

Bass High School

Annual Report



2017



8223

Introduction

The Annual Report for **2017** 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 2017 annual report. At Bass High School we continually strive to provide our students with a positive, supportive school environment with respect for self, for others, for school and for community as central values. In the pages that follow you will find information about our students and their performance in exams such as NAPLAN and continuing outstanding HSC results to reports of significant achievement in the arts, sport and community involvement. I acknowledge the expert and dedicated work of our teaching and support staff and their willingness to provide so many extra, high-quality opportunities for our students. We also recognise the ongoing valuable contribution of parents and the work of the P&C in supporting students and our school.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

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 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 has provided much-needed shade areas for students in the ANZAC Memorial Garden (at the front of the school) and in the playground. Another successful submission will provide funds for the installation of water refill stations for students in 2018.

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 657 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*, our school achievements and the next steps to be pursued. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high-quality practice across the three domains of learning, teaching and leading.

This year, our school undertook self-assessment using elements of the *School Excellence Framework*, and recommendations from our school's successful external validation conducted in 2016.

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 connect, succeed and 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's Homework Centre, personalised learning plans and a range of extra-curricular activities. Student performance is closely monitored and reported on through regular student reports, biannual parent-teacher nights and *Recognition of Student Excellence* (ROSE) assemblies. In this domain, wellbeing has been assessed at Sustaining and Growing against the *School Excellence Framework*.

In the domain of teaching, 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 analysed and published by the school and used to inform ongoing teaching and assessment. Collaboration that directly supports and maximises student learning is a school plan priority and is evident 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 with a focus on quality teaching, literacy, numeracy and positive behaviour for learning. 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 with 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, articulates school priorities with extensive input from the school community. School resources are strategically allocated to align with school priorities with strategic staffing ensuring the quality delivery of the curriculum. Physical learning spaces are flexible and designed to maximise student quality learning. 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 maximising value-added learning growth for our students.
- A continued review process of teaching and learning programs providing a basis for adjustments and improvements, including the practice of Quality Teaching Rounds.
- 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.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Students have experienced quality teaching and learning across the curriculum including support through targeted intensive individual, group and universal learning interventions from welfare and learning and support teams. Opportunities have been provided for all students to participate in a range of extra-curricular programs including homework centre, year group learning sessions, debating, public speaking, the arts and links with universities, business and the community. Teachers have participated in professional learning aligned to school priorities and professional needs. These priorities have included a focus on value-added results and improving NAPLAN and HSC outcomes. The quality teaching framework has guided professional learning for teachers as they plan and implement engaging and challenging lessons for students. A significant number of teachers have trained in and implemented the quality teaching rounds processes with a focus on the delivery of engaging and differentiated lessons, feedback, self-evaluation and the sharing of professional teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers develop and implement 3–5 professional learning goals (one of which relates directly to strategic direction 1).	\$64,000 (Teacher Professional Learning)	All teachers have developed at least one professional learning goal that relates to quality classroom teaching practice. Teachers have participated in quality professional learning (including online learning) that aligns clearly with school strategic directions and each teacher's professional learning goals.
Personalised learning plans are in place for students assessed as requiring intensive literacy, numeracy or behaviour support.	\$110,000 (additional Learning and Support position and resources)	The Learning and Support and Welfare Teams have in place personalised learning plans supporting students who may require extra assistance for their learning. Programs such as Quicksmart have supported students to improve their numeracy skills. Aboriginal students have been supported through personalised learning plans.
All stage 4 teaching and learning programs are reviewed and reflect quality teaching practice.	\$9,000 (teacher release)	Teachers have collaborated to evaluate and modify teaching and learning programs and to develop programs in response to new syllabuses and curriculum.
Internal reporting against milestones, executive monitoring and feedback, staff/student/parent surveys (<i>Tell Them from Me</i> surveys).	\$2,250.00 (Teacher release) \$71,849 (Technology Support Officer)	Tell Them from Me surveys have provided rich data from students (7–12), staff and parents. This data has informed school planning and practice.

Next Steps

Quality teaching and learning practices will be evident across key learning areas through lesson observation group feedback, self-reflection and the sharing of quality teaching practice. Teachers will continue to participate in quality professional learning (including online learning) that is aligned with school strategic directions and each teacher's professional learning goals. As an extension of the quality teaching rounds process teachers will undertake training in the coding of assessment tasks.

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

Collaboration that directly supports and maximises student learning has been evident across the school at all levels – executive, teachers, students, parents, support staff and community. The school has continued to develop and enhance productive relationships with external agencies including universities, business and community organisations to improve educational opportunities for students including those at key transition stages. The implementation of a school social media action plan has enhanced school and community communications.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evaluation processes contribute to Improvements to student learning outcomes.	\$1,800 (Teacher release)	Evaluation teams have conducted systematic evaluations of a number of school programs including student attendance, school and community communication, student behaviour support systems and student wellbeing. Recommendations from these evaluations have informed future practice in these areas.
Increased opportunities for learning progress discussions between teachers and parents.	\$1,800 (Teacher release)	More opportunities for student, teacher and parent dialogue on learning progress have taken place with additional parent–teacher evenings, well–attended subject selections information sessions for parents and families and the continuation of interim student academic reports.
Enhanced school community relations and communication with local community about school programs, events and planning as measured through surveys.	\$5,500 (Teacher period allowance)	The school website and Facebooks pages continue to be excellent sources of school information for parents and families.
Internal reporting against milestones, improvement measures, recommendations from evaluation teams, executive supervision feedback, staff/student/parent surveys (TTFM surveys).	\$2,250.00 (Teacher release) \$71,849 (Technology Support Officer)	Tell Them from Me surveys have provided rich data from students (7–12), staff and parents. This data has informed school planning and practice.

Next Steps

The reestablishment of the Community Engagement Officer role to enhance school community communication and provide opportunities for parents and community to participate in school events and planning. Review and development of primary school links program and transition planning (year 6 into 7). School community activities, such as multicultural days and anti–bullying days will continue to involve our students and the community in engaging, curriculum–based events. Enhanced transitions programs will be in place for students moving from year 6 into 7. Strengthened connections with local schools will enhance this transition process for students. Subject selection processes leading to the HSC and career programs that support students and parents in decision–making for post–school options will continue to be features of student support and collaboration with families and the wider community.

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 aligned 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. Teachers have participated in professional learning to support the development of positive behaviour management practices and strategies for students. Equity funding has supported the appointment of additional staff to lead key programs supporting all students (boys, girls, Aboriginal education, EAL/D, ICT, socio-economic, wellbeing and attendance). A whole-school wellbeing program has provided a framework for the collective support and wellbeing of every student. This program has been regularly evaluated and adjusted to reflect the learning needs of students. Staff professional learning has also supported literacy and numeracy learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasing numbers of students achieve value-added results as measured by external assessments (NAPLAN, HSC).	\$312,000 (additional staffing supporting student learning and engagement, including Senior Study Centre staffing)	Increasing numbers of students have achieved value-added results as measured by external assessments (NAPLAN, HSC).
Increase proportion of students in top 2 bands in NAPLAN Reading and Numeracy.	\$312,000 (additional staffing supporting student learning and engagement)	Programs have been implemented to support literacy and numeracy learning for students.
Decrease the proportion of year 9 students at or below national minimum standard.	\$312,000 (additional staffing supporting student learning and engagement)	Programs have been implemented to support literacy and numeracy learning for students.
Increase the proportion of students with 2 or more band 5–6 results at the HSC.	\$312,000 (additional staffing supporting student learning and engagement)	There has been an increase in the proportion of students with 2 or more band 5–6 results at the HSC in 2017.
Increase the number of students with attendance above 85%.	\$50,832 (Welfare Equity)	Attendance rates continue to be comparable to like-school and state averages. Increasing numbers of students have attained a benchmark attendance rate of 85% or above.
Increasing numbers of teachers integrating ICT into effective classroom practice as evidenced by classroom observation data, student/staff surveys, laptop bookings, TSO support.	\$71,849 (Technology Support Officer)	Staff and students are increasingly confident users of technology with ICT learning embedded in learning and teaching programs. A full-time Technology Support Officer supports technology learning and provision for teachers and students.

Next Steps

Continue to support students to achieve significant value-added results in external exams (HSC, NAPLAN). Positive behaviour for learning will continue to support students to consistently demonstrate appropriate behaviours in all settings as measured by PBL baseline data. School-based positions coordinating Aboriginal education, student behaviour management, attendance, and uniform will continue to support school priorities and respond to emerging student learning needs. Strategies to continue improving attendance rates for all students will be developed and implemented.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$13,439 (Aboriginal background loading)</p> <p>\$64,000 (Aboriginal Education Officer – Equity Funding)</p>	Has included continuing development and refinement of Personalised Learning Plans for Aboriginal students. In class support for students completing assessment tasks and homework. Additional learning experiences for students through connections with Sydney University, Bangarra Dance Company and NRL School to Work program. Strengthening links with the Aboriginal Education Consultative Group. Students successfully auditioned for the Vocal Identification Program and students received awards at the 2017 Aboriginal Student Award ceremony.
English language proficiency	\$153,783 (including additional EAL/D staffing)	In planning and programming for EAL/D instruction, the school has identified the needs of our EAL/D students and determined the most effective way to implement an EAL/D student support strategy to achieve improved learning outcomes for students developing English as an additional language or dialect. The total of LBOTE students in school from 1 June 2017 is 502 students. (74.6%) The specialist EAL/D teachers at Bass High School deliver EAL/D education in a variety of ways to meet the diverse needs of our EAL/D students at different stages of learning English. This includes intensive and post-intensive English language support for both newly arrived and continuing EAL/D students.
Low level adjustment for disability	\$460,673 (additional staffing and resourcing)	The allocation of timely, ongoing support was provided by LaSTs and School Learning Support Officers (SLSOs). The employment of additional School Learning Support Officers (SLSOs), to work with teachers to support students was sustained. An increased time allocation was also made for our SLSO's, who were involved in a range of programs, involving in-class support for literacy and numeracy, as well as personalised behaviour support and social skills initiatives, such as Empower Me. Allocation of SLSOs was aligned to student need priorities as determined by Our Learning Support Team (LST). The LST consulted with staff and parents through the collection, analysis and utilisation of Nationally Consistent Collection Data (NCCD) to provide optimal personalised learning and support for students identified as having additional learning and needs. Ongoing guidance to staff on adjustment levels and quality teaching strategies in planning, teaching, assessment and reporting, environment and resource usage were provided by the LST. This occurred through consultation, team teaching and professional learning opportunities in order to ensure student equity, access and engagement to programs to improve student learning outcomes.
Socio-economic background	\$1,181,065 (including additional staffing and	Additional staff with specialist expertise supported quality teaching and engagement

Socio-economic background	resourcing)	for higher student achievement in a low socio-economic context. Additional resourcing provided support for the school's Senior Learning Centre and Homework Centre and student laptops (available in all classrooms with TSO support). Teacher professional learning supported teachers and support staff to deliver quality education programs to students including quality teaching round cycles and Positive Behaviour for Learning program.
Support for beginning teachers	\$30,963	<p>Beginning teachers have participated in induction and mentoring programs to provide encouragement and support to develop the skills and strategies for teaching in a well-managed classroom demonstrating quality teaching. The mentoring program has provided opportunities for professional development including regular meetings with mentor and the Early Career Teachers. At these meetings, Early Career Teachers share ideas, problems and strategies. Beginning teachers have commenced their portfolio of evidence for accreditation.</p> <p>Early Career Teachers are also actively encouraged to apply for external Professional Development Courses as advertised.</p> <p>In 2017, there were thirteen teachers involved in the Beginning Teacher program. Of these, six teachers were permanent teachers. Two of these teachers completed their portfolio in 2017 and the other four teachers have completion dates that are in 2018 and 2019. The seven other teachers were casual or temporary teachers. Two of these teachers submitted their portfolios in December and the other five are keen to start to develop their portfolios for submission.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	446	463	416	382
Girls	296	316	293	277

Student attendance profile

School				
Year	2014	2015	2016	2017
7	93.4	92.3	91.6	89.8
8	91.5	90.2	89.5	86.3
9	91.4	88.3	86.9	85.7
10	85.5	85.8	84.9	81.4
11	87	83.7	86.4	81.5
12	87.4	88.5	85.5	86.9
All Years	89.5	88	87.2	84.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Positive 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 in place to support these students. 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. The welfare team and head teachers make phone calls to parents and caregivers about student attendance issues. SMS messages are sent providing information about late arrivals. In 2017 Bass High School continued links with outside agencies. These connections were used to support 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.

Structure of classes

At Bass High School class size and structure are designed to maximise positive student learning outcomes within the constraints of 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 groups for practical based subjects. This structure allows for a smooth transition into high school and provides consistency to support students achievement and wellbeing. Classes in years 9 and 10 are organised by subject with 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	1	12
Employment	1	10	53
TAFE entry	1	9	25
University Entry	0	0	54
Other	19	6	7
Unknown	0	4	8

HSC Year 12:

A total of 102 students completed the Higher School Certificate in 2017, comprising 63 boys and 39 girls. 72% of students were from a non-English speaking background. 1% of students were from Aboriginal and Torres Straight Islander backgrounds and 7% were special needs students.

HSC student survey data indicated:

- 54% received an offer of enrolment to attend University/University colleges or private higher education institutes. Courses enrolled include Electrical Engineering, Marketing, IT, Business, Science, Medical Science, Forensic, Arts, Construction Management, Civil Engineering, Mechatronics, Commerce, Health Science, Education, Nursing, Chiropractic, Communications, Design, Film and Media, Game

Design, Interior Design, International Studies, Criminology and Policing.

- 25% were accepted into a TAFE or other RTO. Courses studied included Beauty Therapy, Electrical, Nursing, Hospitality, Real Estate, Childcare and Business, Security, Animal Studies, Pathology, Laboratory Science.
- 13% were offered an apprenticeship or traineeship in Electrical, Commercial Cookery and Business, Landscaping, Air-conditioning, Carpentry and Telecommunications.
- 19% were employed full time.
- 41% were employed part-time.
- 7% decided to take a gap year.
- 7% enrolled in transition to work programs.
- 8% could not be contacted at the time of this survey.

Year 12 students undertaking vocational or trade training

In 2017, year 12 students studied Business Services, Construction, Hospitality, and Sport Coaching.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	38.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	3.4
Teacher Librarian	1
Teacher of ESL	1.4
School Counsellor	1
School Administration & Support Staff	13.88
Other Positions	1

*Full Time Equivalent

The school employs a full-time Aboriginal Education Officer supporting the education of Aboriginal students and the integration of Aboriginal perspectives across the curriculum.

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	23

Professional learning and teacher accreditation

Teachers participated in over 200 individual and group-based professional learning activities in 2017. These fell into a range of categories including quality teaching, information and communication technology for teaching and learning, literacy and numeracy, welfare and equity, syllabus implementation and leadership and 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 quality teaching rounds, positive behaviour for learning, the ALARM program and literacy and numeracy

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Voluntary school contributions provide additional support and resources to school subjects including elective courses.

Receipts	\$
Balance brought forward	827,020
Global funds	371,398
Tied funds	793,360
School & community sources	116,522
Interest	21,352
Trust receipts	10,262
Canteen	0
Total Receipts	1,312,895
Payments	
Teaching & learning	
Key Learning Areas	35,767
Excursions	12,612
Extracurricular dissections	27,023
Library	364
Training & Development	0
Tied Funds Payments	637,020
Short Term Relief	75,159
Administration & Office	92,303
Canteen Payments	0
Utilities	69,462
Maintenance	57,492
Trust Payments	26,241
Capital Programs	0
Total Payments	1,033,444
Balance carried forward	1,106,471

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	2,182,983
Appropriation	2,041,705
Sale of Goods and Services	14,576
Grants and Contributions	125,781
Gain and Loss	0
Other Revenue	0
Investment Income	921
Expenses	-917,805
Recurrent Expenses	-917,805
Employee Related	-492,335
Operating Expenses	-425,470
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,265,178
Balance Carried Forward	1,265,178

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school's financial management processes and governance structures are managed through the Finance Committee, led by senior executive and including representatives from all key learning areas. The Finance Committee allocate budgets and consider submissions for additional funding and programs supporting school goals and targets.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,359,193
Base Per Capita	114,925
Base Location	0
Other Base	6,244,267
Equity Total	1,808,961
Equity Aboriginal	13,439
Equity Socio economic	1,181,065
Equity Language	153,783
Equity Disability	460,673
Targeted Total	900,556
Other Total	228,347
Grand Total	9,297,057

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

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

School performance

2017 VALID Science 8

The 2017 VALID Science 8 results provided information on syllabus outcomes students have successfully met and those needing considerable attention. The results also indicate a small number of students, nine in total, requiring intensive support, which is to be provided by the school's Learning Support team. In 2018, Stage 4 science teachers will review teaching and learning programs with a view to improving the following student outcomes:

- write for an extended response
- extract information from text
- identify safe practices in science
- build models of substances
- make a prediction
- identify independent, dependent and control variables
- classify chemical substance and resources

Numeracy

In 2017, Bass High School participated in the *Improving Numeracy Outcomes Project*, an initiative run by the Department of Education. Various schools across NSW were also selected for this project. At Bass High School, the project focused on improving the understanding of fractions in Year 7 using unconventional and visual teaching strategies. Positive outcomes included high levels of student engagement and teacher commitment and significant improvement

in results following pre and post-testing. The numeracy activities delivered through this process were shared with other schools in NSW and contributed to the creation of a book by the DoE *Improving Numeracy Outcomes Project, Numeracy Activities and Lesson Sequences, K–10*. In 2017, there was also a significant improvement in Year 9 NAPLAN numeracy results, when compared with previous years. The high level of numeracy support at the junior level, as well as quality teaching in the classroom, explains this improvement in academic 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, 90 students completed NAPLAN tests in 2017. In the test aspect of Reading, 44% 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 57.3% compared with a NSW DoE state average of 46.9%. In the test aspect of Spelling, 54% students scored greater than equal to expected growth. In the test aspect of Spelling, the average scaled score growth for year 7 students was 54.5% compared with a DoE state average of 51.4%. In the test aspect of Grammar and Punctuation, 50.6% 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 45.7% compared with a DoE state average of 37.9%. In the test aspect of Writing, 52.4% of students scored greater than or equal to expected growth. In the test aspect of Writing, the average scaled growth for year 7 students was 25% compared with a DoE state average of 33.5%. In Year 9, 99 students completed NAPLAN tests in 2017. In the test aspect of Reading, 51.0% 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 37.5% compared with a NSW DoE state average of 37.1%. In the test aspect of Writing, 58.8% students scored greater than equal to expected growth. In the test aspect of Writing, the average scaled score growth for Year 9 students was 52.2% compared with a DoE state average of 42.3%. In the test aspect of Spelling, 35.2% students scored greater than equal to expected growth. In the test aspect of Spelling, the average scaled score growth for Year 9 students was 24.9% compared with a DoE state average of 34.9%. In the test aspect of Grammar and Punctuation, 46.6% 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 34.9% compared with a DoE state average of 33.9%. Our Writing growth for Year 9 Bass High School students is far higher than both the State and Similar School Groups (SSG). Our Reading growth is greater than Similar School Groups (SSG). 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 in Numeracy with band 8 scores for Reading slight decreasing, however increasing in Writing. There was a significant increase in Spelling in Bands 8 and 9, as well as increases in Grammar and Punctuation. In Year 9 in Reading, the percentage in the bands 9 and 10 remained consistent. The percentage of Year 9 students in the bands 9 has increased significantly for Writing, Spelling as well as Grammar and Punctuation. The percentage of Year 9 students in the band 10 has increased also for Writing, Spelling and Grammar and Punctuation. The number of students in Bands 9 and 10 in Numeracy has been sustained.

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	23.9	20.7	30.4	17.4	4.4	3.3
School avg 2015-2017	17.5	26.1	29.2	19.9	4.9	2.4

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	17.6	26.4	33.0	20.9	2.2	0.0
School avg 2015-2017	12.5	33.9	35.8	14.3	3.2	0.3

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	13.0	16.3	16.3	31.5	16.3	6.5
School avg 2015-2017	16.5	11.3	24.3	30.6	13.9	3.4

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	21.7	29.4	31.5	13.0	4.4	0.0
School avg 2015-2017	23.3	26.3	30.8	14.5	4.7	0.4

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	24.0	26.0	21.9	18.8	6.3	3.1
School avg 2015-2017	29.3	32.5	21.7	11.6	3.4	1.6

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9
Percentage of students	22.2	34.3	20.2	19.2	4.0
School avg 2015-2017	23.7	36.7	24.9	11.5	3.2

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	13.5	27.1	25.0	20.8	10.4	3.1
School avg 2015-2017	19.6	22.1	25.8	24.0	7.1	1.3

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	32.3	20.4	20.4	19.4	7.5	0.0
School avg 2015-2017	40.2	24.7	19.0	12.5	3.1	0.6

In Year 7, 90 students completed NAPLAN Numeracy tests in 2017. In the test aspect of Numeracy, 61.7% 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 61.7% compared with a DoE state average of 59.0%. In Year 9, 99 students completed NAPLAN Numeracy tests in 2017. In the test aspect of Numeracy, 51.1% 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 37.5% compared with a DoE state average of 37.1%. Our Numeracy growth is greater than Similar School Groups (SSG). Of significance is Bass High School's shift in the Value Added category from 2016 to 2017. Our NAPLAN Value Added Across Years (Yr 7–Yr 9) has shifted from the Value Added category descriptor, Delivering to Sustaining and Growing. This reflects that our value-add trend is positive as is our contribution to growth in student achievement.

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	8.9	32.2	31.1	20.0	5.6	2.2
School avg 2015-2017	7.7	36.1	32.0	16.4	5.3	2.4

Percentage in Bands:

Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	3.2	43.2	24.2	25.3	3.2	1.1
School avg 2015-2017	8.7	42.8	29.7	16.0	2.4	0.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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 2017 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).

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	51.9	60.0	68.1	53.5
Biology	69.0	65.0	70.9	59.5
Business Studies	55.7	59.7	68.2	54.8
Chemistry	67.3	62.4	72.1	65.2
Community and Family Studies	64.3	67.0	70.7	64.3
Design and Technology	65.3	63.7	72.6	63.9

English (Standard)	64.3	60.6	65.6	60.3
Industrial Technology	55.7	57.9	64.8	54.3
Information Processes and Technology	50.9	55.6	69.4	61.6
Legal Studies	51.4	63.1	72.1	55.5
Mathematics General 2	57.1	57.2	63.6	53.6
Modern History	58.8	59.2	69.6	54.2
Music 1	65.6	68.0	79.7	73.0
Personal Development Health and Physical Education	59.4	60.9	67.7	52.8
Physics	65.2	58.3	70.4	56.8
Visual Arts	73.2	72.1	77.7	71.3

HSC results in 2017 have continued to be 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 2017. 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 the HSC. In 2017, 102 students from Bass High School sat for the Higher School Certificate examinations. Of these students, 54% received an offer of enrolment to attend university, university colleges or private higher education institutes. 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 Kien Nguyen (our school Dux with 95.95), Tina Vo, Kane Bradley, Chloe Apostolovski, Zahra Rahmani and Mark Luu were very impressive.

Our students achieved remarkably with band 6 results in Mathematics General 2, Mathematics 2 Unit (two students with marks of 99), Mathematics Extension 1 (two students with marks of 47 out of 50), Music, Design and Technology, PDHPE and Physics. These students have been recognised with placement on the HSC Distinguished Achievers list. Many students achieved band 5 results and students received nominations for the prestigious HSC Encore Music Concert and Shape Exhibitions (Design and Technology).

Our 2017 HSC results in individual subjects compare very favourably to student performance across the state. Especially impressive were results achieved in English Standard (Teacher: Mr Nimmo), English Advanced (Teacher: Mrs Abson), English Extension (Teacher: Ms Eady), Legal Studies (Teacher: Mr

Kumar), Biology (Teacher: Ms Chan), Business Studies (Teachers: Mrs Mourched, Mr Kim), Chemistry (Teacher: Mr Liang), Community and Family Studies (Teacher: Mrs Christie), Design and Technology (Teacher: Mrs Duinker), Economics (Teacher: Mr Kumar), Mathematics General 2 (Teacher: Mr de Rooy), Mathematics 2 Unit (Teachers: Mr Azar, Mrs Hamid), Mathematics Extension 1 (Teacher: Mr Azar), Music 1 (Teachers: Mr Graylin, Mr Pirrello), PDHPE (Teachers: Mrs McGuckin, Mrs Ryan), Physics (Teacher: Mr Chandra), Senior Science (Teacher: Mrs Perumal), Visual Arts (Teacher: Mrs Collier).

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.

Congratulations to seven students who received Life Skills awards in English, Mathematics, PDHPE, Science, Visual Arts and Technology, achieved again through dedicated and caring teaching and parenting. We acknowledge the outstanding professionalism of our teaching and support 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, 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, engagement and wellbeing, including the Senior Learning Centre and Homework Centre.

Bass High School was highlighted in a Sydney Morning Herald article published on 19 December 2017: "...these schools are defying their disadvantage". Bass High School's 2017 HSC performance is described as "very highly above average" and part of a group of state high schools that are defying their disadvantage and "punching above their weight". Wonderful recognition for magnificent results from students, teachers, parents and community.

Parent/caregiver, student, teacher satisfaction

In 2017 Bass High School participated in surveys that sought the opinions of students, teachers and parents about the school. The *Tell Them From Me* student survey was conducted in April 2017 (with 502 student responses) and October 2017 (with 498 student responses). This survey measures 38 indicators based on the most recent research on school and classroom effectiveness. The following report provides some highlights based on data from our students who participated in the survey. Indicators of students who are socially engaged measures include sense of belonging, student participation in extra-curricular areas, participation in sport and positive relationships. Our students continue to have higher than NSW Government Norms in school participation, sports, student participation, as well as in extracurricular areas. However, the sense of belonging average of 58% is less than NSW Govt norms of 66% and students with positive relationships at 68% is less than NSW Govt norms of 78%. This is an area that will be a continuing focus in our 2018–2020 School Plan. Survey responses also indicate whether students believe that education will benefit them personally and economically, and will have a strong bearing on their future. At Bass High School, the average from both surveys of 68% of students indicated that they valued school outcomes. The NSW Govt norm for these years is 72%. However, our Year 12 girls' average response was higher at 75.5%. The three measures of intellectual engagement, which indicate that students are intellectually engaged and find learning interesting, enjoyable and relevant, are interest and motivation, effort and appropriately challenged. Our students consistently indicated higher than NSW Govt norms in these measures. Interest and motivation measures remain consistently 5% higher than NSW Govt norms. Also consistently higher are the drivers of student engagement measures such as quality instruction, positive teacher–student relations and positive learning climate. Students again 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 6.6 out of 10 – an increase from 2016. The NSW Government norm for these years is 6.3. Positive teacher–student relations and positive learning climate measures are consistently higher than NSW Govt norm by 4–7%. Positive ongoing programs and systems such as Positive Behaviour for Learning (PBL) have been implemented to improve this positive learning climate. These will continue in our 2018–2020 School Plan. In October 2017, thirty-nine teachers participated in *A Focus on Learning Teacher Survey*. The teachers indicated whether they present challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through planned learning opportunities, which involve an intentional transfer of skills and knowledge; quality feedback that guides effort and attention and support to overcome obstacles to achieving their learning goals. Staff indicated levels of a rating agreement 0–10. Some areas of high levels of agreement included establishing clearer expectations

for classroom behaviour (8.7), setting high expectations for student learning, quality feedback given to improve performance on formal assessment tasks and student work, talking with other teachers about strategies and discussing with students ways of seeking help that will increase learning (8.1). In October 2017, eighteen parents took part in the *Tell Them From Me Partners In Learning Parent Survey*. This survey provided feedback about the extent to which parents feel the school supports learning and positive behaviour as well as promoting a safe and inclusive environment. Although this has been the greatest number of responses we have ever attained to date, it is our goal to continue to increase this number. Increasing community engagement is a focus for our School Plan 2018–2020. Parents indicated that in the following measures Bass High School rated higher than NSW Govt norms; parents feeling welcome 7.6 (NSW Govt norm 7.4), parents are informed 7.3 (NSW Govt norm 6.6), school supports learning 7.5 (NSW Govt norm 7.3), safety at school 8.0, (NSW Govt norm 7.4) inclusive school 7.4 (NSW Govt norm 6.7), parents support learning at home 7.1 (NSW Govt norm State 6.3). The measure school supports positive behaviour was the same as NSW Govt 7.7. High responses were given for teachers' expectations of behaviour (8.6) and students being clear about the rules of school behaviour (8.5). This reflects and supports our Positive Behaviour for Learning (PBL) initiative. 91% of our parents were satisfied with our current general communication systems.



Policy requirements

Aboriginal education

In 2017 our school funded Aboriginal Education Officer (AEO) has continued to extend and enrich the Bass High Learning Community through a range of educational opportunities and experiences for our nineteen Aboriginal and Torres Strait Islander students. This has ensured that implementation of programs to support our students in working towards achieving their learning goals in literacy and numeracy. Personalised Learning Plans (PLPs) have been developed and refined. Programs supporting academic improvement and behaviour have been developed as well as the provision of assistance for assessment tasks and homework. This year Miss Leverett has also worked closely with students in the Support Unit to better their understanding of literacy and numeracy. Aboriginal students have participated in a range of wonderful experiences and programs, including University visits,

the Pathways Program, Bangarra Dance Company Performances including a week-long work experience opportunity at the Sydney Opera House and connections with the NRL School to work program. Students worked to improve the school's Aboriginal garden, a space that promotes a sense of belonging and comfort. Bunning's Warehouse, Villawood donated \$1000 worth of goods to support the garden project. Miss Leverett has attended AECG and AEO district meetings to further strengthen connections with local primary and high schools, Aboriginal Liaison Officers and AEOs. Positive connections were made through the NAIDOC week ceremony run by Indigenous students from years 7 to 11, including other schools who participated in our celebrations. Students embraced the theme of language and involved other nationalities through performances of their own language groups. Awareness of the 8 Aboriginal ways of learning was promoted through the painting of a mural for the Positive Behaviour for Learning launch day. Workshops for teacher professional development were planned and organised to implement the 8 ways of learning across KLAS. Our AEO has coordinated memorable opportunities for our students. Tiarne Sumner and Jordan Chalmers both successfully auditioned for the Vocal Identification Program, a singing group made up of local Indigenous students from the Bankstown, Liverpool and Campbelltown districts. This program provided the opportunity to build confidence, creativity and culture. They have performed at many events outside of school with this program, including a performance on Sydney Harbour. Further successes of note include four students who won awards at the 2017 Aboriginal Student Awards; Mele Kaivaha of year 9 and Nhiameya Moran of year 7 both received literacy awards for their age groups. Logen Dillon received the Senior Sportsman Award and Jordan Chalmers was the recipient of the Kari All Rounder Award. These awards represent a significant achievement for students, families, school and community.



Multicultural and anti-racism education

In English, students experience a range of literature from different cultures, including the study of Aboriginal authors and poets in the HSC. In Stage 4 and 5, students study contemporary world literature focusing on War Literature and The Refugee Experience, and the engaging unit Everyone Has a Story to Tell which includes texts from and about Asia. The English Faculty provide a range of multicultural texts for students to

engage with and experience the diverse world we live in. This allows students to develop a multicultural perspective as they learn to understand their own identity in relation to others from different cultures and backgrounds.

In Mathematics students learn how systems from many cultures were developed and used to help people count and communicate with numbers. Topics include the ancient Egyptian Number System, the Hindu Arabic system and how numbers may vary according to different cultures such as Western, Chinese, Arabic or Roman. The use of Greek Mathematical symbols highlights an important multicultural aspect of mathematics.

In Science, teachers supplement the curriculum with current events and news stories drawing parallels between the distant experiences of the past and the world today. Within the Senior science course, students relate traditional fire stick farming to modern day firefighting practices. Students gain a greater understanding and appreciation of Indigenous culture. In Stage 6 Biology students experience a reading list that demonstrates the universal human experience across cultures.

The Agriculture syllabus states that students must be taught content relating to Aboriginal plant and animal management, as well as suggesting a study of other cultural plant and animal management. All students are given the opportunity to research, and plant vegetables from around the world, while learning about cultural significance. Where possible, important plant and animal management, innovation and use are further studied to support other syllabus content including climate, disease, genetics, resources and nutrition.

In Special Education, students learn about the settlement of Australia and Aboriginal perspectives, the Australian multicultural experience, cross-cultural themes in art, drama and music.

In PDHPE students study theory units where multicultural aspects are explored, investigated, researched and discussed. In Stages 4 and 5 practical PDHPE classes, students are given the opportunity to enhance their multicultural learning by participating in 'world' games such as Football (Soccer), Futsal (Indoor Soccer), Bocce, Golf, Tennis and European Handball. In Stage 6, multicultural learning occurs in the content of the PDHPE course "Better Health For Individuals" (Preliminary), "Health Priorities in Australia" (HSC) and "Health and Young People" (HSC). Students learn about the determinants of health and the health status of various multicultural groups in Australia and how they are related to genetics, sociocultural factors and as a social construct. Stage 6 students also investigate health inequities and how that impacts on various groups in the Australian population. In Stage 6, the Community and Family Studies course is designed to develop in each student an understanding of the diverse nature and interdependence of families and communities, within Australian society.

In the creative arts, students recognise culture as dynamic and evolving. Students are provided

opportunities to develop intercultural understanding and an awareness of the history of diverse cultures in the context of artmaking, performance, historical and critical thinking. Students are encouraged to explore their own cultural backgrounds as a source of inspiration for their creative work.

Other school programs

Agriculture

In 2017, our school extended the successful agriculture program into Stage 6. Students can now elect to study Agriculture in Preliminary and HSC courses. These courses promote 21st-century skills development within an integrated contextualised learning framework. Specifically, the course will develop students' capabilities of critical and creative thinking, problem-solving, collaboration, communication and resilience to enable them to be lifelong learners. These courses provide innovative programming and assessment with a focus on the student as the centre of learning.

The course is underpinned by project-based learning within the classroom and the farm. Students manage vegetable gardens and learn about the importance of caring for a variety of farm animals. Following the success of the Stage 5 Agriculture Technology courses in 2016, 101 students elected to study these courses in 2017. That represents a 150% uptake on 2016 enrolments. In 2017, Bass High School were placed second in the Sydney Royal Easter Show, Egg laying competition.

Information Communication Technology

Throughout 2017 the schools ICT infrastructure has been developed to support student learning and the delivery of the curriculum. Four computer labs are available for the use of timetabled technology-based courses as well as for students to use for personal study during break times and study periods. The school adopted the DoE eT4L ICT network structure to streamline the management and usage of ICT to support student learning and facilitate teachers in their daily tasks. The school employs a full-time Technology Support Officer (TSO) to manage the school's laptops and Bring Your Own Device policy. Two new class sets of student use laptops have been purchased and are used to bring ICT directly into student classrooms. In 2017, 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 2017 the TSO supported over 40 teachers with integrating technology into the classroom.

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

SLC outside their specific study periods during recess and lunch breaks. Access to a full-time coordinator, university tutors and subject-specific resources are available to assist Year 12 students with school-related tasks and with preparation for the Higher School Certificate (HSC).

In 2017, 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 2017, Self Organised Learning Environment (SOLE) lessons were conducted by the SLC co-ordinator 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 positive 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.

The SLC co-ordinator worked closely with the Careers Advisor to assist students with employment advice and applications for further study, including completing applications for scholarships and early entry opportunities offered by tertiary institutions. Year 12 School Recommendation Scheme (SRS) applications were organised and completed by the SLC coordinator.

The SLC co-ordinator attended relevant university and TAFE information days throughout 2017. Year 12 students were given the opportunity to attend the annual HSC Expo at More Park in 2017.

The SLC co-ordinator mentored twenty students studying for a Master of Education at the University of Western Sydney in 2017 and provided them with an opportunity to complete the Professional Experience 3 component of their course at the SLC. These twenty university students worked as tutors to assist individual and/or small groups of Year 12 students during their study periods and, if required, during lunch breaks.

The SLC co-ordinator also helped individual Year 12 students complete any late assignments and other overdue work so as to nullify any 'N'-Determinations they had received.

An opportunity for Year 12 Sport Coaching students to coach students from the Support Unit at Bass High school, during some of their study periods, was organised by the SLC coordinator. Year 12 students volunteered their time to work with the classroom teacher and assist with coaching a range of special needs students during their sports lessons. This gave year 12 students the opportunity to practise their sport coaching skills, apply them and modify them to suit a variety of physical and intellectual abilities. It also built strong relationships between mainstream students and the special needs students, fostering a mutual understanding and appreciation of each others challenging circumstances.

In 2017 a Year 12 student survey conducted to assess the relevance of the SLC, indicated that students considered it to be a valuable resource for them. Adjustments, based on survey recommendations from 2016 were made in 2017, specifically the implementation of student study timetables at the beginning of the year as opposed to pre-HSC Trial examinations.

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 2017, 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. Information gained from such connections increased student awareness of the current job labour market and future career trends.

Action Key 1: 2017 Planning Transition Pathways

The Careers Adviser interviewed 95 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 2017, career lessons for Year 10 students were implemented in terms 1 and 2 and via workshops throughout the year. This prepared students for job readiness; career planning and it gave them an opportunity to seek subject selection counselling.

Bass High School subscribed to Job Jump, 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.

Action Key 2: 2017 Exploring Career Futures

In 2017, 45 students completed work experience. Some students were able to gain part-time employment whilst others explored the career opportunities within their work placement.

In 2017, 20 students attended the 'Meet a Keeper Day' hosted by Taronga Zoo. Students were able to explore future careers in Zoo Keeping. Students also were able

to understand the courses and volunteering programs available to them through the Zoo's rigorous application process.

In 2017, students from Bass High School had the opportunity to attend various expos and university days. 32 Year 10 students attended the Western Sydney Careers Expo held at Sydney Olympic Park and 30 Year 12 students attended the HSC expo held at Moore Park. There were over 160 exhibitors from various Universities, Colleges, Associations and GTOs. 30 Year 10 & 11 students attended the Western Sydney University U Day and 14 Year 12 students attended the Wollongong University Discovery Day.

In 2017, 25 students in Years 10 and 11 attended the Big Day In @ UTS exploring careers in ICT run through ACS. Students were also able to connect with industry and understand the opportunities and pathways relevant to their career ambitions within ICT.

Also, 14 students attended the Green Light Transport and Logistics day hosted by the Woolworths Distribution Centre in Minchinbury. This program aimed to encourage secondary students considering their career options to think about the range of roles on offer in Transport and Logistics.

Year 12 Careers Day

All students in Year 12 attended a Careers Day that incorporated four workshops that rotated throughout the day on decision-making, scholarship applications, personal statements, budgeting, interview skills, Educational Access Scheme (EAS) and understanding the Australian Taxation System. ARC Group, Australian Taxation Office and UNSW ASPIRE facilitated the workshops throughout the day.

Action Key 3: 2017 Strengthening Vocational Learning Across KLAS

In 2017, 15 students attended the TAFE YES program held at Miller TAFE strengthening their understanding to a career in Building & Construction. A further 15 students attended the TAFE YES program held at Bankstown TAFE strengthening their understanding to pursue a career in Beauty and Hairdressing. 14 Students were enrolled in an External VET course (EVET) and 1 student was enrolled in a School Based Apprenticeship.

3 students at Bass High School also had the opportunity to complete Barista Training through Chester Hill Roundabout Youth Centre. Other students acquired their RCG and white card training through school or with local qualifying RTOs.

Action Key 4: 2017 Building Networks

PATHE PASIFIKA program

The PATHE workshops aimed to provide the students from a PASIFIKA background with an overview of aspirations to higher education and vocational careers

post high school.

During the workshops, students were given the opportunity to select options and analyse specific requirements towards their allocated choice of study.

Students gained a greater understanding between differentiating TAFE, College, University and match Job Guides to their interests.

The workshops were facilitated by Western Sydney University (WSU) PATHE ambassadors who are currently studying at WSU and it is in this space, they heard the narratives of the ambassadors and were given the opportunity to ask them questions.

In 2017, 30 students attended the Year 11 and 12 in-school workshops, 34 students attended the 7 and 8 in-school workshops, 24 students attended the Year 9 and 10 in-school workshops and 24 students attended the Year 11 on-campus event.

UNSW ASPIRE PROGRAM

Aspire has continued to partner with Bass High School. The Aspire program ran in-school workshops and on-campus events to support disadvantaged students to pursue a pathway to university education.

In 2017, 5 Year 10 students attended Connect. Connect aimed to link industry with university study. 60 Year 7, 60 Year 8, 30 Year 9 and 30 Year 10 students attended the Aspire in-school workshops. ASPIRE staff and ambassadors worked with students of all ages to build awareness about higher education and encourage students to think more broadly about their future. Students in Year 11 had the opportunity to participate in the U@UNSW program for 7 days during the school holidays. 1 student attended this program.

19 Year 8 students and 23 Year 9 students attended the Uni For A Day on-campus event. Uni For A Day is designed for Year 8 and Year 9 students from ASPIRE partner schools to visit a university campus and give them a first-hand experience of University life. Also 9 Year 8 students attended the Sydney Story Factory and AFTRS linking careers in Film and Story Telling. 22 Year 7 students also had the chance to link their Space topic with industry and attended a day at the Sydney Observatory.

To encourage careers in Science, Engineering and Design Thinking, 10 Year 10 female students had the opportunity to attend a science forum facilitated by L'Oreal and 10 Year 10 students attended the Design Thinking workshop.

Furthermore, 6 Year 11 students had the opportunity to attend ADFA in Canberra. Students were able to explore opportunities within the Defence Force or as a civilian.

Mentoring

ABCN program

ABCN has continued to partner with Bass High School. In 2017 both Aspirations and Focus 1 programs were

facilitated throughout the year.

After a lovely launch catered by the TAS team, 20 students from Year 11 were able to visit Stocklands over 4 separate sessions. An ABCN facilitator ran the sessions in collaboration with the mentors from the host companies. Aspirations enabled students to engage in the workplace and develop an understanding of the necessary skills that are required in a modern work environment.

In 3 separate sessions 8 Year 11 students attended EY, a prestigious company in the city. The Focus program aimed to provide female students from high need schools the essential leadership skills required to engage in a successful meaningful career. ABCN staff in collaboration with the host company mentors facilitated the programs.

In 2017 ABCN also ran Inroads targeting year 12 leavers who were interested in full-time traineeships in IT or Business Administration of which 10 students took part. They also facilitated AMAZE and a Girl's in Technology Expo through CBA where 19 and 14 students respectively looked at all the latest IT/Cyber/Technology innovations. Also, 20 year 8 students took part in Full STEAM Ahead partnering with the Power House Museum and Microsoft where students went through a series of workshops and a hacking competition.

Learning & Support

The Learning and Support faculty develop personalised learning and support 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 Indigenous students have individual learning plans developed in consultation with parents and carers. Faculties will review teaching and learning programs including formative assessment practice. Partners in Learning parent surveys were conducted. A focus on quality teaching in the classroom and in assessment practice directs school planning.

Homework Centre

In 2017 our Homework Centre continued to provide a supervised quiet space for students to work on homework and assessment tasks after school. Over 100 students from years 7–12 used the service this year, with half being from years 7 and 8. Teachers from all KLAs provided specialists support and the centre has expanded to accommodate teacher-led seminar groups when required. Senior students are able to create supportive study groups supervised by their classroom teacher to address particular assessment tasks. On average there were 14 students each session, with the number of students increasing to as many as 36 during assessment and exam periods. Attendance at the Homework Centre has increased each year as students and staff find new ways to use this resource. The Homework Centre has become an integral part of the provision of specialised learning and support at the school.

WPO and Smith Family Programs

In 2017 Bass High School continued its close working relationship with the University of Sydney and the Smith Family. The University Widening Participation and Outreach (WPO) program enable selected junior students to experience University Open Days and one Year 10 group attended an off-campus Study Skills session preparation for Senior study. The WPO gives valuable access to performances at the Seymour Centre for our students, notably their Shakespeare Symposium where Advanced and Extension English students watch then discuss excerpts from Shakespeare with the director and the actors in a theatre setting. The Smith Family and Bass High School host two sessions of the Certificate I in Financial Literacy at the school in Terms 2 and 3 to equip students with a basic qualification that is both attractive to employers and a recognised TAFE qualification. We also run a two-day work experience program in August in partnership with Hasbro Inc. where students gain insight into the process of design, manufacture, distribution and promotion of toys. Both organisations support Bass Indigenous students with targeted employment and cultural programs including a performance by the Bangarra Dance Company in June each year. We look forward to continuing our connection in 2018 and beyond.

Wellbeing

In 2017 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. One of the highlights of 2017 was receiving the Secretary's Award for an Outstanding Initiative in Wellbeing from the Public Education Foundation. This award recognises our school's comprehensive and highly effective Wellbeing Program which has been designed to support our students connect to their learning through the provision of tailored support in their social and academic development. The Welfare Team at Bass High School continues to have a positive influence on student wellbeing and are committed to providing quality learning experiences for all of our students. This year, 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 sessions on road safety and building positive relationships with our local community. One of the programs that best highlighted the link between our students and the local community was the Youth Frontiers program. A mixture of year 8 and 9 students participated in a 20-week interactive program where students have linked mentors from MTC Youth Workers Australia. The program gives mentees an opportunity to build life skills and self-confidence by working with their mentors to undertake a project that makes a positive difference in their local community. At the end of the 20 weeks, students, mentors and families attended a showcase where students had the opportunity to share their

projects. All students that were involved in this program were awarded participation certificates at our end of year assembly. 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. These goals were assessed and revised throughout the wellbeing lessons were held once a fortnight. The Year Advisor was able to keep track of each student's individual goal and make necessary changes in order for the goal to be achieved. Throughout the year we ran various additional programs to support students including the Girls Space Program, supporting self-esteem workshops, body image/self-confidence seminars as well as the stop, think do program for our year 7 and 8 male students. All of which had positive impacts on our students overall wellbeing. As part of our interventions, the Police Liaison Officer presented to our students on current issues relating to Cyber 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. One of the highlights of the year was our whole school celebration of 'Bullying no Way Day'. Our school put on a musical concert where students were invited to make a personal pledge against bullying. The day was received with enthusiasm and showcased our student's willingness to stand up against bullying.

Vocational Education Programs

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 2017, approximately 71% of Year 11 & 12 students studied at least one VET subject and approximately 22% studied two VET subjects. In 2017, Year 12 students studied Business Services, Construction, Hospitality, and Sport Coaching; Year 11 students studied Business Services, Construction, Hospitality, Primary Industries and Sport Coaching. In 2017, 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. 60% of Business Services students attained their Certificate II in Business; 70% of Sport Coaching students attained their Certificate II in Sport Coaching. In Hospitality, 10% attained their Certificate II in Kitchen Operations with 90% attaining a Statement of Attainment towards their Certificate II in Kitchen Operations. In Construction, 100% of students attained a Statement of Attainment towards Certificate II in Construction Pathways. 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 2017, completion rates were good with 70% of Business Services students, 100% of Construction students, 75% of Hospitality students, and 75% of Sport Coaching 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, many

VET students choose not to sit for the HSC exam in their chosen VET subject. There is no HSC exam for Sport Coaching. In 2017, the VET students who chose to sit for the HSC exam associated with their VET subject achieved good results. 30% of the Hospitality students achieved a Band 5 (placing them in the top 30% of the State) and 30% achieved a Band 4. In 2017, Andy Hem and Justine Lam were nominated for the Public Schools NSW, Ultimo, Student Achievement Award. Andy was deemed by a selection panel to be a worthy recipient of this award for Sport Coaching and Justine for Hospitality. Andy and Justine were presented with their Awards at the Public Schools NSW, Ultimo VET Awards Evening, which was held at Revesby Workers Club in August. (Photo of Andy Hem and Justine Lam) Four 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. Clarodele Faumuina was presented with a Rotary Award for Business Services, John Ryan accepted the Rotary Award for Construction, Toralan Nicholls received her Rotary Award for Hospitality, and Santo Beshere was presented with a Rotary Award for Sport Coaching. (Photo of Rotary 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. 2017 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 2017. Guests were treated to an assortment of canapés, appetizers and dessert bites. All who attended appreciated the quality of the food prepared. The Aspirations programme's launch and graduation have provided a great opportunity for the students to prepare and serve a range of menu items and Aspirations 2017 did not disappoint. At the Aspirations launch the Hospitality students prepared a breakfast for 20 students and their mentors and parents in the Bass Community Café with favourites including buttermilk pancakes and cinnamon morning buns cooked fresh at the breakfaster's benches. Other functions included pizza days to raise funds for school functions, visiting community group morning teas, P&C meetings, VET audit luncheon and school open day demonstration (and tasting) of baking skills. The Bass High Café increased their opening hours due to popular demand in 2017. Hospitality students use their barista skills to 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. Students working in Bass Café further improved their skills in food preparation and service by mentoring and training new recruits. The Bass High Café embarked on a new initiative to include the wider school and local community. The Café catered for several morning teas including staff luncheons, P&C meetings and visiting

Aboriginal and Torres Strait Islander community members. 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 end to the year.

Positive Behaviour for Learning (PBL)

2017 was a significant and exciting year for the implementation of our Positive Behaviour for Learning (PBL) at Bass High School. In Term One we officially launched PBL with a spectacular whole school community event. Our launch began with a Whole School Assembly with students and teachers combining to share an enthusiastic celebration in words and music reflecting our PBL Mission Statement. The students, staff and wider community of Bass commit to working together to provide a safe, respectful school environment that encourages learning cooperation and compassion. Special guests included Ms Jan Green (Director Public Schools NSW Bankstown Principals Network), Mrs. Carol Tomkinson (President, Bass High School P&C), and Mr. Badih Habib (Vice-President, Bass High School P&C), Mrs. Alison Bassett, Secretary, Bass High School P&C, Mr. Robert Patruno, (Principal of Punchbowl Boys High School, Michael Burke PBL DoE Coach. An absolutely unforgettable moment was the performance by our talented Music teachers Mr Graylin and Mr Pirrello of their original lyrics of PBL Bass Paradise Rap. After the inspiring assembly, our whole school community enjoyed a variety of festivities throughout the school. There was a range of food stalls, such as popcorn, fairy floss, gelato, indigenous food and a barbeque. A diversity of choice of activities was provided. These included experiences such as photo booth, henna, Maths and Science games, Jump Rope for Heart and opportunities to meet with community groups including local Fire Brigade, SES Police and Life-Saving Association, St George football team members and Bankstown Youth Services. Our Launch Day provided the opportunity for our students to exchange their Vivo points for food and activities. Vivos are Bass High School's new PBL positive behaviour acknowledgement awards. The fabulous day concluded with an amazing Talent Show. Our PBL Launch Day was a great success as we shared and celebrated what it means to be a school community of safe, respectful learners. Due to our outstanding Launch Day, our PBL team was invited to share our success with other schools at a PBL Ultimo Network Meeting. During the Year our PBL team grew in number and continued to drive PBL throughout the school, using a problem-solving approach to improve data, systems and practices to engage students, parents and all school staff. Some of the accomplishments included establishing PBL lessons that were created by Staff and students to be delivered to all students. These lessons included the use of films made by our school community. These can be viewed on our newly created PBL blog through our website.

Our PBL team has participated in PBL Professional Learning throughout the year to increase their knowledge of PBL and to share this with all staff. Staff and students at Bass High School are excited about the positive changes this fantastic evidence-based whole school systems approach is already bringing to our school.

Creative and Performing Arts 2017

2017 was a productive and successful year for both teachers and students in the Creative and Performing Arts Faculty. HSC results were again outstanding in both Visual Arts and Music and were a testament to quality teaching and committed learners. 73% of students who studied either Visual Arts or Music received their highest mark in those subjects. A further 12% narrowly gained their second-highest mark and 3 % of this group gained very high marks in all of their subjects. In Visual Arts, 59% of the 22 students achieved Band 4 or above and another 23 % very closely within a few marks to this. 4 students achieved a Band 5, 2 of whom were within 2 or 3 marks of a Band 6 result. In the smaller group of 11 Music students, 54% achieved a Band 4 or above including an outstanding Band 6 result, and another high Band 5. Three students were also within 2 or 3 marks of a Band 5 result. Visual Arts introduced new skills based programmes focussed on the elements and principles of design and production techniques for students to use in their artmaking particularly Year 7 and 8. This has proven to be a more structured and thorough learning process for students. As well, the influence of the world on artists and the processes and procedures of artmaking practice were given specific focus in lessons. Year 7 students completed units on Introduction to Art emphasising various Elements of Design as building blocks for art making, Animals and People, Emotions, kinetic art and Agamographs. Students produced some wonderful works in both 2D and 3D media areas. Year 8 looked at many forms of artmaking, including the following: Word Art and how the written language has evolved from ancient times through to contemporary Street Art and Graffiti. The exploration of Colour and Symbols – in art and advertising– to represent concepts and capture the attention of audiences. The production of graphic 'pop up' cards. Temporary Art in the form of paste-ups and site-specific Art where installed around the school environment. Year 9 elective students followed a program based on the history of modern art. Students examined various periods of art and produced a range of 2D and 3D artworks using similar techniques and styles to artists of those periods. They made in-depth studies of Cubism, Optical art and Surrealism. Students also focussed on research skills and writing succinctly and with relevance to the topics. Year 10 Photographic and Digital Media students experimented with still and moving imagery. They studied filmmaking practice from all aspects, script writing, genre, shooting, editing. Post production and targeted audiences. They also experimented with staged and spontaneous photographic practice. The final unit introduced students to the practices of wet photography and the SLR Camera. Year 11 art students were exposed to a variety of media areas and themes to help them make informed decisions about their Body of Works.

feminism, religion, racism and gender equality. Students studied YBA (Young British Artists), the importance of sponsorship and funding to art, the absence of the artist in the actual making process and artist collaboration. Students regularly practised short response questions and analysis of unseen images in preparation for examinations. Year 12 produced some excellent Body of works for the HSC in which students manipulated a variety of forms and media and their subject matter was quite diverse. Topics ranged from nightmares, the monotony of travel to and from school, to life outside our solar system and the inevitable collapse of the environment. Students also displayed a high level of skill in their written art history and critical examination. Music continues to thrive. Years 7 and 8 students continue to gain a solid foundation in music performance, understanding and using music notation and the importance of music from all cultures and historical periods. In year 7 there is a focus on keyboard and in year 8 students learn the Guitar. Elective year 9 and 10 classes build on knowledge with students being given more opportunities to perform and practise a variety of instruments. Year 10 students begin the process of composing their own songs— Jazz Music being the focus. Work on classical music, the orchestra and Australian music made a varied and interesting in-depth study. The music performance night and Senior Recital Night were memorable events providing students with valuable HSC performance preparation and an opportunity to perform in front of a live audience of parents, teachers and friends. Students performed 2 to 3 songs each to much acclaim from the audience. The Senior Recital Night was a success and students gained valuable confidence and evaluate their performances and feel ready for their HSC music practical exam the following week. HSC music success included a Band 6 from Kien Nguyen and a very high Band 5 from Mark Luu.

Rugby League Program

The Rugby League program continues to develop each year with over 200 students participating in training and competitions in 2017. It has been pleasing to see the female population of the school showing increased interest and participation in the program. This has resulted in a more equitable gender balance. It has also resulted in the St George Dragons developing a partnership with Bass High School and training at Bass High School for the Tarsha Gale Cup which is a representative competition. This team includes 10 female students from Bass High School. The Bass High School Girls teams showed again in 2017 that they are committed, competitive and highly successful winning the NSW St Marys Cup 13 a-side competition and also the NSW All Schools 9's competition with Sereana Naitokatoka receiving the award for Player of the Competition. The Opens Rugby League team were back in the top tier of the GIO Schoolboy Cup, finishing 1st in their pool and narrowly losing in the quarterfinals. The Canterbury All Schools and Brad Fittler 9's competitions were also opportunities for teams in the Rugby League program to compete. Teams were entered in each age group. Each of these teams won their age groups to progress to the NSW All Schools Championships where they represented Bass High and the region with pride and passion. The Buckley Shield

(U14s) and University Shield (Opens) teams were very competitive again in their respective competitions with both teams making it to the NSW CHS (State) Grand Final. The Open Boys went on to win the NSW University Shield competition with the Buckley Shield team runners-up in the State Grand Final.

Sport

School sport is an important component to a diverse and holistic curriculum. At Bass High School, we have a proud tradition of student participation, excellence and high-level achievement. In 2017, years 7 – 10 participated in integrated sport onsite, where students had the opportunity to learn and refine their skills in a variety of sports such as hockey, soccer, rugby league, basketball, volleyball, softball, netball, Oz-tag, European handball, touch football and cricket. All students are given the opportunity to represent the school in a variety of state-wide knock-out competitions in soccer, rugby league, touch football, tennis, softball, baseball, volleyball, hockey, cricket, netball and water polo. Strong interest was again evident and Bass High was able to field teams in most knockout competitions with the Girls Touch Football and Girls Football (Soccer) teams both placing 10th in the State competition. The School held its three carnivals, swimming, cross-country and athletics in terms 1 and 2. These events were a great success and many students went on to represent Bass High at zone, regional and state level. In swimming, Reece Tomkinson (year 11) was the sole representative at the state championships and qualified for four finals. In cross country Amin Mohamed Amin (year 10) was the first student in many years to qualify for the state cross country championships. In athletics three students qualified for state – Logen Dillon (year 11) in long jump, Peter Fua (year 10) in discus and Bilal Sleiman (year 11) in high jump. In individual trials for team sports, many students represented Bankstown and Sydney South West at zone and regional level. Students went on to represent NSW at Australian championships: Aaliyah Fasavalu Fa'amausili (year 11, NSW (CHS) Girls Rugby Union Opens team; Jayden Hall (Year 12) NSW (CHS) boys touch football; Pule Sua (Year 12) – NSW (CHS) boys' rugby league. At the Annual Sport Awards Kara Bradley (year 7) won the Junior Sportswoman Award for 2017, the Junior Sportsman Award 2017 was won by Lachlan Merlino (Year 8), the Senior Sportswoman Award for 2017 was won by Carly Drury and the Senior Sportsman Award for 2017 was won by Logen Dillon. At the Annual Zone Awards, which involves eleven schools in the Zone, the prestigious Zone President's Award was won by Bass High students in both the Male and Female category. Congratulations to Pule Sua (year 12) and Aaliyah Fasavalu Fa'amausili (year 11). Overall, 2017 was another successful sporting year where our students represented Bass High School with distinction.