Bass High School

2019 Annual Report

8223

Introduction

The Annual Report for 2019 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.

School contact details

Bass High School

10 Arundle Rd

Bass Hill, 2197

www.bass-h.schools.nsw.edu.au

bass-h.school@det.nsw.edu.au

9726 3644

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

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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.

Increase on the previous year in the percentage of students achieving greater than or equal to expected growth in Year 9 NAPLAN Numeracy.

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.

Progress towards achieving improvement measures

Process 1: Implement a systematic approach to professional learning in data concepts analysis and use of student assessment data and related tools.

Evaluation	Funds Expended (Resources)
The education changemaker initiative involved whole school collaboration to identify five critical areas hindering school progress and improvement. Five projects targeting learning engagement, school communication, teaching practices, assessment and staff wellbeing were co–authored by whole school teams. Leadership development, relational trust and implementing a design thinking solution focused approach were outcomes of this process. A learning walk data collection tool was developed to provide individualised feedback for teachers and executive members in addition to data for professional reflection and next steps. This was developed for implementation in 2020 to provide a lesson snap shot as well as cumulative date of teaching and learning at Bass High.	DP 0.4 seconded to Bass High for Term 2 $15926 Staff development day, Twilights, executive conference and meetings were allocated to education changemakers $24800 Targeted learning program coordinator was employed $122340

Process 2: Implement a range of evidence based whole school strategies including targeted interventions, cross KLA collaboration and differentiation to improve student numeracy achievement.

Evaluation	Funds Expended (Resources)
Three Head Teachers of Mathematics, Science and HSIE received professional learning to develop a cross faculty project. Planning days were organised and an interfaculty project was established with a projected start date in 2020. Elements of the project were trialled by individual faculties in Term4 of 2019 to ascertain the project's issues and finalise its scope.	Professional learning and release time for an executive cross faculty team to implement a numeracy strategy $5400

Process 3: Implement a range of evidence based whole school strategies including targeted interventions, cross KLA collaboration and differentiation to improve student literacy achievement.

Evaluation	Funds Expended (Resources)
A team of cross faculty executive members received professional learning instruction and planning time to establish a interfaculty approach to literacy. This involved four faculties working collaboratively to launch projects specific	Attendance at professional learning workshops, casual release days and planning days $12000

Progress towards achieving improvement measures
to their faculty context whilst allowing for the consolidation of cross faculty literacy instruction. Most of the team had been involved in Agile Leadership training that provided the group with effective project management processes for implementation success. The projects were being trialled in Term 4 2019. Specific literacy strategies were planned to develop and improve student HSC writing skills.

Process 4: The school has a systematic approach to reflecting on and evaluating quality classroom practice.

Evaluation	Funds Expended (Resources)
The PDP process is aligned to the professional teaching standards, executive selection criteria or relevant Principal standards. The process is structured around line manager interviews that reference amongst other things lesson observations and teaching and learning documentation. Faculty and whole school goals are referenced in this process.	Executive time allocation to lead the development of quality teaching practices

Process 5: All classrooms and other learning environments are well managed within a consistent, school–wide approach through Positive Behaviour for Learning (PBL). Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Evaluation	Funds Expended (Resources)
The wellbeing program and PBL handbook were placed on hold due to priorities around the education changemakers initiative. Student behavioural and wellbeing data was shared with the executive in Semester 2 to develop focus areas for whole school attention.	PBL Head Teacher appointed $134000

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.

Improvement Measures

| Improve student social and emotional outcomes as measured by TTFM survey compared with 2017 baseline data. |
| Improvement in staff wellbeing outcomes are evident in internal and external survey results. |
| Increase in the number of positive acknowledgements of student learning and engagement compared with 2017 baseline data. |

Progress towards achieving improvement measures

Process 1: Staff engage with *Respect. Reflect. Reset.* professional learning.

Evaluation	Funds Expended (Resources)
The school PL focus has been guided by the Education Changemaker focus of the school. This has allowed staff to focus on productive, dignified and collaborative relationships with all staff across the school. This focus has replaced the Respect, Reflect, Reset process.	PL has been delivered through staff meetings and school development days.

Process 2: Implement a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
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.	Staffing allocation for Year Advisors to plan and deliever Wellbeing lessons to students in stages 4 & 5.

Process 3: Collect, analyse and use data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Evaluation	Funds Expended (Resources)
Staff surveys and focus groups involving students and parents informed the creation of identified areas of improvement for 2019. Based on this data, the whole school improvement plan included areas of Staff Wellbeing, Student Engagement and effective communication.	Staff development day, Twilights, executive conference and meetings were allocated to education changemakers

Process 4: Implement strategies to create a positive and productive working environment and to support and enhance staff sense of wellbeing and connectedness to their workplace.

Evaluation	Funds Expended (Resources)
Staff Wellbeing group have been facilitated by Education Changemakers to improve overall staff wellbeing and improve staff connectedness to their workplace. This has resulted in increased staff networking events and a more	Staff development day, Twilights, executive conference and meetings were allocated to education

Progress towards achieving improvement measures	
collaborative culture.	changemakers

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.

Improvement Measures

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.

Increased school–community communication, parental involvement and participation in school governance as measured from baseline 2017 TTFM data.

Students report increased levels of engagement, leadership opportunities, student voice, wellbeing and effective teaching practices as measured from baseline 2017 TTFM data.

Progress towards achieving improvement measures

Process 1: School and parents collaborate to develop student reporting processes that inform parents about the progress of their child. Parents are supported to engage collaboratively in learning conversations with teachers, including explicit support that provides parents with skills and knowledge to support student learning.

Evaluation	Funds Expended (Resources)
A new student academic report format which was introduced in 2018 has been further refined in 2019.. 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.	Licencing cost for school management software used to manage student reports and information sharing with the community.

Process 2: Conduct an assessment of community engagement across key areas including communication, home and school connections, building community and identity, consultative decision–making and participation in school and use this data to inform school planning and innovation.

Evaluation	Funds Expended (Resources)
Data collected from parent focus groups formed a basis for planning for school improvement through the education changemaker process. Areas for improvement included whole school communication.	Staff development day, Twilights, executive conference and meetings were allocated to education changemakers

Process 3: Enhanced opportunities for student leadership across areas of school life are provided including academic, sport, the arts and community engagement. Student voice is a tool used to assist school decision–making and improve school outcomes.

Evaluation	Funds Expended (Resources)
A large percentage of students responded to Tell Them from Me surveys in 2019. Survey results indicate positive rates of student engagement in school life. Student sense of belonging data has increased on 2018, student interest and motivation (school 35%, state 28%) and participation in extracurricular activities (school 27%, state 24%) show positive and improving trends. In 2019 students have had further leadership opportunities including Student	Staff release from face to face to administer TTFM survey. Teachnology Support Officer used to support the process.

Progress towards achieving improvement measures	
Representative Council planning of school events and strategies that provide students opportunities to engage in the local community and beyond.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($13 549.00) • Socio–economic background ($55 026.00)	The AEO has been an effective support for engagement and learning of our ATSI students. The AEO has assisted with engaging the indigenous community as well as promoting an indigenous perspective in the teaching and learning throughout the school community.
English language proficiency	**Funding Sources:** • English language proficiency ($191 540.00)	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/D 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	**Funding Sources:** • Low level adjustment for disability ($437 720.00)	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	**Funding Sources:** • Socio–economic background ($1 157 532.00)	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.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($60 789.00)	Support for beginning teachers in 2019 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

Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($60 789.00)	level with the NSW Education Standards Authority (NESA).
Targeted student support for refugees and new arrivals	$61252 **Funding Sources:** • Targeted student support for refugees and new arrivals ($23 320.00)	The SLSO Ethic has provided ongoing inclass support to students with their learning while also maintaining strong communication channels between the school and parents. She has also offered bilingual support to the school on regular occasions and has collaborated with various key personal in the school to support students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	416	382	334	347
Girls	293	277	272	283

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	91.6	89.8	88.6	88.9
8	89.5	86.3	87.2	85.1
9	86.9	85.7	81.9	83.2
10	84.9	81.4	82	79.8
11	86.4	81.5	83	75.9
12	85.5	86.9	84	80.7
All Years	87.2	84.8	84.3	82.3
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	9
Employment	36	62	9
TAFE entry	36	0	8
University Entry	0	0	40
Other	28	38	1
Unknown	0	0	33

Year 12 students undertaking vocational or trade training

42.61% of Year 12 students at Bass High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

77.4% of all Year 12 students at Bass High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	36.9
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	13.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	752,571
Revenue	9,829,304
Appropriation	9,605,918
Sale of Goods and Services	65,476
Grants and contributions	141,662
Investment income	5,111
Other revenue	11,138
Expenses	-10,190,613
Employee related	-9,205,297
Operating expenses	-985,316
Surplus / deficit for the year	-361,309

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

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	911,490
Equity Total	1,800,341
Equity - Aboriginal	13,549
Equity - Socio-economic	1,157,532
Equity - Language	191,540
Equity - Disability	437,720
Base Total	6,052,058
Base - Per Capita	152,280
Base - Location	0
Base - Other	5,899,778
Other Total	482,513
Grand Total	9,246,402

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
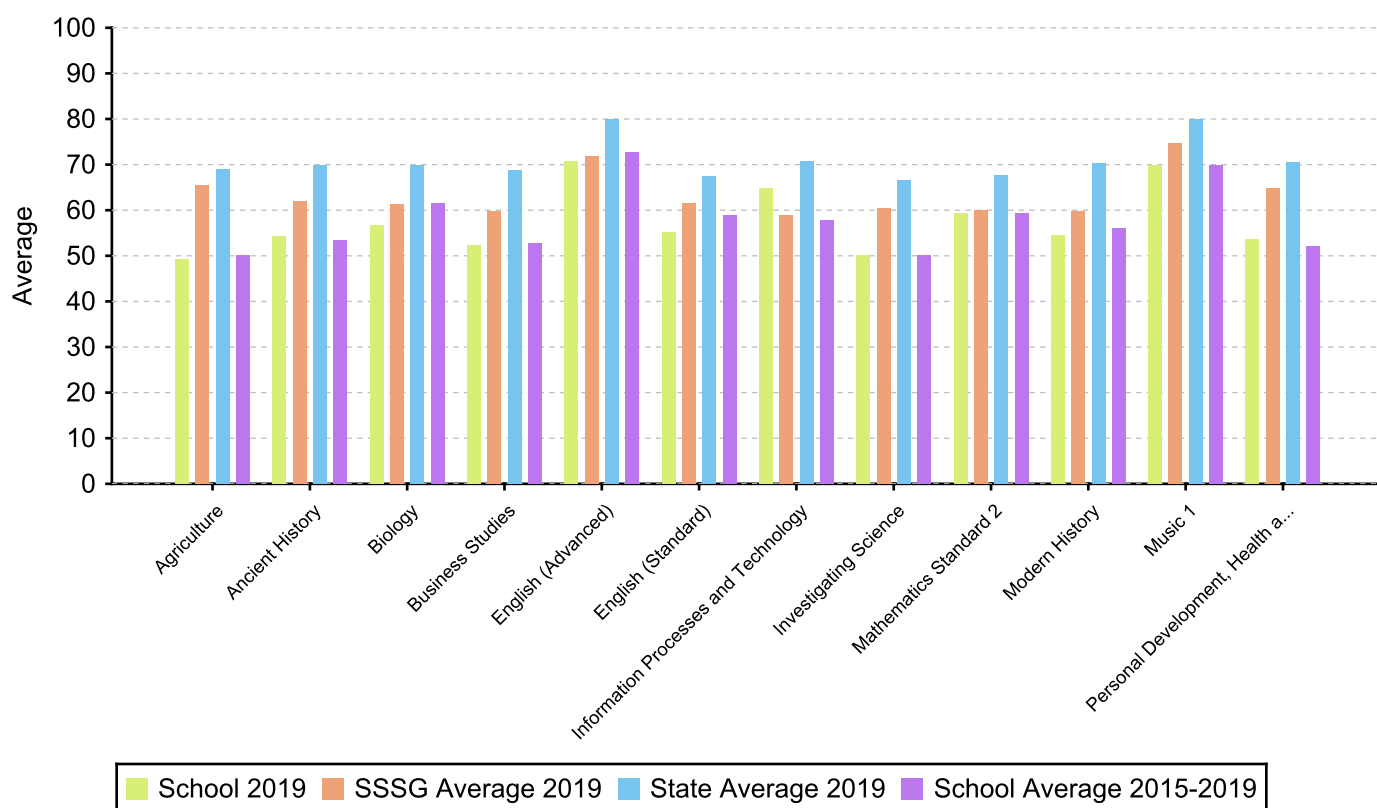
Subject	School 2019	SSSG	State	School Average 2015-2019
Agriculture	49.2	65.5	69.0	50.1
Ancient History	54.3	61.9	69.9	53.3
Biology	56.7	61.3	69.9	61.5
Business Studies	52.2	59.7	68.6	52.8
English (Advanced)	70.8	71.8	80.0	72.8
English (Standard)	55.1	61.4	67.3	59.0
Information Processes and Technology	64.9	58.8	70.8	57.8
Investigating Science	50.2	60.4	66.5	50.2
Mathematics Standard 2	59.2	60.1	67.7	59.2
Modern History	54.5	59.7	70.2	56.0
Music 1	69.8	74.7	79.9	69.8
Personal Development, Health and Physical Education	53.6	64.8	70.5	52.0

Parent/caregiver, student, teacher satisfaction

In 2019 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 446 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 (59%), 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 59%. This is less than NSW Govt norms of 66% and students with positive relationships has increased by 6% to 68%, 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, 69% 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 35% were interested and motivated at school, which is 7% above the NSW Govt Norm. These measures remain consistently 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 6.9. The NSW Government norm for these years is 6.3. Positive teacher–student relations is 6.5, which is 0.8 above NSW Govt Norm. Our positive learning climate measures continue to be consistently higher than NSW Govt norm by 0.7% also. Positive ongoing programs, systems and Wellbeing programs continue to drive improvements to create and sustain a positive learning climate.

Forty 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 (8.7), setting high expectations for student learning (7.8), I talk with students about the barriers to learning (8.1), as well as teachers collaborating with other teachers to use strategies that increase student engagement (8.2).

In 2019 twenty–two 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 are informed 6.7 (NSW Govt norm 6.6), parents support learning at home 6.3 (NSW Govt norm 6.3). In the measure school supports positive behaviour parents rated students as clear about the rules for school behaviour 8. 8. High responses were given for written information from the school is in clear plain language (8.4) and reports on my child's progress are written in terms I understand (7.8). For student progress communication 67% of our parents were satisfied with the ways that they are informed of their child's progress.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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