

2022 Annual Report

Bass Hill Public School



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Introduction

The Annual Report for 2022 is provided to the community of Bass Hill Public 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.

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School vision

Bass Hill Public School supports every child, teacher and leader to be brave, confident, self-directed learners who strive for continued growth. With students at the centre of every decision, staff set high expectations, provide challenging and engaging learning opportunities and work in partnership with families, communities and organisations to foster students who are happy, healthy, engaged and successful.

School context

Bass Hill Public School is a dynamic school delivering primary education from Pre-school to Year 6. We have three classes for those students with special learning support needs. Our school is located in the inner south west of metropolitan Sydney. Established in 1923 we continue our proud history of public education as part of the New South Wales Department of Education, designing learning to meet the needs of our 381 students. We have a team of highly committed teachers, support and ancillary staff ensuring the specific needs of our children are met in a safe and responsive learning environment. Our cultural diversity is our greatest asset enriching the social and educational experiences of our children, teachers and parents. Our population has students from non-English speaking (85%) and English speaking backgrounds who come together with a strong sense of identity and partnership. We work for our students to have opportunity, purpose and success in their learning. Our teachers commit to their professional growth to build a school with a culture that continuously improves on what it does for all. Meaningful relationships based on trust and mutual respect along with the wellbeing of all people connecting with our school is a critical part of how we do what we do. The school is committed to open communication and evidence informed practice.

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	2022 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	Working towards Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will develop a whole school approach to embed effective evidence-based teaching methods that optimise learning progress for all students through explicit teaching and effective feedback.

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.

- Explicit Teaching
- Effective Feedback

Resources allocated to this strategic direction

Socio-economic background: \$75,653.50

English language proficiency: \$70,078.40

Low level adjustment for disability: \$20,000.00

Professional learning: \$14,237.25

AP Curriculum & Instruction: \$70,266.45

Summary of progress

The intention for 2022 was to implement structures and processes to provide explicit, constructive and timely feedback to students in relation to a defined success criteria. This was to allow for learning progress to be optimised for all students in reading and numeracy by embedding whole school structures for explicit classroom instruction as well as planning and programming. However, professional learning did not achieve the impact that was intended. Disruption to staffing was an additional barrier to the consistency of delivery.

The Whole School Professional Learning Model was modified to accommodate a change in professional learning structures. New teachers were guided through whole school structures in the areas of guided and shared reading as well as expectations for the literacy block, enabling the ongoing implementation of foundations for improved student learning outcomes in reading and numeracy. The employment of Assistant Principal Curriculum and Instruction (APC&I)s supported delivery of professional learning.

In reading, whole school program structures set clear teaching expectations for explicit teaching of guided and shared reading. Professional learning across 2022 focused on the creation of clear guidelines to explain and guide student learning through the development and implementation of learning intentions and success criteria across K-6.

The impact of this initiative has been that staff have begun to have an understanding of learning intentions and success criteria supporting our focus on explicit teaching. However, more targeted support and further professional learning is required for sustained impact.

In 2023 the school will focus on ensuring all classroom teachers follow a structured process for guided reading. The school will engage in cycles of professional learning, implementation of differentiated teaching strategies and collaborative reflection to deepen teachers understanding of syllabus documents and evidence based practice in numeracy with a focus on number sense, place value and additive strategies.

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
An increase of 8.7% of year 3 and year 5 students achieving in the top two bands in NAPLAN reading	9.62% of students achieved in the top two bands in NAPLAN reading indicating progress is yet to be seen toward the lower-bound target.
An increase of 5% of students achieve expected growth in NAPLAN numeracy	Expected growth cannot be calculated as NAPLAN numeracy was not conducted in 2020 and comparative student performance results are not

from the baseline	available for 2022.
An increase of 8% of students achieve expected growth in NAPLAN reading	Expected growth cannot be calculated as NAPLAN reading was not conducted in 2020 and comparative student performance results are not available for 2022.
At least 75% of students K-6 will have achieved school - based benchmark reading levels.	43.5% of students have achieved the school-based benchmark reading level. Students were assessed against school-based benchmarks based on PM readers.
At least 75% of of students K-6 will have achieved school - based benchmark levels of the quantifying numbers sub element of the Numeracy Progressions	28.5% of students have achieved the learning indicators within the quantifying numbers sub element of the Numeracy Progressions. Teachers used a school based assessment to gather this data.
An increase of 7.9% of year 3 and year 5 students achieve in the top two bands in NAPLAN numeracy	0.97% of students achieved in the top two bands in NAPLAN numeracy indicating progress is yet to be seen toward the lower-bound target.

Strategic Direction 2: Learning Systems, Structures and Organisation

Purpose

To develop and embed whole school enhanced data informed practices that shows evidence of consistent and reliable student assessment and effective and efficient continuous tracking of student progress and attainment.

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.

- Data Informed practices
- Assessment

Resources allocated to this strategic direction

Socio-economic background: \$115,653.50

English language proficiency: \$70,085.84

Low level adjustment for disability: \$20,000.00

Professional learning: \$14,237.25

AP Curriculum & Instruction: \$70,266.45

Summary of progress

The school focus for 2022 was to make collecting, analysing and using data a consistent and routine part of teaching practice in order to support teachers in tailoring teaching and learning programs for improved student outcomes. School teams used the existing whole school systems and practices to collect information about each student's learning and wellbeing. Following an assessment schedule implemented by the Assistant Principal Curriculum and Instruction (APC&I)s, teachers used a variety of formal and informal assessments. Teachers were timetabled to be released every 5 weeks to analyse, triangulate data and identify individual student needs. However, due to the disruption to staffing, teachers were unable to be released regularly to analyse data and this impacted teachers in tailoring learning programs to meet the needs of every student and therefore improve student outcomes.

The impact of this initiative has been that staff have begun to make collecting data regularly a consistent and routine part of their teaching practice. However, more targeted support and further professional learning in the analysis and use of data is required for sustained impact.

In 2023, in this initiative, teachers will access and engage in professional learning that further builds their skills in the analysis, interpretation and use of student progress and achievement data. The school will engage in cycles of professional learning and data analysis to implement differentiated teaching strategies and collaborative reflection. This will support further improvement in teaching practice across the 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
All staff utilise the Literacy and Numeracy Learning Progressions and PLAN2.	Observations indicate an increase in the number of staff who utilise the Literacy and Numeracy Learning Progressions and PLAN2.
Increased number from 2021 of teachers analysing, interpreting and extrapolating data to inform planning, identify interventions and modify teaching practice.	Observations indicate a steady increase in the number of staff of staff who are analysing, interpreting and extrapolating data to inform planning, identify interventions and modify teaching practice.

Strategic Direction 3: Setting Outstanding Conditions for Learning

Purpose

To embed whole school systems and processes that support the wellbeing of all students allowing them to connect, succeed and thrive. We will build and maintain positive relationships to ensure all students and their families are known, valued and cared for.

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.

- Strong effective relationships
- Supportive Environment

Resources allocated to this strategic direction

Socio-economic background: \$226,153.50

Low level adjustment for disability: \$114,000.00

Professional learning: \$14,237.38

AP Curriculum & Instruction: \$70,266.50

Summary of progress

During 2022, the school's focus was on building quality learning environments that were well organised and resourced, creating a sense of belonging and a positive classroom climate. The school's intention was to guide teachers, through the collaborative analysis of behaviour data, to explicitly plan for the teaching of expected behaviours across all school settings and embed procedures and routines that would allow them to establish and maintain well managed classrooms. The employment of an Assistant Principal Wellbeing (APW) was intended to support the delivery of professional learning. However, professional learning did not achieve the impact that was intended. Disruption to staffing was an additional barrier to the consistency of delivery.

The impact of this initiative has been that staff have been introduced to the Inclusive Engaging Respectful Schools Reform and the continuum of care and have developed an understanding in how it can be incorporated into their daily practice through the use of brain breaks, mindfulness, and circle time.

In 2023, the school aims to ensure the establishment of quality learning environments in every classroom and embed the continuum of care practices with a focus on early intervention and the building of school wide systems that are inclusive and consistent.

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
Tell Them From Me data indicates an increased percentage of students who report a positive sense of well being, expectations for success, advocacy and sense of belonging at school toward the lower bound system negotiated target.	Tell Them From Me data indicates 78.25% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). Demonstrating achievement progress is yet to be seen towards the lower-bound target.
Increased percentage of students attending school at least 90% of the time toward the system negotiated target.	The number of students attending greater than 90% of the time or more has decreased by 20.59%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.36</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"> • Other funded activities <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 the following impact: Bilingual school learning support officers (SLSO) support students to clarify learning in their home language.</p> <p>After evaluation, the next steps to support our students will be: To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. Links to staff who can discuss student learning in their home language must be maintained with teaching staff supported to draw on this resource to ensure that families remain connected and informed in regard to student progress at school.</p>
<p>Integration funding support</p> <p>\$235,105.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bass Hill Public 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"> • Other funded activities <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 the following impact: The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p>
<p>Socio-economic background</p> <p>\$718,626.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bass Hill Public 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"> • Explicit Teaching • Assessment • Strong effective relationships • Other funded activities

<p>Socio-economic background</p> <p>\$718,626.74</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services. • employment of additional staff to support professional learning in line with implementation of Strategic Directions. • professional development of staff to support student learning. <p>The allocation of this funding has resulted in the following impact: Students have increased access to ICT resourcing. Staff have participated in professional learning fortnightly with a focus on assessment and use of data that has seen an increase in staff capacity to implement evidence-based practice to support student learning. Community engagement has been enhanced. An increase in staffing allocation has allowed for enhanced support of student wellbeing and improved student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: continue to provide professional learning to staff with a deep and narrow focus on implementing numeracy sessions with an explicit focus on lesson structure. This will allow for engagement with school strategic support to drive initiatives to improve student learning in numeracy. Next year on-class APs will drive assessment and use of data as APCIs and DP move onto a focus on embedding a deep understanding of an evidence base school-wide through the lens of curriculum reform.</p>
<p>Aboriginal background</p> <p>\$4,528.60</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bass Hill Public 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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in an increase in engagement with Aboriginal students and families.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be providing professional learning to staff to support all teachers to embed Aboriginal Cultural perspectives across the curriculum.</p>
<p>English language proficiency</p> <p>\$140,164.24</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bass Hill Public 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"> • Explicit Teaching • Assessment <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 • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds

<p>English language proficiency</p> <p>\$140,164.24</p>	<p>The allocation of this funding has resulted in the following impact: EAL/D students are supported through employment of bilingual staff. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to improve staff capacity to design integrated writing units that reflect the needs of EAL/D learners. Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$305,156.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Bass Hill Public 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"> • Explicit Teaching • Assessment • Strong effective relationships • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Enhanced staff capacity to support students working towards individual learning goals. Engagement of all staff in professional learning related to explicit teaching.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$42,711.88</p>	<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 Bass Hill Public 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"> • Explicit Teaching • Assessment • Strong effective relationships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging staff dedicated to supporting staff to implement an evidence-based approach to teaching and learning. <p>The allocation of this funding has resulted in the following impact: Increased capacity of teachers to plan for and evaluate student learning based on data.</p> <p>After evaluation, the next steps to support our students will be: Professional learning with a focus on High Expectations and Differentiation</p>

Professional learning \$42,711.88	ensuring that teachers understand the research evidence base.
QTSS release \$78,491.04	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bass Hill Public 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria.</p> <p>After evaluation, the next steps to support our students will be: Teachers will now engage in professional learning to support evidence-based, high impact teaching strategies within their classroom practice.</p>
COVID ILSP \$333,939.00	<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 2022.</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"> • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the majority of the students in the program achieving progress towards their personal learning goals <p>After evaluation, the next steps to support our students will be: The next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	184	185	182	190
Girls	191	199	180	174

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.4	78.8	88.3	77.6
1	90.6	79.2	87.4	80.8
2	91.2	78.8	88.8	82.1
3	92.1	79.7	89.3	86.4
4	92.4	81.8	89.1	84.5
5	90.3	78.3	91.3	84.2
6	89.6	76.0	90.0	88.6
All Years	90.9	78.9	89.1	83.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	7.4
Classroom Teacher(s)	22.49
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
Teacher ESL	0.8
School Counsellor	2
School Administration and Support Staff	8.12
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,700,963
Revenue	7,509,015
Appropriation	7,474,796
Sale of Goods and Services	4,038
Grants and contributions	23,026
Investment income	7,155
Expenses	-7,485,152
Employee related	-6,583,539
Operating expenses	-901,613
Surplus / deficit for the year	23,862
Closing Balance	1,724,825

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.

	2022 SBAR Adjustments (\$)
Targeted Total	236,480
Equity Total	1,168,476
Equity - Aboriginal	4,529
Equity - Socio-economic	718,627
Equity - Language	140,164
Equity - Disability	305,157
Base Total	3,445,836
Base - Per Capita	96,877
Base - Location	0
Base - Other	3,348,959
Other Total	2,054,524
Grand Total	6,905,317

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.

Parent/caregiver, student, teacher satisfaction

In 2022, Students reported positive outcomes. 84% of students reported positive outcomes for advocacy at school. 88% of students reported positive outcomes for expectations of success. These scores were higher than the state score for both measures. 63% of students reported positive outcomes for a sense of belonging.

Parents report feeling welcome at Bass Hill Public School (BHPS) with the school outperforming the Government Norm. A score of 7.4 out of ten indicates that parents feel welcome when they visit the school. A score of 8.0 indicates that parents can easily speak with teachers. A score of 8.3 indicates that parents can easily speak with the principal.

Parents are informed at BHPS with the school matching the Government Norm. A score of 8.0 indicates that reports on children's progress are written in understandable terms. A score of 7.0 indicates that parents are informed of their child's behaviour whether positive or negative.

Parents have indicated that BHPS supports learning outperforming the Government Norm. A score of 7.7 indicates that teachers hold high expectations of students. A score of 8.3 indicates that children are encouraged to do their best work at school.

A score of 7.3 indicates that BHPS supports positive behaviour. A score of 8.9 demonstrates that students are clear about the rules for school behaviour. A score of 8.0 indicates that teachers expect students to pay attention in class.

BHPS is an inclusive school with the school matching the Government Norm in this area.

At Bass Hill Public School 73% of staff believe that teachers have ready access to the resources necessary for their classroom and 72% of staff have indicated that staff trust each other.

80% of staff at BHPS believe that staff support the strategic directions of the school Whilst 87% of staff have high expectations for student performance and believe that staff are willing to help out whenever there is a problem.

80% of staff believe the school vision provides a clear sense of direction for staff and 83% of staff understand the values of the school and work cooperatively in groups.

77% of staff believe that professional learning is valued by staff and believe that teachers maintain a current understanding of educational research. 94% of staff value school improvement.

At BHPS 86% of staff believe that the work of SASS is valued within the school.

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.