

Bass High School

Annual Report



2018



8223

Introduction

The Annual Report for **2018** 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 this report of our school's progress and achievement in 2018. At Bass High School we offer a wide range of quality learning experiences for all our students in a positive and supportive school environment. Our core values focus on the cultivation of safe, respectful young people who can confidently take their place in a rapidly changing and exciting world. In the pages that follow you will find information about our students and their performance in exams such as NAPLAN and HSC and details of significant achievement in the arts, sport and community involvement. We have worked hard to ensure our students progress academically and are supported through strong wellbeing programs. Our school's value-added data (progress from year 9 to year 12) is amongst the strongest in the state. The achievements of our students are supported by a team of expert and dedicated teachers and support staff and I thank them again for their willingness to provide so many extra, high-quality opportunities for our students. We recognise parents and our wonderful school community for the support and contribution they make. The P&C have continued their vital work in supporting students and improving school facilities.

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

School background

School vision statement

At Bass High School we have high expectations for all students to succeed. We are committed to delivering excellence through quality learning experiences for all students in a safe, supportive, orderly and respectful school environment. The wellbeing of students and staff underpins this vision of excellence. As teachers and support staff, we are committed to building our professional expertise, skills and knowledge to enable students to excel in a changing world. We will partner with parents to maximise educational outcomes for students and enhance our school and its value to the broader community.

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 609 students. A Support Unit provides programs for 55 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, wellbeing, 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 modelling of positive behaviour through the Positive Behaviour for Learning (PBL) program is a whole school priority. Parents, carers and a vibrant and diverse community play a valued role in the life of the school supported by the Parents and Citizens' Association and the Community Engagement Officer role.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

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.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Teaching

Purpose

To maximise student learning success and growth, through ongoing commitment and consistency across faculties in creating a visible, positive and engaging learning culture. This culture demonstrates high expectations of students, staff and parents, that reflects high quality, innovative and creative teaching and learning by promoting evidence-based teaching practices.

Overall summary of progress

Our Quality Teaching strategic direction has continued to be pivotal as the cornerstone of our ongoing commitment to the pursuit of excellence to make a significant impact on student learning success and growth for every student. This commitment to embed a culture, where learning is valued by all, is supported through the strategic provision of targeted professional learning opportunities, that not only target student needs, but also are explicitly aligned to school priorities and focus on every teacher's individual as well as every team's professional needs. These priorities continue to include, sustained focus on value-added results and improving NAPLAN and HSC outcomes, provision of coaching, mentoring and professional learning opportunities to facilitate pedagogical change for new HSC courses. There has been a greater number of staff participating in Quality Teaching Rounds and professional learning communities. The Faculty Validation initiative was introduced in 2018, which is an evaluation process to guide self-evaluation for teams against the School Excellence Framework. Throughout 2018 Positive Behaviour for Learning systems, plans, processes and pro-social skills programs such as 'Empower Me' continued to support student learning and engagement to attain well managed teaching and learning environments to maximise student learning outcomes. A diverse range of data tools have been used to monitor, inform and evaluate to provide evidence of impact of quality teaching processes. These have included Scout data e.g. student and school performance, *Tell Them from Me Surveys*, as well as teacher professional development, evaluations and individual teacher professional goals, student work samples, QTF coding and Benchmarks of Quality (Positive Behaviour for Learning).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers clearly understand, develop and apply data analysis to collaborate with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	\$2500 in professional learning.	Professional learning in Using Data with Confidence and Use of Scout Data. Increased number of staff in faculties developing deeper understanding of data and application uses. Use of data to differentiate learning programs and make adjustments for learning through targeted interventions. All KLA's have established markbooks which are centrally stored and transparent. All faculties report on this data. Creation of data teams.
Increase on the previous year in the percentage of students achieving greater than or equal to expected growth in Year 9 NAPLAN Numeracy.	\$1800 in professional learning.	Professional learning on Learning Progressions for Numeracy. Cross Curricula Numeracy links. Best Start opt-in training.
Increase on the previous year in the percentage of students achieving greater than or equal to expected growth in Year 9 NAPLAN Reading and Writing.	\$1800 in professional learning.	Professional learning on Learning Progressions for Literacy. Cross Curricula Literacy Links. Best Start opt in training.

Next Steps

In 2019 and beyond we will be continue to engage teachers in high quality professional learning in order to continue to improve teacher effectiveness. Ongoing commitment to resource targeted professional learning so that all staff members are supported in the achievement of their established performance goals, further develop knowledge, skill and capabilities and work collaboratively to achieve the goals of the school plan, all of which ultimately serve to enhance learning opportunities for students. Time for teachers to collaborate and reflect will be strategically planned. Quality Teaching Rounds will be extended further and be aligned with specific needs of practice by individuals or teams. Effective use of data skills will also continue and extended through faculties. The Initiative of Best Start for Literacy and Numeracy for year 7 will be implemented with targeted professional learning.



Strategic Direction 2

Collective Wellbeing

Purpose

To ensure a planned and strategic approach towards whole school wellbeing with a focus on supporting, valuing and empowering staff in a harmonious environment as well as enabling students to connect, succeed, thrive in their learning. The collective wellbeing of the whole school community is a shared responsibility which is underpinned by values of fairness, equality, collaboration and respect.

Overall summary of progress

The strategic direction of Collective Wellbeing aims to ensure a planned and strategic approach towards whole school wellbeing with a focus on supporting, valuing and empowering staff in a harmonious environment as well as enabling students to connect, succeed, thrive in their learning. Throughout 2018 the wellbeing of students has been the focus of the school Student Wellbeing Team as well as the school as a whole. The *Wellbeing Program* for students has continued to deliver structured and targeted lessons focusing on improving students Wellbeing and aligns with *Wellbeing Framework for Schools*. Data collected from various sources such as the *Tell Them From Me* survey has been used to monitor and inform student wellbeing programs in the school and the school's anti bullying plan has been reviewed and strengthened. Throughout 2018, professional learning has focused on creating a positive and productive working environment and has aimed to support and enhance staff sense of wellbeing and connectedness to their workplace.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve student social and emotional outcomes as measured by TTFM survey compared with 2017 baseline data.	\$42600 in staffing costs.	The <i>Wellbeing Program</i> for students has continued to deliver structured and targeted lessons focusing on improving students Wellbeing and aligns with <i>Wellbeing Framework for Schools</i> . Data collected from various sources such as the <i>Tell Them From Me</i> survey has been used to monitor and inform student wellbeing programs in the school and the school's anti bullying plan has been reviewed and strengthened.
Improvement in staff wellbeing outcomes are evident in internal and external survey results.	\$10 000 in Professional Learning.	Professional learning has focused on creating a positive and productive working environment and has aimed to support and enhance staff sense of wellbeing and connectedness to their workplace.
Increase in the number of positive acknowledgements of student learning and engagement compared with 2017 baseline data.	\$6080 toward school reward system.	The schools positive recognition program <i>VIVO</i> continued to be used in 2018 to give students consistent and immediate feedback for positive behaviour. Recognition of Student Excellence Assemblies have celebrated student success along with presentation assemblies at the end of 2018.

Next Steps

Plans for 2019 and beyond include a continued focus on both student and staff wellbeing. The *Wellbeing Program* will be reviewed and changes implemented to reflect the changing needs of our students and ensure that topics covered are relevant and current. Professional learning for staff will continue to focus on creating a positive and productive working environment with an emphasis of team work and mutual respect in the workplace. Aims for 2019 include the formation of a staff wellbeing team to implement a systematic way of collecting data regarding wellbeing and evidence based strategies to improve overall staff wellbeing.



Strategic Direction 3

Engaging with our community

Purpose

To increase community engagement so that our vibrant and diverse school community work together to maximise learning and wellbeing outcomes for students and enhance the school and its value to the broader community.

Overall summary of progress

The collaborative development and refinement of a new school plan (2017–19) has provided clear directions and strategies for this strategic direction. A new student academic reporting format to provide clearer and more accurate academic feedback for students was an important achievement in 2018. The school has continued to conduct comprehensive surveys of students, staff and parents through Tell Them from Me surveys (now with 5 years of survey data) and used this data to refine plans, policies and student centred strategies to improve learning and wellbeing. Students engage positively with their local community and beyond through activities and projects from charity fund-raising to supporting important community and local events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Feedback from parents will indicate that the school provides clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their child's progress.	\$1742 in administrative costs	A new student academic report format was introduced in 2018. Three reporting cycles provide regular and detailed information for parents on the academic progress of their child. Interim reports, issued early in the year, provide parents and carers with a snapshot of their child's progress at the start of the academic year. More detailed reports issued in June and December provide detailed information for parents on academic progress. Parent and Teacher conferences provide parents with the opportunity to engage in learning progress and where to next discussions with teachers.
Increased school–community communication, parental involvement and participation in school governance as measured from baseline 2017 TTFM data.	\$5000 (Planning, professional learning and teacher release)	The P&C continue to provide strong support and community leadership in many areas of school life. Parent representation on merit selection panels is an important contribution to the appointment of new staff. The P&C have continued their work to improve school facilities for all students including the installation of filtered, chilled water stations and additional outdoor seating and shade areas for students. The P&C has also continued their outstanding support of school events and the sponsorship of academic awards at Presentation Assemblies.
Students report increased levels of engagement, leadership opportunities, student voice, wellbeing and effective teaching practices as measured from baseline 2017 TTFM data.	\$3000 (Planning, resources and professional learning)	More than 88% of students responded to Tell Them from Me surveys in 2018. Survey results indicate positive rates of student engagement in school life. Student sense of belonging data is 57% compared with a state norm of 66%. Intellectual engagement (school 47%, state 46%), student interest and motivation (school 33%, state 28%) and participation in extracurricular activities (school 30%, state 24%) show positive and improving trends. In 2018 students have had further leadership opportunities including Student Representative Council planning of school events and strategies that provide students opportunities to engage in the local community and beyond.

Next Steps

Parents and community will continue to have an input into school priorities through school planning processes. Tell Them from Me surveys will be conducted again providing parents, including new parents, the opportunity to provide their feedback on key aspects of school life. Focus groups are planned in 2019 to provide more detailed and relevant feedback on school processes and policies. A comprehensive review of the student leadership and voice will take place in 2019 with plans to reinstate School Captains and Vice-Captain positions as student leaders in conjunction with the SRC body. A comprehensive school election process (for students and staff) will be developed to support this process.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$12 276 (Aboriginal Background loading)</p> <p>\$64 000 (Aboriginal Education Officer – Equity Funding)</p>	Students have been supported with the continuation of the development and refinement of Personalised Learning Plans for Aboriginal students as well as 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 programs have also been made available. Links with the Aboriginal Education Consultative Group have also been strengthened. Students received awards at the 2018 Aboriginal Student Award ceremony and have been involved in multiple community programs.
English language proficiency	<p>\$149 402 (Staffing)</p> <p>\$5000 (Professional Learning support)</p>	The specialist EAL/D teachers delivered 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. In planning and programming for EAL instruction. Through assessment and data collection 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.
Low level adjustment for disability	\$291 516 (Staffing)	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	<p>\$312 959 (Staffing)</p> <p>\$836 739 (Flexible funds and resourcing)</p>	Additional staff with specialist expertise supported quality teaching and engagement 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 Technical Support Officer support). Teacher professional learning supported teachers and support staff to deliver quality education programs to students including quality teaching round cycles and Positive Behaviour

Socio-economic background	\$312 959 (Staffing) \$836 739 (Flexible funds and resourcing)	for Learning program.
Support for beginning teachers	\$10 889 (Early Career Teacher Support including reduced teaching loads and professional learning support)	Support for beginning teachers in 2018 has included mentoring support from Head Teachers and Beginning Teacher's Mentor, lesson observations supporting quality teaching practice, collaborative lesson planning and structured feedback on practice, professional discussion and personal reflection, assessment and evaluation of student work and support for preparation of mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).
Targeted student support for refugees and new arrivals	\$70 000 (including additional staffing, professional learning and resourcing)	Students from a refugee background are well supported in class through SLSO (Ethnic) for their general academic and wellbeing needs. Support and guidance is also provided through the department's Refugee Student Support Officer. The school uses the Refugee Readiness Survey to support current and future needs for students from a refugee background. The English and an additional Language Dialect (EAL/D) Teacher also provides specialist support for the learning needs of students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	463	416	382	334
Girls	316	293	277	272

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.3	91.6	89.8	88.6
8	90.2	89.5	86.3	87.2
9	88.3	86.9	85.7	81.9
10	85.8	84.9	81.4	82
11	83.7	86.4	81.5	83
12	88.5	85.5	86.9	84
All Years	88	87.2	84.8	84.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Positive attendance is highly valued and strongly emphasised at Bass High School. A benchmark of 85% attendance is established and communicated to students as a minimum requirement for attendance at school. Outstanding student attendance is recognised and rewarded in a variety of ways including reward excursions. A proactive approach is taken to identify students whose attendance is causing concern and management strategies are in place to support these students. The welfare team monitor attendance rates for all students at weekly meetings. The school continued the employment of an additional Home School Liaison Officer (HSLO) to monitor attendance data and interview parents/carers and 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 to parents/carers providing information about late arrivals. In 2018 Bass High School continued links with outside agencies. These connections were used to support various interventions to support student engagement and increased attendance.

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 student 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	0	8
Employment	3	12	54
TAFE entry	3	9	16
University Entry	0	0	31
Other	13	4	14
Unknown	0	7	12

2018 Year 12 High School Certificate:

A total of 108 students completed their Higher School Certificate in 2018, comprising 62 boys and 46 girls. 75% of students were from a non-English speaking background. 4% of students were from Aboriginal and Torres Strait Islander backgrounds and 9% were special needs students.

From the student survey results who completed the Higher School Certificate:

- 31% received an offer of enrolment to attend University/University colleges or private higher education institutes. Courses enrolled include:

Business, Commerce, Psychology, Nursing, Construction Management, Arts, Health Science, Engineering, Medical Science, Science, Policing, Criminal and Community Justice, Information Technology, Computer Science, Visual Arts Communication and Social Science. Speech Hearing Science. Many students gained entry into University via Early Entry Schemes and the School Recommendation Scheme (SRS).

- 16% were accepted into a TAFE or another RTO. Courses studied included: Community Services, Electro-technology, Business, Disability, Multi-Media, Plumbing, Construction, Animal Studies, Landscaping and Beauty.
- 6% were offered an apprenticeship or traineeship in Electrical, Landscaping, Green Keeping, Plumbing and Construction.
- 54% were employed.
- 14% were enrolled in other programs such as: Transition to work, some were taking a gap year, 1 student gained a rugby league contract and some were working on applications for entry into the Police and Defence forces.
- 12% could not be contacted at the time of this survey.

Year 12 students undertaking vocational or trade training

Year 12 students undertaking vocational or trade training:

In 2018, 4 students in Year 12 were enrolled in Health Services Assistance Certificate III with Health NSW. 1 student in Year 12 was enrolled in Electro-technology at TAFE NSW and another student was enrolled as a School Based Apprentice (SBA) in Light Vehicle Mechanics. Across the Year 12 cohort, 37 students completed 1 or more Vocational courses offered at Bass High School. The courses ranged from Primary Industries, Sports Coaching, Hospitality, Business Services, Rugby League and Construction.

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. In 2018, Cheyanne Gurnett and Ibrahim El Mir were nominated for the Public Schools NSW, Ultimo, Student Achievement Award. Cheyanne was deemed by a selection panel to be the winner of this award for Sport Coaching and Ibrahim was a recipient of this award for Hospitality. Andy and Justine were presented with their Awards at the Public Schools NSW, Ultimo VET Awards Evening, which was held at Bankstown Sports Club in August.

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. Andrea Cimmino was presented with a Rotary Award for Business Services, Logen Dillon accepted the Rotary

Award for Construction, O'Sharnney Nathan received her Rotary Award for Hospitality, and Aaliyah Fasavalu Fa'aumasili was presented with a Rotary Award for Sport Coaching.

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. In 2018, Sport Coaching students were asked by George Bass School (a school for the intellectually disabled) to assist in running several Sporting events held at their school such as their Annual School Athletics Carnival and a Colour Run. These were rewarding experiences for all those involved.

2018 was a busy year for Year 11 and Year 12 Hospitality students at Bass High School. Function catering, work placements and the continuing development of the training and cafe 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 cross-country carnival at The Crest Park and the junior and senior ROSE assembly award recipients and their families in May 2018. Guests were treated to an assortment of sandwiches, cakes and cookies served in recyclable lunchboxes. All who attended appreciated the quality of the food prepared and the fast delivery of food in a busy setting. The Aspirations program's launch and graduation have provided a great opportunity for the students to prepare and serve a range of menu items and Aspirations 2018 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 Cafe 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 and school open day demonstration (and tasting) of stir fry noodles made-to-order by our Hospitality students. The Bass High Cafe increased their business for beverages through the sale of Bass High School "keep" cups. This has been a great success in encouraging staff to meet each other in Bass Cafe and also greatly reduced the use of disposable cups. Hospitality students use their barista skills to prepare coffees, hot chocolates, milk shakes and fruit-based frappes accompanied by occasional 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 student service. Students working in Bass Cafe further improved their skills in food preparation and service by mentoring and training new recruits. The Bass High Cafe embarked on a new initiative to include the wider school and local community. The Cafe catered for several morning teas including staff luncheons, P&C meetings and visiting Aboriginal and Torres Strait Islander community members. Bass High Hospitality students catered all meals and functions to a high standard and they should feel proud of their efforts over the year.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 108 students attained an HSC or equivalent vocational education qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	36.6
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher ESL	1
School Counsellor	1
School Administration and Support Staff	13.48
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	18

Professional learning and teacher accreditation

Teachers participated in over 200 individual and group-based professional learning activities in 2018. 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, wellbeing and community 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 Management of Actual and Potential Aggression (MAPA), positive behaviour for learning, and programs aimed at building the wellbeing of staff and students.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,265,178
Revenue	9,512,761
Appropriation	9,286,817
Sale of Goods and Services	64,366
Grants and Contributions	149,610
Gain and Loss	0
Other Revenue	5,525
Investment Income	6,443
Expenses	-10,025,368
Recurrent Expenses	-10,025,368
Employee Related	-9,007,136
Operating Expenses	-1,018,232
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-512,608
Balance Carried Forward	752,571

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.

	2018 Actual (\$)
Base Total	6,135,517
Base Per Capita	135,003
Base Location	0
Other Base	6,000,514
Equity Total	1,709,941
Equity Aboriginal	12,272
Equity Socio economic	1,120,655
Equity Language	146,583
Equity Disability	430,432
Targeted Total	945,038
Other Total	234,828
Grand Total	9,025,323

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

2018 VALID Science 8 results

The 2018 VALID Science 8 results indicated that 20 students, now in Year 9, required additional support. This support will be provided through the school's Learning Support team and through the implementation of Stile. Stile will initially be implemented in Stages 4 and 5 and is an online learning environment catering for differing student learning needs. Stile make science interesting, accessible and challenging for every student. And giving students a world class science education couldn't be more important in today's world.

In 2019, Stages 4 and 5 science teachers will review the implementation of the Working Scientifically Skills across all teaching and learning programs. The faculty will use NESA's Program Builder to identify strengths and areas needing improvement and modify programs accordingly.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, 85 Year 7 students completed NAPLAN tests. In the test aspect of Reading, 40.6% of students scored at or above expected growth. In the test aspect of Reading, the average scaled growth for Year 7 students was 47.7% compared with a NSW DoE state average of 40.9%. In the test aspect of Spelling, 52.2% students scored at or above expected growth. In the test aspect of Spelling, the average scaled score growth for Year 7 students was 50.8% compared with a DoE state average of 51.2%. In the test aspect of Grammar and Punctuation, 56.5% of students scored at or above expected growth. In the test aspect of Grammar and Punctuation, the average scaled growth for Year 7 students was 38.7% compared with a DoE state average of 36.9%. In the test aspect of Writing, 52.2% of students scored at or above expected growth. In the test aspect of Writing, the average scaled growth for Year 7 students was 33.8% compared with a DoE state average of 34.8%. In 2018, 83 Year 9 students completed NAPLAN tests. In the test aspect of Reading, 54.3% of students scored at or above expected growth. In the test aspect of Reading, the average scaled growth for Year 9 students was 42.3% compared with a NSW DoE state average of 44.6%. In the test aspect of Writing, 38.9% students scored at or above expected growth. In the test aspect of Writing, the average scaled score growth for Year 9 students was 9.3% compared with a DoE state average of 34.3%. In the test aspect of Spelling, 59.7% students scored at or above expected growth. In the test aspect of Spelling, the average scaled score growth for Year 9 students was 45.5% compared with a DoE state average of 38.5%. In the test aspect of Grammar and Punctuation, 43.1% of students scored at or above than or expected growth. In the test aspect of Grammar and Punctuation, the average scaled growth for year 9 students was 25.0% compared with a DoE state average of 38.4%. Our Spelling average scaled growth for Year 9 Bass High School students (45.5%) is higher than both the State (38.5%) and Statistically Similar School Groups.(SSSG)(37%).

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	29.4	21.2	30.6	10.6	4.7	3.5
School avg 2016-2018	21.6	24.3	28.6	18.9	3.9	2.7

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	21.2	27.1	30.6	17.6	2.4	1.2
School avg 2016-2018	17	30.9	33.2	15.4	3.1	0.4

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	25.9	11.8	24.7	21.2	11.8	4.7
School avg 2016-2018	19.7	12	23.9	27.4	12.7	4.2

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	30.6	36.5	14.1	14.1	4.7	0.0
School avg 2016-2018	25.1	29.7	25.5	15.1	4.2	0.4

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	43.6	25.6	21.8	6.4	1.3	1.3
School avg 2016-2018	37.7	23.6	21.9	12.3	3.4	1

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	16.7	12.8	34.6	26.9	7.7	1.3
School avg 2016-2018	16.8	22.2	26.9	24.6	7.7	1.7

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	25.0	35.5	27.6	6.6	3.9	1.3
School avg 2016-2018	23	35.8	24.3	12.5	4.1	0.3

Percentage in Bands:

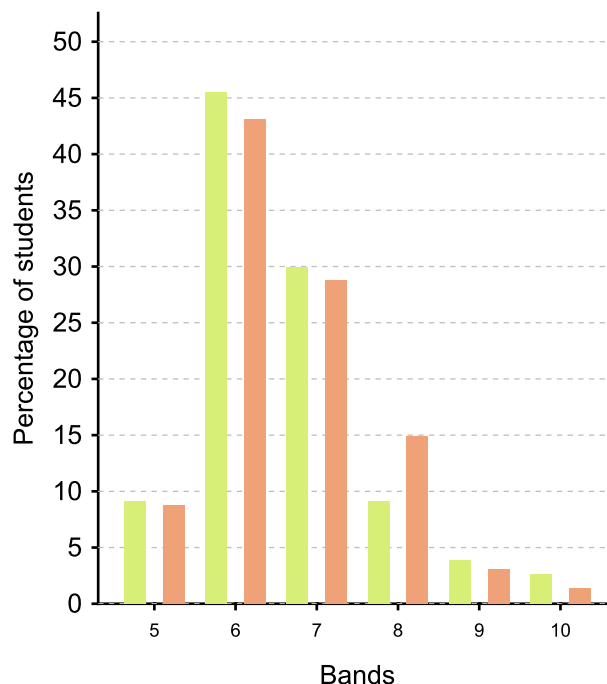
Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	30.8	25.6	21.8	14.1	6.4	1.3
School avg 2016-2018	29.6	31	20.9	11.8	4.7	2

In Year 7, 85 students completed NAPLAN Numeracy tests in 2018. In the test aspect of Numeracy, 53.7% of students scored at or above expected growth. The average scaled growth for Year 7 students in Numeracy was 59.1% compared with a NSW DoE state average of 56.2%. 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 2018, 83 Year 9 students completed NAPLAN Numeracy tests. In the test aspect of Numeracy, 55.7% of students scored at or above expected growth. In the test aspect of Numeracy, the average scaled growth for year 9 students was 48.6% compared with a DoE state average of 47.0%.

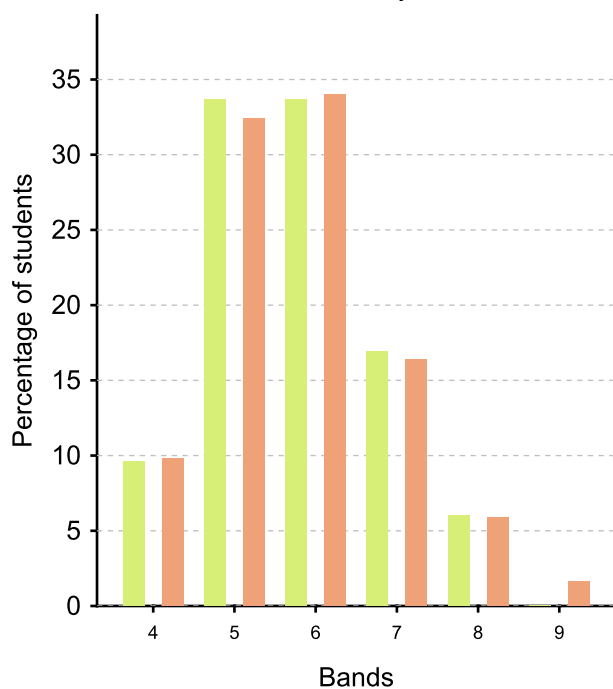
Percentage in bands:

Year 9 Numeracy



Percentage in bands:

Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

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.

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 students in these bands has continued to increase. Although the percentage of Year 7 students in the top two bands has slightly decreased in Numeracy there has been an increase in the percentage of students in Reading, Writing and Grammar and Punctuation. Writing continues to be higher than Statistically Similar School Group (SSSG). In Year 9, in Numeracy and Reading, the percentage of students in band 9 continues to increase consistently. The percentage of Year 9 students in band 10 has increased for Writing, Reading and Numeracy.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. From a small cohort in 2018 of Year 7 and Year 9 there was a Year 7 Aboriginal student in the top two NAPLAN bands for Spelling (50%), Grammar and Punctuation (50%) and Numeracy (33.3%).

Higher School Certificate (HSC)

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

Congratulations to the 108 students who completed their HSC in 2018. Over time the school's performance in the HSC continues to be very positive with value-added data indicating that student performance improves significantly from years 9 to year 12. The school's value-added data (years 9–12) is outstanding and amongst the best in the state.

Notable HSC results included 17 band 5 awards in English Standard, English Extension 1 (2), Ancient History, Chemistry (2), Economics, Mathematics (2), Mathematics Extension 1, Music 1 (3), Information Processes and Technology (3) and Visual Arts.

There were 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.

In the 2018 HSC 31% of our students received an offer of enrolment to attend University, University colleges or private higher education institutes. A significant number of students gained entry into University via Early Entry Schemes and the School Recommendation Scheme (SRS).

Congratulations to ten students who successfully completed HSC Life Skills courses in English, Mathematics, PDHPE, Visual Arts and Technology. These results demonstrate dedicated and caring teaching and parenting and student persistence and resilience. We acknowledge the outstanding professionalism of our teaching and support staff in Special Education for these achievements.

HSC student performance 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.

Subject	School 2018	SSSG	State	School Average 2014-2018
Agriculture	51.5	64.7	67.1	51.5
Ancient History	53.3	64.1	69.5	53.7
Biology	54.9	64.0	70.7	60.3
Business Studies	48.0	62.7	69.3	50.3
Community and Family Studies	62.8	65.7	69.9	63.6
English (Standard)	56.9	60.5	65.0	60.8
Information Processes and Technology	59.4	56.1	72.0	60.8
Mathematics	66.3	67.1	74.8	67.9
Mathematics General 2	46.9	58.8	65.1	52.5
Modern History	55.8	59.7	69.5	53.5
Senior Science	51.6	64.6	68.2	53.3
Visual Arts	70.1	72.9	78.0	71.7

Parent/caregiver, student, teacher satisfaction

In 2018 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 with 507 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 student participation in sports and clubs participation (60%), NSW Govt (48%). Also student participation in extra-curricular activities is 27% compared to NSW Govt Norm of 24%. The sense of belonging has increased by 2% to 57%. This is less than NSW Govt norms of 66% and students with positive relationships remains consistent at 60%, which is also less than NSW Govt norms of 78%. These aspects continue to be targeted areas of 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, 63% of students indicated that they valued school outcomes. The NSW Govt norm for these years is 72%. 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. Bass High students indicated 33% were interested and motivated at school, which is 5% above the NSW Govt Norm. These 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 6.4. The NSW Government norm for these years is 6.3. Positive teacher–student relations is 6.3, which is 0.6 above NSW Govt Norm. Our positive learning climate measures continue to be consistently higher than NSW Govt norm by 0.6% also. Positive ongoing programs and systems such as Positive Behaviour for Learning (PBL) and Wellbeing programs continue to drive improvements to create and sustain a positive learning climate.

Forty-one teachers participated in '*Focus on Learning*' Teacher surveys. 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. Our School Staff indicated levels of a rating agreement. Some areas of high levels of agreement included establishing clearer expectations for classroom behaviour (8.8), setting high expectations for student learning (8.3), quality feedback given to improve performance on formal assessment tasks and student work (8.1), as well as teachers collaborating with other teachers to use strategies that increase student engagement (8.4).

In 2018 twenty-nine 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. Increasing community engagement is a focus for our School Plan 2018–2020. Parents indicated that in the following measures Bass High School rated higher or the equal to the NSW Govt norms; parents feeling welcome 7.5 (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 7.4, (NSW Govt norm 7.4) inclusive school 7.6 (NSW Govt norm 6.7), parents support learning at home 6.6 (NSW Govt norm 6.3). In the measure school supports positive behaviour parents rated students as clear about the rules for school behaviour 8.6. High responses were given for teachers' expectations of behaviour (8.1). For student progress communication 82% of our parents were satisfied with the ways that they are informed of their child's progress.

Policy requirements

Aboriginal education

In 2018, our school has continued to fund the Aboriginal Education Officer (AEO) position and this has continued to extend and enrich the Bass High School Learning Community through a range of educational opportunities and experiences for our nineteen Aboriginal and Torres Strait Islander students. This has ensured the effective 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 to enable effective planning for student engagement. Programs supporting academic improvement and behaviour have been developed as well as the provision of assistance for assessment tasks and homework. Aboriginal students have participated in a range of productive experiences and programs, including University visits through the Pathways Program, Bangarra Dance Company Performances, work experience opportunities 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 goods, including a box of exterior paint to support the development of Aboriginal inspired murals around the school which were painted by Ms Leverett and a number of students. 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 that was conducted by students at Bass High School, including other schools who participated in our celebrations. Students at Bass High School embraced the theme, Because of her, we can! through our NAIDOC Assembly. Our AEO has coordinated memorable opportunities for our students, including performances by Tiarne Sumner, at Bass Hill Plaza and The Black Santa community events. Professional development of teachers on the 8 Aboriginal Ways of Learning initiative was promoted to implement the 8 ways of learning in all KLAs. Further successes of note include students who won awards at the 2018 Aboriginal Student Awards, including Eddie Usoalii of Year 7, who won the Community, Courage and Commitment Award. These awards represent a significant achievement for students, families, school and the community.



Multicultural and anti-racism education

Multicultural Day

Our multicultural diversity is explored through class learning activities in all subjects and stages. Multicultural diversity is also celebrated regularly through the very popular and well-supported Multicultural Days. Our 2018 Multicultural Day was another magnificent event, wonderfully supported by the Bass High School community. The day commenced with an opening ceremony where we celebrated the experiences and cultural knowledge we all bring to Bass High. The undoubted highlight of the opening ceremony was the magnificent Parade of Nations featuring over 100 students (and teachers) in national dress representing over 40 nationalities. The program for the day included international food stalls, wonderful concerts featuring our many talented performers, dancers and vocalists and varied activities and stalls. We thank the organising committee led by Ms Nair and the Bass High School community for their continuing wonderful support and promotion of these events.

Other school programs

The Senior Learning Centre

The Senior Learning Centre (SLC) is located on the top floor of the school library. Year 12 students are timetabled to be present in the SLC during their scheduled study periods to complete relevant school work. Students also have the opportunity to access the SLC outside their specific study periods during recess and lunch breaks. Access to a full time co-ordinator, 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 2018, 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 2018, 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.

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 information days throughout 2018. Year 12 students were given the opportunity to attend the annual HSC Expo at Moore Park in 2018.

The SLC co-ordinator mentored twelve students studying for a Master of Education at the University of Western Sydney in 2018 and provided them with an opportunity to complete the Professional Experience 3 component of their course at the SLC. These twelve 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 volunteered their time to work with the classroom teacher and assist with coaching a range of special needs students during their sport 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 special needs students, fostering a mutual understanding and appreciation of each others challenging circumstances.

Agriculture

In 2018, 16 students at Bass High School complete their first HSC in Agriculture. We saw the birth of our first calf Jett. Year 10 Agriculture students ran a

competition to name the calf. Additionally, the farm saw the birth of five lambs and 3 kids (baby goats). Some students chose to record the birth, as it occurred around midday. The farm also saw the integration of an apiary (beehive). The students sell a 500g honey to staff for \$15. These jars sell-out within minutes of them being advertised.

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.

Beginning Teachers Program

Bass High has an established program to assist and support Early Career Teachers in their first few years of teaching. This program has developed over several years and is continually being reviewed to be responsive to the changing needs of Early Career Teachers.

For teachers who are new to Bass High there is an induction program which starts on the first day and continues during Term 1 to introduce these teachers to the school and its day-to-day activities. This also helps the Beginning Teachers to adjust and settle in at Bass High.

The induction program runs concurrently with the mentoring program to support teachers appointed to Bass High who may be in their first few years of teaching.

The mentoring program strives to provide a nurturing and supportive environment for the Early Career Teacher in their first few years of teaching. The program has been developed to allow them to feel encouraged and supported while helping them to develop the skills and strategies for teaching in a well-managed classroom demonstrating quality teaching.

The mentoring program aims to provide opportunities for professional development. At a grass roots level, this involves regular meetings with the mentor and the Early Career Teachers. At these meetings, the emphasis is on providing the opportunity for Early Career Teachers to share ideas, problems and strategies. The emphasis is on sharing the positive aspects of their teaching practice with the others in the group, while giving the opportunity to reflect and comment on where improvements could be made. These meetings provide an opportunity to start to prepare their portfolio of evidence for accreditation. These meetings also provide an opportunity for "in-house" professional development workshops, with the emphasis on Classroom and Behaviour Management that promotes the opportunity for Quality Teaching. Early Career Teachers are also actively encouraged to apply for external Professional Development Courses as advertised.

In 2018, there were eight teachers involved in the

were permanent teachers. Two of these teachers completed their portfolio in 2018 and the other six teachers have completion dates that are in 2019 and 2020.

Information Communication Technologies

Throughout 2018 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. Plans have been made for the provision of a fifth computer lab to specifically support newly introduced stage 5 technology electives, Game Development, Robotics and Animation. This computer lab will be operational early in 2019.

Toward the end of 2018 the process of allocating new laptops to teaching staff began. These laptops will be used to ensure teachers have up to date access to teaching and learning ICT tools to best facilitate quality teaching in all classes. This program will continue early in 2019.

The school employs a full-time Technology Support Officer (TSO) to manage the school's laptops and Bring Your Own Device policy. In 2018, 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 2018 the TSO supported over 40 teachers with integrating technology into the classroom.

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 2018, 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: 2018 Planning Transition Pathways

The Careers Adviser interviewed 98 Year 12 students. Each student was emailed a Careers Transition Summary. Individual interviews for students from other year groups were also available upon request. The Careers Adviser continued to support and assist students with job applications whether being for part-time or casual employment, School Based Apprenticeship/Traineeship (SBAT) applications, EAS applications, Cadetships, University and Equity Scholarships and Early Entry Admission applications.

In 2018, career lessons for Year 10 students were implemented via workshops throughout the year. This

prepared students for job readiness; career planning and it gave them an opportunity to seek subject selection counselling. The Careers Adviser also addressed the parents at subject selection night and organised various exhibitors from TAFE, Universities, SBAT and Apprenticeship and Traineeship centres to be available during the evening.

A UAC information evening session was organised in conjunction with Georges River Grammar for parents and students from Bass High School and neighbouring schools. A UAC staff member facilitated the session and focused on the HSC, ATAR and University applications.

Bass High School subscribed to Job Jump 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.

Action Key 2: 2018 Exploring Career Futures

Work Experience: 60 students completed work experience. Some students were able to gain part-time employment whilst others explored the career opportunities within their work placement.

Career Among the Clouds: 19 students attended a Career Among the Clouds day hosted by Sydney Flight College. Students were briefed on career opportunities, course outcomes and pathways to becoming a pilot. They all had a chance to use the flight simulator and talk to current students and flight instructors.

Career Expos: Students from Bass High School had the opportunity to attend various Career Expos. 75 Year 10 students attended the CareerSearch Expo held at the Whitlam Centre Liverpool. Year 12 students attended the HSC expo held at Moore Park organised by the Senior Learning Centre Coordinator. There were over 160 exhibitors from various Universities, Colleges, Associations and GTOs.

University of Wollongong Discovery Day: 15 Year 12 students attended the Wollongong University Discovery Day. Students were advised of the pathways and courses available whilst experiencing workshops throughout the day in chosen areas of interest.

Big Day In @UTS: 18 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.

Green Light Day: Students from Year 9 and 10 attended the Green Light Transport and Logistics day hosted by the Woolworths Distribution Centre in Minchinbury. This program aimed to encourage Secondary High school students considering their career options to think about the range of roles and opportunities within the Transport and Logistics industry. Students were toured around the facility by Woolworths staff and were given a chance to use a truck simulator. TAFE NSW and Transport for NSW were also present to talk to the students about the different courses and study options/pathways.

Try a Trade: 14 students attended a Try a Trade day run by the Refrigeration Building Services Exhibition (ARBS) and Refrigeration and Air-Conditioning Contractors' Association (RACCA). Students who showed interest in mechanical work and had a high aptitude for technical work enjoyed the activities and exhibitor presentations that ranged from heating, ventilation, air-conditioning and refrigeration.

CivilTech Careers Day: 10 students attended the CivilTech Careers day organised by the Civil Construction Federation (CCF). Students had the opportunity to speak to employers, find out about the Civil Construction study pathways and explore the technology used in the industry.

FedEx/JA International Trade Challenge: 10 students attended the FedEx/JA International Trade Challenge. The Economics teacher, organised the students to attend an interactive learning experience where students discovered the fundamentals of international trade and market entry strategies.

Jobs Expo: Bass High School hosted a Jobs Expo in the school library. The following exhibitors confirmed their attendance: Master Builders Association, Sarina Russo, Civil Construction Federation, WPC Group, RACCA Australia, Tarma Apprentices and Trainees, Apprenticeships R Us, TAFE NSW, Ai Group, 1300 Apprentice, NECA, ABBtF, RSPCA, CHNHC, Work Skills, Bankstown Sports Club, HVTTC, Belgravia Pools, Kennards Hire, Master Painters, Australian International Freight, AES, Centre for Volunteering, MEGT, MyGateway, Defence, Training Services NSW, Australian Training Company, Mission Australia. The expo was accessible to all students, staff and parents from Bass High School and High Schools across Sydney. A survey was conducted at the conclusion of the Expo. There were four questions and each question was rated from 1 – 5, 5 being excellent. For those who completed the survey, the results were as follows:

Action Key 3: 2018 Strengthening Vocational Learning Across KLAS

In 2018, 7 students attended the TAFE YES program held at Lidcombe TAFE strengthening their understanding to a career in shop fitting. 21 students were enrolled in an External VET course (EVET) and 5 students were enrolled in a School Based Traineeship (SBT) and 2 students were enrolled in a School Based Apprenticeship (SBA). Selected SBT students and the Careers Adviser were representatives in a panel conducted at a Parent Information evening organised by Suzanne Taylor, SBAT Co-ordinator, School Services Directorate.

In 2018, 16 students attended the World Skills Show Australia. The Skills Show provided students with an opportunity to discover future vocational careers through interactive events, demonstrations and competitions. Students also had the chance to watch the Skills and Thrills Show showcasing the vocational pathways, career employment projections and the job labour market trends.

Action Key 4: 2017 Building Networks

Skills Road Show: Bass High School hosted the Skillsroad Show. The presenter talked to students from year 8–12 and ran group workshops for students throughout the day. Students were familiarised with the Skillsroad website.

Year 12 Career Workshops: All students in Year 12 attended a Careers Talk that incorporated a workshop presented by the Australian Taxation Office (ATO). An ATO staff member facilitated the workshop. Year 12 students had numerous guest speakers throughout the year from various institutions talking to them about various courses and pathways.

PCYC Job Ready Program: In 2018, 3 students completed the PCYC Job Ready Program over 4 days. From the program, students gained a First Aid certificate, White Card, resumes and links to industry whilst being mentored by Police Officers and Youth Workers.

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 choices and 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 2018, 24 students attended the Year 11 and 12 in-school workshops, 29 students attended the 7 and 8 in-school workshops and 13 students attended the Year 9 and 10 in-school workshops.

Mentoring and 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 2018, 16 Year 10 students attended Connect as part of the Advantage group. Connect was a 3 day program aimed to link industry with University study. Furthermore, 17 students attended the Degrees at Work excursion hosted by a Law firm Colin Biggers & Paisly. The Advantage students were mentored throughout the year by UNSW network staff through an ICT program facilitated by the Year 10 Year Adviser.

UNSW also ran in-school workshops for 60 Year 7 students, 60 Year 8 students, 60 Year 9 students and all Year 12 students. ASPIRE staff and ambassadors worked with students of all ages to build awareness about higher education and encouraged students to think more broadly about their future.

Uni For A Day, Design Thinking and CSI are designed for Year 7, 8 and 9 students from ASPIRE partner schools to visit a University campus and give them first-hand experience of University life. 20 Year 7 students and 19 Year 8 students attended the Uni For A Day on campus event, 7 Year 9 students attended the on-campus Design Thinking Day and 15 Year 9 students attended the CSI on-Campus event. Also 11 Year 8 students attended the Sydney Story Factory linking careers in Film and Story Telling

To encourage careers in STEM, Science staff worked with Aspire to organise 19 Year 7 students to attend a day at the Sydney Observatory and 30 Year 10 students to attend the Human Disease Museum. Science staff also worked with the Careers Adviser to take 15 Year 9 students to explore careers in Science at UTS.

Mentoring and the ABCN Program: ABCN has continued to partner with Bass High School. In 2018 both Focus 1/2 and InRoads programs were facilitated throughout the year. Across 6 separate sessions 8 Year 11 students attended Allen and Overy, a prestigious Law 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. Across 5 separate sessions, ABCN ran the program Inroads targeting Year 12 leavers who were interested in full time traineeships in IT or Business Administration of which 3 students took part.

In 2018, 15 Year 10 students had the opportunity to visit one of the ABCN member companies, Citi Bank. The non-traditional jobs in the banking sector were showcased and students gained an understanding of the entry-level jobs and pathways into a Finance career.

Furthermore CBA through the ABCN partnership hosted a Technology expo for girls. The day targeted careers in IT/Cyber Security/Technology innovations in which 26 students attended. Also, the IT teacher organised 20 Year 8 students to take part in the Full STEAM Ahead program, which partnered with the Power House Museum and Microsoft. Students went through a series of workshops and a hacking competition.

Numeracy

In 2018, several new initiatives have taken place at Bass High School to help advance the Numeracy skills of students.

For the first time, Year 9 NAPLAN (Numeracy) preparation began with our Year 7 cohort. This preparation involves one-on-one support and group assistance with a highly experienced Mathematics teacher. This group of students will continue to receive this support until they sit for the NAPLAN in 2020. Early numeracy intervention should yield more positive results for students in Years 9 – 12 where NAPLAN and HSC Minimum Standards testing is our priority.

The numeracy preparation and testing process surrounding HSC Minimum Standards began in 2018 with Year 10. The cohort was tested on their individual numeracy skills. Their results formed the basis of the support that they were provided, focusing mainly on their areas of weakness. However, some students were exempted from the test as they achieved a BAND 8 or above in NAPLAN during Year 9.

Additionally, we have also actively generated a cross-curriculum focus on numeracy involving the Mathematics, LAST, HSIE, Science and TAS faculties to ensure consistency in the way that numerical concepts are taught across all faculties.

Creative and Performing Arts

The Creative Arts – Visual Arts, Photography, Dance, Drama and Music – had another outstanding year, with a wide range of activities that promote creative thinking and problem solving skills. Students in these courses have all been required to learn skills in setting and meeting targets, working both independently and in groups towards a common goal, generating ideas, analysing processes and developing technical accomplishment and conceptual strength in the various disciplines. Works of art in any form do not appear without a great deal of thought, experimentation, practise and striving for excellence. Our continued excellent results are due to the efforts of committed students and dedicated teachers.

CAPA – Performance and Dance

Performance and Dance are offered as elective choices for study in Years 9 and 10 respectively. In 2018, there was a Year 9 Performance class with the ratio of boys to girls being one to three.

The Performance course was designed to be a combination of Drama and Dance activities and learning experiences to develop the skills and confidence required to perform in front of an audience, whether that be a Drama or Dance performance.

In 2018, the Performance class competed in the Wakakirri National Story Dance Challenge held at NIDA. The opportunity to be performing on the stage at NIDA in front of an audience of over 500 people was a truly memorable experience for the students.

Bass High won the "Excellent Theme/Concept" Award in the Story Dance Challenge night in August. The feedback from the panel of judges was very positive and encouraging.

The Year 9 Performance class successfully auditioned to perform at the Bankstown–East Hills District Festival, held at Bankstown Sports Club, in Term 4 in October. The students contributed many ideas to the choreography, which meant the performances had their own unique style in both choreography and music selection. Both Wakakirri and the Bankstown East Hills Dance Festival provided the students with an opportunity to showcase to the wider community the curriculum choices offered and opportunities given to

develop creative talents at Bass High.

Year 9 performers 2018: Armani Bayrouthi, Elijah Cinavou, Dakota Gurnett, Ahmad Kamaledine, Princess Kraa, Bridgette Leigh, Anna Nguyen, Keihanalei Ormsby, Annale Paretoa, Sarah Roumie, Calvin Taotua, Kristy Trpkovska and Caroline Vae Vae Pare. Shaiyan Jaram (Year 11) also performed at both Wakakirri and Bankstown East Hills Dance Festival. Bring It On Dance 2018 In 2018, Bass High entered the state-wide "Bring It On" Hip Hop competition for the first time. Bring It On is a dance competition with a vision to "empower youth" by encouraging the senior students to be the leaders and the driving force behind the choreography, music selection, producers of the promotional video as well as the production of the school item. The senior students who were the leaders in 2018 were Josaia Cinavou, Zeinab El Aboud and Serena Naitokatoka. The Bring It On group in 2018 had students from Years 8 to Year 12. Bass High came fifth in Heat 2 which was quite an accomplishment. This qualified the group to perform at the Grand Final held at the Hillsong Centre in September.

Bring It on Performers 2018: Mariah Americanas, Paris Americanas, Talisha Aquilina, Subtain Ashrafi, Nesia Ben, Elijah Cinavou, Josaia Cinavou, Zeinab El Aboud, Dayna Edmonds, Aya Elosman, Monica Fasavalu, Tupou Folau, Cheyanne Gurnett, Reva Hakopa, Shaiyan Jaram, Malia L'Alesi, Anzac Lesa, Cholaayna Mahe, Sienna Moti, Sereana Naitokatoka, Tui Nawaqatabu, Jack Ngo, Keihanalei Ormsby, Anahera Paekau, Annale Paretoa, Ema Rainima, Alyx Rose, Hendrix Sasulu, Ivana Sepulveda, Calvin Taotua, Calieena Vae Vae Pare, Caroline Vae Vae Pare, Elizabeth Vakaoa, Grace Yasa, Siri Luck Zaw.

CAPA – Music

Senior students studied topic areas such as Popular Music, Instrument & Its Repertoire and Music of the 20th Century. Within these topics, students chose different areas such as – singers learning about music for Small Ensemble, and soloists engaging in Instrumental Music. Year 11 also began composing their own music on Garage Band.

The Senior Recital Night for HSC music students was again a popular event. It was scheduled for just prior to the HSC performance examinations, which gave Year 12 Music students the opportunity to perform in front of a live audience of parents, teachers and friends. Students performed 2 to 3 pieces each, with a variety of group and solo performances including guitar, keyboard, piano, drums and singing, to much acclaim from the audience. The Senior Recital Night was a great success and students gained valuable confidence, evaluated their performances and felt more ready for their HSC music practical exam the following week.

Year 7 and Year 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, drums and playing in small ensembles.

Elective Year 9 and 10 classes build on knowledge with students being given more opportunities to perform and practise a variety of instruments and began to focus on an instrument of their own choice. 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 of Music.

CAPA – Visual Arts

Year 7 Mandatory students completed units of work based on various Elements of Design as building blocks for art making. Themes included Animals, People, Robots and Emotions. Students produced some wonderful works in both 2D and 3D media areas including the use of recycled/repurposed materials.

Year 8 looked at many forms of artmaking, including; The exploration of Colour and Symbols – in art and advertising– producing graphic design work to represent concepts and capture the attention of audiences. Word Art and how the written language has evolved from ancient times through to contemporary Street Art and Graffiti. The production of graphic 3D 'pop up' cards.

Year 9 Elective students examined various periods of modern art history 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 still life drawings in charcoal through Cubist art techniques, silk screen printing of portraits using aspects of the Pop art style and advanced painting skills through examining the whimsical dreamlike landscapes of Surrealism. Students also focussed on research skills and writing succinctly and with relevance to the topics through the conceptual framework.

Year 11 Preliminary concentrated on the development of technical skills in a wide range of media, developing student's individual

CAPA – Support Unit Visual Arts

2018 was a great year for Support Unit [SU] Visual Art students. SU1, SU3 and SU4 participated in formal Art classes taught by Visual Art Teacher Mrs Cousin. To explore the Visual Arts, Special Unit students explored from different approaches:

SU1 Elements of Design– students created artworks based on Flora Designs, Mass media[EC1] cultural icons in Printmaking, 3D Robots and clay sculptures based on Animals in Landscapes.

SU3 Art History studies integrated with Art making projects– Australian Summer and painted their individual reflections on canvas. Organic form sculptures carved from blocks of cast plaster experimenting with balloons to create voids. Exploration of masks from different cultures and creating their own wearable Mask. Gorilla, death, Aboriginal, cat, alien were just some themes explored based on student interest.

SU4 The Art of Writing [styles, designs] – Cartoon Art, 3D Monsters from papier–mache, 2D Robots from recycled media and Space Landscapes.

SU4 students– Julian, Dione, Kevin, Tony and Al Farouk entered The Taronga Zoo Art Banner Competition. Students had to design a banner with Birds as their subject matter. Their efforts were rewarded with Certificates and a letter of thanks from Taronga Zoo for their participation.

SU students exhibited their paintings, Word Designs, masks and sculptures.

CAPA HSC Results

The CAPA faculty (23 students combined) achieved the most Band 4 and Band 5 results of any other faculty in the school, including 35% of the Band 5 results. Music consisting of 9 students, were awarded 3 Band 5's and 4 Band 4's including the highest mark in the school achieved by Ryan. Visual Arts consisting of 16 students received one Band 5 and 11 Band 4's, with 3 students narrowly missing the Band 5 result by only 1 or 2 marks. Visual Arts gained the most Band 4 results of all subjects in the school. The top students in both Music and Visual Arts narrowly missed the Band 6 results. Continuing to follow the trend, these are again remarkable achievements from a small group of keen students and highly skilled teachers.

CAPA – Highlights

Education Week was celebrated at Bass Hill Plaza with performances from Dance and Music groups, Faculty displays and an Art exhibition showcasing a selection of Visual Arts and Photography works from 7–12 and Special Unit 7–12. The public response to their artworks was very complimentary and many positive comments were made about the high skill level on display. Many people were amazed that students could produce such high quality work.

Multicultural Day was supported by the faculty with both musical items, technical support and creative pursuits. Students designed and painted two 'photo booth' backdrops so that everyone could take 'selfies' in front of them as a memory for the day – one with angel wings and the other floating clouds with cloud props to stand inside.

Students also contributed to the PBL mural on the end wall of the quad, painting their own hand print as a visual contract with the school to remind us all that at Bass High School, we are all 'Safe, Respectful Learners'.

Anzac Day was again brought to life for everybody with the dais decorated with 100 hand made poppies and a banner painted by the Support Unit and to commemorate the 100th anniversary.

Student Wellbeing

In 2018, Bass High School implemented a range of student wellbeing programs to promote an environment of positive learning and social and academic support.

The whole school Wellbeing Program was reviewed and revised by the Welfare Team at the end of 2017 and tailored to reflect the needs of all students in Years 7 to 12, as identified by the Welfare Team and various school data. The Program proactively addressed a range of topics, some of which included Positive Relationships, Anti-Bullying, Resilience, Study Skills and Being Mentally Healthy. The continued success of this program in the promotion of student engagement in learning has been acknowledged through the award of a Secretary's Commendation for Student Wellbeing by the NSW Public Education Foundation.

As an extension to the range of Wellbeing initiatives that are offered at Bass High School, the Targeted Learning Program as well as the role of the Targeted Learning Coordinator were established to provide personalised learning intervention to students who required additional academic and emotional support. This was provided through individualised planning for students that involved the development of a Targeted Student Success Plan which identified the areas of need for the participating students as well as the strategies required for them to successfully achieve course outcomes. The program also focussed on interventions to improve student motivation and engagement within the school community and as such targeted students who required this level of support. The Targeted Learning Program was implemented in Term 4 2018 and has been positively received by students and by the parents involved.

As a member of the Bullying NoWay! initiative, Bass High School participated in the National Day of Action Against Bullying by conducting a whole school assembly whereby students and key staff focussed on the promotion of positive student relationships and the availability of support structures within the school for students who may have experienced bullying, as well as the bystanders. On this day, students had the opportunity to liaise with their Year Advisors and other students during break time and were encouraged to write positive messages to place in the Anti-Bullying box, as one of the many activities that were available to all students during the day.

Bass High School actively promoted R U OK? Day by also conducting a whole school assembly where the school's SRC team addressed the students on the importance of being supportive to each other and they provide a detailed insight into the support mechanisms around the school. All students were provided with R U OK? message cards and these cards have been used to develop a collage of positive student comments around the area of mental health awareness.

In term 4 2018, the NSW Department of Education (DoE) attempted the Guinness World Record for the 'World's Largest Mental Health Awareness Lesson' and the Year 10 students of Bass High School were registered participants of the national broadcast of this lesson. The key focus of this lesson was to increase student awareness of the prevalence of mental health and to promote resilience and support. The students were actively engaged in this interactive lesson and were excited by the NSW DoE's success in acquiring the title for the 'World's Largest Mental Health

Awareness Lesson' providers.

MTC's Youth Frontiers Program continued to be implemented at Bass High School throughout 2018. A number of students in Years 8 and 9 had the opportunity to work closely with mentors from MTC on areas of self-esteem and confidence, communication and team work, leadership and school and community connectedness. . As part of this program, students also, with support, participated in a community project that was relevant to their educational and employment goals, or general interests. This program has been successful in supporting students at Bass High School as all participants completed this program and received an award acknowledging their efforts.

Student Wellbeing at Bass High School has continued to be a priority to enable students to maintain and develop a strong connection to learning, with a vision to also enable them to succeed and thrive both within and beyond their school environment.