

# ITALIAN BILINGUAL SCHOOL

## ANNUAL SCHOOL REPORT

### 2024



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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 30 June 2025 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: 30/06/2025

## Message from Key School Bodies

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

The time has come to reflect on the remarkable achievements and milestones that have defined the Italian Bilingual School throughout 2024.

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.

There were many highlights in 2024 but several stand out as pivotal events for the school community. In July this year, the Italian Bilingual School welcomed students and families from the Convitto Nazionale Paolo Diacono in Cividale del Friuli, as part of a student exchange program. The students from CNPD had the opportunity to study at IBS and explore NSW and Canberra as a part of the exchange program between the two schools. This represented an exciting opportunity for our students to make connections and establish lifelong friendships with Italian students.

I was extremely proud and humbled by the invitation to the Italian Bilingual School to compete at the CONI Summer Games (Italian National Olympic Committee) in October this year. The selected students proudly represented Australia and the Italian Bilingual School on an international level, competing with the best of the best athletes from around the world.

I acknowledge the efforts of all who have supported the Italian Bilingual School over the last year and thank them for their support.

### Executive Principal – Ms Sara Villella

In 2024, the Italian Bilingual School continued to strengthen its commitment to academic excellence, cultural exchange, and community engagement. Through dynamic programs, international partnerships, outstanding student achievements, and vibrant school life, the Italian Bilingual School provided students with enriching opportunities to grow, connect, and succeed in a bilingual, multicultural environment.

The Italian Bilingual School's connection with Italy is stronger than ever. In 2024, we continued to develop and expand the network of partnerships with schools and universities in

Italy to support and enhance our work in the promotion of the study of Italian language and culture in NSW.

As part of a funding agreement with Italy's Ministry of Foreign Affairs and International Co-operation, the Italian Bilingual School was privileged to have the expertise of language assistants from Italy employed to support the teaching and learning of Italian at our school. They provided valuable support to our teachers and students and brought a little bit of Italy into the classroom.

This year, our students worked on a collaborative project with the *Istituto Comprensivo San Giulio – San Maurizio d'Opaglio, Italy* entitled “ A New Way of Living in the World” . The aim of the project was to explore sustainable production models to protect, restore and promote the earth's ecosystem.

IBS students also visited the Embassy of Italy in 2024 to learn about the Italian Government's role. One of the highlights of this visit was seeing artwork by Italian Bilingual School students proudly displayed on the Embassy walls. This artwork had been presented to the Ambassador HE Paolo Crudele on his first official visit to our school.

I am grateful for all the efforts of our teachers, support staff, parents and volunteers and I acknowledge their contributions to the Italian Bilingual School. They are an integral part of the learning journey of the students of the Italian Bilingual School, and I thank them for their support.

## School Features

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

Total enrolments for 2024 were 132 students, consisting of 27 Preps students and 105 students from Kindergarten to Year 6. The male to female ratio was 61.9% boys and 38.1% girls. 2.9% of our student body in 2024 was of Aboriginal or Torres Strait Islander origin.

### Students 2024

Preps Students	27	
K-6 Students	105	Total Students: 132

### Staff

Executive	2	
Full-time teaching staff	4	
Part-time teaching staff	8	
Non-teaching staff	4	Total Staff: 18

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.

## 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 homograph

Outcomes and Results

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 2024, students from Year 2 to Year 6 participated in a range of ICAS competitions and achieved good results.

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 in 2024 were excellent with students performing well above the National average in all areas tested.

Selected school’s average when compared to students with a similar background

2024					
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	449	454	419	455	447
Year 5	537	552	555	569	575

NAPLAN participation for this school is 100%  
NAPLAN participation for all Australian students is 95%

Selected school's average when compared to all Australian students

2024					
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	449	454	419	455	447
Year 5	537	552	555	569	575

NAPLAN participation for this school is 100%  
NAPLAN participation for all Australian students is 95%



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 2024 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.

## Staffing

The school employs 18 staff members; the Executive Principal, a Deputy Principal, 4 full-time teachers, 9 part-time teachers, and 4 non-teaching staff that are employed in a range of capacities including office administration, teacher aides and canteen.

At our school we embrace all faiths and backgrounds for all our staff and students. None of our staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations teachers and other staff.

### Teacher Accreditation

Level of accreditation	Number of Teachers
<i>Conditional</i>	<i>1</i>
<i>Provisional</i>	<i>1</i>
<i>Proficient Teacher</i>	<i>11</i>
<i>Highly Accomplished Teacher (voluntary accreditation)</i>	
<i>Lead Teacher (voluntary accreditation)</i>	

### Workforce Composition

School staff 2024	
<i>Teaching staff</i>	<i>13</i>
<i>Full-time equivalent teaching staff</i>	<i>8.6</i>
<i>Non-teaching staff</i>	<i>4</i>
<i>Full-time equivalent non-teaching staff</i>	<i>3.6</i>

## 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.

Course	Attended
10 Staff Development Days	13
HLTAID009 - Provide cardiopulmonary resuscitation (all staff)	18
Child Protection course	18
First Aid Course	15
Cyber Awareness and Security course	18
Planning and Programming with the new English K-2 Syllabus - Self-Paced learning Experience	4
Planning and Programming with the new English 3-6 Syllabus - Self-Paced learning Experience	4
Am I ready for Experienced Teacher Accreditation? Online Module	1
Road Safety Education: Leveraging Digital in PDHPE	8
Optimising Evidence-Based Practices to Promote Positive Behaviour K-6	1
Briefings by NESA: 2025 Regulatory Processes for School Registration	2
AISNSW Student Information System Showcase	1
Requirements for Teacher Accreditation Procedures in Schools - Online	1

Afternoon Staff Meetings were held once a week in 2024. 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 NESA:

Teacher Qualifications Primary	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	13
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

In 2024, an average of 93.3% of students attended school each school day. This was similar to the daily attendance in 2023.

### Student Attendance Rates 2024

Year Level	Attendance Rate %
Kindergarten	93.1%
Year 1	94.2%
Year 2	90.8%
Year 3	94.5%
Year 4	92.8%
Year 5 and Year 6 (Composite class)	93.8%

The Italian Bilingual School manages attendance and non-attendance in the following manner as outlined in Section 6.1 of the Italian Bilingual School Attendance Policy and Procedures document:

#### 6.1.1 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 or S).
- ✓ refer attendance patterns causing concern or unexplained absences (within three days of the absence becoming unexplained) to the Executive Principal.
- ✓ inform the Deputy Principal when a student has been absent for three days or more for any reason.

The Deputy 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 are accurate and kept with the class roll.
- ✓ requests are made for medical certificates by the teachers when the students come back to school 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.

### 6.1.2 Symbols and Codes to be used in manual Attendance Registers

The following symbols are to be used on attendance registers (rolls).

Additional symbols must not be used.

	Meaning
<b>X</b>	The first and last day that the student attended for each term.
<b>a</b>	The student was absent on that day.
<b>Pa</b>	The student was late or was absent for part of a day. The time of arrival or departure must be indicated.

<b>A</b>	<p>The student's absence is unexplained or unjustified. This symbol must be used if:</p> <ul style="list-style-type: none"> <li>-no notice has been provided by parents within seven days of the occurrence of the absence</li> <li>-the absence has been explained by the parent, but the reason provided is not accepted by the Principal.</li> </ul>
<b>S</b>	<p>The student's absence is due to sickness or as the result of a medical or paramedical appointment. This symbol is recorded above the 'a' symbol where:</p> <ul style="list-style-type: none"> <li>- a medical certificate is provided or</li> <li>- the absence was due to sickness and the principal accepts this explanation as reasonable.</li> </ul>
<b>L</b>	<p>The student's absence is due to leave approved by the principal. Principals may approve up to 15 days leave in a school year for students of compulsory school age. Additional leave for students not of compulsory school age may be granted at the Principal's discretion.</p> <p>This symbol is recorded above the 'a' symbol where a parent provides an explanation that is due to:</p> <ul style="list-style-type: none"> <li>- misadventure or unforeseen event</li> <li>- participation in special events not related to the school</li> </ul>

	<ul style="list-style-type: none"> <li>- short family holidays that cannot be taken within normal vacation period</li> <li>- domestic necessity such as serious illness of an immediate family member</li> <li>- attendance at funerals</li> <li>- recognised religious festivals or ceremonial occasions</li> <li>- short-term employment in the entertainment industry.</li> </ul> <p>Leave should not be recorded for any student of compulsory school age on more than 15 days in a school year.</p>
<b>E</b>	The student was suspended from school.

### 6.1.3 Absences up to or exceeding 3 days

Parents/caregivers may telephone the school in the morning to advise of their child's absence. This is then followed up with a written explanatory note for all absences upon return of the student.

Teachers are to inform the Deputy Principal as to when a student is absent for three days or longer. If absences exceed three consecutive days, a medical certificate is also required.

Information pertaining to unsatisfactory attendance, and subsequent communication arising from this information, will be placed in the individual student's file.

The Deputy Principal will endeavour to contact the parents personally if appropriate, to demonstrate concern for the child's well-being and to monitor absenteeism.

#### Late arrivals and early departures

Parents or primary caregivers are required to complete a specific form in cases involving late arrivals and early departures. These are kept in the class registers as supporting documentation for partial leave.

#### Extended leave

Written requests are necessary in cases where extended leave is sought. Any such requests are dealt with on an individual basis and should include educational purposes.

## School Policies

The following policies are publicly available on the Co.As.It. website:

- Enrolment policy  
[https://www.coasit.org.au/wp-content/uploads/2025/03/IBS\\_Enrolment-Policy-and-Procedures.pdf](https://www.coasit.org.au/wp-content/uploads/2025/03/IBS_Enrolment-Policy-and-Procedures.pdf)
- Child Protection Policy  
[https://www.coasit.org.au/wp-content/uploads/2025/03/IBS\\_Child-Protection-Policy.pdf](https://www.coasit.org.au/wp-content/uploads/2025/03/IBS_Child-Protection-Policy.pdf)
- Anti-bullying Policy  
[https://www.coasit.org.au/wp-content/uploads/2025/03/IBS\\_Anti-bullying-Policy.pdf](https://www.coasit.org.au/wp-content/uploads/2025/03/IBS_Anti-bullying-Policy.pdf)
- Discipline Policy  
[https://www.coasit.org.au/wp-content/uploads/2025/03/IBS\\_Discipline-Policy-and-Procedures.pdf](https://www.coasit.org.au/wp-content/uploads/2025/03/IBS_Discipline-Policy-and-Procedures.pdf)
- Complaints Policy  
[https://www.coasit.org.au/wp-content/uploads/2025/03/IBS\\_Complaints-Handling-Policy-and-Procedures.pdf](https://www.coasit.org.au/wp-content/uploads/2025/03/IBS_Complaints-Handling-Policy-and-Procedures.pdf)

## Stakeholder Satisfaction

### 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.

### 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.

## Complaints Handling 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.

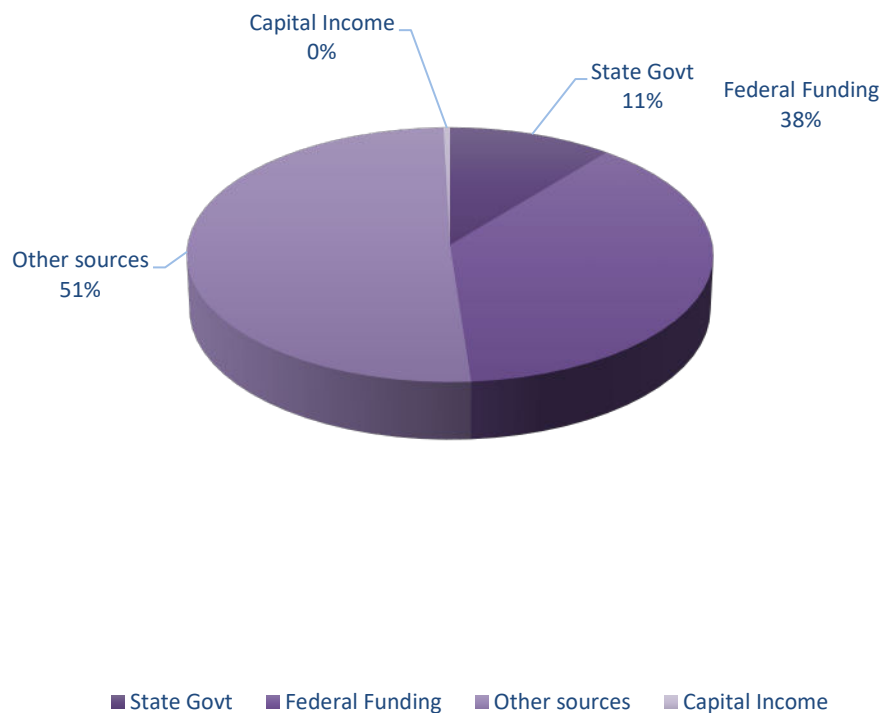
The IBS Complaints Policy may be accessed via the School administration office, or on the Co.As.It website.

## Summary of Financial Information

### INCOME FOR ITALIAN BILINGUAL SCHOOL

Income Stream	Amount	%
State Govt	270,880.95	11%
Federal Funding	943,889.71	38%
Other sources	1,263,327.60	51%
Capital Income	10,661.92	0%
<b>Total income</b>	<b>2,488,760.18</b>	

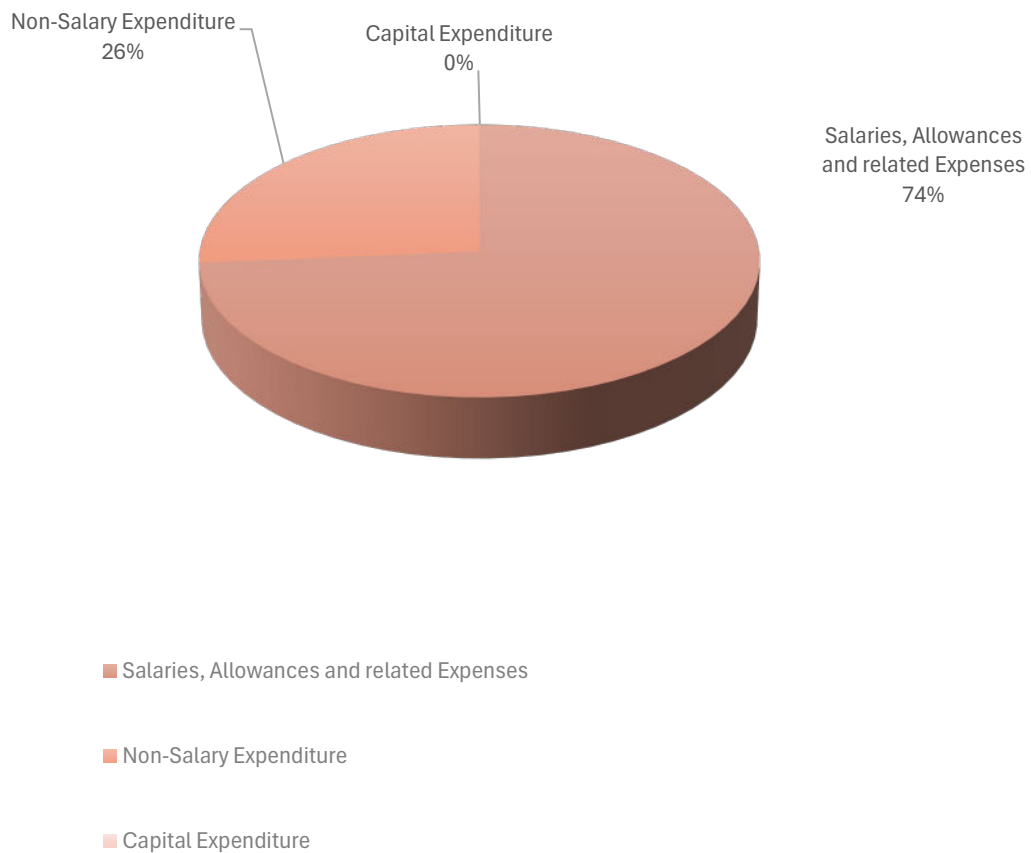
### Italian Bilingual School - Income



## EXPENSES FOR ITALIAN BILINGUAL SCHOOL

Expenses from all sources	Amount	%
Salaries, Allowances and related Expenses	1,816,405.20	74%
Non-Salary Expenditure	649,573.86	26%
Capital Expenditure	-	0%
<b>Total expenses</b>	<b>2,465,979.07</b>	

### Italian Bilingual School - Expenditure



## HIGHLIGHTS OF THE ITALIAN BILINGUAL SCHOOL CALENDAR YEAR 2024

### Connections with Italy

#### Sister-School Partnerships

Sister-school arrangements promote cultural exchange by expanding the range of learning experiences for students, as well as encouraging professional dialogue and knowledge exchange between Italian and Australian teachers. In 2024, the Italian Bilingual expanded its network of sister schools, establishing partnerships with *Convitto Nazionale Pietro Longone* in Milano and *Convitto Nazionale Statale Cicognini* in Prato. The Principals and the teachers of our new sister schools are keen to work on joint projects to connect our communities and encourage learning partnerships and friendships between our students. The expansion of the Italian Bilingual School exchange program will provide both current students and alumni the opportunity to study in different Italian regions, as well as giving Italian students an opportunity to come to Sydney on exchange.

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

In 2024, our students collaborated on an educational project with the *Istituto Comprensivo San Giulio - San Maurizio d'Opaglio, Italy* to explore sustainable production and consumption models to protect, restore and promote sustainable use of the earth's ecosystem. Entitled "A new way of living in the world", the two-year project is part of the United Nations Agenda 2030 and is stimulating interest and debate between students on sustainability practices in Italy and Australia.

#### CONI – Italian Olympic Committee Games

The CONI (*Comitato Nazionale Italiano*) Italian Olympic Committee Games is a multi-sport event for children under 13 in Italy. The event is organised in collaboration with CONI Sports organisations. The Games aim to encourage participation and 'healthy competitiveness' in sport, encompassing victory, as well as defeat, as essential components of individual growth.



Every year, thousands of young athletes compete in the various regional competitions representing their Region at the Italian Olympic Committee Games, socialising with other young people and getting to know new places and customs. The ninth edition of the *Trofeo CONI* summer edition was held from 3 to 6 October 2024 in Catania and Palermo, Sicily.

For the first time in the history of the Games, an Australian team of children with Italian heritage was invited to compete. A team of eight was formed with current and former IBS students to go to Italy and represent Australia in soccer.

This project was linked to an initiative by the Ministry for Foreign Affairs and International Cooperation “*Turismo di ritorno*”, a wonderful way to trace back to the roots the voyage of people who left Italy many years ago in search of a future filled with big dreams.

From playing soccer, to meeting Italian and international students and visiting amazing places, students had the privilege of visiting the hometowns of many people who left Italy to go to other countries in the world. Two of our students received honorary citizenship certificates and had the opportunity to meet relatives they had never met before. Congratulations to the following students who represented Australia in the U13 CONI games; M. Danieleto, S. Facibeni, D. Frontini, G. Frontini, P. Licciardello, L. Moschella, R. Murtagh and A. Tesoro.

### [Convitto Nazionale Paolo Diacono Student Exchange](#)

The Italian Bilingual School encourages school exchanges as the benefits go beyond the classroom, with students and families forming lifelong friendships. From 27 July to 9 August 2024, students and their teachers, *Maestro* Carlo and *Maestra* Elisabetta, from our sister school in *Cividale del Friuli*, attended the Italian Bilingual School. This represented an exciting opportunity for our students and a number of activities were planned to welcome the visiting students and their families to our community. Students and their families visited Featherdale Wildlife Park and Darling Harbour, and the students and IBS Year 5/6 students also participated in excursions including the Art Gallery of NSW; a visit to the Parliament of NSW accompanied by Member for Ryde Jordan Lane MP and a Coastal Walk from Bronte to Bondi.

## IBS students visit Embassy of Italy in Canberra

Students visited the Embassy of Italy in Canberra on April 5 to learn about the Italian Government's role and connecting with its highest representatives in Australia, helping them to develop an understanding of global citizenship. One of the highlights of the tour of the Embassy was seeing IBS student artwork proudly displayed there. The detailed handcrafted map of Australia was presented to the Ambassador, HE Paolo Crudele, on his first official visit to our school on 31 March 2023.

## Visitors to the Italian Bilingual School

### Visit of the Italian Consul General in Sydney, Gianluca Rubagotti and Monsignor Alberto Rocca, Director of the Pinacoteca Ambrosiana

On 21 March, the Italian Consul General in Sydney, Gianluca Rubagotti, and Monsignor Alberto Rocca, Director of the Pinacoteca Ambrosiana, visited the Italian Bilingual School for a very special event. Our students were privileged to receive a unique Art lesson on *la Natura Morta*, or 'Still life', from Monsignor Alberto Rocca, Director of one of the most prestigious galleries in Italy. Having the opportunity to discover Art through the eyes of an esteemed expert at such a young age is a rarity and students enjoyed the lesson producing artworks to great effect using the techniques learned.

### Visit from Professor Letizia Cinganotto from The University for Foreigners, Perugia

The school received a visit from Prof. Letizia Cinganotto on 24 October. Prof. Cinganotto is a lecturer in the field of language teaching and a former Senior Researcher at INDIRE (National Institute for Documentation, Innovation and Educational Research), Italy. She holds a PhD in Linguistics and recently achieved the national qualification as an associate professor of language teaching. Prof. Cinganotto was keen to visit the Italian Bilingual School, observe teaching practice in action, and listen 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. Cinganotto to return and explore further options for research into language acquisition.

## Visit from Professor Chiara Ferronato

Professor Chiara Ferronato from Italy's Ministry of Education (*Ministero dell'Istruzione, dell'Università e della Ricerca*) visited the Italian Bilingual School on 1 August. An experienced teacher and trainer in the fields of Content and Integrated learning, and the use of digital technology to support teaching, Professor Ferronato was keen to observe teaching practice at the Italian Bilingual School. She was impressed by the high level of student competency in English and Italian, as well as the methodology employed by teachers to achieve both linguistic and cultural educational outcomes.

## Visit from Professors Roberta Rondoni and Nicoletta Santeusano

In December, Professors Roberta Rondoni and Nicoletta Santeusano from the *Università per Stranieri, Perugia* visited the Italian Bilingual School to run professional development for Italian teachers. Professor Rondoni is responsible for the development of CELI (Certification of Italian Language) exams and provided teachers with an insight into the evaluation of Italian language competencies in the areas of reading, writing, speaking, listening. Professor Santeusano is responsible for the development of DILS (Certification of the teaching of Italian as a Foreign Language) and provided teachers with an outline of research into best practices as well as practical strategies for the teaching of Italian.

## Presentations

### Amazing Me Presentation

Accompanied by their parents, students in Year 5 and Year 6 attended an evening presentation on 6 March called *Bodies and Puberty*, a specialised curriculum-based educational program for growing students. Presented by Ms. Rowena Thomas from the "Amazing Me" organisation, the program supports the education outcomes set out by the NSW Educational Standards Authority (NESA) through the Personal Development, Health, and Physical Education (PDHPE) curriculum.

### National Conference

During the *Settimana della Lingua Italiana*, S. Villella presented a workshop entitled "*La cultura italiana fra le righe e fra i banchi della scuola primaria in Australia*" at the National Italian Teachers' Conference held under the auspices of the Embassy of Italy in Melbourne on 19 October. The workshop highlighted the importance of using literary texts in the teaching of Italian in primary schools and provided ideas and practical examples for teachers to engage children in the discovery of Italian culture through literature. The conference presented a unique opportunity to highlight the work of Italian Bilingual School students, with participants expressing admiration for the quality of student writing and expression.

## Year 6 graduate presentation

2 December marked a special night for all learners of Italian and their families in NSW. Over 150 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, Gianluca Rubagotti.

## Performances

### Ferragosto@Five Dock

The *Ferragosto* festa held in Five Dock on 18 August was a great occasion for Sydneysiders to immerse themselves in Italian culture, with spectacular dance and music performances held across several stages, along with free amusement rides. The festa represents an opportunity for the Italian Bilingual School Choir to perform on stage, highlighting their musical skills in English and Italian. Students showcased their talents and shared their passion for music and dance with the community, performing songs on centre stage. It was a fantastic opportunity for our students to showcase their abilities and share their passion for music and dance with the community.

### Norton Street Festa

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 provided brilliant performances at the Norton Street Festa on 27 October, impressing Prime Minister Anthony Albanese with their singing in English and Italian.

## Competitions

### WriteOn 2024

The Italian Bilingual School participated in the *WriteOn* competition held annually by the New South Wales Education Standards Authority (NESA) for all NSW students from Year 1 to Year 6.

The stimulus was a painting of the railway station at Redfern in 1893. Students were asked to describe the scene, and the experiences and emotions it evoked. The painting inspired them to write a variety of imaginative responses in the form of narratives and poems, as well as diary entries, letters and detective stories. A panel of experts judged the entries, and the winners were awarded certificates.

### International Competitions and Assessments of 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. A number of students from the Italian Bilingual Schools took part in a range of ICAS competitions and achieved good results.

## School Activities

### Carnevale

During *Carnevale*, the streets of Italy are crowded with colourful costumes, elaborate masks, and confetti. On Tuesday 13 February, students joined in the fun to celebrate Carnevale, working together in their House teams to design and create Carnevale costumes with recycled materials in their house colour. Students brought in recycled resources including coloured paper, fabric, feathers, pictures, and other craft materials to make beautiful costumes.

### Kadul Performance

On Wednesday 7 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 & 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 & also explorations of various instruments, artefacts & 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.

This year, IBS was fortunate enough to have the visiting students from Convitto Paolo Diacono in Cividale here for the performance. This was a great opportunity for these students to take part in celebrating Australia's indigenous origins and a great time was had by all.

### Anzac Day and Festa della Liberazione Assembly

On 3 May, students participated in a touching ceremony to commemorate two special occasions: Anzac Day and *Festa della Liberazione*. 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.

Students took a few moments to remember and appreciate the sacrifices made by all the soldiers who fought for freedom. They were also delighted to watch a segment of the *Frecce Tricolori* which proudly fly over the *Altare della Patria* in Rome. *Il Giorno della Liberazione* is the day when Italian people pay their respects to the Unknown Soldier (*Milite Ignoto*) and celebrate the end of the war. As a symbol of respect and remembrance, students also prepared an ANZAC Day wreath, attaching a poppy as they entered the School Hall to participate in the ANZAC Day ceremony. This creative endeavour resulted in impressive and imaginative images to honour those who served.

### 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.

## Book Week

The theme for Book Week in 2024 was “Reading Is Magic”. To bring books to life, the Italian Bilingual School celebrated the theme by engaging students in reading stories together and reflecting on their amazing power to transport minds.

The reading activities aimed to encourage students to be curious and inspired them to enjoy reading as a way to discover the wonders of the world.

## Science Week

Science Week is an annual celebration of science and technology and represents an opportunity to encourage an interest in science among the community and to encourage students to be fascinated by the world we live in. The school theme for National Science Week in 2024 was *Species Survival - More than just sustainability*. The theme highlights the importance of science and innovation in ensuring the survival of different species in an ever-changing world. During Science Week, teachers engaged students in a range of activities that included conducting various fun experiments with the assistance of two ‘mad’ scientists to help out with the experiments in classrooms.

## Nonni Day

In 2024, 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.

## Littlescribe

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.

## AIS Road Safety Project

IBS teachers embarked on an exciting Professional Development course focused on integrating technology into PDHPE Road Safety lessons. They explored innovative techniques using iMovie and the green screen to create dynamic and interactive activities for our students.

Putting their newfound skills into action, teachers guided Year 6 students, along with SRC members and a few eager participants from Kindergarten and Preps, in kickstarting the next phase of the project: filming. Armed with cameras, iPads and voice recorders, students captured footage and audio to bring their road safety messages to life.

Students channelled their creativity and expertise into editing and producing the video they meticulously planned. It was a spectacular effort from all involved and the finished product showcased their skills and expertise in creating a video focusing on the procedure for Kiss & Ride.

## Year 5/6 Camp

On April 3, Year 5/6 students embarked on an unforgettable journey to Canberra, filled with enriching experiences. Students enjoyed being outdoors and participating in an array of sports activities and excursions which enable them to learn outside of the classroom. The adventure kicked off with the National Capital Exhibition Education Program, immersing students in the rich history of Canberra. At the High Court of Australia, discussions delved into the significance of the Constitution and its evolution in our nation.

A highlight was a visit to the National Film and Sound Archive of Australia, where IBS became the inaugural school to experience their new program. The quick glimpse of the Museum left everyone awestruck as did Questacon, captivating students with its engaging activities. Students participated in mock elections at the National Electoral Roll, offering a firsthand look at the democratic process. A visit to the Museum of Australian Democracy consolidated their understanding of this vital concept.

The CSIRO Centre provided a dynamic learning experience, blending education with friendly competition. The Australian Institute of Sport treated students to a behind-the-scenes tour, witnessing elite athletes in action. The National Dinosaur Museum fascinated everyone with revelations from the prehistoric era. Students were privileged to visit the Embassy of Italy by Ambassador Paolo Crudele and the *Dirigente Scolastica*, Valentina Biguzzi, who took students on a tour of the Embassy and engaged them in an Italian learning activity.



## ASISSA

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.

At the ASISSA trials in 2024, IBS was represented by A. Formica and S. Molluso in Basketball, and M. Wang, A. Serafini, M. Gelao, L. Lazzarin and A. Ogilvie in Tennis. All events were highly competitive, providing athletes with a memorable and enriching experience. The students all performed outstandingly. At the ASISSA CIS Tennis Tournament, IBS was represented by A. Serafini. His commitment and determination were evident as he faced tough competition, showcasing the true spirit of our school.

A group of our top athletes represented IBS at the ASISSA Athletics Carnival on 21 August. S. Ogilvie, C. Carulli, S. Moschella, L. Animato, J. Cantali, T. Hughston, M. Scamporlino, S. Facibeni, J. Yang, A. Gulisano, A. Formica, I. Davies, G. Kang, and A. Moschella and I. Davies performed exceptionally well. J. Yang's outstanding achievements earned him a place to compete in the ASISSA CIS Swimming Carnival.

## Giornata Nazionale dello Sport

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).

## Music

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.

## Italian Bilingual School Choir

In 2024, 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.

## End of Year Concert

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 the Italian Cultural Centre in Leichhardt.

## Out of School Hours Program (OOSH)

With service approval from the Department of Early Childhood, Co.As.It. continues to provide a specialised OOSH program in English and Italian at the Italian Bilingual School, Meadowbank. The program provides a structured after school care service to meet the needs of children and parents for quality care. The OOSH program continues to grow providing an environment that supports each child's capabilities and where children can explore, socialise and expand their interests through play and hands-on activities.

As an approved provider of early childhood care, the OOSH service ensures every child is supported and families are involved and kept abreast of their children's development. In 2024, parents were able to access an online space to see a portfolio of children's learning via videos, photos, audio and text as well as recording and reporting against Registered Teacher Criteria and National Quality Standards. Work continues on programs to provide a quality service and ensure compliance with the Education and Care Services National Law and the Education and Care Services National Regulations.

## Parent Involvement in School Life

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. An Information night was held at the start of the school year, providing parents with an overview of the school's programs, insights into learning and advice on supporting children at home.

The school also organised IBS High Teas, events organised for the school community to bring parents, teachers, admin staff and the leadership team together to socialise and talk about our shared journey as educators. the events were a resounding success.

A new P & F (Parents and Friends Association) was elected in November to support the school in initiatives to build community. P & F Committee members volunteered their time to support the school community in 2024. Each year, the P & F work towards a fund-raising objective. With funds raised in 2024, the P & F purchased books and resources for the school.

P & F initiatives in 2024 included a Mother's Day Stall, a Halloween School Disco, a Mother's Day Meet-up at the Bayview Hotel and a Father's Day stall, and a Chocolate drive. The P & F organised an array of gifts for the students to purchase during the week leading up to Mother's Day. The week culminated with a Mother's Day Breakfast organised by the school. For Father's Day, the P & F organised a stall with many wonderful gifts for students to purchase. The school organised a Father's Day Breakfast which was well attended with fathers and grandfathers joining in the fun.

To conclude the school year, the P & F organised an End-of-year dinner, an occasion for families to come together and celebrate the end of the school year.