

Marie Bashir Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Marie Bashir Public School as an account of the school's operations and achievements throughout the year.

Marie Bashir Public School provides 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.

Marie Bashir Public School is situated towards the end of a cul-de-sac at 159 Albert Road Strathfield. The school's parkland environment consisting of an oval, two tennis courts and two cricket pitches as well as its newly refurbished classrooms provides an attractive and welcoming environment.

Marie Bashir Public School celebrated many successes in 2016. These include: academic achievements, sporting success and the social development of our students. Opportunities to participate in an individual music tuition program, orchestra, chess, public speaking, debating, art and dance programs contribute to developing well rounded and successful members of our school community.

Student welfare is a priority. Students are empowered with paradigms and principles of being ethical and happy citizens. The school motto, *learning today, leading tomorrow*, defines our philosophy in fostering leadership and encouraging students to become responsible for their behaviour and learning.

I am most grateful to the committed staff at Marie Bashir Public School who strive to ensure every student receives a quality education. Their dedication and efforts are evident in the innovative teaching practices that cater for individuals and prepares students for our future world. Staff commitment has also ensured extra curricula activities meet the diverse needs and interests of our students. Technological improvements and programs, specialist science and music teachers, support staff such as English as a second language and or dialect (EAL/D) teachers as well as our learning and support teacher (LAST) facilitate student learning and successes.

As there is a strong focus on developing future capabilities, mentors are sourced from the wider community to work with Marie Bashir Public School staff and students. I thank Dr Kathy Rushton and Associate Professor Pro Dean Alyson Simpson (English Education Specialists) from Sydney University, Dr Anne Forbes (Science and Technology Education Specialist) from the Australian Catholic University (ACU), Associate Professor Chris Lonsdale (physical activity specialist) from ACU and the Sydney Theatre Company for their contributions to training staff. I also extend my gratitude to the efficient and caring administration staff, the parent community, ACU speech therapy students, as well as students from Strathfield South High School for assisting with our physical education program, Year 10 students from St Patrick's College Strathfield for facilitating "My Science", and Homebush Boys for liaising with Marie Bashir Public School to introduce the Linkages Program for our Stage 3 students.

I would like to thank the Parents and Citizens Association for their hard work and support throughout 2016. The P & C's contribution to securing a grant from the Packer Family and Crown Resorts Foundation has assured the re-employment of a specialist art teacher for 2017-2018.

We look forward to the continued partnership with the entire school community in the future.

Jacqueline Attard

Principal

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Message from the school community

The P & C are delighted to report on our contributions to Marie Bashir Public School (MBPS) across 2016.

The year was off to an exciting start with our annual P & C Easter raffle. This was the first major fundraiser for 2016 and the P & C extend our sincere thanks to all MBPS families for generously supporting this annual and much loved event! Our numerous raffle winners were all delighted with their prizes. The P & C also held our popular Mother's Day stall early in Term 2. Thanks again to the parent volunteers who assisted in all aspects of planning and running this popular event.

Due to the success of these initial fundraisers, P & C were able to purchase a large number of board games for every classroom. These include Connect Four, Scrabble, and Guess Who. The P & C were delighted that these board games were so well received and will provide hours of fun for many years to come.

In addition to our fundraisers, our P & C-run school canteen also kicked off for another busy and successful year at the start of 2016. Thank you to our hardworking canteen managers and weekly volunteers for bringing a smile to everyone they serve. The school canteen is a wonderful service that has operated every Friday at our school throughout 2016. It is always a busy day for all who assist. Again, the P & C extend a heartfelt thanks on behalf of all the students, parents and staff for the continued efforts of our volunteers. A special thanks to our canteen managers across 2016.

Our popular school banking program also ran every week thanks to a dedicated team of parent volunteers. A small percentage of all the monies banked by our students is donated back to the school. It is with great pride that due to the success of our banking program, MBPS is one of the highest performing commission earners in the Inner West, Eastern suburbs and Mid West. The P & C on behalf of the school community sincerely thank our banking co-ordinators. Thank you again to the P & C's efforts in establishing and maintaining a successful school banking program for our students.

The P & C manage the school uniform shop which has also continued to thrive thanks to the support of our school community. The P & C take great pride in supplying our students with the highest quality school uniforms and accessories. Our online uniform shop was also well supported and appreciated by many parents who could not attend school on a Wednesday morning to make a purchase in person. A big thanks to our parent volunteer for the set up and IT support of this online store. Thanks also to the core group of parents who assist at uniform shop every Wednesday and in the many hours of stock taking and other administrative tasks behind the scenes.

President P and C

Alicia Mehta

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 promotes independence, equity and excellence.

Goal 2:

All Marie Bashir Public School students become

- Successful learners
- Confident and creative thinkers
- Active and informed citizens

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 consisting of an oval, two tennis courts and two cricket pitches as well as its newly refurbished classrooms provides 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, 220 in January 2015 and 278 in 2016, and continues to grow. 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. Best Start data, NAPLAN and the literacy and numeracy continuums provide a strong framework for literacy and numeracy achievement.

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 is proud.

Students are exposed to 21st Century Learning. Technological advances in learning delivery, effective programs in literacy, numeracy, science, technology, art, and coding ensure our students have a strong foundation for future learning. Students 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.

Extra-curricular activities such as: inter-school sport, choir, orchestra, debating, public speaking, performing arts, chess, tennis and Kung Fu are offered to all students.

Quality teaching is enhanced through commitment to significant Professional Learning.

86.1% of the students are from a non-English speaking background with a range of cultures represented including: Chinese, Korean, Sri Lankan, Indian and Lebanese.

Alliances have been formed with The University of Sydney, Australian Catholic University and St Patrick's College as well as a community of schools which include Enfield Public School, Homebush Public School, Homebush West Public School, Strathfield South Public School, Strathfield South High School and Homebush Boys High School.

A specialist Art teacher has been employed two days a week. Students from Lucas Gardens School are involved in the school's Creative Arts initiative.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self–assessment using the School Excellence Framework. 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.

Learning: In the domain of *learning* we work collaboratively to provide opportunities for students to use knowledge, skills, problem solving, and critical and creative thinking in a variety of teaching and learning programs. We have had a major focus on implementing key numeracy and literacy teaching strategies into K – 6 lessons. All teachers have implemented and consolidated their training in the TEN and TOWN Math Initiative. Students were tracked by using the Literacy and Numeracy Continuum K – 6. All teachers were trained in the Focus on Reading (FoR) program to increase student reading comprehension skills. Teachers have implemented key teaching comprehension strategies to increase students' ability to make meaning from a text. Using various technologies such as iPads, the internet, laptops, smart phones and applications such as Augmented Reality, students developed the skills to construct new knowledge, communicate, reflect, evaluate, apply and present information. 21st Century learning was promoted through using large inquiry questions as a foundation for research and Self Organised Learning Environments (S.O.L.E). Creating and implementing Personalised Learning Plans (PLP) have been key features of our progress and commitment to the well–being of all our students. Students needs were identified and key strategies were 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. We used internal and external student assessment data to track and differentiate learning for students across the full range of abilities and to report on areas of student achievement and areas for growth to parents.

Teaching: Targeted and connected professional learning and sharing of best practice are the cornerstones of improving teacher quality and enhanced educational outcomes for all students at Marie Bashir Public School. In the domain of *teaching*, our school had a major focus on teaching key curriculum areas including; science, visual arts, geography and history, physical education, including developing our formative assessment strategies throughout all areas. Through incorporating the 'My Science' program students learnt about the process of scientific inquiry while being mentored by community members with advanced science qualifications. 'My Science' builds on skills in science, technology, engineering and maths to allow students to develop their problem solving skills. All teachers were in–served by our specialist visual arts teacher and students were able to develop their skills in art making by using a variety of mediums including clay, acrylic paint, oil pastels, charcoal and print–making processes. Parents and teachers participated in workshops on coding and robotics, promoting problem solving using ICT across K – 6. Through our partnership with the Australian Catholic University (ACU), Marie Bashir Public School was able to participate in the iPLAY program, which developed all teachers' skills in teaching physical education and ensured all students learn to love physical activity and live a healthy life. We collaboratively plan and program explicit teaching practices, use a variety of formative assessment strategies and provide explicit, specific and timely formative feedback to students to identify interventions, modify and improve learning.

Leading: Excellence in practice supports the school's belief that teacher quality has the greatest impact on student learning. In the domain of *Leading* we acknowledge and celebrate achievements of the whole school community and maximise high quality staff and resources to meet all student learning interests and needs. In the domain of *leading*, our primary focus has been on developing the leadership capabilities and opportunities for every student through the 'Leader In Me' program, Student Representative Council (SRC) activities and parent workshops. All teachers were trained in the 'Leader In Me' program and this program enabled each student to take on leadership responsibilities within the classroom which created a culture of independence, integrity, team work, and respect. The SRC developed an outward focus through creating activities to support charities within Australia, allowing students to become aware of important social justice issues. Parents were trained in The Seven Habits 'Leader In Me' program to ensure they continue implementing the strategies at home. A group of teachers implemented an action research on improving student self efficacy through implementing high expectations during writing lessons. All teachers participated in a workshop on teacher self–efficacy and examined the impact it had on student achievement and performance.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

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

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

Focus on Reading (FoR) was a key feature in our professional learning focus for 2016. All teachers were trained in using the super six strategies to improve comprehension and strengthen reading skills.

Through the visual arts program all teachers received training from a specialist art teacher. Teachers and students were exposed to a range of mediums and developed an appreciation of key artists who have influenced society.

In collaboration with the Australian Catholic University (ACU) all staff were trained in developing their ability to teach fundamental movement skills and sports activities. Teachers completed online modules, participated in face-to-face training with university experts and integrated these skills into daily programs.

All teachers consolidated their training in Targeting Early Numeracy and Taking Off With Numeracy, and continued to receive ongoing mentoring and support with these programs.

Learning Intentions and formative assessment continued to be a major focus in 2016. All teachers are using Learning Intentions to ensure students develop a clear understanding of their learning goals and expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students achieving their negotiated learning goals which are based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.	<ul style="list-style-type: none">• All students have set learning goals;• All staff trained in TEN, TOWN, FoR; and• Teachers are using the continuum to track student progress. PLAN and classroom data used to inform programming, meet learning goals and improve practice.	\$8,591.45
All students embrace the choices of technology offered to collaborate, communicate, inquire and create in order to achieve their personal goals.	<ul style="list-style-type: none">• Technology embedded into programming and assessment practices;• Staff trained in Self Organised Learning Environments (SOLE);• Four laptops per class to support students' development of ICT skills and research abilities;• Computer lab of 30 desk top computers continued to be utilised weekly; and• Coding Club established for years 2 – 6 students.	\$29,319.72

Next Steps

- Training new staff in TOWN and TEN, FoR, SOLE and Learning Intentions.
- K–6 teachers continue to track students via PLAN. The data collected will inform future programming to differentiate learning.
- Parents/care givers to complete student profiles in order to gain background data and knowledge of all students.

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 so that every student in at Marie Bashir Public School can connect, succeed and thrive at school and beyond.

Overall summary of progress

All new staff were trained in the 'Leader in Me program'. Students continued to participate in high quality learning experiences that developed 21st century life and leadership skills. 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. Our school continued to nurture leadership opportunities throughout classroom activities, engagement in school assemblies and sporting activities, and through interactions with the wider community. The Student Representative Council (SRC) led a number of fundraising events to support local charities and raise all students' awareness of human justice issues. This has contributed to students becoming global citizens who actively seek ways to contribute to society.

Personalised Learning Plans (PLP) continued to be used across all learning areas, as teachers provided explicit steps to assist students with learning or behaviour differentiation to achieve their goals and support their wellbeing. PLPs were communicated to parents/caregivers which allowed for greater engagement in their child's learning. External and internal student assessment data was used to track and differentiate learning for all students.

Parent workshops were provided in the areas of science, coding and the 'Leader In Me' program to improve understanding and strengthen relationships with the parents and community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school community has a comprehensive and inclusive student welfare policy that all students, staff and parents are familiar with.	<ul style="list-style-type: none">• All staff trained in the Leader in Me program;• All classes have a mission statement displayed;• Every student has individual learning goals;• 7 habits integrated into the Personal Development program and classroom practice; and• "Lighthouse Teach Team" established to oversee the Implementation of the Leader In Me Program.	\$6,943.70
10% decrease of students noted on Well Being program.	<ul style="list-style-type: none">• Merit award system reinforced by the Seven Habits;• Aussie of the month – awards system for a student showing citizenship is continued;• All students provided with a classroom leadership role• Access to services provided by the Australian Catholic University such as The Mary Aikenhead Clinic; and• All teachers using Sentral to record and monitor student behaviour resulting in a decrease of registered misbehaviour by 10%.	\$1000.00

Next Steps

- Engage the whole community in the 'Tell Them From Me' survey that assists schools to capture the views of students, teachers and parents.
- Collaborate to design an approach to behaviour management and welfare which is embedded in the Seven Habits, ensuring the language is being used.

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

Effective feedback processes were conducted each term with reference to The Australian Professional Standards for Teachers and the School Excellence Framework. Staff used reflective practices of continuous self-development to support the ongoing improvement of student outcomes.

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 practices. Stage 1 staff engaged in an Action Research Project based on improving student self efficacy through implementing high expectations in writing lessons. Leadership skills were developed as staff presented their research to the University of Sydney Professors, fourth year education students and our Community of Schools. Staff members continued 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

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff are involved in quality professional learning based on individual learning plans/goals.	<ul style="list-style-type: none">• Personal Development Plans used to establish and monitor goals;• Mentor system established;• Structured lesson observations and feedback from mentor;• Classroom walkthroughs with school network; and• Whole school professional learning in Math, English, History, Geography and Science syllabus.	\$26,594.97
All staff embrace the Australian Professional Standards for Teachers and are working towards accreditation, maintaining accreditation at highly accomplished or leadership level.	<ul style="list-style-type: none">• Four teachers achieved accreditation at Proficient level;• Two teachers working towards accreditation at Proficient Level;• Other teachers maintaining accreditation;• Other teachers work towards lead accreditation; and• All staff using standards to reflect on personal goals and teaching practice.	\$5,839.49

Next Steps

- Provide all staff with information about the roles, protocols and processes of classroom lesson observation to plan for and begin implementing the practice at Marie Bashir Public School.
- Staff engage in an Action Research Project based on an identified school area of need.
- 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	Impact achieved this year	Resources (annual)
<p>English language proficiency</p>	<p>Strategic Direction 2</p> <p>EAL/D teachers continued to work collaboratively with classroom teachers.</p> <p>EAL/D students received in-class support and specific programs that were tailored to their learning needs.</p> <p>All EAL/D students were monitored using tracking sheets. This data was used to inform programming and closely monitor student performance.</p> <p>A New Arrivals Program was created to support the transition of new arrival students to formal Australian schooling.</p>	<p>\$15,981.88</p>
<p>Low level adjustment for disability</p>	<p>Strategic Direction 2</p> <p>The Learning and Support Teacher and an additional teacher received training in Minilit and Multilit.</p> <p>Personalised Learning Plans were created for targeted students. Classroom teachers, support teachers and parent/caregivers worked in partnership to support student learning needs.</p> <p>A local community resource (ACU-speech therapy unit) was accessed to support the oral literacy skills of students. Identified students received speech therapy sessions.</p>	<p>\$13,639.00</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Executive team conducted classroom observations that aligned with the teaching standards and promoted peer evaluations. Classroom teachers were provided with mentoring time and practical teaching demonstration lessons.</p> <p>Mentoring at a stage and cross stage level promoted a culture of collaboration and supported the schools' continuum of learning practices. The executive team implemented weekly sessions to develop classroom teacher knowledge and understanding of the School Excellence Framework.</p>	<p>\$20,000.00</p>
<p>Socio-economic background</p>	<p>Strategic Direction 1</p> <p>Two teachers were externally trained in and implemented a series of ongoing training sessions for all staff.</p> <p>All teachers worked collaboratively developing a shared understanding of the super six strategies to improve comprehension and literacy outcomes.</p> <p>Funding was used to employ a SLSO to support the academic and social/emotional needs of targeted students across a range of learning areas.</p>	<p>\$2,760.00</p> <ul style="list-style-type: none"> • (\$0.00)

Support for beginning teachers	<i>Strategic Direction 3</i> All Beginning Teachers continued to participate in a variety of professional development opportunities. They received additional support and mentoring time to nurture a deeper understanding of the school excellence framework, quality teaching practices and the effective implementation of the PLAN software.	\$24,808.28
Targeted student support for refugees and new arrivals	No funding received in 2016	NIL

Student information

Student enrolment profile

Students	Enrolments		
	2014	2015	2016
Boys	46	101	117
Girls	63	136	161

Student attendance profile

School				
Year	2013	2014	2015	2016
K		96.4	94.4	96.6
1		97.2	95.1	95.8
2		97	94.4	94.2
3		96	96.7	96
4		97.2	94.7	97.3
5		98.3	94.7	98
6		100	93	94
All Years		96.8	94.8	95.8
State DoE				
Year	2013	2014	2015	2016
K		95.2	94.4	94.4
1		94.7	93.8	93.9
2		94.9	94	94.1
3		95	94.1	94.2
4		94.9	94	93.9
5		94.8	94	93.9
6		94.2	93.5	93.4
All Years		94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	12
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	1.6
School Administration & Support Staff	2.67
Other Positions	2.08

*Full Time Equivalent

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

In 2016, 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.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

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 \$18,725.94. The TPL budget was supplemented with school funds. The professional learning priorities for 2016 were in the areas of literacy, numeracy, science, history, geography, student welfare and curriculum and assessment.

Throughout 2016 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, NCCD training, Quality Access Request writing, Autism Spectrum Disorder, developing behaviour support plans;

Work, Health & Safety: New policy changes in WH&S, Emergency Planning, and Evacuation and Lockdown Procedures;

Mathematics: Targeted Early Intervention Program (TEN);

English: Best Start Data Entry, Grammar in Teaching, Focus On Reading, Grammar in Context with Dr Kathy Rushton USyd, and School Drama Classic – Sydney Theatre Company, MiniLit, MacLit, Public Speaking, Quality Literature with Dr Alyson Simpson USyd;

History and Geography: Introduction to History and Geography Syllabus;

Science and Technology workshops: Syllabus and curriculum training with Dr Ann Forbes (ACU), ICT information day, ICT co-ordinator day, Filmpond, Coding in the classroom;

Career Development: Principal's Conferences, Early career teacher meetings, welfare, 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, Merit Selection Process, Leadership and Mentoring;

Administration: Financial Literacy and Decision Making, New Staffing Agreement, LMBR, Fraud and Corruption, Strategic Financial Management, Core Financial Literacy;

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, Teaching English to Speakers of Other Languages;

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

School Induction;

Emergency First Aid;

Child Protection Awareness Training;

Code of Conduct;

Coding in the classroom;

Mathematics Curriculum;

School Vision and planning;

Formative Assessment;

Fraud and Corruption;

Learning Intentions and Success Criteria;

Physical education;

Community of Schools workshops; and

Textual Concepts and Processes for the English syllabus.

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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	321 634.97
Global funds	343 268.06
Tied funds	179 479.20
School & community sources	148 274.83
Interest	6 083.25
Trust receipts	5 009.15
Canteen	0.00
Total income	359.00
Expenditure	
Teaching & learning	
Key learning areas	47 021.01
Excursions	13 441.19
Extracurricular dissections	54 096.25
Library	5 309.42
Training & development	18 725.94
Tied funds	151 848.21
Short term relief	30 824.24
Administration & office	115 709.15
School-operated canteen	0.00
Utilities	43 301.86
Maintenance	25 903.49
Trust accounts	4 955.15
Capital programs	162 497.00
Total expenditure	483.00
Balance carried forward	-124.00

The information provided in the financial summary includes reporting from 1 December 2015 to 14 October 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	386 515.53
(2a) Appropriation	359 582.49
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	26 611.49
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	321.55
Expenses	-151 353.25
Recurrent Expenses	-151 353.25
(3a) Employee Related	-73 788.92
(3b) Operating Expenses	-77 564.33
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	235 162.28
Balance Carried Forward	235 162.28

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

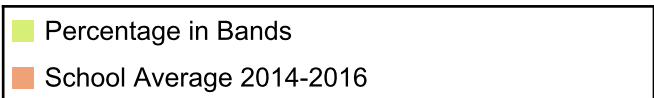
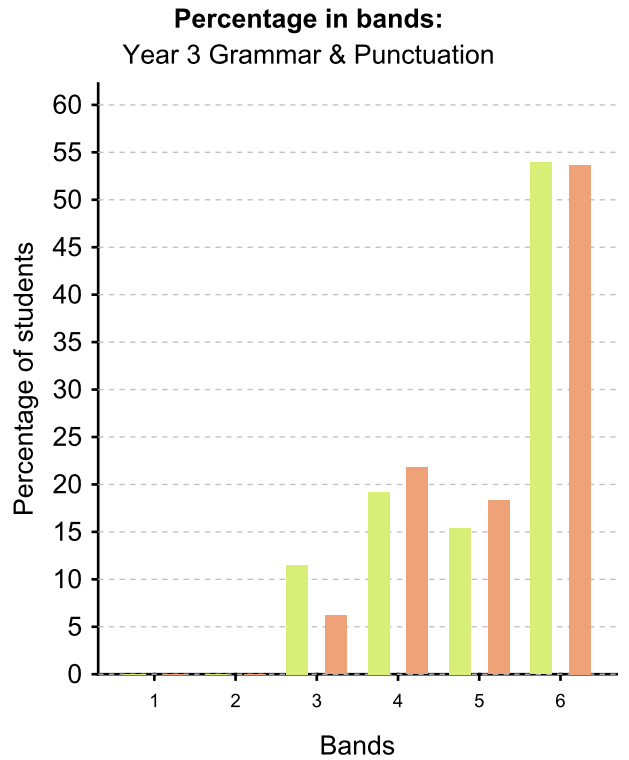
	2016 Actual (\$)
Base Total	1 957 678.03
Base Per Capita	13 208.66
Base Location	0.00
Other Base	1 944 469.37
Equity Total	249 385.51
Equity Aboriginal	0.00
Equity Socio economic	5 520.77
Equity Language	179 215.30
Equity Disability	64 649.44
Targeted Total	17 130.00
Other Total	324 610.34
Grand Total	2 548 803.88

A full copy of the school's 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.

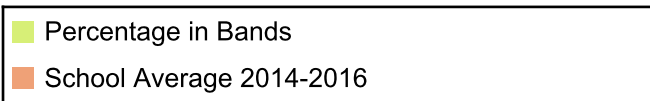
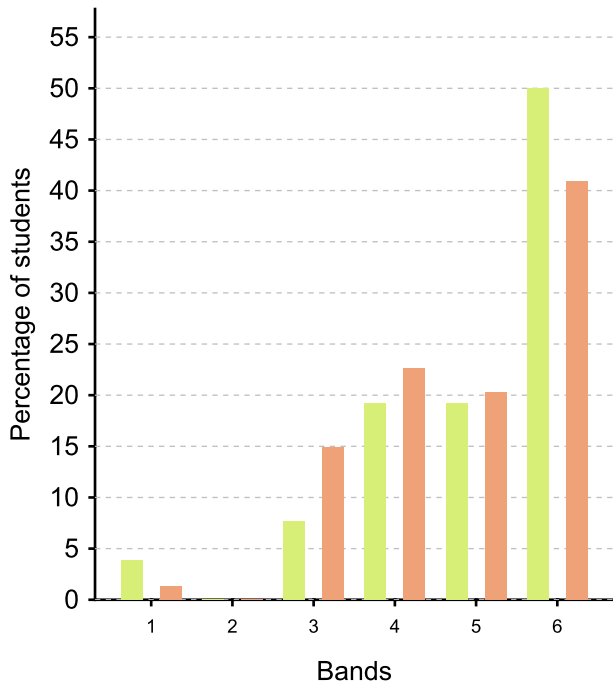
School performance

NAPLAN

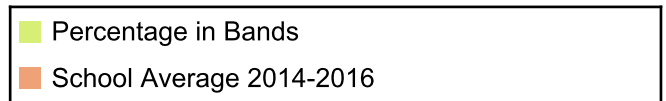
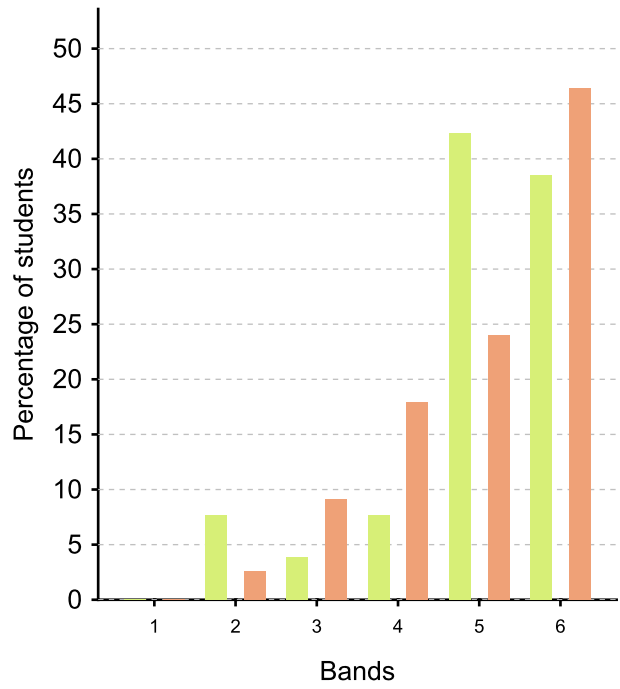
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



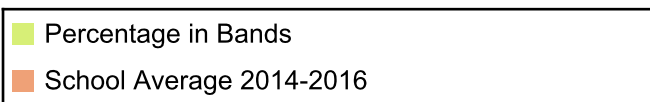
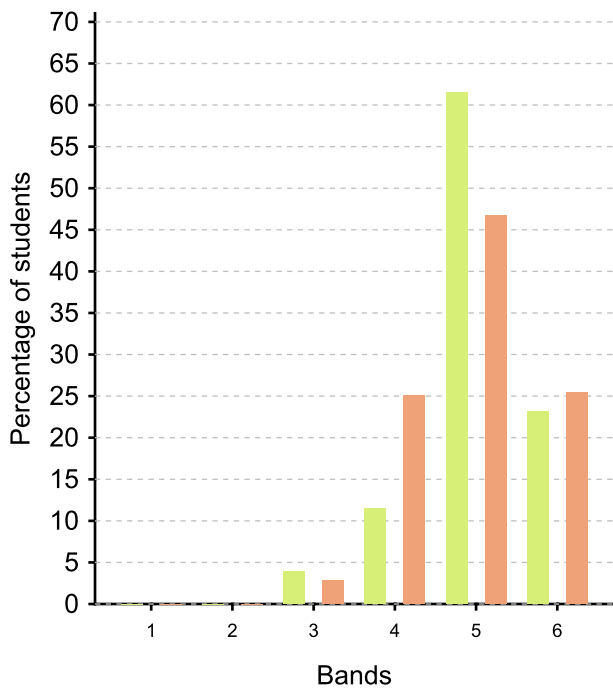
Percentage in bands:
Year 3 Reading



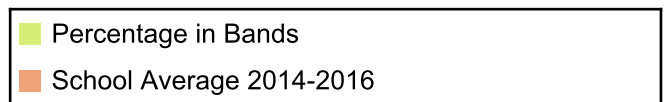
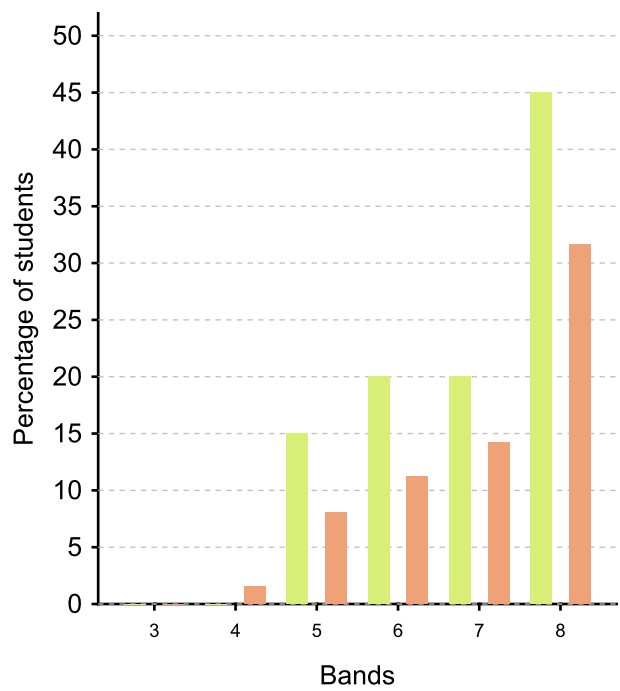
Percentage in bands:
Year 3 Spelling



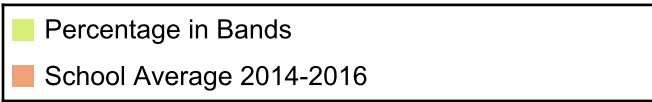
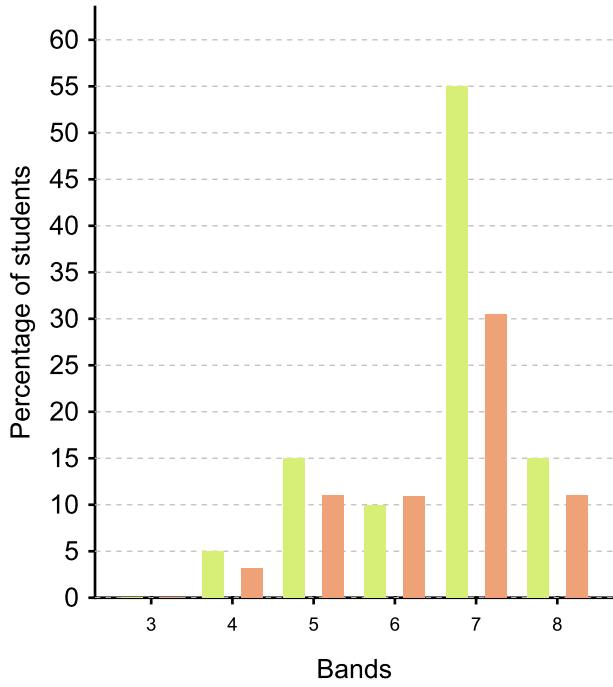
Percentage in bands:
Year 3 Writing



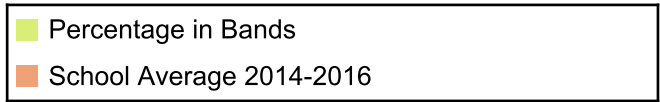
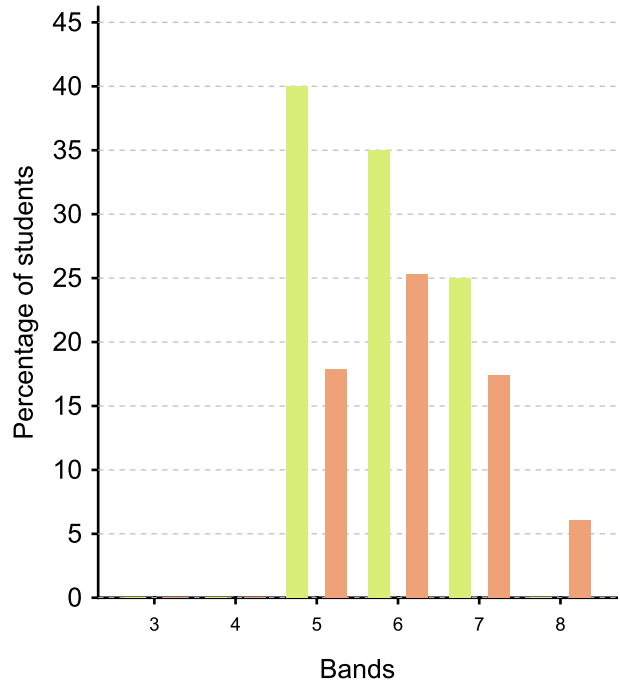
Percentage in bands:
Year 5 Grammar & Punctuation



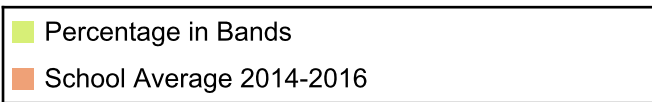
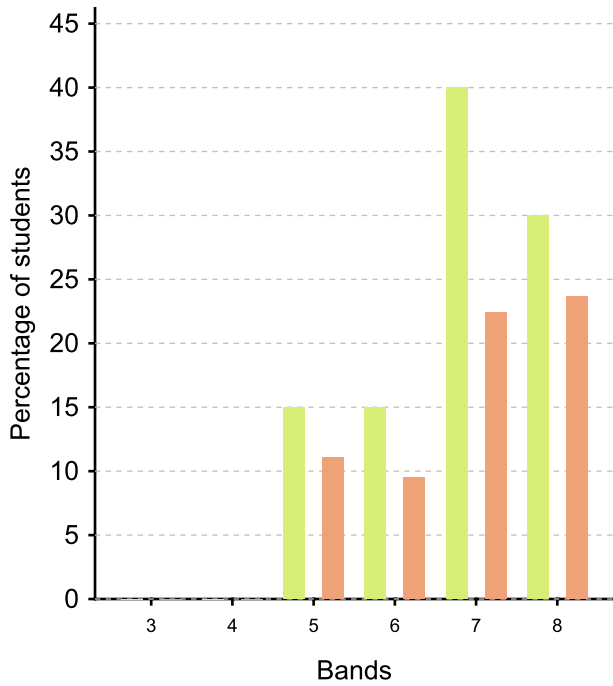
Percentage in bands:
Year 5 Reading



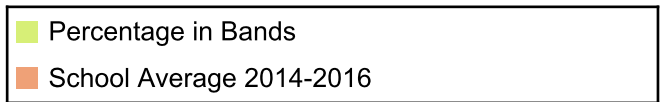
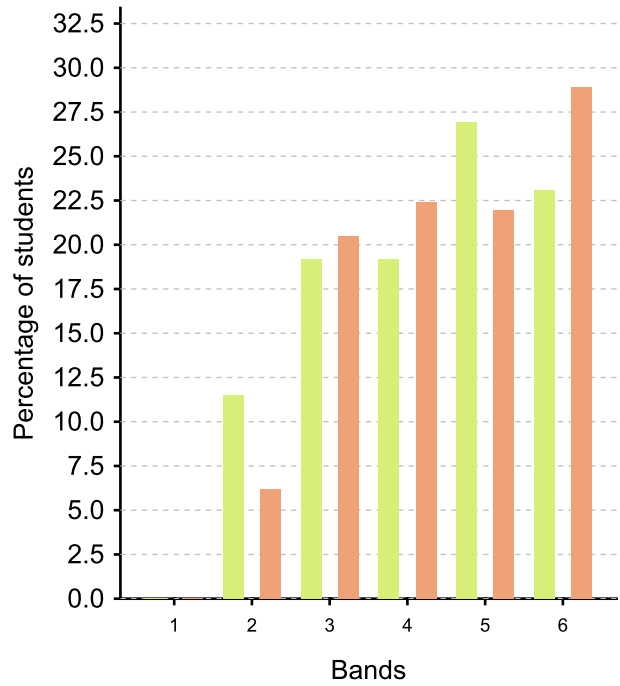
Percentage in bands:
Year 5 Writing



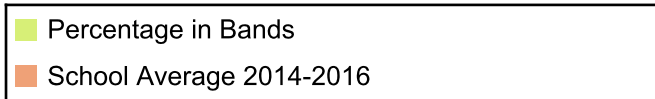
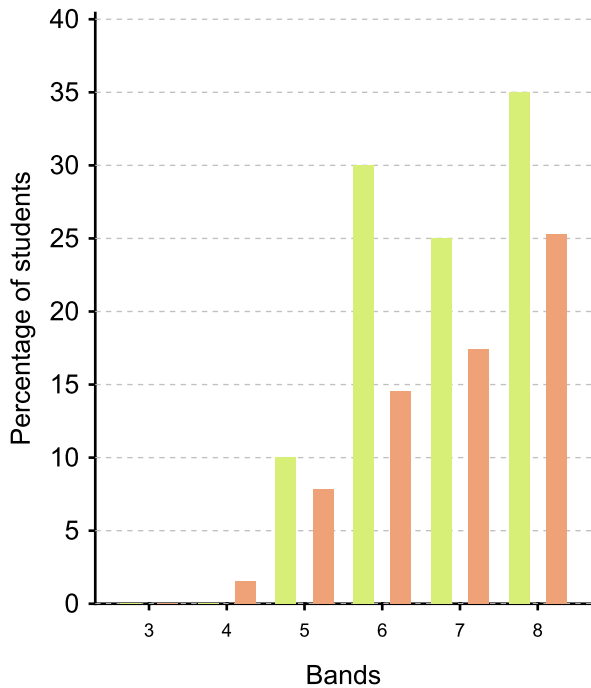
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



**Percentage in bands:
Year 5 Numeracy**



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

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

The majority of the parents agree that the school is connected to the community and welcomes parent involvement. The majority of parents feel that they are encouraged to contact their child’s teacher to discuss concerns relating to their child. The vast majority of parents agree that teachers take an interest in helping their child with their work.

Student Responses

The vast majority of students agree that the work they do at school is engaging and like to come to school every day. Students feel they have positive relationships with their peers.

Teacher Responses

Staff strongly agree that high expectations are set for student learning and teacher performance.

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 meetings. 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. 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 community members.

Multicultural and anti-racism education

Marie Bashir Public School has 86.1% 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. All staff members are aware of 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 2016, Marie Bashir Public School recognised National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, Rhamadan and Eid al-Fitr, 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 either wore orange, or came in traditional dress from their cultural background. Students participated in a whole school assembly where they learnt about embracing diversity and sang a song about harmony.

Other school programs

Sport

Marie Bashir Public School has excelled in all areas of sport in 2016. Students have been participating in weekly sporting and fitness sessions. Students have represented the school at the Western Sydney PSSA Zone. The sports and fitness programs encouraged K-6 to participate in competition at various levels including:

- Gymnastic Program (K-6)
- Backyard League program (K-6)
- School Infants Athletics Carnival (K-2)
- Swimming Scheme (year 2)
- PSSA Soccer, T-Ball and Softball (3-6)
- School, Zone and Regional Athletics, Swimming and Cross Country Carnivals (2-6)
- Premier's Sporting Challenge (K-6)

Primary Athletics Carnival

During our athletics carnival, students participated in all athletics track and field events, utilising the Olympic grade high jump, purchased by the P and C. A record fifty-five students from years 2-6 attended the zone athletics carnival at the Sydney Olympic Training Track at Homebush. The Girl's Junior Relay Team

made the finals and placed 5th, while a student came second in the 11 years 100m Race and went on to represent the Zone. Marie Bashir Public School was ranked 12th out of 21 schools on proportional point score and 15th overall.

Infants Athletics Carnival

The K-2 Athletics Carnival events included the 50m Running Race, bean bag throw, noodle throw, long jump and tug of war. Teachers were joined by parent volunteers to run events and keep house point score. Class sports champion ribbons were also awarded for one boy and girl from each class who accumulated the greatest total points from each class.

Cross Country Carnival

Students in years 3 - 6 as well as eight years olds from year two participated in the Cross Country Carnival held at our school in Term 1. For the first time, there was a novelty teachers and parents cross country race. A parent won the event beating all teachers in a narrow finish. A record thirty-one students from years 2-6 attended the Zone Cross Country Carnival at Majors Bay Reserve. One student from MBPS came in 8th place and was a reserve for the 8/9 year old girls at the Regional Carnival. Marie Bashir Public School was ranked 12th out of 21 schools.

NSW Premier's Sporting Challenge

The Premier's Sporting Challenge allows students to track their physical activity which encourages them to lead healthy lifestyles. The challenge involved all classes and some teachers participating in a 10 week sport and physical activity challenge. 3L received the Diamond Award, being the highest level of physical activity students could achieve. Most classes were able to receive a Gold Award, which showed the students' broad interests in sports during lunchtime, sports programs, class time and after school and weekends.

PSSA Sport

Marie Bashir Public School entered five teams in the Western Suburbs P.S.S.A sporting competitions in 2016. We had both Junior and senior boys softball teams, as well as a junior girls t-ball team in the summer competition. During the winter months, we entered a junior and senior mixed soccer team.

The junior girls were the standout of our summer competitions in terms of winning. They only lost one game all season and narrowly missed out on playing in the finals. The Senior and junior boys both trained hard all year and managed to vastly improve their throwing and catching skills. They also improved their knowledge of the rules of softball.

The Marie Bashir Public School junior and senior soccer teams displayed excellent sportsmanship and resilience. Both teams were very inexperienced and suffered large defeats at the start of the season. But

both teams continued to train throughout the season in weekly training sessions before school. They worked on their individual skills, their fitness and their teamwork skills. By the end of the season, both teams had made huge progress. The senior team won a match and the junior team scored a goal late in the season.

In 2017, the P.S.S.A. programs at Marie Bashir Public School will aim to build upon the outstanding progress made this year.

Visual Arts

In 2016, Marie Bashir Public School and the Parents and Citizens Association have been fortunate enough to have the ongoing support of the Packer Family Foundation and Crown Resorts Foundation grant. This has enabled the design and implementation of a successful Visual Arts program over the past two years.

In the Visual Arts program, there has been a strong focus on art theory, in particular exposing students to a range of modern and contemporary artists. Students have also been given the opportunity to experiment with a range of different artistic mediums in their art-making. This has allowed them to showcase their artistic strengths and abilities.

In 2016, one of our stage 3 students was a finalist in the Young Archie competition.

Drama Classic

Earlier this year, the Sydney Theatre Company (STC) collaborated with a number of MBPS teachers to explore how drama strategies can be effectively integrated with literacy. The STC teaching artists demonstrated the power of using drama pedagogy with quality literature to improve English comprehension in young learners. In 2016, KS, KL, 1L and 3/4D participated. Each of those classes buddied up with a STC teaching artist 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.

Music

Marie Bashir Public school employed a specialist music teacher this year which allowed each class to participate in thirty minutes of music for three terms. Students were able to learn about rhythm and musical notation through playing the xylophone, percussion instruments and the recorder.

Environmental Education and Sustainability

Marie Bashir Public School is committed to promoting positive environmental practices that are linked to syllabus outcomes. Throughout 2016, our environmental leader initiative continued, whereby students practiced recycling, gardening and composting. Stage 2 and Stage 3 explored the 'Sustainability' theme as part of their literacy studies. To complement these studies, interactive and engaging

excursions included heading to the Lane Cove National Park and Kimbriki Resource Centre. In addition, Stage 2 participated in a range of EnviroMentors workshops. As a result, student awareness and engagement on local sustainability issues and understanding of their environmental footprint were improved. Motivating students to continue practicing simple and practical ways to live more sustainably and take care of our local environment was a focus.

Science

This year students from Kindergarten to Year 6 participated in various hands-on experiences through investigating various topics during science with both Ms. Parish and Miss Ponto. They participated in testing using the Scientific Method to investigate researchable questions with reference to the topics studied during the four terms. These topics involved the natural world focusing on Earth and Space, the Built Environment, Matter within the Material World, Forces and Motion. Students developed a greater understanding of the Sciences in particular of: Biology, Chemistry and Physics in their world, along with further igniting their curiosity and interest in science, a core value engendered within the syllabus. Students used various 21st century skills to understand the world around them and developed their problem solving skills, building on their background knowledge of the scientific content. Students also had opportunities to participate in design and create with reference to the design brief. Students have gained valuable skills in these STEM programmes which they could apply to other learning areas.

MyScience

This year students in Year 5 and 6, along with 6 selected students in Years 3 and 4, participated in MyScience, an award winning program run by the Australian Catholic University where students actively participate in undertaking a fair test using the scientific method.

This year's topic was on 'Sustainability' and students had the opportunity to be debriefed by Dr. Anne Forbes, Lecturer in Primary Science and Technology at ACU, and develop their own questions for scientific testing in small groups.

Students received ongoing mentoring and feedback by collaborating with St Patrick's College students and other individuals from the community to develop their study, design their tests, collect data and finally, analyse the data to reach a conclusion. On the 2nd of December 2016, students displayed their prototypes in the science fair along with their posters to their peers and teachers. These posters contained their various trials and data collected on their prototypes which include: solar panelled cars and wind generators that powered LED lights. Students found participating in this intensive program intellectually stimulating, challenging and rewarding.

Coding & Robotics

This year, as part of National Science Week on Drones, Droids and Robots along with the Hour of Code, students had the ability to learn visual computer programming through code.org and Scratch. For students who understood visual block coding, they were introduced to both HTML5 through bitsbox along with python through code combat during science and also during Code Club led by Mr Bray and Miss Lewandowski on Thursday lunchtime.

Students also had the opportunity to create code to control various robotics. These robots include: Beebots, Lego Mindstorm, Edison programmable robots, Sphero, Parrot Minidrones and Makey Makeys. Overall, the combination of teaching code, Coding Club along with the use of robotics, has been successful in equipping students with understanding the fundamental principles of coding, further strengthening their computational thinking and finally, increase their creative confidence in preparation for the new Digital Technologies Curriculum which will be mandatorily instigated as part of the Australian curriculum in 2017.

School Spectacular Dance

This year, Marie Bashir Public School was selected to perform at the Sydney Opera House in 'Our Spectacular'. The school dance group, comprising of 19 students, spent several months of the year rehearsing for the event. The theme of the concert was 'Showtime' and we danced to a medley of songs from the musical 'Strictly Ballroom'.

Senior and Junior Choir

Senior choir consisted of twenty students from years 3 – 6 who attended practice twice a week. Students were placed into alto and soprano parts and learnt how to sing in harmony. Sixteen students were selected to perform at the Sydney Opera House in 'Our Spectacular'.

Junior choir consisted of twenty K–2 students who attended practice once a week and performed 'You Are My Sunshine' at Kindergarten Orientation. Students learnt to follow a simple melody and sing in time with the music.

Orchestra

Marie Bashir Public School established its first orchestra and began weekly rehearsals in 2016. Students were able to perform for Dame Marie Bashir and parents at Presentation Day.

SOLE – Self Organised Learning Environments

SOLE is a tool teachers used to facilitate enquiry based learning. All students participated in enquiry based research sessions that are integrated with history, geography and science units. SOLE allows students to develop their research skills. It also helps students manage their time and function effectively in groups.

Linkages Program

In term 4, our Year 4, year 5 and Year 6 boys participated in the Linkages program at Homebush Boys High School. The program aimed to give students insight into life as a high school student. Our students interacted with teachers and Year 8 Student Council Representatives who mentored them in a range of informative, fun and interactive high school learning experiences. They also engaged in practical art lessons, hospitality lessons and sporting events.

The Mind Marathon

On the 24th August 2016, two Marie Bashir teams, one boys' team and one girls' team participated in the Mind Marathon competition in the Primary division, hosted by East Hill Boys High School. The girls' team displayed excellent collaborative and higher order thinking skills with eager determination in Science and came first in the Science challenge. The teams consisted of year 5 and year 6 students who competed against 30 teams from 15 schools in challenging Mathematics, English, Science, History, Engineering and General Knowledge problem solving tasks. Congratulations to the teams who represented our school proudly.

Mathematics Olympiad

On the 1st September 2016, four mathematicians from year 6 represented Marie Bashir Public School. They competed against 7 other public schools and 1 high school (year 7) in the Mathematics Olympiad at Strathfield South High School. This is the first time that the school hosted the competition and this will be an annual competition to seek the top four mathematicians of the year. The content ranged from mid to difficult Number and Algebra, Measurement and Geometry, Statistic and Probability and Problem solving questions. Points were awarded for not only being the first team to get the highest number of answers correct but on the ability to work mathematically on the analysis and explanation of how to get to the answers. Our four mathematicians proved that they had a deep understanding of the maths concepts to find elegant solutions to the problems that required a great level of knowledge. Congratulations to our four mathematicians whom possessed dedication and determination to push the boundary bringing back a Champion status Plaque for our school for the first time and each individual received an award cup for their outstanding work.

Student Representative Council (SRC)

In 2016, students elected two SRC representatives each term from years 2–6. SRC met weekly to discuss school issues, how to implement the Seven Habits and fundraising ideas for specific charities. The SRC held a pyjama day to raise money for The Smith Family, a coin trail event to raise money for sanitation in developing countries and also a can drive for the Exodus Foundation to provide food for people in need. Through the SRC, students developed an awareness for social justice issues and leadership skills.

The Leader In Me

The Leader In Me initiative based on Stephen Covey's 7 Habits of Highly Effective People, is embedded across all subjects areas, and continues to be demonstrated and taught daily. Through our Visual Arts program we were able to collaborate with an artist to paint a beautiful Mural in the playground which displays the Seven Habits. A parent workshop was organised which explained the seven habits and how to implement them at home. New staff will continue to be trained to ensure they have a deep understanding of the program. A Lighthouse Staff team was established to set goals for the year and track progress towards these goals.

Public Speaking and Debating

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. A MBPS student won the Stage 2 Zone and Regional Final of the 2016 Multicultural Perspectives Public Speaking Competition. She also represented our school in the State Finals.

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 learning areas.

Marie Bashir Public School established its first debating team in 2016. Our students performed extremely well and made it all the way to the grand finals.