

ITALIAN BILINGUAL SCHOOL



SCHOOL CONTACT DETAILS

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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 2026 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/nesa-annual-reports-for-ibs/>

Ms. Sara Villella

EXECUTIVE PRINCIPAL

DATE: 30/06/2026

Message from Key School Bodies

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

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 (IBS) continues to deliver the best education possible to our students.

There were many highlights in 2025, but several stand out as pivotal events for the school community. The 2025 IBS Educational Tour to Italy, a three-week full immersion study tour, held between 25 September and 17 October 2025 was a resounding success. Students visited three Italian sister schools – *Convitto Nazionale Pietro Longone* in Milano, *Convitto Nazionale Paolo Diacono* in Cividale Del Friuli and *Convitto Nazionale Cicognini* in Prato. They also attended excursions in each city and visited cultural places such as the *Museo della scienza e della tecnologia*; *Pinacoteca di Brera*, *Castello Sforzesco*; *Sant'Ambrogio* and a walking tour of the city of Cividale. Our partnerships with Italian schools provide our students with enriched cultural experiences as they explore different Italian regions. The experience also represented an exciting opportunity for our students to make connections and establish lifelong friendships with Italian students.

I was extremely proud of the Italian Bilingual School students and alumni who once again had the opportunity to compete at the CONI Summer Games (Italian National Olympic Committee) in October. 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 Vilella

As Executive Principal of the Italian Bilingual School, I am honoured to continue the work of the pioneers who established the school in 2002, Italian migrants to Australia who understood the value and the potential of raising children in two languages. In 2025, 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 provides 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 2025, 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 to support the teaching and learning of Italian at our school. They provided valuable support to our teachers and students, bringing Italy to life in our school.

Italian Bilingual School students were also fortunate to have the opportunity to receive a visit from three professors from one of the most prestigious universities in Italy. Prof.ssa Federica De Rosa, Prof. Luigi Barletta and Prof. Fabio Dell'Aversana from *L'Accademia di Belle Arti di Napoli* visited our school to present a lesson on *Paesaggio, Arte e Memoria: l'Italia raccontata dalle sue città*. The lesson focused on how Italian landscapes and art have shaped and influenced art through history and the importance of protecting art as a gift from our forebears which is to be passed on to future generations.



Our students visited an exhibition “Beyond Form – Voices, Vision and Innovation in Italian Design” at the *Istituto Italiano di Cultura*. The students explored the exhibition and met the Italian Consul General, Dott. Gianluca Rubagotti. This was a unique opportunity for our students to learn about the intricacies and processes of Italian design, a fundamental feature of the plurennial development of Italian culture.

I am grateful for all the efforts of our teachers, support staff, and parents and acknowledge their contributions to the Italian Bilingual School. They are an integral part of the learning journey of the students of our school, and I thank them for their support. It is truly an honour to be entrusted with the education of children.

School Features

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

Total enrolments for 2025 were 136 students, consisting of 25 Preps students and 111 students from Kindergarten to Year 6. The male to female ratio was 53.5% boys and 46.5% girls. 3.0% of our student body in 2025 was of Aboriginal or Torres Strait Islander origin.

Students 2025

Preps Students	25	
K-6 Students	111	Total Students: 136

Staff 2025

Executive	2	
Full-time teaching staff	5	
Part-time teaching staff	9	
Non-teaching staff	5	Total Staff: 21

The Italian Bilingual School's vision is *Excellence through Bilingualism (Il bilinguismo per eccellere)*. The school delivers the NSW Curriculum 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 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 music 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.

Benefits of a 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.

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. Academic research indicates that learning two languages from a very young age has especially powerful and long-lasting benefits. Bilingualism encourages stronger brain development with early exposure enabling more neural connections to form in a child's brain, thereby improving flexibility.

Bilingual children also develop executive function, meaning they have better control over their attention, decision making, and planning than students who learn in one language. They develop greater mental flexibility as their brains are used to managing two language systems, strengthening the brain's ability to adapt. Constantly using and separating languages also boosts working memory.

Early bilingualism improves comprehension and decoding skills, strengthening the development of literacy. The learning skills that bilingual children develop, such as pattern recognition and attention to detail, help them in subjects such as maths and science. Overall, bilingual children develop better language mastery, with an awareness of grammar and an understanding of complex language structures across both languages

The study of Italian, in particular, especially benefits children by providing them with an understanding of Latin roots and an increased ability to appreciate art, history, design, architecture and music.

Children who grow up understanding different customs and perspectives develop early cultural awareness and communication skills which make them more socially aware, enabling them to develop empathy for others.

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.

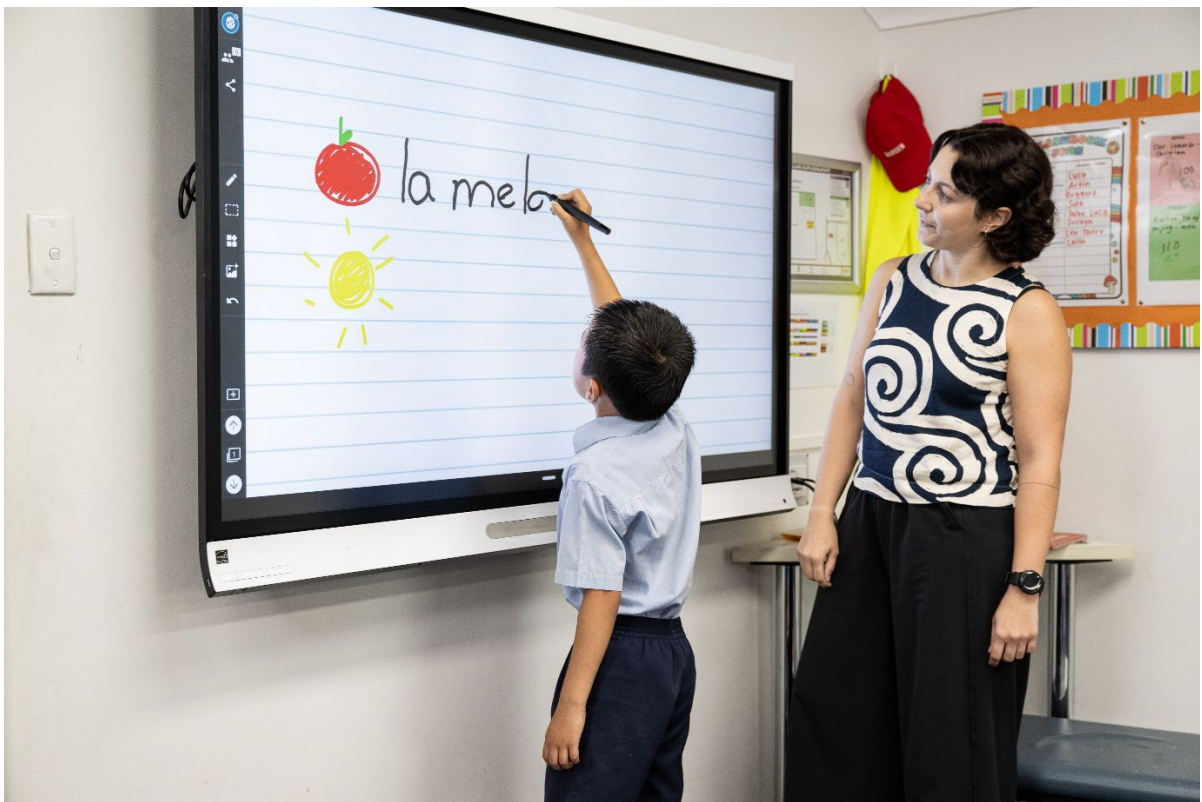
The Italian Bilingual School offers a microcosm where learning the Italian language complements the development of skills in the English language. Hence, the students, whose majority language is English, are given as many opportunities to communicate in Italian as possible both through formal learning 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.

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 2025, 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 2025 were excellent with students performing well above the National average in all areas tested.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	401	448	421	412	406
Year 5	532	560	548	555	551

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

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.

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

SCHOOL DETERMINED IMPROVEMENT TARGETS

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

Achievement of priorities for 2025

Area	Priorities	Achievements
Curriculum	Planning and preparation for the development of new curriculum in the areas of Creative Arts K-6, HSIE K-6, PDHPE K-6, Science and Technology K-6 to be implemented in 2026.	Teachers participated in training sessions which introduced the different elements of the new curriculum. Executive staff and Independent Schools NSW worked with teachers to provide support and guidance in developing implementation strategies. New curriculum was developed and reviewed for implementation in 2026.
Development of student literacy	Developing literacy in English and Italian	Students participated in workshops with published authors which stimulated their creativity and inspired them to write. They created individual and collaborative story books in English and Italian that were printed via the LittleScribe website, making them published authors. Families were able to purchase the books giving our students a great sense of pride and achievement.
Student Wellbeing	Development of Student leadership and Peer Supports	Senior Students developed their leadership skills and supported younger students throughout the year through buddying programs. All Year 6 student leaders were given the opportunity to implement a range of student initiatives around the school to lead and engage with their peers.
Staff development and support	Child Protection and Child Safe Standards Implementation of new curriculum in the areas of Creative Arts K-6, HSIE K-6, PDHPE K-6, Science and Technology K-6 in Italian. Understanding Autism Supporting staff and students	Teachers and support staff participated in targeted training in Child Protection and Child Safe Standards which engaged them in Teachers participated in training on the implementation of new curriculum. Teachers and Support staff participated in training on universal, targeted and Intensive supports for students living with Autism. Teachers participated in specific training on supporting students with challenging behaviours and were supported by the Executive in developing a new behaviour management strategy. .

Staffing

The school employs 21 staff members; an Executive Principal, a Deputy Principal, 5 full-time teachers, 9 part-time teachers, and 5 non-teaching staff that are employed in a range of capacities including office administration, teacher aide and canteen supervisor.

At our school we embrace all faiths and backgrounds for all our staff and students. We currently do not have staff members who identify 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>	1
<i>Provisional</i>	2
<i>Proficient Teacher</i>	11
<i>Highly Accomplished Teacher (voluntary accreditation)</i>	0
<i>Lead Teacher (voluntary accreditation)</i>	0

Workforce Composition

School staff 2025	
<i>Part time teaching staff</i>	10
<i>Full-time equivalent teaching staff</i>	4
<i>Part time non-teaching staff</i>	3
<i>Full-time equivalent non-teaching staff</i>	2
<i>Aboriginal or Torres Strait Islander staff members</i>	0

Student Attendance

In 2025, an average of 93.8% of students attended school each school day. This was similar to the daily attendance in 2024.

Student Attendance Rates 2025

Year Level	Attendance Rate %
Kindergarten	94.0%
Year 1	93.6%
Year 2	95.5%
Year 3	89.6%
Year 4	94.7%
Year 5	91.9%
Year 6	96.2%

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

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 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.

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
X	The first and last day that the student attended for each term.
a	The student was absent on that day.
Pa	The student was late or was absent for part of a day. The time of arrival or departure must be indicated.
A	The student's absence is unexplained or unjustified. This symbol must be used if: -no notice has been provided by parents within seven days of the occurrence of the absence -the absence has been explained by the parent, but the reason provided is not accepted by the Principal.
S	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: - a medical certificate is provided or - the absence was due to sickness and the principal accepts this explanation as reasonable.
L	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.

	This symbol is recorded above the 'a' symbol where a parent provides an explanation that is due to: - misadventure or unforeseen event - participation in special events not related to the school - short family holidays that cannot be taken within normal vacation period - domestic necessity such as serious illness of an immediate family member - attendance at funerals - recognised religious festivals or ceremonial occasions - short-term employment in the entertainment industry. Leave should not be recorded for any student of compulsory school age on more than 15 days in a school year.
E	The student was suspended from school.

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 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 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 purpose.

Attendance Records

Registers of daily attendances are retained for a period of seven (7) years after the last entry was made. Registers of enrolment are retained for a minimum of five (5) years before archiving.

School Policies

The following policies are publicly available on our website:

- Enrolment policy
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
- Anti-bullying Policy
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
- Complaints Policy
https://www.coasit.org.au/wp-content/uploads/2025/03/IBS_Complaints-Handling-Policy-and-Procedures.pdf

Stakeholder Satisfaction

Communication and 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. 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 regularly. This provides one of a number of avenues for parents to become actively involved in the school and express their satisfaction. A new P & F (Parents and Friends Association) was elected for 2025 to support the school in initiatives to build community. P & F Committee members volunteered their time to support the school community in 2025. Each year, the P & F work towards a fund-raising objective. With funds raised in 2025, the P & F purchased bibs for the Cross-Country events. P & F

initiatives in 2025 included a Welcome BBQ, a Mother's Day stall and a Father's Day stall, a cookie drive and a sale of artworks created by the students. The P & F Mother's Day stall included 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. The school organised a Father's Day Breakfast which was well attended with fathers and grandfathers joining in the fun.

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 various events throughout the year, such as the Mother's Day event and the Father's Day event, 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.

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.

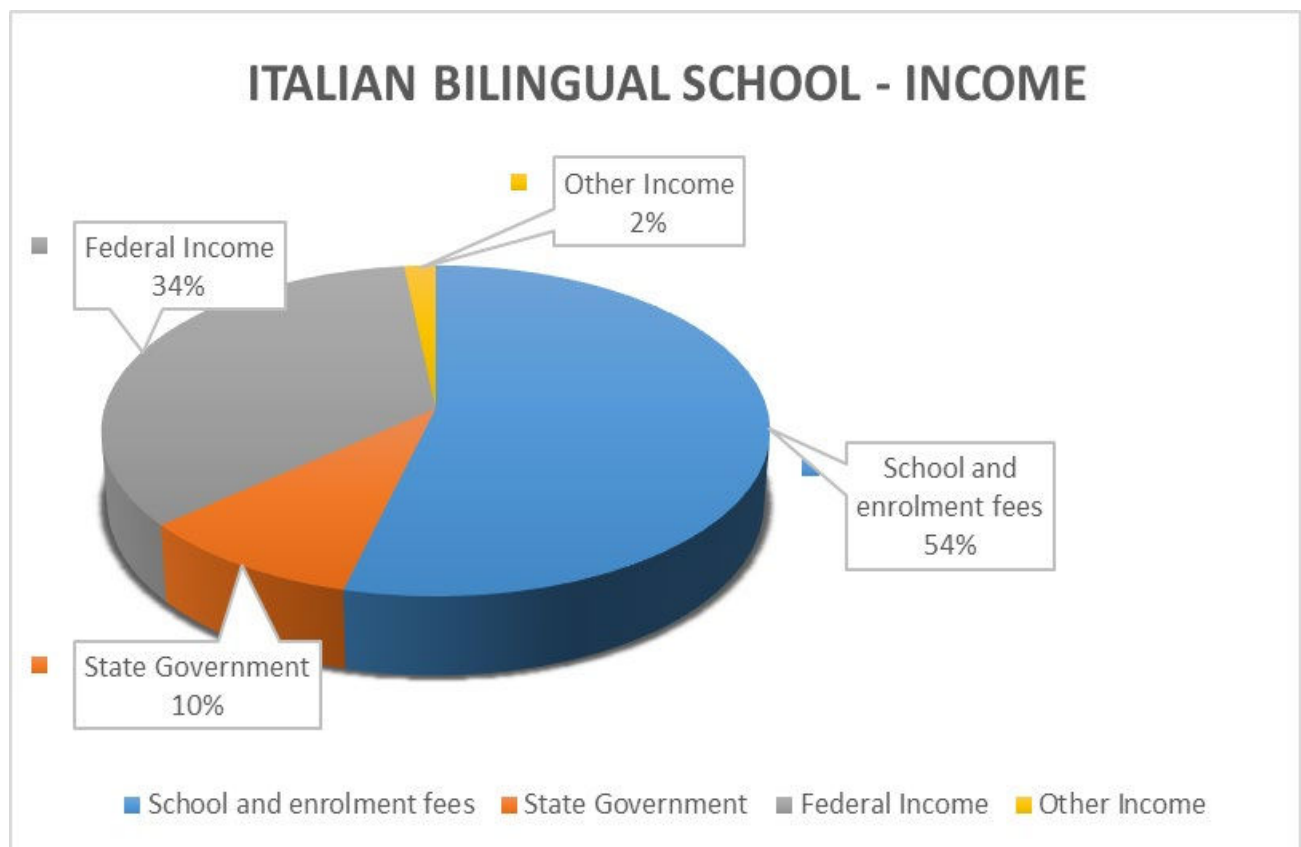
Teachers, as an essential part of a learning community, are an integral part of the School's decision-making process. Consultation with the staff occurs on a regular basis through staff meetings. Decision-making on issues is collaborative and inclusive.

Summary of Financial Information – 2025

INCOME

INCOME FOR ITALIAN BILINGUAL SCHOOL

Income	Amount	%
School and enrolment fees	1,682,626.00	54%
State Government	304,474.00	10%
Federal Income	1,080,967.00	34%
Other Income	54,073.00	2%
Capital Income	12,442.00	0%
Total	3,134,582.00	

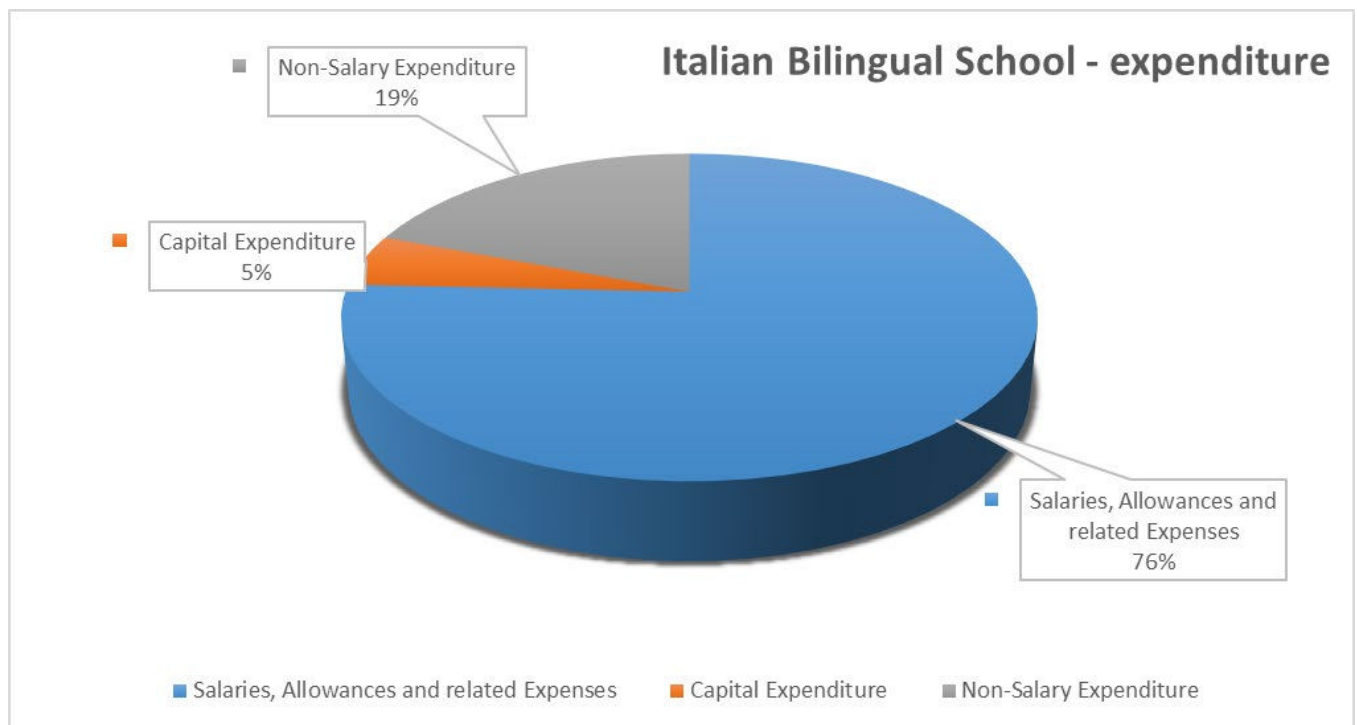


Summary of Financial Information – 2025

EXPENDITURE

EXPENSES FOR ITALIAN BILINGUAL SCHOOL

Expenses	Amount	%
Salaries, Allowances and related Expenses	\$ 2,275,880.00	76%
Capital Expenditure	\$ 153,502.11	5%
Non-Salary Expenditure	\$ 576,316.89	19%
Total	3,005,699.00	



HIGHLIGHTS OF THE ITALIAN BILINGUAL SCHOOL CALENDAR YEAR 2025

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 2025, the Italian Bilingual School continued the association with its network of sister schools including *Convitto Nazionale Pietro Longone* in Milano and *Convitto Nazionale Statale Cicognini* in Prato and *Convitto Nazionale Paolo Diacono* in Cividale Del Friuli. The Principals and teachers of our sister schools show an enthusiasm to work on joint projects to connect our communities and encourage learning partnerships and friendships between our students. The Italian Bilingual School exchange program provides both current students and alumni the opportunity to study in different Italian regions, as well as giving Italian students the opportunity to come to Sydney on exchange.

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 Games, socialising with other young people and getting to know new places and customs. The 10th edition of the *Trofeo CONI* summer edition was held from 28 to 30 September 2025 in Lignano Sabbiadoro, Friuli. Australia was represented by a team comprised of IBS current students and IBS alumni with Italian heritage, who competed in soccer.

The project was linked to an initiative by the Ministry of Foreign Affairs and International Cooperation ‘*Turismo di ritorno*’, a wonderful way to trace back to the roots of 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.

A special thank you goes to Senator Francesco Giacobbe for providing this unique opportunity for our students and alumni to represent Australia at the CONI Italian Olympic Committee Games. We also acknowledge our General Manager, Mr Thomas Camporeale for encouraging and supporting students and staff in this initiative. Congratulations to the following students who represented Australia in the U13 CONI games – B. Danieleto, M. Danieleto, S. Facibeni, S. Facibeni, A. Formica, D. Frontini, M. Scamporlino, and A. Tesoro.



IBS Educational Tour to Italy

The 2025 IBS Educational Tour to Italy, a three-week full immersion study tour, held between 25 September and 17 October 2025 was a resounding success. Students visited three Italian sister schools – *Convitto Nazionale Pietro Longone* in Milano, *Convitto Nazionale Paolo Diacono* in Cividale Del Friuli and *Convitto Nazionale Cicognini* in Prato. They also attended excursions in each city and visited cultural places such as the *Museo della scienza e delle tecnologia*; *Pinacoteca di Brera*, *Castello Sforzesco*; *Sant’Ambrogio* and a walking tour of the city of Cividale. Our partnerships with Italian schools provide our students with enriched cultural experiences as they explore different Italian regions. Nineteen students and their parents participated in the IBS Educational Tour to Italy led by Mr. Thomas Camporeale and Maestra Cristina.

CULTURE

Concert – Bel Canto Melody And Virtuosity

On 5 June students from IBS Jacob Yang, Bianca Danieleto, Ariel Ogilvie and Savannah Nami joined Co.As.It General Manager Mr Thomas Camporeale to present a concert organised by The Consul General of Italy in Sydney at the *Italian Forum Cultural Centre* in collaboration with Co.As.It. and The Opera Foundation – *Bel Canto Melody and Virtuosity*.

This magical evening of classical music was attended by the Consul General of Italy Gianluca Rubagotti, the Hon. Bronwyn Bishop, Chairman of the Opera Foundation, and featured the artistry of pianist Bradley Gilchrist; sopranos Fiona Jopson and Chelsea Burns; and special guest, renowned violinist from Italy, Paolo Tagliamento.



Year 6 graduate presentation

On Monday 24 November learners of Italian and their families gathered to acknowledge the achievements of students who study Italian through our programs at the Co.As.It Annual Awards presentation. This presentation celebrated students who 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

IBS Choir Performance - Enrica Inglese Awards

On Saturday 26 July the Italian Education Awards were held at the Italian Forum Culture Centre in Leichhardt. These awards were organised by the *Gruppo dell'Amicizia* in memory of Enrica Inglese. An annual national literary competition, the Awards are offered to students of Italian in Primary and Secondary schools across Australia as a way of encouraging students in their Italian language studies.

IBS students excelled in the competition with Massimo Scamporlino winning the award in the Primary School Category, and Alessandro Fontana receiving a Special Mention, for their literary pieces.

The IBS Choir also performed at the event and delighted the audience with their rendition of “*Sarà perchè ti amo*”.

Ferragosto@Five Dock

The annual Ferragosto festival was held on Sunday 17 August along Great North Road, Five Dock. People from far and wide flocked to Five Dock to immerse themselves in a bit of Italian culture for the day. From the various stalls, spectacular food and stage performances – there was something for everyone. The Italian Bilingual School Choir once again performed on stage, showcasing their talents in Italian and English, and sharing their passion for music with the wider community. The children had a lot of fun and entertained all with their performance.

Norton Street Festa

On the 26 October the IBS Choir performed at the Norton Street Festa, and the audience was treated to an outstanding performance by all members of the IBS choir. The children confidently performed songs in English and Italian and delighted the wider local community with their skills and enthusiasm.

Carnevale

Italy celebrates Carnevale each year with crowded confetti-covered streets, colourful costumes, elaborate masks and on 4 March students celebrated the last day of Carnevale by completing a variety of traditional activities in the afternoon and by participating in a school Kahoot game aimed at increasing the level of knowledge of this special event.

SCHOOL ACTIVITIES

IBS Welcome BBQ

The annual Welcome BBQ hosted by the IBS P & F was held to mark the beginning of the new school year. It was a fantastic event where staff, parents and caregivers enjoyed meeting new faces and reconnecting with familiar ones. The evening a great success and highlighted the wonderful sense of school community enjoyed at IBS.



Year 5 & 6 Camp

On Wednesday 2 April, the Year 5 and 6 students set off for their 2025 camp. After the long ride South, students were able to settle in at the Greenhill Camp Centre near Canberra. While at the centre, students were able to enjoy the beautiful scenery, see the local wildlife and engage in exciting activities. Some of these activities included team-based challenges and challenging climbing courses. On Friday, students travelled into Canberra to the National Museum of Australia, where they were able to experience the immersive exhibition on Pompeii, including artefacts and interactive activities. The students then made the long journey back to Sydney.



Mother's Day Event

On Monday 12 May, a Mother's Day event was held at IBS. Mums were welcomed into the classrooms to share in some activities with their children. Then it was a quick goodbye and off to the Hall to share in breakfast and a chat with fellow mothers and staff. The day was a great opportunity for children and staff alike to celebrate the amazing mothers in our lives.



Assembly for Anzac Day and Festa della Liberazione

On Thursday 1 May, IBS held a special assembly to commemorate both ANZAC Day and *La Festa della Liberazione*. Year 6 students led the student body in symbolically creating a wreath with their individual poppies, in memory of all those who has served.



Assembly for Festa Della Repubblica

On June 2nd, Italy celebrated Republic Day. On this day, we remember the 1946 referendum when Italians chose to become a Republic. It is a very important day for Italy: it celebrates freedom, democracy, and the unity of the Italian people. In Rome, there is a big parade, and the President of the Republic pays tribute to the Unknown Soldier at the Altar of the Fatherland. The students had the opportunity to watch a PowerPoint presentation that showed the sequence of events in the main ceremony in Rome.



Musica Viva

On 19 June, IBS students were entertained by the musicians of Taikoz in the Musica Viva performance. This year, the musicians focused on the flow and rhythm of water, as they joined forces with renowned choreographer Paulina Quinteros and a solo dancer in this exciting version of their acclaimed show, Water Mirror.

Through an engaging exploration of dance, rhythm, soundscapes and improvised movement, students learned how they can listen to music in new ways to create dances and music of their own and express themselves meaningfully through movement.

Simultaneous Storytime

On Wednesday the 21 May, students from IBS participated in National Simultaneous Storytime. National Simultaneous Storytime is held annually by the Australian Library and Information Association.

Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, family day cares, childcare centres, bookshops, family homes and many other places around the country.

Now in its 25th successful year, it is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes, and addresses key learning areas of the National Curriculum from Foundation to Year 6.

The title of the book this year was the "The Truck Cat" Written by Deborah Frenkel and illustrated by Danny Snell. It tells the story of Yacoub, a young boy who moves to a new community, and Tinka, a stray cat who becomes his loyal companion. The story explores themes of identity, belonging, and friendship, and highlights the importance of empathy and kindness. The children enjoyed the story, and many questions were asked during library time.



Kadul Performance

On Tuesday 29 July, 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. Working since he was 12 both with his family & solo, Ryka has performed his presentations in schools, festivals & cultural events throughout Australia & the world. 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 introduced the Aboriginal culture, 'painting up' with ochre (along with student volunteers) and explaining its importance and the significance of the designs. Ryka performed and taught native dances for audience participation ending with a demonstration of the didgeridoo.

Science Week – “Decoding the Universe: Exploring the Unknown

This year, National Science Week ran from Monday 11 to Friday 15 August with the theme for 2025 being 'Decoding the Universe – Exploring the unknown with nature's hidden language.' This theme invites students and teachers across Australia to delve into the mysteries of the Universe by exploring the fundamental languages of nature, including mathematics and the groundbreaking field of quantum science.

Aligned with the 2025 United Nations International Year of Quantum Science and Technology and the 2025 International Mathematical Olympiad (IMO) being hosted in Australia, this theme serves as a bridge between basic science education and the exploration of specialised topics.

“Decoding the Universe” empowers educators to inspire and engage students by exploring the mathematics and quantum science that underpin both the natural world and the modern technologies we use every day, from photosynthesis to satellite navigation. All classes delved into the importance of the theme of Science Week and completed experiments in class.

Incursion – ‘Treasure Hunt Performance’

On Tuesday 12 August, IBS students from Preps to Year 6 were given the opportunity to experience *Treasure Hunt*, an action-packed interactive adventure, written by Craig Christie, and featuring a selection of the 2025 CBCA Short Listed books. The musical sent students of all ages on a treasure hunt exploring themes of sustainability and our relationship with the natural environment, as well as celebrating how books and reading create understanding and bring people of different backgrounds together. IBS students gathered in the Hall and watched the performance together. The performance was quite interactive, which gave students the opportunity to fully immerse themselves and reflect on the themes explored.

Book Week

IBS celebrated Book Week with a series of events that designed to engage students in a range of activities. The theme for Book Week 2025 was “Book an Adventure”. This theme encouraged young readers to explore new worlds, embark on literary journeys, and discover the endless possibilities that books offer. Book Week also celebrated the 80th anniversary of Children's Book Week. Teachers worked with the children on LittleScribe activities during Book Week and concluded with the production of a fantastic book. Students were also encouraged to participate in the Book Week Parade and come dressed as an adventurer from a book with prizes awarded to students whose costumes best reflected these values.



SPORT

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.

ASISSA Tennis Trials

On 14 February 2025, five IBS students Marc Gelao, Luca Lazzarin, Alessandro Fontana, Riccardo Arba, and Ariel Ogilvie participated in the ASISSA tennis trials.

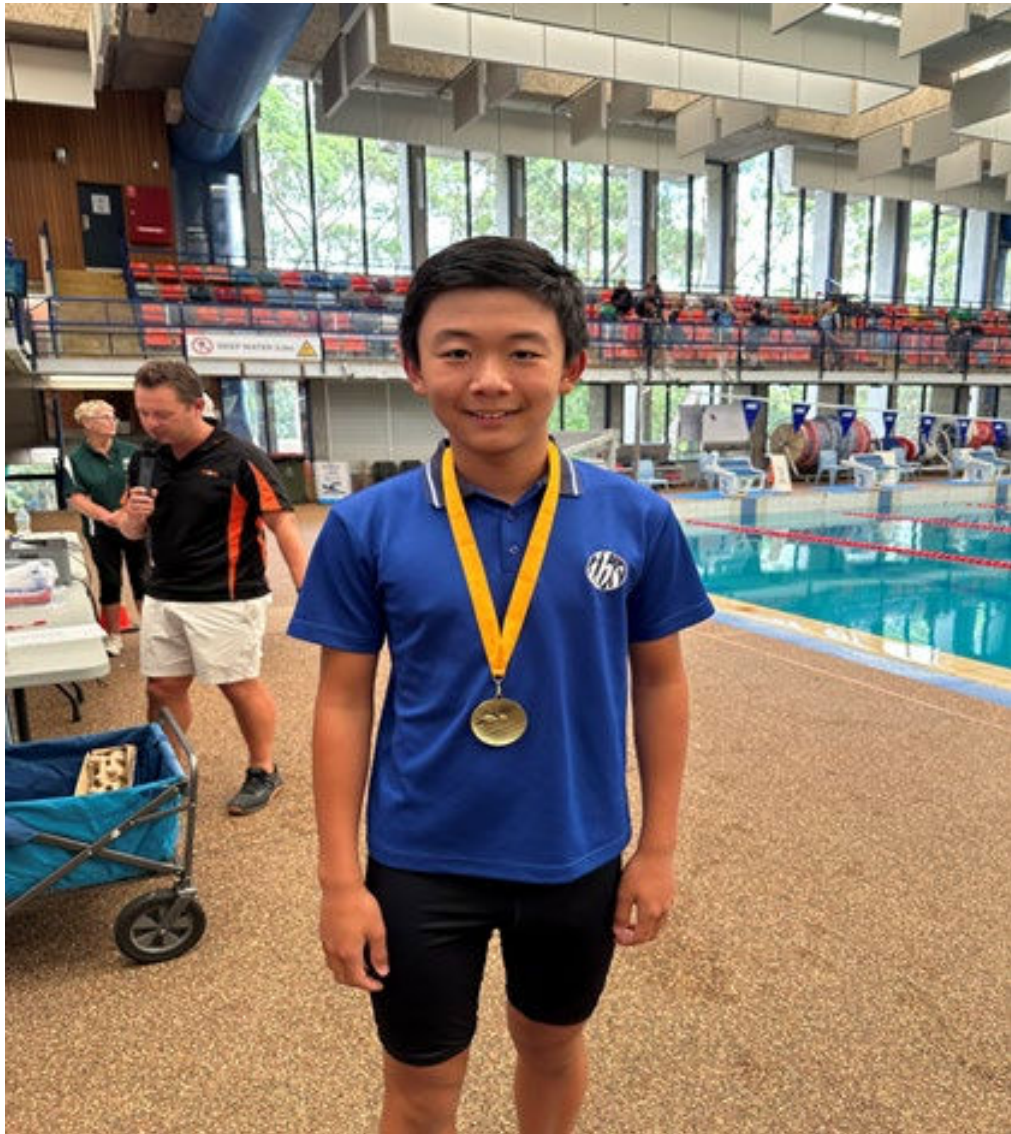
Despite the challenges posed by the rain throughout the day, two students, Marc Gelao and Luca Lazzarin, were selected to represent ASISSA at the CIS tennis competition. All students were acknowledged for their efforts and dedication.



ASISSA Swimming Carnival

The ASISSA Swimming carnival took place on Tuesday 18 March at the Waringah Aquatic Centre. Eight students made the trip to represent IBS, and all of the students gave their best effort.

Jacob Yang was able to win four of the five events he was entered in and was rewarded with the age champion award for his age group. Jacob was selected to swim at the CIS carnival on March 26 and performed very well



ASSISA Cross Country

On Thursday 22 May, students from Year 2 to Year 6 travelled to Queen's Park at Bondi Junction to compete in the ASISSA cross country. All students involved pushed themselves to finish a very long run through the wet weather. Carter Carulli performed very well and was able to qualify for the CIS cross country held on the 12 June.

Jump Rope for Heart

In 2025, IBS students participated once again in Jump Rope for Heart. For more than 40 years, *Jump Rope for Heart* has helped to fund ground-breaking research that helps to fight heart disease. Jump Rope for Heart helps to get children moving, helping them to meet the Physical Activity and Exercise Guidelines for all Australians. It gets them excited about exercise, healthy eating and heart health.

Sports Afternoon

On the Friday 13 June the students took part in an afternoon of activities to celebrate *La Giornata Nazionale dello Sport*. The activities were facilitated by the Year 6 students who did a fantastic job getting a taste of what it is like to be a teacher.

Athletics Carnival

On 25 June, students participated in the Sport's Carnival. A comment from a parent summed up the day beautifully "the children are having fun, lots of smiles on their faces". Indeed, all the students tried their very best and participated admirably in all events.

This year at the IBS Athletics Carnival, a special treat awaited students with sweets at the cake stall organised by the Year 6 Graduation Fundraising Committee.



Intensive Swimming Program

The Intensive Swimming Program, held at the Sydney Olympic Park Aquatic Centre in Homebush, is an essential part of the IBS curriculum. Our swimming and water safety program builds water safety skills and confidence in emerging swimmers. Focus is on the development of correct swimming techniques and the development of water safety confidence.

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 2025, 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. In 2025, the concert was completely experimental, combining all of our creative ideas to design an eclectic performance which brought together film production from lessons in the Mamma Lena and Dino Gustin Innovation Centre with lessons in singing, dance and drama. The production was a mystery, a genre which is called a GIALLO in Italian, but is also known as the colour YELLOW. Students worked on performances in both English and Italian and delighted teachers and families with a truly unique experience.



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 2025, 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.