

# ITALIAN BILINGUAL SCHOOL

## ANNUAL SCHOOL REPORT

2023



### SCHOOL CONTACT DETAILS

30-32 See Street, Meadowbank 2114

[office@ibs.nsw.edu.au](mailto:office@ibs.nsw.edu.au)

<https://www.coasit.org.au/services/italian-bilingual-school/>

Phone: (02) 98072272

Fax: (02) 98078020

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## ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

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 2024 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: 30/06/2024

## MESSAGE FROM KEY SCHOOL BODIES

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

In 2023, the Italian Bilingual School officially turned 21, and what a remarkable year it was. Since its inception in 2002, the Board of Co.As.It. has worked hard to ensure that the school continues to thrive in challenging times. I acknowledge the school's leadership team, the teachers and support staff for their enormous efforts in ensuring the Italian Bilingual School continues to deliver the best education possible to our students. It fills me with great pride to see the school now fully established and recognised as a leader in education.

There were many highlights in 2023, but one was particularly special for our students; the school was honoured to host two youth choirs from Italy, *Coro Gioventù in Cantata* and *Giovani Voci Bassano* from Marostica and Bassano del Grappa in the Veneto region. Their angelic yet powerful voices and their harmonious yet stirring movements, filled us all with awe. Choir director, Cinzia Zanon, confidently encouraged each individual to sing in unison with strength and courage, enchanting our students with an inspiring performance.

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 21 year history.

### Executive Principal's Message – Ms Sara Villella

2023 was an exciting year in which we were able to realise many achievements in all areas of the school. As the Executive Principal, I am privileged to witness the dedication, passion, and hard work that our teaching, support, and administrative staff brings to our school.

The many visitors to the school in 2023 confirm the School's standing as a pivotal reference point for bilingualism. The Italian Ambassador, HE Paolo Crudele visited the school accompanied by the Italian Consul General Andrea De Felip and was impressed by the levels of engagement of our students in both English and Italian. In another visit, Valentina Biguzzi, Director at the Embassy of Italy, was impressed by the progression of linguistic competency from Preps to later years at the school. The same holds true for Dr. Valentina Adami, researcher at the Università di Bergamo, who visited the school to explore options for the University to send final year students in their Education faculty to our school. Professor Monica Barni from The University for Foreigners Siena has researched extensively on the teaching, learning and assessment of languages and was delighted by the level of student interaction when she too visited our school. This recognition fuels our commitment to continue pursuing excellence through bilingualism.

## **IBS Parents and Friends (P & F) Message**

The IBS P & F committee members are dynamic participants in the school community and run successful events such as a Welcome BBQ, an end of year dinner, gatherings for families, 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.

In 2023, the P & F Committee volunteered their time to support the school community. Each year, the P & F work towards a fund-raising objective. With funds raised in 2023, the P & F purchased professional microphones that can be used for school performances. These are invaluable as they support the work that teachers do for performances, drama, and reciting.

Other P & F initiatives in 2023 included a Hat Making workshop in preparation for the Mad Hatter's Parade, a Mother's Day Stall, a Mother's Day Meet-up at the Bayview Hotel and a Father's Day stall. The P & F organised an array of gifts for the students to purchase during the week leading up to Mother's Day. For Father's Day, the P & F organised a stall with many wonderful gifts for students to purchase. To conclude the school year, the P & F organised an End-of-year dinner themed around "Italian Summer Vibes", an occasion for families to come together and enjoy an *apericena*, live music, games, and a silent auction.

## SCHOOL FEATURES

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

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 2023

Preps Students	27	
K-6 Students	103	Total 130 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.

Established in 2002, the Italian Bilingual School (IBS) is the first Australian school to offer a fully bilingual education in English and Italian. IBS caters for children from Preps to Year 6 and delivers the NSW curriculum in two languages. Each child is taught and nurtured at their point of need, and this contributes to outstanding student achievements in literacy and numeracy in both Italian and English.

The school offers a range of programs including STEAM, visual and performing arts, dance, sport, and instrumental tuition as well as a popular Out of School Hour Care (OOSH) Program in English and Italian. Students also have access to their own radio station and film studio within the Mamma Lena and Dino Gustin Innovation Centre, a space where they can use their language skills while developing technical expertise.

Learning to understand, speak, read, write, and think in two or more languages opens up a whole world of possibilities for children and adults alike. Being able to see beyond the

boundaries of one language or culture is both empowering and liberating. It allows students to explore, understand and appreciate the wealth that is to be found in both languages.

### **Bilingual Curriculum**

Our curriculum is designed to develop cultural awareness and literacy in two languages for children from Preps to Year 6. A bilingual education strengthens the intellectual, analytical, and reflective capabilities of students. They gain an appreciation of language, an understanding of cultural diversity including social, historical, and geographical knowledge of both Australia and Italy. The program is based on teachers working collaboratively, teaching the curriculum in Italian and in English.

### **Benefits of Bilingualism**

Learning to understand, speak, read, write and think in two or more languages opens up a whole world of possibilities for children and adults alike. Being able to see beyond the boundaries of one language or culture is both empowering and liberating. It allows students to explore, understand and appreciate the wealth that is to be found in both languages.

### **PRESCHOOL**

The Italian Bilingual School's Preschool program has been developed to enhance children's wellbeing and development. 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.

Our Preschool Program:

- develops early literacy
- builds numeracy skills
- encourages social development
- prepares children for formal schooling
- introduces children to Italian language and culture
- inspires cultural awareness

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.

## SCHOOL CURRICULUM

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. Our curriculum is designed to develop cultural awareness and literacy in two languages for children from Kindergarten to Year 6. The school provides an educational program taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, History, Geography, Creative Arts and Personal Development, Health, and Physical Education.

Mathematics and English are taught through the English language while the other KLAs are taught in Italian with assistance in regard of content done through English and linked to the English term's programs. The school employs a particular methodology of teaching and maintains this system throughout its everyday functioning. The "one person, one language" approach, whereby teachers only speak one language, enables them to establish a connection with children in the spoken language, thereby encouraging interaction in that language.

The content of the curriculum, to be delivered in English and in Italian, reflects both the Australian and Italian cultures, thus giving students a bilingual and bicultural education. Encouraging students towards an understanding and appreciation of the wealth of cultures which comprise the Australian landscape, is an inherent aspect of the School's curriculum.

The development of bilingualism strengthens the intellectual, analytical, and reflective capabilities of students. They gain an appreciation of language that helps deepen their understanding of cultural diversity and benefit from an exceptional social, historical, and geographical knowledge of both Australia and Italy.

The Italian Bilingual School offers a microcosm where learning the Italian language complements the development of skills in the English language. Hence, the students, whose majority language is English, are given as many opportunities to communicate in Italian as possible both through formal learning and informal contexts. Each child is taught and nurtured at their point of need, and this contributes to outstanding student achievements in literacy and numeracy in both Italian and English. New students are not required to have prior knowledge of Italian. The teachers are highly competent and skilled in the process of second language acquisition and are therefore able to assist the children through the different learning phases. Equal immersion in both English and Italian enables students to graduate with two languages from a single integrated education.



## SCHOOL CURRICULUM INITIATIVES

### 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.

### 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 students in creating 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, Packman Machines and other activities that demonstrated not only creativity but also understanding of design and production, working scientifically, and thinking skills.

### **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.

### ***Numeracy Skills workshop***

In 2023, the school worked on a Primary Numeracy Project in conjunction with AIS (Association of Independent Schools). Teachers worked on the project with Ms. Henrietta Miller and participated in a range of activities including in-class observations, in-services, and online training modules throughout the year. Ms. Miller also ran a workshop for parents on the development of numeracy skills on 6 November. This provided parents precious insight into current practices and the strategies used when teaching numeracy. More importantly, the workshop focused on providing many practical ideas to support the development of numeracy skills in the home.

## **EDUCATIONAL ACHIEVEMENTS AND PERFORMANCE IN TESTS**

### **International Competitions and Assessment for Schools (ICAS)**

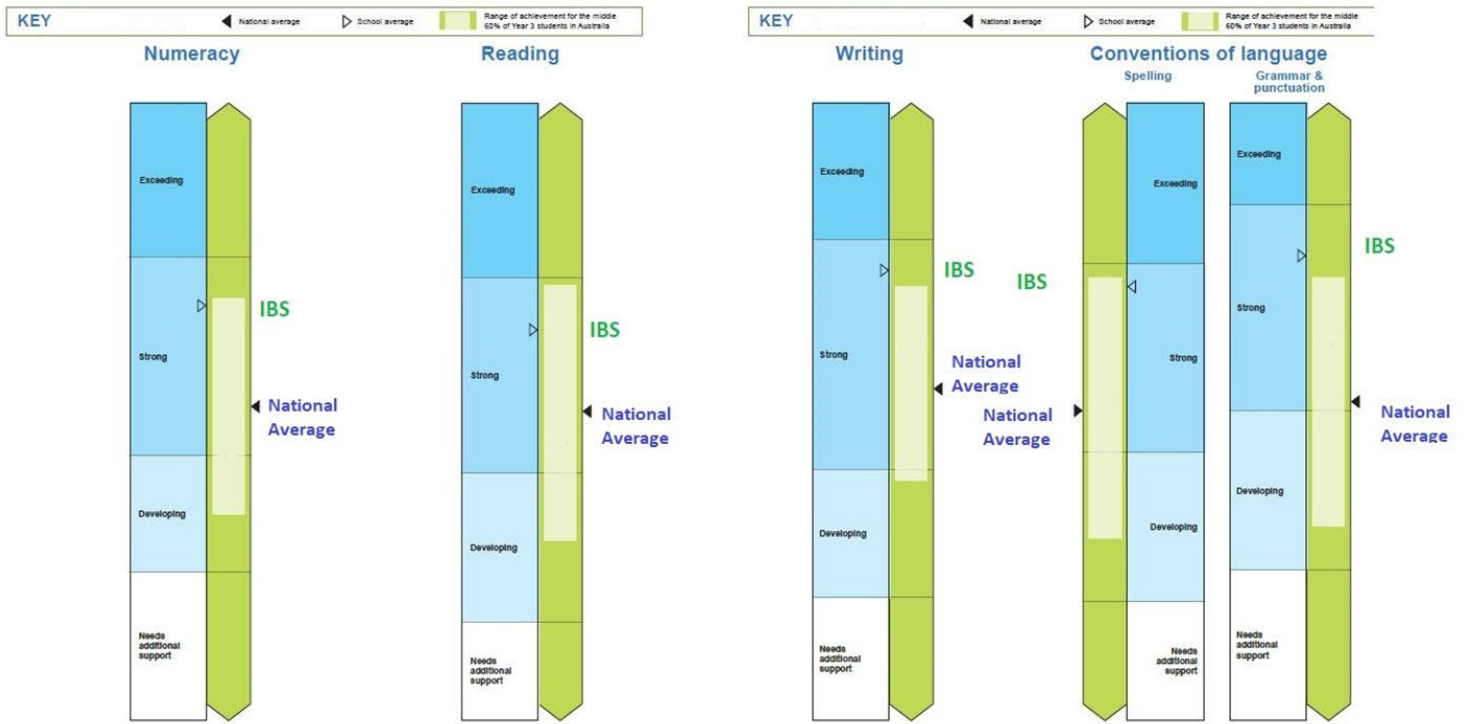
**ICAS** is a comprehensive skill-based educational assessment that is administered independently and is based on academic competencies with an added competitive element. The philosophy behind ICAS is to encourage students to attain greater academic success. The tests are designed by expert academics based on the Australian curriculum. In 2023, students from Year 2 to Year 6 participated in ICAS achieving Distinctions in Science, Spelling, English and Maths.

## 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.

NAPLAN results for both Year 3 and Year 5 were excellent with students performing well above the National average in all areas tested.

### YEAR 3



## YEAR 5



### ***Certificazione di Italiano come Lingua Straniera (CILS)***

**CILS** is an Italian Language Certification of Italian as a Foreign Language. The CILS certification is a qualification that attests the level of linguistic and communicative competence in Italian as a second language. CILS is administered by the University for Foreigners of Siena and is a certification recognised by the Italian Ministry of Foreign Affairs. As a proficiency exam, CILS is an official recognition of the level of linguistic competence of Italian as a foreign language. 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. Italian Bilingual School students sit the CILS exam in Year 6 and achieve outstanding results. Results for IBS students in 2023 ranged from 80 to 95% accuracy in all the skills areas tested.

### **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.

### **WriteOn 2023**

The Italian Bilingual School participated in the WriteOn competition held annually by the New South Wales Education Standards Authority (NESAs). The competition is open to all students across NSW from Year 1 to Year 6. The stimulus was a photograph of a group of children playing a game at a fun fair. A panel of experts judged the entries, and the winners were awarded certificates.

### **Book Week Writing Competition**

On 9 September, students participated in a writing competition for Book Week. The stimulus for their writing (Year 1 to Year 6) and their drawing (Preps and Kindy) was a collection of books wrapped in brown paper with a 'sizzling' start written in English and Italian. Students could choose which language to write in and produced imaginative stories of the highest order.

### ***Settimana della lingua Italiana* Competition**

*La settimana della lingua italiana* is an Italian government initiative that is held in the month of October each year to celebrate and promote the study of Italian language and culture in the world. Each year *L'Accademia della Crusca* and the Italian Ministry of Foreign Affairs and International Cooperation organise activities around a central theme that reflect elements of Italian culture. In 2023, the theme selected was "*L'Italiano e la Sostenibilità*". Italian Bilingual School students participated with success in the Statewide competition.

### ***Year 6 graduate presentation***

24 November marked a special night for all learners of Italian and their families in NSW. Over 200 students who study Italian through our programs and their families came together for an Awards presentation which celebrates students who have achieved excellence in their studies of Italian language and culture this year. The ceremony included the presentation of certificates to Year 6 graduates of the Italian Bilingual School, signed by the Italian Consul General in Sydney, Andrea De Felip.

### **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 School Stream 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 See Saw 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.

## **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 2023 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.

## 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 Plan and informed by various areas such as teachers, parents, and the Board of Co.As.It.

### Achievement of priorities for 2023

Area	Priorities	Achievements
Programming - Numeracy	Implementation of the AIS Primary Numeracy Project which aims to promote the explicit teaching of numeracy skills in independent schools.	<p>Teachers attended a range of workshops provided by the AIS that addressed strategies to promote the explicit teaching of numeracy skills. A member of the AIS worked with our teachers to provide support and guidance when developing implementation strategies.</p> <p>Teachers have become skilled in the administration of two screening tools, one focused on K-2 and the other on Years 3-6. The Early Numeracy Screening Tool (K-2) has been designed for use by class teachers of Kindergarten, Year 1 and Year 2.</p> <p>The Years 3-6 Numeracy Screening Tool is administered to the whole class by the teacher. The screening processes enable teachers to analyse the results and identify critical instructional priority areas that will be used to inform whole class instruction, as well as identify students who are at risk of not acquiring essential numeracy skills.</p>
Programming - PDHPE	Implementation of the AIS Whole-school Road Safety Education project which aims to promote the explicit teaching of numeracy skills in independent schools.	Supported by Transport for NSW under the School Road Safety Education Program, the project promoted a sustainable and continuous commitment to student wellbeing, focusing on K-6 road safety education.
Student Welfare	<p>Literacy and wellbeing</p> <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>Students created individual or collaborative books that were printed using the Littlescribe website. 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>



## **SPORT**

IBS students take great pride in representing the school at different sporting events. In 2023, 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 2023, we were able to provide students with access to the Sporting Schools specialists for three terms. They developed skills in Table Tennis, Volleyball and Touch Football. 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.

## **ASSISA**

The Italian Bilingual School is a member of the All-Suburbs Independent School Sports Association (ASISSA). As part of this association, students compete in athletics, cross-country and swimming carnivals. Students also have an opportunity to compete in a range of sports at an interschool level. This association provides a representative pathway for elite athletes to progress to Combined Independent Schools (CIS) events.

A group of students, all active members of a recognised soccer team, were selected to participate in the ASISSA Soccer Trials. Eleven students represented IBS at the ASISSA Swimming Carnival held at the Warringah Aquatic Centre. Students were selected according to age and records obtained at the School Swimming Carnival. Cross Country was held on Thursday 4 May, with many students from Year 2 to Year 6 qualifying. A team of 37 students represented IBS at the ASISSA Cross Country at Queen's Park on 18 May. Samuele Facibeni qualified for the CIS Cross Country Carnival and represented IBS - an extraordinary effort. The Athletics Carnival held on 14 June and the Swimming Carnival on 10 November were both a resounding success.

## **International Sports Day**

After many years of not being able to participate in this event due to COVID restrictions, students from Year 3 to Year 6 joined several other Independent Bilingual schools in an International Sports Day organised by the Japanese School at Terry Hills. It was a wonderful way to demonstrate teamwork, collaboration and good sportsmanship. Students thoroughly enjoyed the experience and represented our school values with great dignity.

### ***Giornata Nazionale dello Sport (Italian National Sports Day)***

On June 2, students celebrated *Festa della Repubblica*, Italian National Day, with a special assembly and the “*Giornata Nazionale dello Sport*”, an Italian initiative which promotes the core values of participating in sport. Students delivered a presentation which explored the benefits of sport, not just for physical development but also for cognitive and social development. Students explained that sport promotes a greater sense of self and an understanding of others. The IBS initiative was acknowledged on the website of the *Comitato Olimpico Nazionale Italia* (Italian National Olympic committee).

### **Jump Rope for Heart**

Students participated in the Jump Rope for Heart initiative in 2023, a program which teaches jumping skills and makes students aware of the importance of heart health as well as providing support to the Heart Foundation. Students enjoyed skipping and were encouraged to skip just for fun even on the playground. The concluding activity, The Jump Off, was a great opportunity for students to put their skills into practice. Everyone had a wonderful time and IBS students raised \$2,153.00 for the Heart Foundation.

### **Year 5/6 Sports Camp**

In 2023, Year 5/6 students travelled to Narrabeen for a special Sports Camp. They enjoyed being outdoors and participating in an array of sports activities and excursions which enabled them to learn outside of the physical walls of a classroom.

## **OTHER ACTIVITIES THROUGHOUT THE YEAR**

Throughout 2023, the Italian Bilingual School provided a number of extra-curricular activities to engage students in learning beyond the classroom. These included:

- IBS Educational Tour to Italy
- “A New Way of Living in the World” Project
- The Premier’s Reading Challenge
- Book Week
- *Way too Cool* initiative
- Creative writing lessons with authors through *Littlescribe*
- Debating
- Science Week
- *Carnevale*
- *Kadul* performance
- Anzac Day and *Festa della Liberazione* Assembly
- NAIDOC Week
- *Nonni* Day (Grandparents’ Day)
- Music, performances, and end of year concert
- Special visitors to the Italian Bilingual School

### **IBS Educational Tour to Italy**

A new Memorandum of Understanding was signed with our sister school, *Convitto Nazionale Paolo Diacono* (CNPD) in Cividale Del Friuli, for a further four years. This will allow our exchange program with the school to grow, providing our current students and alumni the opportunity to study in Cividale, as well as giving Italian students an opportunity to come to Sydney on exchange.

A new sister school agreement was also signed with the *Istituto Comprensivo Nitti* in Rome, expanding our exchange program with Italian schools and providing students with enriched cultural experiences as they explore different Italian regions. 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.

The 2023 IBS Educational Tour to Italy, held between 25 September and 13 October 2023 was a resounding success. A new sister school agreement was finalised with the *Istituto Comprensivo Nitti* in Rome, expanding our exchange program with Italian schools and providing students with cultural experiences as they explore different Italian regions. Twenty-five students and their parents participated in the IBS Educational Tour to Italy.

In Italy, students enjoyed their time in class and their adventures on the excursions to the Colosseo, the Foro Romano and Castel Sant'Angelo. The Principals and staff of both the *Istituto Comprensivo Nitti* in Rome and *Convitto Nazionale Paolo Diacono* in Cividale del Friuli were impressed by the children's exemplary behaviour but also by their curiosity to learn and ability to adapt to new learning environments in Italian. As part of the educational tour, IBS students attended classes in two Italian schools, our new sister school *Istituto Comprensivo Nitti* in Rome and our longstanding sister school *Convitto Nazionale Paolo Diacono* in Cividale del Friuli. In addition to attending school, students participated in excursions to local sites of interest. Students were immersed in the language, engaging in culturally enriching experiences, and making lasting friendships with their Italian peers. The tour was very successful with a great time had by teachers, students, and parents.

### **“A New Way of Living in the World” Project**

A Memorandum of Understanding was signed with the *Istituto Comprensivo San Giulio* - San Maurizio d'Opaglio, Italy and the *Instituto de Cultura Itàlica*, La Plata, Argentina to collaborate on an educational project for students to explore sustainable production and consumption models to protect, restore and promote sustainable use of the earth's ecosystem. The two-year project is part of the United Nations Agenda 2030.

### **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.

### **Book Week**

IBS celebrated Book Week with a series of events designed to engage students in a range of activities. The talented illustrator, Matt Ottley, brought the 2023 CBCA Children's Book Week theme Read, grow, inspire to life in the striking flying hero seahorse, carrying young readers through an endless, boundary-less space where imagination has unlimited scope for growth and infinite possibility.

### ***Way Too Cool* initiative**

On 5 September, students engaged in the presentation of 'Way Too Cool', a narrative about two best friends whose relationship changes when one of them meets a fascinating new individual and tries to recreate themselves in the image of what they see as 'cool'. The key lesson for students is that words and actions have consequences, and even when hurting someone is unintentional, it is nevertheless real and significant.

### **Littlescribe**

The Italian Bilingual School has participated in the Littlescribe Mini-writing Festival and Author activities for several years. The festival provides the platform and audience for student writing. The activities 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 2023, students from Year 2 to Year 6 participated in the Mini-Writing Festival, a live interactive event featuring prominent Australian children's authors. They participated in interactive workshops with published authors and illustrators to understand the process of writing a book. The sessions inspired our students to be creative writers and use an array of writing techniques to prepare a well-structured, entertaining piece of writing. The work done in the Littlescribe sessions provides students with an authentic audience for their work, which is published on the Littlescribe website, but also printed and kept in our school library for everyone to enjoy.

### **Debating**

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 timekeepers. 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.

### **Science Week**

During Science Week, teachers engaged students in a range of activities that included participating in Australia-wide online interactions, doing experiments in the classroom and working on projects such as creating robots. Preps to Year 4 visited the Year 5/6 Robot Expo and voted for their favourite creation.

### **Carnevale**

During Carnevale, the streets of Italy are crowded with colourful costumes, elaborate masks, and confetti: the Carnevale celebrations are in full force. Carnevale came early in 2023, with IBS celebrating on 16 February. Students brought in elaborate face masks they had creatively crafted at home and participated in a parade at school, with each year group receiving prizes for the most creative mask.

### **Kadul Performance**

On 9 August, a performance of Kadul with Ryka Ali was held at the Italian Bilingual School for all students from Prep to Year 6. Ryka's heritage stems from the Yidinji clans of Cairns, the Kuku Yalinji clans of Mossman and the Torres Strait Islands. A winner in the Young, Black & Deadly Talent Quest (2003), he is a proud ambassador for Australia's Indigenous youth. Beginning with the Torres Strait Islands, Ryka performed an introductory dance then talked about the flag. The show included participatory dances with students and also explorations of various instruments, artefacts, and costumes specific to the Islands. Ryka then spoke about the Aboriginal culture, 'painting up' with ochre (along with student volunteers), explaining its importance and the significance of the designs. Ryka finally performed and taught the students native dances with audience participation and ended with a demonstration of the didgeridoo.

### **Anzac Day and *Festa della Liberazione* Assembly**

Term 2 began with an Anzac Day and *Festa della Liberazione* Assembly. The two festivities fall on the same day, 25 April, in Australia and in Italy. The Year 6 students presented an informative and moving testament to commemorate the events to the whole school, explaining elements of the two celebrations and why it is important to remember and to learn from historical events.

### **NAIDOC Week**

IBS celebrated NAIDOC Week with engaging activities. Students read Dreamtime stories in class and worked on a range of artworks. As a whole school, students contributed to a collage of a goanna, the symbol of the Eora people, which was then displayed near the office. To conclude NAIDOC Week at IBS, a special assembly was held during which students presented some of their work and watched one of the Dreamtime Stories together.

### **Nonni Day (Grandparents' Day)**

In 2023, IBS celebrated our wonderful grandparents with a Tombola Day, which was a huge success. Nonni were invited to sit with their grandchildren in House colours and play this traditional Italian game together. Prizes were awarded for Ambo (2 in a row), Terno (3 in a row), Cinquina (5 in a row) and Tombola (full card). There was enthusiasm and delight in the eyes of grandchildren and *nonni* alike, as they joined forces to compete for prizes. The intergenerational event was a resounding success.

### **Music, Performances, and the End of Year Concert**

Music lessons are an essential part of the Italian Bilingual School curriculum. The first step in studying music, including reading, and writing musical notes, which leads to musical appreciation, is the result of an explorative and experimental approach and not an approach based on the study of abstract or theoretical concepts. The practice of improvisation and basic composition, individual elaboration of musical sounds according to the different phases of cognitive and motor skill development and the use of a variety of methodologies, including Orff, places learners at the centre of the learning process. This forms the theoretical basis of our music education program and ensures its success.

Students at IBS thoroughly enjoy music and performing. In 2023, an Italian Bilingual School Choir was formed under the direction of music teacher, *Maestra* Zuleika. Students selected for the choir participated in a number of public events throughout the year, including Ferragosto @ Five Dock, Italian Awards Night, and Norton Street Festa.

The whole school community was delighted by extraordinary student performances at the end of year school concert. Students worked on performances in both English and Italian and delighted teachers and families with wonderful renditions of popular songs. The concert was held at Rosebank Secondary College, our longstanding partner in providing secondary pathways for our students.

### **Year 5/6 Performance – *Chi Ha Rovinato La Mona Lisa? (Who ruined the Mona Lisa?)***

In 2023, the Year 5 & 6 students presented their brilliant play *Chi Ha Rovinato La Mona Lisa?* in the School Hall. The aim of this performance was to raise money for Stepping Stone House, an organisation that works to accommodate and care for at-risk youth, giving them a greater chance to succeed in life. The performance was well-attended and raised much-needed funds. The students are to be congratulated not only on their acting skills but also for having written the play, created the props and designed all the material that was required for the event: tickets, brochure, and invitation. Special guest, Italian Senator Francesco Giacobbe, praised the performance.

*“The defaced Mona Lisa required in-depth investigations by the children of Co.As.It.’s Sydney’s Italian Bilingual School, who put on a wonderful show. A theatrical representation written by the pupils of classes 5 and 6 that struck me for its intensity, knowledge and topics covered. The students were magnificent. And they wanted to reiterate, through the stories that revolved around the damage to the Mona Lisa and the master Leonardo Da Vinci, that the external appearance matters little. Much more important is the internal one. Congratulations to you, the most beautiful part of our future.”*

### **Student performance: Ferragosto@Five Dock**

Ferragosto was held on Sunday 20 August in Five Dock with the Italian Bilingual School Choir performing songs on centre stage, and Year 1 students performing a Tarantella dance. All students showcased their talents and shared their passion for music and dance with the community.

### **Norton Street Festa performance**

We are often delighted, but not surprised, when visitors to our school comment on the extraordinary confidence of our students. The many opportunities to perform support the development of their self-esteem, which helps build confident children. Our organisation provides opportunities for our teachers to bring out the best in our students, so it was no surprise when the IBS choir and Year 2 students provided brilliant performances at the Norton Street Festa.

## **VISITORS TO THE ITALIAN BILINGUAL SCHOOL**

### ***Visit from the Italian Ambassador***

The Italian Bilingual School was honoured to host a visit from the Italian Ambassador, HE Paolo Crudele and the Italian Consul General Sydney Andrea De Felip on 31 March. School Captains Samuele Facibeni and Lucia Moschella led the tour together with the School Executive. The Ambassador and the Consul General visited each class, engaging with students and participating in learning activities, including a table tennis lesson where they demonstrated the finer skills of the game to students.

### ***Visit from Aboriginal Elder***

On 16 February, IBS welcomed a special guest to the school; Marrawarra and Barkindji Elder, Mr Brendan Kerin. Mr Kerin is also a cultural educator for the Metropolitan Local Aboriginal Land Council. He shared his wisdom and knowledge of Country with our students and staff by showing and talking about artefacts, playing the *didgeridoo* and telling stories. These all form an integral part of the link with Land and Country.

### ***Choirs from Italy visit the school***

On 2 August, the school was honoured to host two Italian choirs, *Coro Gioventù in Cantata* and *Giovani Voci Bassano* from Marostica and Bassano del Grappa in the Veneto region. Together with *Maestra* Zuleika, the Italian choirs first guided our young choir and then Year 2 to Year 6 students in special workshops. *Coro Gioventù in Cantata* and *Giovani Voci Bassano* then delighted the whole school with a moving musical performance.

### ***Visit from a researcher at the Università di Bergamo***

Dr. Valentina Adami visited the school on 7 August to explore options for the University to send final year students in the Education faculty to complete a teaching practicum at the Italian Bilingual School. Dr Adami was welcomed by students and teachers, who impressed the professor with their enthusiasm and professionalism. The school looks forward to establishing an agreement with the University.

### ***Visit from the Educational Director at the Embassy of Italy in Canberra***

On 24 November we received an official visit from Valentina Biguzzi, Director of the Educational and Cultural Office at the Embassy of Italy in Canberra. Charged with the responsibility of supporting educational initiatives which promote Italian language and culture in Australia, the Director was particularly impressed by the progression of linguistic competency from Preps to Kindergarten and later years at the Italian Bilingual School. Children and teachers were delighted to meet the Director and have her join them in fun learning activities.

### ***Visit from Professor Monica Barni from The University for Foreigners, Siena***

The school was privileged to receive a visit from Prof. Monica Barni on 24 October. Prof. Barni coordinates research in Foreign Languages in Italy at the Centre of Excellence for Research of the Università per Stranieri di Siena. She has researched extensively on the teaching, learning and assessment of languages, of Italian L2 in Italy and around the world; theoretical, methodological, and ethical issues in language testing and assessment; mapping immigrant languages in Italian society and schools; and the analysis and impact of European language policies. Prof. Barni visited classrooms, observing teaching practice, and listening to our students interact in two languages. She was impressed by the methodology employed by teachers and the level of student interaction. The school looks forward to inviting Prof. Barni to return and explore further options for research into language acquisition.



## 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 2023 was the AIS Primary Numeracy Project with staff participating in a vast range of workshops offered by the AIS to promote the explicit teaching of numeracy skills.

Course	Attended
10 Staff Development Days	12
HLTAID009 - Provide cardiopulmonary resuscitation (all staff)	17
NAPLAN Readiness Platform Online Training	3
Littlescribe Workshop	3
Cyber Awareness and Security Training (all staff)	17
AIS Online Numeracy Module 1	7
AIS Online Numeracy Module 2	7
AIS Online Numeracy Module 3	7
AIS Online Numeracy Module 4	7
AIS Online Numeracy Module 5	7
AIS Online Numeracy Module 6	7
AIS Online Numeracy Module 7	7
AIS Online Numeracy Module 8	7
Primary Numeracy Project Module 1	8
Primary Numeracy Project Module 2	8
Primary Numeracy Project Module 3	8
Primary Numeracy Project Module 4	8
Primary Numeracy Project Module 5	7
Primary Numeracy Project Module 6	7
Primary Numeracy Project Module 7	7
Primary Numeracy Project Module 8	7
Mental Health Supports – Good for all	7
Mental Health Supports – Necessary for some	7
Mental Health Supports – Essential for a few	7
Promoting and Protecting Students Wellbeing and Mental Health	2
English 3-6	4
Requirements for Teacher Accreditation	2
Inquiry-Project Based Learning	1

Afternoon Staff Meetings were held once a week in 2023. 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:

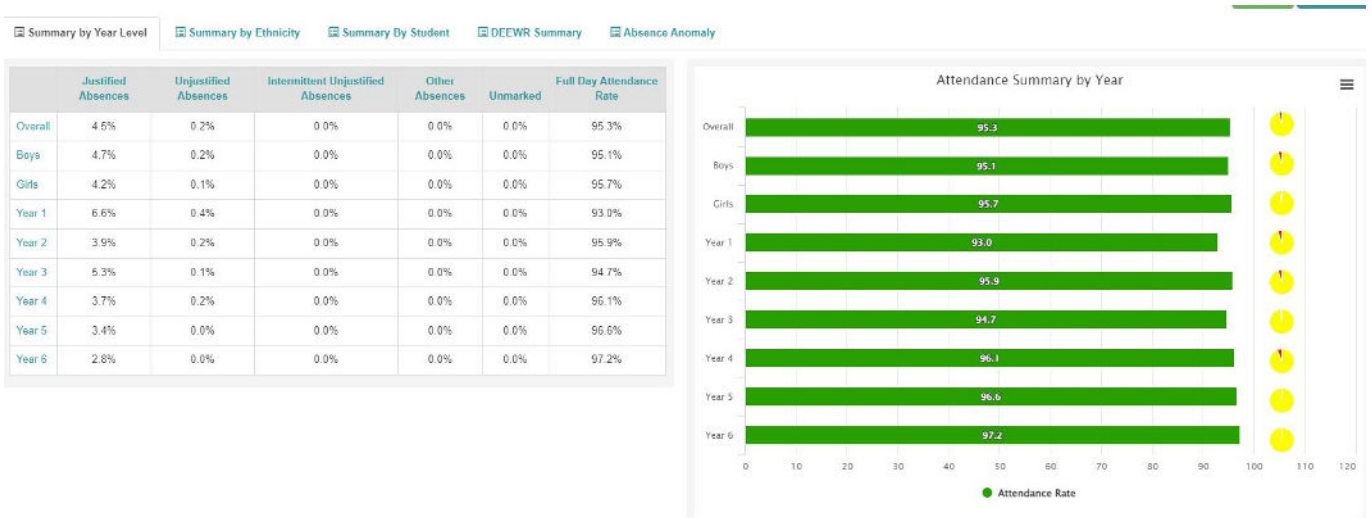
Teacher Qualifications Primary	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	12
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

**TEACHER ATTENDANCE AND RETENTION**

The average teacher attendance remains relatively high with only 5% absences due to illness. The teacher retention rate was 92%.

**STUDENT ATTENDANCE**

The average student attendance rate for the school during 2023 was 95.3%.



## 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



## **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.

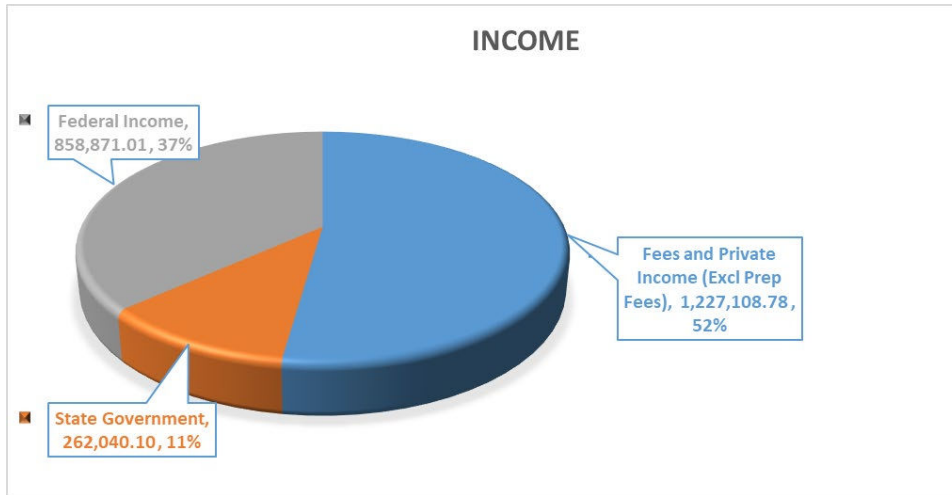
There are many instances where the students are involved in School initiatives and are asked to express opinion through informal meetings and written feedback. Senior students, as leaders of the school, are consulted and provide invaluable input.

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)	1,227,108.78	52%
State Government	262,040.10	11%
Federal Income	858,871.01	37%
<b>Total</b>	<b>2,348,019.89</b>	



**EXPENSES**

Expenses	Amount	%
Employee Related	\$ 1,669,816.76	71%
Capital Expenditure	\$ 63,403.29	3%
Non-Employee Expense	\$ 631,727.54	27%
<b>Total</b>	<b>2,364,947.59</b>	

