
• 95% of students will have stage appropriate skills in the use of Blogs, Wikis, Podcasts and interactive multimedia tools based on an existing matrix of technological skills.

Our achievements include:
• Planning sessions in stages have resulted in the inclusion of technological skills across the teaching and learning programs in all K.L.A.’s.
• Staff have participated in professional learning to develop knowledge and skills in teaching blogs and interactive multimedia tools.
• All Year Two students have developed skills in the use of Blogs and multimedia tools.
• All Year Two students have been experimenting with experiences in Webdesign.
• Year Two students have been involved in linking Lego robotics with learning programs in Science.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Literacy, Numeracy and Leadership.

The Evaluation process is conducted as the year progresses however the majority of the data is collected after Week 5 in Term 3. A series of meetings is held to analyse the data collected and to discuss the process and the future directions that evolve as a result of the planning process. The whole process included:

Interviews were conducted with members of the school community, including the following:
• members of staff
• students
• parents and family members

• community members
• Analysis of policies and programs, plans, budgets, assessment information, program evaluations and other documents seen by the school as informing the review
• Classroom observation
• Surveys were conducted online with all families.
• Surveys were conducted online with all staff in the areas of Literacy, Numeracy and School Leadership

Background
Surveys were conducted with students, staff and parents. Each survey focused on aspects of literacy and numeracy teaching within the school and also on the use of technology within classrooms.

Analysis of student achievement data, including NAPLAN analysis, although the data available to us is not able to be deeply analysed so we focused much more intensely on our Best Start information and school-based data.

Findings and conclusions
There is consistent evidence of
• Effective quality teaching and learning strategies that meet the needs of individual students and groups of students
• Students being engaged and challenged
• Effective delivery of differentiated learning experiences.
• Maintenance of a strategic and systematic assessment program.
• Linking all teaching, learning and assessment to the Best Start Literacy Continuum.
• Using Best Start analysis to inform the teaching of literacy using the continuum and Early Learning Plans.
• Nine “at risk” students accessed Reading Recovery.
• Specialized E.S.L. and S.T.L.A. programs supported students in the classroom.
• Stage teams analyse data and use it to inform Teaching and learning programs.
• Teaching staff complete Data Analysis Skills Assessment.
• Stage teams plan together regularly using Best Start and SENA data to develop strategies in consistent teacher judgement of student achievement of learning outcomes.

Future directions

After consultation with staff it was agreed that defining our targets in relation to Best Start data gives a more relevant and achievable direction that is closely linked to our specialized and specific K-2 context.

We need to more carefully define our predicted percentage benchmarks so they are more highly indicative of our small student numbers.

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.

81.8% of parents indicated that they were satisfied with how the school was run.
75.8% of parents are satisfied with the educational opportunities their child is getting at Bankstown South Infants School.
100% of staff indicated that the school leader builds relationships built on trust, collegiality and respect.
90.9% of parents indicate that the school leader communicates openly and honestly with the school community.
96% of students indicate that they enjoy coming to school.
84% of students indicate that they believe they are good at Reading and 88% of students believe that this is because their teacher expects them to do their best work at all times.

Professional learning

Professional learning funds allowed staff to take part in a wide range of activities designed to meet departmental, school and staff priorities as outlined in our Management Plan.

Primarily our major training occurred in Best Start and Quality Teaching.

Preschool staff were also highly involved in training to meet the needs of the Early Years Learning Framework and the National Quality Framework and Quality Improvement Plans.

Staff were also engaged in professional learning on the implementation of the Australian Curriculum.

Two staff members attended the Inspire, Innovate, Create Technology conference and then provided workshop sessions for remaining staff at school.

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

School based data will show each student’s continual achievement in relation to stage outcomes in Literacy.

2013 Targets to achieve this outcome include:

• 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.
Strategies to achieve these targets include:

- Continue with existing strategies and include
- Participation of all staff in Professional Learning in relation to the English K-6 Syllabus for the Australian Curriculum.
- Teachers will develop strategies for planning “Units of Learning” English K-6 around 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.

School priority 2

Outcome for 2012–2014

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

2013 Targets to achieve this outcome include:

- 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.)

Strategies to achieve these targets include:

- All staff will participate in Professional Learning in relation to the Mathematics K-6 Syllabus for the Australian Curriculum.
- Further professional learning in Teaching Early Numeracy Strategies (TENS)
- All staff trained in the development of Personalized Learning Plans.
- Intensive, personalized specialist assessment and intervention for students with more complex learning needs.
- Development of high quality feedback to and from students resulting in engaging and challenging learning and support for all students.

School priority 3

Outcomes for 2012–2014

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.

2013 Targets to achieve this outcome include:

- 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.

Strategies to achieve these targets include:

- Student technology audits conducted in Term One and Term Four K-2.
- Units of Learning will include technology tasks and will be linked to assessment.
- Tracking of skills will inform planning and programming across K.L/A.’s.
- All staff members will identify elements within their personal professional learning plans that are linked to technology target.
- Staff will engage in Professional learning focusing on developing authentic learning tasks that enrich student’s technology skills.

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.
Mrs Sharon Curran        Principal
Mrs Jeanine Bedwell    Class Teacher
Mrs Jill Long              Preschool Teacher
Mrs Carla Robinson       Early Intervention Teacher
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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: http://www.schools.nsw.edu.au/asr