

2021 Annual Report

Bass High School



8223

Introduction

The Annual Report for 2021 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 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

Bass High School

10 Arundle Rd

Bass Hill, 2197

<https://bass-h.schools.nsw.gov.au>

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

9726 3644

School vision

At Bass High School, we foster a culture of high expectations and we create an optimal learning environment where students aspire to be the best version of themselves through our motto, *tibi confidas*. We are committed to delivering excellence through evidence-based 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. As a leadership team, we strive for continuous improvement. Educators at Bass High School partner with parents and the community to maximise educational outcomes for students, ensuring they graduate as productive members of the community, ready for a world beyond school.

School context

Bass High School is a co-educational 7-12 school of 575 students projected enrolment in 2021 with a FOEI of 167. A Support Unit provides programs for 50 students with autism, mild and moderate intellectual disabilities in 2021. The school serves a diverse student population with 79% from a non-English speaking background, 200+ students speaking Arabic as their home language. At Bass High School, 27 Aboriginal and Torres Strait Islander students are currently enrolled.

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. From our situational analysis we have identified student growth and attainment, high expectations learning environment and quality teaching as the school's strategic directions.

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, and participation in rugby league and other sports clubs is integral to many of our students' school experience. A broad curriculum offers traditional subjects as well as a range of vocational courses including hospitality, construction and sports subjects. Students have opportunities for leadership through the SRC and school captain roles.

Individualised support is offered to students through the school's Senior Learning Centre, Targeted Learning Program and the Homework Centre which provide extension, learning support, study programs and vocational support. The Learning and Support team facilitate 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 school's Ready to Learn (R2L) initiative is a whole school priority that focuses on visible learning in the classroom, explicit teaching and modelling of positive behaviour.

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. We form authentic partnerships with local community organisations like businesses and universities. This plan was devised in conjunction with the community through a consultation process.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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: Student growth and attainment

Purpose

Our purpose is to ensure all students have a strong foundation in literacy and numeracy, deep content knowledge, and confidence in their ability to learn and adapt through best data informed practice by teachers.

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.

- A focus on Literacy and Numeracy through data informed planning and teaching
- Improving academic results through enhanced content knowledge and data informed planning and teaching

Resources allocated to this strategic direction

Professional learning: \$11,000.00

Socio-economic background: \$234,339.00

English language proficiency: \$112,118.00

COVID ILSP: \$275,546.00

Aboriginal background: \$18,774.00

Summary of progress

The Faculty Inquiry Project (FIP) was based on identified gaps in numeracy and literacy and HSC RAP data 2020. The executive staff received regular individualised professional coaching with Education Changemakers to build their capacity to effectively implement their FIPs. The FIP used the Spirals of Inquiry process to develop, implement, monitor and evaluate their projects. Professional learning on PLAN2 and SCOUT was delivered across the school and has been adopted by school teams as a diagnostic, monitoring and evaluation tool. The next steps are for the FIPs to continue into 2022. The focus will be to effectively embed the use of PLAN2 as a tool to inform instructional practice in the areas of Literacy and Numeracy.

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
Greater than 4.6% of students achieving in top 2 bands in NAPLAN Reading.	In 2021 1.04% of students achieved in the top two bands in NAPLAN Reading. The annual trajectory for 2021 was projected to be 12.44%.
PLPs for every Aboriginal and Torres Strait Islander student.	All ATSI students have PLSPs. These are uploaded on the school Sentral system for easy access to all teachers. These are reviewed regularly. All PLSPs include a cultural goal that is developed in collaboration with the Aboriginal Education Officer.
Uplift of 3% of students achieving in top 3 bands in the HSC	The 2021 results were 2.38% from the top 3 bands HSC lower bound target.
An increase of 2% of students achieving growth in NAPLAN reading from the target baseline.	In 2021 26.32% of students achieved growth in NAPLAN Reading. The annual trajectory for 2021 was projected to be 58.41%.
An increase of 3% of students achieving in top 2 bands in NAPLAN Numeracy as compared to the target baseline.	In 2021 8.64% of students achieved in the top two bands in NAPLAN Numeracy. The annual trajectory for 2021 was projected to be 8.09%.
An increase of 2% of students achieving growth in NAPLAN Numeracy from the target baseline.	In 2021 32.31% of students achieved growth in NAPLAN Numeracy. The annual trajectory for 2021 was projected to be 62.5%.

Strategic Direction 2: Creating an optimal learning environment within a high expectations culture

Purpose

Our purpose is to promote a high expectations culture through an optimal learning environment that fosters the social, emotional and academic development of all students. Every student is engaged and challenged to contribute as productive members of the 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.

- Enhance classroom management and student behaviour to improve learning, wellbeing and attendance.
- Building student's ability to take active responsibility for their own learning and life (agency).

Resources allocated to this strategic direction

Socio-economic background: \$133,556.00

Integration funding support: \$157,184.00

Low level adjustment for disability: \$313,930.40

COVID ILSP: \$164,986.00

Summary of progress

Students who have been identified as at risk have an active AIP. Individualised support for student support is provided by the school wellbeing team and attendance coordinator. HART referrals for students with low attendance are being made as per school and department policy. School Stream app has been implemented as potential communication platform for attendance information to parents..

Student career plans have been developed in collaboration with the Transition Advisor to assist students with pathways from school to work. These plans have been developed for identified stage 5 students.

Ready to Learn (R2L) guidelines were developed and implemented at the beginning of 2021. COVID lockdown has stalled the review and evaluation of the R2L implementation. In 2022, the R2L guidelines will be reviewed and modified to include changed mobile phone policy and other identified areas for adjustment.

Partnerships have been strengthened with organisations including The Smith Family, The Chester Hill Neighbourhood Centre, Gateway UNSW. and Future in Focus. Opportunities for work experience and access to post school pathways have been increased through these strengthened partnerships. The planned parent engagement sessions have been delayed until 2022 due to COVID19 restrictions.

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
Greater than 45.6 % of students attending greater than 90% of the time.	In 2021 40.75% of a students attended more than 90% of the time, this data would have been skewed by COVID19 restrictions.
Greater than 66% of students demonstrating positive wellbeing.	In 2021 58.7% of students demonstrated positive wellbeing as reported in the student TTFM survey.
Establish the measuring tool and components. Extrapolate the data and establish a baseline.	The establishment of a school based student wellbeing measure has been delayed until 2022. The School Wellbeing Check (survey), derived from the Australian Student Wellbeing Framework for Schools., will be implemented as the tool of measurement.

Strategic Direction 3: Quality teaching practice

Purpose

Our purpose is to promote quality teaching practices to ensure students can excel in their learning. This will occur through explicit, differentiated instructional teaching practices, use of student assessment and feedback to improve teaching and learning, and quality instructional leadership.

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.

- Enhancing effective instructional practice through differentiation, explicit teaching, feedback and assessment
- Building effective instructional leadership of learning

Resources allocated to this strategic direction

Professional learning: \$16,000.00

Socio-economic background: \$6,000.00

Refugee Student Support: \$2,769.13

Summary of progress

Numerous professional learning opportunities have taken place that are aligned with differentiation and explicit teaching, particularly in the areas of programing and Quality Teaching. Exit slip data from these PL opportunities highlight a need for further PL on differentiation. This will be tailored into our 2022 Professional Learning Plan and this will be expanded through the Enhancing Teacher Practice Project.

The Ready to Learn Guidelines have been launched and implemented through targeted work on whole school programing looking at best practice and curriculum differentiation. The schools PL plan outlines the phased roll out of targeted programming to support Ready to Teach in 2021 and 2022.

The implementation of the Quality Teaching Rounds structure has been contextualised to Bass High School and, with the support of Education Changemakers, has morphed into the Enhancing Teacher Practice Project. In 2021, a key team of staff has been established to participate in lesson observation and feedback rounds and this group has undertaken targeted PL. In 2022, the lesson observation and feedback component of this project will formally commence in Term 1, with a vision to include the whole school.

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
Internal measures indicate 25% of teachers show clear differentiation strategies are used in their planning and teaching.	Exit slips from Professional Learning on differentiation show that 84.7% of staff have improved their knowledge and understanding of differentiation. 91.6% of staff have reported confidence in their ability to program differentiated activities.
Internal measures indicate 20% of all teachers are using consistent, whole-school feedback and assessment protocols.	The focus on assessment and feedback protocols in 2021 will be shifted into the 2022 SIP. In 2021, the school executive participated in the LEED pilot project by CESE. Senior Executive staff review teaching and learning programs and assessment tasks and provide feedback to teachers against the APST and monitor the review and refinement of tasks.
Staff demonstrate increased confidence and understanding of the effectiveness of instructional leadership to improve student outcomes above 6.5 as measured through the TTFM annual survey.	In 2021 this measure increased to 6.7.

An increase of over 35% of students report they are appropriately challenged in their learning compared to the 2020 baseline.

In 2021 this measure increased by 5% to 40% compared to the 2020 baseline.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$157,184.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bass High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhance classroom management and student behaviour to improve learning, wellbeing and attendance. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Personalised student learning support for targeted students identified with confirmed disabilities with adjustments to student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to review student PLSPs into 2022 with teacher adjustments based on PLAN2 data.</p>
<p>Socio-economic background</p> <p>\$373,895.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bass High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhance classroom management and student behaviour to improve learning, wellbeing and attendance. • A focus on Literacy and Numeracy through data informed planning and teaching • Improving academic results through enhanced content knowledge and data informed planning and teaching • Building student's ability to take active responsibility for their own learning and life (agency). • Enhancing effective instructional practice through differentiation, explicit teaching, feedback and assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: Teacher planning to develop literacy and numeracy strategies in faculty programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Literacy and numeracy strategies form part of the faculty inquiry action project that is ongoing into 2022.</p>
<p>Aboriginal background</p> <p>\$18,774.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bass High 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$18,774.00</p>	<ul style="list-style-type: none"> • A focus on Literacy and Numeracy through data informed planning and teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Aboriginal student literacy and numeracy data being entered on PLAN2 for teacher programming and planning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing implementation and planning into 2022.</p>
<p>English language proficiency</p> <p>\$112,118.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bass High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A focus on Literacy and Numeracy through data informed planning and teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Students from identified EAL/D backgrounds have been the focus of additional literacy and numeracy support. Parent engagement has increased as a result of increased bilingual communication capacity within the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued emphasis on literacy support for EAL/D students informed by PLAN2 profiles.</p>
<p>Low level adjustment for disability</p> <p>\$313,930.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Bass High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhance classroom management and student behaviour to improve learning, wellbeing and attendance. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Personalised student learning support for targeted students identified with confirmed disabilities with adjustments to student learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to review student centred interventions and to support teachers in making reasonable adjustments into 2022 with teacher adjustments based on PLAN2 data.</p>

<p>COVID ILSP</p> <p>\$440,532.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A focus on Literacy and Numeracy through data informed planning and teaching • Improving academic results through enhanced content knowledge and data informed planning and teaching • Enhance classroom management and student behaviour to improve learning, wellbeing and attendance. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: A focus on Literacy and Numeracy through data informed planning and teaching focusing on supporting identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: PLAN2 profiles and other data sources will continue to identify students requiring additional learning support. These students will be offered targeted, data informed interventions to support their progress in Literacy and Numeracy.</p>
<p>Refugee Student Support</p> <p>\$2,769.13</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing effective instructional practice through differentiation, explicit teaching, feedback and assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: Contribution to the employment of specialised and dedicated staff for refugee student support. This has supported staff implement effective instructional practice and trauma informed teaching for all students including those from a refugee background.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ dedicated staff to focus on refugee student support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	334	347	348	377
Girls	272	283	272	270

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.6	88.9	92.6	84.3
8	87.2	85.1	91.6	84.9
9	81.9	83.2	87	80.9
10	82	79.8	86.6	77.8
11	83	75.9	83.3	75.2
12	84	80.7	81.4	77
All Years	84.3	82.3	87.4	80.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	10
Employment	41	34	25
TAFE entry	4	6	6
University Entry	0	1	30
Other	0	0	0
Unknown	0	0	29

Year 12 students undertaking vocational or trade training

51.14% of Year 12 students at Bass High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

86.3% of all Year 12 students at Bass High School expected to complete Year 12 in 2021 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)	38.6
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher ESL	1.8
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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.

Throughout 2021, our school's Professional Learning activities were focussed on quality teaching and learning as well and the development of staff leadership capacity. These activities included a number of Professional Learning workshops focused on best practice in programming for teaching and learning, as well as curriculum differentiation. A number of staff from the school's leadership team, as well as staff aspiring to become leaders, participated in formalised leadership coaching and mentorship which resulted in the development of effective whole school programs to target student engagement with learning. Leadership staff were also provided with opportunities to partake in courses to support the Accreditation and supervision of graduate teachers.

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 (\$)
Opening Balance	247,780
Revenue	11,430,869
Appropriation	11,308,415
Sale of Goods and Services	45,828
Grants and contributions	67,565
Investment income	373
Other revenue	8,689
Expenses	-11,179,674
Employee related	-10,305,034
Operating expenses	-874,639
Surplus / deficit for the year	251,196
Closing Balance	498,975

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.

	2021 SBAR Adjustments (\$)
Targeted Total	159,953
Equity Total	1,988,046
Equity - Aboriginal	18,774
Equity - Socio-economic	1,279,985
Equity - Language	246,413
Equity - Disability	442,873
Base Total	7,577,457
Base - Per Capita	159,738
Base - Location	0
Base - Other	7,417,719
Other Total	462,666
Grand Total	10,188,122

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

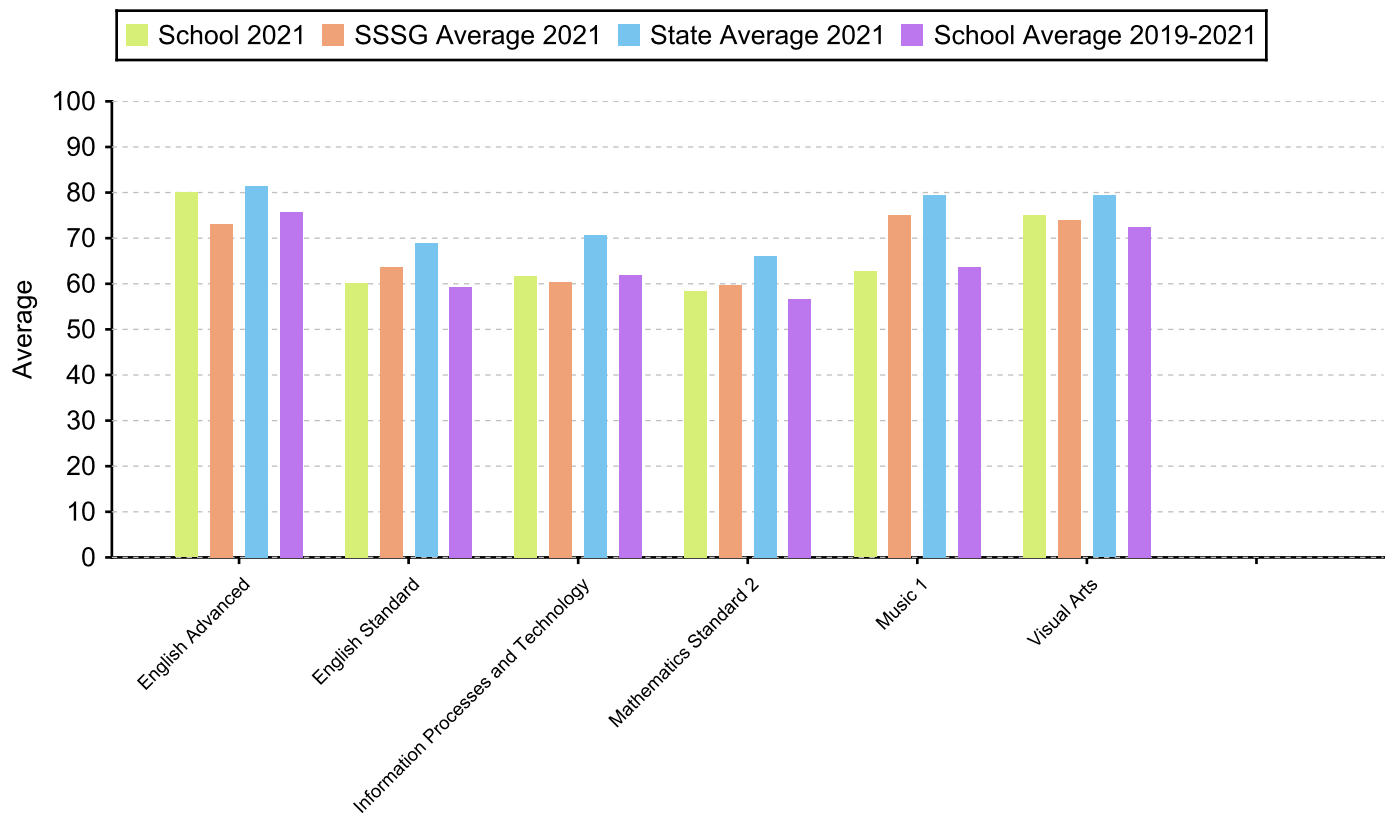
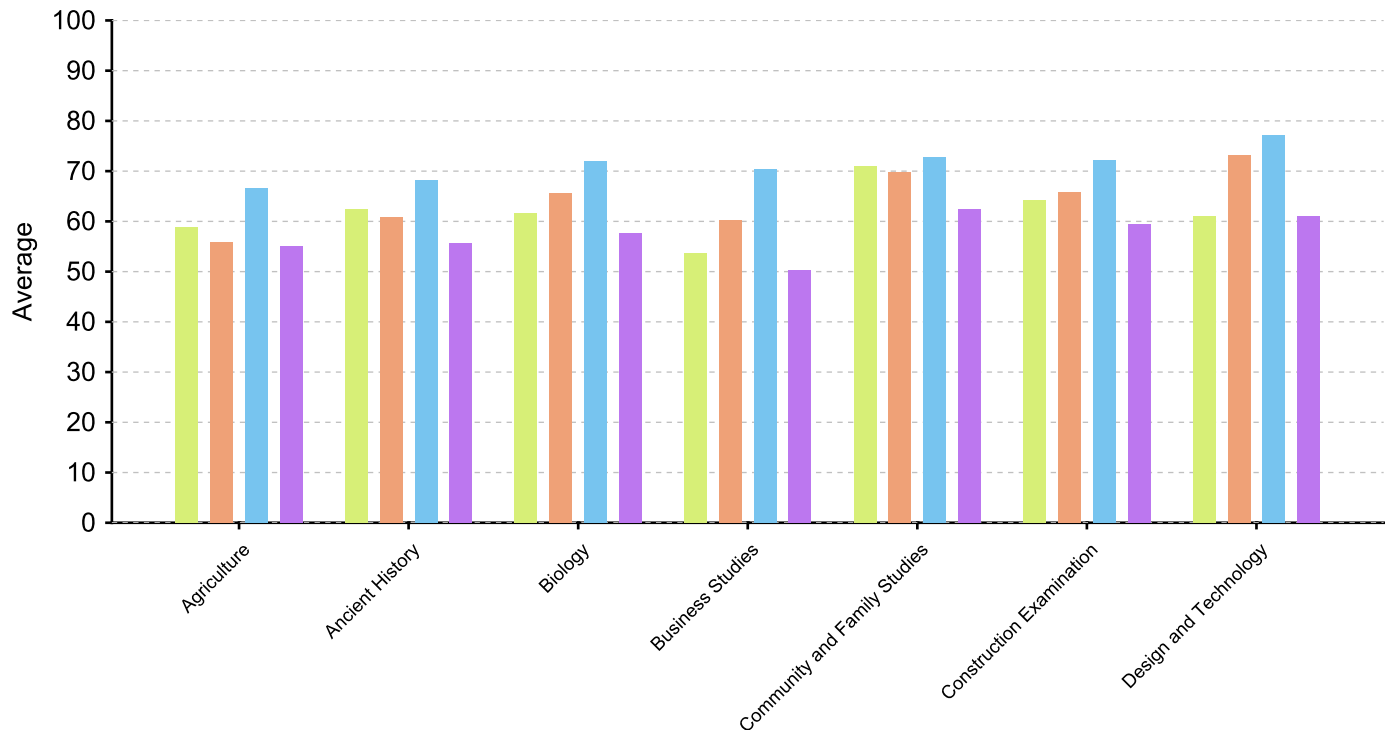
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2021	SSSG	State	School Average 2019-2021
Agriculture	58.8	55.8	66.7	55.0
Ancient History	62.4	60.9	68.1	55.7
Biology	61.6	65.5	71.9	57.7
Business Studies	53.7	60.3	70.4	50.4
Community and Family Studies	71.0	69.7	72.7	62.3
Construction Examination	64.2	65.9	72.2	59.4
Design and Technology	61.0	73.2	77.2	61.0
English Advanced	80.0	73.1	81.4	75.7
English Standard	60.2	63.7	68.8	59.3
Information Processes and Technology	61.7	60.4	70.8	61.8
Mathematics Standard 2	58.5	59.7	66.1	56.6
Music 1	62.7	75.2	79.4	63.7
Visual Arts	75.1	74.0	79.4	72.5

Parent/caregiver, student, teacher satisfaction

In 2021, the Tell Them From Me (TTFM) student data (Snapshot 1) completed by 597 students illustrated a 7% increase in students who believe schooling is useful in their everyday life and will have strong bearing on their future, when compared to 2020. A 2% increase in student effort towards learning is also noted, however, this remains below the NSW Government Norm. In Snapshot 2 of the student TTFM Survey (completed by 489 students), positive learning climate and student advocacy outside of school remained above the state norm, which has been consistent since 2019.

Students with positive relationships has remained at 62% throughout 2021 which is below the NSW Government Norm which is at 78% , In 2021, 72% 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 (42% compared with 35% across the state).

There have been improvements in the number of students who are victims of bullying at Bass HS when 2021 data (36%) is compared with 2020 data (38%). 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

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 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

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.