

ITALIAN BILINGUAL SCHOOL

ANNUAL SCHOOL REPORT

2023



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ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

ACER	Australian Council for Educational Research
ASISSA	All Suburbs Independent Schools Sports
CLI-IBS	<i>Competenza Linguistica Lingua Italiana</i> - Italian Bilingual School
CIS	Combined Independent Schools
CILS	<i>Certificazione di Lingua Italiana per Stranieri</i> – University for Foreigners Siena
ICAS	International Competitions and Assessment for Schools
NAPLAN	National Assessment Program – Literacy and Numeracy
NESA	NSW Educational Standards Authority

ABOUT THIS REPORT

The Italian Bilingual School is registered by the Board of Studies (NSW) and managed by Italian Association of Assistance, Sydney (“Co.As.It.”) the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the School Community* for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines information about initiatives and developments of major interest and importance to the school community during the year.

Accordingly, the *Report* demonstrates accountability to regulatory bodies, the school community and the Co.As.It. Board of Directors.

This *Report* complements and is supplementary to school newsletters and other regular communications. The *Report* will be available on the school’s website by 5 July 2023 following its submission to the NESA.

Further information about the school or this *Report* may be obtained by contacting the school on 9807 2272 or by visiting the website at <https://www.coasit.org.au/services/italian-bilingual-school/>

Ms. Sara Villella
EXECUTIVE PRINCIPAL

DATE: 30/06/2023

MESSAGE FROM KEY SCHOOL BODIES

President of Co.As.It. – Mr Lorenzo Fazzini

2022 was both a challenging and a remarkable year at the Italian Bilingual School. We started the year with caution but also with renewed optimism, hoping that the challenges of the Pandemic were behind us. The reality was that certain restrictions remained, and while classes were operating face-to-face, school life continued to be affected by illness, staff shortages, and ever-changing limitations on school sites. Incredibly, we had to wait until September to be able to welcome parents on site, and even then, it was in limited numbers.

The Board of Co.As.It. worked hard to ensure that the school remained operational under the guidelines of NSW Health and Education authorities but it is the school's leadership team, the teachers and support staff that I commend for quickly responding to changes and devising plans to ensure student learning continued to thrive despite the difficult circumstances. I appreciate the additional strain that this placed on our staff and I thank them for their enormous efforts in ensuring the Italian Bilingual School continued to deliver the best education possible to our students.

I acknowledge the 20th anniversary of the Italian Bilingual School in 2022. Due to COVID, we decided to postpone celebrations until a time the whole community, including its founding members, could come together once again. I would like to acknowledge the dedication and foresight that it has taken to get the School to where it is today. I thank all supporters of the School, in paid and voluntary capacities, over its 20-year history.

Executive Principal's Message – Ms Sara Villella

2022 will be remembered as the year we almost achieved *normality* at school after years of restrictions, the year we took small but significant steps towards reconnecting our school community. It was surreal to be able to have children at school, but not parents, and it was not until September that we were able to welcome everyone back on site. What did we learn from this experience? First, and foremost, that our children love coming to school to learn and play with their friends. Secondly, that with guidance, our children can be quite flexible in adapting to new situations. The most important lesson from 2022, however, was that our children are stronger than we believe.

There were many highlights in 2022, but one was particularly special for the teachers and I; the Italian Bilingual School Concert in December. Whilst we appreciated the power of technology in keeping us connected during lockdowns, there is nothing that could ever replace the emotion of seeing families and teachers come together to hear our children joyfully dancing and singing their hearts out. The laughter of children on stage on a Sunday afternoon will remain with me forever.

IBS Parents and Friends

In late 2022, a new P&F committee was elected at an AGM after a few years of inactivity due to COVID 19 restrictions. We are delighted to confirm that we now have a very active P & F committee.

The IBS P & F are very dynamic participants in the school community and run successful events such as the annual Parents Welcome BBQ, an end of year dinner, gatherings for families, art auctions, and other fund-raising events. Our P & F is an essential part of the school organisation as it allows parents to become involved in the school on a social level thereby nurturing a strong sense of community.

SCHOOL FEATURES

The Italian Bilingual School is an independent, non-denominational and co-educational school located in Meadowbank.

The school caters for students in Preschool and Years K-6 and has a current enrolment of 105 students. Our Preps (Pre-Kindergarten) program brings the number of students currently enrolled to 137. Despite the hardships imposed by the Pandemic in the recent years, the Italian Bilingual School is again starting to experience a steady growth in enrolments because of a strong educational program and a nurturing environment. This is especially evident in the consistently strong numbers in the early years as well as the rollover of students from Preps into Kindergarten. Furthermore, we receive and accept enrolments throughout the year especially in the Preps program.

The school employs 17 staff; the Executive Principal, the Principal, 10 teachers (5 part-time), and 5 non-teaching staff that are employed in a range of capacities including office administration, teacher aides and canteen.

Students 2022

Preps Students	32	
K-6 Students	105	Total 137 students

Staff

Executive	2	
Full-time teaching staff	5	
Part-time teaching staff	5	
Non-teaching staff	5	Total 17 staff

The Italian Bilingual School's vision is *Excellence through Bilingualism (Il bilinguismo per eccellere)*. At IBS, the NSW Curriculum is delivered in two languages based on the principle of "one teacher, one language". This allows the school to provide a program of study which values both languages and targets the needs of all students. The development of bilingualism is fostered to strengthen the intellectual, analytical and reflective capabilities of students.

In research done by the Harvard School Graduate School of Education, Luk writes in an edition of the Cambridge Encyclopaedia of Child Development: *As bilingual children toggle between two languages, they use cognitive resources beyond those required for simple language acquisition. Recent research has shown that bilingual children outperform monolingual children on tasks that tap into executive function — skills having to do with attention control, reasoning, and flexible problem solving. Their strength in those tasks likely results from coping with and overcoming the demand of managing two languages. In a bilingual environment, children learn to recognize meaningful speech sounds that belong to two different languages but share similar concepts.*

As many of the IBS students are not background speakers of Italian, the school encourages families to maintain their first language at home, thus fostering students that are developing multilingualism and many ways of viewing the world.

The Italian Bilingual School encourages children from all cultural backgrounds to discover the inter-connectedness of languages and cultures, and develop intercultural capability. Our bilingual curriculum enables students to develop strong literacy skills as they acquire the ability and the knowledge required for communicating confidently and effectively in two languages.

Through our bilingual model, students gain additional social, cultural, historical and geographical knowledge that goes beyond the classroom. The Italian Bilingual School empowers students through the added benefits of a broader education by offering a curriculum that is consistently of the highest standard and that deepens understanding of cultural diversity.

The Italian Bilingual School offers students a unique educational opportunity to achieve excellence. "Language use is the most intense, sustained and integrative experience in which humans engage." (Ellen Bialystok) If experience can shape brain structure and cognitive ability, then a bilingual education is a prime candidate for developing this. We believe that functioning in two languages increases the experience-related effects of language and develops abilities that go beyond the language process. To this end, we have a sister school program and students in Stage 3 are encouraged to participate in a 3-week exchange program that is held biannually.

Emphasis is also placed on developing strong mathematical skills to be used across all learning areas. This is done especially through problem solving in both languages and in applying maths to Technology and Science.

Other programs include music, dance, additional sports skills, and Chess Club. We participate in a range of inter-school activities such as debating and sporting activities such as the ASSISA Sport Carnivals. Students who qualify represent the school at the CIS Sport Carnivals. To further extend the students' experience of physical activity, IBS has applied for and received funding to introduce a range of sport skills such as Badminton, Table Tennis, Volley Ball, Tennis and Lacrosse. These additional activities have been embraced with great enthusiasm as students discover sports that they are unfamiliar with.

The Italian Bilingual School also provides a Canteen that offers nutritious healthy food including popular Italian menus especially on *mensa* days.

SCHOOL CURRICULUM AND IMPORTANT INITIATIVES IN 2022

The curriculum at the Italian Bilingual School is delivered in two languages. We have a “one teacher, one language” policy which means that the teacher of English delivers the curriculum in English and the teacher of Italian delivers the curriculum in Italian. Teachers plan collaboratively for each Stage and across Stages ensuring that the outcomes and the content of the curriculum are sequential and delivered as required by NESA.

Emphasis is placed on the development and implementation of a vertical curriculum, ensuring program continuity, differentiated learning and monitoring of student progress. With the implementation of the new curriculum, teaching and learning experiences focus on developing student skills through activities in which students play an active role in the learning process, and providing timely and effective feedback. There is also a strong emphasis on developing problem solving skills in both Italian and English. In 2023, the IBS teaching staff will focus on developing a whole-school approach to Maths through working with the AIS on the Numeracy Project.

Assessment rubrics are used as a tool to measure and enhance learning. Rubrics address outcomes and identify the criteria for *assessment for learning*, *assessment as learning*, and *assessment of learning*. Tasks are given a numerical value to facilitate reporting requirements based on a 1 to 5 scale.

COMPASS and SEL - Well-being in the classroom

In 2022, IBS teachers and staff saw the development and implementation of the COMPASS Whole-school Wellbeing project with the AIS and the flow-on effect it has had in the classrooms and school community. The focus of this project was wellbeing for the whole school

community. We had a special interest in discovering how the practices we learnt affected classroom management and consequently teacher and student wellbeing.

Research shows that children and young people's learning is influenced by a range of social and emotional factors. Children and young people with social and emotional learning skills have better academic outcomes, as well as improved physical health and a better quality of life.

How well individuals do in their learning community is affected by things such as how:

- confident they feel about their abilities
- effectively they're able to manage their own behaviour
- well they can concentrate and organise themselves
- effectively they can solve problems
- positively they can get on with educators and their peers
- effectively they consider others' needs
- well they can understand and accept responsibilities.

Therefore, SEL and success within the learning community go hand in hand. Social and emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations.

These skills are also essential for developing resilience and the personal attributes that promote wellness, prevent illness and support recovery.

To introduce these notions across the school, teachers have implemented a systematic, cognitive-behavioural approach used to teach students how to regulate feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially. This helps to meet the demand of specific situations around us and helps us to be successful socially.

Seven Steps to Writing Success Program

The Seven Steps to Writing Success program was created by Australian author and teacher, **Jen McVeity** in 2004. At our school, The Seven Steps to Writing Success is a school-wide program that was introduced to facilitate the writing process in all subject areas. It is a method of teaching writing that is used and valued throughout the school as it is a framework for writing that enables collaboration, creates a common language, and inspires passionate teaching. The program enables teachers to inspire student writing and rapidly improve their narrative skills through writing and communication exercises. The concepts taught can be applied to any language and to all forms of writing including narrative, persuasive and informative texts. There is strong evidence that the Seven Steps to Writing Success is an effective way to develop strong writing skills. This is particularly noted in the NAPLAN results that are and indicator of development in the basic skills areas.

LittleScribe

If the Seven Steps to Writing Success provides the strategies and structure for successful writing, the LittleScribe Mini-writing Festival provides the platform and audience for students' writing. The Italian Bilingual School has participated in the LittleScribe Author activities for a number of years. These are always well received, with students engaging online with their favourite authors and illustrators to understand what really goes on behind the scenes when writing a book. It is also an opportunity to interact with other schools that are participating and glean valuable knowledge from questions posed by others as well as our own.

In 2022, IBS took the concept of bookmaking a step further. With the support of the LittleScribe team, each class, including Preps, prepared individual books or collaborative books that were then printed. These were given to students as part of the end of year celebrations. A set of books was purchased for the library and parents were also able to purchase their child's work to give to family and friends.

We were honoured when we received a request from the LittleScribe team to use the book created by students in Year 3/4 as an example of excellence. The book, entitled "*Un campo giochi ricco di foglie*" was created using collage and was written in both Italian and English. LittleScribe use the book to promote writing in schools and to demonstrate what can be achieved.

This year, students from Preps to Year 6 created books, either as a whole class or individually, to create anthologies that were given to each family. A copy of these books will also be kept in our school library for everyone to enjoy.



The book can be viewed here: <https://app.littlescribe.com/#/viewer/9f73f5d3-fe1c-4c47-a5c4-e37ebfa8c4da>

Soundwaves synthetic phonics

The introduction of Sound Waves Spelling has been a very important initiative at IBS as it is a program developed by teachers for Australian schools. It follows a logical and thorough scope and sequence K-6 for the sequential development of spelling, word study and reading skills.

The program is organised around the 43 phonemes (sounds) of Australian English and the graphemes (a letter or letter combination) used to represent them in written language.

Instruction builds from Foundation to Year 6, starting with simple phoneme–grapheme relationships before exploring more complex relationships, morphology and etymology. Sound Waves Spelling goes beyond phonics to include other essential knowledge students need to read and spell. As the years progress, a significant portion of teaching is dedicated to word study, including morphology (prefixes, suffixes and Greek and Latin roots), etymology (word origins) and language concepts like homophones and homographs.

STE(A)M Program

The acronym STEAM groups the following subjects together: Science, Technology, Engineering, Art and Mathematics. The objective of STEAM programs is to develop skills by integrating subjects and exploring links between technical-scientific disciplines and the humanities. The principles underpinning our schools STE(A)M program are:

- to provide exceptional learning experiences for future-ready students,
- to encourage creativity in problem solving,
- to develop interpersonal and communication skills through collaboration, while fostering a sense of belonging and self-worth,
- to encourage curiosity because education should drive the impulse to learn and empathy because our students become aware of how their actions impact on others.

Our STE(A)M program is based on the belief that by fostering the love of learning, we are also creating lifelong learners. This was particularly evident in the work done by our Year 2 students who created arcade games as part of the Science curriculum. The students were asked to design arcade machines with moving parts that could be enjoyed by fellow students. They were also required to prepare rules and allocate roles for the Arcade Day. Year 2 designed Table Air Hockey, Claw Machines, Pacman Machines and other activities that demonstrated not only creativity but also understanding of design and production, working scientifically, and thinking skills.



Visible learning Project

Italian Bilingual School teachers work collaboratively to ensure that learning and teaching objectives are achieved. The movement of learners from one level to another is carefully monitored. As part of the Visual learning Project, lessons follow a specific order and are shared between teachers. In the planning stage, teachers place emphasis on the learner's prior knowledge and skills identified from previous learning activities. These form the basis for the creation of new learning pathways. In the delivery of lessons, the rapport between teacher and learner is crucial to the learning process: the teacher is both activator and evaluator and encourages dialogue with the learner through questions and interactions aimed at identifying difficulties, misconceptions and other indicators of the learner's level. In the learning stage, the focus shifts to practice (for example repetition and actual exercises "*I do, We Do, You Do*"). In this stage, errors are seen as an opportunity to identify the gaps in learning and, through the feedback that follows, an opportunity to work towards improvement and success.

Pedagogical Framework - Explicit teaching

At the Italian Bilingual School, we believe that explicit learning and teaching guides students through the learning process. We have worked with officers from the AIS to further develop our understanding of how best to implement this in our teaching and learning programs and in our everyday classroom strategies.

Explicit teaching at the Italian Bilingual School is student oriented. Children are given clear statements about the purpose for learning and are provided with clear expectations about what students need to know and do.

The following key strategies are used:

WALT (We Are Learning To) is the learning intension and makes the learning, concept or skill clear to the students.

WILF (What I'm Looking For) is referred to the success criteria. This communicates to the students what they are expected to produce or demonstrate.

TIB (This Is Because) clearly describes the purpose of the learning. It helps to make connections to other skills or understandings or articulate the application of the concept.

PRESCHOOL

IBS has continued to review its Preschool program to ensure careful planning and targeted learning. Educators have worked with families, community organisations and the AIS to enhance children's wellbeing and development.

Student progress is monitored regularly and communication with families is a key factor. This ensures that we are able to provide the developmental experiences that each child needs whilst developing strong ties with families.

Regular meetings between the Preps staff and the Principal, has ensured that the specific needs of our youngest members are being met and are viewed regularly to ensure progress.

Prep students are an essential part of the IBS school community. They participate in music lessons, sport activities, and assemblies. Prep students are also involved in the IBS end of year concert and throughout the year work closely with their Year 5 buddies.

EDUCATIONAL ACHIEVEMENTS AND PERFORMANCE IN TESTS

International Competitions and Assessment for Schools (ICAS)

ICAS is a comprehensive skill-based educational assessment that is administered independently and is based on academic competencies with an added competitive element. The philosophy behind ICAS is to encourage students to attain greater academic success. The tests are designed by expert academics based on the Australian curriculum. In 2022, students from Year 2 to Year 6 participated in ICAS achieving Distinctions in Science, Spelling, English and Maths.

Certificazione di Italiano come Lingua Straniera (CILS)

CILS is an Italian Language Certification is a proficiency examination and an official recognition of the attained level of linguistic competence of Italian as a foreign language. Students in Year 6 participated for the first time in the CILS exams for level B1 of the European Language Framework with outstanding results. Results for IBS students ranged from 78% to 95% accuracy in all the skills areas tested.

Level B1 can be taken by all those who study Italian, work and study in contact with Italian organisations, wish to obtain long residence permits, or want their Italian skills to be measured. CILS exams put forward tasks that are related to real life situations. The tests assess the candidate's ability to use language in different contexts measuring skills in listening, reading comprehension, written and oral production, and language structures.

CLI-IBS Language Test

The Italian Bilingual School has created an Italian test similar to standardised tests such as NAPLAN. Teachers plan regular screening activities to evaluate progress towards learning objectives. IBS is the first Bilingual school in Australia to use such a testing system, making the school a leader in bilingual education at a national level.

The CLI-IBS test documents the research conducted and data collated by the school's Italian teachers. The objective of this research in action is to understand student needs and improve methodology in teaching Italian.

The Italian language competency test is a diagnostic tool created and trialled by the teachers to conduct activities in L2 (Italian as a Second language) which aim to develop linguistic competency, including knowledge of grammar and syntax.

The grammar tasks provide teachers with an opportunity to observe and identify what they can do in language and the areas they need to develop.

The CLI-IBS test is a diagnostic tool which:

- assesses the Italian language levels of learners in Year 3 and Year 5;
- records progress in L2 (Italian as a second language);
- monitors progress towards the attainment of pre-defined objectives;
- identifies standards of learning;
- demonstrates the level of language competency to parents of learners at a given point on the learning continuum.

NAPLAN

The NAPLAN tests provide an indication of student competency in the key areas of learning that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. Each of the NAPLAN assessment scales describes the development of student achievement from Year 3 through to Year 9 along a ten-band scale. By locating all student results on a single scale that describes their performance and skills, the NAPLAN scales provide significant information about the performance of students.

The IBS NAPLAN results for 2022 were most encouraging. Students in Year 3 and Year 5 received outstanding results in all areas tested achieving scores well above the National and State average. Students in Year 3 scored mostly in Band 6 while students in Year 5 scored mostly in Band 7.

The graphs included in this segment provide a set of NAPLAN results from the base year to the current year and comparisons of the current against previous and base years.



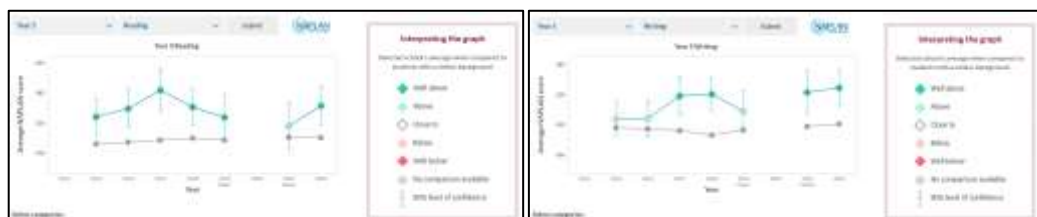
The Better Education school ranking has placed the Italian Bilingual School in the 3rd percentile and 49th in the State. This is a wonderful achievement for a small school and we are very proud of our students' achievements. There is evidence of improvement in all subject areas and the level of student confidence is high.

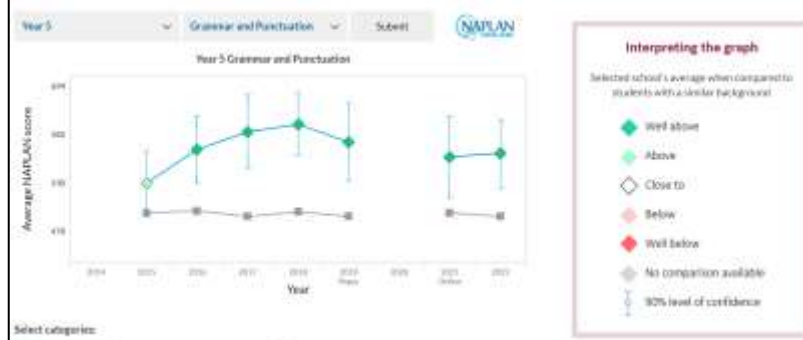
Order	School	State Overall Score	Better Education Percentile	English	Maths	Total Enrolments
49	Italian Bilingual School, Meadowbank, NSW, 2114	99	3%	🟢🟢🟢🟢🟢	🟡🟢🟢🟢🟢	110

Year 3 were especially strong in Reading, Spelling, Grammar and Punctuation. However, the Numeracy results were particularly pleasing with results well above expectations. These results reflect the impact of the newly implemented Soundwaves program and Numeracy teaching strategies.



The Year 5 cohort sat the NAPLAN for the first time, as the test was suspended in 2020 due to the COVID 19 restriction. To this end, we have no comparative data to previous performance for this cohort. However, Year 5 students performed well above the national average in all areas.





COMMUNICATION

The Italian Bilingual School encourages parent involvement in the education of children to ensure educational success and regularly communicates with parents through a range of forums. At the start of the year, parents receive a calendar that includes Term dates and events for each term. A monthly newsletter that contains information about events and learning as well as a “Term at a Glance” calendar keeps parent informed about any changes that may have taken place in our school calendar. We also send regular emails and use the SchoolStream App to communicate important information.

Parents are able to access work and activities done in their child’s class via Google Classroom, for older students, and the SeeSaw App, for younger students. Google Classroom has proven to be a very useful tool for holding class meetings with the parents as well. Furthermore, a special Google Classroom page has been created that is available to all parents from Preps to Year 6. Here, parents can access photos of events held at the school and see the results of sporting events.

The School organises a number of initiatives to involve parents in school life. An important example is the Information Evening organised at the start of the school year. The Information Evening provides parents with an overview of the school's programs, and focuses on providing insights into learning and advice on supporting children at home.

Outside of parent/teacher interviews and throughout the year, parents can request a meeting with teachers to discuss their child's progress, needs and all relevant information that can inform our teaching practices. Liaising with families is a priority at the Italian Bilingual School.

The P & F work to raise funds, but more importantly, to strengthen the sense of community through a series of events such as the Welcome BBQ. The collaboration between the School and the P & F (Parents and Friends Association) demonstrates the strength of the School's rapport with parents.

STUDENT WELFARE AND LEADERSHIP

Further to the development and implementation of the COMPASS Whole-school Wellbeing project with the AIS and the flow-on effect it has had in the classrooms and school community, the Italian Bilingual School believes in the importance of developing leadership skills in all students, especially our seniors. All our Year 6 students attended the GRIP Conference at the start of the school year, gaining an insight into what is expected from a School Leader. Each Term, students from Kindergarten to Year 5 elect a peer to represent their class at the Student Representative Council (SRC). This gives a greater number of students the possibility of developing important leadership qualities and provides all students with a voice in what happens in school. The Year 6 students work as mentors for the younger students and they support them in carrying out their duties. The SRC meets regularly and in 2022 implemented a range of wonderful initiatives for the school.

Students also participated in a Peer Support Program that focused on the importance of wellbeing; a topic that reflects our whole-school approach to student welfare. Year 6 students planned and taught mini lessons to the junior school students and organised a number of initiatives around the school to reinforce the concepts of taking care of one-another. The Mini Lessons initiative has now become a Year 6 tradition that develops leadership qualities and has a very positive impact on student behaviour.

The school also offers a Buddies program to the Preps and Kindergarten pupils. Year Five and Six students follow the progress of their younger friends throughout the course of the year. The program has been active for many years and aims to help younger students settle into the school environment. The Buddies meet regularly during the year and participate in various activities together.

SCHOOL IMPROVEMENTS

Following a safety review in December 2022, the summer was spent making improvements to the school grounds. On the Bowden Street side of the school, the decking was replaced in the BBQ area and new concrete was laid. A ramp was installed to make the deck safer and steps were put in to provide access to the garden. Handrails were also installed around the canteen. A new fence was also installed near the canteen to replace the one that had fallen and a lovely garden was created just outside the new classroom which replaced the former library space. Garden beds around the school were re-landscaped with plants and flowers. Repairs were also made to the playground equipment as part of the works in January. Safer ramp access was created onto MacPherson lane from the playground and a lighting upgrade was completed across the whole school with the installation of LED daylight. Defibrillators were also installed on each site.

Mamma Lena and Dino Gustin Innovation Centre

The most stimulating learning space in the School is undoubtedly the Mamma Lena and Dino Gustin Innovation Centre. The range of the technology provided by the centre allows learners to work on a number of projects producing written, spoken, audio-visual and digital work. Learners have been able to use diverse approaches to develop global understanding; through interviews of persons of note, the Centre is a space for cultural exchange between the school and the community at large.

We have also continued to build our Resource Centre with the purchase of sets of class novels in both Italian and English. These class sets are used for novel studies in both languages.

SPORT

IBS students take great pride in representing the school at different sporting events. In 2022, IBS took part in numerous sports competitions: swimming, cross country running and track and field events. Students also represented the School at the *All Suburbs Independent Schools Sport Association (ASISSA)*; with some students progressing to the competitions of the *Combined Independent Schools*.



IBS students were encouraged to further develop their sporting skills through the application of funds for a Sporting Schools initiative. In 2022, we were able to provide students with access

to the Sporting Schools specialists for three terms. They developed skills in Basketball and Lacrosse and students were introduced to Orienteering. Each of the sessions were taken by a skilled coach with the support of a Sporting Schools Grant. Equipment was also purchased which allows the teachers to further encourage the development of these skills in the students.

OTHER ACTIVITIES THROUGH THE YEAR

Throughout 2022, the Italian Bilingual School provided a number of extra-curricular activities to engage students in learning beyond the classroom. These included:

- The Premier's Reading Challenge
- Book Week
- Creative writing lessons with authors through LittleScribe
- Debating
- Science Week
- Carnevale
- A "Buddies" program and Peer Support
- Opera Australia
- Musica Viva
- IBS Has Got Talent
- Chess
- Canberra Camp for Years 4, 5 and 6

Music, Performance and the End of Year Concert

Students at IBS thoroughly enjoy music and performing. As the lockdown requirements eased, we were able to have students become involved in the things they love. Year 5 delighted the school community with a wonderful re-enactment and filming of the Samuri Kid, a novel that they studied in class. Students wrote the scripts, prepared the costumes and filmed the presentation, developing wonderful skills in the process.

Year 6 prepared a play in Italian and one in English to present to the school. Both of these were the result of study done in class. The English performance was a version of Shakespeare's *A Midsummer Night's Dream*, while the Italian performance was *Il Cestino Dimenticato* based on work done in science and the importance of recycling.

Parents were especially delighted when it was announced that, after several years of absence, the End of Year Concert would be held in December. As always, the concert had a theme and this year it was *Pieces of us: Coming Together*. Students created costumes, sang as a choir and individually, and danced to the delight of parents. We are grateful to Rosebank College for allowing us to use their premises and provide us with technical support.



Debating

While it has not been possible in the past few years to attend interschool debating tournaments, IBS students have continued to work on their public speaking and debating skills by organising tournaments internally. Regularly, students work on persuasive text and develop strong speaking skills within the classroom context. They choose topics and present in front of other classes with different staff members and fellow-students acting as judges and time-keepers. This allows students to develop skills in developing both affirmative and negative arguments and more importantly, by being a judge, they learn to think critically about the presentation of their arguments.

Student initiatives

Year 6 students organised a Sports Fun Day for the whole school. The students set up activity stations and children rotated through the activities which included ball skills, balancing skills, water activities and much more. Year 6 is to be commended on their organisation of the day as the whole school was involved in the Fun Day and students took turns at rotating through the activities avoiding the mingling of cohorts.

Our senior leaders also raised \$654 for the Smith Family through the organisation of a cake stall that was well organised and ran for several days.

Year 5 students also offered various clubs in preparation for their leadership elections. The activities included a Dance Club, a Book Club, a Soccer Club, and an Art Club. The clubs started during lunchtimes but had to be stopped because of the COVID-19 lockdown.

Nonni Day or Grandparents' Day

The Multicultural Grandparents Day was held early in the year and was a great success. Students worked within their Stage levels to do activities with the grandparents who were able to attend. Grandparents joined students in storytelling, interviews, creating craft activities, playing cards, and dancing.

Premier's Reading Challenge

The Premier's Reading Challenge is an important initiative aimed at increasing students' desire to read during their school years. Students challenge themselves, as this is not a competition against others. The challenge is to read as many books as possible during the allocated time. Like every other year, students at the school participated with great enthusiasm. All students received a certificate of participation and a number of students received a gold and platinum medal for participating four years in a row.

Sister School Exchange Program

The Italian Bilingual School runs a biannual exchange program with a sister school in Italy. The exchange was not possible in 2022 due to the COVID-19 Pandemic. However, we are looking forward to hosting Italian students from the *Convitto Nazionale, Paolo Diacono*, Cividale del Friuli, in 2023 so that they can experience some elements of the Australian lifestyle and enjoy using English.

Next year, students from the Italian Bilingual School, accompanied by members of staff, parents and siblings, will again travel to Italy during the Term 3 break. Students will attend school at the *Istituto Comprensivo Nitti* in Rome followed by a longer stay at our long-standing sister school the *Convitto Nazionale, Paolo Diacono*. Students will be placed in regular classes and participate in all aspects of school life in Italy. They will also be given the opportunity to visit historical and cultural areas in the Region.

The biannual exchange is an important part of our curriculum and is especially tailored to students in Stage 3. It provides students with a very important experience that helps to consolidate their learning and give them the impetus to continue the development of a second language. These life-long learning skills are highly valued by the school and the whole school community.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

All teachers participate in professional development throughout the year. Courses such as *Providing Cardiopulmonary Resuscitation* and the *Cyber Awareness and Security Training* were attended by all staff members. These activities are designed to develop the skills and understandings of staff and to improve student outcomes. Professional development can take many forms including whole school staff days, subject specific in-services, meetings and conferences.

The major focus for 2022 was the COMPASS Whole-school Wellbeing Program with staff participating in a vast range workshops offered by the AIS to address student wellbeing and Social and Emotional Learning (SEL).

Course	Attended
10 Staff Development Days	11
HLTAID009- Provide cardiopulmonary resuscitation (all staff)	15
NAPLAN Readiness Platform Online Training	3
LittleScribe Workshop	10
COMPASS 2021 and 2022 schools sharing symposium	3
Understanding whole-school wellbeing online learning module	4
Effective practices for whole-school wellbeing webinar (PM).	3
The basics of social and emotional learning (SEL) webinar (PM)	4
Leading Staff Wellbeing Seminar	4
Circles for social and emotional learning (SEL) webinar (PM)	4
A whole-school approach to respectful relationships	2
Circles for Student Wellbeing	1
A practical approach to K-6 social and emotional learning (SEL). Building on the basics webinar (PM)	4
K-10 Road Safety Education Resource exploration webinar (PM)	2
Restorative practices in schools for beginners webinar (PM)	4
Supporting student voice to enhance student wellbeing webinar (PM)	4
Collaborating to support a whole-school approach to online safety education webinar (PM)	2
Supporting children's friendship skills in primary school webinar	4
Evidence-based mindfulness: theory and practice for K-12 schools webinar (PM)	2
AINSW K-12 Wellbeing Conference, Spring into Wellbeing	2
Parental engagement and road safety education K6 webinar (PM).	2
Whole-school mental health education: PDHPE and Wellbeing, better together.	2
Aggression in Autism Webinar	5
Risk assessment and management in schools: Child protection and mental health	1
NSW reportable conduct and allegation against employees	1
Introduction to the Child Safe Standards (all staff)	15
Implementation of the Child Safe Standards - understanding Schools Legal Obligations	2
Learning Support: Developing a Multi-tiered System of support	1
Partner – Be You Beyond Blue	1
Assist – Be You Beyond Blue	1
Recognise – Be You Beyond Blue	1
Respond – Be You Beyond Blue	1
Positive Classroom Management	10

Afternoon Staff Meetings were held once a week in 2022. These were aimed at providing Professional Development in the areas mentioned above and other areas of focus such as Child Protection, development of a Scope and Sequence for PDHPE and Resilience Training. The teachers shared their expertise with the rest of the staff, creating a strong learning community.

Teacher Standards

The following table sets out the number of teachers on the school staff who fall into each of the three categories determined by NESAs:

Teacher Qualifications Primary	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	11
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

TEACHER ATTENDANCE AND RETENTION

Despite the continuing effects of the Pandemic in 2022, especially during the first six months of the year, saw the average teacher attendance remain relatively high with only 5% absences due to illness.

One teacher took six months maternity leave and a total of 17 days of long service leave were taken. The teacher retention rate was 92%.

STUDENT ATTENDANCE

The average student attendance rate for the school during 2022 was 92.5%. This is a pleasing result given that we were still under strict regulations for COVID 19. As a preventative measure, IBS requested that students remain home if they had cold or flu symptoms.

	Justified Absences	Unjustified Absences	Intermittent unjustified Absences	Other Absences	Unmarked	Full Day Attendance Rate
Overall	7.2%	0.3%	0.0%	0.0%	0.0%	92.5%
Boys	6.9%	0.4%	0.0%	0.0%	0.0%	92.8%
Girls	7.3%	0.2%	0.0%	0.0%	0.0%	92.1%
Year 6	5.9%	0.3%	0.0%	0.0%	0.0%	93.8%
Year 7	7.1%	0.3%	0.0%	0.0%	0.0%	92.6%
Year 2	8.0%	0.3%	0.0%	0.0%	0.0%	91.0%
Year 3	7.2%	0.3%	0.0%	0.0%	0.0%	92.7%
Year 4	11.4%	0.3%	0.0%	0.0%	0.0%	88.3%
Year 5	5.8%	0.2%	0.0%	0.0%	0.0%	94.2%
Year 6	6.6%	0.1%	0.0%	0.0%	0.0%	93.3%



SCHOOL POLICIES

Attendance Policy Procedures

All attendances are recorded as an 'absence only' method in a class roll on a daily basis and in PC Schools Data Base. Where extended absences have occurred or no explanation note is provided, teachers will ask for an explanation note from the parents within three days of the absence. If none is provided, the absence is marked as unexplained.

Procedure

- Each individual class teacher has access to PC Schools data base for an electronic roll.
- Class rolls are marked using the exception method.
- A note from the student's parents or caregiver is required for every absence or partial absence. Parents can contact the school via email or use the School App to notify absences.
- Explanation notes are kept with the class folder.
- If explanation notes are not provided within three school days, the classroom teacher will send a formal letter home requesting the reason for the absence in writing.
- If parents do not respond to this letter within a week, the Principal may contact the parents for further clarification. It will be considered as an unexplained absence (A).
- PC Schools maintains all records of absences as a backup.

Attendance Monitoring

Class teachers:

- monitor attendance patterns - absences and lateness.
- remind students, and if possible their parents, that explanatory notes are required if the note is overdue (i.e. if the note has not been received within seven school days).
- record the category of absence (A, E, L, P, M, or S).
- refer attendance patterns causing concern or unexplained absences (within three days of the absence becoming unexplained) to the Principal.
- inform the Principal when a student has been absent for three days or more for any reason.

The Principal will monitor all rolls once a term to ensure that:

- the rolls are marked in accordance with policy.
- monitoring of attendance is effective.
- all necessary roll statistics have been calculated.
- explanatory notes, late notes and a record of explanations are accurate and kept with the class roll and filed at the end of each school year.
- requests are made for medical certificates detailing the nature and duration of the sickness if there are concerns about notes provided by the parents or caregivers or the sickness is over an extended period.
- the parent/caregiver is contacted when an unexplained absence occurs.
- parents are contacted personally if an explanation of absence letter does not follow
- parents submit a written request if students are taking extended educational leaves; e.g. attending school in Italy for a number of weeks.

Students travelling for an extended period of time with their family apply to the Principal to have a special Leave Certificate issued.

Enrolment Policy

Rationale

The Italian Bilingual School is a non-denominational primary school providing a bilingual education in English and Italian. The criteria for enrolment at the School are equitable, open and non-discriminatory. Geographic boundaries are not taken into consideration in the enrolment process of the Italian Bilingual School. All applications are processed in order of receipt; consideration may be given to siblings already attending the school and other criteria determined by the school from time to time.

General Policy

Language competence in either English or Italian is not a prerequisite for students enrolling at IBS. Children who turn five years of age on or before 30 June on the year of enrolment are eligible to enrol in Kindergarten, provided the teachers attest to the child's readiness to commence formal schooling. The School may also contact the child's previous school/pre-school and consult with the primary caregivers to further ascertain school readiness and suitability of a bilingual learning environment such as that of IBS for the individual student. Non-Australian citizens holding a valid visa, meeting Commonwealth Government regulations, and the minimum age requirement of the School, are welcome to enrol.

Procedures

- A copy of the child's birth certificate and, where applicable, a Visa number will need to accompany the enrolment form.
A completed copy of the enrolment form and a signed copy of the Media Consent form, the Acceptable User Policy, Outings and Library Permission are to be placed in the student's file at the beginning of enrolment (once these forms are on file, there is no need to complete these forms every year).
- Enrolments must be accompanied by documented evidence of immunisation status.
- Where parents elect not to immunise their child, the School, under the Public Health (Amendment) Act 1992, will require that unimmunised children remain at home in the event and for the duration of an outbreak of a vaccine-preventable disease.
- Enrolment may be refused on the grounds of previously documented violent behaviour.
- Relevant enrolment forms must be completed and accompanied by due payment of applicable fees.
- Open Days are held throughout the year to promote the school to the community and explain our unique approach to Bilingualism. Throughout the year, enrolment opportunities are advertised and interviews organised. The enrolment process entails an interview with the Principal and a preliminary assessment by the teachers, if needed, to ascertain questions such as school readiness and/or suitability of a bilingual learning environment such as that of IBS for the individual student. Parents are expected to enrol their students for Kindergarten at this time.
- Where a waiting list applies, precedence may be given to students attending the IBS Preps program.
- Siblings of students attending IBS will be given precedence.
- New and continued enrolment is subject to acceptance of the policies, rules and regulations governing the Italian Bilingual School and willingness to support the philosophy underpinning the School.
- Parents/primary caregivers will be notified of the outcome of their application in writing.

- A Media Consent Form and an Acceptable User Form are to be completed at enrolment and stored in each student's folder.
- A Register of Enrolments will be retained by the School for a **minimum period of five (5) years** before archiving.

Enrolment of Students with Special Needs

Each application will be considered individually by the Principal, the school Executive and the Co.As.It. Board of Directors.

Factors which will influence any decision include:

- Adequacy of support services and resources
- Whether the student can be provided with an appropriate educational program
- Welfare of other students.

Anti-bullying Policy

The Italian Bilingual School is committed to providing a safe and caring environment that fosters respect for others and does not tolerate bullying.

Bullying is repeated psychological or physical oppression of a less powerful person or group of persons by a more powerful person or group of persons (Rigby, 1996) that creates a risk to mental and physical health and safety. Bullying is ongoing in nature and the bully is encouraged by another's pain, distress, fear and humiliation.

Bullying may manifest itself in the form of emotional, social (including multi-media platforms), verbal and/or physical; incidents, all of which will cause distress.

The Italian Bilingual School aims:

- To create an environment where everyone is equal regardless of his or her differences.
- To create an environment where all members are safe and feel they belong to the community.
- To develop an ownership of the policy by all members of the community.
- To develop a sense of responsibility amongst the community for their actions.
- To provide consistent guidelines for the members to follow if rules are not kept and what are the appropriate consequences.
- To develop the idea of fair play and good sportsmanship that will continue in adult life.
- To fully inform parents of their child's behaviour so as to ensure growth and learning for all involved.

Procedures

Reporting of bullying:

Incidences of bullying should be reported to any teacher or the Principal by children and their parents. Any bullying incidences that are dealt with will be recorded and this record will be referred to in evaluating the effectiveness of the whole school anti-bullying program. The records will be duly disposed of when they are no longer deemed relevant.

Confidentiality

The individual student's right to privacy will always be respected. A student's name will only be disclosed to staff on a need-to-know basis. Students will not be individually identified to other parents or members of the school community, whether directly involved or not.

If your child is being bullied

Tell your child that:

- It is not his or her fault
- He or she has the right to feel safe and happy
- He or she has the right not to be bullied
- It is all right to walk away
- It can be stopped
- It is all right to tell the school staff
- By acting on the bullying you are also protecting other students from the bully.

What will the School do if bullying is reported?

- Assure the child that the problem can be solved and then provide ongoing support
- Investigate the problems raised.
- Treat everyone involved with fairness.
- Take action that is appropriate to the particular circumstances – this may be Mediation.

A copy of the Anti-bullying policy is given to caregivers and is available on the school's website.

Pastoral Care Policy

Pastoral care at the Italian Bilingual School concerns the total welfare of individual students and the student population as a whole. It involves offering a framework for growth in a nurturing and caring environment and assisting in the formation of positive self-esteem and strong interpersonal skills.

Related documents include:

- Student Welfare and Discipline Policy and Procedures
- Duty of Care and Supervision Policy and Procedures
- Attendance Policy and Procedures
- Anti-Bullying Policy and Procedures
- Homework Policy and Procedures
- Communication Policy and Procedures
- Assessment and Reporting Policy and Procedures
- Health, First Aid and Medication Policy and Procedures
- Anaphylaxis Management Plan and Nut-free Policy and Procedures
- Critical Incident Management Plan
- Privacy Policy and Procedures
- IBS School Rules

Student Welfare and Discipline Policy

The School is governed by a code of conduct aimed at teaching and fostering respect for self, for others and for property. The School aims to provide a learning environment that is safe, affirming and conducive to the development of responsible and caring individuals. Within this framework, the School's welfare and discipline policy provides clear parameters within which students and staff operate. In compliance with Section 47 (f) of the Education Act, the School expressly prohibits corporal punishment of students.

Related documents include:

- Anti-Bullying Policy & Procedures
- Assisting Students with Learning Difficulties
- Attendance Policy & Procedures
- Child Protection Policy
- Duty of Care and Supervision Policy & Procedures
- First Aid Policy
- Grievance Policy and Procedures
- Homework Policy
- School Policy & Anaphylaxis Management Plan
- Pastoral Care Policy
- Privacy Policy
- Sun-safety & Hat Policy
- Uniform Policy
- Volunteers Policy

Complaints and Grievances Resolution Policy

Parents and other members of the school community may, from time to time, wish to complain about a school matter. They may, for example, be unhappy with a school policy or with a particular staff member.

The school must deal with such complaints sensitively, confidentially and effectively. The matter must be resolved as soon as possible and in a way which treats all parties with dignity and respect. It is important to note that anonymous complaints are not normally accepted or acted upon.

The vast majority of the concerns, which may arise from parents, students and others, need never take the form of a formal complaint. The Principal and teachers are available to discuss and resolve these concerns in more informal ways.

These procedures set out ways for resolving complaints in those few instances where a solution has not been reached by informal means and the person with a grievance wishes to make a formal complaint.

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained.

School policies may be accessed via the School administration office

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school develops an Annual Development Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Management Plan and informed by various areas such as teachers, parents and the Board of Co.As.It.

Achievement of priorities for 2022

Area	Priorities	Achievements
Programming	Implementation of the AIS COMPASS Whole-school Wellbeing program	Teachers attended a range of workshops provided by the AIS that addressed different elements of wellbeing. A member of the AIS worked with our teachers to provide support and guidance when developing implementation strategies.
	Literacy and wellbeing	Students created individual or collaborative books that were printed using the LittleScribe

Student Welfare	<p>Senior students developed a Peer Support program based on Wellbeing. The students created and presented mini-lessons to help the junior students develop skills.</p> <p>GRIP Leadership Conference</p>	<p>website. Families were able to purchase more books to gift to their families. This gave our students a great sense of pride and achievement.</p> <p>Senior Students developed their leadership skills and supported younger student throughout the year</p> <p>All Year 6 student leaders were given the opportunity to attend the GRIP Leadership Conference and implement a range of initiatives around the school.</p>
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PARENT, TEACHER AND STUDENT SATISFACTION

The Italian Bilingual School encourages parental involvement in the education of children to ensure educational outcomes are achieved. There is an active Parents and Friends Association that meets twice a term. This provides one of a number of avenues for parents to become actively involved in the school and express their satisfaction.

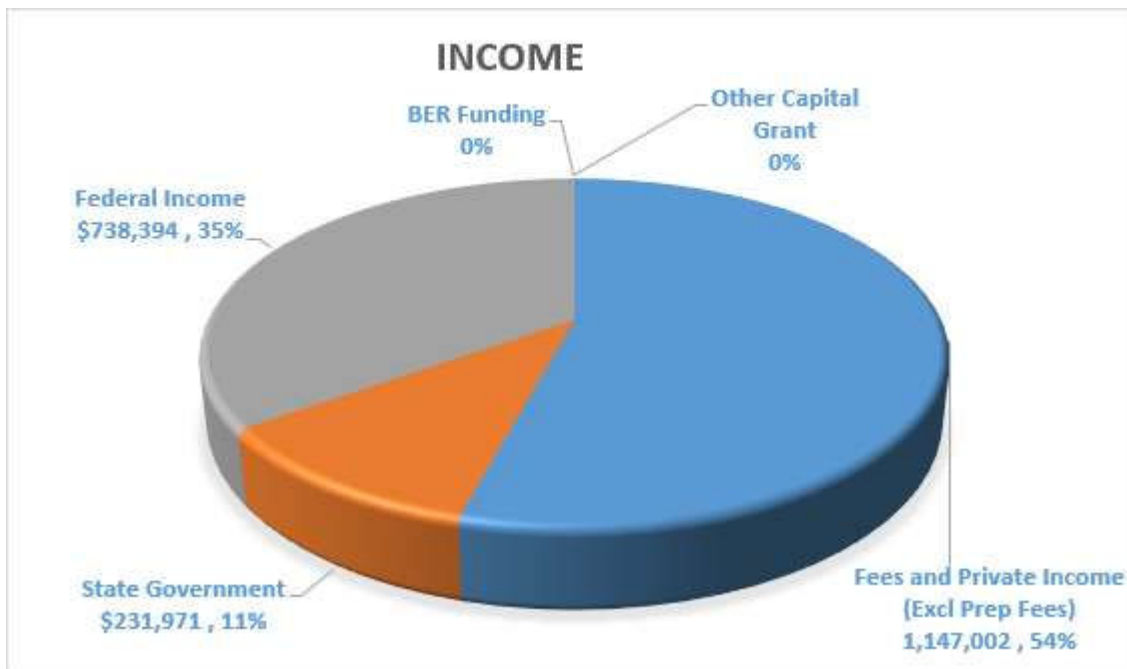
There are many instances where the students are involved in School initiatives and are asked to express opinion through informal meetings and written feedback. Senior students, as leaders of the school, are consulted and provide invaluable input.

Teachers, as an essential part of a learning community, are an integral part of the School's decision-making process. Consultation with the staff occurs on a regular basis through staff meetings. Decision-making on issues is collaborative and inclusive.

FINANCIAL STATEMENT

INCOME

Income	Amount	%
Fees and Private Income (Excl Prep Fees)	1,147,002.00	54%
State Government	231,971.00	11%
Federal Income	738,394.00	35%
BER Funding	-	0%
Other Capital Grant	-	0%
Total	2,117,367.00	



EXPENSES

Expenses	Amount	%
Employee Related	1,428,802.05	67%
Capital Expenditure	91,022.00	4%
Non-Employee Expense	614,939.00	29%
Total	2,134,763.05	

