

Marie Bashir Public School

Annual Report



Learning Today, Leading Tomorrow

2017



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Introduction

Introduction

The Annual Report for 2017 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.

It is my pleasure to present to you the fourth of Marie Bashir Public School's Annual Report.

The Annual Report for 2017 reflects the ongoing commitment of our school community. This includes: teaching staff, administration staff, the Marie Bashir Public School Parents and Citizen's Association, our community of schools and wider community such as Sydney University, Macquarie University, Australian Catholic University, University of New South Wales and Atlassian. Our multi-faceted school community contributes to the achievements of our students.

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.

The professional work of dedicated staff and support staff is exhibited in the quality of the innovative teaching and learning programs that cater for individuals and prepare students for our future world. Staff commitment beyond the classroom has also ensured extra curricula activities such as reading club, dance, debating, interschool sport, choir, recorder ensemble and orchestra meet the diverse needs and interests of our students.

Technological improvements, creative programs such as STEM, enrichment 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 (English Education Specialists) from the University of Sydney, Dr Anne Forbes (Science and Technology Education Specialist) from Macquarie University, the Sydney Theatre Company, Atlassian and the University of New South Wales for their contributions to training staff as well as our teaching and learning programs.

I also acknowledge the remarkable work of our administration staff, the parent community and ACU speech therapy students. My gratitude is extended to 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", staff and students from Strathfield Girls High School and Homebush Boys for liaising with Marie Bashir Public School to continue the Linkages Program for our Stage 3 students.

The supportive Parents and Citizens Association has further secured the extension of a grant from the Packer Family and Crown Resorts Foundation. This will ensure that the specialist art teacher is continued to be employed until the end of 2019 and that the School's Art program is very well resourced.

The continued partnership with the entire school community will contribute to building the capacity of all students as well as prepare our students to be successful and well-rounded citizens.

Jacqueline Attard

Principal

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Message from the school community

The Parents and Citizens Association of Marie Bashir Public School welcomed 2017 with our “Tea & Tissues” event for our new parents. It is sometimes hard to send our young ones off to school for the first time, but it is great to be with fellow parents who are sharing the experience and forming new friendships.

We have a new P&C committee this year. We appreciate all efforts parents are able to commit to assist our school. After considerable background work from the P&C, the school commenced Primary Ethics as a non–denomination alternative to scripture. The School managed the canteen each Friday in 2017 with thanks to our committed parent volunteers.

Our Uniform Shop continues to go from strength to strength thanks to all our tireless volunteers and leadership of our volunteer manager. There is always a lot going on in the Uniform Shop, behind the scenes with ordering, stocktaking, preparing online orders in addition to serving at the front counter. We successfully launched our online Uniform Shop to make purchasing uniforms easier for parents.

We continued our very successful Mother's Day Stall and Father's Day Stall. This year we added a free BBQ for students after the Father's Day Stall. The students went home with bags full of gifts and smiles on their faces, and from the feedback we received there were some very happy parents. Again, this could not have happened without our dedicated volunteers.

We continued producing tea towels for our kindergarten families where the children had the opportunity to have their self–portraits printed on a tea towel, as a memento of their first year at school. We had a very successful Earn and Learn sticker drive and secured some excellent prizes for the school.

The P&C of 2016 secured the Art Grant for another 2 years from the Crown Resorts and Packer Family Foundations. The grant has been increased to allow us to employ an Art teacher for 3 days a week, extend it to other schools in the area, and continue the great work to enhance our children's learning through art appreciation in 2017/18. The grant was extended to Fairfield Public School in Terms 1 and 2, 2017. In Terms 3 and 4 we invited Homebush Public School to participate in the program. We thank our 2015–17 art teacher who was a critical part of ensuring our art program was a success and wish her all the best as she departed Marie Bashir at the end of Term 2, 2017. We had two great temporary art teachers for Term 3 and the start of Term 4. We welcomed our new art teacher who commenced early Term 4. The Art Grant also funded excursions for Stages 1 and 2 to the NSW Art Gallery, which is a great opportunity for all children to attend the excursions.

This year marked our inaugural Art Show, held in Term 4. This had also been funded by the Art Grant to showcase our children's art work through self–portraits and class art works. The funding had included the purchase of partitions to display the children's work and large art easels to display the class art works and will be used in art classes for outdoor work. We ran a fundraising raffle during the art show.

Further to the funding for additional facilities, the P&C funded \$5,000 for home readers and literary resources, \$4,000 worth of document cameras (like a digital overhead projector), and \$15,000 for a CommBox (digital smart board). Funds have also been set aside to replenish the computers in the computer lab and classrooms.

Without the generosity and help of the parents and the community this would not have all been possible. We continue to welcome volunteers to contribute to our school and our children's education.

We look forward to a very successful 2018.

John Krebs

President

Marie Bashir Public School Parents and Citizens Association

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 an enrolment of 67 students in January 2014, and now has 330 students. Its student population is established from the Strathfield area.

Marie Bashir Public School provides a future focused environment that strives towards building strong foundations in literacy and numeracy. Plan data, NAPLAN, student work samples, as well as student, teacher and parent feedback provide a strong framework for teaching and learning.

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 achieved 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, Strathfield 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, Strathfield Girls High School and Homebush Boys High School.

A specialist Art teacher has been employed three 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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

Marie Bashir Public School is committed to developing the current and future focused skills of our students, teachers and wider community. A major focus on science and technology through programs such as STEM, Coding, Robotics and Genius Hour enhanced our contemporary practice and provided a learning-rich environment for all our students to develop and strengthen skills in creativity, problem solving, critical-thinking, working collaboratively, and having a bio-centric, holistic and ethical mind – capabilities essential for 21st Century citizens. Marie Bashir Public School teaches in line with our school's ethos 'teachers as lifelong learners' actively engaged in Professional Learning in an authentic context by team teaching and developing their own skills with a science specialist teacher. Informal and formal diagnostic, formative and summative assessment, teacher and student rubrics, Learning Intentions and Success Criteria, Personalised Learning Plans, and differentiation across the curriculum continue to be processes that support our teachers to identify, address and monitor individual student learning needs. In 2017, through the implementation of a series of parent workshops we endeavoured to promote a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. We continued to focus our efforts on student well-being by strengthening the implementation of the '7 Habits' philosophy into our current classroom and playground practices.

Teaching

Quality teaching and assessment is a major school priority. Our school's curriculum was enhanced by strengthening the learning alliances we have with organisations within our local and wider community. Expertise from our external networks such as the Australian Catholic University, the University of Sydney, Macquarie University, Atlassian and from our own teaching staff was utilised to develop the skills and capacity of all teachers. The partnerships have contributed to creating a collaborative learning atmosphere where teaching practices effectively develop the knowledge, understanding and skills of all students and teachers. Colleagues collaboratively plan, evaluate and modify learning and teaching programs to create productive and engaging learning environments. Classroom walkthroughs provided opportunities for teachers to observe each other and reflect on their own practices. The reflections are aligned with the professional teaching standards and have worked towards strengthening teacher quality, knowledge and content delivery. Teachers regularly analyse and use student assessment and performance data (Best Start, PLAN, SMART and classroom data) to identify interventions and modify teaching practice to support learning needs.

Leading

Marie Bashir Public School's strong commitment to its leadership vision is central to building the leadership capacity in students, staff and our community. Teachers have led well-being and strategic direction teams as well as many other school initiatives such as Robotics, Focus on Reading, Action Research, Public Speaking and MyScience. A strong culture of mentoring has established a workplace environment where teachers continuously work towards improving professional knowledge and practice, and the educational outcomes of all students. The successful implementation of PDP's provided an effective framework for teachers to achieve their professional goals. The SRC continued to drive the leadership and voice of our students. They have led initiatives that have had a direct impact on developing student empathy and commitment to global citizenship. Their active community work has seen our students' efforts work well beyond the boundaries of our school and country. Leadership and student empowerment is strongly maintained through the 'Leader In Me' program.

Our self-assessment process will assist the school to refine 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 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

Developing teacher understanding of the new Science and Technology syllabus was a key focus in 2017. Teachers received professional learning and training by working closely with a science specialist teacher during scheduled team teaching experiences. Through the specialised science program all students were provided with rich learning experiences in coding, robotics and STEM. Students were provided with expert instruction from professionals in the science and technology industry, university academics and skilled parents.

The LaST team implemented the Minilit and Multilit programs to target the specific learning needs of identified students.

Each term an enrichment workshop with a specific focus was conducted to extend the strengths of identified students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	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.	\$4992.24	Minilit and Multilit program implemented. Student progress tracked. Classroom and student goals established. Continuums used to monitor and track students. Data used to inform individualised plans, meet learning goals and inform programming. Analysis of SMART data to identify school focus area. Whole School Professional Learning on project based learning and the math syllabus. Creation of K–6 math scope and sequence
All students embrace the choices of technology offered to collaborate, communicate, inquire and create in order to achieve their personal goals.	\$32, 614.30	Technology integrated into teaching and learning practices. Staff continue to receive weekly Science and Technology professional learning during team teaching sessions with a specialist science teacher. External networks utilised to support whole school science and technology program – Atlassian, MyScience, Robogals, Engineers without Borders (UNSW). Upgrading and monitoring of school IT resources and hardware.

Next Steps

Students engage in project based and inquiry based learning to support the implementation of the science and technology syllabus.

A whole-school action research with a mathematics focus. Teachers will engage in ongoing professional learning to strengthen skills in planning, analysing and using pre-assessment data to create high quality project based learning and differentiated math lessons.

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 at Marie Bashir Public School can connect, succeed and thrive at school and beyond.

Overall summary of progress

A whole school approach was implemented to address the major areas of the 'Leader in Me' program. Staff were organised into four groups (Leadership Environment, Integrated Instruction and Curriculum, Staff Collaboration and Student Leadership). Each group established goals and a plan of action. This promoted the active participation of all teachers to develop student leadership and life skills as well as creating an empowering environment to build the leadership capacity of every student.

A series of parent workshops were conducted in reading, robotics, reporting and public speaking. This provided opportunities for the parents and caregivers to be actively involved in their children's learning and in the educational priorities of the school.

The SRC continued to drive initiatives that supported our local, wider and international community. Student representation on a range of issues was conducted weekly. Our students had an active voice and input into the happenings at school.

External agencies such as Brighter Futures, ASPECT, Vision Australia and ACU Speech and Psychology services were effectively utilised and timetabled into our school curriculum in order to support the social/emotional and individual needs of our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school community has a comprehensive and inclusive student welfare policy that all students, staff and parents are familiar with.	\$2,826.29	Review of Welfare Policy. Review of Anti-Bullying Policy. CENTRAL data analysed and utilised to address student behaviour and school performance. Tell Them From Me Survey Weekly Learning Support Meetings. Staff received professional learning on a range of welfare issues. Staff groups established to implement the Leader in Me program. ACU High School transition program. Stage 2 and Stage 3 ACU program.
10% decrease of students noted on Well Being program.	\$1700	Over 80 students qualified for morning tea acknowledgement after receiving a Gold Award. School chaplain continued to work with identified students. Staff actively involved in implementing the Leader in Me program. Focus groups established to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% decrease of students noted on Well Being program.		explicitly deliver all key aspects of the program.

Next Steps

Teachers to implement their focus group goals for the 'Leader in Me program' and new staff to be trained in 'The Leader in Me' program. The 'Leader in Me' principles are to become a weekly agenda item during stage meetings.

Whole school review of the student welfare policy.

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

Stage based classroom walkthroughs aligned with the national teaching standards were conducted. Teachers were provided with opportunities to demonstrate, observe and reflect on teaching practice.

Staff expertise was utilised to train and up skill teachers in public speaking, supporting special needs students, planning quality lessons using the English syllabus, integrating art into the curriculum and effectively implementing STEM, robotics and coding.

Expertise from professionals, local and external networks were utilised to support teacher and student learning. Our parent community was involved in the MyScience program mentoring and developing student skills and knowledge. External organisations such as the Australian Catholic University, Macquarie University, the University of Sydney, the University of NSW, Atlassian and Brighter Futures worked collaboratively with our teachers to strengthen and support teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are involved in quality professional learning based on individual learning plans/goals.	\$21, 166	Personal Development Plans support teachers in identifying strengths, establishing goals and monitoring performance. Staff attended a variety of training courses to meet individual professional needs. Critical friends from the Australian Catholic University (math) and the University of Sydney (English) were utilised to support professional learning.
All staff embrace the Australian Professional Standards for Teachers and are working towards accreditation, maintaining accreditation at highly accomplished or leadership level.		Two teachers achieved Accreditation at Proficient level. Four teachers working towards Accreditation at Proficient level. One staff member completed Accreditation maintenance. Australian Professional Standards are embedded into teaching practice and personal development Plans.

Next Steps

Effective Communication and Meaningful Connections

Implement a whole school approach for classroom walkthroughs – Executive and stage colleagues to engage in classroom walkthroughs with a specific focus linked to their professional development goals.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$900 \$156,325	<p>EALD teachers continued to track student performance – immediately identifying and addressing student needs.</p> <p>EALD staff worked collaboratively with the classroom teachers to support EALD programming.</p> <p>EALD teachers attended a series of network meetings to keep up to date with current EALD pedagogy.</p> <p>Two EALD teachers are completing an online course on EALD progression.</p>
Low level adjustment for disability	\$71, 433	<p>The Minilit and Multilit programs were implemented to support the specific learning needs of identified students K–6.</p> <p>Teachers aides were employed to support student learning.</p> <p>Personalised Learning Plans were created for targeted students and continuously monitored and adjusted to ensure student needs were being met.</p> <p>Connections with agencies such as Brighter Futures and ASPECT were utilised to support the provisions made for identified students.</p>
Quality Teaching, Successful Students (QTSS)	\$20, 721	<p>Executive team trained on leading whole school professional learning with the focus on joint construction in writing.</p> <p>Planning for a whole school action research project in collaboration with the Australian Catholic University.</p>
Socio–economic background	\$7, 219	<p>Funding was allocated to continue employing an SLSO to support the academic and social/emotional needs of targeted students across a range of learning areas.</p> <p>Parent workshops and information sessions were conducted to help parents support their children's learning at home.</p>
Support for beginning teachers	\$24, 238	<p>Beginning Teacher Days were timetabled on a weekly basis. They were provided with a wide variety of professional learning opportunities and mentoring from their supervisors.</p> <p>Opportunities to lead stage–based and whole school curriculum focused projects worked towards developing beginning teacher knowledge, skills and capacity.</p>
Targeted student support for refugees and new arrivals	\$605	<p>The New Arrival Program continued to support the transition of new arrival students and their families to formal Australian schooling.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	46	101	117	135
Girls	63	136	161	194

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.4	94.4	96.6	94.7
1	97.2	95.1	95.8	94.6
2	97	94.4	94.2	96.2
3	96	96.7	96	95.5
4	97.2	94.7	97.3	94.1
5	98.3	94.7	98	96.3
6	100	93	94	94.5
All Years	96.8	94.8	95.8	95.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The school implements the following steps to manage non-attendance:

Classroom teacher marks roll each day.

A letter to parents is sent home if a child's attendance is a concern.

Teacher requests explanation for non-attendance.

If there is no improvement, Principal discusses attendance with child's parents.

Principal requests support from Home School Liaison Officer. A letter is sent home to parents.

A formal meeting is scheduled and an attendance agreement is made by the child and parents. Attendance is then monitored.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.25
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	1.4
School Counsellor	0
School Administration & Support Staff	2.97
Other Positions	3

*Full Time Equivalent

In 2017, 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	45
Postgraduate degree	55

Professional learning and teacher accreditation

Throughout the year staff participated in a range of professional learning courses. These courses were targeted at building the teachers expertise and meeting the school's priorities.

English: Best Start Data entry and analysis, programming using quality literature, strategies to teach reading in the primary setting, Identity and Creativity, Evidence Based Planning and Assessment, How to

Differentiate in the Primary Classroom, Reading and Comprehension Explicit Teaching and Reading strategies, Joint construction writing workshops conducted by Dr Kathy Ruston – University of Sydney, School Drama Classic training session by John Saunders– Sydney Theatre Company and Speech Therapy awareness training– David Kinnane (Banter Speech) and Australian Catholic University.

Mathematics: ACU math mentor trained teachers in using the math syllabus to support differentiation, programming, project based learning and evaluating K–6 scope and sequence.

Science and technology: Weekly training sessions on implementing the Science and Technology syllabus in the classroom, Coding, Robotics, ICT coordinators day.

Student Welfare: Personalised Learning Plans, Student Well-Being and resilience, Growth Mindset, The 'Leader in Me' program, CPR, Anaphylaxis, Asthma, Emergency care, Behaviour Management and accessing community resources.

Administration: Enterprise Financial Planning Tool (eFPT), HR Budget Tool, SCOUT, OLIVER, LMBR end of year management, School Law NSW, School Planning Intensive for School Leadership, Evaluation Essentials for School Leadership and Practical Solutions and Strategies for Budgeting and Reading SAP Reports.

Health and Safety: Evacuation and Lockdown procedures, Child Protection, Code of Conduct, Emergency First Aid, Road Safety.

EAL/D: Using the EAL/D Learning Progression, Using Language Maps and network meetings.

Learning Support: School Learning Support Officer workshop and High Quality Learning and Support Teams: Purposeful Implementation of ebs Central, ebs Ontrack and Synergy.

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

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	235,162
Revenue	3,325,934
Appropriation	3,004,887
Sale of Goods and Services	870
Grants and Contributions	315,553
Gain and Loss	0
Other Revenue	0
Investment Income	4,624
Expenses	-3,212,629
Recurrent Expenses	-3,212,629
Employee Related	-2,867,357
Operating Expenses	-345,272
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	113,305
Balance Carried Forward	348,467

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,229,958
Base Per Capita	42,486
Base Location	0
Other Base	2,187,472
Equity Total	234,977
Equity Aboriginal	0
Equity Socio economic	7,219
Equity Language	156,325
Equity Disability	71,433
Targeted Total	125,392
Other Total	337,679
Grand Total	2,928,007

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

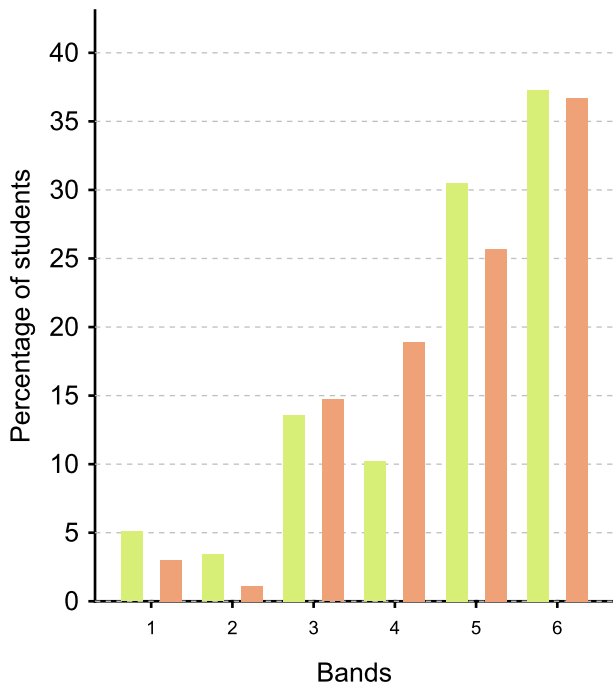
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

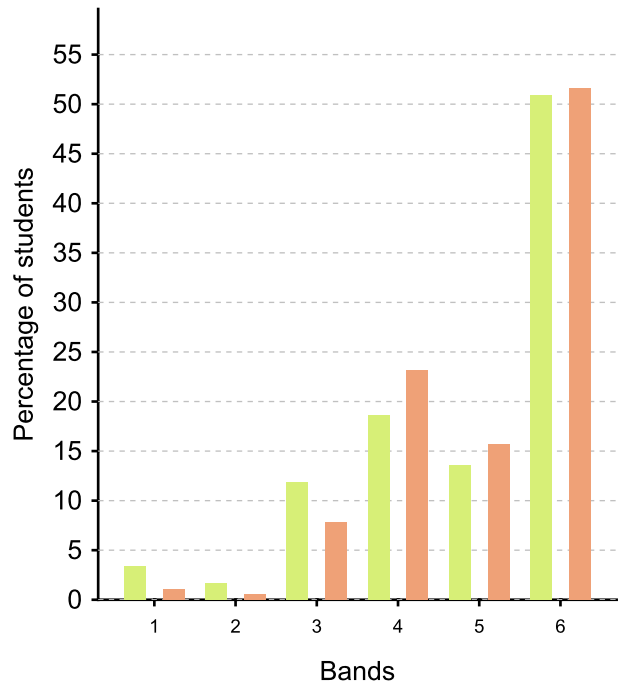
NAPLAN

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.

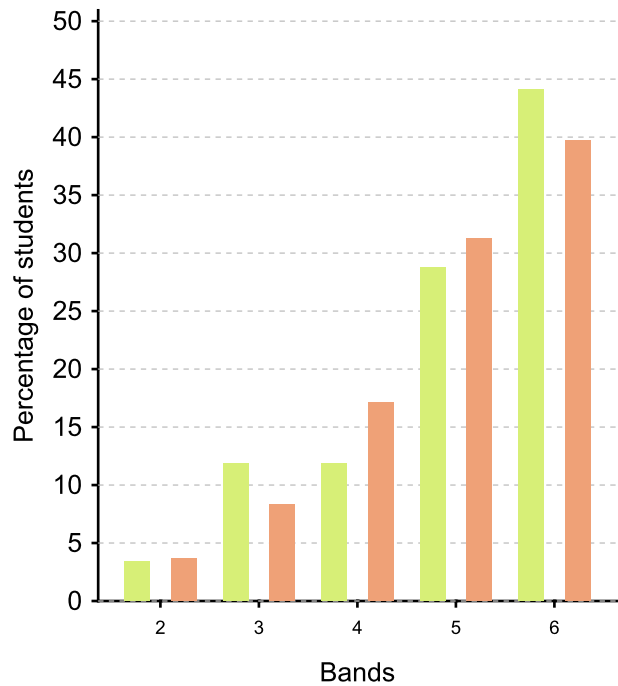
Percentage in bands:
Year 3 Reading



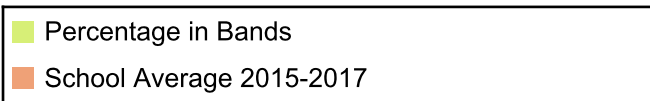
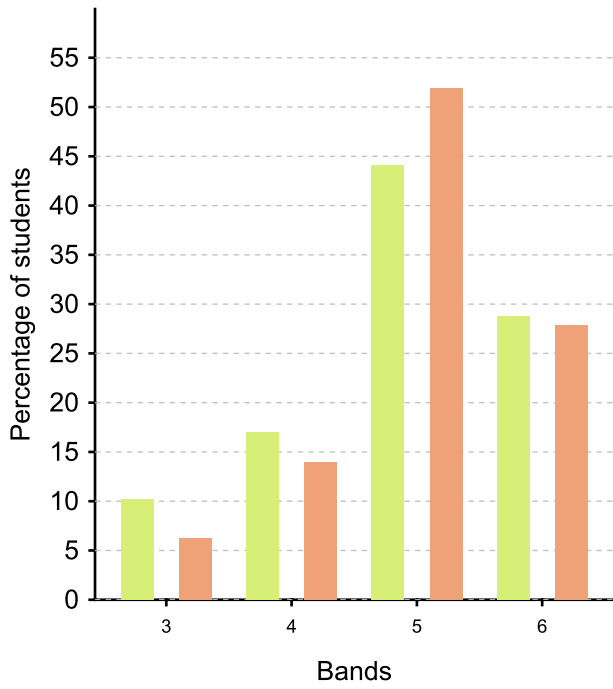
Percentage in bands:
Year 3 Grammar & Punctuation



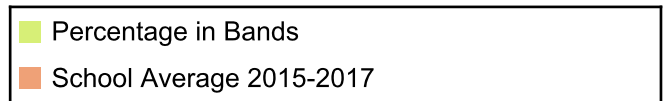
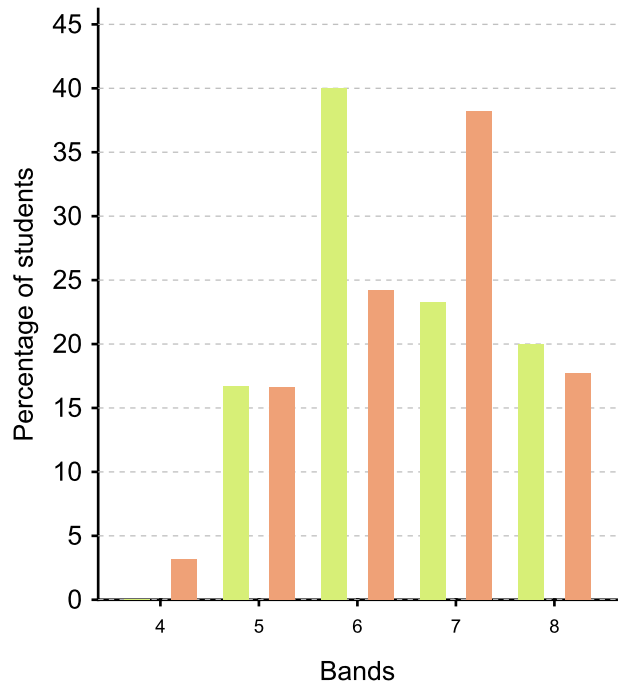
Percentage in bands:
Year 3 Spelling



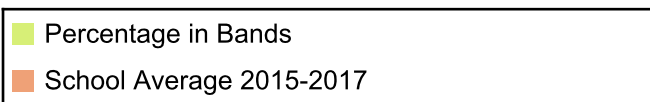
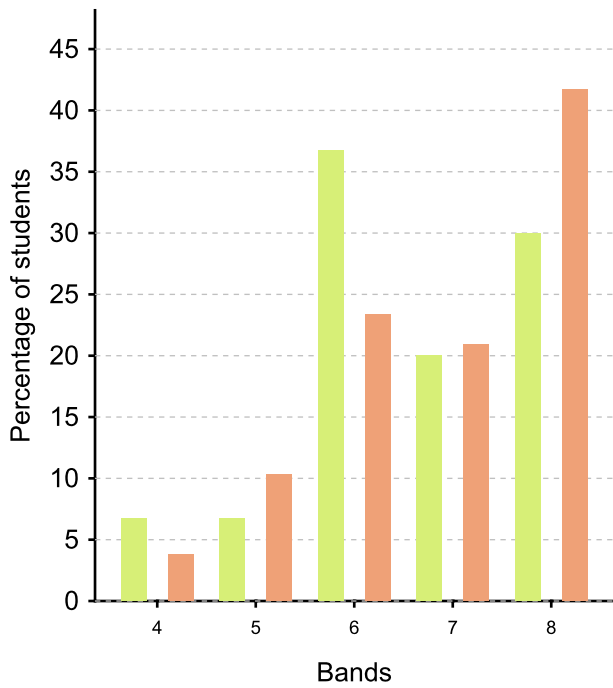
Percentage in bands:
Year 3 Writing



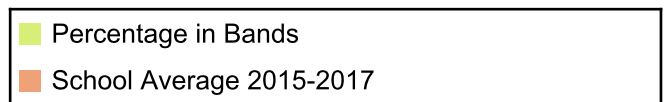
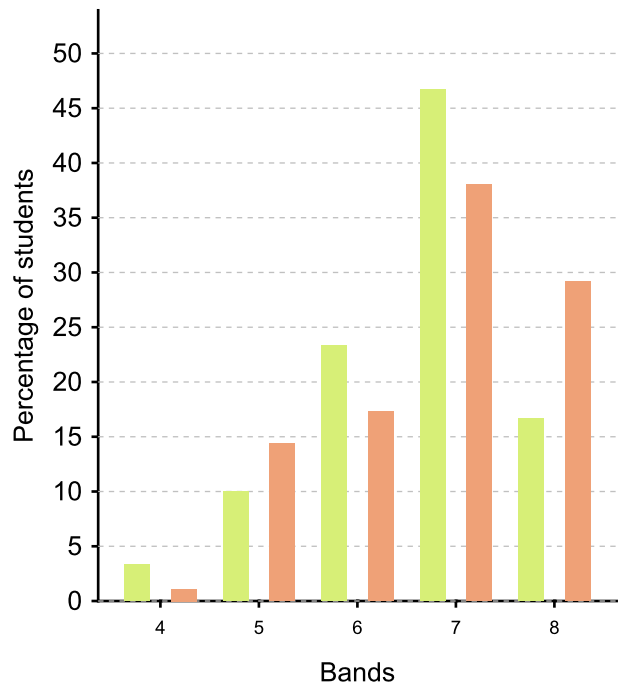
Percentage in bands:
Year 5 Reading



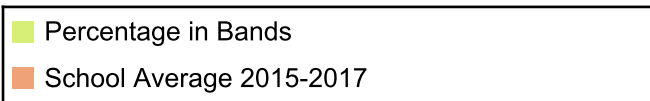
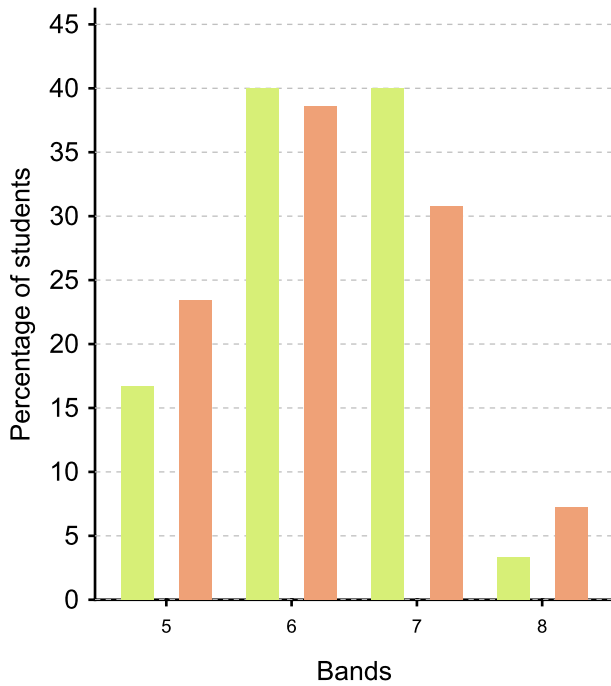
Percentage in bands:
Year 5 Grammar & Punctuation



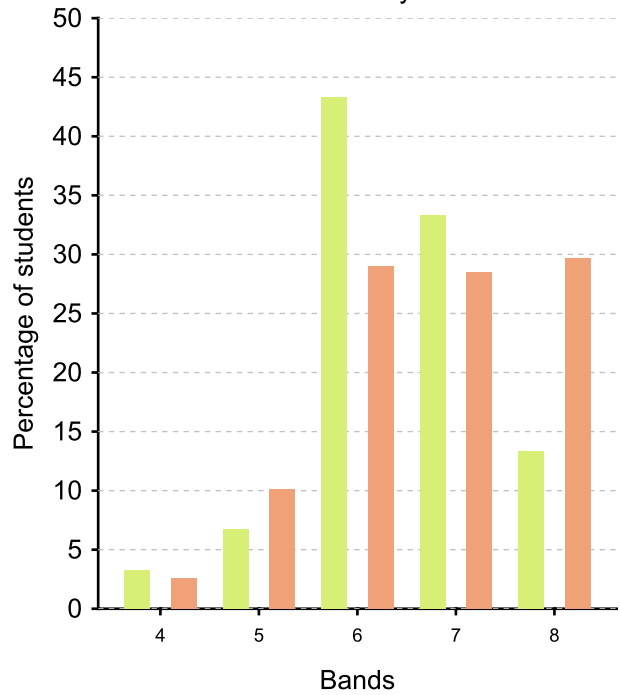
Percentage in bands:
Year 5 Spelling



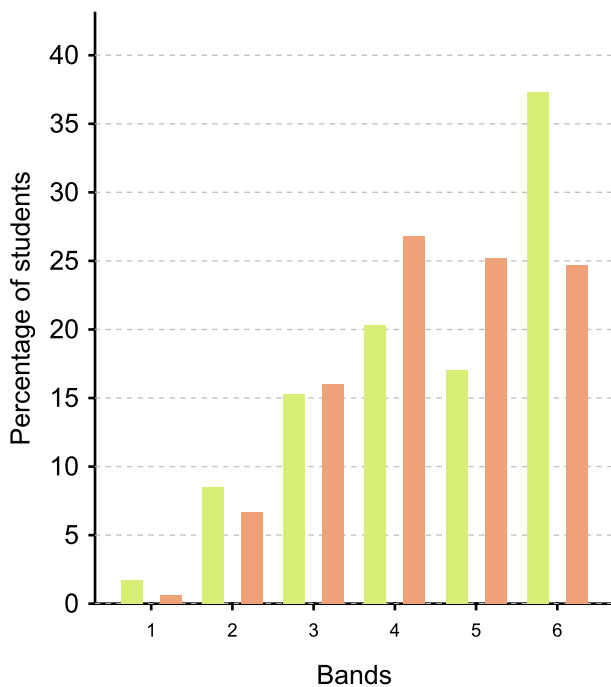
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 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.

Premier's Priority Average% NAPLAN Numeracy results in the top 2 bands for 2017

54.2% of our Year 3 students scored in the top two bands for NAPLAN numeracy compared with a 43.3% average in the top 2 bands across the state.

46.7% of Year 5 students scored in the top two bands for NAPLAN numeracy compared with a 32.5% average in the top 2 bands across the state.

Premier's Priority Average% NAPLAN Reading results in the top 2 bands for 2017

67.8% of Year 3 students scored in the top two bands for NAPLAN reading compared with a 51.0% average in the top 2 bands across the state.

43.3% of Year 5 students scored in the top two bands for NAPLAN reading compared with a 39.7% average in the top 2 bands across the state.

Parent/caregiver, student, teacher satisfaction

Student Responses

The vast majority of students stated that they had positive teacher–student relations.

Students feel that they are provided with quality teaching instruction, a positive learning environment and are encouraged to succeed.

Parent Responses

Majority of parents are satisfied with the educational programs offered and the extra–curricular activities available.

Parents feel that the school is welcoming and that their child/ren are happy within the school setting.

A focus on communication via various modes will help strengthen the school's skills in this area .

Parents strongly agree that the school has a strong science and technology program that is supporting their child/ren's learning in this area.

Staff Responses

Staff strongly believe they are well supported and encouraged to continually improve their skills and teaching practice.

Policy requirements

Aboriginal education

The students and staff at Marie Bashir Public School have continued to develop awareness and acknowledgement of Aboriginal history and culture in Australia through the incorporation of Aboriginal perspectives in teaching and learning programs across the curriculum. This year, as part of celebrating NAIDOC Week 2017, a whole school event involving educators from the Koomurri group was a key focus where all students participated in various activities involving the culture, art and history of Aboriginal education. These activities included participating in a traditional smoke ceremony, listening to Dreamtime stories come to life, exploring Aboriginal artefacts and weaponry and taking part in Aboriginal art painting and dancing.

Multicultural and anti-racism education

Multicultural Education

Marie Bashir Public School has 86.1% of its student population identified as from a language background other than English (LBOTE). 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.

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 2017 Marie Bashir Public School recognised National Aborigines and Islanders Day Observance Committee (NAIDOC) Week; Ramadan and Eid–ul Fitre, Diwali, 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.

Anti–Racism

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.

Other school programs

SCHOOL CHOIR

There are twenty choir students in our senior school choir who rehearse weekly before school. Students participate in a range of in–school and external concerts throughout the year including concerts at Education Week and Presentation Day. Sixteen students were selected to perform at the Sydney Opera House in 'Our Spectacular.' Their repertoire ranges from contemporary to classical songs in various languages sung in unison and two–part harmony.

The Junior Choir is conducted by Marie Bashir Public School's teachers. There are twenty junior choir students who rehearse weekly before school. Students learn how to follow a simple melody and sing in time with music.

SELF ORGANISED LEARNING ENVIRONMENTS (SOLE)

At Marie Bashir Public School, students are empowered to take ownership of their own learning experiences. Teachers have been trained to provide students with opportunities to participate in enquiry based research sessions. SOLE based lessons are student–driven, collaborative and allow students to develop their researching skills by searching for information, collating it and judging its validity. During SOLE lessons, students adapt to working in groups and strengthening their interpersonal and presentation skills.

PUBLIC SPEAKING

Throughout 2017, teachers continued to work beyond the classroom to provide opportunities in debating and public speaking.

Marie Bashir Public School's Public Speaking program incorporated two competitions. The semester one Multicultural Public Speaking Competition included all students in grades 1–6; and the semester two Ultimo Public Speaking Competition included all students in grades K–6. Two students from each class were chosen to compete in stage-based public speaking finals, held in our auditorium. Parents and friends were invited to attend. Finalists from both competitions represented the school at the zone public speaking competitions.

SCIENCE

This year has been another year where the profile of STEAM had been lifted. Students continued participating in hands on practical activities, with a focus on further increasing their existing knowledge and engagement in Science. To ensure the professional development in understanding of the curriculum, science was co-taught with the classroom teachers which benefitted the teachers and the students' learning.

This year also heralded the new partnerships and outreaches with various organisations such as Atlassian, who introduced the Google CS First program using Scratch to the teachers and students, along with sessions with Engineer without Borders and Robogals. These STEAM activities further enriched students' current learning with authentic project based learning and provided them with access to real life mentors who inspired students in STEAM.

We were also quite fortunate to see students excel in state wide competitions in STEAM. We had one team come first in DXC's STEAM challenge and had two teams make it to the finals of the Young ICTE competition. These were amazing opportunities where students showcased their work to the judges who worked in successful corporate companies where the skills of STEAM are fundamental.

Finally, we were extremely grateful for receiving the Australian Government grant to establish a maker space. This will be established along with a whole new series of future focused curriculum that is currently being trialled in 2017–2018 to ensure that students at Marie Bashir Public School have the core, fundamental skills needed as 21st century citizens.

MYSCIENCE

This year, students in Years 5 and 6 participated in the award winning, MyScience program designed by Dr Anne Forbes from Macquarie University. Students participated in hands-on inquiry-based learning where they worked in small groups to design a fair test

experiment based on their interest and work collaboratively with STEAM mentors from the CSIRO, the parent community and St Patrick's high school students. This program built on students' confidence in Science, their ability to collect data, showcase their work to the whole school community and be active members within the community of practice.

MyScience is a primary school STEAM 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.

5/6B collaborated with Year 10 science students from St Patrick's College, Strathfield, who provided wonderful role models and guided the students' scientific inquiries. 5/6LI were lucky enough to learn from expert scientist mentors from our school community, ACU and CSIRO. The Science Fair demonstrated Stage 3 student's scientific findings and results to the K–4 school community, sparking their excitement to participate in the program in future years.

SUSTAINABLE EDUCATION

With the focus on National Science Week being on Future Earth, Strathfield Council has been assisting the school with ensuring that there is a whole school approach towards sustainability. The environmental educational officer from Strathfield Council has been working collaboratively with the students in Kindergarten to Year 6 in informing them about the importance of acting sustainably. Students actively collected data on the issues affecting the school and were involved in practical composting sessions where they made compost in order to rejuvenate the school gardens.

DEBATING

Marie Bashir Public School continued its debating program throughout 2017. The debating team was part of the Granville, Holroyd and Strathfield Competition. They attended both the debating day at Guildford Public School and the Arts department Premier's Debating Challenge workshop. Our students learnt valuable strategies including the PEEL strategy (point, elaborate, example, link). They then had several debates against various different schools, which allowed them the opportunity to apply their newly acquired skills.

PARTNERSHIP with AUSTRALIAN CATHOLIC UNIVERSITY

This year stage 2 and 3 benefitted from our close relationship with the Australian Catholic University in two social skills programs. Stage 2 participated in a program that focused on anger management and developing students social and communication skills. Stage 3 students partook in '*The Cool, Calm and Confident*' program, designed to assist children in learning how to be assertive, recognise their self-worth, strengths, identify their thoughts, feelings and

behaviours and look at some strategies to help challenge and manage any areas of concern.

The program was delivered by provisional psychologists (psychology postgraduate students) completing their placement at the Mary Aikenhead Clinic, Australian Catholic University. We saw the positive outcome of this program in the social interactions between students, discussions in the classroom and the resilience that students developed.

PREMIER'S SPELLING BEE

All students from Year 3–6 participated in the Premier's Spelling Bee. After practising and competing at the class level, the two best spellers from each class competed in a stage final, which was held in our school library. Two winners from each stage went on to compete in a Sydney Regional Finals event. Parents and friends were invited to this event.

MIND MARATHON

On the 22nd July 2017, a Marie Bashir team, participated in the Mind Marathon competition in the Primary division, hosted by East Hill Boys High School. The teams consisted of year 5 and year 6 students who competed against 26 teams from various schools in challenging mathematics, English, science, history, engineering and general knowledge problem solving tasks. Our team ranked 12th out of the 26 teams on the day. Congratulations to the teams who represented our school proudly.

SPORT

Marie Bashir Public School has excelled in all areas of sport in 2017. 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:

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

Congratulations to our Junior Tea Ball team who won the PSSA competition.

Primary Athletics Carnival

Students in years 3 – 6 as well as eight year olds from year two participated in the Athletics Carnival held at our school in Term 3. 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. The parent vs teacher 100 metre race was won by a parent. The Zone athletics carnival was held at the Sydney Olympic Training Track at Homebush. The Girls Junior Relay Team made the finals, while individual students made the finals in the boys 9 years, girls 10 years and boys 12 years 100m races. One student was also placed 3rd in the Junior Shot put. Marie Bashir Public School was ranked 12th out of 21 schools on a proportional point score and 17th overall.

Infants Athletics Carnival

Students in years K–2 participated in the Infants Athletics Carnival held at our school in Term 3. The K–2 Athletics Carnival events included the 50m running race, bean bag throw, noodle throw, long jump and discus. 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 year olds from year two participated in the Cross Country Carnival held at our school in Term 2. The annual parent vs teacher race was once again won by a parent. The Zone Cross Country Carnival was held at Majors Bay Reserve. One student from MBPS came in 9th position in the junior girls race. Marie Bashir Public School was ranked 18th out of 21 schools.

SWIMMING CARNIVAL

Students in years 3 – 6 as well as eight year olds from year two participated in the Swimming Carnival held at Enfield Pool in Term 1. The first ever teacher vs student 50 metre freestyle race was won by a teacher. At the Zone Carnival, one student came 1st in the 8 years 100m freestyle and went on to represent the Zone in the Regional Carnival. Marie Bashir Public School was ranked 14th out of 19 schools.

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. 5/6B received the Diamond Award, being the highest level of physical activity students could achieve. Most classes were able to receive a Gold or Silver Award, which showed the students' broad interests in sports during lunch time, sports programs, class time, after school and weekends.

PSSA SPORT

Marie Bashir Public School had great success in PSSA sport at an individual level, with three students representing the Zone in team sports. Two boys made the Zone Rugby League Team and one girl made the Zone tennis team. The girl who made the Zone tennis team progressed through to the Regional team and her team came 1st in the state.

Marie Bashir Public School entered in a record nine teams in the Western Suburbs P.S.S.A sporting competitions in 2017. We had both junior and senior boys softball teams, as well as a senior girls softball team and junior girls t-ball team in the summer competition. During the winter months, we entered a junior and senior mixed soccer team, a senior and junior boys touch football team and a girls touch football team.

In the summer season, the junior girls t-ball team was the standout of our summer competitions in terms of winning. They were undefeated up until the start of term 4. The remaining softball teams trained hard all year and won many of their games.

In the winter soccer season, the Marie Bashir Public School junior and senior soccer teams displayed excellent sportsmanship and resilience. Many of the students were new to the sport, learning soccer skills for the first time, and experienced 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, with the junior team taking out two wins by the time the season had ended.

In the winter touch football season, the Marie Bashir Public School touch football teams exceeded expectations. The girl's team had a great season coming in 5th position and narrowly missed out on the semi-finals. Needing a win in their last game they came away with a draw. The girls won 2 games, lost 3 games and had one draw. They scored 14 tries in the season and had 20 tries scored against them. With many of the girls returning next year, the team should do even better. The boys had an amazing season coming in 5th and narrowly missing out on the semi-finals as well. Needing a win in their last game, they lost by one try. The boys team had four wins, four losses and one draw. Their for and against scores were amazing as they scored 44 points for and only had 25 points scored against them. The junior boys touch football team had a successful season coming in at 9th position. Unfortunately, they were unable to win any of their games. They had nine games and nine losses, although they were able to score nine tries during the season. 61 tries were scored against them. As the junior boys learnt to pass the ball and spread out, they improved.

HIGH SCHOOL TRANSITION PROGRAM

During terms 2 and 3, the stage 3 boys made three visits to Homebush Boys High School as part of the

Linkages Program at Homebush Boys High School. Students participated in Food Technology, Music and Science. Twenty two eager stage 3 boys were well entertained and enthused as they participated in experiments, music lessons and science. Why wouldn't 11–12 year old students not enjoy baking pizzas, playing electric keyboards, making hoop gliders and using dry ice? The program was enjoyable and beneficial for students as it helped them prepare for the expectations of high school.

SRC

The Student Representative Council (SRC) at Marie Bashir Public School includes students from Year 2 to Year 6. Two representatives are elected by their classmates and their role is to represent their peers, provide feedback to their class after each SRC meeting, and collect ideas and suggestions to put forward to the council. This role created additional leadership opportunities for the students in school and allowed them make their mark within the community too. In 2017, the SRC raised money for charities like 'Save the Children' through a Trash & Treasure store and holding 'Cambodia Day' at school to raise money for a teacher to teach in Cambodia. We had a successful 'Talk Like A Pirate Day' at school where all students dressed up as a pirate to raise money for Childhood Cancer Support.

OPPORTUNITY CAMBODIA

In 2017, Marie Bashir Public School became involved in Carolyn Fletcher's inspirational Opportunity Cambodia charity foundation. Mrs Le presented the idea of fundraising for this humanitarian organisation to our active Student Representative Council and they voted to support this charity whose focus was on providing schooling, nutritious food, health care, clothing and sanitation, the basic necessities that we take for granted, to provinces in Cambodia.

Concord Public School, Mortlake Public School and Marie Bashir Public School came together to raise funds for a preschool in a rural village in the province of Siem Reap; the first in the province. Together our staff and students worked together to help raise money for Opportunity Cambodia. The SRC held a fundraiser in Term 2 where the students wore the Cambodian flag colours and the teachers cooked us up a bowl of rice for lunch. Thank you to our SRC Coordinators and teachers for slaving over the rice cookers for over 300 students!

The teachers taught a lesson outside with no technology so that students could get a feel for going to school in Cambodia with no interactive whiteboards, laptops, great books to read, maths resources, PE equipment and all the other great things we have in Australian schools. The students were able to reflect on how lucky they are!

It was exciting to be partnering with Concord Public School and Mortlake Public School to help such a wonderful charity and heartening to hear of the uplifting work being done by Australian philanthropists. Marie Bashir Public School learnt a lot about the conditions in

developing countries and the devastating effects civil war can have on countries for decades afterwards and what we can do to help.

CHARITY DAY

In Term 1, Stage 3 students were learning about refugees coming to Australia and the harsh reality of life for children in war torn countries. Stage 3 students and the SRC came together to run a Charity Fair Day, to raise money for Save the Children Charity, that aids children refugees in Australia.

Stage 3 students had a lot of fun creating stalls to raise money, including a soccer goal competition, coloured hair spray, cupcake decorating, fruit kebabs, soft drink, spider drinks, raffle, ice cream stall and a Nerf Gun target game to name a few. The SRC had a second hand toy stall that was immensely popular with students.

VISUAL ARTS

Marie Bashir Public School's Visual Arts program has been supported by the employment of a specialist art teacher as part of the Packer Family Foundation and Crown Resorts Foundation grant, secured by the Parents and Citizens Association for 2017. 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. Lessons have been integrated with other core subjects to build on students' knowledge across all learning areas. Students have showcased their artistic talent through the use of various mediums including acrylic paint, watercolour, oil pastel, charcoal and pencil. Marie Bashir Public School held its inaugural Art Show which showcased over five hundred artworks by students from kindergarten to year six.

THE LEADER IN ME

The Leader In Me initiative based on Stephen Covey's Seven Habits of Highly Effective People, has continued to be embedded across all subject areas and is taught daily at Marie Bashir Public School. We have participated in a training afternoon for staff where we set goals for the school based on our 'Leadership Environment', 'Integrated Instruction and Curriculum', 'Staff Collaboration' and Student Leadership. These goals will continue to be implemented across 2017 – 2018. The School Representative Council has led the students in modelling examples of the Seven Habits during morning assemblies.

MATH COMPETITION

On 30 August, Strathfield South High School celebrated Literacy & Numeracy Week by hosting a Mathematics Competition for the local primary schools. Six stage 3 students represented our school and came a close second in the competition. It was an extremely exciting day, filled with challenging problems, engaging mathematical tasks and enjoyed by all.