

# 2021 Annual Report

## George Bass School



5767

# Introduction

The Annual Report for 2021 is provided to the community of George Bass 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 Strategic Improvement 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

George Bass School  
106 Johnston Road  
BASS HILL, 2197  
<https://georgebass-s.schools.nsw.gov.au>  
georgebass-s.school@det.nsw.edu.au  
9728 4450

## Message from the principal

The last 12 months saw George Bass School celebrate in the spirit of collaboration and learning as students, staff and families navigated through the constantly changing world brought to us as a result of the COVID-19 pandemic. With long periods of remote working and learning, I am extremely proud of the way the school community showed strength, resilience and support for each other throughout this very challenging year.

George Bass School is fortunate to have compassionate, professional, collaborative, hardworking educators who want the best education, resources and support for the students to encourage them to be the best they can be. They are committed team members who provide a wide range of experiences and opportunities so that students can engage in meaningful learning, ensuring they connect, succeed and thrive. A huge thank you goes out to staff for maintaining this commitment to learning and wellbeing by making learning at home accessible to all students.

As we work together to support our students to continually strive for success, I would also like to acknowledge and thank the students for continuing to do their best. I thank all our students' parents who added 'home schooling' to their infinite list of roles and responsibilities, and particularly the parents who volunteered their time as members of the P&C throughout 2021 - you have all supported your children and the school in so many different ways, and this community spirit contributes to George Bass School's continued improvement.

Looking forward to 2022, we will keep doing what we have been, but as a stronger and more connected school community.

Louise Gomersall

## Message from the school community

I was elected as President of the P & C for George Bass School for 3 consecutive years and it has been nothing short of amazing and humbling. We had a brilliant team of volunteers - from our office bearers, to parents and community members - we all achieved so much.

All our achievements were realised because of the incredible work and support from each and every parent who volunteered and took part in the P & C projects and events. They have stood by us even during the tough and tricky times over these last years. Thank you for your extraordinary efforts, for the countless amount of time you put in for preparation of fundraisers and for tirelessly helping in the kitchen for hours on end for all our events. I am genuinely thankful to each and every one of you who has given time and energy toward our projects.

We know and understand how hard it can be to find the time and energy when our families face challenges and are already so time-poor. Just know, that all your efforts over these years have created many special times, beautiful memories and a sense of belonging for many children and their families. We have all created a great community morale.

Thank you from the bottom of our hearts for going the extra-mile for as long as you have! And also, 'thank you' to the Staff of George Bass School for always supporting the P&C, by attending our fundraiser events and working along-side us. We appreciate your busy schedules and appreciate the extra efforts that you make for our children and our school community. It has really added to the wonderful morale.

We have made friends for life through this kind and caring George Bass School community. Most of our parents are very time-poor and understandably unable to commit to our numerous fundraiser events throughout the year and certainly the covid restrictions have made a large impact. We thank all the parents, community members and local businesses for all your generous donations throughout 2021.

In the meantime, thank you again for giving me the opportunity to lead and support the George Bass School P&C.

Jordan

What are the best things about George Bass School?	G.B.O cooking colouring desks Work assembly swimming bickering I like everything at G.B.S
Is there anything you don't like about George Bass School?	more swimming Play Bocci
Is there anything else you would like to do at school that you don't already do?	hanging the flag
What did you like about being school captain in 2021?	

Thoughts from the Primary School Captain.

## School vision

We will acknowledge each student's unique identity and encourage a sense of ambition by instilling a love of learning and celebrating their achievements as independent, connected, and creative thinkers. Every student at our school is known, valued and cared for and will be challenged through the delivery of positive and engaging learning experiences to successfully transition to the world beyond school. We will support students to develop a sense of belonging in their home, school and greater community through the art of quality teaching to enable them to achieve the best outcomes for success on their learning and life journey.

## School context

George Bass School is a dynamic school in South West Sydney within the Chipping Norton Schools Network which supports just over 100 students with additional learning needs with a moderate or severe intellectual disability in Kindergarten to Year 12. The school has a diverse and highly engaged community with 92% of students coming from a family with a language background other than English.

George Bass School provides innovative and differentiated learning programs through the implementation of quality teaching practices by highly dedicated staff. Individual programs and resources for 21st Century learners include community access, Positive Behaviour for Learning, and assistive and immersive technologies.

All staff members have high expectations of students and are committed to their success as valued members of the wider community which is made possible by maintaining strong links with families and key stakeholders. This collaboration enables students to learn essential communication and independence skills in a safe, caring and positive environment.

George Bass School's close-knit community proudly supports students to accept challenges, build relationships and celebrate their success.

# 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

Students use individualised systems for communication to develop and sustain life long, functional expressive and receptive skills in the school, home and greater community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership
- Community Engagement

### Resources allocated to this strategic direction

**SSP supplementary funding:** \$304,898.00

**School support allocation (principal support):** \$35,838.00

**QTSS release:** \$40,811.00

**SSP quality teaching support:** \$115,549.75

**Per capita:** \$57,474.52

**Socio-economic background:** \$68,101.00

**Literacy and numeracy:** \$8,001.30

**Aboriginal background:** \$3,196.88

### Summary of progress

#### Instructional Leadership

- This initiative was chosen due to assessing students' capacity for independent use of individual communication systems in order to express themselves. This assessment led to discussion on how to improve this which highlighted a need for increased staff confidence in understanding and supporting the use of a range of systems which students use to communicate, and goals to be more student-centred and life skills focused, with a clear framework for assessment.
- To improve practices and processes Goal Attainment Scales (GAS) were introduced to define expected outcomes and track progress on a 5 week cycle.
- Positive aspects of this initiative were that teachers considered what the student already knew and what skills each student needed to learn to reach a long term objective which helped them to devise meaningful and individualised goals. They recognised the need to consistently assess progress and achievement against the goal and adopted goal attainment scaling for one PLP goal for each student. A barrier to this initiative was a shortage of staff to fill teaching positions, meaning 2 of the Assistant Principal's had a full time class responsibility. This meant that following professional learning in the introduction to goal attainment scales and a change in the way PLPs were expected to be written, teachers required support in writing and implementing goals, assessing progress against the goals consistently, recording progress data and analysing the data using GAS which wasn't as frequent as was initially hoped. The negative impact of COVID and long and frequent period of isolation meant that this initiative lost momentum due to it being so new and not yet embedded in practice.
- The improvement seen has been evidenced by some teachers continuing to use the scale for goal attainment. It is too soon to know what the impact of this is in terms of student growth.
- To continue this improvement, professional learning will be aligned more closely to the needs of the students. This will maximise its impact in terms of providing teachers with the skills and knowledge required to embed GAS into their practice to ensure continued and tracked growth in student learning. Progress measures will be adjusted to reflect this.

#### Community Engagement

- This initiative was selected as a focus area following whole school discussions on what the school does well (with regard to student learning), what there should be more of and what is required to make this happen. As a result of these discussions, it was agreed that community programs such as work experience, community access and inclusion programs with other schools were of high importance to student learning, engagement and preparedness for post school. This ties in with the communication initiative in that it enables students to develop their expressive and receptive language to increase their participation and independence when accessing the community.
- To improve practices and processes it was decided that an additional teacher was required to coordinate these programs to reduce the workload of class teachers, and ensure community inclusion programs were appropriate and meaningful. It was decided that the teacher would need to be an Assistant Principal due to the responsibilities and autonomy required of the role.
- Having an additional AP to perform this role was the answer to the success achieved. The AP had the time to

spend visiting different places in the community, making connections with schools and businesses and organising and keeping on top of administrative tasks. This meant that teachers could concentrate on teaching and learning, including other initiatives, within the school. The COVID pandemic impacted the full scope of possibilities associated with this initiative as community engagement was fully restricted in Semester 2. For example, connections were made with Bass High School for an inclusive agriculture program which took place on 3 occasions before pandemic restrictions were enforced. Similarly, a student from George Bass School with an Aboriginal background engaged in one session at Bass High School with other First Nations students but couldn't continue due to COVID.

- The improvement seen was evidenced by 93% of students who elected Work Education in Stage 5 and 6 participating in work experience at either Afford, DSA or Boost. 100% of students of Aboriginal descent in Stage 5 and 6 had an inclusion program established.
- To continue this improvement the additional Assistant Principal position needs to be maintained and community connections re-established. Inclusion programs, community access and work experience will be risk assessed for students with more complex learning needs. Greater continuity of learning between school and the community, and goals which relate to post school work opportunities will be initiated so skills learned at school can be generalised in the community.

### **Progress towards achieving improvement measures**

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
All students participate in pilot Goal Attainment Scale program to assess baseline and measure progress in communication and achieve 8 markers of improvement.	All students participated in the pilot program pertaining to Goal Attainment Scales in conjunction with SMART goals. Most students did not achieve 8 markers of improvement due to the COVID landscape. Baseline data was collected during the pilot program which was used to hand over student learning for 2022 .
Engage 2 local schools and 2 local businesses in community programs to support student communication in the greater community.	Partnerships developed between George Bass School and Bass High School.  Sustained connections with DSA and Afford were embedded in work education programs and new connections were made with Bass Hill Boost Juice. Scope for connections with local restaurants (Rashay's) have been identified.

## Strategic Direction 2: Management Practices and Processes

### Purpose

Students benefit from administrative systems, structures and processes that underpin ongoing school improvement and the professional effectiveness of all school members.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Systems Approach to Student Progress - SENTRAL
- Data Collection / Systems Approach - PBL

### Resources allocated to this strategic direction

### Summary of progress

#### Sentral

- This initiative was decided upon following the External Validation process which showed that administrative systems and data skills required improvement.
- The leadership team had demos from Millennium and Sentral in 2020 prior to deciding to trial Sentral in 2021. This trial has enabled all staff to improve practice in recording student incidents and recording communication with parents and therapists through a central and easily accessible data and record-keeping tool.
- In improving the practice of all staff, it was important to roll out the different elements of Sentral gradually and with the support of the leadership team and the Sentral team. The roll-out process was amended according to the needs of the staff, and somewhat determined by COVID restrictions. These adjustments included introducing minimal change during a period of much global change, to support the wellbeing of staff.
- While the roll-out has been slower than originally anticipated, it has been successful evidenced by 100% of teachers and administration staff and 49% of SLSOs confident in using Sentral.
- Throughout 2022 the roll-out will continue with Learning and Support Team referrals; attendance; and, refining practice in recording and reporting incidents and parent communication. Additional communication with medical teams and external service providers will be included on Sentral as well as recording of behaviour data and positive incidents such as awards. Progress measures will be adjusted accordingly.

#### Positive Behaviour for Learning (PBL)

- In considering the wellbeing needs of students, and the need for improvement in data skills and analysis as evidenced in the 2020 External Validation report, the school recognised the need for a tool which promotes a positive, proactive and instructional approach to behaviour support. Data collated from the school's culture survey in 2020 showed there is also a lack of consistency with behaviour support across the school.
- It was decided to re-launch the school as a PBL school by revising the PBL framework and continuum of support as it is a research based, supportive system, underpinned by the use of data, to maximise the effectiveness of behaviour support practices across the whole school. This approach was familiar to some staff already and would work in supporting staff in data analysis and use for improved student wellbeing.
- While the PBL team have spent a lot of time undertaking professional learning and planning what this will look like for George Bass School, the impact of COVID has meant that the intentions of the team have not yet been communicated the vision for the re-launch to all staff. As a consequence, minimal staff (the PBL team and staff who have been at the school for longer than 6 years - approx 22%) have an understanding of PBL and how the framework assists them in supporting the behaviour of students positively. Consequently, PBL has not yet had an impact on the improvement of data skills and is not embedded into the schools, values, visions and purpose.
- Throughout 2022, the leadership team will work with staff on introducing PBL, reviewing staff understanding of the framework, and looking at ways to ensure it is a sustainable approach to behaviour support.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Teachers undertake professional	100% staff have had at least one PL session in the use of Sentral.

<p>learning in data concepts, analysis and use of student assessment data and evaluate data effectively for student improvement.</p>	
<p>All staff members undertake professional learning in Positive Behaviour for Learning, understand and are using data to inform explicit teaching of PBL to increase self-regulation of targeted students.</p>	<p>School circumstances relating to COVID 19 in Terms 3 and 4 have meant a delay in this initiative and it has been postponed by 1 year.</p> <p>Functional Behaviour PBL course was attended by some staff.</p> <p>PBL team established and goals shared.</p> <p>Tier 1 PBL Professional learning (approx 6% of staff)</p> <p>Collaborative vision statement - all staff asked to contribute.</p>

Funding sources	Impact achieved this year
Socio-economic background \$68,101.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at George Bass School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students gaining greater support in using individual communication systems.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Professional learning for all staff in use of different systems for communication.</p>
Aboriginal background \$3,196.88	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at George Bass School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Community links with local high school to establish a 'buddy' type program for students identifying as First Nations students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Re-establish this program following COVID restrictions to maximise its effectiveness in supporting students to make connections with their culture.</p>
English language proficiency \$33,185.00	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at George Bass School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Purchase of iPads to support communication.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Each class having an iPad specifically to support student communication. It has allowed the instructional leader to trial different systems and recommend</p>

English language proficiency  \$33,185.00	<p>to parents, in consultation with speech therapists, particular programs most suitable to each student.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Professional learning for all staff in the use of different systems and software for communication.</p>
Professional learning  \$30,426.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at George Bass School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Attendance at the annual conference facilitated by the Special Education Principals and Leaders Association.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Not attended due to COVID.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Try again next year, meanwhile, professional learning delivered had a focus on teamwork.</p>
School support allocation (principal support)  \$35,838.00	<p>School support allocation funding is provided to support the principal at George Bass School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Teachers supported in writing meaningful life goals for communication, implementing individual communication systems and using goal attainment scales for progress tracking.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>More explicit professional learning required in goal setting, use of GAS and implementation of different systems for communication.</p>
Literacy and numeracy  \$8,001.30	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at George Bass School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul>

<p>Literacy and numeracy \$8,001.30</p>	<p><b>The allocation of this funding has resulted in:</b> Students having access to visual communication systems aligned to Personalised Learning Plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support individual student communication through the provision of a wide range of resources.</p>
<p>QTSS release \$40,811.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at George Bass School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Greater support for staff, particularly early career teachers alongside increased leadership development for assistant principals. This was limited due to COVID restrictions and period of working and learning at home.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with this initiative.</p>
<p>COVID ILSP \$30,546.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for individual students in literacy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Learning and wellbeing needs of individual students identified and support provided by additional staff member.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue this support in the same way.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	77	81	79	77
Girls	28	26	26	26

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## 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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.88
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	20.96

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	1,195,823
<b>Revenue</b>	5,746,100
Appropriation	5,644,885
Sale of Goods and Services	7,734
Grants and contributions	91,168
Investment income	513
Other revenue	1,800
<b>Expenses</b>	-5,603,421
Employee related	-5,253,882
Operating expenses	-349,539
<b>Surplus / deficit for the year</b>	142,679
<b>Closing Balance</b>	1,338,503

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.

	2021 SBAR Adjustments (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	164,941
Equity - Aboriginal	4,263
Equity - Socio-economic	127,493
Equity - Language	33,185
Equity - Disability	0
<b>Base Total</b>	4,471,610
Base - Per Capita	56,073
Base - Location	0
Base - Other	4,415,537
<b>Other Total</b>	871,596
<b>Grand Total</b>	5,508,147

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.

# Parent/caregiver, student, teacher satisfaction

## What the parents say:

This is a community-minded school and support has been established. We have diverse demographics of cultures and religions and this special school brings us all together and provides support for every student and their family. George Bass School and the support is dear to us.

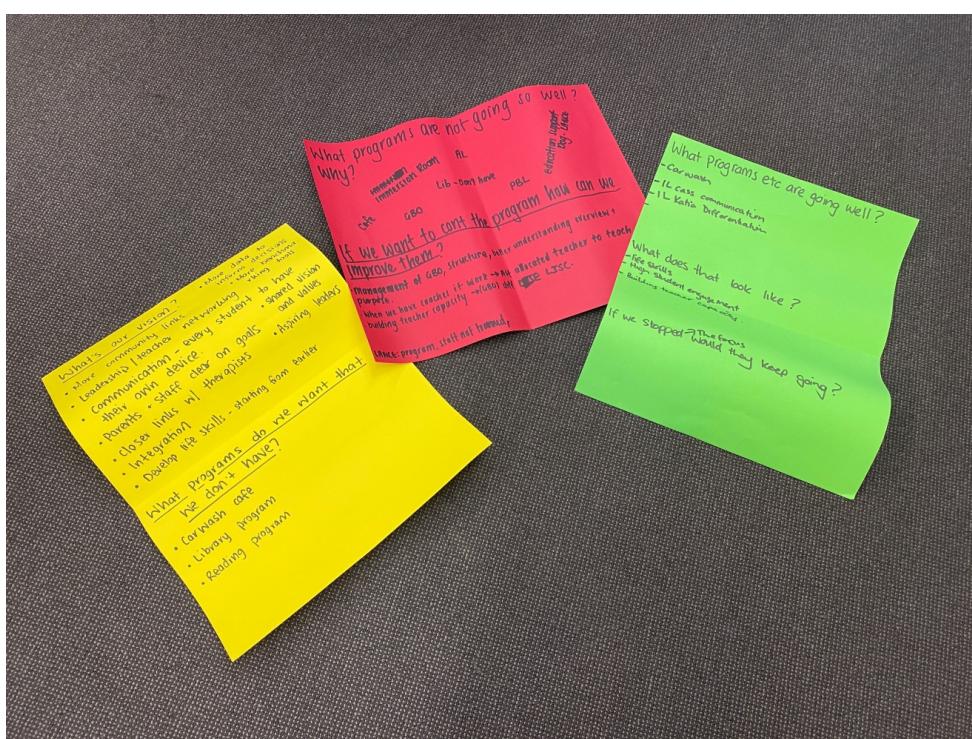
George Bass School is very good. All praise to the teachers for their energy, knowledge and perseverance to pass on the knowledge to the students.

A very specialized school. My son loves it very much, they love him, and he gives a good result. After four years of affiliation with it, I say that I trust it, its teachers, and their noble morals, and they have my appreciation and respect.

A great school and a foundation for a better future.

## What the students say:

Hi my name is Idris, George bass helped me make connections, they were kind. However I have finished school now and my outdoor skills are good.



Staff feedback on programs.

## George Bass School - 2021

Staff performance reflects the vision and values of the school.

The staff value school improvement.

Staff work together to develop and evaluate programs / projects.

Leaders support risk taking and innovation.

The school vision and strategic directions reflect the values of the community.

Staff are encouraged to implement new ideas and practices.

Staff work cooperatively in groups.

Teachers maintain a current understanding of educational research.

Staff have a high level of knowledge about their work.



■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Staff feedback.

### What the Parents Say...

Dit is een school die op gemeenschapszin en steun is opgericht.

Wij hebben een gevarieerde demografie van culturen en godsdiensten en deze speciale school brengt ons allemaal samen en biedt ondersteuning voor elke leerling en hun gezin.

George Bass School en de gemeenschappelijke ondersteuning is ons dierbaar.



**Dzordz Bas skola je vrlo dobra. Sve pohvale učiteljima na energiji, znanju i upornosti da prenesu znanje učenicima.**

مدرسة متخصصة جداً ابني يحبها كثيراً ويحبونه ويعطي نتائج جيدة وبعد مرور أربع سنوات الاتسابه إليها أقول إني أثق بها وبمعالميها وبأخلاقهم النبيلة ولهم مني التقدير والاحترام

**Một ngôi trường tuyệt vời là nền tảng cho một tương lai tốt đẹp hơn.**

**Kia ora ko Idris toku ingoa, Na George bass i awhina i a au ki te hanga hononga, na ratau i manaaki.  
Heoi kua mutu taku kura inaiane me te pai o aku pukenga ki waho.**

Parent comments on school information brochure.

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.