

# Bass High School Annual Report



2016



8223

## Introduction

The Annual Report for **2016** is provided to the community of **Bass High 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.

David Horton

Principal

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## Message from the Principal

Thank you for taking the time to read our 2016 annual report. At Bass High School we value safe, respectful learners. Our aim is to provide all our students with a positive, supportive school environment with a focus on active learning. Respect for self, for school and for community are very important values for us as exemplified in our school motto: *Tibi Confidas – Be True to Yourself*. This report provides you with information about what we do at Bass High School to support the learning and wellbeing of our students.

From information about our students and their performance in exams such as NAPLAN and the HSC to reports of significant achievement in the arts, debating, leadership, community involvement and in sport. School planning processes provide a framework for the information in this report and the future directions for our school. The School Excellence Framework, referred to in this report, provides a reference point and informed our first, and very successful, external validation process that took place in November 2016. The validation findings affirmed the outstanding support our school provides for the learning and wellbeing of our students. You will find in the pages that follow information about our teachers and support staff and our commitment to professional learning and continual improvement to what we do as teachers and our plans and achievements as a school. We are very proud of our school, our students, teachers and parents. This report will give you just a glimpse of our great school and what we have achieved in 2016. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

David Horton Principal

## Message from the school community

The Bass High School Parents and Citizens' (P&C) Association meets at school every month. Meetings are friendly and informal and include information about school programs and events, presentations from key school program coordinators and reports from the Principal. Parents have the opportunity to contribute to school decision-making and planning. The P&C has continued to provide support for school programs and events including multicultural day, subject selection meetings, presentation assemblies and representation on merit selection panels. The P&C has secured funding to improve school facilities through the NSW Government Community Building Partnership grant. This funding will provide much-needed shade areas for students in the ANZAC Memorial Garden (at the front of the school) and in the playground.

## School background

### School vision statement

At Bass High School we support all students to learn to their potential. To achieve this we will provide multiple opportunities for students to learn in a context of high expectations at all levels of achievement. We are committed to delivering quality learning experiences for all students in a safe, supportive, orderly and respectful school environment. We teach and model the behaviours we value in our students. The school community places high value on having major positive effects on all students and we are committed to building the sustainable expertise, skills and knowledge that we require to achieve this. As teachers we are passionate about and promote the language of learning. We are committed to the sharing of quality professional practice through collaboration. We seek and give feedback from students and from colleagues to continually improve our practice. Student learning will be the lens through which we look when examining our practices, policies, products and procedures.

### School context

Bass High School is a co-educational 7–12 school of 695 students. A Support Unit provides programs for 54 students with mild and moderate intellectual disabilities. The school serves a diverse student population with 78% from a non-English speaking background and 19 Aboriginal students. Equity funding targets school improvement and innovation supporting teachers to collaborate and share quality practice. Our teaching staff has a strong commitment to improving student learning and engagement through quality teaching, collaboration, professional learning, and a focus on literacy and numeracy. Our students value a range of learning experiences from the academic to the arts and sport. Many students excel at high levels in these areas. A broad curriculum offers traditional subjects as well as a range of vocational courses including hospitality, construction, primary industries and sports subjects. The school's learning and homework centres provide extension, learning support and senior student study programs. The learning and support team provide important learning opportunities for students across the curriculum. The welfare team supports students at each stage of their development through a range of programs and practices that enhance student wellbeing. The explicit teaching and modeling of positive behaviour through Positive Behaviour for Learning (PBL) is a whole school priority. Parents and community members play a valued role in the life of the school through the Parents and Citizens' Association and Community Liaison Officer role.

# 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In the domain of Learning, the school has a culture of high and explicit expectations strongly supported by the Positive Behaviour for Learning program. The school's Wellbeing Program facilitates our students' connection and success at school in an environment that enables them to thrive. Students are supported at key points in their education including entry to high school, transition to senior school and post-school transition through comprehensive orientation programs, the school Homework Centre, personalised learning plans and a range of extra curricula activities. Student performance is closely monitored and reported on via regular student reports, biannual parent-teacher nights and Recognition of Student Excellence assemblies. In this domain, the Wellbeing at the school has been assessed at Sustaining and Growing against the School Excellence Framework. In the domain of teaching, the Teaching and Learning Programs are subject to regular review and improvement with a focus on Quality Teaching, literacy and numeracy. Teaching and learning is focused on explicit objectives, connected and structured learning activities, ICT integration and high expectations. Student performance data is regularly analysed and published by the school and used to inform ongoing teaching. Collaboration that directly supports and maximises student learning is a school plan priority and is evident across the school at all levels including teacher peer lesson observations, through executive supervision and regular staff meetings. Teachers participate in professional learning aligned to school priorities and their professional needs much of which has a focus on quality teaching, literacy, numeracy and PBL. In this domain the school has been assessed at Sustaining and Growing against the School Excellence Framework in the areas of collaborative practice and learning and development. In the domain of leading, the school provides opportunities for parents and the community to engage in school activities, is committed to the development of leadership skills of students and staff and has productive relationships with external agencies to support student learning. School planning is a collaborative practice with input from the school community and articulates the school's priorities. School resources are strategically allocated to align with school priorities and staffing ensures the quality delivery of the necessary curriculum. Physical learning spaces are flexible and designed to maximise the student learning environment. The school operates management systems and process that effectively support our teaching and learning priority underpinned by a range of communication systems for the school community. In the domain of leading, the school was assessed as Sustaining and Growing in the areas of School Resources and Management Practices and Processes. The next steps in the self-assessment process include: a focus on internal and external student performance data to inform teaching with a view to maximise value added growth for our students. A continued review process of teaching and learning programs providing a basis for adjustments and improvements, including the development of a Quality Teaching Rounds practice. A commitment by the school leadership team to continue to support a culture of high expectations and enhanced community engagement, resulting in sustained and measurable whole-school improvement.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Quality Teaching

#### Purpose

Quality teaching and learning is visible in all classrooms through high engagement, high content, high support and high challenge lessons for every student.

#### Overall summary of progress

Teachers and faculty groups have collaborated to regularly review learning and teaching programs with a focus on explicit teaching (high expectation, high support), quality teaching, literacy and numeracy, and the assessment of student learning outcomes. Programs explicitly articulate differentiated teaching to meet the specific learning needs of all students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers develop and implement 3–5 professional learning goals (one of which relates directly to strategic direction 1).	The Performance and Development Framework has supported teachers to develop their knowledge and understanding of quality teaching practice. A cycle of self-evaluation, ongoing professional learning, assessment of practice and lesson observations have been key strategies implemented in this area.	\$2500.00
Personalised learning plans are in place for students assessed as requiring intensive literacy, numeracy or behaviour support.	The Learning and Support faculty develop personalised learning plans for students who require additional assistance to support their literacy, numeracy or behaviour. All students in the Support Unit have individual learning plans developed in consultation with parents and carers. All Aboriginal students have individual learning plans developed in consultation with parents and carers.	\$6000.00
All stage 4 teaching and learning programs are reviewed and reflect quality teaching practice.	All faculties review their teaching and learning programs including assessments.	\$5000.00
Internal reporting against milestones, executive monitoring and feedback, staff/student/parent surveys ( <i>Tell Them from Me</i> surveys).	In 2016, Bass High School participated in surveys that sought the opinions of students and teachers about the school. The processes used included: <i>Focus on Learning</i> teacher survey and <i>Tell Them From Me</i> student survey.	\$5000.00

#### Next Steps

The Learning and Support faculty will continue to develop and refine student individual learning plans to support students requiring additional assistance. Faculties will review teaching and learning programs including formative assessment practice. *Partners in Learning* parent surveys will be conducted. A focus on quality teaching in the classroom and in assessment practice will direct school planning.

## Strategic Direction 2

### Collaboration

#### Purpose

Collaboration that directly supports and maximises student learning is evident across the school at all levels – executive, teachers, students, parents, support staff and community.

#### Overall summary of progress

The executive team have provided highly visible leadership at faculty and whole-school levels to support teachers to teach and students to learn. Opportunities have been provided for all staff to develop their leadership skills and capacity including opportunities to lead and collaborate on the evaluation of key school processes and programs and to provide recommendations for future directions. Students have had opportunities to contribute positively to their community through community-based citizenship projects including the blood donation project and Bass Plaza Kid's Square program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evaluation processes contribute to Improvements to student learning outcomes.	A program and practices evaluation process is in place. Representative teams have conducted reviews of key school programs and practices and provided recommendations to contribute to student learning outcomes.	\$2000.00
Increased opportunities for learning progress discussions between teachers and parents.	Additional opportunities for parents to receive feedback about student learning progress and 'where to next?' learning discussions with teachers have been implemented. These include interim reports on student academic progress and an additional Parent/Teacher evening.	\$3500.00
Enhanced school community relations and communication with local community about school programs, events and planning as measured through surveys.	<i>Tell Them from Me</i> surveys have been conducted for students, staff and parents.	\$5000.00
Internal reporting against milestones, improvement measures, recommendations from evaluation teams, executive supervision feedback, staff/student/parent surveys (TTFM surveys).	Formal and informal evaluation of school programs have been conducted.	\$1000.00

#### Next Steps

Data and feedback from surveys and evaluations will contribute to the new school planning cycle in 2017.



### Strategic Direction 3

#### Student learning and engagement

#### Purpose

Teachers have high expectations of all students. They use multiple learning, differentiated and personalised learning strategies to maximise engagement and support students to achieve their potential. We teach and model the behaviours we value in our students.

#### Overall summary of progress

Teachers have participated in professional learning targeted to school priorities and their professional needs. These priorities have included a focus on value-added results, support for equity groups and improving NAPLAN and HSC outcomes. Equity funding has supported school improvement and innovation including the appointment of additional staff to lead key programs supporting all students (boys, girls, Aboriginal, EAL/D, ICT and socio-economic). A whole school wellbeing program is embedded in school practices and provides a framework for the collective support and wellbeing of every student. Staff professional learning has supported a whole-school positive behaviour for learning (PBL) model focusing on data, systems and practices and consistent behaviour management in all school settings.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasing numbers of students achieve value-added results as measured by external assessments (NAPLAN, HSC).	Excellent HSC results in 2016 indicate very good progress in this school priority area.	\$20000.00
Increase proportion of students in top 2 bands in NAPLAN Reading and Numeracy.	Collaboratively development and implementation of problem-solving approaches (data, systems and practices) to student learning, assessment and positive student behaviour (PBL).	\$18500.00
Decrease the proportion of year 9 students at or below national minimum standard.	Students will continue to be supported at all levels for their learning and behaviour.	
Increase the proportion of students with 2 or more band 5–6 results at the HSC.	Excellent HSC in 2016 have resulted in strong progress in this area.	
Increase the number of students with attendance above 85%.	Attendance rates in all year groups continue to be close to state averages.	\$75000.00
Increasing numbers of teachers integrating ICT into effective classroom practice as evidenced by classroom observation data, student/staff surveys, laptop bookings, TSO support.	Staff and students are increasingly confident users of technology with ICT learning embedded in learning and teaching programs supported by the school's Technology Support Officer.	\$45666.28

#### Next Steps

The school's wellbeing and positive behaviour for learning programs will continue to be refined to support student learning outcomes. Further opportunities for students to develop as 21st-century learners will be developed. Additional teacher and leadership positions will reflect current and emerging student learning needs.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	In 2016 Bass High has continued to provide significant opportunities for our indigenous students. The school funded Aboriginal Education Officer – AEO), coordinates the support of our Aboriginal students. Personalised Learning Plans and student profiles have been written for all Aboriginal students to create outcomes and goals to promote student learning, retention, engagement and success. In addition, staff continue ongoing professional learning and implementation of Aboriginal perspectives across a key learning areas.	\$10321.00
<b>English language proficiency</b>	Appointment of specialist EAL/D Teacher to support English language proficiency across the school.	\$178280.00
<b>Low level adjustment for disability</b>	Additional School Learning Support Officers (SLSOs) were employed to work with students who have additional learning needs. Adjustments in all subjects explicitly address the specific needs of students with disabilities and student participation and engagement in lessons have increased. The school supported the Nationally Consistent Collection of Data (NCCD) and this created opportunities for teachers to engage in meaningful professional dialogue about how to cater for the varied needs of students in their classes.	\$469912.00
<b>Socio-economic background</b>	This funding has supported additional staff (LaST teachers, Deputy Principal, Aboriginal Education Officer (see above). Significant programs including numeracy, Lesson Observations, SOLE lessons, MultiLit, QuickSmart Numeracy, Positive Behaviour for Learning (PBL), Positive Attendance Program, Senior Learning Centre, Homework Centre. Increase opportunities for integrating ICT in learning including funding for Technology Support Officer and student laptop program. Students from low socio-economic families received additional financial support to ensure equity in education opportunity – uniforms, school fees, excursions and camp costs. This resulted in higher levels of engagement and attendance in school activities.	\$1,084,492
<b>Support for beginning teachers</b>	Bass High has an established program to assist and support Early Career Teachers in their first years of teaching. This program has developed over several years and is continually being reviewed to be responsive to the changing needs of Early Career Teachers. For teachers who are new to Bass High there is an induction program during Term 1 to introduce these teachers to the school and its day-to-day activities and to help them to adjust and settle in to working at Bass High. The induction program runs concurrently with the mentoring program to support teachers appointed to Bass High who	\$13377.89

<b>Support for beginning teachers</b>	<p>may be in their first few years of teaching. The mentoring program aims to provide a nurturing and supportive environment for the Early Career Teacher in their first few years of teaching. The program has been developed to allow them to feel encouraged and supported while helping them to develop the skills and strategies for teaching in a well-managed classroom demonstrating quality teaching. The mentoring program aims to provide opportunities for professional development. At a grass roots level, this involves regular meetings with the mentor and the Early Career Teachers. At these meetings, the emphasis is on providing the opportunity for teachers to share ideas, problems and strategies. The emphasis is on sharing the positive aspects of their teaching practice with others in the group, while giving the opportunity to reflect and comment on where improvements could be made. These meetings provide an opportunity to start to prepare their portfolio of evidence for accreditation. These meetings also provide an opportunity for “in-house” professional development workshops, with the emphasis on Classroom and Behaviour Management that promotes the opportunity for Quality Teaching. Early Career Teachers are also actively encouraged to apply for external Professional Development Courses as advertised. In 2016, the Principal attended many of these meetings, actively participating in the meetings and encouraging the Early Career Teachers to share their ideas and experiences. In 2016, there were eleven teachers involved in the Beginning Teacher program. Of these, one teacher was a permanent teacher whose completion date is in 2017. The other ten teachers were casual or temporary teachers who were keen to start to develop their portfolios for submission.</p>	<p>\$13377.89</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>Specialist support for refugee students including in-class and withdrawal learning support.</p>	<p>\$3,210</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	468	446	463	416
Girls	297	296	316	293

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	93	93.4	92.3	91.6
8	92.7	91.5	90.2	89.5
9	87.7	91.4	88.3	86.9
10	88.3	85.5	85.8	84.9
11	81.6	87	83.7	86.4
12	84.8	87.4	88.5	85.5
All Years	88.2	89.5	88	87.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

The school's welfare team is highly involved in promoting positive attendance and managing poor attendance. Attendance is highly valued and strongly emphasised at Bass High School. A proactive approach is taken to identify students whose attendance is causing concern and management strategies are put into place to support these students. In 2016 the school continued the employment of a Home School Liaison Officer (HSLO) to monitor attendance data and interview students where attendance or punctuality is a concern. This information is passed on to the welfare team who implement strategies to support students to improve their attendance.

Phone intervention strategies are also employed in the management of student attendance. The welfare team, head teachers and teachers make regular phone calls to parents and caregivers about student attendance

issues. SMS messages are sent alerting parents to students late arrivals. In 2016 Bass High School continued links with outside agencies. These connections were used to put in place various interventions to support student engagement and increased attendance. The Positive Attendance Program continued with a focus on improving on-time arrivals to school for students. An evaluation of this program conducted in September 2016 showed improving rates of attendance and punctuality for many students.

### Structure of classes

At Bass High School class size and structure are designed to maximise positive student learning outcomes within the constraints of the school resources. Year 7 and 8 classes are arranged in four core classes with an average size of 22 students. Core classes are broken into smaller group for practical based subjects. This structure allows for a smooth transition into high school and provides consistency to support students achievement and wellbeing. Years 9 and 10 classes are organised by subject and class groups varied to best suit the delivery of the curriculum. The maximum class size is 30 for most classes but lower maximums apply to practical subjects. The senior class structure is carefully designed to suit the course choices of students with a maximum class size of 24 students. Year 12 students have study periods built into their pattern of study during which they have full access to the school's learning centre resources.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	7
Employment	0	9	52
TAFE entry	1	0	17
University Entry	0	0	36
Other	10	12	11
Unknown	0	7	4

A total of 90 students completed their Higher School Certificate in 2016, comprising 48 boys and 42 girls. Of these 81% of students were from a non-English speaking background, 2% of students were from Aboriginal and Torres Strait Islander backgrounds and 6% were special needs students. Students had the opportunity to undertake vocational education courses offered by the school. These courses were in Construction, Sports Coaching, Hospitality and Primary Industries. A further 3 students undertook vocational education courses offered at TAFE and other Registered Training Organisations (RTO'S). These

courses were in Retail, Light Vehicle Automotive and Commercial Cookery. From the students' surveyed who completed the Higher School Certificate:

- 36% received an offer of enrolment to attend University or a University college. Courses included Biomedical Engineering, Software Engineering, Business and Marketing, Business and IT, Social Work, Engineering and Business, Science, Arts, Construction Management, Engineering and Commerce, Clinical Science, Cyber Security and Behaviour, Social Science in Criminology and Policing.
- 17% were accepted into a TAFE or another RTO. Courses studied included Beauty Therapy, Electrical, Light Vehicle Mechanics, Plumbing, Real Estate, Childcare and Business Administration.
- 7% were offered an apprenticeship or traineeship in Plumbing, Light Vehicle Automotive, Electrical, Glass and Glazing, Commercial Cookery and Business Administration.
- 27% were employed full time.
- 23% were employed part-time.
- 11% decided to take a gap year pursuing transition to work programs and other interests.
- 4% could not be contacted at the time of this survey.

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

Bass High offers students the choice of six Vocational Education (VET) subjects in Years 11 and 12 – Business Services, Construction, Hospitality, Information and Digital Technology, Primary Industries and Sports Coaching. These subjects are a popular choice amongst senior students. In 2016, approximately 68% of Year 11 & 12 students studied at least one VET subject and approximately 18% studied two VET subjects. In 2016, Year 12 students studied Construction, Hospitality, Primary Industries and Sport Coaching; Year 11 students studied Business Services, Construction, Hospitality, and Sport Coaching. In 2016, a significant proportion of Year 12 students who studied a VET subject as part of their HSC achieved the TAFE qualification attainable in their VET subject. In Year 12, 70% of Construction students attained their Certificate II in Construction Pathways; 45% of Sport Coaching students attained their Certificate II in Sport Coaching and in Hospitality, 15% attained their Certificate II in Kitchen Operations with 85% attaining a Statement of Attainment towards their Certificate II in Kitchen Operations. Work placement is a mandatory component of every VET subject. The requirement is that 70 hours of work placement is completed over the two years. In 2016, completion rates were good with 86% of Sport Coaching students, 77% of Construction students and 54% of Hospitality students completing their work placements. As VET students have the potential to achieve the TAFE qualifications mentioned above, the HSC exam is an optional choice for Year 12 students. As a result, not all VET students choose to sit

for the HSC exam in their chosen VET subject. There is no HSC exam for Sport Coaching. In 2016, the VET students who elected to sit for the HSC exam associated with their VET subject achieved good results. In Year 12, 34% of the Hospitality students achieved a Band 4 and in Construction 12% achieved a Band 4. In 2016, Dillon Proud was nominated for the Public Schools NSW, Ultimo, Student Achievement Award. Dillon was deemed by a selection panel to be a worthy recipient of this award for Sport Coaching. Dillon was presented with his Award at the Public Schools NSW, Ultimo VET Awards Evening, which was held at Revesby Workers Club. (Photo of Dillon Proud). Three Year 12 VET students were successfully nominated for the Rotary Awards for Excellence in a VET subject. Local business leaders presented these awards at an Awards Night in September, which Bass High hosted in the school Hall. Jimmi Nguyen was presented with a Rotary Award for Construction, Kayla Gray received her Rotary Award for Hospitality, Yusuf Jan accepted his Rotary Award for Primary Industries and Page McGregor was presented with a Rotary Award for Sport Coaching. (Photo of Award winners) It is quite an achievement for all these students to be acknowledged for their excellent efforts in these VET subjects, not only in the school, but also in the wider community. These Awards make an impressive addition to a VET student's resume. 2016 was a busy year for the Year 11 and Year 12 Hospitality students at Bass High School. Function catering, work placements and the continuing development of the training and café space in the C8 kitchen complimented the course delivery. The year began with the learning of new food preparation skills and it wasn't long before the students were put to the test when catering for the junior and senior ROSE assembly award recipients and their families in May 2016. Guests were treated to an assortment of canapés, appetizers and dessert bites. All who attended appreciated the quality of the food prepared. The Goals program launch and graduation have always provided a great opportunity for the students to prepare and serve a range of menu items and Goals 2016 did not disappoint. At the Goals launch the Hospitality students prepared a full breakfast for 50–60 students, mentors and parents in the B4 kitchen with favourites including buttermilk pancakes and cinnamon morning buns cooked fresh at the breakfaster's benches. Other functions included several 3-course lunches for the School Management Links day, Bain and Deloitte guests, a P & C dinner at Bass High and the staff Christmas morning tea. The standout function of 2016 was catering for the VET Rotary Awards in September. Year 12 Hospitality students and their teachers worked from 7 a.m. till 8 p.m. to prepare food for over 200 guests, including politicians, local business representatives, principals and teachers from schools in the area, award winners and their families. The menu comprised a selection of entrée portions to begin the evening and this was complimented later with a variety of desserts to choose from with tea and coffee. The highlight of the catering was the Year 12 Hospitality students setting up and completing the cooking of their designated dishes in front of the guests as they arrived. This added an impressive feature to the evening. (Photo of catering from VET Awards) The Bass High Café increased their opening hours due to popular demand in 2016. Hospitality students use their barista



prepare coffees, hot chocolates, milkshakes and fruit-based frappes accompanied by sweet treats at Break 1 and 2 daily. This enterprise has been appreciated by both staff and students, who are happy to line up for this on-site treat. The Bass High Hospitality students catered all meals and functions to a high standard and they should feel proud of their efforts over the year. As part of their course and as a reward for their efforts throughout the year, the Hospitality students took time out to visit the TAFE Apprentice restaurant at Sydney TAFE, Ultimo for a tour of the teaching facilities and a 3-course meal prepared and served by 3rd-year apprentices and their teachers. It was a great way for the students to compare their efforts with Hospitality industry apprentices and a fitting

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 students achieved a range of vocational educational qualifications:

- One student completed 2 Unit Industry Based Learning
- One student completed 2 Unit Automotive
- Ten students completed 2 Unit Construction
- Eight students completed 2 Unit Hospitality
- One student completed 2 Unit Hospitality Specialisation Study
- Two students completed 2 Unit Primary Industries
- Two students completed 2 Unit Retail Services
- Nine students completed 2 Unit Sport Coaching.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	35.4
Learning and Support Teacher(s)	3.4
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	14.28
Other Positions	6.9

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The school has funded the employment of an Aboriginal Education Officer (AEO) to support the learning and engagement of all Aboriginal students and to strengthen connections with community including representation on the local Aboriginal Education Consultative Group.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	31

### Professional learning and teacher accreditation

Teachers participated in over 400 individual and group-based professional learning activities during the course of 2016. These fell into a range of categories that include Information & Communication Technology for Teaching and Learning, Literacy and Numeracy, Quality Teaching, Welfare and Equity, Syllabus Implementation and Leadership & Career Development. Teacher groups participated in a wide range of professional learning activities at school during school development days and regular staff and faculty meetings. This professional learning focused on extending and enhancing teacher knowledge and skills in key school priority areas including literacy, numeracy and student engagement. Professional learning activities conducted at school were evaluated via online surveys. Key professional development activities for teachers were centred around major school programs including Positive Behaviour for Learning, the ALARM program and Literacy and Numeracy continuums. Four teachers completed accreditation at proficient level.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>441 243.58</b>
Global funds	491 233.15
Tied funds	1 426 149.94
School & community sources	180 178.58
Interest	16 628.67
Trust receipts	101 518.30
Canteen	0.00
Total income	2 656 952.22
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	54 093.43
Excursions	52 459.72
Extracurricular dissections	108 147.88
Library	352.50
Training & development	0.00
Tied funds	1 000 378.21
Short term relief	170 054.75
Administration & office	96 752.92
School-operated canteen	21 141.65
Utilities	110 152.08
Maintenance	73 281.88
Trust accounts	143 116.87
Capital programs	0.00
Total expenditure	1 829 931.89
<b>Balance carried forward</b>	<b>827 020.33</b>

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

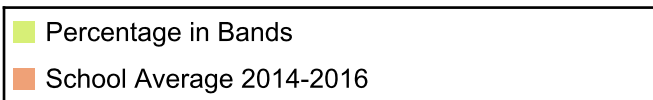
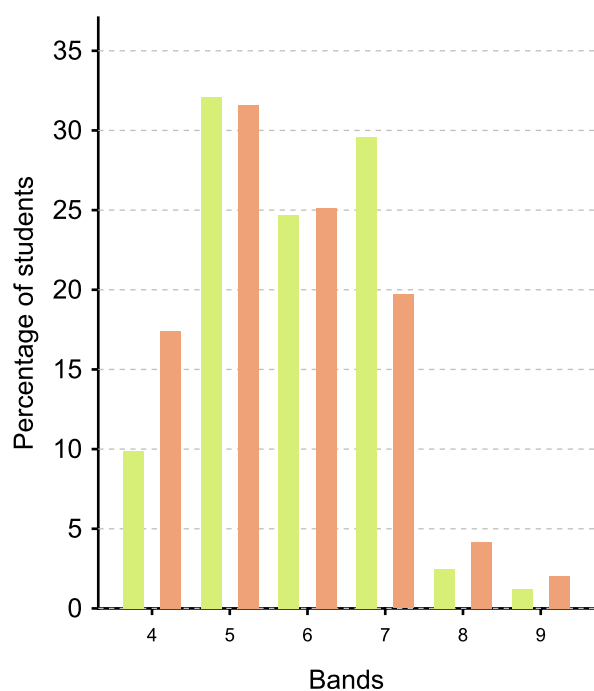
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In year 7, 76 students completed NAPLAN tests in 2016.

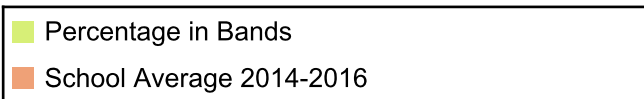
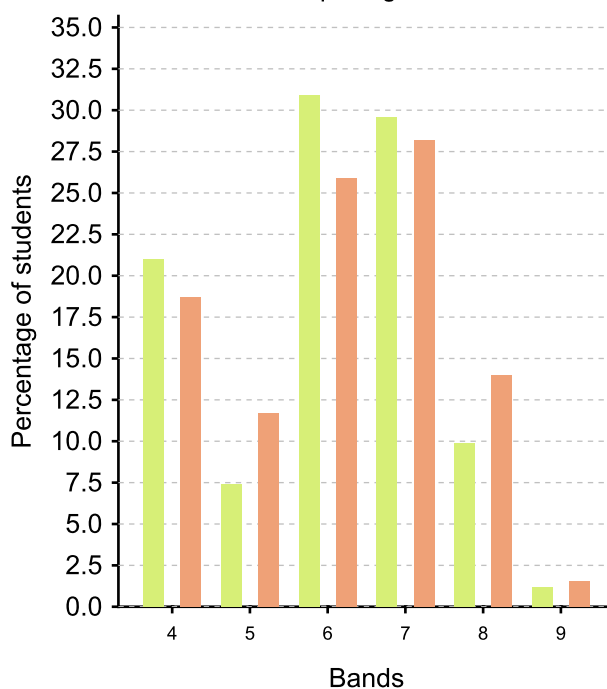
In the test aspect of Reading, 43.4% of students scored greater than or equal to expected growth. In the test aspect of Reading, the average scaled growth for year 7 students was 51.3% compared with a NSW DoE state average of 39.2%. In the test aspect of Spelling, 53.3% students scored greater than equal to expected growth. In the test aspect of Spelling, the average scaled score growth for year 7 students was 43.6% compared with a DoE state average of 43.5%. In the test aspect of Grammar and Punctuation, 60.0% of students scored greater than or equal to expected growth. In the test aspect of Grammar and Punctuation, the average scaled growth for year 7 students was 48.9% compared with a DoE state average of 32.9%.

In year 9, 116 students completed NAPLAN tests in 2016. In the test aspect of Reading, 56.0% of students scored greater than or equal to expected growth. In the test aspect of Reading, the average scaled growth for year 9 students was 41.4% compared with a NSW DoE state average of 32.1%. In the test aspect of Spelling, 54.6% students scored greater than equal to expected growth. In the test aspect of Spelling, the average scaled score growth for year 9 students was 35.5% compared with a DoE state average of 32.4%. In the test aspect of Grammar and Punctuation, 42.0% of students scored greater than or equal to expected growth. In the test aspect of Grammar and Punctuation, the average scaled growth for year 9 students was 34.1% compared with a DoE state average of 22.1%.

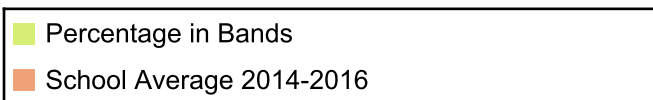
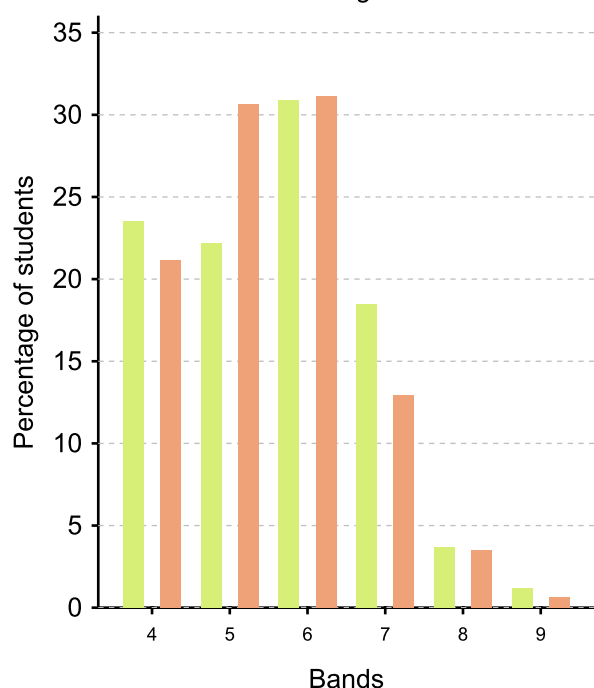
**Percentage in bands:**  
Year 7 Grammar & Punctuation



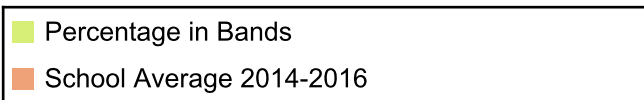
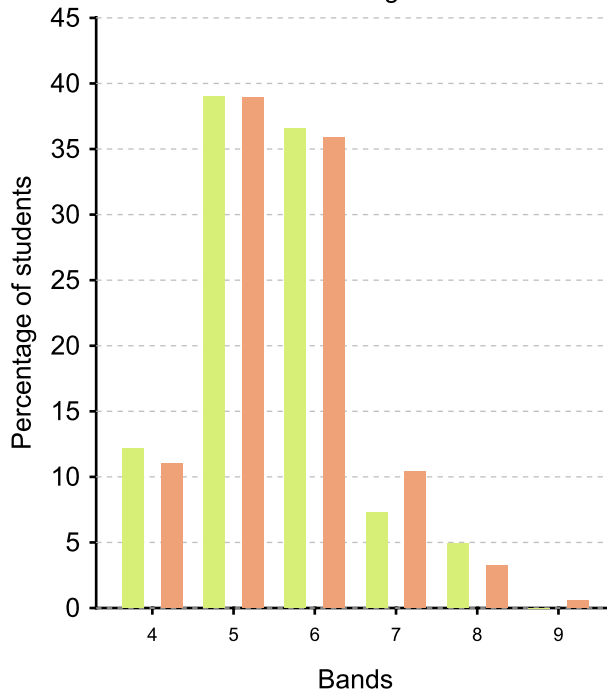
**Percentage in bands:**  
Year 7 Spelling



**Percentage in bands:**  
Year 7 Writing

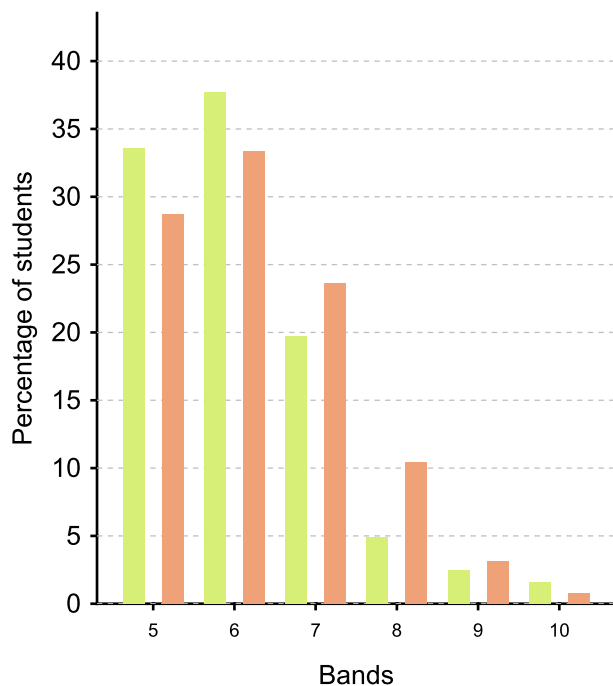


**Percentage in bands:**  
Year 7 Reading

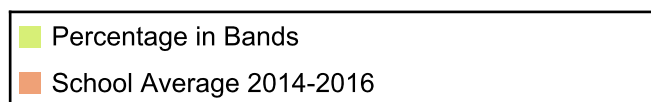
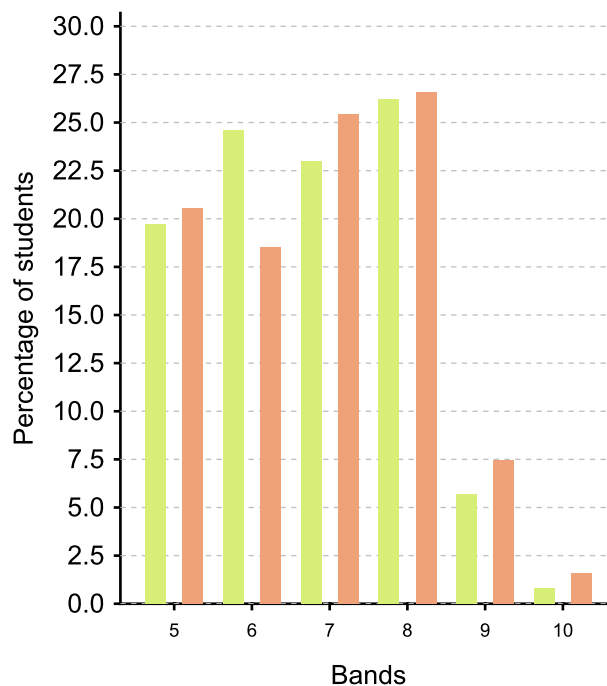




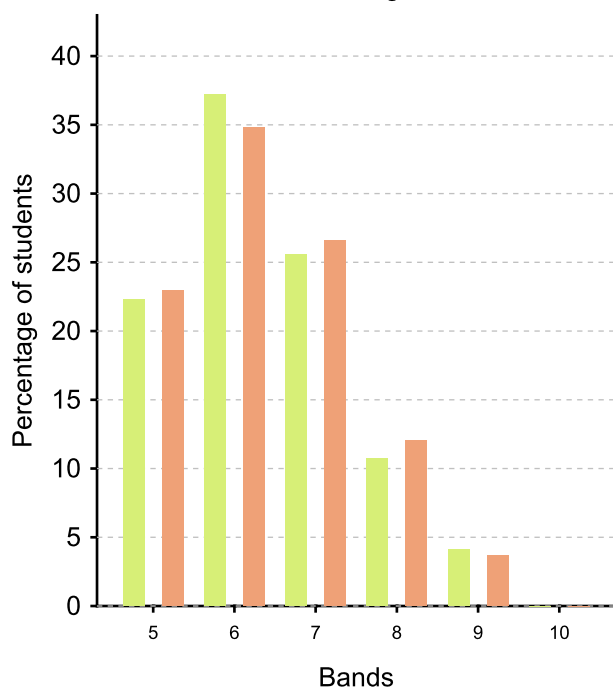
**Percentage in bands:**  
Year 9 Grammar & Punctuation



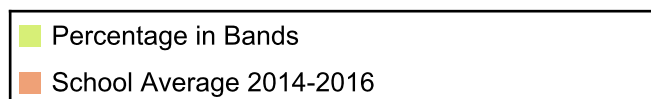
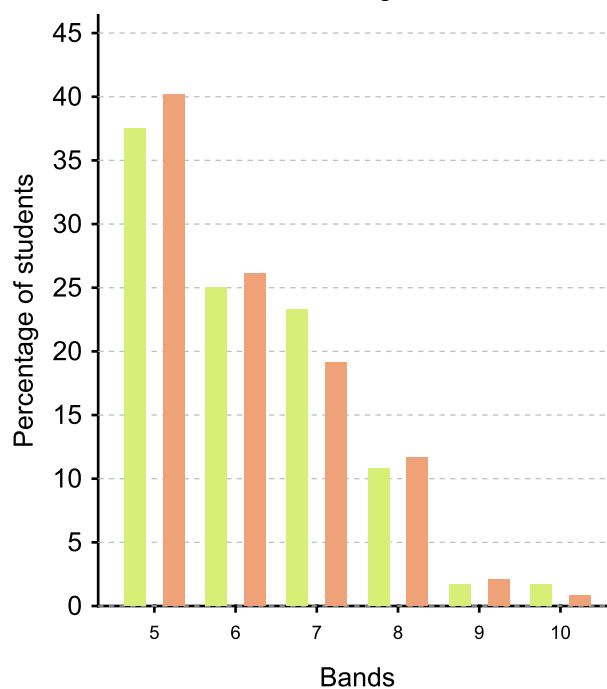
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading



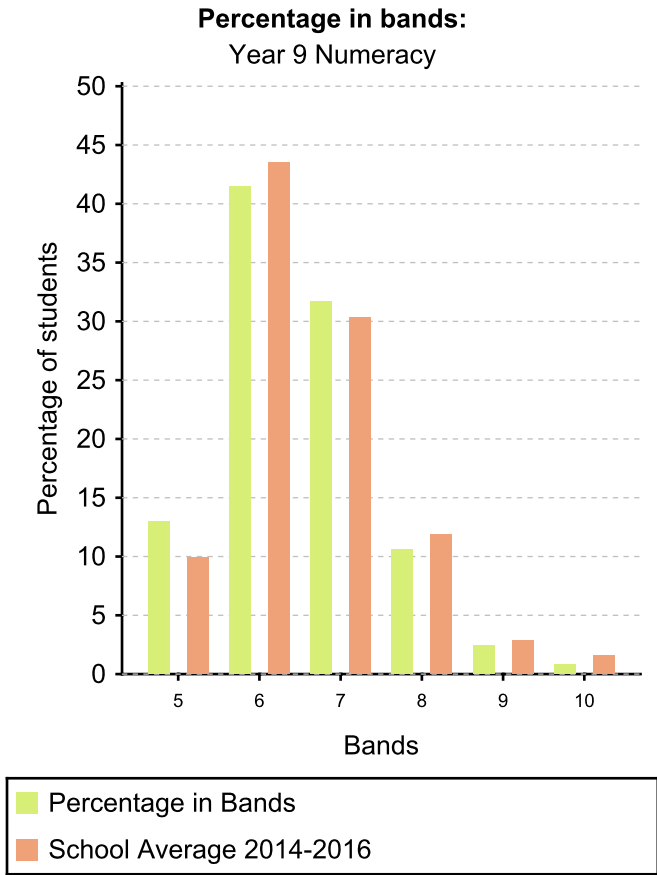
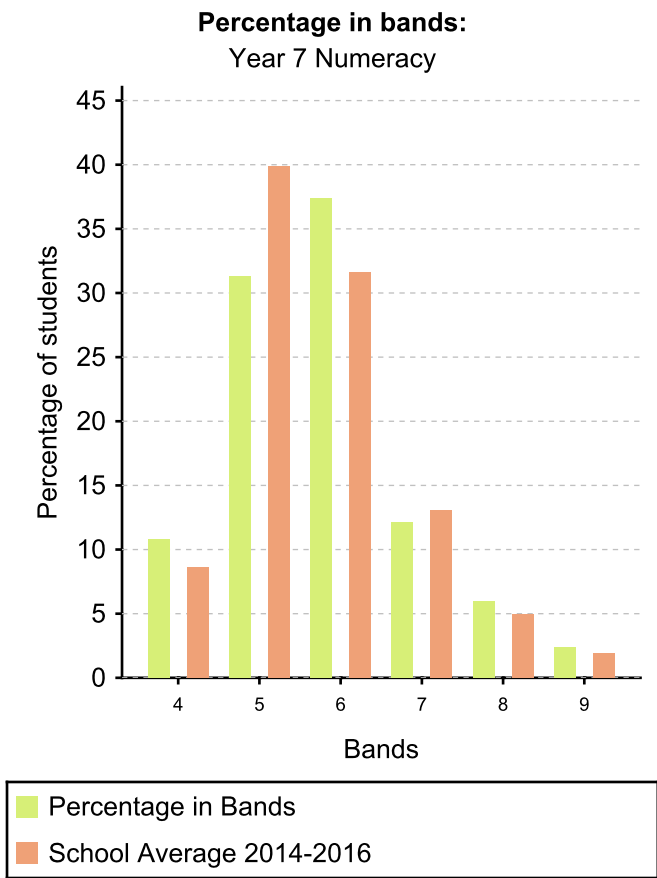
**Percentage in bands:**  
Year 9 Writing



In Year 7, 76 students completed NAPLAN numeracy tests in 2016.

In the test aspect of Numeracy, 53.9% of students scored greater than or equal to expected growth. In the test aspect of Numeracy, the average scaled growth for year 9 students was 57.6% compared with a DoE state average of 57.9%.

In the test aspect of Numeracy, 57.3% of students scored greater than or equal to expected growth. In the test aspect of Numeracy, the average scaled growth for year 9 students was 42.3% compared with a DoE state average of 40.1%.



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.

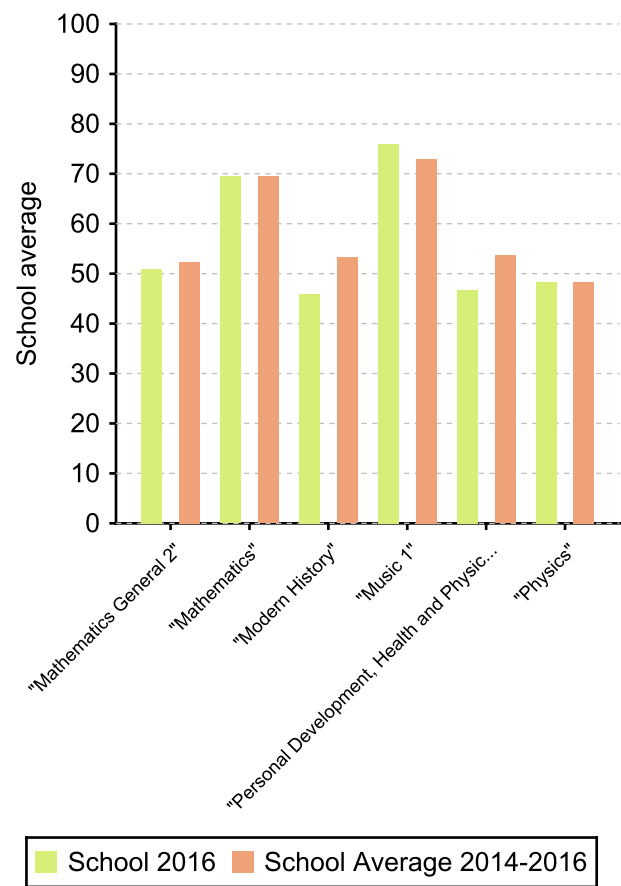
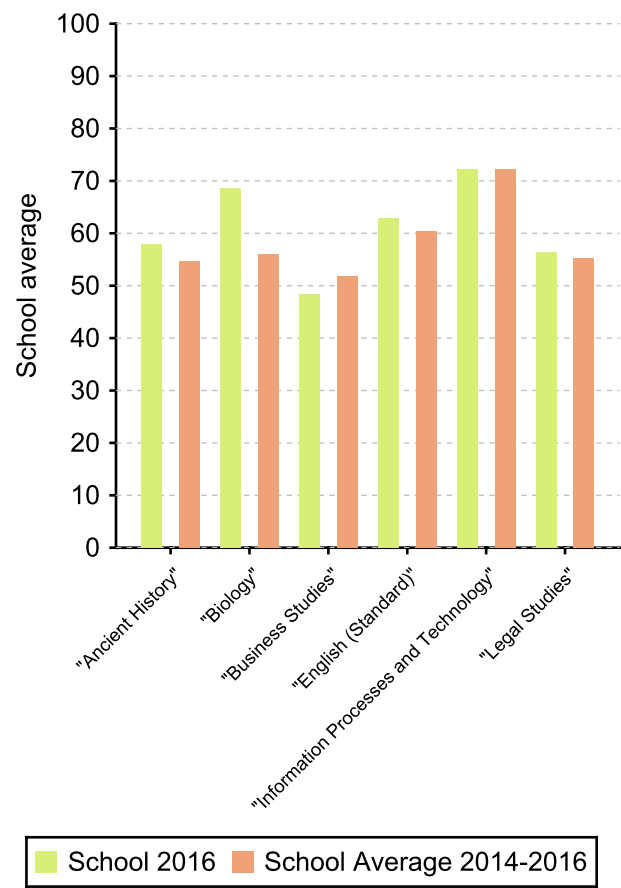
In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

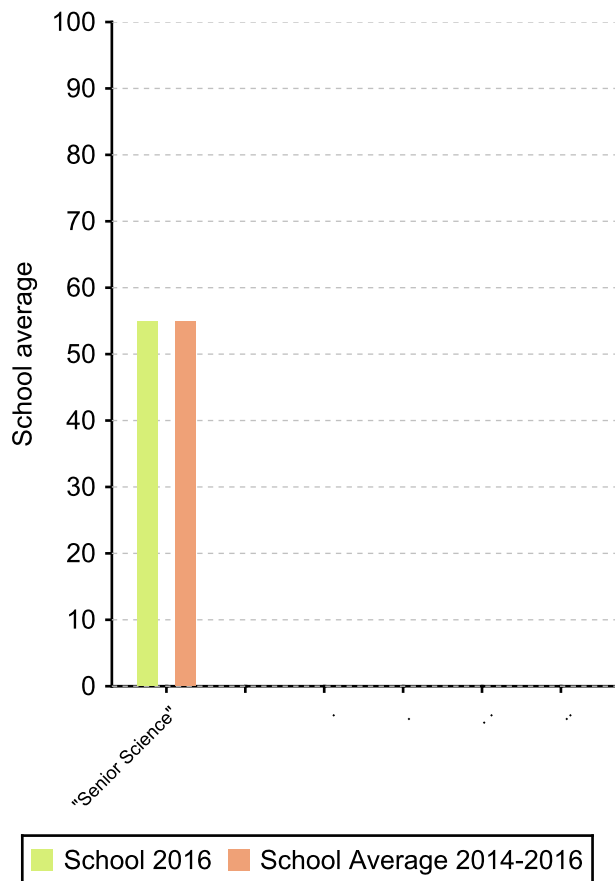
The percentage of Year 7 students in the top two bands has remained consistent with an increase in band 8 scores for reading and slight decreases in writing, spelling and grammar and punctuation. In numeracy there were marginal increases in the number of students in the top two bands. The percentage of Year 9 students in the top two bands has increased slightly for reading, writing, spelling, grammar and punctuation and numeracy.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. From a small cohort in 2016 there were no Year 7 or Year 9 Aboriginal students in the top two NAPLAN bands for reading, writing spelling, grammar and punctuation and numeracy.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





In the Higher School Certificate (HSC) the performance of students is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Our HSC results for 2016 were outstanding and our school community, teachers and parents are very proud of the hard work, achievement and dedication of our HSC students. Important school plan HSC improvement measures focused our efforts in 2016. These included increasing the numbers of students achieving positive value-added results in the HSC, increasing the number of top two attainment bands achieved by students in the HSC and increasing the proportion of students with 2 or more band 5–6 results in their HSC. In 2016, 81 students from Bass High School sat for the Higher School Certificate examinations. Of these students 36% received an offer of enrolment to university. There were a number of students who received offers of early university enrolment prior to commencing their HSC examinations. Outstanding HSC and ATAR results from Hamayoun Hatif, Nick Glynatsis, Swati Vir and Gary Habib were inspiring. Students outstandingly achieved Band 6 awards in English Advanced, English Extension 1, English Standard and Mathematics 2 Unit. As a result, Swati Vir (Band 6 in English Advanced and English Extension 1), Gary Habib (Band 6 in English Standard) and Pham Do (Band 6 in Mathematics 2 Unit) received HSC Distinguished Achievers awards for wonderful academic achievement and a place with the best-performing students from across the state. Our students received 31 Band 5 awards in Biology, Chemistry, English Advanced, English Standard, Mathematics 2 unit, Mathematics General, Physics, Legal Studies, Ancient History, Business Studies, PDHPE, Information Processes and Technology, Vietnamese Continuers and Music 1. These results represent wonderful student achievement, outstanding teaching and the dedicated support of parents. There were also significant numbers of students who were very close to a Band 6 and 5 results in a range of subjects. There were also many examples of students performing to their potential, many despite challenging personal circumstances. Our 2016 HSC results in individual subjects compare very favourably to student performance across the state. Especially impressive were results achieved in English Advanced (Teacher: Mrs Charara), English Standard (Teachers: Mrs Abson, Ms Eady, Mr Nimmo), English Extension 1 (Teacher: Mr Nimmo), Information Processes and Technology (Teacher: Mr Akca), Music 1 (Teachers: Mr Pirrello, Mrs Ahn), Biology (Teacher: Ms Chan), Chemistry (Teacher: Mr Liang) and Physics (Teacher: Mr Ampofo). Congratulations to four students who received Life Skills awards in English, PDHPE, Visual Arts, Work and the Community and Technology, achieved again through dedicated and caring teaching and parenting. We acknowledge the outstanding professionalism of our teaching staff in Special Education, Mrs Pfeiffer (Head Teacher), Mrs Bianco, Mr Blom, Mr Delli-Pizzi and Mr Strauss for these achievements. These student results represent a significant whole school and team effort from teachers, our teachers who mark HSC exams, head teachers, year advisors, our welfare and learning and support teams and to the many programs that support student learning including the Senior Learning Centre and Homework Centre.

## Parent/caregiver, student, teacher satisfaction

In 2016 Bass High School participated in surveys that sought the opinions of students and teachers about the school. The *Focus on Learning* teacher survey and *Tell Them From Me* student survey were conducted in April 2016 (with 446 student responses) and October 2016 (with 515 student responses). The *Tell Them From Me* student survey measures 38 indicators based on the most recent research on school and classroom effectiveness. The report provides highlights based on data from students in this school that participated in the survey. Survey responses indicate that A students believe that education will benefit them personally and economically, and will have a strong bearing on their future. At Bass High School 73% of students in this school valued school outcomes. The NSW Government norm for these years is 72%. Students reported that effective learning time for Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. At Bass High School, students rated Effective Classroom Learning Time 6.5 out of 10. The NSW Government norm for these years is 6.3.



## Policy requirements

### Aboriginal education

In 2016 Bass High has continued to optimally use DoE resource allocation funding to provide significant opportunities for our indigenous students. This year our Aboriginal Education Officer (AEO), Koreena Leverett, has continued to coordinate aspects of Aboriginal educational. The ongoing focus is ensuring our students are continually supported to achieve their best possible outcomes in literacy and numeracy. As a result, Personalised Learning Plans and student profiles have been written for all Aboriginal students to create outcomes and goals to promote student learning, retention, engagement and success. In addition, staff continue ongoing professional learning and implementation of Aboriginal perspectives across a variety of key learning areas. Throughout the year, our students have responded positively to a diverse range of academic and cultural opportunities. These have included Sydney University visits as part of the Pathways Program, High School belonging Program involving all Aboriginal and Torres Strait Islander students from local community schools. Students Reece Harding and Ashton Chalmers have also received KARI scholarships to further support their educational needs. Our students have been able to gain valuable experiences. Jordan Chalmers of Year

Nine represented Bass High at the Summer Camp Program at Sydney University, which involved over three hundred students from around Sydney. A group of our students also attended The Sydney Opera House for the performance of Bangarra Dance Company. Logen Dillon of Year Eleven and Jordan Chalmers received nominations for the 2016 Aboriginal Student Awards. Another group artwork was also entered into the Milpra Aboriginal Art exhibition. During the year we have had major celebrations that have involved our whole school community. The NAIDOC Week Ceremony was organized successfully, by our AEO and students from Years Nine and Ten. In term four our Indigenous students led the Parade of Nations for our Multicultural Day. The students were also involved in the smoking ceremony and assisted Aunty Carol with the Aboriginal Food Stall. Miss Leverett continued to attend AECG and AEO district meetings to receive and strengthen connections with other schools, primary and high schools, Aboriginal Liaison Officers and AEOs. As part of our networking Year Two students from Bankstown Public School attended and performed two indigenous dances called "Hunter" and "The Pipi Dance" at our Multicultural Day. Our students have also delivered the Acknowledgement of Country at major school events and assemblies. Miss Leverett, Tiarne Sumner and Jordan Chalmers also perform the Australian Anthem in Dhurawal language which has become an important part of our ceremonies.



### Multicultural and anti-racism education

#### Multicultural Day 2016

Our multicultural diversity is celebrated regularly through the very popular and well-supported Multicultural Days. Our 2016 Multicultural Day, held in November, was a magnificent event, wonderfully supported by the Bass High School community. The day commenced with an opening ceremony where we celebrated the experiences and cultural knowledge we all bring to Bass High. Special guests included Ms Tania Mihailuk (State Member for Bankstown), Mrs Carol Tomkinson (President, Bass High School P&C) and Mr Badih Habib (Vice-President, Bass High School P&C). The undoubted highlight of the opening ceremony was the magnificent Parade of Nations featuring over 100 students (and teachers) in national dress representing over 40 nationalities. The program for the day included international food stalls, wonderful concerts featuring our many talented performers, dancers and vocalists and varied activities and stalls.



We thank the organising committee led by Ms Eady and the Bass High School community for their continuing wonderful support and promotion of these events.

## Other school programs

### Student Wellbeing

In 2016 the Welfare Team at Bass High School continued to effectively implement the school wide Wellbeing Program to ensure that students had the best opportunity to connect, succeed and thrive in their education. This program is evaluated every year to ensure that the content delivered reflects the current wellbeing issues that impact on adolescents. Our Wellbeing Program focused on promoting positive relationships with an emphasis on social skills, mental health, cyber safety and the importance of being a responsible digital citizen. The program reflected positive behaviours through programs such as road safety. A significant emphasis was placed on Goal Setting and students were encouraged to set positive goals with the consistent guidance and support of their Year Advisors. Throughout the year we ran various additional programs to support students including the Girls Space Program, supporting self-esteem and body image in female students. The Bass Boys BBQ was a positive afternoon for male students of all ages and involved positive role models from sporting teams and other influential organisations. As part of our interventions, the Police Liaison Officer presented to our students on current issues relating to safety. These sessions have played a key role in promoting positive behaviours amongst our student cohort. At Bass High School, we ensure that the wellbeing and learning needs of our students are a priority and that students feel safe and happy in our school environment.

### Positive Behaviour for Learning (PBL)

Mission Statement: The students, staff and wider community of Bass High School commit to working together to provide a safe, respectful school environment that encourages learning cooperation and compassion. In 2016 staff, and our parent community made significant steps in the preparation for the successful implementation of Positive Behaviour for Learning (PBL) at Bass High. It is an initiative Staff members formed a PBL Committee and completed the PBL Reload course. This team based professional learning and planning activity enabled our PBL team to lead the implementation of this school-wide student wellbeing initiative. Our PBL team enhanced staff capacity to be involved in the collaborative decision making process of creating school based PBL systems and practices. This was achieved through whole school staff training and workshops, which was provided by our PBL team, as well as the PBL Ultimo team. Staff members and faculty teams were also able to complete Online Understanding and Managing Behaviour courses to further develop their capacity to implement PBL classroom systems and to engage in professional dialogue about positive behaviour enhancements and interventions in classrooms and school wide. During the

year students, staff and parents helped create our Expectation Matrix, which conveys and reinforces our school rules for students at Bass High to be Safe, Respectful Learners. These explicit In term four, signage of the Expectation Matrix was placed throughout our school from the front gates and administration buildings, to playgrounds, classrooms, the canteen and corridors to actively promote the PBL values. PBL lessons were produced, by staff and students, to introduce the Expectation Matrix. Changes to data collection, system referrals and practices were also made. An innovative acknowledgement system, VIVO, was selected to be implemented In 2017. Preparations were made to officially launch PBL in Term One 2017 with a whole school community event.

### Senior Learning Centre

The Senior Learning Centre (SLC) is located on the top floor of the school library. Year 12 students are timetabled to be present in the SLC during their scheduled study periods to complete relevant school work. They also have opportunities to access the SLC outside their specific study periods, such as during school lunch time and recess breaks, and on Friday afternoons. Year 12 students have access to a full-time SLC coordinator, university tutors and subject-specific resources to assist them with school related tasks and with preparation for the Higher School Certificate (HSC). In 2016, the SLC coordinator continued to update and create subject-specific resources to support student learning in line with the syllabi of various subjects. Collaboration with teaching staff, in relation to set class work and assessment tasks, ensured that appropriate scaffolds and explanations were created to guide and assist students with learning needs. An assessment notice board, located in the SLC, allowed students to access assessment tasks and relevant support materials. In 2016, Self Organised Learning Environment (SOLE) lessons were conducted by the SLC coordinator to workshop effective study strategies with Year 12 students. Groups of students were given the opportunity to participate in a peer research task to identify the benefits of revision and were required to conduct research into a range of studying techniques that had proven benefits. The task also assisted students to motivate each other and assess the relevance of good study techniques to achieve improved assessment outcomes. Formal study skills workshops were held before exam periods to promote and reinforce positive study habits. A reflection analysis of students' study habits was also undertaken to assist students with completing summary notes and creating a realistic study timetable. Pre- and post-Half Yearly and Trial HSC Examination analysis interviews were also conducted to assist students in identifying their strengths and areas of improvement required to achieve better examination results. Year 11 and Year 12 Scholarship application workshops were conducted over several Friday afternoons as part of the University of Sydney's Compass Program. The workshops were designed to guide students in how to apply for scholarships, as well as assist them to plan a reflection statement required for all scholarship applications. The SLC coordinator worked closely with the Careers Advisor to assist students with employment advice and applications for further study, including completing

applications for scholarships offered by tertiary institutions. The SLC coordinator attended relevant university and TAFE information days throughout 2016. The SLC coordinator mentored eight students studying for a Master of Education at the University of Western Sydney in 2016 and provided them with an opportunity to complete the Professional Experience 3 component of their course at the SLC. These eight university students served as tutors to individual Year 12 students, as well as to small groups of Year 12 students, during their study periods and, if required, during their lunch time. The SLC coordinator also helped individual Year 12 students complete any late assignments and other overdue work so as to nullify any 'N'—Determinations they had received. In 2016, a survey was conducted asking Year 12 students to comment on the relevance of the Senior Learning Centre to them. Feedback from those students indicated that most of them felt that the SLC was a valuable resource for many different reasons. Relevant adjustments, based on survey recommendations, will be made to continue to improve the SLC throughout 2017.

## Numeracy

Numeracy support was given to all students in Year 7 and 8 during regular mathematics class. The purpose of the project was to strengthen the foundational skills of junior students in maths and to further improve student engagement in years 9 to 12. Support staff worked with regular classroom teachers to help students meet numeracy outcomes. Through the year, teachers and support staff worked on developing multiplication skills among students for better understanding and recalling of multiplication table. Out-of-class support was also offered to a small number of students in Years 7 and 8 through the intensive "Quick-Smart" numeracy program. Some Year 8 students also received NAPLAN (Numeracy) support on a regular basis in preparation for Year 9 NAPLAN in 2017.

## Careers

The Careers Program at Bass High School incorporates a School to Work Program that meets four action key areas to support students to successfully transition from school to post-school education, training and employment. In 2016, the Careers Adviser continued to attend several Careers Network meetings and events to link with different employers from various businesses and companies in the local community and beyond. Action Key 1: 2016 Planning Transition Pathways The Careers Adviser interviewed 90 Year 12 students. Each student was emailed a Careers Transition Summary. Individual interviews for students from other year groups were also available upon request. In 2016, career lessons for Year 10 students were implemented. This prepared students for job readiness; career planning and it gave them an opportunity to seek subject selection counseling. Career Corner sessions were also run to promote various careers of interest in an informal educational setting. The 2016 Career Corner highlight was presented by Looma's, representing the Patisserie industry. Year 9 Parent Workshops were held in term 4

Portfolio preparation and the various pathways to gaining the necessary skills for the jobs of today and the future. Bass High School subscribed to Job Jump, Careers Works, MHS Careers and the Careers Advisory Association. Students, parents and teachers were able to access these websites from links found in the Careers tab on the School Website or School App. Year 11 and 12 students had access to the Resume Hub in the Careers room on Friday during period 5. Students used the computers to research courses, jobs and work on job applications. A Youth Worker from Chester Hill Neighbourhood Centre (CHNHC) and the Careers Adviser were present to support students during that time. Action Key 2: 2016 Exploring Career Futures In 2016, 53 students completed work experience. Some students were able to gain part-time employment whilst others explored the career opportunities within their work placement. Also, 24 students attended the Green Light Transport and Logistics day. This program aimed to encourage secondary students who are considering their career options to think about the range of roles on offer in Transport and Logistics. In 2016, students from Bass High School had the opportunity to attend various expos and university days. 52 Year 10 students attended the Western Sydney Careers Expo held at Sydney Olympic Park. There were over 160 exhibitors from various Universities, Colleges, Associations and GTOs. 29 students from year's 10, 11 and 12 attended the Job's Expo held at the Canterbury Bankstown Council. 27 Year 11 and 12 students attended the Western Sydney University U Day and 17 Year 12 students attended the Wollongong University Discovery Day. Moreover, MyCareerMatch profiles and workshops were facilitated. From the workshops, 30 selected Year 12 students attended the Discover Your Path Future Directions workshop held at Macquarie University. The workshop provided senior high school students with a better understanding of their own career interests and values, how they match with the outside world and what university pathways they can take to realise their career aspirations, with confidence.

Action Key 3: 2016 Strengthening Vocational Learning Across KLAS In 2016, 25 Year 10 students attended the TAFE taster day held at Granville TAFE. Students explored various vocational courses across 27 disciplines offered at TAFE. 4 Year 10 students attended a pre-employment course held at WPC group in Parramatta. One student attained a full-time apprenticeship in Cabinet Making after completing the program. 2 Year 12 students attended the Get in VET 2016 program organized by TAFE NSW. 2 Students completed an External VET course (EVET) and 2 students were enrolled in a School Based Apprenticeship and Traineeship (SBAT). Students at Bass High School also had the opportunity to compete a Barista RSA and RCG and white card training through school and with local qualifying RTOs. Moreover, 6 Support Unit students had the opportunity to attend a TAFE readiness program in Bricklaying. The course provided a pathway to an apprenticeship in bricklaying, a rewarding career in the building industry. This was facilitated in collaboration with Mr Strauss from the Support Unit.

Action Key 4: 2016 Building Networks CHNHC and



Bass High School continued to partner with the volunteering program offered at the Round About Youth Centre. Students had the opportunity to volunteer at their skate nights and other events after school and on weekends.

## **Agriculture**

In 2016, Stage 5 Agriculture Technology was introduced as an elective at Bass High School. Twenty-four Year 9 students enrolled in the elective course. This course was chosen to be delivered at BHS as a commitment towards 21st Century learning and to encourage an interest in a career in Agriculture. The course is based on developing students' capabilities in critical and creative thinking, problem-solving, collaboration, communication and resilience. This enables our students to become lifelong learners, which is reflected by our innovative programming and assessment. Students of this course undertook Project Based Learning in the classroom and at the school farm, where students managed vegetable gardens and learned about the importance and care of a variety of farm animals. Following the success of the Year 9 class, one hundred and one students through their elective selection have indicated they will choose either to study Stage 5 Agriculture Technology or Stage 6 Agriculture in 2017.

## **Bass Cafe**

Students at Bass High School started, in 2015, a school cafe catering to staff, students and community groups. Students have participated in training sessions in beverage preparation, customer service and business operations and volunteered to form crews that complete service periods in the cafe on a daily basis during breaks 1 and 2. A range of skills are being developed by the individual students including:

- Customer service
- Coffee and beverage preparation
- Team work and task management
- Accounting and stock control
- Public speaking
- Media and business promotion.

As students have become more confident in their individual skills they have begun to train and mentor other students. This has been particularly pleasing. There have been more than 70 students involved in Bass cafe since beginning in 2015 and there are currently 30 students actively involved on a weekly basis in term 1, 2016. Income generated by the cafe will be used to develop the cafe facilities, subsidise community access and reward students with relevant training and educational experiences. Students are currently planning for implementation of cosmetic and branding improvements to the Bass Cafe space.

The future of the cafe will be centred on student outcomes and needs with a focus on delivering a

valuable service to the Bass High School community. The Bass cafe has been made possible through the generous funding from NSW state government community grants, school funding, fundraising and the ongoing loyalty of Bass cafe customers.

## **Teacher Professional Learning**

Teachers participated in over 400 individual and group-based professional learning activities during the course of 2016. These fell into a range of categories that include Information & Communication Technology for Teaching and Learning, Literacy and Numeracy, Quality Teaching, Welfare and Equity, Syllabus Implementation and Leadership & Career Development. Teacher groups participated in a wide range of professional learning activities at school during school development days and regular staff and faculty meetings. This professional learning focused on extending and enhancing teacher knowledge and skills in key school priority areas including literacy, numeracy and student engagement. Professional learning activities conducted at school were evaluated via online surveys. Key professional development activities for teachers were centered around major school programs including Positive Behaviour for Learning, the ALARM program and Literacy and Numeracy continuums.

## **Performance and Dance**

Performance and Dance are offered as elective choices for study in Years 9 and 10 respectively. The Year 10 Dance class in 2016 was composed of both boys and girls with 70% of this class comprised of boys. The Performance course was designed as a combination of Drama and Dance activities and learning experiences to develop the skills and confidence required to perform in front of an audience, whether that be a Drama or Dance performance. The Performance and Dance classes competed in the Wakakirri National Story Dance Challenge held at NIDA. The opportunity to be performing on the stage at NIDA in front of an audience of over 500 people was a truly memorable experience for the students. Bass High won the "Best Cast/Ensemble" Award and a "Special Mention" Award on the Story Dance Challenge night in August. The feedback from the panel of judges was very positive and encouraging as only one student from the group had performed before in such a setting. The Year 9 Performance and Year 10 Dance class successfully auditioned to perform at the Bankstown-East Hills District Festival, held at Bankstown Sports Club, in Term 4 in October. Both classes chose to create a new dance routine and did not use any of the content from the Wakakirri item. The dance was composed of choreography developed during class activities as well as students giving up many of their lunchtimes to complete the choreography and perfect the performances. The students contributed many ideas to the choreography, which meant the performances had their own unique style in both choreography and music selection. Both Wakakirri and the Bankstown East Hills Dance Festival provided the students with an opportunity to showcase to the wider community the curriculum choices offered and opportunities given to develop creative talents at Bass High. Year 10 performers 2016: Suliasi'E Aholelei, Mariah

Americanas, Maryem Aslan, Etika Babakobau, Josaia Cinavou, Logen Dillon, Zeinab El Aboud, Chloe Faumuina, Cheyanne Gurnett, Jesse Hall, Andrew Harriott Thompson, Keeron Hughes, Rebecca Ierome Mose, Junior Ioane, Tupou Lolohea, Tremaine Manase, Sereana Naitokatoka, O'Sharnney Nathan, Te Reiroa Ormsby, Alyx Rose, Hendrix Sasulu, Murray Sua, Reece Tomkinson, Calieena Vaevae Pare and Siri Luck Zaw. Year 9 performers 2016: Melissa Averillo, Patricia Baxter, Dalia Chami, Carly Drury, Mariam Elbawab, Aya Elosman, Monique Gadd, Trisha Ho, Shaiyan Jaram, Tiffany Kissoglou, Kahmaya Ormsby, Ema Rainima, Ivana Sepulveda, Laila Sumner, Madison Trew, Megan Trpkovska, Lisa Vo, Cecilia Vu.

## Library

Offering approximately 12,000 fiction and non-fiction books, twelve computers and housing the Senior and Junior Learning centres, the Learning and Support team and the homework centre the Bass High School Library is a focal point for guided and independent learning within the school. The Library provides high quality audio-visual equipment including smart board and a theater style projection system catering to small group, class and year group settings. In 2016 the Bass High School library hosted parent-teacher night, police community liaison seminars, Together for Humanity program, the Gibber Theater production of Aim Higher and the Aspire program just to name a few. All students are encouraged to utilise the library's book resources and computer facilities. Year 7 students attend weekly library lessons and are required to participate in the Premier' Reading Challenge. In 2016 over 2,000 books were read with over 40 students completing the full challenge. The library continued to update its subject specific and its fiction resources including a large selection of Children's Book Council and Librarian's Choice award winning novels added to its collections. In 2016 the Bass High School library hosted parent-teacher night, police community liaison seminars, Together for Humanity program, the Gibber Theater production of Aim Higher and the Aspire programs just to name a few.

## Compass Program

Bass High School has been a partner school of the Sydney University Widening Participation and Outreach Program since 2008 and has participated in orientation and open access days for years 7, 8 and 10 every year since then. In 2016 the Year 10 Preparation for Senior Study program proved particularly valuable in promoting students' readiness to face the academic challenges they are likely to encounter in both senior high school and university. Students say they feel better prepared for university after participating in this and other Compass programs. Parents and carers also report having a better capacity to support their child with higher education goals. The PSS program is designed to develop strong study habits in preparation for senior years of high school and is comprised of a campus experience with seminar-style sessions directly addressing the English and Mathematics HSC courses, with specific reference to the development of sound study patterns designed to increase Year 10 students' preparedness for the HSC. The second

session is delivered in-school by education and social work secondary education (English) students who run small group-based learning activities to enhance students' study skills, and facilitate discussions around future ambitions, careers and degrees. This is supported by the ASTAR.TV subject selection App. Bass Indigenous students also participated in Sydney University's Indigenous Student Day during Naidoc Week where over three hundred high school students from across NSW met University students of Indigenous background to discuss pathways to tertiary study.

## Information and Communication Technology (ICT)

Throughout 2016 the schools ICT infrastructure has been continued to be built upon to support student learning and the delivery of the curriculum. Four computer labs have been maintained for the use of timetabled technology based courses as well as for students to use for personal study during break times and study periods. Class sets of iPads continue to be a feature of the school ICT facilities as do class sets of laptops. The school's Wifi infrastructure was upgraded to provide a stronger and more stable connection to all devices used by students and teacher including school iPads, iMac computers, and BYO devices. The school employs a full-time Technology Support Officer (TSO) to manage the schools laptops and Bring Your Own Device policy. In 2016 over 150 laptops were based in various locations around the school providing efficient access to students and teachers in all classrooms. The TSO has responsibility for maintaining laptops and supporting technology as well as providing in-class technology support for teachers and students across the school. In 2016 the TSO supported over 40 teachers with integrating technology into the classroom.

## NSW Premiers Debating Challenge

In 2016 Bass participated in the **NSW Premiers Debating Challenge**. Bass entered three teams into the competition across the high school age groups. Once again Bass High students acquitted themselves well with two of the teams winning their first three rounds and the third team winning one round. Debating is a great opportunity for students to gain experience using the skills they develop in class in a more practical real world setting whilst also building their self-confidence.

## Mock Trial

Mock Trial students from year 10 and year 11 were part of the NSW Law Society's Mock Trial Competition. The team was able to use law to pitch up their debating skills against private and government high schools in all four rounds of the competition. Overall the team was resilient, competitive and displayed excellent teamwork. Students had the opportunity to act as barristers, solicitors, witnesses and court officials, rotating the roles of prosecution and defence.