School context

- The College is situated 24 km south west of the centre of Sydney and a short distance from Bankstown station.
- Bankstown Senior College was established in 1991 to provide senior secondary education for students aged fifteen years of age or older. The College is one of only four “stand alone” senior high schools in the NSW public education system.
- We cater for students of all ages and abilities. Over ninety per cent of our students come from a non-English speaking background.
- The College has a strong emphasis on English language acquisition, literacy, numeracy, a vocational focus and the development of technology and information skills across all areas. To assist our students, the College has modified a number of practices found in a “traditional” comprehensive high school including flexible hours of study and a four day school week. Students’ social and emotional growth is fostered by strong student support structures.
- It is presumed that students who enrol have made the decision to take responsibility for their own learning and have goals for their future. We realise that students who enrol at the College bring with them skills and knowledge gained formally or informally throughout their life experiences. These factors are taken into account by the teaching staff in their planning for the learning activities that will take place in their lessons. Staff understand that people learn in different ways and therefore require different sorts of instruction to ensure learning takes place.
- A full range of academic and vocational subjects are available for students in Years 10-12. In addition the College provides Intensive English courses for full and part time students and mid-year preparation courses.
- We enjoy a strong link with the local community. Our facilities are used regularly by local groups.
- The College teaching and support staff is committed and dedicated to providing the best educational opportunities for students enrolled in the various programs the College offers.

Principal’s message

Bankstown Senior College is a 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, Afghani, 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

Student information

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>182</td>
<td>208</td>
<td>218</td>
<td>233</td>
<td>247</td>
<td>225</td>
<td>234</td>
</tr>
<tr>
<td>Female</td>
<td>142</td>
<td>144</td>
<td>163</td>
<td>177</td>
<td>159</td>
<td>131</td>
<td>150</td>
</tr>
</tbody>
</table>
Student attendance profile

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 Mentor 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 include:
  - 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
  - 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 (87.5% of the students responded) the following information concerning the destination of the HSC class of 2013.

During the course of 2013 a number of students expressed the desire to seek full time study at both university and TAFE level. Student surveys and UAC feedback indicated that 33.7% 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 a number of students were greatly assisted by the “Educational Access Scheme” disadvantage programs coordinated by the college, especially those students who experienced family and literacy difficulties. This is the largest number of students gaining university entry in the last 10 years and is a reflection of the improved learning outcomes of all students in Year 12 in 2013.

Another 22% of students chose to extend their education by successfully gaining entry into diploma and advanced diploma courses at TAFE colleges.

It was pleasing to discover that 18.5% of students secured different forms of employment to meet their financial commitments/obligations, of which
two (2) students accepted apprenticeship opportunities and another two (3) seeking full time work. Two students are currently undertaking a HSC pathway program at the College.

Unfortunately, we were unable to make formal/informal contact with the remaining 13% of students who had traveled, changed addresses or have simply chose to refrain from divulging this information as a matter of privacy and confidentiality.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>29</td>
<td>33.7</td>
</tr>
<tr>
<td>TAFE</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Work</td>
<td>16</td>
<td>18.5</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Part Time work</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Seeking work</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BSC: Pathways</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Private colleges</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Home duties</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Overseas</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>100.2</td>
</tr>
</tbody>
</table>

- N.B. percentage (% of 86 students) excludes 2 student who are currently on a pathway program

**Year 12 students undertaking vocational or trade training**

53 Year 12 students (60% of the cohort) in 2013 did one or more VET courses delivered at the College. 2 students studied Human Services Assistance (Nursing) and 1 student studied Animal Studies delivered outside the College.

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

<table>
<thead>
<tr>
<th>VET course</th>
<th>No. of students</th>
<th>% with highest qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services</td>
<td>11</td>
<td>45</td>
</tr>
<tr>
<td>Construction</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations)</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Information Technology</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Retail Services</td>
<td>13</td>
<td>85</td>
</tr>
</tbody>
</table>

**Workforce information**

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

**Workforce composition**

<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>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>25.7</td>
</tr>
<tr>
<td>Teacher of Behaviour Class</td>
<td>1.6</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>5.2</td>
</tr>
<tr>
<td>Intensive English Centre Staff</td>
<td>12.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>11.8</td>
</tr>
<tr>
<td>Total</td>
<td>70.2</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There were in 2013 no indigenous members of staff at Bankstown Senior College.

**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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>17%</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>438349.38</td>
</tr>
<tr>
<td>Global funds</td>
<td>256371.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>444638.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>110894.07</td>
</tr>
<tr>
<td>Interest</td>
<td>14117.85</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>71482.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1335854.16</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2013 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 2013

Academic Performance

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). The ATAR of the Dux of the College was 93.4, an excellent result for a student who had only been in Australia for three years.

A very positive result in 2013 was that the average mark of Arabic Continuers was consistently higher than State average and this excellent result was mirrored in the results of Arabic Extension students.

The College has a small cohort of students who had completed the School Certificate examinations in 2011. The average Higher School Certificate performance from Year 10 (value added) for the low performance band in 2013 was 2.68, a much better average when compared to that Statistically Similar Group (SSG) in 2013 of -0.6 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. Other outstanding individual subject value-added data to note included Industrial Technology which had value-added growth of 14.50, Society and Culture with value-added growth of 12.47, Legal Studies with value-added growth of 6.10, Physics with value-added growth of 6.09 and Standard English with value-added growth of 2.71.

Other achievements

Creative and Performing 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, Visual Design and Music.

Music was available for study for the students in Years 10-12 and performance was a strong focus. Student performances continued in College assemblies and special events.

A talent quest showcasing students’ diverse musical talents took place in Term 2 this year. Students across the college worked closely with Work Studies students and collaborated in designing, stage layout, props, auditioning, publicity, and managing all aspects of the project. As a result of this initiative students developed their leadership and project management skills. Music technology continues to enhance the learning experiences of music students, especially through the use of the ipads initiative at a whole school level. Music students were able to create individualised pieces of work using a number of software applications.

Sport

2013 was 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 knockout competitions, including boys soccer, boys and girls basketball and boys touch. All students competed with great sportsmanship and skill.
With age limits restricting the number of sporting competitions that the College can enter, many internal sporting competitions are generated. In 2013 the College gym and hall were available to students during recess and lunchtime for basketball, indoor soccer, badminton and general fitness. The Girls Lunchtime Sports group continued to run in 2013. 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, soccer and badminton.

Many students have pursued their sporting interests outside the College and represented their local sporting clubs at regional and national championships for soccer, taekwondo and table tennis.

**Intensive English Centre**

Relevant learning happens when programs and initiatives are introduced as a result of reflection and needs analysis. 2013 has again been a year of reflection resulting in consolidation and growth for the Intensive English Centre (IEC) both in programs and enrolment. In August our enrolment reached 129 and over the year we enrolled 126 with 108 coming in under the Humanitarian Refugee Program.

The IEC programs and initiatives are aligned to the Bankstown Senior College (BSC) Management Plan Priority Areas and for 2013 the priority areas of **Literacy and Numeracy** and **Student Engagement and Attainment** will be reported on.

**Literacy and Numeracy**

In Literacy and Numeracy the Supported Reading Program continued for all IEC students. The success of this program is the result of three factors:

- the regular assessment → next level progression
- the structured teaching methodology of the program and
- the skill and commitment of the program co-ordinator.

This year also, at the graduating level, we introduced a new program **Basic Key and Skills Builder (bksb)**, an online literacy and numeracy skill building program which aims to improve students’ skills to a TAFE entry level. For the 2013 pilot, we introduced only the literacy strand. To date for the pilot group, indicators show:

- strong student engagement and
- an improvement in students’ independent problem solving skills.

**Student engagement and attainment**

To support the students in completing their initial course in Australia as well as providing them with pathway experiences, we have continued with a TAFE taster program for four weeks over the two semesters. The feedback of both staff and students was positive, highlighting the values of studying a practical course in a different learning environment.

As part of the IEC’s role in the BSC Transition Program, individual learning plans (ILPs) have been completed by the IEC school counsellor for all IEC students transferring to BSC. The ILPs provide important information to support the continued effective learning of students as they transition from one site to another.

2013 has been a year where reflection combined with initiatives and willingness has allowed for both consolidation of existing programs as well as the introduction of new learning opportunities for students. Bankstown IEC is an active and progressive learning environment where achievement is encouraged and supported.
**Significant programs and initiatives**

**Aboriginal education**

Bankstown Senior College is a member of the Dare to Lead Coalition aiming to enhance the outcomes of Aboriginal and Torres Strait Islander students. Aboriginal Education is incorporated in all subject areas at the school. Scientific, social and cultural aspects of Aboriginal life are areas of study at the school particularly in the subject areas of HSIE, Science, Visual Arts and Music.

There were four Aboriginal students and no Torres Strait Islander students enrolled at Bankstown Senior College High School in 2013. All students have Personal Learning Plans developed to provide each student with opportunities to improve academically and be involved in all aspects of school life and extra-curricular activities.

A Year 10 Aboriginal student, who was awarded an Aboriginal Scholarship, was also awarded an Achievement Award in Hospitality Operations this year. The Year 12 Aboriginal student gave the Acknowledgement to Country at the Year 12 Graduation and the 2013 School Presentation Ceremony. He also successfully completed the HSC with 1st in Business Studies, Achievement Award in English Advanced, Achievement Award in Maths and an Achievement Award in Biology. He hopes to attend university in the New Year.

**Multicultural education**

BSC has traditionally had a strong multicultural profile as the LBOTE (Language Backgrounds Other Than English) status of students is well above 90% from year to year. In 2013, 91.9% of the students at BSC have a LBOTE background. Therefore EALD (ESL) Support has been a targeted outcome in Priority Area 3: Cultural Diversity in the BSC 2012-2014 College Plan. There has been a staff capacity increase with regards to meeting the needs of a significantly culturally diverse and changing school community. As a result, 192 students out of 247 have received ESL support. Another priority in the Plan has been to strengthen collaboration between IEC and BSC to enhance student learning outcomes. There are programs, committees, key staff and facilities in place to meet and fulfil the high multicultural needs of our students including the Transition committee, the Refugee Transition Program, the LOTE programs, the Community Liaison Officers (CLOs), the International Student Program, the Mentoring program and the Student Representative Council as well as the ARCO officers.

The main target of EALD (ESL) support has been to embed EALD (ESL) strategies across all KLA programs and provide embedded EALD (ESL) pedagogy in 60% of classrooms. Team teaching has been the preferred approach in this area. 97% of the staff are TELL trained and show strategies of this in their programs and classroom practices. With this in place, staff have felt supported and confident to use EALD (ESL) strategies in their teaching and programming. Students are identified and are accessing EALD (ESL) support across the College.

The Transition committee is the collaboration of a combination of staff including BSC/IEC executive, IEC and BSC staff. Its priority has been to provide a smooth transition for graduating IEC students and Year 10 Preparatory students entering mainstream BSC programs of study in Years 10, 11 and 12. The process of transition and support for the students has been through the Enrolment Officer/teacher interviews, Enrolment Entrance and BANPLAN testing and BSC mainstream taster courses in order to identify and cater for the individual needs of each student and place them appropriately in their courses for 2014.

The Mentoring Program co-ordinated by Student Support Coordinators, Ms Balchin and Ms James, has operated this year in a new format over 3 days -of 20 minute sessions each forming students into small class groups and integrating those of various academic/stage and cultural backgrounds. It provides an opportunity for the staff to monitor attendance, to discuss social welfare issues and to give personal attention to
individuals who would feel more comfortable to discuss any matters of concern in a small group context.

The LOTE programs offered to students for their study in Years 10, 11 and 12 include BOS courses in languages including Chinese, Vietnamese and Arabic. There are also other languages of study available through the Open High school program available at BSC.

The Refugee Transition program (RTP), in its second year at BSC, has enabled the Year 10 refugee students to become a targeted group for EALD support in the classroom. In 2013, there are 103 students who are of refugee background which totals 41.7% of BSC student population. The two co-ordinators of the program, Mrs Brunet and Mrs Pascalis, have enabled students to consult them for any issues or areas of concern regarding their learning, welfare and future study and career pathways. The co-ordinators track the development of the targeted students through Individual Learning Plans (ILPs) in the hope of accelerating their progress in all areas.

There has been an array of events and activities which have been initiated and facilitated by the BSC CLOs - Mrs Qudsia Rahimi (Dari) and Mrs Ghazwa Dennaoui (Arabic)- in order to provide LBOTE students with a strong access to various internal and external services which can help to develop them in all areas of their life. There have been regular activities throughout the year including MMRC Learn to Swim, University visits to various campuses for Information Days and Parent meetings.

Multicultural gatherings have included various annual events such as the Parent/Community forum, the Community Eid Party, the Iftar Night and others organised in collaboration with the Student Representative Council co-ordinated by Mrs Miglionico included Valentine’s Day and Crazy Hair Day celebrations and finally the main highlight for the year was Harmony Day which coincided with the celebration of Nawroz (the Afghan New Year).

The International Students Program co-ordinated by Ms Sharon Zhang included 7 students from Vietnam and China this year. Students regularly consult their co-ordinator to gain support in all areas of their learning and welfare. Regular meetings each term, with staff and fellow students, enable targeted students to socialise and discuss any issues of concern. Excursions have bonded the individuals in the group and the venues for this have included Manly Aquarium, Madame Tussauds Wax Works and Taronga Zoo.

Furthermore, students have access to other areas of interest during break times including Bible study readings organised by Ms James and casual sports and game competitions organised by Ms Balchin.

Mrs Brunet and Ms Apostolopoulos have continued in their role of ARCO (Anti Racism Contact Officer) and ARCO Executive respectively and have received only one informal complain of racist behaviour.

The numerous opportunities stated above for both formal and informal education in a multicultural context have enabled a healthy integration between students of a vast range of national and cultural backgrounds. At the same time, these opportunities have also highlighted key cultures in the College so that individual cultural identities have remained strong and respected at Bankstown Senior College in 2013.

Transitional Equity Funding

Bankstown Senior College received Transitional Equity Funding (TEF) during 2013. The funding was used in conjunction with the National Partnerships funding to provide programs, strategies and staffing to improve the learning outcomes of all students.

In the Intensive English Centre, funding was used to introduce a new program Basic Key and Skills Builder (bksb), an online literacy and numeracy skill building program which aimed to improve students’ skills to a TAFE entry level. For the 2013 pilot, only the literacy strand was introduced. To date for the pilot group, indicators show:
• strong student engagement and
• an improvement in students’ independent problem solving skills.

Also, in the IEC, a program to enhance students’ access to a wider range of curriculum learning experiences was funded. The Student Engagement (Work Skills) TAFE taster program continued for four weeks over the two semesters. The feedback of both staff and students was positive, highlighting the values of studying a practical course in a different learning environment.

The Authentic Learning program (supported by transitional funding) gave year 10 students access to authentic learning experiences and encouraged students’ self-reflection on the employability skills gained through various areas of study. Equity funding also funded a 3 day a week Business Links Coordinator who worked to strengthen partnerships between the College, families and community services and organisations.

Funding was used for the continuation 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 metalinguage, 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 2014.

**National Partnerships and significant Commonwealth initiatives**

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 2013 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 2013 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 ALARM (A Learning and Responding Matrix), and Prioritising Grammar for staff.

• The continued development of the Mercy Connect Sydney Project. This program placed retired volunteer teachers in classrooms. In 2013 we have had 2 volunteers per day on Mondays and Wednesdays and another volunteer on Thursdays. The volunteers were placed in Year 10 and 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 2014.

• 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 University information days, community excursions, Harmony day and Wellness Day. 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.

**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. 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 the introduction of iPads in the classroom to enrich student learning through tasks that cultivate creation and innovation. Teachers improved their knowledge and use of interactive white boards, Clickview, iPad apps, Moodle and a range of programs.

- **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. The year of 2013 saw Year 12 clarify their goals, develop their listening and presentation skills, improve their extended writing skills and prepare for exams. 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 2014.

**Student Support**

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 Mentor 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 through connectedness. 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 Kombat’, which focuses on cyberbullying and “Cheap Thrills” which addresses risk taking and substance abuse. In addition, the Mentor program was restructured this year to facilitate connectedness by creating vertically streamed small groups designed to deliver the Crossroads Curriculum through discussion.
The Tutorial Program, which involves university students tutoring students in the library during free periods, lunch 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.

In addition to timetabled support programs special event days such as Harmony Day, Wellness Day, the College Walkathon and Picnic day add to the depth and breadth of the programs supporting all aspects of our students’ health.

Breakfast Club continued in 2013 during the winter terms. Over 1070 meals were provided for students to improve engagement in class.

**Student Leadership**

The Student Representative Council (SRC) supports a college culture of respect and provides opportunities for students to take on responsibilities in college events such as Harmony Day, Valentine’s Day and Picnic Day. Students involved in the SRC can participate in leadership development courses while undertaking the task of leading the student body.

**Learning and Support for Students with additional educational needs**

Bankstown Senior College’s Learning Support program 2013 provided up to date, relevant and dynamic assistance for the 21st Century student. Learning Support at the college delivered support in three ways through Physical Resources, Human Resources and Professional Learning:

Physical resources include: A Learning Centre located in the Library run by LaST teacher, Librarian and Equity Deputy Mr Tom Panagiotakis. It is resourced with 10 large Laptops and 16 iPads. This technology is also available for general use in the Library and teacher use in classrooms.

The Laptops and iPads have specialised apps and programs tailored in particular to meet the identified literacy and numeracy needs of the Bankstown Senior College cohort. Data on these needs were collected through the College’s own testing; BANPLAN, styled on the NAPLAN, done at the commencement of 2013 and the end of the year. There was pleasing growth among the year 10 cohort in particular.

Books in the Learning Centre have been purchased to support Senior Subjects and extended response writing.

MULTLIT Reading program - LaST and ESL teacher were trained in its delivery and used with identified students to remediate decoding skills.

Human Resources include: Additional LaST Support of 0.5 making in total 1.5. LaST support - (0.5) Ms Linda Fedel and Ms Zoë Karpin. LaSTS provided intervention using technology and well researched strategies. They supported both students with learning disabilities and also those students with identified high numeracy and literacy needs. Support was delivered both through KLA team teaching and 1:1 allocated periods. The Key Areas targeted apart from decoding were TEEER paragraph writing, numerical processes and word problems.

Ms Bindu Sagy was employed through Equity program as 0.6 Numeracy Support Teacher. She provided team teaching support and numeracy remediation with particular emphasis on technology and numeracy strategies across KLAS.

An SLSO Ms Jennifer Markham provided support to students on Life Skills and VET courses in classes. She also maintained BANPLAN data collection records for teacher reference and assisted with high needs students on work experience.

Through the Equity program up to 7 University students as tutors were employed as part of The Learning Centre program available throughout the week to give support to students with course work in their free periods and by prior arrangement with teachers.

Professional learning included: Staff up skilled:

By LaST Zoë Karpin-

- In both Module 1& 2 Every Student Every School initiative- providing better support for students with disabilities.
- Students with learning needs Referrals and PLP writing and execution for identified
students now on SENTRAL - (school and student management software).

- Strategies for remediating Decoding

By Ms Bindu Sagy Numeracy Support teacher-
- Reciprocal Numeracy Strategies across KLAs

Vocational Education

Vocational Education and Training (VET) subjects offered in 2013 included Business Services, Construction Pathways, Information and Digital Technology, Hospitality (Commercial Cookery), and Retail Services. 134 students selected VET courses at the beginning of the year with 38 students selecting 2 VET courses and 2 students selecting 3 VET courses as part of their studies. 3 students studied Certificate III in Health Services Assistance with NSW Health and 3 students studied TVET courses: Beauty – Retail Makeup and Skin Care, Aviation (Aircraft Operations) and Animal Studies.

2013 was the first year that students were offered the opportunity to start their Stage 6 VET courses (except Retail Services) in Year 10. 36 Yr 10 students took up this option and will be able to complete their VET 240 hr framework course in Yr 11 in 2014.

137 successful workplacements were undertaken, the majority organised through Creating Brighter Career Connections (CBCC), our workplacement agency, with some students finding their own closer to their residences in Fairfield and Liverpool. Many students received very positive feedback with 2 students from Construction being offered apprenticeships for next year and two Business Services students being offered part-time work at their workplacements.

All teachers upgraded their VET compliancy training as needed and C Parenzee has also retrained in the IDT framework. A support member of staff has been trained in uploading mandatory documents to the QMS site for storage for all frameworks.

VET students receiving public acknowledgement of their achievements this year include Diana Lazar for the Regional VET Award for Excellence for Business Services and Retail Services and Rotary Awards to Ramia Safar for Retail Services, Rohan Vannery for IT, and Iris Le for Hospitality.

College students were given the opportunity to increase their employability skills through a number of training days including White Card training (2 sessions), Barista course, Responsible Services of Alcohol, Responsible Conduct of Gaming and CPR courses.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Interviews and forums conducted with members of staff, members of the student and community body.
- Analysis of student achievement data, including the results of a NAPLAN-style exam (called BANPLAN) administered to all year 10 and 11 students in February and then in August, and the use of the Hattie ‘effect size’ to measure individual growth in literacy and numeracy.
- Classroom observations and collegial sharing of best practice aligned to College plan and priorities.

In 2013, the College conducted evaluations of the Science Faculty and College/Community Partnerships

Curriculum – Science Faculty

Background

This is a multi-faceted faculty which teaches a wide variety of Science subjects including Year 10 Science, Biology, Chemistry, Physics and Senior Science. A faculty evaluation was headed by the Deputy Principal (National Partnerships) and undertaken by the SPLAT (School Professional Learning and Teaching) team with the Principal and included formal and informal methods of data collection (teacher interviews, classroom observation, student focus groups and data and
documentation review). The faculty evaluation process at Bankstown Senior College is used to determine how well a curriculum area or faculty is serving its students and community. It is used to provide a valid and reliable foundation for faculty planning, identify areas for future focus within the faculty and to celebrate successes of the faculty.

Findings and Conclusions

Overall, the findings showed that the comprehensive range of engaging teaching and learning activities was clearly evident in most classes (questioning and class discussion, group work, independent work, visuals, narrative, reflection and the use of technology). Teachers were found to have high expectations regarding the completion of class work and assessment tasks as well as programming and all teachers catered to a variety of learning styles. Science students found class work and assessment activities challenging and students found most Science courses to be skills driven. It is clear that teachers use a variety of strategies to teach all skills required in Science.

The evaluation of the Science faculty found that programs were up to date with strong references to College Priorities and strategies in the Bankstown Senior College Plan. The Quality Teaching Framework is reflected in all programs, registers and register evaluations. Moreover, assessment tasks in the Science faculty are supported by effective feedback to students and allow students to provide reciprocal feedback to teachers regarding the task for faculty evaluation purposes. Assessment tasks in Science also provide a space for students to reflect on their own learning which is in line with the new Australian Curriculum formative assessment practice of “assessment as learning”.

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 2014:

- Ongoing professional discourse relating to the college priority of ‘differentiation’ to continue to meet the needs of students of all abilities.
- Continued faculty / subject analysis of HSC data through the Board of Studies ‘Results Analysis Package’ so that teachers continue to reflect on their own teacher practice.

Educational and Management practice – College/Community Partnerships

Background

The need for stronger community partnerships was identified as a priority area in planning for the 2012-14 Bankstown Senior College Plan and one of many National Partnership reforms that needed to be addressed. Stronger Community Partnerships aimed to improve student engagement, educational outcomes and wellbeing to make inroads into disadvantage that existed amongst the school community. The aim of community partnerships is to support students to develop knowledge about strategies for overcoming educational disadvantage and to become life-long learners who are self-sufficient into the future.

In 2013, Bankstown Senior College conducted an evaluation to assess the effectiveness of programs aimed at developing strong and meaningful partnerships with the community. The evaluation considered student, staff and parent perspectives as to the effectiveness of links that the college had with the community and outside inter-agencies. The evaluation utilised quantitative and qualitative data gathered via staff surveys, student quality of school life surveys and parent focus groups.

Findings and Conclusions

In the 2013 Community Partnerships evaluation, quantitative and qualitative data clearly demonstrated considerable progress towards the creation of strong links with the community. Students have identified over twenty outside organisations that Bankstown Senior College has facilitated to support them through their studies at the college. Some of these organisations include Centrelink, the Smith Family, STARTTS, Bankstown Youth Multicultural Services (BYMS), Mercy Connect, Macquarie University, South
West Sydney Legal Services and many more. Moreover, the employment of a Business Links Coordinator has facilitated greater workplace experience opportunities for students at the college.

The parent focus group has grown exponentially in the last 3 years with the support of our Dari and Arabic speaking Community Liaison Officers. Parents have had a greater say in the direction of the college and the student support strategies being implemented at Bankstown Senior College. The parent focus group provided an opportunity for parents to express their views about how the college could continue to improve communication with parents and the community. All recommendations by students, staff and parents will be fully implemented and can be seen in ‘Future directions’.

**Future Directions**

In 2014 and beyond, Bankstown Senior College will continue to develop its community partnerships by:

- Creating a website team to ensure up to date and relevant information is posted on the college website and effectively engage the community
- Informally evaluating communications practices with the community each term
- Continuing the strong links that have been created with parents through the parent focus group and scheduling meetings at least once a term
- Embedding support mechanisms put in place in 2013 to assist parents in being able to support their children’s academic pursuits and welfare needs at home via ‘at school workshops’
- Developing the already strong links Bankstown Senior College has with inter-agencies to ensure the college meets the academic, social and emotional needs of individual students
- Re-employing Business Links Coordinator to develop opportunities for students to experience authentic learning and effectively transition into the workforce.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Literacy and Numeracy**

**Outcomes from 2012–2014**

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

**Evidence of progress towards outcomes in 2013:**

- 50% of Year 10 students made at or above .4 growth in reading, while 26% made at or above .4 growth in writing.
- 55% of Year 10 students made at or above .4 growth in numeracy.
- 37.5% of Year 11 students made at or above .4 growth in reading, with 21% making at or above .4 growth in writing.
- 44% of Year 11 students made growth of .4 or more in numeracy.
- In the HSC, there has been a 54.1% increase in the number of students receiving Band 2 or above.

**Strategies to achieve these outcomes in 2014**

- Provide more intensive training of staff in the explicit teaching of grammar, punctuation, sentence structure etc
- Continue to employ .6 numeracy support teacher
- Provide professional learning and support for staff in the use of TEER and ALARM.

**School priority 2**

**Cultural diversity**

**Outcomes from 2012–2014**

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

**Evidence of progress towards outcomes in 2013:**

- Information gathered through TARS and EARS, lesson observations and cross-curricular team presentations
demonstrate wide usage of ESL strategies across the College

- The number of exiting IEC students achieving level 4 or above in the ESL skills rose by more than 2%.

Strategies to achieve these outcomes in 2014:

- Extend professional learning for all staff in the use of ESL methodologies.
- Provide a Refugee Transition Teacher to support the learning needs of refugee students.
- Use the Cross-curricular team process to share and observe successful ESL strategies in classrooms.
- Continue to employ an IEC Literacy Support teacher to deliver Key Skills builder course in the IEC.

School priority 3

Curriculum and assessment

Outcomes from 2012–2014

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

Evidence of progress towards outcomes in 2013:

- Increased awareness and use of Pirozzo/Frangenheim model of curriculum differentiation as measured by surveys, professional dialogue.
- 100% participation in the Year 10 Authentic Learning Project.
- Students across all year levels had access to qualifications such as White Card, Barista courses, RAS/RCG courses and First Aid Certificates.
- The use of ICT has been observed in 60% of all classrooms.

Strategies to achieve these outcomes in 2014:

- Build on and embed differentiated curriculum based on the Pirozzo model across all KLAs.
- Provide a wide and flexible curriculum that meets the needs of individual students.
- Provide appropriate professional learning for staff regarding the development of the Australian Curriculum.

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 (Breakkie 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. Pieces of work were shared at cross-curricular team meetings.
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. 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.

• Results from multilingual surveys indicated strong satisfaction with the college in being able to meet the needs of the community and being able to effectively communicate with the parents.

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 2013. Mentor lessons every day have assisted staff in the effective delivery of information to students on a daily basis.

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 school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Marianne Doyle       Principal
Sharon Byron         Deputy Principal
Thomas Panagiotakis  Deputy Principal
Kristin Floreani     HT Engagement
Susie Balchin        Admin Coord
Qudsia Rahimi        CLO

School contact information

Bankstown Senior College
Eldridge Road, Bankstown 2200
Ph: 9707 3288
Fax: 9790 4678
Email: bankstowns-h.school@det.nsw.edu.au
Web: www.bankstowns-h.schools.nsw.edu.au
School Code: 8381

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