

2022 Annual Report

Bass High School



8223

Introduction

The Annual Report for 2022 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.

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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 689 students projected enrolment in 2022 with a FOEI of 167. A Support Unit provides programs for 50 students with autism, mild and moderate intellectual disabilities in 2022. 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, 26 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. 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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

Socio-economic background: \$19,500.00

Professional learning: \$10,500.00

English language proficiency: \$4,000.00

Summary of progress

Structures such as the professional learning hubs, renaissance reading program, Equity Consortium program and Plan2 data have been established utilising the skills of the instructional leader literacy (ILL). The ILL mentored and coached executive staff in research action projects by upskilling the school executive to implement the evidence-based strategies from learning areas identified by school internal and external data sets using a spirals of inquiry approach.

The professional learning hubs and faculty inquiry plan utilised the HSC strategy of high impact professional learning where the teacher adopts the researcher mindset to improve teaching practice and student learning outcomes. Edrolo and Atomi were funded to supplement the work of the HSC teachers in and out of the classroom utilising a flipped learning methodology.

All Head Teachers have developed and lead action research programs (Faculty Inquiry Plans) utilising a variety of data sources to identify key learning issues. Evidence based teaching practices and learning approaches have been implemented to provide the learning conditions for success with measures to evaluate impact.

In 2023 the Faculty Inquiry Plans and Action Research Projects (Equity Consortium) will continue to build upon the progress of 2022 with adjustments for the learning needs of the new cohort groups. Further research on the measures of student literacy and numeracy learning will take place to clarify and build teacher capacity to differentiate and progress student learning.

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
Increased percentage of students achieving top 2 bands in NAPLAN reading toward the lower-bound system negotiated target.	Uplift of 7.29% of students achieving top 2 bands in NAPLAN Reading as compared to the 2021 result. This outcome exceeded the baseline data by 3.75% with strong progress toward the lower-bound system negotiated target.
An increased percentage of Aboriginal and Torres Strait Islander students attaining HSC minimum standards.	100% of Aboriginal and Torres Strait Islander students eligible for the HSC achieved the HSC minimum standard.
Uplift of 5.3% of students achieving in the top three bands in the HSC toward the lower-bound system negotiated target.	Student achievement was 8.23% below the annual lower bound system negotiated target trajectory.
Increased percentage of students	Student achievement data is unavailable for this progress measure in 2022

achieving growth in NAPLAN reading from the 2021 baseline.	with an absence of comparison data from the 2020 cancellation of NAPLAN.
Uplift of 5.6% students achieving in the top two bands in NAPLAN in numeracy toward the lower-bound system negotiated target.	2022 NAPLAN data indicates 11.11% of students are in the top two skill bands for numeracy indicating the school exceeded the lower-bound system negotiated target by 0.21%. and exceeded the baseline data by 5.84%.
Increased percentage of students achieving growth in NAPLAN Numeracy from the 2021 results.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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: \$295,000.00

Summary of progress

Students who have been identified as at risk have an active **AIP** (Attendance Improvement Plan). Individualised support for student support is provided by the school wellbeing team and attendance coordinator. **HART** referrals (Home School Liaison Progress Applications) for students with low attendance are being made as per school and department policy. The PEAR program (Personal Expectations And Responsibility) was introduced to support students identified as having low attendance levels.

Student career plans have been developed in collaboration with the transition adviser to assist students with pathways from school to work. These plans have been developed for identified stage 5 students. The WRAP (Work Related Alternate Pathways) program has allowed identified students to access targeted and individualised support by guiding their HSC subject choices in line with their literacy and numeracy capabilities and linking them with industry work experience one day per week.

Ready to Learn (R2L) initiative has been launched in 2022 and is now the whole school system for learner expectations, behaviour management and positive reinforcement. Guidelines and processes have been consulted with key stakeholders including students, parents and staff. The R2L guidelines include the banning of mobile phone usage at school, utilising the Yondr pouch system to facilitate the enforcement of this expectation.

The school's R2L intervention procedures incorporate restorative practices which supports students to build their capacity to take responsibility for their own learning - enhancing student agency.

Student attendance plans and attendance meetings with the families of students at risk occur on a weekly cyclical basis under the coordination of a former Home School Liaison Officer. Student career plans are developed and implemented for stage 5 and 6 students with diverse learning pathways established. Work transition programs provide students with internal and external vocational programs.

In 2023 the Ready2Learn program will be relaunched with a new merit system. Further development of the attendance approach will be strengthened through the appointment of a Head Teacher Student Engagement. Improvements to timely school interventions and attendance monitoring systems will be investigated.

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
Uplift of 6.6% of students attending greater than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 9.33%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
Uplift of 3.6% of students reporting a	Tell Them From Me data indicates 52.97% of students report a positive

positive sense of wellbeing (including expectations for success, advocacy, and sense of belonging at school)	sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) indicating progress yet to be achieved toward the lower-bound system negotiated target.
Increased percentage of students demonstrating positive wellbeing strategies throughout the school from the 2021 baseline.	Progress is referenced in the above measure.

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: \$12,000.00

Socio-economic background: \$5,500.00

Summary of progress

Throughout 2022, a strong focus on targeted professional learning was implemented through the development of a professional learning plan which incorporated in school professional learning hubs. This professional learning was aimed towards developing teacher capacity in formative assessment, explicit teaching and differentiation. This complemented the school's vision to improve learning culture through the ready to learn and ready to teach initiative. Staff shortages have impacted on the formal initiation of the ready to lead component of this strategic direction which is projected to have a direct focus on building the capacity of leaders. notably, aspects of this have occurred through the FIP program.

The establishment of the professional learning hubs (PLHs) provided redress to the key learning issues identified by school internal and external data sources. The five leaders of the PLHs developed their leadership capacity and provided coaching support for their hub groups to improve teaching practice and improve learning outcomes.

The professional learning hubs format in 2023 will be coordinated by the Head Teacher Teaching and Learning and incorporate further executive and expert teachers to build the breadth of learning and teaching leadership at Bass High 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 50% of teachers show clear differentiation strategies are used in their planning and teaching above the 2021 baseline.	The programming checklist process confirms that 90% of classroom teachers utilise differentiation strategies within their programming. This is a mandated aspect of the checklist which is monitored by head teachers and senior executive.
Internal measures indicate 45% of all teachers are using consistent, whole-school feedback and assessment protocols based on the 2021 baseline.	Over 80% of teaching staff use Learning Intentions Success Criteria strategies within their programs and classrooms to provide learning feedback to their students. Whole school feedback protocols will continue to be an area of development in 2023.
Staff demonstrate increased confidence and understanding of the effectiveness of instructional leadership to improve student outcomes above 7.0 as measured through the TTFM annual survey.	2022 Tell Them From Me (TTFM) teacher survey data indicated leadership as a 'driver for student learning', had an effect size of 5.8. It is important to note that 57% of teachers completed the survey.
An increase of over 40% of students	The 2022 TTFM Student Survey highlights that 40% of students reported

report they are appropriately challenged in their learning compared to the 2021 baseline.

"they are intellectually engaged, find learning interesting, enjoyable and relevant". Additionally, 49% of students reported "they try hard to succeed in their learning".

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$194,724.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Enhance classroom management and student behaviour to improve learning, wellbeing and attendance. • Additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Personalised student learning support for targeted students identified with confirmed disabilities with adjustments to student learning. This involved differentiated classroom learning support, teacher professional learning support, learning monitoring and adjustments in line with parent, student and expert consultancy advice.</p> <p>After evaluation, the next steps to support our students will be: Continue to review student PLSPs into 2023 with teacher adjustments based on PLAN2 data.</p>
<p>Socio-economic background</p> <p>\$1,619,999.00</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"> • 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. • Building student's ability to take active responsibility for their own learning and life (agency). • Building effective instructional leadership of learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through action research to support student learning • employment of additional instructional leader • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Teacher planning to develop literacy and numeracy strategies in faculty programs. Instructional Leader and Professional Learning Hubs support of differentiated learning, EAL/D strategies and the implementation of the whole school writers' toolbox program. Each faculty has a writers' toolbox representative trained in explicitly teaching writing using a formative online learning platform. The English faculty worked with three University partners in 2022 to explicitly program and implement reading literacy strategies that target the specific reading needs of the Year 7, 8 and 9 cohorts.</p> <p>After evaluation, the next steps to support our students will be: Literacy and numeracy strategies form part of the faculty inquiry action project that is ongoing into 2023.</p>

<p>Aboriginal background</p> <p>\$22,031.00</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> <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"> • A focus on Literacy and Numeracy through data informed planning and teaching • Employment of additional staff (AEO) to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal student literacy and numeracy data being entered on PLAN2 for teacher programming and planning. All Aboriginal students have PLPs that include negotiated learning and cultural goals and targets. Delivery of cultural programs such as the Belonging Program and enhanced community partnerships that meet student PLP needs, transition needs and improve cultural understanding.</p> <p>After evaluation, the next steps to support our students will be: Ongoing implementation and planning into 2023. Increase parents and community participation in school events and specific cultural events in 2023.</p>
<p>English language proficiency</p> <p>\$316,495.00</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 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • A focus on Literacy and Numeracy through data informed planning and teaching • 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 the following impact: 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 will be: Continued emphasis on literacy support for EAL/D students informed by PLAN2 profiles.</p>
<p>Low level adjustment for disability</p> <p>\$455,554.00</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>

<p>Low level adjustment for disability</p> <p>\$455,554.00</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"> • Enhance classroom management and student behaviour to improve learning, wellbeing and attendance. • Employment of LaST and interventionist teacher and Head Teacher Learning & Support • 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 the following impact: Personalised student learning support for targeted students identified with confirmed disabilities with adjustments to student learning. 8% of students have a Personalised Learning and Support Plan PLSP and 5% have an Individualised Learning Plan. These plans are supported by a Teacher and Student Learning Support Officer with cyclical parent reviews to evaluate progress and develop new goals or targets based on PLAN2 data.</p> <p>After evaluation, the next steps to support our students will be: Continue to review student centred interventions and to support teachers in making reasonable adjustments into 2023 with teacher adjustments based on PLAN2 data.</p>
<p>Professional learning</p> <p>\$71,747.00</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 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 • Improving academic results through enhanced content knowledge and data informed planning and teaching • Enhancing effective instructional practice through differentiation, explicit teaching, feedback and assessment • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Staff engaging action research projects <p>The allocation of this funding has resulted in the following impact: Instructional leadership support for Head Teachers and faculties to develop their literacy and numeracy strategies. All faculties have programs that contain differentiated teaching and learning strategies, literacy and numeracy activities, evidence of explicit teaching and an evaluation that measures teacher effectiveness and learning gains and challenges. Five teachers have developed informal instructional coaching skills to drive the improvement of teaching practice across a number of professional learning topics of need.</p> <p>After evaluation, the next steps to support our students will be: Development of a professional learning hubs platform for 2023 that contain a series of professional learning topics that build staff capacity to improve student literacy and numeracy outcomes.</p>
<p>COVID ILSP</p> <p>\$528,639.00</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</p>

<p>COVID ILSP</p> <p>\$528,639.00</p>	<p>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"> • 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>The allocation of this funding has resulted in the following impact: The effectiveness of this program and its impact was limited by staffing shortages, staff sickness influenced heavily by Public Health Order regulations and protocols. The funds were not fully expended due to the limitations previously referenced. A focus on Literacy and Numeracy through data informed planning and teaching focusing on supporting identified students. Students were selected based on internal and external school data for literacy and numeracy coaching and additional tuition. All students representing 5% of the school cohort demonstrated growth within one to two progression levels. All students had a PLSP developed for them that enabled their goals to be negotiated and monitored.</p> <p>After evaluation, the next steps to support our students 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>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Development of student wellbeing programs targeting youth mental health and learning engagement. • Establishment of internal and external networks to support student learning and family wellbeing. <p>The allocation of this funding has resulted in the following impact: A range of programs targeting female students, vulnerable and at-risk students in addition to students going through self-identity transitions.</p> <p>After evaluation, the next steps to support our students will be: Establishing strong links with family and external agency assistance to support student wellbeing and learning growth.</p>
<p>Refugee Student Support</p> <p>\$831.00</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>Refugee Student Support</p> <p>\$831.00</p>	<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 • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact: Teacher awareness of EALD student literacy and learning needs with teaching strategies being incorporated as adjustments to teaching programs.</p> <p>After evaluation, the next steps to support our students will be: Continued staff professional learning through professional learning hubs workshops. Assessment tasks are being adjusted across most faculty areas using review protocols that employ an EALD lens.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	347	348	377	373
Girls	283	272	270	298

Student attendance profile

School				
Year	2019	2020	2021	2022
7	88.9	92.6	84.3	82.1
8	85.1	91.6	84.9	77.6
9	83.2	87.0	80.9	77.3
10	79.8	86.6	77.8	73.4
11	75.9	83.3	75.2	68.5
12	80.7	81.4	77.0	73.1
All Years	82.3	87.4	80.3	75.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	2	7	6
Employment	0	12	24
TAFE entry	2	14	13
University Entry	0	0	25
Other	0	0	8
Unknown	0	0	24

Year 12 students undertaking vocational or trade training

41.76% of Year 12 students at Bass High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

71.4% of all Year 12 students at Bass High School expected to complete Year 12 in 2022 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)	42.3
Learning and Support Teacher(s)	2.8
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	15.88
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 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	212,157
Revenue	12,027,570
Appropriation	11,908,909
Sale of Goods and Services	38,928
Grants and contributions	67,022
Investment income	2,998
Other revenue	9,714
Expenses	-11,436,457
Employee related	-10,170,969
Operating expenses	-1,265,488
Surplus / deficit for the year	591,113
Closing Balance	803,270

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	195,556
Equity Total	2,090,082
Equity - Aboriginal	22,031
Equity - Socio-economic	1,300,000
Equity - Language	312,496
Equity - Disability	455,555
Base Total	8,240,818
Base - Per Capita	170,923
Base - Location	0
Base - Other	8,069,896
Other Total	625,674
Grand Total	11,152,131

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

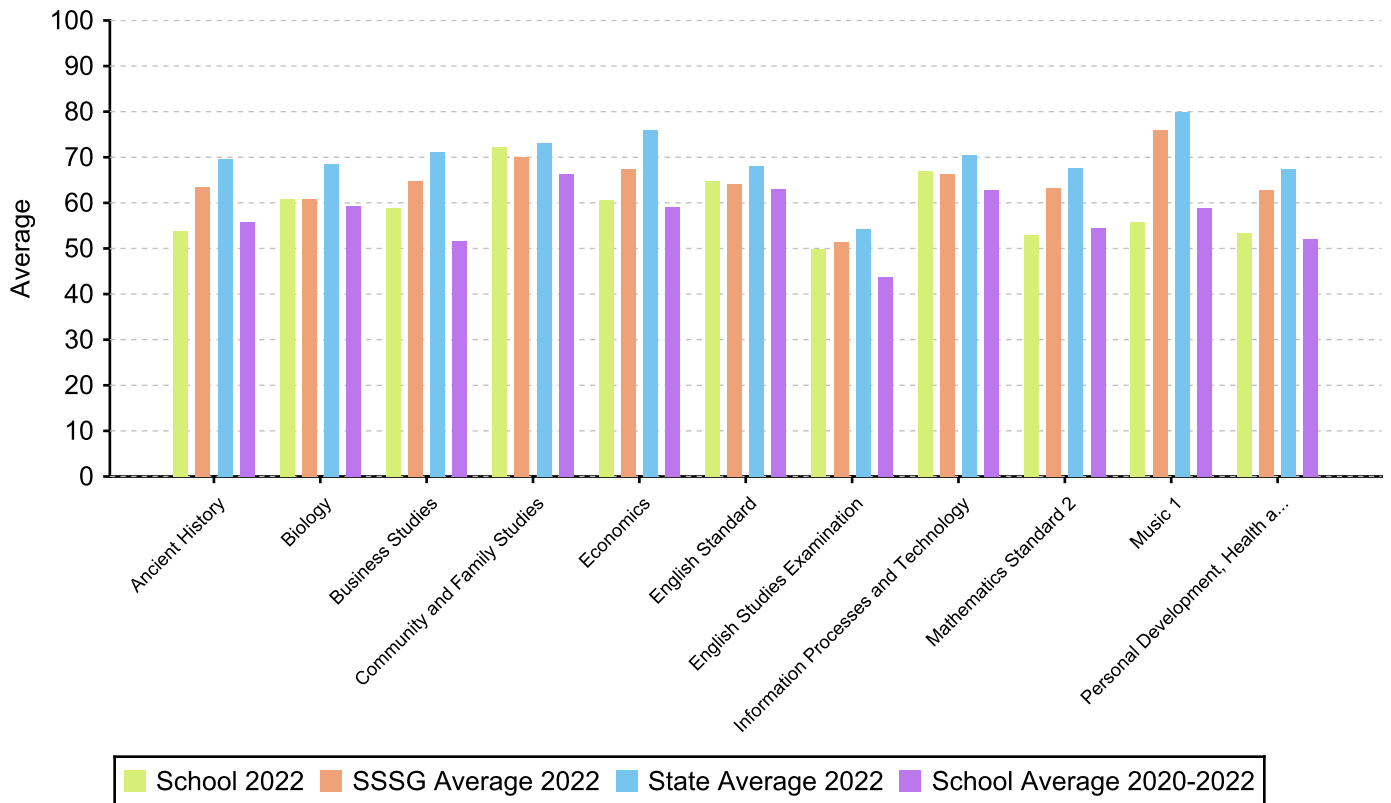
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
Ancient History	53.8	63.4	69.6	55.8
Biology	60.8	60.9	68.5	59.3
Business Studies	58.9	64.8	71.2	51.5
Community and Family Studies	72.2	70.0	73.2	66.2
Economics	60.6	67.4	76.0	59.2
English Standard	64.7	64.1	68.1	63.1
English Studies Examination	49.8	51.3	54.3	43.7
Information Processes and Technology	67.0	66.3	70.5	62.9
Mathematics Standard 2	52.9	63.4	67.6	54.5
Music 1	55.7	75.9	79.9	58.9
Personal Development, Health and Physical Education	53.4	62.7	67.5	52.1

Parent/caregiver, student, teacher satisfaction

In 2022, the Tell Them From Me (TTFM) student data completed by 507 students illustrates a positive learning environment mean (5.9) above the state mean (5.6). A 2% increase in student effort towards learning is also noted, however, this remains below the NSW Government Norm. Student sense of belonging along with interest and motivation increased by 2% in 2022. Although the two outcomes remain below the NSW Government Norm the high skill, high challenge measure increased by 5% to remain within 3% of the NSW Government Norm.

Students with positive relationships increased in 2022 to 64% which is still below the NSW Government Norm at 78%. In 2022, 71% of Bass HS students aspire to complete Year 12 compared with 85% across the state. However, the number of students aspiring to a University pathway increased in 2022 by 5% which can be partly attributed to the school's three University partnerships. Bass HS students are more likely to pursue a trade (41% compared with 35% across the state).

The victims of bullying increased by 7% at Bass HS over the 2022 period that contrasts with a high rate of student participation in sport other than a physical education class. The school mean of 55% exceeds the NSW Government norm of 48% providing students with a means to feel connected to the school. Student participation in extracurricular activities of 25% is 1% above the NSW Government norm. These two social emotional outcomes foster a positive sense of self-worth and belonging that can redress the social isolation and negative self perceptions that provide the optimal conditions for bullying.

Forty teachers participated in 'Focus on Learning' Teacher surveys. Teachers indicated that they were working with the leadership of the school to create a safe and orderly school environment (6.8). This form of teacher feedback on school leadership aligns with the school's wellbeing and engagement strategy coined Ready2Learn. Collaboration rated 6.9 compared with the NSW Government norm of 7.8. This statistic highlights the complexity of providing release time for staff to collaborate in action research that formed the basis of the Faculty Inquiry Project.

Our school staff indicated levels of a rating agreement. Some areas of high levels of agreement included utilising student data to inform teacher practice (7.6), implementing a range of relevant teaching strategies (7.4) to promote an inclusive learning culture (7.6). These three areas sit below the NSW Government norm and teachers indicate there is communication of a strategic vision (75%) and discussions of the learning problems of particular students with other teachers (8.1). These practices enable teachers to set high expectations for student learning (8.3).

Parents feel communication with BHS teachers in 2022 has slipped to 5.7 compared to the NSW Government norm of 6.6 and that the school supports the learning of their children at 6.9 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.