Our school at a glance

Students
The College’s total student enrolment was 356 in 2012 (including the Intensive English Centre). About 70% of the students were over 18 years of age and 30% under 18 years of age.

Over 90% of the students are 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

University Tutorial Program
Bankstown Senior College provides opportunities for students to excel and prides itself on being able to provide targeted individual support. The University Tutorial Support program matches current HSC students at Bankstown Senior College with university tutors that have recently excelled in their HSC. University tutors provided support in Advanced, Standard and ESL English, General Mathematics, Mathematics and Extension 1 and 2 Mathematics, Chemistry, Physics, Biology, PDHPE, Legal Studies, Ancient and Modern History, Society and Culture, Hospitality, Vietnamese, Economics, Business Studies and Creative Arts.

The program was highly successful in 2012 with 90% of Year 12 students having accessed university tutorial support for at least one HSC subject. It was clear through observation and University Tutorial Support attendance data that many of the previously disengaged students at the college found the extra support incredibly useful. Moreover, the considerable reduction in Band 1 results indicates a significant level of re-engagement in student learning.

The University Tutorial Support Program has also provided Bankstown Senior College students with an opportunity to meet and get to know a student that is currently at university. Quite often, conversations about the technical aspects of a HSC paper has led to conversations about future career options and skills needed for tertiary education. The increased interaction between the Bankstown Senior College students and the university tutors has provided students with a ‘real life’ perspective into the dedication and commitment that is needed to successfully transition into tertiary studies.

Refugee Transition Program (RTP)
Bankstown Senior College has been fortunate to incorporate a new support system in its school plan. The Refugee Transition Program has been formed to support refugee students in our College, not only in their learning achievements but also for their welfare matters and work/study pathway choices that the students will have to make in their short and long term future. The RTP team have tracked the learning lives of the refugee students targeting the CGVN class.

Students prepared both written and visual projects in preparation for World Fair Day in June. This was a momentous team building event celebrating the learning experiences and projects which the students proudly showcased. Students prepared some fascinating autobiographies, acrostic poems, personal/cultural collages, self-portraits and expressed their cultural identities through some entertaining performances. Students also took further initiative to host, organise and cater for this major College event which enabled them to display not only their academic but social/life skills as well.

Valuable learning experiences continued throughout the year outside the classroom. Students planned their career paths at the Pathway to Employment & Career Expo for Refugees at Cabramatta, tapped into the local library facilities while on an inviting tour of Bankstown City Council library, raised their awareness regarding Road Trauma and Anti-bullying on recent excursions and enjoyed a visit to the NSW Art Gallery to expose them to the artistic world of Picasso, Aboriginal and Australian and the student creations of Art Express.

In Term 4, students prepared and performed impressively at mock job interviews for their Authentic Project. They prepared the curriculum
vitae which has now set them up for their forthcoming study and work prospects. College programs and projects including World Fair Day, the Authentic Project, in class curriculum support, the BANPLAN and Individual Learning Profiles (ILPs) have enabled the RTP staff and their classroom teachers to successfully track the progress and learning achievements as well as monitor and assess the development in study, organisation and team building skills.

Impressive progress has been made by all refugee students at the college. They are to be congratulated on their focus, strength and patience to pursue their studies and achieve so well given their challenging and demanding lives of past and present. The College wish them well in their future and look forward to supporting future refugee students through the continuation of the Refugee Transition Program.

Student achievement in 2012

In 2012, 66 students sat for the Higher School Certificate. Students were assessed in thirty three subjects of which four were VET Framework courses (Information Technology, Business Services, Hospitality and Retail Services) and six were Board Endorsed Courses (English Studies, Photography, Ceramics, Sport, Lifestyle and Recreation, Computing Applications and Exploring Early Childhood). Three extension courses were offered in Mathematics Extension 1 and 2 and Arabic Extension. Year 10 students undertook the Certificate II in General and Vocational Education.

Achievements of note are:

- Above State average results in Arabic Continuers and Arabic Extension courses.
- Above State average results in the Hospitality examination.
- Iftikhar Ali Hassani’s Visual Arts major project was chosen for display in Artexpress.

Messages

Principal’s message

Bankstown Senior College is the only comprehensive co-educational senior high school in the south-western metropolitan Sydney region and caters for students in Years 10-12. It also contains Sydney’s only adult Intensive English Centre (IEC) for students newly arrived in Australia who are sixteen years of age and over.

The college hosts a regional resource, the Bankstown Tutorial Program, which is a specialist support class for students in Years 10-12, with internalising mental health issues.

The college caters for students re-engaging in education or are of a mature age. The students are from a variety of cultural backgrounds including Arabic, Iraqi, Afghan, Vietnamese, Chinese, Pacific Islander and Sudanese.

The curriculum is extensive and innovative to meet the needs of the students. The college provides programs of study leading to the Year 10 ROSA credential, the Higher School Certificate (HSC), adult English classes and intensive English courses for students who lack proficiency in English.

The college has a strong student management and welfare system which promotes a safe and harmonious environment. Students are encouraged to respect each other and staff as they work co-operatively to achieve academic outcomes to assist their transition to the world of work.

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

Marianne Doyle
Students representative’s message
Members of the Students’ Representative Council (SRC) showed commitment and responsibility in helping to organise various college events, such as Crazy Hair Day and Valentines’ Day.

SRC members and the college community worked together to raise money to support our sponsored child through World Vision, as well as participating in the World Vision 40 hour famine.

A number of SRC members were given the opportunity to participate in leadership seminars and conferences. This has developed their leadership capabilities and contributed to the development of well-rounded student leaders.

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>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
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<td>Male</td>
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<td>218</td>
<td>233</td>
<td>247</td>
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<tr>
<td>Female</td>
<td>144</td>
<td>163</td>
<td>177</td>
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<td>131</td>
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Student attendance profile

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<th>2011</th>
<th>2012</th>
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<td>88.0</td>
<td>86.4</td>
<td>90.2</td>
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<td>89.9</td>
<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td>89.1</td>
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</tbody>
</table>

Management of non-attendance

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 fortnightly attendance letters to students who have unexplained absences. Students and/or parents /caregivers need to inform the college and explain any unjustified leave.

- The 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.

Post-school destinations

From Post School Destinations surveys gathered from college records, direct contact via phone and/or college visits we were able to access (81% of the students responded) the following information concerning the destination of the HSC class of 2012.

During the course of 2012 a number of students expressed the desire to seek full time study at university level. Student surveys and UAC feedback indicated that 18% of Year 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 all 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 27% of students chose to extend their education by successfully gaining entry into diploma and advanced diploma courses at TAFE colleges.

It was especially pleasing to discover that 18% of students secured full time and part time employment, to meet their financial commitments/obligations, of which four (4) students secured apprenticeship opportunities (with 6% in the process of seeking full time work). Four students were undertaking a HSC pathway program or repeating their HSC at the College.

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

The required information is available in table form below:

**Year 12 Destination Summary: 2012**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Tally</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>11</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>TAFE</td>
<td>17</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>Work</td>
<td>11</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Looking for work</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>BSC: Pathways/Repeat HSC</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tertiary institution</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Home Duties</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Overseas</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>12</td>
<td>12</td>
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<tr>
<td>Total</td>
<td>66</td>
<td></td>
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<tr>
<td>Total</td>
<td>62</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Please note: percentage (% of 62) excludes students who are currently on a pathway program.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Student Numbers</th>
<th>% breakdown per VET/TVET Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Hospitality</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>Information Technology</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Retail Services</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Health Service Assistance</td>
<td>2</td>
<td>4.25</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>99.25%</td>
</tr>
</tbody>
</table>

Please note: percentage (%) reflects the breakdown into VET/TVET courses undertaken by the 47 students (71% of the total 2012 cohort).
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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teachers</td>
<td>26.4</td>
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<tr>
<td>Teacher of Behaviour Class</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>Teacher of ESL</td>
<td>5</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>Intensive English Centre Staff</td>
<td>12.6</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.2.</td>
</tr>
<tr>
<td>Total</td>
<td>71.1</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There were in 2012 no indigenous members of staff at Bankstown Senior College.

Staff retention

97.15% of staff were retained from 2011. One member of staff retired and one gained a promotion at the end of the year.

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>
</tr>
</thead>
<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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>386,018.61</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>Perky learning areas</th>
<th>Excursions</th>
<th>Extracurricular dissections</th>
<th>Library</th>
<th>Training &amp; development</th>
<th>Tied funds</th>
<th>Casual relief teachers</th>
<th>Administration &amp; office</th>
<th>School-operated canteen</th>
<th>Utilities</th>
<th>Maintenance</th>
<th>Trust accounts</th>
<th>Capital programs</th>
<th>Miscellaneous programs</th>
<th>Total expenditure</th>
<th>Balance carried forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>169,234.64</td>
<td>7,777.45</td>
<td>40,750.90</td>
<td>15,102.46</td>
<td>0.00</td>
<td>345,606.43</td>
<td>73,264.87</td>
<td>150,080.55</td>
<td>0.00</td>
<td>96,532.39</td>
<td>43,805.81</td>
<td>61,975.55</td>
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<td>1,023,604.05</td>
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<td>Training &amp; development</td>
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A full copy of the school’s 2012 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 school.

School performance 2012

Achievements

Arts

The College continues its strong commitment to the arts and offers a diverse range of creative and performing arts courses including Visual Arts, Ceramics, Photography and Music.

In Visual Arts, HSC student Iftikar Ali Hassani’s Body of Work was nominated and selected to be exhibited as part of the annual Artexpress Exhibition.

Music was available for study for students in Years 10 -12 and performance was a strong focus. A talent quest showcasing students’ diverse musical talents took place in Term 2 this year and student performances continued in College assemblies and special events.

Music technology continues to enhance the learning experiences of music students especially
through the use of the interactive whiteboard installed in the music room.

**Sport**

The 2012 school year was very busy 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 knockout competitions, including boys soccer, boys and girls basketball and boys touch. All students competed with great sportsmanship and skill, which allowed some teams to progress to the Regional finals.

Throughout the year the College had several students attend trials for South Western Sydney sporting teams. These teams select the best players to represent the region at the State Championships. Luke Sampson was successful at gaining selection for the South Western Sydney Baseball team. After a weeklong competition, in rainy conditions, the SWS team won the State Championships.

With age limits restricting the number of sporting competitions that the College can enter, many internal sporting competitions are generated. In 2012 the College gym and hall were available to students during recess and lunchtime for basketball, indoor soccer, badminton and general fitness.

The 2012 year also saw the introduction of the Girls Lunchtime Sports group. This valuable program encourages female students to engage in physical activity in a non-threatening environment, which in turn improves their health and boosts their self-esteem.

Throughout the year many opportunities were provided for the students to participate in recreational sports. Many students are regular participants in lunchtime recreational sports including table tennis and soccer.

**Intensive English Centre**

Learning becomes relevant and meaningful when the delivery of a program is the result of reflection. During the course of 2012, IEC staff were involved in substantial reflection in order to improve the learning opportunities and outcomes for the 111 students who enrolled over the year with 55 coming to Australia under the United Nations High Commissioner for Refugees (UNHCR) program.

From staff reflection, the following initiatives grew:

**In Literacy**

- A specialised supported reading program which commenced in Term 1. The results showed improvement in reading for all students with most students successfully progressing through three levels of the program.

**In Curriculum and Assessment and Student Engagement**

- At the IEC graduating level, the three classes were grouped on mixed ability with four language modules taught by four different teachers. This new structure proved very successful in language learning, engagement and attendance. For staff, it was most encouraging to see these results as the two strategies were deliberately introduced to assess improvement in student engagement and attainment.

**In Leadership and Management**

- All IEC staff undertook the task of completing one significant piece of work. This involved research, discussion, implementation and reflection on evaluation and the seven projects have resulted in substantial learning opportunities and leadership development for staff.

The IEC continued to build its links with its community partners: the Youth Services of Fairfield, Liverpool, Auburn and Canterbury/Bankstown, Family Planning, AFL for Schools, STARTTS, Multicultural Outreach Program and the NSW Department of Health. Also, linked to community partnership through TAFE NSW IMEC and supporting our work readiness program were six TAFE Taster courses in carpentry, coffee making and hairdressing funded by Priority Action Schools Program (PAS). The completion of the work readiness program culminated in students preparing for and undertaking a simulated job interview.

Through the executive support program, a most valuable link was established with Lidcombe Public School where training in early literacy...
intervention strategies to support reading development was provided for two IEC teachers. This has developed into a supported reading program involving four classes and eight staff which has seen significant improvement in students’ reading.

With reflection comes change. I believe that the process of reflection underpins our well-being and empowers all of us as learners.

2012 has proven to be a most rewarding year of learning.

**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 2012 was that the average mark of Arabic Continuers was consistently higher than State average and this excellent result was mirrored in the result for Arabic Extension students. The average mark for English as a Second Language continued to climb, which continues to be most pleasing, as many of the students have only been in Australia for two to three years. Students who completed the Hospitality examination also performed substantially better than State average.

Among the outstanding results was that of Iftikhar Ali Hassani, whose major Art work was chosen for the Artexpress exhibition, out of over 9,000 pieces of work.

**Higher School certificate relative performance comparison to School Certificate (value-addings)**

The College has a small cohort of students who had completed the School Certificate examinations in 2010. The average Higher School Certificate performance from Year 10 (value added) for the low performance band in 2012 was 2.1, a much better average when compared to that Statistically Similar Group (SSG) in 2012 of -0.9 This is a very pleasing statistic for the College as these students (who have not performed well in a mainstream school in year 10) have made significant growth at Bankstown Senior College because of our adult learning environment, our strong support structures and absolute focus on mastering the skills of learning, especially in the areas of literacy and numeracy.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal Education is incorporated in all subject areas. Scientific, social and cultural aspects of Aboriginal life are areas of study, particularly in HSIE, science, visual arts and music. There were five Aboriginal students and no Torres Strait Islander students enrolled at Bankstown Senior College High School in 2012. Students had Individual Learning Plans developed to provide them with the opportunity to involve themselves in all aspects of school life and extra-curricular activities. One of our Aboriginal students was a master of ceremonies at the CGVE (Year 10) World Fair Day and another achieved first place in Year 11 Advanced English, Economics and Society and Culture.

**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, World Fair Day and NAIDOC Week) and sporting days.

During 2012 Ms Cathy Apostolopoulos, Senior Anti-Racism Contact Officer and Mrs Hedy Brunet, Anti-Racism Contact Officer continued in their roles and were available to meet with students when required. No racial issues were reported and this is a strong indication of how students from different racial, cultural and religious backgrounds can work in harmony.

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 are integrated into all KLA programs.

During 2012, four new teachers completed the professional development training course TELL. Furthermore allocation given to Mrs Hedy Brunet was used to work in specific KLA’s to support teachers in the implementation of ESL strategies in classroom practice. This has started the
process of embedding ESL pedagogy in the KLA’s programs.

The first additional Staff Development Day had as its focus ‘Refugee students and their needs’. As a result, staff have increased their capacity to meet the needs of the significantly culturally diverse school community.

The employment of two Community Liaison Officers has also facilitated the communication between the College, students and the parents/carers.

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 also key multicultural programs provided by the College.

**National Partnership programs**

The National Partnerships program is a federally funded initiative which supports low socio-economic schools. The funds can be accessed to provide professional learning opportunities for teachers and to provide additional staffing positions for identified areas of need within the College. The College has used these funds for many purposes, all of which we hope will lead to better qualified and experienced staff together with increased student participation and engagement in their own learning. In 2012 the National Partnership initiative provided funding for a number of positions, including a Deputy Principal, Head Teacher Engagement and a Numeracy Support teacher.

**Deputy Principal (National Partnerships)**

A number of initiatives were implemented in 2011 including;

- The provision of individual attention for students and groups of students in the library, support to teachers in classes through team teaching and resource development and the delivery of workshops on reciprocal reading and presentations on reading and *Prioritising Grammar* for staff.

- *The continued development of the Mercy Connect Sydney Project*. This program placed retired volunteer teachers in classrooms. In 2012 we have had 2 volunteers per day on Mondays and Wednesdays and another volunteer on Thursdays. The volunteers were placed in Year 11 classes as well as ‘one on one’ support in the library to develop individual reading and writing. This program has been mutually beneficial for both students and volunteers alike with positive feedback coming from students, teachers and volunteers. This program will continue into 2013.

- Implementation and analysis of BANPLAN Testing. The College developed its own NAPLAN-like testing (BANPLAN) of students in Years 10 and 11 to help inform teachers about students’ specific needs and to monitor student progress in writing and numeracy. The testing is carried out in February and November and the results are recorded in a database specifically developed for the purpose. The database provides invaluable data for the College especially for measuring student growth in literacy and numeracy.

- Re-employment of 2 Community Liaison Officers (CLOs) - one Dari speaking and one Arabic speaking. Their role in the College was to help the College to build relationships with parents and caregivers. They have acted as interpreters, helped to promote the College in the outside community and organised programs of benefit to the students such as the RTA Arabic workshop and the beading classes. There has been a significant increase in community engagement at Bankstown Senior College through the formation of a parent focus group that meets every term with the CLO’s and the Senior Executive.

- The introduction of the *University Support Tutorial Program*. This program encouraged students, parents and teachers to refer students to current university tutors who have demonstrated expertise in specific subject areas. This wide-reaching program helped students understand individual course content and metalanguage, develop individual study skills and improve examination technique. The university tutors engaged in thorough training of ALARM (A Learning and Responding Matrix) and other literacy and numeracy strategies to meet the needs of the students at the college. Students who accessed tutorial support through this program demonstrated improved results in individual subjects throughout the year. The University Tutorial Support program was seen by students, parents and teachers as
a highly successful program. Bankstown Senior College has committed to the continued development of this program in 2013.

**Head Teacher Engagement**

This Head Teacher’s role was to initiate and implement a wide variety of strategies to promote engagement and success for our student through provision of appropriate curriculum, including:

- The embedding of **Work Studies** in Years 11 and 12 which provides a more varied pathway for transition from school to work. Work Studies gives students more options for study. It is a practical course that allows students to explore the various pathways available once they leave school. Among other things students are encouraged to reflect on who they are and the direction they want to take. The course meets the needs of many of our mature-age students who wish to study for the HSC, while at the same time, accessing work.

  In addition to this the students participated in the Independent Employment Advisors Program run by Creating Brighter Career Connections (CBCC) who visited the College once a week. Students also undertook work experience once a fortnight to practise their employment related skills. All work experience reports were positive which reflected the maturity and positive attitude of the class.

- **The initiation and implementation of various E Learning opportunities** to maximise the use of technology in the classroom. Strategies included lending a pool of laptops to Year 12 students for individual use in class and at home and creating a team of five staff members who worked one on one and in small groups to support their colleagues in the use of Information Communication Technology. Teachers improved their knowledge and use of interactive white boards, Clickview, Moodle and a range of programs on the laptops.

- **Embedding the Learning Support program for Year 11 & 12.** This Program assisted students in Years 11 & 12. It ran once a fortnight in Year 11 and once a week in Year 12. 2012 saw Year 12 clarify their goals, work on their listening and oral presentation skills, improve their extended writing skills and prepare for exams. In a survey at the end of the year, Year 12 students returned a 95% positive response rate regarding the different aspects of the program. The Year 11 program also worked on improving writing skills as well as goal setting and exam preparation. The program will be refined and continue to be part of College support for student learning in 2013.

**Other programs**

**Vocational Education**

Vocational Education and Training (VET) subjects offered in 2012 included Business Services, Construction Pathways, Information Technology, Hospitality (Commercial Cookery), Retail Services and Certificate III in Health Services Assistance. College data shows that 38 % of students studied more than one framework course. Six students completed TVET course: 1 in Animal Studies, 5 in Nursing Studies.

Our college worked very closely with Creating Brighter Career Connections (CBCC), our work placement broker. Over 90 placements were successfully completed by our students this year.

Sheku Kamara received the Student Achievement Award under the Independent Employers Advisors program run by CBCC. Rotary Vocational Achievement Award winners were: Amber Starr (Retail Services) Emily Luu and Rita Poutres (Hospitality Commercial Cookery) and Sheida Khazraji (Business Services)

All VET teachers undertook the mandated training to meet the new guidelines as required by the ASQA. Information Technology teachers have commenced their training to deliver the new Information and Digital Technology (IDT) to the new cohort next year.

Once again all four VET framework courses in Industry Studies (Information Technology, Business Services, Construction Pathways and Hospitality) were offered to all Year 10 students. All students enrolled in Year 10 undertook a variety of courses to enhance their employability skills. Courses such as Barista Coffee Preparation, Responsible Service of Alcohol, Responsible Conduct of Gaming, White Card Training, Applied First Aid, and CPR were available to all students.
College data shows that 89% of students completed at least 2 employability skills courses in 2012.

**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 Year 11 Crossroads curriculum was delivered through Student Support lessons, but also as two half-day activities 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 Year 11 students while the Year 10 cohort were presented with ‘Verbal Combat’, which focuses on cyberbullying.

The University Tutorial Support Program, which involves university students tutoring college students in the library during study periods, lunchtime and recess, has been very successful in supporting students in all year groups. Students have been able to receive support with homework, assessments tasks, class work and general study skills.

**Target 1**

**To embed ICT strategies in all programs**

Our achievements include:

- All Key Learning Area programs contain embedded ICT strategies.
- All learning areas in the College are equipped with interactive technology.
- Staff feedback to the Head teacher Engagement shows 97–100% satisfaction with targeted ICT professional learning.

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**Progress on 2012 targets**

**Target 1**

**Increased levels of literacy and numeracy achievements for all students across the College as measured through BANPLAN testing.**

Our achievements include:

- 33.3% of year 10 students and 34% of Year 11 students displayed growth in literacy of over .4 (Hattie effect size). Pre and post testing took place over a 6 month period.
- 47.4% of year 10 students and 60.6% of year 11 students displayed growth in numeracy of over .4 (Hattie effect size). Pre and post testing took place over a 6 month period.
- HSC results showed an increase of 54.1% in students who achieved Band 2 or above, far exceeding target expectations.
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our College carried out evaluations of the Student Support Program and the Student Engagement Faculty

Educational and management practice – the Student Support (Mentor) Program

Background

The Student Support Program was evaluated at the end of 2007. Students and staff completed a variety of surveys and questionnaires, including the Quality of School Life (QSL) survey. Results indicated that students were happy with the College, but they had a poor connection with staff and other students. To improve this “connectedness” a new support program was developed. Students were divided into small year groups, which met once a fortnight with a designated teacher. The new support program aimed to help students build connections with other students and staff, thus supporting the growth of resilience among some of our more vulnerable cohort.

Findings and conclusion

In the 2012 evaluation, initial results indicated a reduction in participation levels and attendance to these support lessons. Further investigation, through student focus groups and student / staff surveys, indicated that the timing of the lessons, large group sizes and the content based curriculum was restricting the success of the program. Students indicated that they thought the topics covered were relevant, but would prefer more discussion based lessons. Teachers reiterated this point and suggested that broad themes should be provided for each week, rather than explicit lessons. This strategy would allow teachers to be more flexible in the delivery of the content and enable them to meet the specific needs of their students. It would also facilitate the consistent monitoring of student attendance with the aim of lowering the levels of fractional truancy, as per the attendance targets in the College plan.

Future directions

The following changes will be made to the Mentor program for 2013:

- Mentor groups will be vertically streamlined (e.g. EFS, Yr 10, 11 & 12) - this will provide students with opportunity to share and learn from their peers’ experiences. It will also help students to develop leadership skills.
- All teachers will have a Mentor group, and groups will be no larger than 10 students. Smaller groups will help students to develop a higher level of “connectedness” with each other and the teacher.
- Mentor will occur 3 times per week for 20 minutes before recess – by meeting more regularly, students will develop a greater level of rapport with their teacher and other students.
- Mentor teachers will monitor their students’ attendance patterns – this will allow attendance and / or welfare issues to be identified earlier and addressed.
- Student Support Coordinator will nominate themes for each week with suggested discussion questions / activities.
- Evaluations will occur periodically throughout the year.

Curriculum – Student Engagement Faculty

Background

This is a multi-faceted faculty which delivers a variety of services to support the learning outcomes of students across Key Learning Areas. A faculty review was undertaken by the Head Teacher Engagement in consultation with the Principal and included formal and informal methods of data collection. The faculty was established in 2012 in recognition of the need to streamline services and support personalised learning for every student. The faculty oversees programs aimed at increasing student engagement and capacity. This incorporates Authentic Learning Programs such as Year 10 Authentic Task, the World Fair, Year 11 and 12 Work Studies, the senior school Learning Support program, and a focus on increasing the use of technology in the classroom.

Findings and conclusions

Overall, the findings showed that the Student Engagement faculty performance was above average in the areas of curriculum, promoting education, student welfare, resource management, communication, student
assessments and the use of technology in teaching and learning. The World Fair, Authentic Task and College Talent Quest staged by Year 12 Work Studies were all positive indicators of successful student engagement and achievement. In addition student and staff evaluations of all programs were positive. Work Studies continues to provide students a necessary non-ATAR option and is enhanced by a strong partnership with Creating Brighter Career Connections (CBCC). All programs contribute to the College culture of student engagement and achievement.

Internal data shows that 80% of staff reported on the use of technology in the classroom in 2012. This shows an increasing trend of improved staff capacity to use ICT for the purpose of increasing student outcomes.

Future directions
In accordance with the findings, the following areas will be addressed over the next three years through specific strategies targeted in the faculty management plan beginning in 2013:

- Streamline ongoing support of teaching and learning across the College through a variety of strategies and programs.
- Ongoing staff development in the areas of ESL strategies, literacy and technology to enhance student engagement and improve learning outcomes.
- Continue to seek opportunities to develop community partnerships to support teaching and learning at the College.

Parent, student, and teacher satisfaction
In 2012 the Senior Executive sought the opinions of parents, students and teachers about the college through parent forums, student surveys and teacher feedback and evaluation. Their responses are presented below.

Parents
- There was 100% satisfaction from the parent focus group in relation to the emphasis placed on improvement of students’ literacy and numeracy at the college.
- Parents feel that there has been a significant improvement in College to parent communication via per term parent forums, parent / teacher nights and student progress reports. This has allowed parents to gain a better understanding of their child’s academic, social and emotional progress.

Students
- Surveys showed that 93% of students believed that teachers and support staff were caring and supportive. They evidenced patience, flexibility and clear explanations from teachers and support staff.
- Students identified individualised support through Individual Learning Plans (ILPs) and targeted programs such as the University Tutorial Support program as being the most beneficial in improving student learning.

Teachers
- Targeted teacher professional learning has developed teacher capacity to deliver quality educational programs that meet the needs of students at the college.
- Teachers feel supported in the current climate of educational change. The implementation of new programs within the college has been supported by Executive mentoring and sound leadership practices.
- Communication between staff and students has improved in 2012. The introduction of television screens has assisted staff in the effective delivery of information to students on a daily basis.

Professional learning
Professional learning for staff to increase their knowledge and skills in key areas to as to improve students’ learning outcomes, engagement and retention included:

- Expanding the use of digital technology to engage students in their learning. School Development Days and state-wide videoconferencing (Breakkees with a Teckkie) were utilised to develop the use of technology for learning in the classroom through Interactive Whiteboards (IWBs), social media, Moodle, Wikis and Blogs.
Developing the use of strategies aimed at improving literacy and numeracy. Priority teams developed strategies (Prioritising Grammar and ALARM) and in-serviced staff on appropriate literacy and numeracy strategies to meet the needs of individual students.

Developing teacher capacity to be able to use SMART data and Board of Studies RAP (Results Analysis Package) data to inform teachers of individual student needs. Executive, staff and faculty meetings were used to inform staff on the benefits of data analysis and to navigate SMART and RAP data programs.

The TARS/EARS ‘significant piece of work’ identified a professional learning opportunity that would be undertaken by teachers in 2012. The professional learning that was undertaken was implemented in the classroom or college community. Individual teacher reflection assisted teachers in the evaluation of their significant piece of work and improved teacher and leadership capacity.

Sharing of ‘best practice’ in leadership, literacy and numeracy, welfare and curriculum with Bass High School. Professional learning opportunities were organised for teams to meet after school to discuss, implement and evaluate teaching and whole-school strategies.

As measured by BANPLAN, 50% of Year 10 students and 55% of Year 11 students achieved literacy growth of .4 or more (Hattie effect size) as measured by reading and writing tasks

As measured by BANPLAN, 50% of Year 10 students and 60% of Year 11 students achieve numeracy growth of .4 or more (Hattie effect size).

Strategies to achieve these targets include:

- Provide professional learning for all staff in the explicit teaching of grammar.
- Employ a .8 Numeracy Support teacher to work across faculties and in classes.
- Provide professional learning for all staff in the use of ALARM and TEER.

School priority 2

Outcome for 2012–2014

Increased staff capacity to meet the needs of a significantly culturally diverse and changing school community.

2013 Targets to achieve this outcome include:

- Raise by 2% the number of IEC graduating students achieving level 4 or above in the ESL scales.
- Increase the use of ESL pedagogy to 60% of all classrooms.

Strategies to achieve these targets include:

- Employ a .4 Literacy Support teacher to deliver Key Skills Builder program in the IEC.
- Extend professional learning for all staff in ESL pedagogies.
- Use inter-faculty meetings to share successful ESL strategies used in classrooms.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Increased levels of literacy and numeracy achievement for all students across the College

2013 Targets to achieve this outcome include:
School priority 3

Outcome for 2012-2014

Provision of a broad, inclusive relevant curriculum that is aligned with professional learning and student needs.

2013 targets to achieve this outcome include:

- Further develop and implement differentiated curriculum to suit the 21st century learner.
- Increase the use of ICT pedagogy to 60% of all classrooms.

Strategies to achieve these targets include:

- Implement a whole-College feedback proforma for assessment tasks.
- Enhance management, access and use of laptops across the College.
- Further enhance pedagogy through the strategic use of ICT in 60% of classrooms.

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 practices and student learning outcomes. The Self-evaluation Committee and College Planning Committee have determined targets for the College’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: