2010 Annual School Report
Bankstown Senior College

NSW Public Schools – Leading the way
Our College at a Glance

Students
The College’s total student enrolment was 430 in 2010 (including the Intensive English Centre). About 75% of the students were over 18 years of age and 25% under 18 years of age.

Over 90% were from non-English speaking backgrounds.

Staff
The College has a dedicated teaching and support staff who are committed to providing the best educational opportunities for students enrolled in the various programs on offer.

All teaching staff meet the NSW public school professional teaching requirements.

Significant Programs and Initiatives

Priority School Funding Program
For the second year Bankstown Senior College has received Priority Action School (PAS) Funding of $180,000 to be used in the focus areas of Literacy, Numeracy and Engagement in an attempt to reduce student disadvantage in these areas.

Again this year, the majority of the funding was allocated to staffing support to improve student outcomes. This extra staffing included: a PAS Teaching and Learning Coordinator, an E-Learning Integrator (0.5), a Literacy and Numeracy Coordinator (0.4), Teachers’ Aide support and Literacy/Numeracy/ESL support (0.8).

Funding was also allocated to specific literacy and numeracy programs such as: ALARM - A Learning and Responding Matrix.

Through the Priority Schools Funding Program (PSFP) ($52,000), an important area of focus was teacher quality and funding was allocated for the professional development of the whole staff in TELL - Teaching English Language Learners.

Programs such as WRAP - Writing, Reading and Presenting in CGVE, the Profound Literacy Program, RAP literacy magazine and after school tutorial support were also begun in the College.

PSFP funding also enabled the employment of a Special Projects Community Officer and the production of a College Newsletter as a means of improving communication in the College and the wider community.

Bankstown Tutorial program
The Bankstown Tutorial Program (BTP) began as a welfare initiative in 2007. The BTP continues to operate out of the library in 2010. It is staffed by three experienced teachers, Suzanne Khattar, Evelyn Aravanis and Kathryn Milgate and with the very capable and professional assistance of two School Learning Support Officers, Julie Masterton and Allan Hulbert.

The unit provides intensive support and personalised mentoring for a small group of students whose backgrounds and educational history have caused them to be judged as especially vulnerable and at risk of non completion of their secondary education.

At present there are five students officially enrolled in the program, with the provision for another two. Students eligible for the program are drawn from the South Western Sydney Region and are selected by a panel comprising school counsellors, child psychologists, educators and social workers.

The program is located in the College library where it utilises the resources of the library. The BTP team employ a variety of strategies to support these students and to encourage them in achieving their educational potentials.

International Student Program
In 2010, eleven international students were enrolled in Yr 10 Preparation, Yr 11 and Yr 12 in the College. Ten students came from Vietnam while one was from China. Three new international students enrolled in Terms 3 & 4.

The 2010 International Student Program has been enriched for international students. This year a new International Student Team was established to cater for the International students’ various needs. More personalised care and help has been offered to each individual international student in our College.

The International Student Program continues to provide strong academic and welfare monitoring for the students. Teachers in the International Student Team are very committed to helping our international students, including: the Principal, Mr Rufo; Deputy Principal, Ms Doyle; the Enrolment Officer, Cathy Apostolopoulos; the International Student Coordinator, Sharon Zhang; the Vietnamese Mentor Teacher, Minh Thai; the English Head Teacher, Maria Georgiou; English teachers - Jan Nabben, Sibony Valladares and
Soula Ginis; Maths teacher, Emmanuel Ginis and the STLA teacher, Zoe Karpin.

In 2010 we have continued to maintain very close contact with Australian guardians as well as the parents living overseas.

The social and cultural needs of the international students were met by a diversity of activities such as excursions; regular meetings; Education Agents’ workshops and educational exhibitions. In November, Sharon Zhang took all the international students to Taronga Zoo and they had a great day there. In addition, the international students also participated in whole College activities such as Harmony Day, the Annual Talent Quest and sporting activities.

In 2009, eleven international students were enrolled in English for Study, Yr 10 Preparation, Yr 11 and Yr 12 in the College. Nine students came from Vietnam while two were from China. Three new international students enrolled in Term 4 and they are going to continue their study in our College next year.

The International Student Program continued to provide strong academic and welfare monitoring for the students. Teachers in the International Student Support Team are very committed to helping our international students. We have continued to maintain very close contact with Australian guardians as well as the parents living overseas.

**English for Study Program**

English for Study (EFS) programs at Bankstown Senior College aim to develop English Language and Literacy skills required to undertake further education and training, seek and maintain employment and participate in the community. In addition to focusing on the Certificates in Spoken and Written English (CSWE), the students learn English through Music and Basic Computer Skills. These are integral components of English for Study programs of the College.

There were six EFS classes in 2010: three in Semester I and another three in Semester II. In each Semester, there was one class of CSWE I (EFS 1) and two classes of CSWE II (EFS 2A & EFS 2B). In July 2010, some of the students in EFS 2A & EFS 2B who successfully completed their learning outcomes moved onto Prep classes in Semester II. They were reportedly assessed as being ready for Yr 10 & Yr 11 in 2011. We had new students coming in at the beginning of Term 3 and Term 4. EFS 2A was a large class of 16 students but they all worked hard and achieved very good results. The majority of students in EFS 2A & EFS B will go to Yr 10 in 2011 while a small number of students will go to Yr 11 with confidence of success. All EFS 1 students will continue their study in EFS 2 in 2011. It’s great to see students completing their EFS classes being ready to join mainstream classes.

**Minh D Thai - EFS Co-ordinator**

**Learning Support Team**

The Learning Support team has met every fortnight this year. Its members have included the Senior Executive, Counsellor, HT Welfare, PSP Coordinator and STLA.

The focus of this team includes dealing with referrals from teachers concerning students needing extra assistance, identifying students needing testing. This may result in Individualised Learning Plans for those specified students. The Learning Support Team (LST) also helps identified students transition to the next stage of their learning/career pathway and assists with applications for extra funding through the DET Access Request system to support students with extra learning needs. This may take the form of more teacher support or student placement in special programs such as the BTP program which runs on site for students with emotional needs.

Future directions include:
- An electronic teacher referral system
- Gifted & Talented (GAT) student program
- More Individualised Learning Plans for identified students

**Classroom Connect Project**

In 2010 the College became part of the Classroom Connect project run by Mercy Works Inc., in partnership with the Catholic Education Office. The project provided the College with four volunteer tutors per week. The tutors supported refugee students with significant learning needs who have problems coping with the demands of education in Australia. They provided in-class support in Literacy and Numeracy for students from a variety of cultural and linguistic backgrounds.

A review was undertaken in November and because of the program’s success, it will continue in the College in 2011.
Student Achievement in 2010

Higher School Certificate

In 2010, 82 students sat for the HSC. Students were assessed in thirty five subjects of which four were VET Framework Courses (Information Technology, Business Services, Hospitality and Retail Services) and four were Board Endorsed (Photography, Ceramics, Sport Lifestyle and Recreation and Computing Applications). Three extension courses were offered in Mathematics Extension 1 and 2 and Arabic Extension.

Other student achievements:

- Ngoc Thuy Linh Huang, Year 11 was the recipient of the Most Outstanding Year 11 scholarship ($20 000) from the University of Western Sydney.
- Shahd Sabih, Year 11 was the recipient of the ‘Victor Chang School Science Award’ for Outstanding Achievement in Year 11 Science.

Messages

Principal's Message

2010 has been a great year for the College with many achievements in all areas - academic, cultural and social.

Again, in 2010, the College experienced a significant increase in student enrolment. Also, the College continued to receive funds from the Priority School Program (PSP), resulting in financial resources being available to further assist in improving Literacy, Numeracy, student retention and engagement as well as professional development for teachers.

This is my third year as Principal of the College and I am still as impressed as I was when I first arrived. The friendliness and supportiveness of both students and staff is overwhelming. BSC is a great place to teach and learn. We have a very unique College in many areas - curriculum, students, teachers and the four-day long week structure. I am very impressed with the dedication that both students and staff have shown.

The College is full of cultural diversity with over 40 cultures and linguistic backgrounds being represented and all students show great tolerance and respect for each other. The College community is very much committed to multiculturalism and the diversity that this brings.

The achievements of the College students are remarkable. This is more so, given that many of them have had a disruptive education and most of them are new arrivals (about 70% having arrived in Australia over the past 5 or 6 years). The great proportions of the students complete the Intensive English Course and then enrol in Yr 10 (either English for Study – EFS; or the Certificate II in General & Vocational Education – CGVE), then proceed to complete the HSC. Having completed the HSC, 30% go to University and about 70% either go to work or TAFE.

During the year we have increased many of our facilities especially in the technology area. The College has made a huge shift to further the use of Information Communication Technology (ICT) to improve teaching and learning. The laptops are now being used widely in classrooms and the Interactive Whiteboards are revolutionising the way teachers teach and students learn. So far we have installed at least 11 Interactive Whiteboards and there are more to come; 6 Data projectors; Clickview and a lot of software (including Notebook 10 and Office 2007 installed on all classroom PC’s and the Moodle program). Teachers have undertaken training in the use of this technology so that they can improve the learning of students.

During 2010 the College has been very busy in preparing for the National Partnership in which we will be involved in 2011. The Federal Government will be giving the College a substantial amount of financial resources to improve the results for all our students and we have been planning on how best we can do this. The funds will be used to get more teachers and other resources so as to improve student outcomes in the areas of Literacy, Numeracy and English as a Second Language, the Higher School Certificate and the retention and engagement of all students.

The College enrolment increased significantly in 2010 and this led to an increase in staffing, including the appointment of a Head Teacher Administration. The increase has also meant that the College was able to offer more subjects for the Higher School Certificate and the class sizes were also reduced.

A major completion of capital work at the College in 2010 was the refurbishment of three Science laboratories. The funding came from the Building Education Revolution (BER) project of the Federal Government. This was a major capital work and has already made a big difference to the teaching and learning in Science. Both students and teachers are very happy with the up-to-date equipment and furniture (including Interactive Whiteboards) that the refurbishment has provided.

The College has a very committed and skilful staff. They make a real difference to student outcomes and I thank them for their work both inside and outside the classroom. I would like to...
thank all teaching staff and administration staff for all their hard work during 2010.

I will be retiring as Principal of BSC as from the start of 2011 school year. I would like to wish the College and its community all the best for the future.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced genuine account of the school’s achievements and areas for development.

Aldo Rufo- Principal

Student Representative's Message

Members of the Students’ Representative Council (SRC) showed commitment and responsibilities in helping to organise various college events, such as ‘Harmony Day’, ‘Talent Quest’ and ‘Valentine’s Day’. SRC members and the school community worked extremely hard in 2010 to raise money for our new sponsored child in Burundi and other charities.

A number of students participated in the 40 hour famine to help raise money and awareness of poverty and other global issues. Some SRC members were given the opportunity to participate in leadership conferences and a Youth Summit.

Zeina Miglionico - SRC Coordinator

School Context

Student Information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student Enrolment Profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>205</td>
<td>182</td>
<td>208</td>
<td>218</td>
<td>233</td>
</tr>
<tr>
<td>Female</td>
<td>132</td>
<td>142</td>
<td>144</td>
<td>163</td>
<td>177</td>
</tr>
</tbody>
</table>

Overall student attendance showed a decrease in 2010 to 88.0%. This was below Regional Attendance rate and the State average. These statistics have been affected by a number of long-term absences among the Year 10 cohort.

Management of Non-Attendance Collection of Attendance Data

Student attendance at the College and in class is essential to improve learning outcomes. Staff have a key role in ensuring that students attend as much as possible.

- Classroom teachers are required to follow up student absences and reinforce the importance of class time to meet course outcomes. If the absences continue (including truancy), and they are causing concern in achieving outcomes in the subject, they are referred to the Head Teacher, the Year Adviser and the Attendance Coordinator. Welfare entries are also made in the College tracking system.

- Attendance monitoring during Student Support classes assists in the management of student attendance. Teachers issue a fortnightly record of attendance to each individual student and counsel them for any concerns in the number of absences recorded for that period of time. Students also have the opportunity to check these absences for discrepancies.

- Office staff send home weekly attendance letters to students who have unexplained absences that week. Students and/or parents /caregivers need to inform the school and explain any unjustified leave.

- Attendance Coordinator monitors continuous or unresolved absenteeism with the assistance of
Classroom Teachers, Head Teachers, Year Advisers, Student Support Coordinator, Deputy Principal and/or Principal. The responsibilities of the Attendance Coordinator includes to:

- oversee and coordinate procedures for improving student attendance,
- liaise with the Student Welfare Team when investigating ongoing student absences,
- follow up students’ absences whereby students are interviewed at the College or telephoned in regard to reasons for absence. As appropriate, parents/caregivers are informed, and
- make decisions about whether a situation requires follow up with appropriate supporting staff including Home School Liaison Officer, College Counsellor, Student Support Coordinator, Student Welfare Coordinator and/or the Deputy Principal.

Retention to Year 12

Note: Bankstown Senior College is a “stand alone College” (ie it does not have feeder schools) and as such the retention to Yr 12 is not applicable.

Post School Destinations 2010

HSC Cohort

From Post School Destinations Surveys gathered from College records, direct contact via phone and/or College visits, we were able to access (86.6% of the students responded) the following information concerning the destination of the HSC class of 2010.

During the course of 2010 a number of students expressed the desire to seek full time study at university level. Student surveys and UAC feedback indicated that 23% of Yr 12 students gained access to further education at universities via direct application to UAC, or took advantage of the various alternative entry schemes offered by the universities. Indeed three students were greatly assisted by the “Educational Access Scheme” disadvantage programs coordinated by the College, especially those students who experienced family and literacy difficulties.

Another 30.5% (plus 2.4%) of students chose to extend their education by successfully gaining entry into diploma and advanced diploma courses at TAFE (and private) colleges.

It was pleasing to discover that 21% of students had secured full time employment in our current economic climate to meet their financial commitments/obligations, of which three students accepted apprenticeship opportunities (with 2.5% in the process of seeking full time work). One student has made the decision to return to the College in an attempt to gain a better ATAR.

Unfortunately, we were unable to make formal/informal contact with the remaining 13.4% of students who had travelled, changed addresses or have simply chosen to refrain from divulging this information as a matter of privacy and confidentiality.

Year 12 Destination Summary: 2010

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>19</td>
<td>23</td>
<td>23.5</td>
</tr>
<tr>
<td>TAFE</td>
<td>25</td>
<td>30.5</td>
<td>31</td>
</tr>
<tr>
<td>Work</td>
<td>17</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>3</td>
<td>3.7</td>
<td>3.7</td>
</tr>
<tr>
<td>Looking for work</td>
<td>2</td>
<td>2.4</td>
<td>2.5</td>
</tr>
<tr>
<td>BSC: Repeat</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Private colleges</td>
<td>3</td>
<td>3.7</td>
<td>3.7</td>
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<tr>
<td>Unknown</td>
<td>11</td>
<td>13.4</td>
<td>13.5</td>
</tr>
<tr>
<td>Overseas</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>82</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

*Please note, percentage (% of 81) excludes student who is currently repeating Yr 12.

Frank Fedel – Careers Advisor

Yr 12 Students Attaining HSC or Equivalent Vocational Educational Qualification

<table>
<thead>
<tr>
<th>Courses</th>
<th>No of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>Hospitality</td>
<td>16</td>
<td>26.6</td>
</tr>
<tr>
<td>Information Technology</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>Retail Services</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>Health Assistance</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Staff Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff Establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
</tbody>
</table>
Teacher Qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of Staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>96</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Date of financial summary: 30/11/2010
Balance brought forward 722 348.58
Global funds 290 825.02
Tied funds 395 486.02
School & community sources 113 058.8
Interest 29 684.65
Trust receipts 74 447.81
Canteen 0.00
Total income 1 625 850.88

Expenditure
Teaching & learning
    Key learning areas 163 676.69
    Excursions 3 785.46
    Extracurricular 66 639.93
Library 19 975.79
Training & development 0.00
Tied funds 367 854.52
Casual relief teachers 44 854.52
Administration & office 155 795.59
School-operated canteen 0.00
Utilities 76 457.75
Maintenance 38 868.70

Trust accounts 92 254.14
Capital programs 0.00
Total expenditure 1 039 325.62
Balance carried forward 591 760.40

A full copy of the College’s 2010 Financial Statement is tabled at the Annual General Meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the College.

School Performance 2010
Achievements
Art
The College continues its strong commitment to the visual, creative and performing arts and offers a diverse range of courses including Visual Arts, Ceramics, Photography and Music. At the College these subjects were available to students in Yr 11 and 12 with Yr 10 students completing one semester each of Visual Arts and Music. EFS students also studied Music as a means of expanding their studies of English.

At the end of 2010 a well equipped digital media room was completed in ‘D’ block. This will give students the opportunity to be involved in digital media at the College.

The College continues to be involved in the community as students participated in a community project to paint a mural for the Bankstown Hospital Children’s Emergency Ward.

Community activities also included two student rappers who were involved in Bankstown migrant community activities.

Sport
2010 has been a very busy year for Bankstown Senior College in the sporting arena. As in the past, there have been a variety of team and individual accomplishments throughout the year. A variety of teams were entered in the South Western Sydney Region (Sydney South West Region) knockout competitions, including boys soccer, mixed table tennis, boys and girls basketball and boys touch. Most of these teams made it to the Regional finals.

Throughout the year the College had several students attend try-outs for South Western Sydney sporting teams. These teams select the best players to represent the region at the State
Championships. The following students were selected in their respective sports:
- Bruce Satiu – Rugby Union
- Stuart Farani – Rugby Union
- Jason Cronan – Softball

Jason and Bruce were selected in the NSW CHS teams for their respective sports. These teams select athletes from all schools (Catholic, Private, Independent and Public) in NSW, and compete against other states.

With age limits restricting the number of sporting competitions that the College can enter, many internal sporting competitions are generated. Throughout the year the Sport Lifestyle and Recreation (SLR) class ran lunch time sports for the whole College to participate. Sports included badminton, soccer, basketball, mini-tennis and volleyball. Students were also able to access the school gym in the hall.

**Academic**

**Higher School Certificate**

In the Higher School Certificate the performance of students is reported in Performance Bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

A very positive result in 2010 was that the average mark in mathematics 2 Unit Extension 1 was higher than State average, while those of Chinese Background Speakers and Vietnamese Background Speakers were better than the average mark for the same subjects in the State. Students who completed the Hospitality examination also performed better than those in the Like School Groups.

Among the outstanding results was that of Karvan Athari who was placed first in the State in 2 unit Persian background speakers

**Significant Programs and Initiatives**

**Aboriginal Education**

At Bankstown Senior College this year we have supported and developed initiatives and programs for Aboriginal Students. We have:
- developed Personalised Learning Plans for every Aboriginal student attending the College in conjunction with student and parent/care givers
- been part of the DET Norta Norta Program. This program provides funds for Yr 9 - 12 students for one to one tutoring support
- successfully applied for one of the South Western region’s Two Ways Together Scholarships for a student showing special aptitude
- had a special Network information session for the ATSI community. This included a College tour and barbecue
- had a nominated student- Jamie Lee Daws from Yr 10 - reach second round of interviews for ANZ Bank Aboriginal Cadetships
- Jason Cronan Year 11 become first in SLR and was a Softball representative for the South West Region, State and NSW CHS.
- Integrated Aboriginal perspectives into all KLA programs.
- Our Community Liaison Officer, Cameron Outterside attended a South Western Sydney Region Aboriginal Planning Group meeting.

**Multicultural education**

The multicultural nature of our community is reflected in all areas of the College and celebrated at important events such as assemblies, celebration days (Harmony Day, NAIDOC Week) and sporting days.

During 2010 Ms Cathy Apostolopoulos, Senior Anti-Racism Contact Officer and Mrs Hedy Brunet, Anti-Racism Contact Officer continue in their roles and to be available to meet with students when required.

A number of College documents have been translated into the main student languages and interpreters are available on site for the four main language groups in the College. Multicultural views were integrated into all KLA programs.

The provision of courses such as English as a Second Language (ESL); English for Study (Certificate in Spoken and Written English – CSWE) and the Intensive English Classes (IEC) are key multicultural programs provided by the College.

**Respect and Responsibility**

Taking active responsibility for learning is promoted through the adult learning environment of the College. The absence of bells and uniforms
in addition to a well resourced library are all aspects of the College that foster independent learning.

The Learning Support program for Yrs 11 and 12 gives students the opportunity to access an individual online goal setting program. This program supports the setting and achievement of short and long term goals in the areas of learning, attendance and transition thus ensuring that students take personal responsibility for their learning.

The Student Representative Council (SRC) supports a College culture of respect and provides opportunities for students to take responsibility for whole College activities. Students organise various fund raising activities throughout the year, as well as events such as Harmony Day. Students involved in the SRC are given the opportunity to participate in leadership development courses while undertaking the task of being the voice of the student body.

Other Programs
Vocational Education

Creating Brighter Career Connections (CBCC) was the College work placement agency with the students completing successful work placement through developing and practising skills in industry areas. Ahmad Noory (Yr 11 Business Services) and Van Tran (Yr 11 Information Technology) received Student Awards for Excellence at Work Placement in November.

Students in the College were given the opportunity to partake in additional courses – Responsible Conduct of Gaming, Responsible Service of Alcohol, Barista (espresso making coffee course) at Canterbury Hurlstone Park RSL and bar skills at Barmax. On successful completion of these courses the students receive a nationally recognised certificate to include in their CV.

Three Yr 12 students in the College received awards at the Padstow Rotary Youth Vocation Awards ceremony for their commitment to their Vocational courses (Hospitality, Information Technology, Retail Services and Business Services). One student received an award in two courses. Yr 12 students also were the recipients of Regional Vocational awards.

Four teachers received their Certificate IV in Assessment and Training to maintain the College commitment to teaching Certificate II in General & Vocational Education (CGVE) for Yr 10 students.

Yr 10 students, as part of the CGVE course, were taught VET units in Business Services, Hospitality, Information Technology and Construction. The Authentic Project was successfully undertaken again in 2010 with Yr 10 students showcasing their employability skills demonstrated in their general learning through a portfolio of work samples and a mock job interview.

A group of Yr 10 and 11 students completed the SIPRY (Social Inclusion Pathway for Refugee Youth) course this year which involved weekly visits to Bankstown TAFE to help them improve their employability, explore career options and pathways and overcome barriers faced in accessing relevant programs and services. SIPRY students were given an opportunity to try out various TAFE Courses such as Carpentry, Business, Banking and Finance, Science Laboratory skills and Hairdressing. The graduating students received a Statement of Attainment in Access to Work and Training from TAFE.

Intensive English Centre

During 2010, 102 students enrolled in the Intensive English Centre (IEC) in preparation for mainstream high school or TAFE courses. The majority of enrolments continued to be refugees from Afghanistan, Sierra Leone, Sudan, Iraq and Myanmar numbering over 90% of the enrolment. Making up the remainder of the cohort were two international students and family reunion students mostly from China. Significantly noticeable this year was the group of single male refugees coming to the IEC post detention release. 2011 should bring an increase in this number as reflected in the Federal Government’s current policy. The IEC’s provision for these students will be reviewed in 2011.

2010 for the IEC saw the implementation of the 2009 program review recommendations. These recommendations focused on improving student learning through the identified target areas of community involvement, student access to study help at home and course assessment tasks and outcomes information to students as well as the DER initiative.

In response to these identified areas the IEC has produced a bi-weekly newsletter, instigated the inclusion of a peer and teacher supported timetabled homework period and issued students with course overview and outcomes.

From the DER, the IEC has received 48 student laptops, wireless connections to the demountable rooms and a videoconferencing Smartboard unit.
To support student technology learning, staff training has been a priority with both external and peer providers. A noticeable success has been a series of level 1 (beginner) activities placed on moodle. 42 IEC exiting students received laptops for five weeks as part of an on-loan trial program. These IT initiatives are valuable in supporting and extending literacy skills and promoting student engagement.

Supporting the students in their post IEC pathways were: a ten week elective program, six information sessions for the exiting students, introduction to work readiness as well as the ongoing regular use of a work-skills log sheet used as an evaluative, self-reflective tool across Key Learning Areas (KLAs).

The IEC partnership focus resulted in 8 publications of the IEC student magazine, an Aussie Rules program, a tailored male and female health program, a fourth year of Drum Beat and peer reading and numeracy programs.

The resettlement of and subsequent successful learning experienced by IEC students is underpinned by an outstanding team of educational professionals who enabled 2010 to be a most rewarding and productive year of learning.

Literacy and Numeracy

This year the College took a new direction with the formalisation of the CLANT committee. This committee comprised of the Deputy Principal, staff members from most KLA’s and the IEC. CLANT met once a fortnight to steer the College’s literacy and numeracy plans and initiatives.

All Bankstown Senior College staff continued to attend many Literacy and Numeracy workshop training and development sessions throughout the year.

Students in Yr 10 and 11 took part in the annual NAPLAN testing. This is for diagnostic purposes. The NAPLAN tests reveal strong improvement among students who went from Yr 10 into Yr 11 and are committed students.

The College also conducts its own testing based on the NAPLAN tests. This test - named BANPLAN - was conducted for Yr 10 and Yr 11 students in Term 1 and Term 3 to ascertain 2010 student cohort growth in literacy and numeracy. From this testing the College was also able to identify students with significant literacy and numeracy needs.

Numeracy Initiatives this year included:

Classroom Connect program run by the Mercy Tutors

First Semester Numeracy support for CGVE from Emmanuel Ginis and Etedal Naim

IWB Numeracy keyword and concepts resources production by Etedal Naim

Production of a Numeracy Booklet with assistance from Numeracy Consultant Belinda Conway

Involvement in region’s Moving the Middle Project, action research project. The project was run across KLA’s – Maths, Science, English and HSIE

Also included across KLA teacher training in Google Sketch-Up, Onenote and Free mind computer programs

SLSO (School Learning Support Officer) numeracy support in CGVE, and Yr 12

Numeracy competition for students run by Julie Meissner, TAS Dept

START SMART Commonwealth Financial Literacy/Numeracy Workshops delivered to Yr 10 and EFS classes

Student Support Program

The Student/Support/Welfare program continued to support students in the achievement of their learning outcomes. Programs such as Student Support (Mentor), Learning Support and Tutorial Support combined to assist students with the balance of personal and academic needs. The Yr 11 Crossroads curriculum was delivered through Student Support lessons, but also as a one-day activity in Term 3 where presenters addressed issues related to alcohol, risk-taking behaviour and aspects of sexual and mental health. The Team Building days facilitated the smooth transition of new students into the College and did much to minimise isolation among the student body.

The Mind Matters program, which underpins the Student Support structures in the College, focused on the building of resilience among staff and students, with an emphasis on the development of communication skills and assertive behaviour as a means to combat bullying. To support the program, Brainstorm Productions presented “Wired”, which focuses on stress management, to Yr 11 students while the Yr 10 cohort were presented with ‘Verbal Kombat’, which focuses on cyberbullying.

Community Liaison Officer Program

The Community Liaison Officer (CLO) is funded by the Priority Schools Program (PSP). The focus of the CLO accords with the PSP target areas of Literacy, Numeracy and student engagement.
Across the numerous PSP objectives the CLO attempts to contribute predominantly to:

- increased student participation and engagement in learning,
- the raising of student, teacher, parent/carer expectations,
- the strengthening of home/school/community partnerships
- the development and maintenance of a positive and inclusive school culture

**Progress on 2010 Targets**

**Target 1: To Improve academic outcomes for all students in the areas of: Literacy; Numeracy; ESL access and support; CGVE; EFS; IEC and the HSC.**

**Our achievements include:**

- the average mark in the HSC Business Studies, Arabic Continuers, Vietnamese Continuers, Biology, Economics, English as a Second Language and Hospitality was better than the average mark for the same subjects in the Like School Groups (LSG). In addition, the average mark in Business Studies, Arabic Continuers and Vietnamese Continuers was better than the average mark for the same subjects in the State;
- the average Higher School Certificate performance from Yr 10 (value added) for the low performance band in 2009 was 5.2, an increase of 2.2 from the School Average 2005-2009 and a higher average when compared to that Like School Group (LSG) in 2009 of 1.6. Similarly there was a marked improvement in 2009 when compared in the value added for the middle performance band to the College Average (2005-2009) an increase of 2.3;
- the new internal developed Literacy and Numeracy tests were used this year. They were developed by the Literacy and Numeracy Consultants under the auspices of the Literacy/ Numeracy committee. The results showed a substantial growth for the Yr 10 cohort in Literacy and Numeracy across one year;
- ESL support for students was increased by making use of the increase in general staffing (resulting from increase in College enrolments for 2009). Most of the support was given to the CGVE ESL classes using the team teaching approach.
- number of students being credentialed with the CGVE II qualification was 70%, an increase of 40% to 2008; and
- in the Intensive English Centre (IEC) an increase of at least 7% to a rate of percentage of exiting scales Level 4 and above for IEC students of 2009: from a total of 92, the following results - Level 4 - 30.4%, Level 5 - 30.4% and Level 6 - 5.5%

**Target 2: To increase student engagement and participation in their learning.**

**Our achievements include:**

- a significant increase in student total enrolment 2009 to 381 from 2007 (324) and 2008 (352). As the College does not have any feeder schools such an increase provides a net increase in participation of students to further their education in 10, 11 and 12;
- an improved student engagement as measured by the attendance rate increased in 2009. In 2009 the College average was 90.1 compared to 88.9 in 2008 and 87.7 in 2007. In addition the College average is above the Region and State averages; and
- Participation Rates in Vocational Courses - in both Yr 11 and Yr 12 in 2009, VET subjects were a significant part of students’ selection of subjects for their senior studies. In Yr 11 40% of students chose at least one VET subject with some students undertaking two and even three VET subjects, as well taking advantage of the courses run at TAFE. In Yr 12 35% of students included a VET subject as part of their HSC. The Yr 12 students eligible received qualifications including Certificate II in Business Services, Certificate II in Hospitality (Operations), Certificate II in Information Technology and Certificate III in Health Services Assistance

**Target 3: To improve students learning by strengthening teacher capacity and expanding the College leadership capacity**

**Our achievements include:**

Professional development in a number of key areas which included:

- all staff developed an individual Learning Plan as a guide to their professional development;
- ICT, especially professional development in the use of Moodle Platform for teaching and learning;
- Literacy and Numeracy including: use of ‘internally’ produced Literacy and Numeracy tests; Application of Literacy and Numeracy data to inform Key Learning Area programs;
- increased knowledge and skills of Managing Challenging Behaviours and increased student engagement through the development of a consistent College-wide approach to classroom management;
- increased awareness of transition needs/ issues facing IEC students transferring to the College;
- increased student engagement through the inclusive Matrix-integrating Bloom’s Taxonomy and Multiple Intelligences; and
- increased staff confidence and competence in dealing with students who have become disengaged in their learning/schooling.

**Key Evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our College carried out a *Situation Analysis for the National Partnerships* and the *Science KLA*.

**Educational and Management Practice**

*Situation Analysis - National Partnership on Low SES School Communities*

**Background**

In 2011, as part of the College entering the National Partnership on Low SES School Communities, the College carried out a thorough situation analysis together with staff, parents, community and students. The College then was involved in joint planning to share findings and possible strategies identified in the situation analysis. The situation analysis and joint planning was used to inform the revision of the College plan for 2011 taking into account the College’s significant resources and the reforms within the national partnership.

**Findings and Conclusions**

The key findings and conclusions included:

- There has been a measurable improvement in the literacy and numeracy outcomes of students; however the NAPLAN and BANPLAN findings show that students are well below state averages.
- That English as a Second Language (ESL) is the single biggest issue affecting student performance in all areas – it affects literacy, numeracy and HSC results. This area is in need of further focus.
- In analysing 2006-2009 z-scores data, a number of subjects have shown an upward trend in z-scores. However, despite these positives there is much room for improvement in the HSC results. Since 2006, data shows that the College is well below the mean for nearly every subject and in some subjects quite significantly below the mean. Also, there is a wide spread of students across the lower Bands and the majority of students are achieving Bands 2 to 4.
- College-wide data shows truancy is a significant problem for a large number of students.

- The data indicated that improvement in retention rates is needed across all years especially in the CGVE course.
- The suspension data that the number of both short and long term suspensions have remained steady since 2007. However, over the same period there has been a significantly larger number of males being suspended compared to females - 85% males and 15% females.
- The College has very committed and experienced teachers. The relationship between staff and students is very positive. Quality teaching and learning occurs in classrooms across a range of KLAs. The findings suggest that although, overall, students are supported in a quality learning environment, the College community as a whole would benefit from a more consistent and systematic approach focusing on engaging with all aspect of the *NSW Quality Teaching Model (QTM)* across all KLAs.
- Technology (ICT)/ e-Learning are being used effectively in teaching and learning across classrooms by many teachers. The findings suggest that, especially with the recent installation of electronic white boards in many classrooms, this is an area of further professional development for most teachers. This should enhance the delivery of quality teaching so as to improve student outcomes.
- There is evidence that the use of data (both systemic and school-based) is being used across the College to inform many aspects of teaching and learning; and that the College needs to develop more comprehensive data systems in this area, so as to make more effective use of its data to drive improvements in student outcomes.
- The review found that there is some involvement and participation between the College and its community especially in the VET areas and with community agencies. However, the findings suggest that this is limited. Contact with the community (that the College serves) in the areas of participation, engagement and partnerships needs to be increased at all levels, including with parents, the ethnic community and the Aboriginal community.

**Future Directions**

Corresponding to these conclusions and findings, the situation analysis recommended the following key actions:

- A Literacy and Numeracy program will be operating to support achievement in the College which develops a College-wide focus on improving the outcomes of students in Literacy and Numeracy as measured by NAPLAN and BANPLAN (a school based Numeracy and Literacy test).
- An ESL program (in the mainstream) will be operating to support achievement in the College which includes a focus on ESL support on
improving teacher capacity across the College in all KLAs and increase the levels of ESL support in mainstream classrooms.

- Develop a college-wide plan to improve results in all courses especially the HSC including the development of a school wide practice for scaffolding written texts to assist students with extended and short answers especially for the HSC exam.
- Review the curriculum practices and delivery, including:
  - Design and implement an alternate curriculum for disengaged and/or less able students.
  - Review of CGVE course and its method of delivery in the College.
  - Investigate the development of rich tasks across KLAs for students in CGVE.
  - Develop a greater student focus on career planning through individual learning plans.
  - Review of ‘N’ warning process at the College.
- Develop and implement a plan for curriculum differentiation

- A professional learning team will plan staff development to support school priorities and all staff members will develop and work with a personal professional learning plan, so that all staff will have a quality professional learning plan on record with the Professional Learning Team.
- Develop a plan that provides Teacher Professional Learning (TPL) with an e-learning focus.
- Increase access to ICT hardware for the whole College community.
- Develop and implement a plan to foster executive leadership capacity.
- Develop a professional development plan for the whole College in the use of data and its use in directing all aspects of teaching and learning towards the improvement of student outcomes.
- Review, implement and monitor existing systems, policies, processes and practices, as a means of ensuring that, through quality teaching and learning, students’ literacy, numeracy, technology and English language communication skills are enhanced. Student learning outcomes should then be improved in the College courses including IEC; EFS; CGVE and the HSC.
- Develop an ‘expert’ College team that will be able to effectively promote the College in the wider community.
- Continue to develop the College website as a relevant and integral part of teaching, learning and communication between the College and its community.
- Enhance specific and broad community engagement which will strengthen the College’s ability to address identified needs and improve student outcomes.

Curriculum

Science KLA

Background

The Science Faculty conducted an internal evaluation of their current processes and practice. The review included HSC, Preliminary & CGVE, monitoring practices, program registration, staff development, student welfare, communication and decision making by the faculty.

Strengths

Current practices in HSC, Preliminary and CGVE monitoring suitable and efficient
Assessment tasks reflected syllabus outcomes and include a variety of styles. Student work samples ensure reliability and consistency in reporting student achievement
Programs written collaboratively and evaluated annually

Future Directions

Include more explicit teaching of literacy and numeracy incorporating ALARM and TELL.
Evaluate and re-assess the effective incorporation of Department Mandatory policies in all subjects
Incorporate greater use of ICT in teaching and learning programs in all subjects
Further develop internal faculty communication methods

Professional Learning

Professional Development was focused to increase staff knowledge and skills so as to improve students’ learning outcomes and engagement. This included professional development to:

- expand the use of ICT to deliver curriculum and engage students in their learning including the implementation of the laptops
- further develop strategies aimed to improve Literacy and Numeracy such as the use of the ALARM Matrix to improve students’ extended responses at the HSC
- further develop the teaching of ESL students in the mainstream. The whole staff undertook training in the Teaching English Language Learners (TELL) course
- further increase student engagement through curriculum differentiation
- further increase the executive leadership capacity by focusing on the various leadership
styles and how these affect the climate of the College.

**Targets for 2011**

**Target 1:** By the end of 2011 we would have improved outcomes for all students in: Literacy, Numeracy, ESL, HSC, CGVE, EFS, and IEC.

**Strategies to achieve this target include:**
- Employ a HT who focuses on coordinating and leading programs in Literacy/Numeracy and ESL in the mainstream across the College
- Professional Development in the use/access of NAPLAN Data (SMART2 Package); RAP Data and BANPLAN test data results to improve teaching and learning
- Employ additional: STLA (.4) support teachers to deliver improvement in Literacy and Numeracy at the College
- Employ additional teacher (.4) support to develop Numeracy across the College
- Further foster/develop/implement and evaluate the use of ICT to deliver Literacy/ESL and Numeracy across the College
- Employ additional STLO (6 days) support for Numeracy across the College
- Further use of ESL Consultant to assist in the development of ESL – Pedagogy (such as the TELL Program)
- Establish an ALARM support position (8 periods) per cycle to provide the necessary professional development with KLAs and/or individual teachers to improve their knowledge, skills ability to deliver the ALARM program
- Establish an ESL in the mainstream Support Position (8 periods) per cycle to provide the necessary professional development with KLAs and/or individual teachers to improve their knowledge, skills ability to deliver the ALARM program
- Review and improve assessment procedures for all courses (in the Preliminary and HSC courses) in line with Quality Teaching Model so that students have clear direction as to what is required to achieve better outcomes
- Develop and implement a school re-entry strategy (together with the local Aboriginal community and DET personnel) to increase enrolment of Aboriginal students and support them to complete Yr 10 and/or the HSC

**Our success will be measured by:**
- Improved results as per NAPLAN Test (and internal BANPLAN Test); ESL pedagogy in mainstream, continuously being developed and applied across all KLAs
- Teaching programs developed that demonstrate explicit teaching of literacy and numeracy

**Target 2:** To increase student engagement and participation in their learning.

**Strategies to achieve this target include:**
- Employ a Head Teacher (Teaching and Learning) whose role includes leading student engagement and teacher quality across the College
- Employ an Arabic and Pacific Community Islander speaking CLO (4 days) to support student engagement and community engagement
- Continue the employment of the CLO (4 days) whose role includes supporting engagement between the College and the Community
- Develop a framework to implement curriculum differentiation as the basis to increase student engagement in all courses (including a GATS Program)
- Develop and implement a Student engagement project in the IEC based on vocational development/work experience/work-placement
- Implement the revised College Attendance Monitoring Policy and Procedures
- Develop a more structured approach in career planning through individual Career plans to be fully implemented in Yr 10 and 11/12 by 2012
- Review the N-Award letter warning process including ways to minimise number of students who receive N-Awards and/or are N-determined at the end of the GGVE; Preliminary and HSC Courses
- Investigate the implications of the imminent changes to the School Certificate and the relevancy to students enrolled in Yr 10 at the College.
- Review the curriculum and its delivery in Yr 10 CGVE Course to incorporate Rich Tasks

**Our success will be measured by:**
- Improved completion rates of Preliminary HSC Course, HSC course, CGVE course and CSWE course;
- Improved retention rates;
- Improved attendance rates;
- Professional Learning in curriculum differentiation undertaken by all staff
- Ready to Work HSC Pathway implemented and appropriate students more engaged

improved results as indicated by RAP and SMART data: Bands and Z-scores
- The ALARM method in place and in use by students in Yr 11 and 12 in all KLAs
- All Aboriginal students will have a Learning Plan with a focus on literacy and numeracy
- Improved completion rates for HSC and CGVE for Aboriginal students and increased enrolment of Aboriginal students in the College
- Increased number of students being credentialed with the CGVE II qualification and CSWE credentialing
• Improvement in student engagement as evidenced in lower discipline issues; truancy rates; completion and retention rates
• more consistent and effective approach to whole College student management
• increased opportunities of Vocational Courses (Framework Courses) and TAFE Vocational Educational Courses (TVET); and
• MyG Personalised Student plan fully in place and being used by all Yrs 11 and 12 students

Target 3: To improve students’ learning by strengthening teacher capacity and expanding the College leadership capacity.

Strategies to achieve this target include:
• employ a HT whose role includes to lead and coordinate staff development programs to improve teacher quality in all KLAs across the College
• employ an on-site casual teacher to support and facilitate teacher professional development
• conduct a staff professional learning skills audit and develop structures and procedures for the establishment of a professional learning team to guide Professional Development
• continue fostering professional learning, including: Curriculum Differentiation (Pirozzo and Eric Frangenheim); Literacy/Numeracy/ESL; Quality Teaching including Student Engagement and the use of ICT; Action Learning and Action Research and the use of Academic Partner

Our success will be measured by:
• evidence of the NSW Quality Teaching Model in all KLA programs and students’ work samples
• increased access of teachers and College leaders to professional learning activities
• increased teacher involvement in programs that build capacity and school improvement;
• further development of the concept of teacher leader across the College; and
• improved students’ learning and engagement
• data systems developed and staff using data to underpin teaching and learning

Target 4: To support and facilitate the effective use and integration of technology in learning and teaching and to expand opportunities for students and staff to participate in the use of interactive technologies to improve students’ learning outcomes, engagement and retention.

Strategies to achieve this target include:
• employ e-learning facilitator to improve delivery of teaching and learning across all KLAs
• purchase ICT resources to increase capacity at the College for e-Learning including
• continue implementation of DER Laptop for Learning Program;
• continue Training and Development of all staff to use: Moodle; Notebook 10 software (IWB software); ClickView; Adobe Creative Suite; Google Sketchup
• training of staff and development of Moodle Platform

Our success will be measured by:
• Increased use of technology as an integral tool for learning and engagement in every classroom
• Improved levels of confidence of staff in the use of modern technology in teaching and learning
• Increase usage by students of modern technology tools for learning
• Moodle Platform in place and being used by a greater proportion of teachers and students

About this Report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the College’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the College’s future development.

Aldo Rufo  Principal
Marianne Doyle  Deputy Principal
Maria Georgiou  English Head Teacher
Lesley Gyton  Priority Schools Funding Program Coordinator
Lexi Andrews  IEC Head Teacher
Zoe Karpin  STLA
Marion Lindsay  HSIE Head Teacher
Janette Simpson  School Admin Officer
Kristin Floreani  Student Support Coordinator
Cathy Apostolopoulos  Enrolment Officer

School Contact Information
Bankstown Senior College
Eldridge Road
BANKSTOWN NSW 2200
Ph: 9707 3288  Fax: 9790 4678
Email: Bankstown-s.h.school@det.nsw.edu.au
School Code: 8381

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