



Marie Bashir

PUBLIC SCHOOL

ANNUAL
REPORT
2015

4652



NSW
GOVERNMENT

Education

Introduction

The Annual Report for 2015 is provided to the community of Marie Bashir Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jacqueline Attard
Principal

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Message from the Principal

It is with pleasure that I present the 2015 Annual School Report for Marie Bashir Public School.

Marie Bashir Public School has committed staff who continually work towards providing a caring and supportive environment where all students are able to develop a sense of self-worth with tolerance and compassion for others.

The school motto, *learning today, leading tomorrow*, defines our philosophy in fostering leadership and encouraging students to become responsible for their behaviour and learning.

This year, our Annual Report includes a summary of our academic performance as well as the success of our sport, creative arts and public speaking programs.

A Before and After School Care program has been operating on the school premises.

Our strong partnership with our school's community promotes the educational, personal and social needs of all our students.

In 2014, the P&C was successful in obtaining a grant, *from the Packer family and Crown Resorts Foundation*, for an Arts initiative which has allowed the school in 2015 to employ a creative arts specialist teacher two days per week and purchase resources.

We are proud of our success with student literacy and numeracy programs. Students are exposed to technological advances in learning delivery. They also have the opportunity to become involved in sport, dance, music, drama and a range of other activities to help them become well-rounded and successful members of society.

Our experienced, committed staff, our clear focus on student wellbeing and the attractive school setting mean that students feel welcome and secure in their learning environment.

Support services exist at the school such as EAL/D (English as a Second language and / Dialect) and LAS/T (Learning and Support Teacher).

The students of Marie Bashir Public School are to be commended for their leadership, academic achievement and their excellent behaviour. I would like to thank the staff, parents, P&C and community for their hard work, dedication and commitment to the school.

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.

Jacqui Attard
Principal



The Executive Team of the Parents and Citizens Association P&C extends a warm thank you to every family of Marie Bashir Public School.

The P&C has achieved even more in 2015.

The Book Drive was the first major event. The P&C purchased, accessioned and covered over 250 books. These books were individually recognised with sticker plaques after parents generously contributed to the Donate -A- Book scheme. In addition to this, the P&C donated over 700 books to the library from funds raised at our events. Our library looks amazing with shelves that are now almost full. I cannot underestimate the number of hours that was spent on this event. It is a credit to a small group of parents who worked hard at our weekly “coffee and contact” mornings as well as those who worked at home covering books for months. The P&C has ensured that no child will go without reading and learning opportunities.

We undertook multiple more events as the year progressed, including our fun Easter raffle, to Mother’s Day and Father’s Day stalls to our School Tea Towel event. We hosted barbeques and morning teas. The year culminated with a movie night. Nobody will forget all our little minions!

Besides the “big” events the P&C has weekly events that take no less effort from our dedicated volunteers.

Canteen remained a big hit with so many orders that we had to install a second oven! Our fridge was also upgraded and, thanks to a grant, so too will our freezer in 2016.

Uniform shop became a much bigger undertaking. We successfully handed over Victoria Avenue uniform sales half way through the year. We became our sole uniform supplier. Again, a small group of parents have been instrumental in ensuring its success.

School Banking commenced with two groups of mums competing to process deposits in record time! The children love school banking. It’s a joy to hand out the banking prizes and watch their faces light up.

Our biggest financial contribution to the school has been the employment of our Art and Drama teachers in 2015 and the provision of all of their supplies. This was made possible by a generous grant from the Packer Family and Crown Resort Foundations. This grant continues in 2016 with our Art teacher employed two days per week. Our continuing relationship with Chalmers Road students, who also attended art lessons, has provided benefits beyond all imagination. This program has touched all our hearts and fired our imaginations for what could be. The amazing works being produced are high school level – a small sample of which is now proudly displayed in our foyer.

Another highlight was the establishment of the first annual **“Marie Bashir Award”** as a P&C initiative. With our namesake’s blessing and presence this was awarded to Year 6 student Maryam.

We secured multiple grants throughout the year. Bunnings have continued to show support to the school through the planting of our kitchen gardens and donations. Once again, one of our families generously donated the major prize for the end of year raffle. Club Burwood RSL continues to support us.

To all volunteers who have stepped up to complete small and not so small tasks - from canteen, to uniform shop, to gardening, to covering books, to banking, to assisting at events, to helping clean up, and a myriad of other tasks - a huge thank you. Without you much of what we do is not possible.

From humble beginnings with big expectations, to a school that operates like an established school of twenty years in just two. We have continued to build a strong community. We have supported our students with resources, leadership and by example.

Matilda Metledge
PRESIDENT

School background

School vision statement

Marie Bashir Public School aims to provide, in partnership with the parents, a quality education so that all students are able to reach their full potential within a caring learning environment.

Goal 1:

Marie Bashir Public School will promote independence, equity and excellence so that all students become:

- successful learners
- confident and creative thinkers
- active and informed citizens.

Goal 2:

To build teacher capacity, mentoring and leadership skills.

Goal 3:

To develop strong partnerships with parents/caregivers and the wider community in order to improve student outcomes.

Our experienced, committed staff, our clear focus on student wellbeing and the attractive school setting mean that students feel welcome and secure in their learning environment. Our strong partnership with our school's community promotes the educational, personal and social needs of all our students thus delivering world class curriculum and assessment practices and improving educational outcomes for a range of student needs.

School context

Marie Bashir Public School is situated towards the end of a cul-de-sac at 159 Albert Road Strathfield. The school's parkland environment consists of an oval, two tennis courts and two cricket pitches. The pleasant, green surround combine with the school's newly refurbished classrooms to provide an attractive and welcoming environment.

Marie Bashir Public School serves a community which values and appreciates quality education.

The school commenced with 67 students in January 2014. Enrolments nearly trebled to 220 in January 2015, with 2016 seeing a further two kindergarten classes commencing, and high retention rates in other years. Its student population is established from the Strathfield area.

Marie Bashir Public School provides strong foundations for students with an emphasis on excellence in literacy, numeracy and student engagement.

The school has an effective learning support team, delivering strategic support to a range of students with learning needs. There is a strong emphasis on leadership and student well-being.

At Marie Bashir Public School, we will continue to develop a learning community which achieves high quality outcomes. This is done as students, parents and staff work together and are committed to building a school of which the entire community are proud.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Staff used the framework to monitor, evaluate and guide their teaching and learning practice. We examined the 2015-2017 school plan and reflected on the progress made, identified strengths and acknowledged the improvements required to meet our high expectations and standards.

Learning

In the domain of learning, our school had a major focus on student engagement, well-being and curriculum. Developing autonomy in learning and encouraging students to be collaborative, problem solvers, inquisitive, analytical and communicative are key features of our school's drive to deliver excellence by providing challenging and stimulating learning experiences. In 2015, teachers were trained in Self Organised Learning Environments (SOLE). Upgrading our wireless technology access and purchasing iPads for each stage provided the platform for self-directed learning and inquiry-based classroom environments. Creating and implementing Personalised Learning Plans (PLP) has been a key feature of our progress and commitment to the well-being of all our students. Student needs have been identified and sequential steps and strategies have been employed to help meet individual learning goals. Communicating the PLP's with the Learning Support Team and parents/caregivers encouraged greater involvement in their child's learning and promoted a culture of collaboration and partnership. Throughout 2015, all teachers were trained in the TEN and TOWN math initiatives. Students were tracked by using the Literacy and Numeracy continuum. The ongoing support provided by expert staff contributed to enhancing teachers understanding of differentiation.

Teaching

In the domain of teaching, Marie Bashir Public School had a major focus on goal setting for both teachers and students. Teachers received training in The Performance Development Framework and engaged in classroom observations to reflect on and improve their own teaching practice. All teachers and students set individual learning goals. Goals were reviewed continuously throughout the year and strategies were implemented to meet personal targets. To build on this practice, all teachers engaged in professional learning about Learning Intentions. By the end of Semester One, teachers were implementing Learning Intentions as part of their programming, teaching and learning cycle. As part of our school's quality teaching practices all students were provided with clear expectations of learning content and supported with immediate feedback. The explicit '*criteria for success*' has resulted in the school's data showing improved student performance. Most significantly it has contributed to developing teacher quality and high expectations in every classroom.

Leading

In the domain of leading, our primary focus has been on developing the leadership capabilities and opportunities for every student and staff member at Marie Bashir Public School. Leadership across all the domains is highly entrenched into every school practice. The implementation of the Leader in Me program provides the framework to establish a culture of learning, leadership and student empowerment. Teachers received training to help apply the effective interpersonal and leadership skills such as responsibility, respect, vision, integrity, team work, collaboration and renewal. A leadership team has been established to design a school culture that is inclusive of all the stakeholders and reflects our school's vision.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Promote excellence by providing a challenging and stimulating quality learning environments.

Purpose

Students are motivated to reach their full potential through an integrated approach to quality teaching, curriculum planning and delivery and assessment.

Overall summary of progress

Learning intentions and effective feedback were a key professional learning focus in 2015. All teachers have been trained in implementation of effective feedback strategies including programming and success criteria. Teachers created student based rubrics for Literacy as a source of feedback to ensure that students were meeting targets.

All teachers engaged in training in Literacy and Numeracy. Professional learning included: Targeting Early Numeracy, Taking Off With Numeracy and using an integrated approach to teaching Literacy. These initiatives assisted teachers to differentiate learning content in order to address student needs.

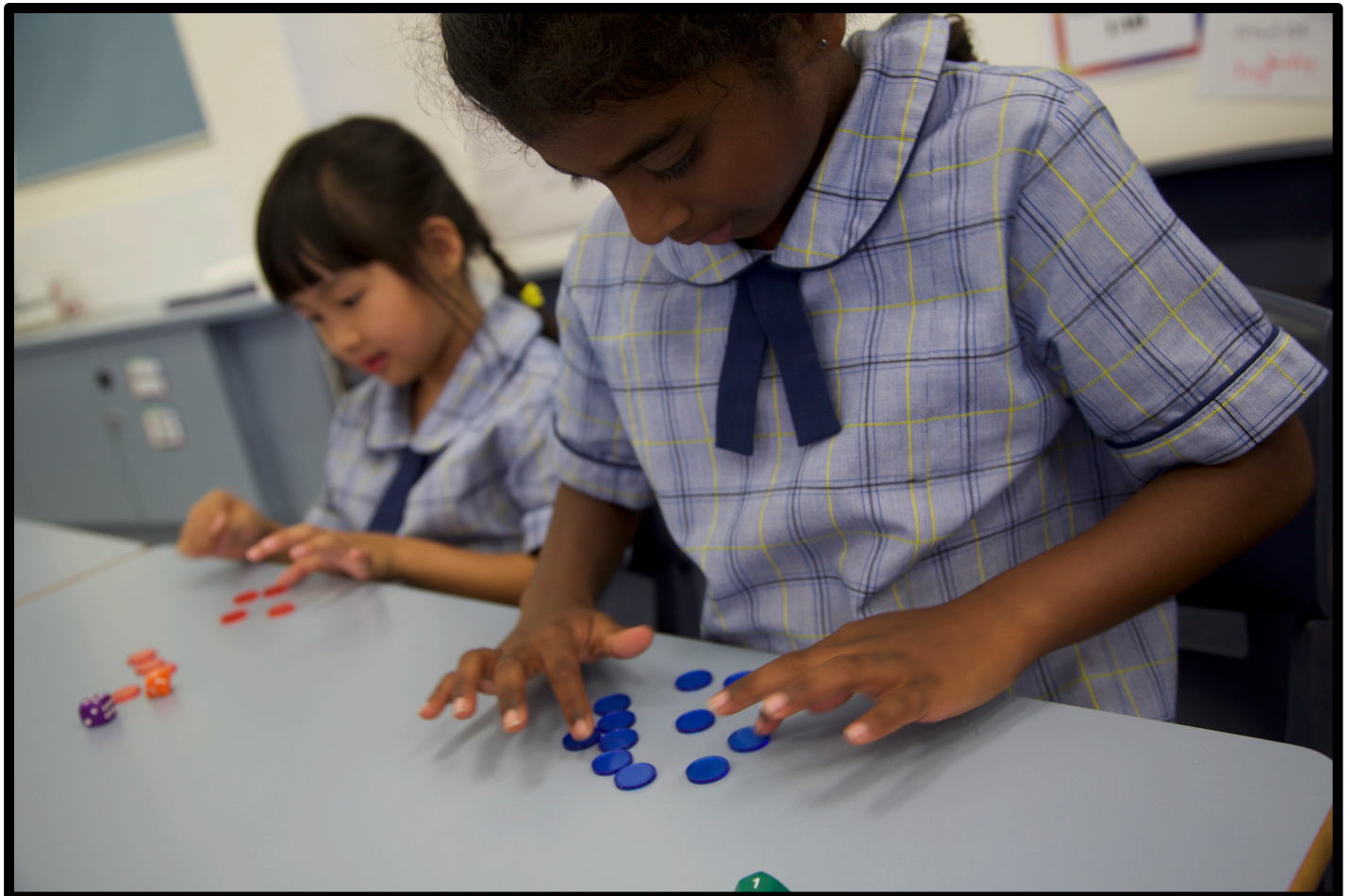
Training in Self Organised Learning Environments provided staff with the skills to facilitate 21st century capabilities in students.

Staff participated in the development of whole school scope and sequences for English, Mathematics, History and Geography. This supported formative assessment practices across all areas of learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	
All students achieving their negotiated learning goals which are based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.	<i>All students have set learning goals</i> <i>Staff have created Personalised Learning Plans and met with parents to discuss their child's learning goals</i> <i>Teachers K-6 are using the continuum to track student progress. Plan and classroom data used to inform programming, meet learning goals and improve practice</i> <i>All staff trained in TEN and TOWN</i> <i>Teachers differentiated activities linked to TEN and TOWN</i>	\$7994.00 Literacy \$7513.00 Numeracy
All students embrace the choices of technology offered to collaborate, communicate, inquire, create in order to achieve their personal goals.	<i>Technology embedded into programming and assessment practices</i> <i>Staff trained in Student Organised Learning Environment (SOLE). Teachers effectively integrated iPads in reading groups and/or SOLE sessions</i> <i>Minimum of four laptops in every classroom to support student learning and student organised learning environments</i> <i>Computer lab established</i>	\$65 879.03

Next steps

- 100% classroom teachers effectively implementing SOLE. This will be facilitated by additional laptops which will be purchased so there is one laptop between four students.
- New staff will be upskilled in SOLE.
- K-6 teachers consolidating the use of tracking students via PLAN. The data collected will inform future programming so that teachers differentiate and target the learning needs of all students.
- Coaching new staff in TOWN and TEN.
- All staff to engage in Focus on Reading professional development to improve student outcomes in literacy.



Strategic Direction 2

Build a strategic and planned approach to the well-being of all students.

Purpose

Engagement of the whole school community to support the cognitive, emotional, social, physical and spiritual well-being of students and to create a positive, safe and enriching learning environment.

Overall summary of progress

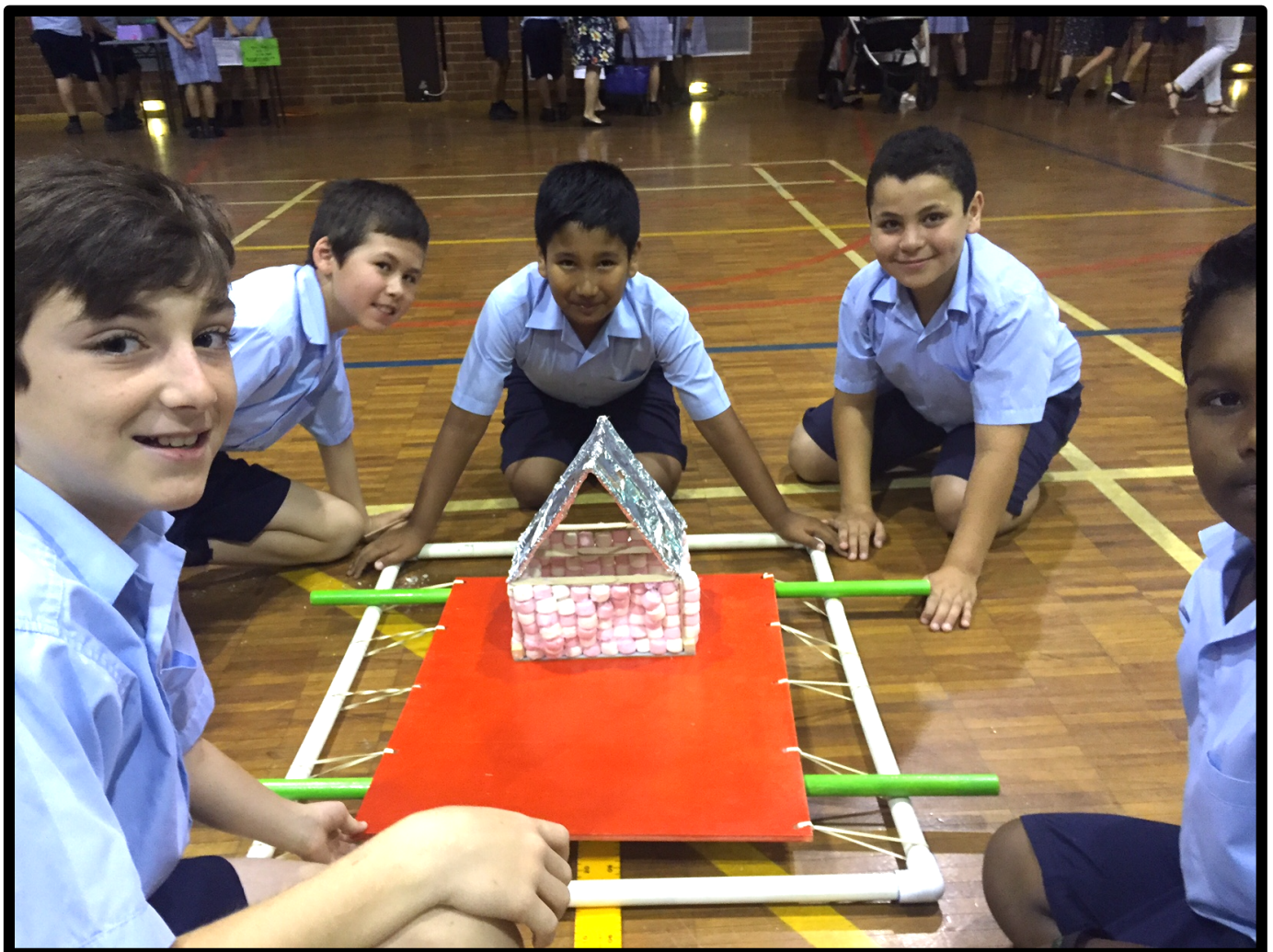
All staff were trained in the 'Leader in Me program'. 21st century life and leadership skills such as critical thinking, creativity, goal setting, cross cultural skills, self-directed learning, communicating, risk taking, problem-solving and taking ownership were incorporated into programming and daily school life. All students were provided with leadership opportunities through classroom activities, engagement in school assemblies and sporting activities, and through interactions with the wider community. This has contributed to promoting the well-being of all students by ensuring they have a sense of belonging. It has also created a culture of student empowerment.

All staff created Personalised Learning Plans (PLP) which allowed the teachers and the relevant support staff to work specifically on any issues that affect a student's learning. PLP's provide direction and map out explicit steps to help each student work toward the targeted social/emotional and/ or academic learning goals. PLP's were communicated to parents/caregivers which allowed for greater engagement in their child's learning.

Progress towards achieving improvement measures		Resources (annual)
The school community has a comprehensive and inclusive student welfare policy with which all students, staff and parents are familiar.	<i>All staff trained in The Leader In Me Program</i> <i>All classes have a mission statement displayed</i> <i>Every student has individual learning goals</i> <i>7 Habits implemented into classroom practice</i> <i>Personalised Learning Plans created and monitored to support individual needs</i> <i>School sub-committee established to oversee implementation of The Leader in Me program</i>	\$21 402.00
10% decrease of students noted on Well Being program.	<i>Merit award system reinforced by the 7 Habits</i> <i>Aussie of the month – award system established and implemented</i> <i>All students are provided with a leadership role</i> <i>Restructure of EAL/D program -Focus on in class learning support</i> <i>Access to services provided by the Australian Catholic University such as The Mary Aikenhead Clinic</i> <i>All teachers using Sentral to record student misbehaviour resulting in a decrease of registered misbehaviour by 10%.</i>	\$ 2000.00

Next steps

- Informing the community about The Leader in Me Program for Students. Parent work in partnership with the school and use a common approach to student well-being.
- Systematic approach to communication between the learning support team and class teachers.
- Engage the whole school community in the Tell Them From Me survey that helps schools capture the views of students, teachers and parents.
- Analyse Sentral data to ensure that the Leader in Me program is having a positive effect on student behaviour resulting in a 10% decrease of students noted on the Well Being program.



Strategic Direction 3

Build Leadership capacity and inspire a collaborative and dynamic professional learning community.

Purpose

To support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Overall summary of progress

The new Performance Development framework was implemented to engage staff in reflective practices of continuous self- development and to support the ongoing improvement of student outcomes. Effective feedback processes were conducted on a termly basis with reference to The Australian Professional Standards for Teachers.

Staff have engaged in a new strategic mentor program. Systems were put in place for teachers to engage with colleagues to observe teaching practices and to reflect and evaluate own practices. This builds the capacity and self-efficacy of all teachers which has a positive impact on improving student learning outcomes and teaching practises.

Staff members continue to deepen their understanding of the new English, mathematics, science, history and geography syllabuses. Staff members from within the school, across the community of school groups and Australian Catholic University are leading and supporting teachers through an effective implementation strategy.

Progress towards achieving improvement measures		Resources (annual)
All staff are involved in quality professional learning based on individual learning plans/ goals.	<i>Personal Development Plans used to establish and monitor goals</i> <i>Staff participated in professional learning around goal setting for themselves and their students</i> <i>Mentor system established</i> <i>Structured lesson observations and feedback from mentor</i> <i>Teacher participation in the community of schools workshop and training sessions</i> <i>Classroom walkthrough with school network</i> <i>Anne Forbes from the Australian Catholic University training teachers in Science syllabus</i> <i>Whole school professional learning in Math, English, History, Geography and Science syllabuses</i>	\$10 277.00
All staff embrace the Australian Professional Standards for Teachers and are working towards accreditation, maintaining accreditation at highly accomplished or leadership.	<i>Three teachers working towards accreditation</i> <i>Three teachers maintaining accreditation</i> <i>One teacher working towards lead</i> <i>All staff using standards to reflect on personal goals and teaching practice</i>	\$4000.00

Strategic Direction 3

Next steps

- Provide all staff with information about the roles, protocols and processes of classroom observation to plan for and begin implementing the practice at Marie Bashir Public School.
- Marie Bashir Public School will be participating in a research project conducted by Australian Catholic University called iPLAY. The research involves developing teachers' skills and strategies to improve sport and PE lessons and increase students' physical activity and health. These improvements are designed to increase student engagement, motivation, behaviour and learning as well as improve teachers' confidence in teaching sport.
- All staff embrace the Australian Professional Standards for Teachers and are working towards accreditation, maintaining accreditation or completing accreditation at the highly accomplished or leadership level.



Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	No funding received in 2015	NIL
English language proficiency funding	<p><i>Strategic Direction 2</i></p> <p>Funding was used to employ an additional EAL/D teacher 1.5 days per week. EAL/D teachers worked collaboratively with classroom teachers and created new programs that addressed the specific language needs of students. This collaborative process provided classroom teachers with knowledge about catering to the needs of EAL/D students in their classroom. EAL/D students received in class support and specific programs which were tailored to their learning needs. EAL/D teachers were mentored to align student work samples and ESL scale progression. Student tracking sheets were created in order to monitor student progress and achievement.</p>	\$19 388.00
Targeted students support for refugees and new arrivals	No funding received in 2015	NIL
Socio-economic funding	<p><i>Strategic Direction 1</i></p> <p>Funds were allocated for professional learning in Focus On Reading (FoR) to support student outcomes. Two teachers were externally trained and have planned workshops and training sessions for all staff. Staff leadership capacity is being developed as the knowledge gained from their participation in the (FoR) course is re-invested into the school. All staff have been exposed to an overview of (FoR) and will be engaging in ongoing workshops in 2016.</p>	\$3 552.00
Low level adjustment for disability funding	<p><i>Strategic Direction 2</i></p> <p>The Learning and Support Teacher was employed for an additional half day per week. Individual student needs were targeted and strategies were established and implemented to support learning needs.</p>	\$9 877.00
Support for beginning teachers	<p><i>Strategic Direction 3</i></p> <p>All beginning teachers participated in a variety of professional development opportunities. They were provided with additional support and mentoring time to engage in peer observations and self-reflection. The mentoring and ongoing support has enabled Beginning Teachers to lead whole school professional learning in Taste of Ten (TEN) and Learning Intentions.</p>	\$57 778.91

Student information

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

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
Female	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	1	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	2	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	3	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	4	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	5	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	6	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
	Total	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

Roll class	Year	Total in class	Total per year
KH	K	21	21
KL	K	21	21
KN	K	21	21
1M	1	26	26
1S	1	25	25
2B	2	22	22
3L	3	24	24
4P	4	24	24
5A	5	26	26
6D	6	12	12

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Classroom Teacher(s)	8
Primary Part-Time Teacher	0.4
Primary Teacher RFF	0.42
Teacher of Reading Recovery	0
Learning and Support	0.5
Teacher Librarian	0.6
Teacher of ESL	0.6
School Counsellor	0.2
School Administrative & Support	2.572
Primary New and Developing	0.15
General Assistant	0.4
Total	14.842

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2015, there were no indigenous members of staff working at Marie Bashir Public School.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	18
Postgraduate degree	82

Professional learning and teacher accreditation

Our teachers, Home School Liaison Officers, Out of Home Care teacher and administration staff participated in a range of professional learning activities throughout the year.

Our Teacher Professional Learning (TPL) expenditure was \$12,247.55 The TPL budget was supplemented with school funds.

The professional learning priorities for 2015 were in the areas of literacy, numeracy,

science, history, geography student welfare and curriculum and assessment.

Throughout 2015 courses staff attended to build their capabilities so that school priorities were achieved included:

- Student Welfare: The 'Leader in Me' program, Personalised Learning Plans, Anaphylaxis, Asthma, Emergency Care, Communicating and Engaging with your community;
- Work, Health & Safety: New policy changes in WH&S, Emergency Planning, and Evacuation and Lockdown Procedures;
- Best Start, NSW Curriculum - Mathematics, English, Science, and Sentral Reporting. Introduction to History and Geography syllabuses;
- Literacy: Best Start Data Entry, Grammar in Teaching, Grammar in Context with Dr Kathy Rushton USyd, and School Drama Classic - Sydney Theatre Company;
- Science and Technology workshops: Syllabus and curriculum training with Dr Ann Forbes ACU;
- Numeracy: **A Taste of TEN-Session 1:** Introducing TEN, **Session 2:** Where are my students now? **Session 3:** What do I want my students to learn? **Session 4:** How will my students get there? **Session 5:** How will I know when my students get there? **Taking Off With Numeracy** – **Session 1** – Teaching and learning phase, **Session 2:** Assessment and analysis phase, **Session 3:** Taking off with numeracy, **Session 4:** Using tape diagrams to support student learning, **Session 5:** Continuous assessment for future learning, **Session 6:** Sustaining the TOWN program;
- Career Development: Principal's Conferences, Early career teacher meetings, Focus on Reading, Teaching English to Speakers of Other Languages, Developing behaviour support plans, Leading Change, Anti-Racism, School Sport Athletics Level C Officials Accreditation, Classroom Observations Across Networked Schools, Professional Mentoring for Leaders, AUSTSWIM, Road safety, Operation Art Visual Art workshop; and
- Administration: Financial Literacy and Decision Making.

EAL/D and Learning and support staff attended network meetings throughout the year, TELL courses, EAL/D orientation for teachers newly appointed and EAL/D survey online training.

During our four staff development days, all staff attended the following workshops:

- School Induction;
- Emergency First Aid;
- Covey's Seven habits;
- Child Protection Awareness Training;
- Code of Conduct;
- Self Organised Learning Groups;
- Mathematics Curriculum;
- School Vision and planning;
- Grammar and teaching; and
- Drama.

Marie Bashir Public School has four permanent beginning teachers who are working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation and two teachers who are maintaining accreditation at Professional Competence.

Major priorities and strategies for teacher professional learning as detailed in the School Plan, included: Classroom Management, Student Welfare, Curriculum and Assessment, Literacy and Numeracy.

Beginning Teachers

In 2015 Marie Bashir Public School had five permanent beginning teachers who received funding under Great Teaching, Inspired Learning to support them adjust to their new roles in NSW public schools. Funds were spent on:

- professional development courses;
- opportunities for beginning teachers to learn through observing the practices of others; and
- planning, assessing and evaluating student programs and outcomes.

Financial information

Financial summary

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	330426.76
Global funds	219417.97
Tied funds	170259.38
School & community sources	116857.49
Interest	10167.69
Trust receipts	234229.00
Canteen	0.00
Total income	1081358.29
Expenditure	
Teaching & learning	
Key learning areas	93578.54
Excursions	22724.48
Extracurricular dissections	32239.40
Library	5650.31
Training & development	0.00
Tied funds	161830.87
Casual relief teachers	28994.42
Administration & office	102222.36
School-operated canteen	0.00
Utilities	13273.67
Maintenance	32174.77
Trust accounts	267034.50
Capital programs	0.00
Total expenditure	759723.32
Balance carried forward	321634.97

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

NAPLAN

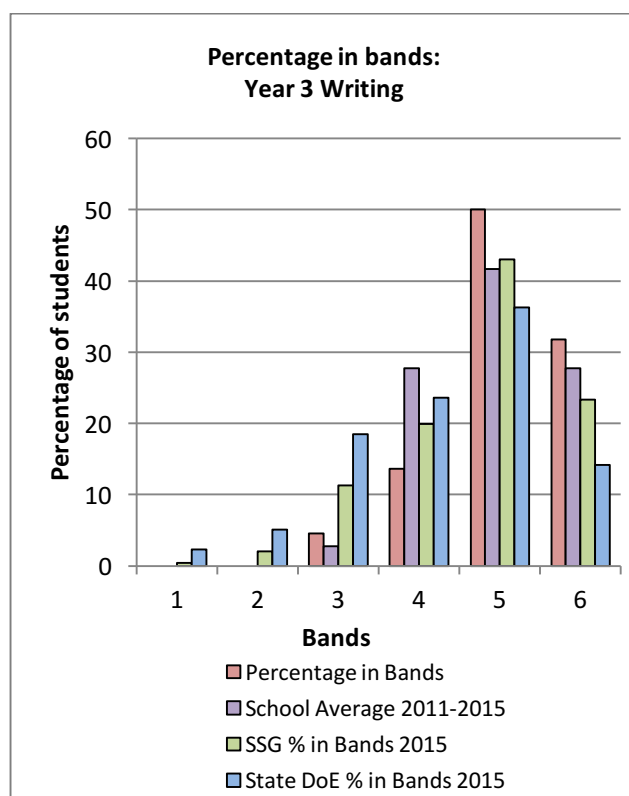
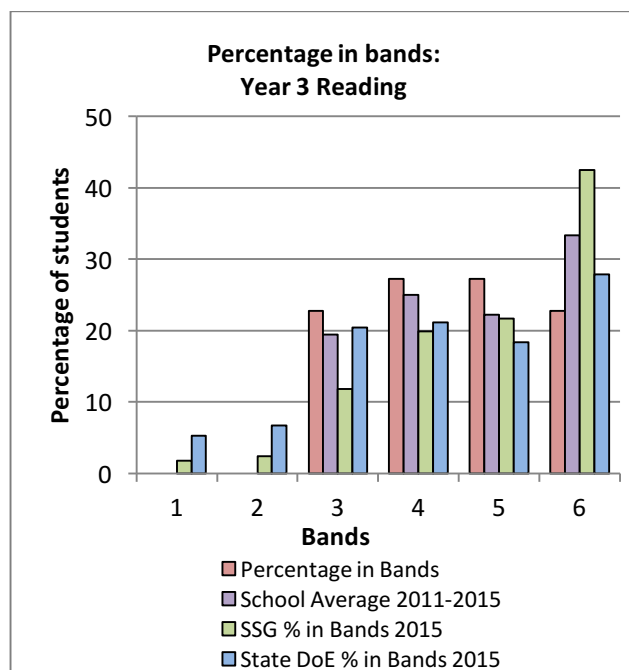
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

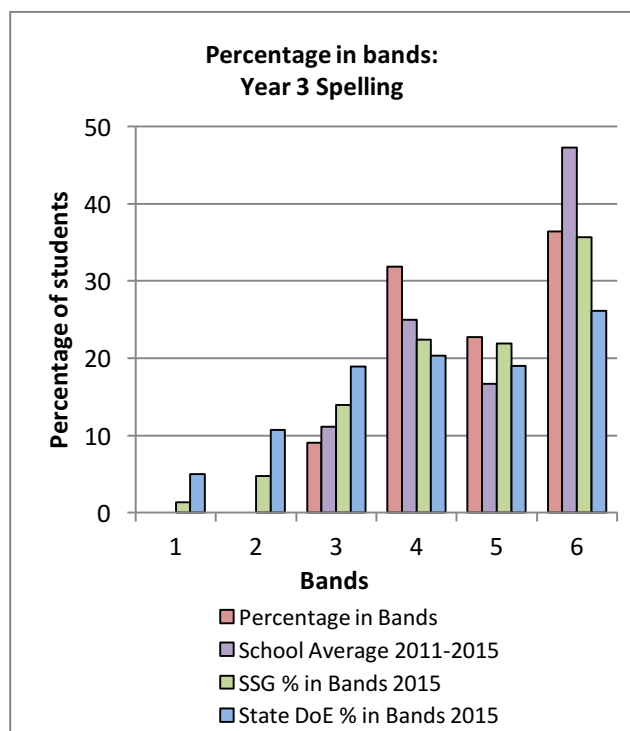
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The school's 2015 reading results revealed that in Year 3, 50% performed in the top two bands compared to 50% across the state. No student performed in the lower bands, band 1 or band 2.

The school's 2015 writing results revealed that in Year 3, 81.8% performed in the top two bands compared to 54.4% across the state. No student performed in the last two bands.

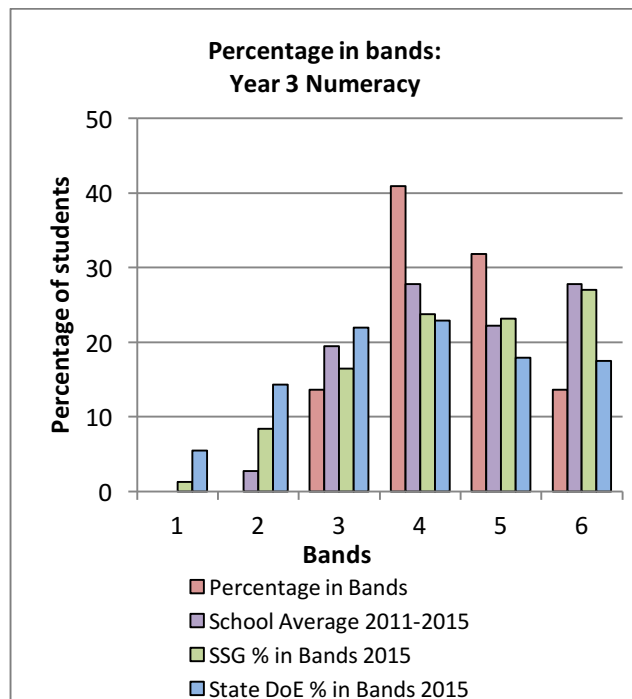


The school's 2015 spelling results revealed that in Year 3, 59.1% performed in the top two bands compared to 47.2% across the state. No student performed in the last two bands.

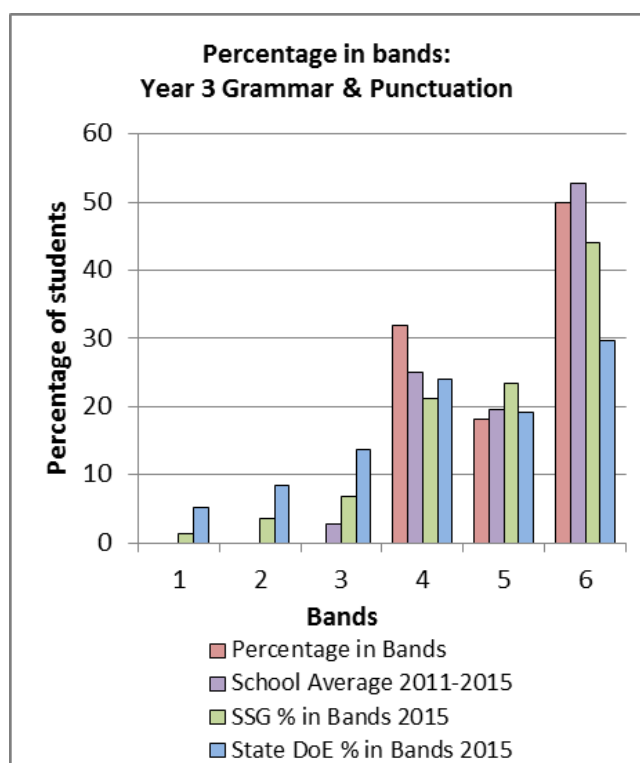


NAPLAN Year 3- Numeracy

The school's results for 2015 in numeracy revealed that in Year 3, 45.4% of the students performed in the top two bands compared to 38.1% across the state. No student performed in the last two bands.

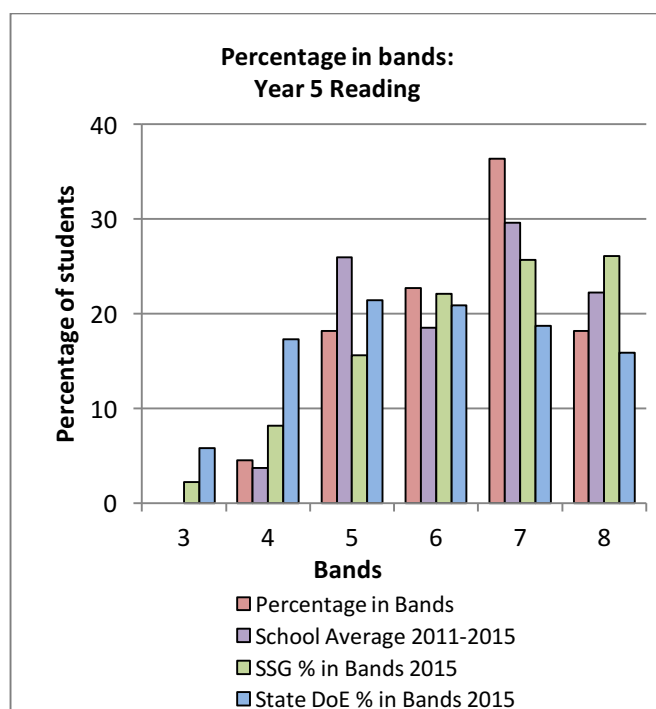


The school's 2015 grammar and punctuation results revealed that in Year 3, 68.2% performed in the top two bands compared to 52.5% across the state. No student performed in the last three bands.

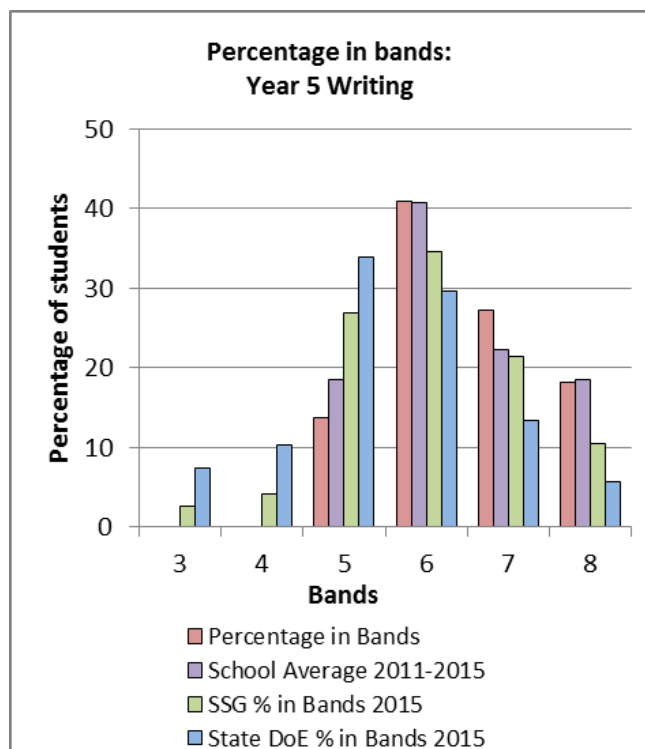


NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

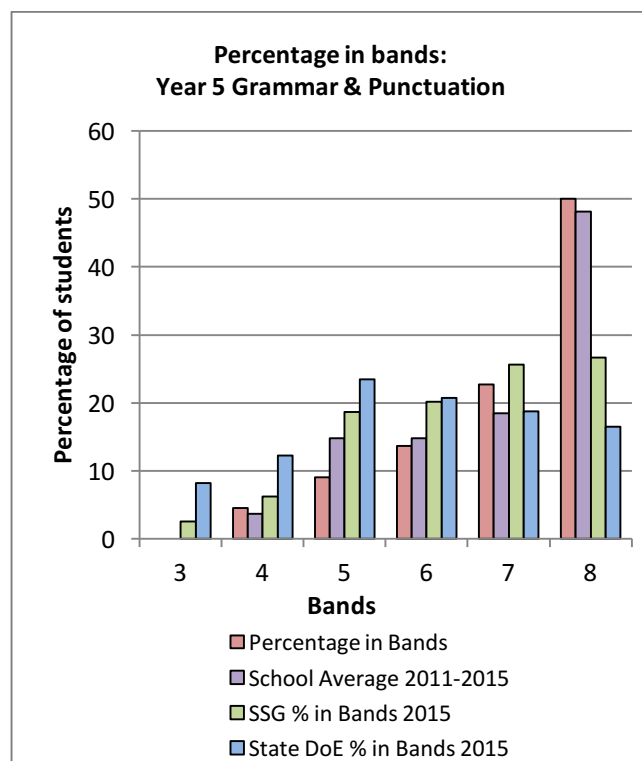
The school's 2015 reading results revealed that in Year 5, 54.6% performed in the top two bands compared to 38% across the state. No student performed in the last band.



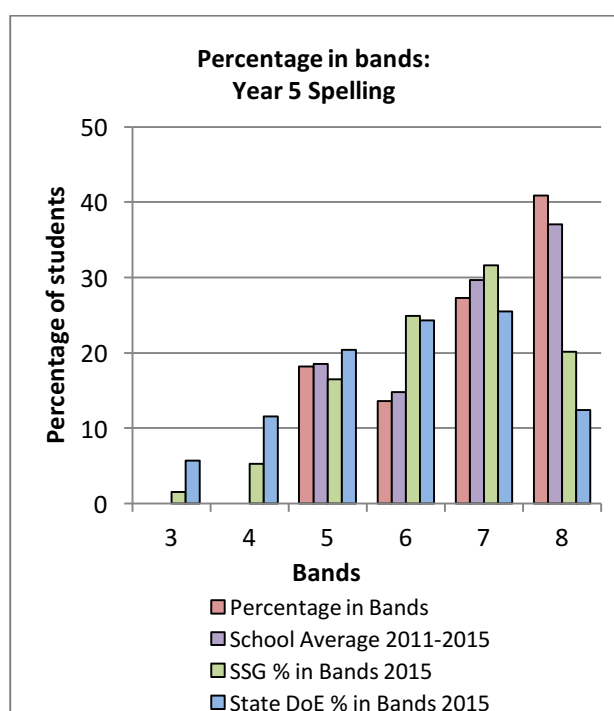
The school's 2015 writing results revealed that in Year 5, 45.5% performed in the top two bands compared to 21.4% across the state. No student performed in the last two bands.



The school's 2015 grammar and punctuation results revealed that in Year 5, 72.7% performed in the top two bands compared to 38.7% across the state. (50% of students performed in the top band) No student performed in the last band.

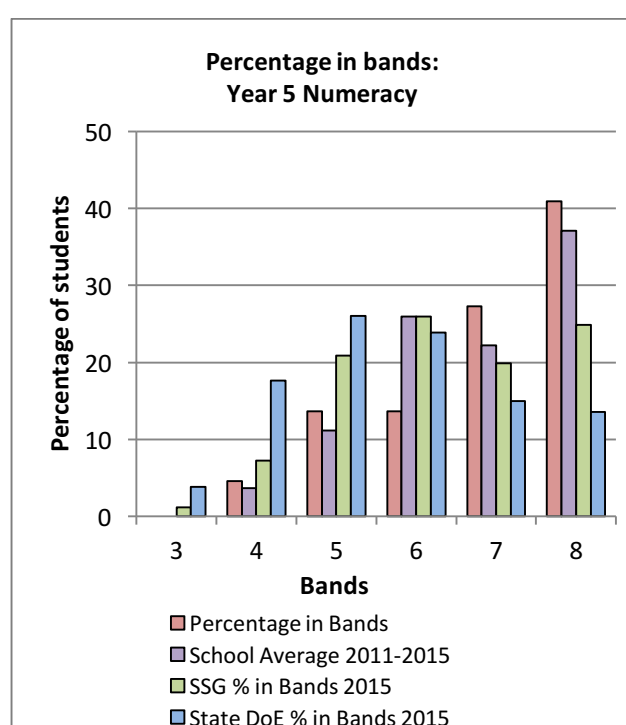


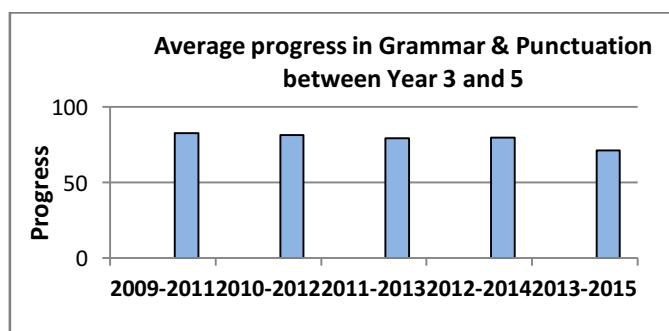
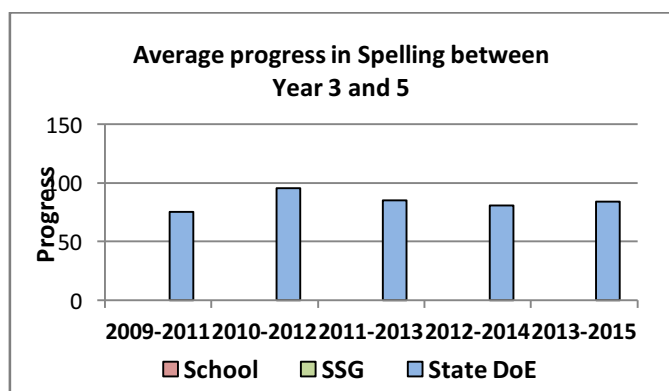
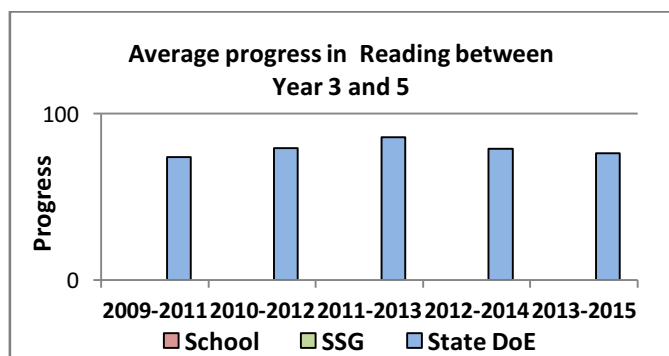
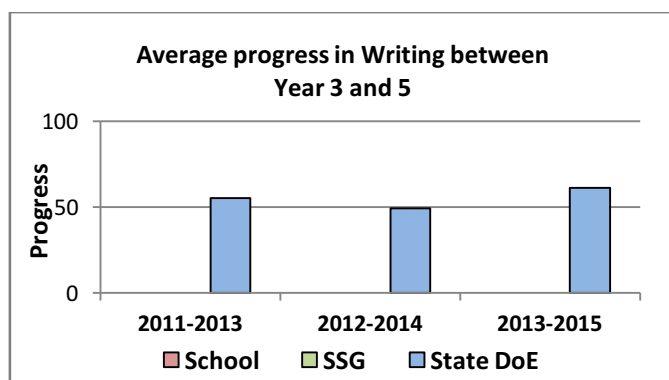
The school's 2015 spelling results revealed that in Year 5, 68.2% performed in the top two bands compared to 39.9% across the state. No student performed in the last two bands.



NAPLAN Year 5- Numeracy

In numeracy in Year 5, 68.2% of students performed in the top two bands compared to 30.7% across the state. No student performed in the last band.





Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	91.7
Writing	91.7
Spelling	91.7
Grammar & Punctuation	91.7
Numeracy	91.7

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	91.7
Writing	91.7
Spelling	91.7
Grammar & Punctuation	91.7
Numeracy	91.7

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

FINDINGS

Parent Responses

Most parents agree that the school is connected to the community and welcomes parent involvement.

The majority of parents feel comfortable to contact their child's teacher to talk about his/her learning.

The vast majority of parents were satisfied with the school's educational programs and practices and strongly agree that teachers take an interest in helping their child with learning.

Student Responses

The majority of students agree that the work they do at school is engaging.

Students feel a sense of belonging and pride as they predominately agreed that they felt proud to be a student at Marie Bashir Public School.

Teacher Responses

Staff strongly agree that parents are encouraged to contact the teacher to discuss concerns relating to their child.

All teachers feel that the school communicates and provides clear feedback about student performance and progress.

The school intends to build on these positive assessments to ensure that the strong school

community and open lines of communications contribute to excellent education outcomes.

Policy requirements

Aboriginal education

At Marie Bashir Public School, we are committed to integrating Indigenous and Aboriginal perspectives into our teaching and learning programs. Indigenous and Aboriginal perspectives are embedded throughout all learning areas as a cross-curriculum priority. Students engage in studies of Aboriginal histories, cultures, art and contemporary Aboriginal Australia. The Custodian of Country is respected and promoted at each weekly school assembly, special occasions and staff meeting. Marie Bashir Public School ensures students and staff understand the importance of recognising Aboriginal culture and history. We support Aboriginal performers and celebrate NAIDOC Week and Sorry Day. We promote mutual respect and understanding of all cultures at our school. Although Marie Bashir Public School currently has no students enrolled who identify as Aboriginal or Indigenous, our staff are committed to facilitate the participation of Aboriginal parents/caregivers in the development of personalised learning plans to ensure the best possible outcomes for Aboriginal students.

Multicultural Education and Anti-racism

Marie Bashir Public School has 81.2% of its student population identified as from a language background other than English (LBOTE). In our school, the English as a second language and/dialect (EAL/D) teachers provide individual, small group, and whole class support to address the needs of students from non-English speaking backgrounds.

The school has an Anti-Racism Contact Officer, who is the contact between students, staff, parents, and community members who wish to raise issues or complaints concerning racism. This year, a Professional Learning session was held to educate staff members about current issues concerning racism, and the formal protocols involved in addressing racism at school.

Acknowledging days that are of significance to cultural groups in the community is a feature of the school calendar and allows opportunities for students and parents to share their rich cultural diversity. In 2015, Marie Bashir Public School recognised National Aborigines and Islanders Day

Observance Committee (NAIDOC) week, Ramadan and Eid al-Fitr, Diwali, Easter, Christmas and Chinese New Year.

Marie Bashir Public School values and supports the range and diversity of student backgrounds. This year, we celebrated Harmony Day where students and staff wore orange mufti clothes to demonstrate our unity and the theme of "Everyone Belongs".

The Multicultural Public Speaking Program was held for students in Stages 2 and 3. Two students were selected to represent Marie Bashir Public School at the District competition.

Other school programs

Public Speaking

The school is committed to excellence in public speaking. In semester one, students in years 1-6 participated in the Multicultural Perspectives Public Speaking Competition. Finalists from this competition represented the school at the zone public speaking competition.

In semester two, students are exposed to a structured public speaking program from Early Stage 1 to Stage 3. Teachers integrate speaking activities across all key learning areas.

SOLE - Self Organised Learning Environments

SOLE is the process of enquiry based learning that is self-organised. Students across all stages participated in various levels of enquiry based research sessions to supplement the content of HSIE and Science units. SOLE develops research and time management skills.

MyScience

This year Stage 3 students at Marie Bashir participated in the MyScience program instigated by Dr Anne Forbes at ACU.

MyScience is a primary school science and technology program, providing support between primary schools, high schools industry/business and university sectors. Students work collaboratively to conduct 'hands on' science investigations and 'fair testing' with assistance from mentors in the school and local science community.

Year 5 students collaborated with Year 10 science students from St Patrick's College. We

held a Science Fair which demonstrated Stage 3 students scientific findings and results to the K-4 school community.

School Spectacular

This year, our school was selected to perform in 'Our Spectacular' at Sydney Opera House. The school dance group, comprising 17 students, spent several months of the year planning and rehearsing for the event. The theme of the concert was 'Together We Care' and our chosen song was 'Que Sera' by Justice Crew.

Choir

The School Choir consists of 25 students from Grades 1 to 6, with weekly rehearsals held on Wednesday mornings. Students learnt songs that involved complex melodies and two-part harmonies. The Choir performed at several events this year, including Anzac Day and Remembrance Day assemblies, with songs that reflected the significance of those occasions.

Fourteen students were selected to represent Marie Bashir Public School at the Granville-Strathfield Schools' "Our Spectacular". After attending 3 intensive rehearsals at Granville Performing Arts High School, these students performed on stage at the Sydney Opera House along with other school choirs from our local area.

Drama Classic

The P&C granted MBPS funding to initiate a partnership with Sydney Theatre Company (STC). STC partnered each participating MBPS teacher with a STC teaching artist for the school term. Together they explored how drama strategies can be integrated with English and literacy, focusing on narrative writing, inferential comprehension, confidence in oracy or descriptive language.

The teaching artists demonstrated the power of using drama pedagogy with quality literature to improve English and literacy in young learners. In 2015, 1S, 1M, 3L and 5A participated. Each of those classes buddied up with a class on their stage to deliver the same lesson, therefore building the capacity of teachers to deliver quality drama lessons that develop deeper understanding, empathy and engage with quality literature.

Student Representative Council

In 2015, Marie Bashir Public School students elected two SRC representatives each term from Years K-6. SRC met on a regular basis to discuss issues raised by their peers. Students were involved within the school community by assisting their teachers in making the school a safe place. The highlight of 2015 was the SRC organising the book drive to provide educational aid to the victims of the Vanuatu flood crisis.

Weekly Assembly

Parents are encouraged to attend the weekly school assembly. A different class is chosen to host the assembly each week, from kindergarten to year 6. This provides opportunities for children to learn responsibility, to lead the school community, and to develop the specific skills such as public speaking. Each class also develops its own presentation, which in 2015 ranged from video presentations of school excursions through to advertising and environmental projects.

Sport

2015 has been an impressive year of sport for Marie Bashir Public School. This has ranged from students participating in weekly sporting and fitness sessions, to students improving in Western Sydney PSSA and Zone competitions. The sport and fitness program encouraged K-6 participation and competition at various levels including:

- K-2 fundamental movement skills;
- Swimming lessons for Years 2-3;
- PSSA Soccer 3-6;
- Athletics Skills, including high jump;
- Softball 3-6; and
- participation in the Premier's Sporting Challenge for the second year running.

Tennis and Kung Fu were the external sports offered. Through participation in these sports, students developed the ability to move effectively in response to a variety of stimuli; participated regularly in a range of games and sports and demonstrated mastery of fundamental movement skills such as throwing, catching, kicking, jumping and running. Active involvement by all students promoted enjoyment and inclusivity of all participants in the various sports offered. Highlights of the sporting year included the programs below.

NSW Premier's Sporting Challenge

The Premier's Sporting Challenge aimed to engage young people in sport and physical activity and encouraged them to lead healthy active lifestyles. The challenge involved all classes participating in a 10-week sport and physical activity challenge. Marie Bashir received a Diamond Award, reflecting how much time they accumulated in a broad range of sports and recreational pursuits during lunchtime, school sport programs, class time, after school or in weekend physical activities.

PSSA Soccer

All teams, junior and senior boys and girls, played extremely well displaying skills in dribbling, shooting, passing and receiving the ball. The sportsmanship and teamwork shown by students reflected the successful season that each team had.

2015 saw the inclusion of three all girls' soccer teams which was exciting for the growth of girls' soccer at Marie Bashir PS. Both junior and senior girls' teams were competitive.

Throughout the winter PSSA soccer competition, the skill, commitment and dedication shown by all was outstanding. Each and every student played with enthusiasm and determination.

Cross Country Carnival

The Cross Country carnival was held at our school during Term 1. Year 2 students who turned eight and students in Years 3-6 participated in this event. Marie Bashir Public School entered runners into the Zone Carnival, which was held at Majors Bay Reserve, Concord.

Athletics Carnival

The Athletics Carnival was held at our school during Term 2. Following the school carnival, approximately thirty students from Years 2-6 attended the Zone Athletics Carnival, competing in a variety of track and field events, including: sprinting, relays, throwing. Based on proportional sports points earned per student, Marie Bashir PS was ranked 8th out of 19 schools that competed at the Zone Athletics Carnival.

