2010 Annual School Report
Bankstown South Infants School

NSW Public Schools – Leading the way
Our school at a glance

Students
We have 20 Preschool students attending our Preschool on Mondays and Tuesdays and 20 who attend on Wednesdays, Thursdays and Fridays. We have 7 Early Intervention Preschool students attending our Early Intervention Support Class on Mondays, Tuesdays and Wednesdays and 7 who attend on Thursdays and Fridays. We also have 64 students enrolled in Kindergarten, Year 1 and Year 2.

Staff
The staff within the school have remained consistent with the previous year.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Messages

Principal’s message
Bankstown South Infants School continues to provide quality early childhood education.
Our students, staff and community work as a team to ensure the provision of a range of learning opportunities for all students Preschool to Year 2.
Our community recognises our commitment towards continual improvements in the following areas:
Literacy and Numeracy programs that focus on “getting the basics right”.
Making healthy lifestyles choices and having healthy bodies early in our student’s development in order to maintain lifelong health.
Strong student welfare programs, positive student behaviours and good manners.
Highly effective learning programs for students with specialized needs as well as a culture of inclusion and respect for individual differences.

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 message
During 2010 Bankstown South Infants School’s dedicated parents worked very hard with fundraising. We had many fundraisers – these are just a few that were very successful:-
We regularly held Little Cake Days once a month which were very popular with the students. Ice cream and Pizza days also proved to be very well received. Mother’s Day and Father’s Day were opportunities for families to buy personalized gifts which parents loved.
On the State Election day we sold Krispy Crème donuts to the public and students and their families. This was by far the most profitable fundraising event of the year.
Items for the Christmas raffle were donated by families and we were able to construct 23 hampers from the donations.
As the year came to a close, it was time to say farewell to our Year 2 students and some families. At our end of school picnic, students, families and staff had a great day at Campbell Hill Reserve.
A BBQ lunch was provided by the P & C. Students had lots of fun playing on the equipment and in the sandpit.
The P & C raised funds which were used towards the subsidizing of the School Swimming Scheme and the balance is accumulating towards the refurbishment of the Early Intervention Support Class playground.
It was a pleasure and a privilege to be the P & C President for 2010.

Laura Khoury

Student representative’s message
Bankstown South Infants School will always hold dear memories for me. As the School Ambassador for 2010, I felt proud to be representing my school. As the teachers are caring, helpful and always there for us, it made learning easy. I really enjoyed the sports programs and having developmental play every
Friday. We also got to use sports equipment every day which made our play time enjoyable. These and many other memories will stay with me forever.

George Khoury Year 2 Student Ambassador 2010

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.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>37</td>
<td>35</td>
<td>38</td>
<td>41</td>
<td>36</td>
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<tr>
<td>Female</td>
<td>25</td>
<td>26</td>
<td>22</td>
<td>24</td>
<td>23</td>
</tr>
</tbody>
</table>

Student attendance profile

Our student attendance rates are above both regional and state rates.

Management of non-attendance
Non attendance is not a significant issue at our school. Individual families communicate effectively with staff when students are absent.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes
Classes at Bankstown South Infants were formed equitably and primarily based on the DET suggested class sizes.

Staff information
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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<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>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.24</td>
</tr>
<tr>
<td>Total</td>
<td>11.26</td>
</tr>
</tbody>
</table>

There are no Indigenous members of the school workforce.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

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Date of financial summary: 30/11/2010

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>225,089.98</td>
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<tr>
<td>Global funds</td>
<td>79,854.67</td>
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<tr>
<td>Tied funds</td>
<td>71,455.39</td>
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<tr>
<td>School &amp; community sources</td>
<td>53,418.93</td>
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<tr>
<td>Interest</td>
<td>10,739.63</td>
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<tr>
<td>Trust receipts</td>
<td>2,221.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>442,779.60</strong></td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10,912.50</td>
</tr>
<tr>
<td>Excursions</td>
<td>5,291.99</td>
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<tr>
<td>Extracurricular dissections</td>
<td>12,874.98</td>
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<tr>
<td>Library</td>
<td>1,450.79</td>
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<tr>
<td>Training &amp; development</td>
<td>14,309.56</td>
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<td>Tied funds</td>
<td>68,838.89</td>
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<td>Casual relief teachers</td>
<td>8,664.65</td>
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<td>Administration &amp; office</td>
<td>23,338.32</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>14,868.51</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7,070.19</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2,221.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16,612.37</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>186,453.75</strong></td>
</tr>
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</table>

Balance carried forward: 256,325.85

A full copy of the school’s 2010 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 2010

Our students are able to access a considerably broad range of opportunities and activities in consideration of the smaller size of our school. Students and families value these opportunities.

We pride ourselves on the consistent performance levels we achieve and believe this is a direct result of our committed staff working closely with our parents and community.

Achievements

Arts

During 2010 our students were involved in a number of experiences.

In term two our students travelled to the Seymour Theatre for a full day drama workshop where they worked with students from N.I.D.A to create and perform a theatre production based on the Children’s Book Council shortlisted books.

In term three they visited Bankstown Library during Book Week and also enjoyed the incursion based on Sadakos Paper Cranes, which was a storytelling and drama production.

The Bankstown Performing Arts Festival was held in term three and our Dance troupe consisting of 20 Year 1 and 2 students performed to a huge crowd over two nights with a matinee performance held during the day for all the participating schools.

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

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

Sport

Bankstown South Infants had a very physical 2010. 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 eight 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.

Bankstown South children were also involved in the Active After School Communities Program. This is a national initiative that provides primary school-aged children with access to free sport and other structured physical activity in the after-school time slot of 3:00 to 4:00pm. All K-2 students participated in the program which takes place once a week, for seven weeks for the duration of one hour. The children have a range of fruits and vegetables before games and sports skills are taught. This proved to be a great success.

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. Mariam Mourad represented Year 2, Zahra Axiotis represented Year 1 and Amany Theeb represented Kindergarten. Zahra came second in her group and went on to compete at the next district level.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

Our cohort consisted of 19 students attending Year 3 at other schools in 2010. Ten students from our school primarily attended one feeder school. Four students did not sit for the NAPLAN tests and 5 students were individually placed in other local schools.

The following is a summary of their results –

- 13 students achieved Band 3 and above in Reading with 5 students achieving Bands 5 and 6.
- 14 students achieved Band 3 and above in Writing with 6 students achieving Bands 5 and 6.
- 14 students achieved Band 3 and above in Spelling with 8 students achieving Bands 5 and 6.
- 14 students achieved Band 3 and above in Grammar and Punctuation with 8 students achieving Bands 5 and 6.

Numeracy – NAPLAN Year 3

The following is a summary of our students’ results –

- 9 students achieved Band 3 and above in Numeracy with 5 students achieving Bands 5 and 6.
- 10 students achieving Band 3 and above in Data, Measurement Space and Geometry with 5 students achieving Bands 5 and 6.
- 11 students achieving Band 3 and above in Number Patterns and Algebra and 5 students achieving Bands 5 and 6.
Progress in literacy and numeracy
These results are consistent with assessments undertaken at the end of the 2009 school year when the students were completing Year 2 learning programs.
Our results continue to steadily improve as a whole school.
Value added data is not available to Infants Schools within N.S.W.

Significant programs and initiatives
Our school has varied and significant programs and initiatives that complement our teaching and learning programs.

Aboriginal education
There is one student attending our school who is Aboriginal. The school is committed to embedding Aboriginal Education outcomes throughout our teaching and learning programs.

Multicultural education
Our school is representative of the many diverse cultures present within the Bankstown Local Government Area. We have 97% of our students from Language Backgrounds other than English. The major cultural groups within the school are Vietnamese and Arabic. 97% of our K-2 students receive assistance through the English as a Second Language Program and predominantly receive that support during literacy and numeracy.

The school has Community Language programs in both Arabic and Vietnamese. The focus of these programs is to develop the students’ literacy skills in their first language as well as consolidate concepts taught in the classroom using their first language.

Respect and responsibility
The student welfare and discipline policy includes anti-bullying strategies. Our core values and beliefs statement is embedded in our policy. The school experiences very few behaviour issues and no students were suspended in 2010. Families are encouraged to support the values and practices taught explicitly in our student welfare programs and regular reminders are given in newsletters and at assemblies.

National partnership programs
Our school was very fortunate to be included in the Low SES School Communities National Partnership.

Significant funding was made available to our school to improve the learning outcomes of every student. Primarily our school funded a Count Me In Too Mentor Program (reported in detail below) as well as releasing the Teaching Principal to provide mentoring for all staff and also fund two major Professional Learning Programs for all staff.

All staff undertook training in Accelerated Literacy and Prioritising Grammar. Both programs required intensive commitment and completion of ongoing practical tasks to develop teacher’s skills and understandings.

A very comprehensive whole school assessment program in literacy and numeracy has been developed and implemented as a result of increased effective teaching and more thorough whole school organization.

Connected learning
Throughout 2010 the school was fortunate to be provided with cabling that linked all classrooms to our server and provided high speed internet access.

The installation of four Interactive Whiteboards in our library and K-2 classrooms has transformed the technology teaching within the school. Staff have undergone training and have utilized the connected classroom facilities to access online Professional Learning opportunities.

Other programs
Mentoring Staff In Count Me In Too
In 2010 our school had an opportunity under the National Partnership Low SES Program to provide a mentor in Count Me IN Too to improve staff understandings and skills in teaching numeracy.

The program allowed us to utilize Mrs Virgona’s expertise to assist teachers to administer SENA testing to assess students’ skills. This information was then used to plan and program teaching and learning activities that met students’ specific needs. After lessons were taught, time was allocated within the day for staff to negotiate and reflect on the teaching practice and discuss this
with Mrs Virgona. The Count Me In Matrix was used as a guiding tool to focus and direct the outcomes that were achieved.

These outcomes included –

- Implementation of a quality Numeracy Teaching Program.
- Collecting data to inform teaching and learning programs.
- Students using Mathematical language more effectively.
- Students working mathematically.
- Teachers and students using mathematical resources with greater confidence and independence.

The Count Me In Too mentoring program proved to be very successful. All staff reported greater confidence in implementing the program as well as evaluating their programs and practice.

**Preschool**

Bankstown South Infants School is fortunate to have an onsite Preschool catering for children in the year prior to their Kindergarten enrolment. Forty children from culturally and linguistically diverse backgrounds are able to access the Preschool for one year, either 2 days per week or 3 days per week. The classes are always full with a long waiting list for a placement. At the end of 2010 many of the preschoolers transitioned to the Kindergarten class, some joining siblings already in the older classes in the school.

Whenever possible the Preschool interacts with the K-2 school curriculum. Programs such as Dance, Gymnastics and Sport Skills were offered P-2 and the Preschoolers joined the school in term four at the weekly assembly. These joint activities assist Preschoolers in a smooth transition to the school the following year.

The Preschoolers were offered a varied program reflecting the National Early Years Learning Framework fostering personal growth, well being and independence as key elements. Activities were planned around the play based philosophy of Early Childhood Education, with an emphasis on literacy and numeracy skills. The Preschool has seen families with three, four and sometimes five children access the service over the years and we value the strong links and positive relationships that exist between the families, the community and the Preschool.

**Early Intervention Support Class – Preschool**

The Early Intervention Preschool class catered for a group of seven children on Mondays, Tuesdays and Wednesdays and another group of seven students on Thursdays and Fridays. Another seven students in various Preschool settings, (both community – based and privately run) were also serviced by this program. They were visited on a fortnightly basis and given an opportunity to have an individualized program that addressed specific goals.

The students had various disabilities including autism, severe language delays, global delays, physical disabilities and visual impairment.

The program focused on expressive and receptive language as well as socialization and behaviour modification. Students within both programs made significant progress throughout the year. The students’ needs were reviewed and appropriate placements in a variety of school settings were sought after consultation with the parents and staff. Students were offered a transition program to their new school setting for 2011 which allowed them to begin their primary education in a more settled manner.

**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 2010, 11 students entered the Reading Recovery program. One student was referred off the program, while six discontinued successfully. The remaining four were carried over to work on the program in 2011.
Progress on 2010 targets

Targets for 2010 are specific to our school plan.

Target 1
93% of students will achieve stage outcomes in Literacy

Our achievements include:

- 54 of our 60 students achieved stage based outcomes in literacy. The 6 students who did not required specialized programs to meet their needs including reading recovery and Support Teacher Learning Assistance.
- All staff are trained in Accelerated Literacy and are implementing this program.
- All staff are implementing quality assessment tasks consistently and using data to inform teaching and learning programs.
- A whole school approach to teaching Writing has been implemented through Accelerated Literacy.

Target 2
88% of students will achieve stage outcomes in Numeracy

Our achievements include:

- 93% of students achieved stage based outcomes as measured by SENA 1 and SENA 2 assessments.
- 25% of students achieved above stage levels.
- All staff increased their skills and confidence in teaching numeracy and in the development of teaching and learning programs that are directly designed from student achievement data.
- Best Start data indicated that 73% of Kindergarten students had shown improvements of 3 levels in Forward Number Word Sequences and at least 2-3 levels in Numeral Identification.

Target 3
All staff and students are involved in technological tasks that are embedded in teaching and learning programs on at least a weekly basis.

Our achievements include:

- Staff and students are utilizing technology in teaching and learning programs on a daily basis.
- Teachers’ programs reflect learning tasks specifically related to technology.
- All staff are trained in use of connected classroom facilities and all K-2 staff and support staff are trained in the use of the Interactive whiteboards.
- Students use interactive whiteboards with confidence and are able to use related language and technologically specific language with ease.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Teaching and Mathematics – Count Me In Too

Educational and management practice

Teaching

In 2010 our school focused heavily on the improvement of teaching in order to increase student learning outcomes. We evaluated this area so we could determine what was working effectively and also what we could do to further improve our skills in this area.

Background

The tools used to evaluate this area were Schoolmap surveys on Teaching, discussions with P & C groups and small parent groups. Student surveys were modified to determine their opinions of the teaching that occurs within their classrooms.

Findings and conclusions

The results of these surveys and discussions showed that the consensus was that the following is indicative at our school.

Parents, students and staff felt that the students are provided with a relevant curriculum.
Parents also felt that staff shared information about what the students are learning and why. They indicated that staff are always willing to discuss their child’s performance, achievements and areas of need.

Parents also indicated that they were not always sure how their child’s learning was assessed however when they asked staff to provide this information it was explained to them in a manner in which they could understand.

Only 62% of parents agreed that the students report gave clear information about student achievement, however 93% felt the opportunity provided by parent – teacher interviews clarified this information and enabled them to assist their children more readily.

All Year 2 students thought their teachers knew what they could do and what they needed to learn.

58% of students were unclear as to how their learning was assessed; however with further clarification they could name activities that they had undertaken which were in fact assessments.

All staff indicated that they had classroom management strategies in place to maximize student learning.

All staff indicated that the processes used throughout the school to track student learning outcomes in Literacy and Numeracy were now much more effectively utilized to evaluate, develop and refine teaching programs.

All staff felt that greater use of effective feedback about learning was required to further improve our current pedagogy.

Future directions
As a result of these findings the school will continue to address the following areas:

Provide Professional Learning opportunities for staff to refresh their knowledge and skills in Quality Teaching.

Provide planning time for staff to include Quality Teaching elements within their teaching programs.

Provide Professional Learning on providing quality feedback to students in regard to their learning.

Continue to hold Parent – Teacher interviews providing maximum available time for parents in order to clarify students’ achievements and information contained within reports.

Teachers will be more aware of the need to explain assessment tasks and activities to students so that they understand they are occurring.

Curriculum
Mathematics – Count Me In Too

Background
Extensive surveys were undertaken particularly by staff to determine the effectiveness of the mentoring program, the whole school development of this Curriculum area and subsequent learning outcomes achieved by students.

Findings and conclusions
All staff indicated that their confidence in teaching Count Me In Too had increased dramatically.

All staff indicated their ability to conduct SENA testing and plan appropriate teaching and learning activities to meet students’ needs had also increased dramatically.

All staff agreed that the school had moved from including some aspects of CMIT in their practice at the beginning of the year to having a thorough understanding of the Learning Framework in Number to guide the teaching and learning cycle by the end of term four.

All staff agreed that the ongoing success of this program was dependent on continued opportunities to plan and make professional judgements about improvements in student outcomes and also the continual reflection on and tracking of student achievements to improve teaching and learning.

Half of the parents surveyed indicated they would like to have increased understandings of the program so that they could better assist their child during homework tasks.

90% of parents indicated that they felt their child’s addition and subtraction skills had improved but not their multiplication and division skills.
Staff indicated that these findings were supported and that the high levels of Non English Speaking Backgrounds also impacted on the students effective use of and understandings of Mathematical Language.

43% of students indicated at the beginning of the program that they did not have good number skills yet 99% indicated at the completion of the year that they did have good number skills.

**Future directions**

As a result of these findings the school will address the following areas:

Provide workshops for parents to increase their understandings of the Count Me In Too program and strategies they can use to assist their child during homework.

Provide Professional Learning for staff on improving the use of mathematical language by students through the Best Start Lighthouse Schools Project.

Continue to provide teachers with time to assess students using SENA and plan learning activities to meet student needs.

We will continue to provide teacher time for tracking and professional dialogue that informs teaching practice.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

97% of students felt school was fun and they enjoyed coming to school.

“Our school has fun sport and games.”

100% of students like having Interactive Whiteboards in their classrooms.

100% of students like the new Library facilities.

100% of parents felt the new library and the refurbishment of the Kindergarten classroom had improved students learning.

100% of staff increased their confidence in teaching Mathematics after completing the Count Me In Too Mentoring program.

100% of staff felt that in order to implement Accelerated Literacy effectively time allocations within the timetable required amending.

**Professional learning**

Primarily our focus was Accelerated Literacy and Prioritising Grammar. Many staff undertook other Professional Learning opportunities that related to school targets and professional interests.

Our Preschool teacher co-ordinated the Early Childhood Network meetings for our area. These sessions provided a forum for teachers and Staff Learning Support Officers to develop understandings of the Early Years Learning Framework and input into a variety of Early Childhood topics.

Sun-safe training, child protection, code of conduct and other compliance training topics were also undertaken.

**School development 2009 – 2011**

Literacy, numeracy and student retention and engagement are our key initiatives for the next two years. The school will also continue to benefit from the Low SES Schools Community National Partnerships.

**Targets for 2011**

Our targets are developed after extensive analysis of data which is collected throughout the year. A comprehensive situational analysis was conducted and after analysis of the information several conclusions and recommendations were developed which in turn informed our targets.

**Target 1**

*Increase the number of students achieving at or above stage levels in Literacy by 2%*

Strategies to achieve this target include:

- Full classroom implementation of Accelerated Literacy and Prioritising Grammar.
- Systematic and data informed whole school organization of Balanced Literacy sessions.
- Intensive ESL and STLA support in stage one Literacy sessions.
- Team teaching in Kindergarten class.
• Development of and implementation of whole school spelling program.

Our success will be measured by:
• Continuation of consistent and rigorous collection of assessment data to inform teaching practice.
• Continual reflection by staff of implementation of Accelerated Literacy and Prioritising Grammar.
• Number of students exiting Reading Recovery and the entry levels they exhibit when entering the program.
• All staff implementing Spelling Program and continuous increases in student achievements.

Target 2
Increase the number of students achieving at or above stage level in Numeracy by 2%

Strategies to achieve this target include:
• Use of Best Start data analysis to inform individual student learning needs in Numeracy for Kindergarten students.
• Continuation of student tracking K-2 using SENA assessments.
• Professional learning sessions for stage one staff in Best Start.
• Increase community understandings of Count Me In Too through parent workshops.

Our success will be measured by:
• Ongoing and rigorous collection of student achievement data to inform teaching and learning programs.
• Implementation of student tracking every term.
• Monitoring of stage one staff understandings developed through Professional Learning in Best Start.
• Increase in parent understandings of Count Me In Too strategies after attending workshops.

Target 3
To have staff and students involved in technological tasks that are embedded in teaching and learning programs on a daily basis.

To increase students technology skills in using various applications and notebook software in Literacy and Numeracy

Strategies to achieve this target include:
• Regular use of notebook software within Accelerated Literacy sessions in all classrooms.
• Develop a whole school plan to integrate various forms of technology into literacy and numeracy.
• Staff to train Preschool and Early Intervention teachers in IWB use and connected classroom facilities.
• Programs in Preschool and Early Intervention Preschool will include student-centred activities using various forms of technology.

Our success will be measured by:
• Increased skill sets demonstrated by students in using technological devices and hardware.
• Staff will compile a draft whole school ICT implementation plan.
• Improved skill levels of untrained ICT members after training in IWB and connected classroom facilities is completed.
• Regularity of use of technology in both Preschool settings.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Sharon Curran 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: http://www.schools.nsw.edu.au/asr