

# 2020 Annual Report

## Bass High School



8223

# Introduction

The Annual Report for 2020 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

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Bass High School

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## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### 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 focused on developing executive and emerging executive leaders to design, form teams and undertake school initiatives. Data collection tools to quantify impact were created with research assistance and mentoring provided for monitoring and implementation purposes.  The Deputy Principals developed the school's Ready 2 Learn whole school approach through this initiative.	Instructional Leader employed to lead literacy at Bass High from Term 3 \$65000  Staff development days, Twilights' and leadership coaching sessions

**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)
The main focus in 2020 was literacy following the engagement of a Instructional Leader Literacy. This priority along with the pandemic disruptions to student learning in Terms 1 and 2, limited the development of numeracy at Bass High School. Plans for numeracy strategies and initiatives have been developed and scheduled for implementation in 2021.	Meeting times allocated for numeracy committee collaboration and professional learning.

**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)
Selected staff received training on the literacy learning progressions. The Instructional Leader Literacy began working with various faculties to establish and implement faculty relevant literacy strategies and teaching approaches.	Engagement of an Instructional Leader Literacy for Semester 2. \$65000  Staff development day and Twilight sessions

## Progress towards achieving improvement measures

Selected staff received training on the literacy learning progressions. The Instructional Leader Literacy began working with various faculties to establish and implement faculty relevant literacy strategies and teaching approaches.

Professional learning and released time to establish faculty literacy strategies.

Engagement of a DoE literacy consultant

**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 learning standards, executive selection criteria, Principal standards. The process is structured around line manager interviews and meetings that cover amongst other things lesson observations and teaching and learning documentation. Faculty, whole school and network goals are referenced in this process.

Executive line meetings and release time to develop 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)

Staff were surveyed on student behavioural concerns with the Deputy Principals designing and leading the whole school with a Ready2Learn approach that transitions students into the classroom for learning engagement and teaching instruction. Twilight and staff development day sessions enabled further reinforcement and development of classroom management practices.

Student Support Officer employed

Staff development day and Twilight professional learning sessions

Education Changemaker professional learning and coaching

## 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 approach to student behaviour management has been guided by the Education Changemaker focus and design thinking process. This has provided staff with the opportunity to raise student behaviour issues and concerns requiring redress using a collaborative approach. This productive and dignified response has replaced the Respect, Reflect, Reset process.	Education changemakers  Professional Learning through staff meetings, staff development days and Twilight workshops

**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 additional positions of Transition Advisers, Student Engagement Officer and Welfare Engagement Officer has strengthened the capacity of the welfare team to meet a range of complex student issues through internal programs, case management and wellbeing consultations.  The wellbeing lessons are based on data collected from various sources that are used to monitor, support and strengthen the school's student wellbeing programs.	Release time for Year Advisers to review, plan and deliver Wellbeing lessons to students in stages 4 & 5.  Careers and Transition Advisers Team  Student Engagement Officer  Welfare Engagement Officer

**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, focus groups involving students and parents identified and informed areas of improvement for the new school planning process.	Staff development days, Twilight meetings, group meetings and staff meetings.  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
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Staff wellbeing has been facilitated and guided by education changemakers through the professional learning sessions that build the capacity of staff that impacts on their wellbeing and connectedness with colleagues. This had resulted in productive teams that collaborate with a clear purpose.</p>	<p>Staff development days, Twilight meetings and staff meeting allocated to education changemakers and group meetings that addressed staff professional and wellbeing needs.</p>



### 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)
The school adapted to the challenges of the pandemic through the establishment of communication systems, distance learning platforms and cyclical parent telephone calls to monitor student learning issues and to provide feedback on student academic progress. Parent feedback was positive and complementary of these school efforts.	Licensing cost for school management software  SMS, zoom fees and postal costs for distance learning platforms and messaging  Mobile phones for parent teaching night to report on student progress

**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 parents through random telephone calls and the Tell Them From Me Surveys highlight aspects for planning that will form the basis of school improvement for the new school planning cycle. Development of parent consultations were limited by community access to the school during 2020.	Facebook communication  School telephone calls made by the Community Engagement Officer and Aboriginal Engagement Officer  SMS communication

**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 range of additional student leadership roles evolved through the Media Crew, Breakfast Club and extended roles for School Captains.	Leadership mentoring  Leadership training for student leaders

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$19 193.00)</li> </ul>	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. The school has continued to develop Individual Learning Plans for ATSI students, and this has been achieved in collaboration between the AEO, LAST and the parents and carers of these students.
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$223 227.00)</li> </ul>	The specialist EAL/D teachers delivered EAL/D education in a variety of ways to meet the diverse needs of our 312 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.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$435 218.00)</li> </ul>	<p>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.</p> <p>The LST including SLSOs enabled the online and remote learning of students learning from home due to the COVID restrictions during 2020.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1 233 258.00)</li> </ul>	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

<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$1 233 258.00)</li> </ul>	students.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$61 815.00)</li> </ul>	Support for beginning teachers in 2020 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).
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$3 425.00)</li> </ul>	The SLSO Ethic has provided ongoing in class 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			
	2017	2018	2019	2020
Boys	382	334	347	348
Girls	277	272	283	272

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.8	88.6	88.9	92.6
8	86.3	87.2	85.1	91.6
9	85.7	81.9	83.2	87
10	81.4	82	79.8	86.6
11	81.5	83	75.9	83.3
12	86.9	84	80.7	81.4
All Years	84.8	84.3	82.3	87.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

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

### 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	1	0	4
Employment	4	1	11
TAFE entry	1	3	7
University Entry	0	0	27
Other	1	4	2
Unknown	4	0	49

### Year 12 students undertaking vocational or trade training

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53.40% of Year 12 students at Bass High School undertook vocational education and training in 2020.

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

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75% of all Year 12 students at Bass High School expected to complete Year 12 in 2020 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)	39.5
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	14.48
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	391,261
<b>Revenue</b>	10,651,959
Appropriation	10,461,394
Sale of Goods and Services	65,784
Grants and contributions	102,071
Investment income	1,447
Other revenue	21,263
<b>Expenses</b>	-10,795,440
Employee related	-9,822,659
Operating expenses	-972,781
<b>Surplus / deficit for the year</b>	-143,481
<b>Closing Balance</b>	247,780

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	28,223
<b>Equity Total</b>	1,910,896
Equity - Aboriginal	19,193
Equity - Socio-economic	1,233,258
Equity - Language	223,227
Equity - Disability	435,218
<b>Base Total</b>	7,576,169
Base - Per Capita	159,488
Base - Location	0
Base - Other	7,416,681
<b>Other Total</b>	433,136
<b>Grand Total</b>	9,948,424

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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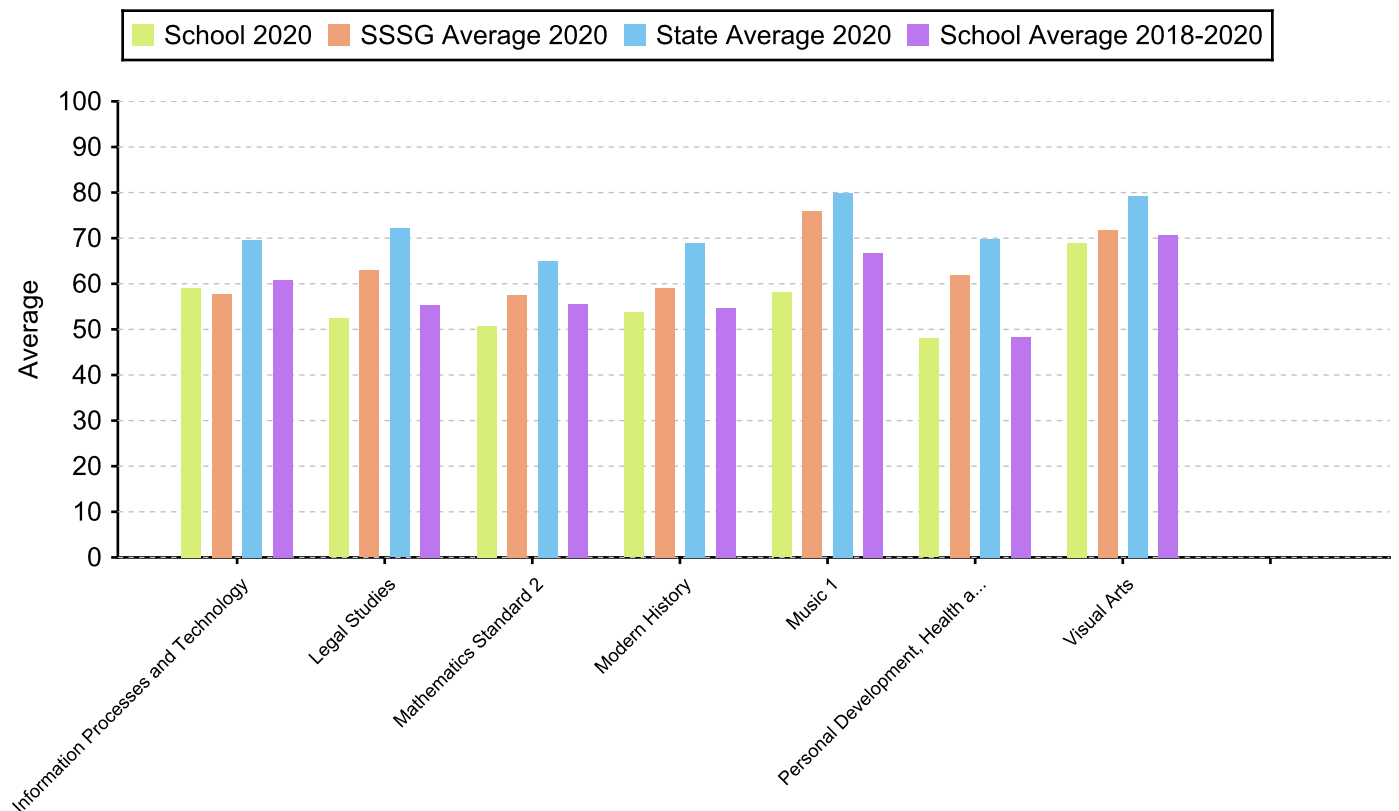
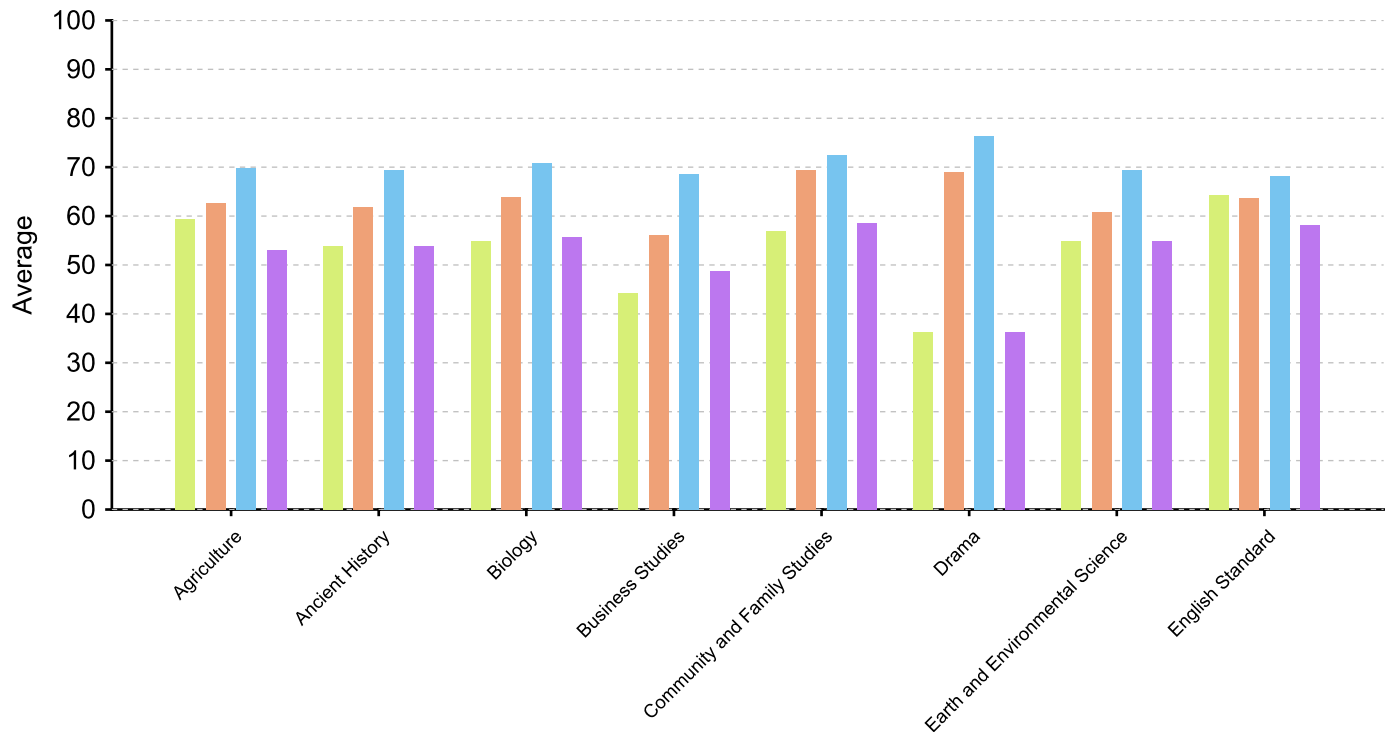
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Agriculture	59.3	62.7	69.7	53.0
Ancient History	53.8	61.8	69.4	53.8
Biology	54.9	63.9	70.8	55.7
Business Studies	44.3	56.1	68.6	48.7
Community and Family Studies	57.0	69.5	72.4	58.6
Drama	36.3	69.1	76.4	36.3
Earth and Environmental Science	55.0	60.8	69.5	55.0
English Standard	64.4	63.8	68.1	58.2
Information Processes and Technology	59.0	57.7	69.6	60.8
Legal Studies	52.4	62.9	72.1	55.3
Mathematics Standard 2	50.8	57.5	64.9	55.6
Modern History	53.7	59.1	68.9	54.7
Music 1	58.1	76.1	79.8	66.8
Personal Development, Health and Physical Education	48.0	61.9	69.9	48.2
Visual Arts	69.0	71.9	79.2	70.7

## Parent/caregiver, student, teacher satisfaction

In 2020 the TTFM student data completed by 606 students illustrated expectations for success that increased from 0.4 to 7.3 and sits above the state mean of 7.0 and at 7.3 for Bass HS students, when 2020 results are compared with 2019 data. Advocacy at school has increased 0.2 since Oct 2019 to 6.6 in 2020 and remains above the state mean of 6.0. Advocacy outside of school is also trending upwards and is significantly higher than for other state schools. In 2019, students sense of belonging at Bass HS decreased from 65% to 59% in Snapshot 2, both scores lower than the state mean of 66%. In 2020, Bass HS students' score increased to 67% (1% above the state mean).

Students with positive relationships has trended up 3% since 2019, Bass HS (71%) still sits below the state mean. Whilst effort has trended up 6% since 2019, Bass HS still sits below the state mean. In 2020, 77% of Bass HS students aspire to complete Year 12 compared with 85% across the state. Instead, Bass HS students are more likely to pursue a trade (44% compared with 35% across the state).

There have been significant improvements in the number of students who are victims of bullying at Bass HS when 2020 data (24%) is compared with 2019 data (34%). The state mean for this measure is 21%. In 2020, Bass HS is perceived by students to have a more positive learning climate (6.7) than other students rate their schools across the state (5.6). Similarly, Bass HS students have more positive teacher-student relationships (6.9) than their state peers (5.7).

Thirty eight 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 utilising student data to inform teacher practice (7.8), implementing a range of relevant teaching strategies (7.8) to promote an inclusive learning culture (7.8).

Parents feel communication with BHS teachers in 2020 is healthy at 6.9 compared to the NSW Government norm of 6.6 and that the school supports the learning of their children at 7.4 compared to the NSW Government norm of 7.3. Student engagement and school communication are the beneficiaries of parent collaboration. Parents identified positive teacher and student relationships as an important factor in the learning progress of their children. They identified great teachers as being committed, explicit, passionate about their subject areas, effective in classroom management and able to provide timely and clear assistance to vulnerable and at-risk learners. There was an acknowledgment that these qualities were present in some of the teachers at BHS.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.