

2022 Annual Report

Marie Bashir Public School



MARIE BASHIR PUBLIC SCHOOL ANNUAL REPORT 2022

Learning Today. Leading Tomorrow



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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.

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Message from the principal

After the lock down over the past two years, 2022 enabled us to look to the future with a renewed appreciation for the face to face teaching and learning opportunities presented to us.

Opportunities are presented to us everyday whether it be at school or outside of school. These opportunities present in many forms: academic, artistic, musical, sporting, welfare and more. Each opportunity allows us to be a better version of ourselves. The combined potentials of members of our school community were used as to achieve greater goals for students.

The school was open for face to face learning in 2022, providing students with a safe learning environment where they could take risks whilst learning. Making mistakes were learning opportunities that enabled student growth. Students were encouraged to learn out of their comfort zone. Learning opportunities in the classroom as well as extra curricula activities allowed students to learn through discovery. Opportunities were also provided for students to lead their own learning.

I am thankful for the many opportunities each member of the school community has provided to our students.

I extend my gratitude to our committed staff who inspire students through innovative teaching and learning methods. This includes our classroom teachers, specialist teachers, English as a second language and dialect (EAL/D) teachers, as well as the learning and support teachers (LAST) who work tirelessly to ensure students are well supported in the classroom.

Mentors who work with students and staff continue to be a valuable resource. I thank Dr Kathy Rushton, Joanne Rossbridge, the Australian Catholic University and the Sydney Theatre Company for their contributions to training staff and guiding teachers to enhance teaching and learning programs.

It is a joint effort to ensure a wide range of opportunities are made available to students.

I thank the Marie Bashir Public School Parents & Citizens Association and executives led by Ms Yen Yee and the volunteers who continue to cover books, drive fundraisers, school/ community BBQs, assist with daily reading and run the uniform shop. Your ability to facilitate opportunities offered to students and their families is most appreciated.

Finally, I acknowledge the remarkable work completed by the students this year.-Your high attendance and willingness to continually challenge yourselves, take risks, your resilience and perseverance to achieve your goals.

Message from the school community

The P&C is comprised of parents and carers who volunteer their expertise and time to fulfil the objectives set by the school community. The primary role of the P&C is to bring the parent, students and teachers together. Valuable input helps guide the school in providing the best educational experience for the children. A secondary objective is to provide financial assistance to support additional educational initiatives at Marie Bashir Public School. This is achieved through numerous activities such as a parent run uniform shop, grant applications and fundraising events.

COVID19 restrictions were gradually lifted from Term 1. The safety of the school community was important, as such, at the start of the year only essential activities such as the uniform shop resumed. The P&C team planned activities for the year with caution and these events made a big difference reconnecting with families and school staff again. The most anticipated events were the two picnic days held in the school ground which included a school tour and a BBQ. These were greatly appreciated by all families especially new families.

The P&C started the year in cash deficit. The uniform shop sales had dropped dramatically compared to orders in previous years before the COVID lock down. This resulted in higher inventory. Therefore, the P & C re-negotiated payment terms with suppliers to assist with the cash flow.

'Let's Have Art for the Future' is an art program initiative sponsored by the Packer Family Foundation. This is a Western Sydney Art Initiative grant opportunity awarded to the Marie Bashir Public School P&C. The P&C, staff, students and families of Marie Bashir Public School are very appreciative of the support provided. This year was the final year of the 3 years grant program. The full contribution totalling \$300,000 has made tremendous improvement on the children's art appreciation, knowledge and skills within a public school setting. The students are taught by a qualified artist. They are exposed to a variety of medium ranging from paint, clay, 3D construction and digital technologies. In addition, the funding has enabled the school to purchase numerous equipment and valuable art resources to facilitate learning. A number of items have a long term life, which will benefit students for years to come.

The biennial Art Show was held in 2022, with great success after several postponements due to COVID. We were able to display the children's artwork in our school auditorium. Special guests included the Member of Reid, Sally Sitou,

Strathfield Mayor Councillor Matthew Blackmore and Burwood RSL Secretary Mr Denis Quinlan.

In addition, an evening workshop provided an opportunity for parents to learn how to make a bowl using the pottery wheels in the school art room.

We are grateful for all of our parent volunteers in 2022. Each term, the school purchases new books for the school library. The P&C arranged for some parents to assist with covering of books on Fridays in Term 3. This was greatly appreciated by the school librarian and staff. As well as this, each staff member recruited at the school requires parental participation as part of the hiring process. The P&C appreciates the time parents have put into this process.

In 2022, the P&C organised the following fundraising events: Easter chocolate raffle, Mother's Day and Father's Day. With the safety of the school community in mind, we have limited our fundraising events to the essentials.

In 2022, Strathfield Council made improvements to the path at the front of our school which is the designated 'Kiss and Ride' area. This has made the most direct impact to our school community. The P&C would like to extend our thanks to Mayor Matthew Blackmore and Strathfield Council for listening to our concerns. The well-being of our school children has been uplifted by the provision of a safe and hygienic landing in all weather conditions. The upgraded space will serve the local community for years to come.

Finally, the generosity and participation of every parent, school staff and the wider community have allowed our students to prosper in the pursuit of better education and a brighter future. As the saying goes "it takes a whole village to raise a child", and this still holds true.

School vision

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

Marie Bashir Public School takes pride in the pursuit of equity and excellence. It promotes successful learners, confident and creative thinkers and active and informed citizens.

The school strives to deliver a world class curriculum while improving educational outcomes for a range of student needs.

School context

Marie Bashir Public School serves a community which values and appreciates quality education, with an enrolment of approximately 387 students in 2022.

Marie Bashir Public School provides students with a future focused environment that strives towards building strong foundations for students in literacy and numeracy. 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 student leadership and student wellbeing.

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

Students are exposed to future focused teaching and learning strategies. Technological advances in learning delivery, effective programs in literacy, numeracy, science, art, digital technology, coding and robotics ensure our students have a strong foundation for learning. Students also have the opportunity to participate in sport, dance, music, drama, debating, public speaking and a range of other activities to help them become well-rounded and successful members of society.

Quality teaching is enhanced through our commitment to professional learning which embeds the Australian Professional Teaching Standards.

Approximately 85% of the students are from a non-English speaking background with a range of cultures represented.

Alliances have been formed with the University of Sydney, Macquarie University and the Australian Catholic University as well as a community of practice with local primary and high schools.

A resident artist has been employed three days a week with the grant secured by the P & C from 2017-2022. Students from Lucas Gardens School and Chalmers Road are involved in the school's Creative Arts initiative.

The school has completed a situational analysis which has identified three areas of focus for our 2021-2024 strategic improvement plan. These are: Student Growth and Attainment; Data Skills and Use and Developing Professional Practice.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To enhance a school culture of collective efficacy that is strongly focused on a holistic approach to student learning and wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiation
- Engagement

Resources allocated to this strategic direction

Professional learning: \$16,404.44

Socio-economic background: \$13,590.93

Summary of progress

Marie Bashir Public School's NAPLAN results for year 3 students indicated that students performed above state average and on par with similar schools. In numeracy, in 2022 there has been a 5.5% uplift in year 3 numeracy (top 2 bands) and 8.1% uplift in year 5 numeracy (top 2 bands).

The Tell Them From Me survey was completed on all students in years 4 to 6 and wellbeing results remain high, particularly in the areas of Expectations for Success, Advocacy and Sense of Belonging at school. Teachers have included student voice in their planning and programming across years 3-6. Teachers have also included differentiated learning activities in their teaching and learning programs, with a particular focus on mathematics and reasoning skills. All students with identified learning needs are supported and extended with Individual Learning Plans in partnership with parents.

A social skills program commenced with Stage one, with plans to continue and expand this in the future. In addition, a Lighthouse team has been established to implement and embed the Covey Leader in Me program across the school. The lighthouse team will continue to implement this program next year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Achievement of 2022 system-negotiated targets: The proportion of Year 3 and Year 5 students achieving expected growth in NAPLAN reading increases by 1.8%.	Expected growth data from NAPLAN is not available due to the cancellation of NAPLAN in 2020.
Achievement of 2022 system-negotiated targets: There would be an uplift of 6.3% in the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading (lower bound system negotiated target).	The school is still working towards its targets.
Achievement of 2022 system-negotiated targets: There would be an uplift of 6.3% in the	In numeracy, in 2022 there has been a 5.5% uplift in year 3 numeracy (top 2 bands) and 8.1% uplift in year 5 numeracy (top 2 bands).

<p>proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy (lower bound system negotiated target).</p>	
<p>Achievement of 2022 system-negotiated targets:</p> <p>The proportion of Year 3 and Year 5 students achieving expected growth in NAPLAN numeracy increases to at least 60%.</p>	<p>Expected growth data from NAPLAN is not available due to the cancellation of NAPLAN in 2020.</p>
<p>Achievement of 2022 system-negotiated targets:</p> <p>Attendance</p> <p>An uplift of 4% of students attending greater than 90% of the time.</p>	<p>The School had strong attendance rates. However due to COVID restrictions, attendance data was inconsistent for this period.</p>
<p>Achievement of 2022 system-negotiated targets:</p> <p>Tell Them From Me Survey</p> <p>There would be an uplift of 3.5% in the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School.</p>	<p>In the 2022 Tell Them From Me Survey data, 82% of students indicated a positive sense of well being in advocacy at school, 92% have expectations that they would succeed, and 73% have a sense of belonging.</p>
<p>Element: Differentiation (Excelling)</p> <p>Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.</p> <p>Element: A planned approach to wellbeing (Excelling)</p> <p>The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.</p>	<p>All students with identified additional learning needs all have an ILP which is collaboratively developed with parents.</p>

Strategic Direction 2: Data Skills and Use

Purpose

To build the capacity of teachers' use of a variety of assessments in order to improve student outcomes, inform planning, identify interventions and modify teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data analysis
- Data use in teaching and planning

Resources allocated to this strategic direction

Summary of progress

In 2022, staff have improved in their confidence across the school to use and analyse data. Teachers have used Department data assessment tools in ALAN and analysed data to modify teaching and learning programs as appropriate. This includes the Kindergarten Best Start Assessment, the Year 1 Phonics Screening Check, Years 3-6 Check-In assessments, collection of Covid-ILP data and mathematics Interviews for Student Reasoning. NAPLAN results have also informed analysis of student strengths and weaknesses to ensure our focus continues to impact on student growth and attainment.

Staff have discussed the results of these external assessments and compared them with ongoing classroom assessments to ensure validity and identify areas of growth they were not previously aware of. Overall, it has been identified that there has been an increase in students requiring additional support to achieve stage expectations, perhaps due to periods of learning from home due to COVID-19. This should feed into decisions regarding resource allocations for 2023.

It has also been identified that the use of data tools is still not uniform across all stages and there are also wide differences in staff confidence and experience. Next steps need to determine ways to ensure skilled staff can support and assist others to build their confidence and increase accountability measures for data collection and tracking. It is also important to develop a consistent approach across the school, such as tracking students in ALAN for our focus' areas for improvement, in literacy (with identify focus areas in grammar, explicit teaching of reading and comprehension) and in numeracy (working mathematically).

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Element: Data analysis (Sustaining & Growing) The leadership team will mentor teachers to contribute to gathering and analysing data.	Teacher confidence in collecting, using and analysing data has improved, but is still variable across the school. Beginning teachers have been mentored by their supervisors and other experienced teachers to improve their skills in data literacy on an as needs basis. We are still developing the capacity of all staff and consistent approaches to data across the school.
Element: Data use in teaching (Delivering) All teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning.	The leadership team has analysed external assessment results including Year 3 and Year 5 NAPLAN, Year 1 Phonics Screening Check and Year 3-6 Check-in Assessments. Results have also been shared with staff, and we are working towards consistent systems and processes across the school to use this data in conjunction with teacher data on student progress.
Data use in planning (Sustaining &	The school community is informed of our results in NAPLAN and parents

Growing)

School staff to engage the school community to reflect on student progress and achievement data.

also receive individual student reports on assessments administered by the school such as Kindergarten Best Start and the Year 1 Phonics Screening Check. School reports are provided twice per year to parents, however further engagement and collaboration on establishing student learning goals based on assessment results is required.

Strategic Direction 3: Developing Professional Practice

Purpose

To develop staff capacity to empower students as reflective learners and improve educational outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High expectations culture
- Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$14,000.00

Literacy and numeracy: \$24,381.34

Literacy and numeracy intervention: \$22,984.20

English language proficiency: \$279,822.18

Low level adjustment for disability: \$99,205.64

Integration funding support: \$112,274.00

Summary of progress

In 2022, professional learning was intentional, direct and impactful. Focusing on whole school professional learning contributed to the development of consistency of literacy and numeracy teaching strategies.

New staff undertook professional learning in the Grammar and Teaching course run by Kathleen Rushton and Joanne Rossbridge to ensure a shared vision and a clear alignment to our school priorities. All staff participated in a refresher course of the School Drama Program run by Robyn Ewing. New staff were involved in face-to-face professional learning and working with an experienced actor/actress in their classroom to implement taught drama strategies. The integration of these school priorities were continually reviewed in English programs.

In addition, all new staff were trained in the Covey Seven Habits of Highly Effective People and a team of teachers was established to embed this program across the school with students.

The analysis of student data, and the need to improve student outcomes in mathematics, informed the professional learning plan for 2022. Professional development about reasoning and open-ended mathematics questions supported staff to adapt and improve their current mathematics programs. Ongoing and individual student data was analysed and as a result, teaching and learning programs were adapted to reflect this. The implementation of reasoning and working mathematically was embedded into everyday practice over a sustained period of time, allowing teachers to reflect on and adapt as needed.

Next year in this initiative, we will work with staff to implement the new K-2 syllabus effectively whilst maintaining our professional learning in teaching grammar and working mathematically. The Department's What Works Best resources will be revisited and staff professional learning goals will continue to inform conversations and decisions about the professional learning schedule. This will ensure students at all levels continue to be catered for in both literacy and numeracy and professional learning will align to our strategic improvement plan.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The focus for ongoing professional learning is intentionally aligned to the school's strategic improvement priorities. (High Impact Professional Learning School Self-Assessment Tool)	Needs for professional learning were identified in accordance with the each of the 3 strategic improvement goals such as improving differentiation, student engagement and wellbeing. This includes literacy (grammar, drama), numeracy (working mathematically) and wellbeing (Covey, behaviour plans and zones of regulation). The implementation of this has commenced and will continue into the future, especially with beginning teachers and new teachers by upskilling them in school-wide focus areas.

<p>Rigorous and evidence-based practice is utilised when selecting, developing, and implementing professional learning across the school. (High Impact Professional Learning School Self-Assessment Tool)</p>	<p>Professional learning has been aligned to our improvement goals in literacy and numeracy with specific areas such as working mathematically being targeted as an area of growth across the school. It is anticipated that systems and processes for identifying evidence based professional learning will be established going forward with the support of the new Assistant Principal, Curriculum and Instruction in 2023.</p>
<p>Expert teachers identified who can generate a culture of collaborative learning and bring together knowledge from across the school by encouraging collective learning and openness to sharing ideas for further development. (High Impact Professional Learning School Self-Assessment Tool)</p>	<p>Professional learning teams have been established for HPGE and mathematics and for the implementation of the new K-2 Syllabus. They have led professional learning across the school to foster collaboration and a culture of improving our practice. This approach will be continued and expanded next year.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$112,274.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marie Bashir Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Students receiving support with learning program and in the playground. Teacher and school learning and support officer provided with release to attend training and development and to consult with parents.</p> <p>After evaluation, the next steps to support our students will be: Continue support for students with identified learning needs and disability. Professional learning for teachers on how to differentiate for the learning needs of their students. Improving the process for development of Individual Learning Plans.</p>
<p>Socio-economic background</p> <p>\$13,590.93</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marie Bashir Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Minilit and MaqLit programs to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Learning and Support program implementation. <p>The allocation of this funding has resulted in the following impact: Staff were involved in professional learning with a focus on student engagement and attendance. Students were able to access uniforms and classroom resources to facilitate their learning. Additional teacher support was provided in the classroom to assist students from a variety of socioeconomic backgrounds.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students from low socio-economic backgrounds and link families with services to support them. Identify needs for individual students and families to target support.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marie Bashir Public School.</p>

<p>\$279,822.18</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in the following impact: Students have made progress towards consolidating English knowledge and skills. Staff engaged in professional learning of new K-2 English and mathematics syllabus. Staff applied the new syllabus in the classroom.</p> <p>After evaluation, the next steps to support our students will be: K-2 teachers develop their professional understanding of areas of the new English and Mathematics Syllabus at their point of need. Staff in Years 3-6 familiarise themselves with the new syllabus and prepare for implementation in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$99,205.64</p>	<p>Low level adjustment for disability equity loading provides support for students at Marie Bashir Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Improved learning and social outcomes for students with low level adjustment for disability.</p> <p>After evaluation, the next steps to support our students will be: Differentiated literacy and numeracy programs are shared with SLSOs as well as EAL/D and Learning and Support teachers. Collaboration between teachers and parents for the development of targeted goals for individual students.</p>
<p>Professional learning</p> <p>\$30,404.44</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Marie Bashir Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation • Engagement • High expectations culture • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$30,404.44</p>	<p>funding include:</p> <ul style="list-style-type: none"> engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Working mathematically is integrated into all sub-strands of the mathematics teaching and learning programs across the school.</p> <p>After evaluation, the next steps to support our students will be: Explore a rubric for working mathematically across K-6.</p>
<p>Literacy and numeracy</p> <p>\$24,381.34</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Marie Bashir Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> online program subscriptions to support literacy and numeracy staff training and support in literacy and numeracy literacy and numeracy programs and resources, to support teaching, learning and assessment targeted professional learning to improve literacy and numeracy purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: Mathematics programs now incorporate working mathematically. Staff discussion of student results and work samples in stage meetings. Coordination of consist rubrics in English and mathematics across the school.</p> <p>After evaluation, the next steps to support our students will be: Cross stage assessment.</p>
<p>QTSS release</p> <p>\$75,273.26</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marie Bashir Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> additional staffing to support staff collaboration in the implementation of high-quality curriculum assistant principals provided with additional release time to support classroom programs additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Beginning teachers supported in the classroom to differentiate and implement teaching and learning programs. Class teachers worked collaboratively to improve student outcomes. The executives and staff were involved in regular sessions to evaluate programs and plan teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to target use of QTSS time support towards professional learning goals for individual teachers</p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Marie Bashir Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: HPGE team were trained by the department literacy and numeracy specialists. NAPLAN data analysed by the department of Education's literacy and numeracy specialists and analysts. Data shared with executives and HPGE team to plan professional learning focus. HPGE team effectively provided professional learning to teachers who indicated an increase in knowledge to cater for the individual differences of students in mathematics.</p> <p>After evaluation, the next steps to support our students will be: Focus on implementation of the new syllabus for K-2 in 2023 and years 3-6 in 2024.</p>
<p>COVID ILSP</p> <p>\$42,913.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: Individualised Teaching and learning programs in mathematics and English for students effected by COVID. Small targeted groups provided with focus support, improving student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Targeted support for students with learning needs in the areas where they are not meeting stage expectations.</p>
<p>Per capita</p> <p>\$97,787.03</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Marie Bashir Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Per capita \$97,787.03</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none">• Employment of learning and support teachers. <p>The allocation of this funding has resulted in the following impact: Improved literacy and numeracy outcomes of students.</p> <p>After evaluation, the next steps to support our students will be: Continue funding additional support for students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	165	176	175	176
Girls	219	225	212	210

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	95.1	95.0	89.8
1	93.2	94.8	94.9	90.4
2	95.4	92.9	95.1	90.5
3	94.8	96.1	95.3	90.2
4	95.1	95.2	95.7	90.2
5	93.9	95.5	95.2	91.1
6	94.6	95.2	95.6	89.4
All Years	94.5	94.9	95.2	90.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.03
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	2
School Administration and Support Staff	2.92
Other Positions	3

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	167,756
Revenue	4,719,832
Appropriation	4,207,431
Sale of Goods and Services	3,422
Grants and contributions	503,222
Investment income	4,470
Other revenue	1,286
Expenses	-4,588,409
Employee related	-4,080,667
Operating expenses	-507,742
Surplus / deficit for the year	131,423
Closing Balance	299,179

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	112,274
Equity Total	392,619
Equity - Aboriginal	0
Equity - Socio-economic	13,591
Equity - Language	279,822
Equity - Disability	99,206
Base Total	2,922,685
Base - Per Capita	97,787
Base - Location	0
Base - Other	2,824,898
Other Total	578,509
Grand Total	4,006,087

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students, staff and parents participated in a range of surveys including school surveys and the Tell Them From Me Survey this year. This enabled the entire school community to reflect, celebrate and plan for future goals to continue to improve teaching and learning at Marie Bashir Public School.

Our student survey demonstrated that there was an increase of students:

- Participating in school sport and extra curricular activities;
- Using their learning time effectively;
- Putting more effort into their learning; and
- Having positive relationships at school.

There was a low percentage of students who did not know where to seek assistance if bullied.

The majority of parent responses indicated that their children:

- Developed positive relationships with their peers and teachers;
- Felt welcomed at Marie Bashir Public School and that the teachers were approachable and easy to communicate with;
- Had a positive attitude to coming to school;
- Were being challenged and their learning needs were being met; and
- Identified themselves as confident learners.

Staff responses were similar to state averages, with staff indicating they:

- Were well supported to improve teaching and worked collaboratively to share teaching resources and strategies;
- Set high expectations for students;
- Regularly informed parents about their children's progress;
- Regularly engaged in continuous professional development;
- Developed high educational and behavioural expectations of students; and
- Differentiated the work to cater for the differing ability levels.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

This year, Marie Bashir Public School students have explored a range of Aboriginal Australian nations, customs and practices. In art, students have studied the 'Seven Sisters Dreaming'. Stage 3 weaved significant Aboriginal role models onto hesan and used chalk to create a time lapse of the Strathfield area before settlement.

Students from Kindergarten to Year 6 met with Aunty Janelle to hear about growing up as an Aboriginal person on Wangal Country. Students reflected on their own experiences and composed a new acknowledgement of country. The new acknowledgement is a promise to care for Country and a wish for future peace and harmony between people from all nations.

Mrs Attard, Mr Matthew and Mrs Allen had the opportunity to visit Menindee Central School, where they were involved in rich discussions and welcomed by local community members. They were able to witness the positive impact of genuine engagement between a school and the local Aboriginal community.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

Marie Bashir Public 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. Our school's personal development programs educate students about current issues concerning racism, and the formal protocols involved in addressing racism at school. Throughout the year our social skills programs address the importance of respecting diversity and anti-racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

Acknowledging days that are of significance to cultural groups in the community is a feature of the Marie Bashir Public School calendar and allows opportunities for students and parents to share their rich cultural diversity. In 2022, our

school recognised National Aboriginal and Islander Day Observance Committee (NAIDOC) week, Ramadan and Eid-ul-Fitre, Christmas, Easter, 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 were given the opportunity to wear their national dress or orange mufti clothes to demonstrate our unity. 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.

The percentage of students at Marie Bashir Public School that have a language background other than English (LBOTE) is approximately 85%. The English as an Additional Language and/or Dialect (EAL/D) teachers work collaboratively with the class teachers from Kindergarten to Year 6 to develop programs and practices that address the English language learning needs of their EAL/D students. The EAL/D teachers offer support to students via individual and small group tuition.

Other School Programs (optional)

ENGLISH AS AN ADDITIONAL LANGUAGE AND/OR DIALECT (EAL/D)

In 2022, 85% of students at Marie Bashir Public School had a language background other than English. The English as an Additional Language and/or Dialect (EAL/D) team of teachers work collaboratively with the classroom teachers to develop programs and practices that support the learning needs of EAL/D students from Kindergarten to Year 6. This includes regular small group tuition to improve students' writing during literacy groups, structured scaffolds along with intensive withdrawal EAL/D sessions.

BOOK WEEK

Book Week is an opportunity to celebrate children's literature and promote the value of books for the education, enjoyment and enlightenment of children. At Marie Bashir Public School, students, educators and families were invited to attend and participate in our Book Week Parade and Book Fair. Teachers and students dressed up as their favourite Book Week character and welcomed parents into their classrooms.

STUDENT REPRESENTATIVE COUNCIL (SRC)

The SRC involves two class representatives from Years 2 to 6 who are elected by their peers to represent their class. These students meet once a week to make decisions and organise ways for students to participate at school.

This year, the SRC worked together to organise two fundraisers for purposeful causes. A jelly bean guessing competition was held in Term 3 at the P&C barbeque to raise money for the Sydney Children's Hospital. It was a very exciting fundraiser as there were 3 different jelly bean jars up for guessing with students from different stages making the closest guesses.

The second fundraiser was the Marie Bashir Public School book swap, which raised funds for the Indigenous Literacy Foundation. Students from Kindergarten to Year 6 brought in books they had read and enjoyed to swap. The book swap was such a huge success that another swap was held the following week. Books left over from the swap were donated to Save the Children. In addition to these fundraisers, the SRC had other responsibilities such as weekly meetings and presenting the ANZAC Day service to commemorate the lives of the Australian and New Zealand soldiers.

PUBLIC SPEAKING

At Marie Bashir Public School all students participate in Public Speaking from Kindergarten to Year 6.

In 2022, Stage Public Speaking competitions were judged by an independent adjudicator from the NSW Arts Unit. All students completed both a prepared speech and an impromptu speech based on a topic provided on the day. Two of our students were highly commended in our District finals. Our Stage 2 and 3 public speaking finalists were also invited to view the State finals in the city this year. Well done to all our public speakers!

DEBATING

A Multicultural Debating competition was conducted for students in Years 5-6.

In 2022, the Marie Bashir Public school debating team competed in the Premier's Debating Challenge. We competed against multiple schools throughout our region. We won multiple debates this year and were commended for our persuasive speaking. During this term we had the opportunity to send two of our debaters to trial for our zone area debating team. Well done to all Marie Bashir Public School debaters!

PREMIER'S READING CHALLENGE AND SPELLING BEE

All students in Kindergarten through to Year 6 were encouraged to participate in the Premier's Reading Challenge in 2022. As a result, 45 students completed the challenge.

The Premier's Spelling Bee was held in Term 2 at Marie Bashir Public School. Stage 2 and Stage 3 students had the opportunity to learn new words and challenge their spelling ability by first competing at class level, with the top two students from each class then proceeding to compete in the school final held in the Library. A finalist from both Stage 2 and Stage 3 represented our school in the Regional Premier's Spelling Bee Finals online in term 3. All students are to be commended for their hard work and achievement in the Premier's Spelling Bee.

CHEERLEADING

This year, students from Kindergarten to Year 6 came together to be a part of the Marie Bashir Public School Cheerleading team. Students participated in weekly training sessions during lunch, collaborating and working together on tumbling, jumping and stunting skills. The team was led by experienced cheerleaders, Miss Polito and Miss Baptist. Students were able to achieve personal goals, as well as work together to achieve a common goal. The entire team is to be commended for their dedication and commitment.

VISUAL ARTS

At Marie Bashir Public School, the art program is conducted by Howard Matthew, a resident artist who is funded by a grant from the Packer Family Foundation. The program caters for K-6 students and offers experiences across all art forms including painting, print-making, textiles, ceramics and drawing. Highlights from this year's program include the whole school biennial art show, professional development for teachers across the Strathfield network and an evening ceramics class for parents.

MUSIC ENSEMBLES

School Orchestra

The Marie Bashir Public School Orchestra were fortunate enough to participate in various experiences to build on their musicianship this year. These included performances at school assemblies, the School Art Show and the Strathfield Council's Citizenship Ceremony.

Advanced String Ensemble

The Advanced Strings rehearsed and memorised challenging repertoire, which culminated in special performances at the Sydney Town Hall for the Festival of Instrumental Music in Term 3 and Marie Bashir Public School's Presentation Day assembly. All ten string students rose to the occasion and the audiences were extremely impressed at the standard presented during both concerts.

Recorder Ensemble

The recorder ensemble learnt a variety of pieces during their Wednesday morning rehearsals. They performed a multi-part arrangement of 'We Will Rock You' for a 3-6 assembly in Term 3 and shared their ensemble skills in the Music Showcase.

Senior Choir

In 2022, the Senior Choir rehearsed every Wednesday during lunchtime, practising a varied and interesting repertoire. Their first performance was at a 3-6 assembly in Term 2, where they performed the beautiful song 'Giant of the Forest'. They also collaborated with the Advanced Strings to perform a touching arrangement of 'Fix You' at both a 3-6 assembly in Term 3 and Presentation Day in Term 4. The round 'Banaha' and pop song 'Wavin' Flag' were the final items for the Music Showcase in Term 4.

SPORT

Swimming Carnival

In Term 1, students 8 years of age and older travelled to Enfield Aquatic Centre to participate in Marie Bashir Public School's Annual Swimming Carnival. Students with a range of swimming abilities were given the opportunity to participate in races against their peers. In the 50m outdoor pool, freestyle, backstroke, breaststroke, butterfly and medley events were held. There was even a student, teacher and parent race held at the end of the day.

Marie Bashir also had several students from years 4-6 represent the school at the zone swimming carnival. A special mention to the Senior Girls 4x50m Freestyle relay team, who finished in 1st place at the carnival, bringing home the

WSPSSA zone swimming shield.

Congratulations to our swimming champions for their outstanding performance.

Cross Country Carnival

Students in Years 2-6 competed in the annual Cross Country Carnival in Term 2. Several students represented the school at the Zone Cross Country Carnival which was held at Majors Bay Reserve, Concord. Two successful senior students earned a place at the Regional Carnival which was held at Miranda Park, Miranda.

Athletics Carnivals

The annual Marie Bashir Public School Athletics Carnival was held in Term 3 on our school oval. All students 8 years of age and older were given an opportunity to participate in track and field events. There was a range of events for students to participate in, including shot put, long jump, high jump, discus and running races. There was also a teachers verse students race at the end of the day.

In Term 3, some Marie Bashir students attended the zone athletics carnival at Sydney Olympic Park in Homebush. Students competed on an olympics-standard athletics track in front of their peers and parents. Congratulations to all students who represented Marie Bashir at such a successful sporting event.

Students in K-2 participated in a Mini-Athletics Carnival to practice their skills have fun participating in track and field activities. Ribbons were awarded to the top three students in each class for each of the event activities.

Premier's Sporting Challenge

Throughout the year, students across all years completed the premier's sporting challenge, recording the physical activity outside of school. Well done to students who completed many hours participating in a wide range of sport and physical activity.

Swim Scheme

In Term 3, students in Years 2, 3 and 4 participated in the Swim Scheme at Enfield Aquatic Centre. Over two weeks, students were given the opportunity to learn vital swimming and water safety skills. Older students were also able to focus on competitive strokes. The lessons were led by Miss Marmarinos, Ms Jordan and experienced swimming instructors. All students are to be commended for their hard work and growth as swimmers.

PSSA Netball

What a year for netball at Marie Bashir Public School! This year we had four teams compete in the Winter PSSA competition, two juniors and two senior teams. The teams were trained and led by Miss Barker and Miss Peachey.

Each week the teams competed on a Friday at Cintra Netball Courts in Concord. The teams had a rotating captain each week that allowed different players to experience the duties of a captain, including the selection of another teammate for the Best and Fairest award from that match.

All of the teams worked extremely hard in their training sessions and games and should be proud of their growth and achievements as young netballers.

PSSA Soccer/Football

This year, Marie Bashir Public School fielded three Winter PSSA soccer teams, including a senior girls team for the first time in the school's history. Students from all teams attended training sessions every Friday morning before school as well as before matches, led by Mr Merlino, Miss Ambler and Mr Ruggiero to work on fundamental football skills, such as passing, dribbling and shooting. Coaches and students were also very thankful for the parents who also assisted with training sessions and supported our teams throughout the season.

Students from all teams competed fairly and to the best of their abilities every week and are to be commended for their hard work and perseverance during a tough season against some strong opposition. A special mention to the senior girls team as well, who despite a slow start to the season, managed to win several games during the second half of the season and only just missed out on qualifying for the finals.

Both the staff and students are looking forward to an even better season next year!

PSSA T-ball/Softball

This year, Marie Bashir Public School had four teams representing our school in the Summer PSSA t-ball and softball

competitions. Students from the junior boys and girls t-ball, as well as senior boys and girls softball travelled to various parks to compete against other schools. Students from both the t-ball and softball teams attended training every Friday morning to practise and refine key skills, including throwing, catching, batting and fielding. Despite the challenges with wet weather throughout the season, students from all four teams played to the best of their abilities and demonstrated admirable teamwork and sportsmanship.

PLAYROOM

It was exciting to have our Playroom open each week in 2022. We used a classroom in Block D which is spacious and welcomed new students into the group. It was open for second-half lunch, 5 days per week and remains very popular with lots of other students wanting to come in. It is created for those students who require a secure, comforting space to enjoy playing either on their own or to find new friends. The classroom space, rather than the large playground with many students, is more relaxing for them. The variety of activities is important to allow the students to choose a new activity they have never done, like jigsaw puzzles or a familiar one, like Lego. We also encourage them to socialise and to adopt increased patience while playing with other students in the room and make new connections with other students they may have not met before.

MEDIA TEAM

Our amazing Media Team learned about using our hall audio and visual systems, setting up multiple microphones and building PowerPoint presentations for use in our school assemblies across all classes. They acted with leadership and initiative as they facilitated smooth operations with whole school community events.

YEAR 6 FUNDRAISING REPORT

This year, year 6 students organised and ran a variety of fundraising activities to raise money for their end of school festivities. Students created posters, made announcements at morning assemblies and collected funds for each fundraising activity. The fundraisers that year 6 organised include: Twos Day, Career Day, Movie Afternoon, Pyjama Day, Halloween and the Fun Fair/Gala Day.

EXCURSIONS

Early Stage 1

Kindergarten visited Calmsley Hill City Farm during Term 4 which supported our farm themed English unit on information reports and descriptions. It was a fun and interactive farm experience where children were able to hand feed and pat the nursery animals. Kindergarten watched various farm presentations which included a stock whip show, as well as a Working Dog and Shearing demonstration.

Stage 1

Stage 1 has had the amazing experience of attending three excursions this year. In Term 2, we visited the Sydney Zoo in Bungarabee and in Term 3, we went to the Golden Ridge Farm in Dural. These excursions supported the students' learning across our English programs. In Term 4, Stage 1 attended the Powerhouse Museum to support their learning in science and history lessons.

Stage 2

Stage 2 visited the Chinese Gardens of Friendship and Chinatown in Term 4 as part of our History and English program on Celebrations and Commemorations. It was an outstanding day where children were taken through tours of the Chinese Gardens of Friendship and Chinatown. Children also worked in groups to construct and parade Chinese dragons.

Stage 3

Stage 3 visited Sydney Zoo in Term 3 to consolidate their understanding and analyse the animal adaptations they were learning about in Science. It was an interesting and exciting day as students got to learn about a variety of animals and how they have adapted to their natural environments.