School context statement

Bass High School is a co-educational 7-12 school of 775 students. A Support Unit provides programs for 54 students with mild and moderate intellectual disabilities. The school serves a diverse student population with 78% from a non-English speaking background and 19 Aboriginal students. Our teaching staff has a strong commitment to improving student learning outcomes through quality teaching, professional learning, literacy, numeracy and student welfare. The learning and support team provide important learning opportunities for students across the curriculum with a current focus on student learning through Self Organised Learning Environment (SOLE). Parents and community members play a valued role in the life of the school through the Parents and Citizens’ Association and Community Liaison Officer role. Equity funding targets school improvement and innovation supporting teachers to collaborate and share quality practice. The school’s learning and homework centres’ provide extension, learning support and senior student study programs. University students provide regular tutoring assistance. A broad curriculum offers traditional subjects as well as a range of vocational courses including hospitality, construction, primary industries and sport subjects.

Principal’s message

Welcome to Bass High School and thank you for taking the time to read our annual school report.

At Bass High School we value safe, respectful learners. Our aim is to provide all our students with a positive, supportive school environment with the focus on active learning. Respect for self, for school and for community are very important values for us as exemplified in our school motto: “Tibi Confidas” – Be True to Yourself.

This report provides you with information about what we do at Bass High School to support the learning and wellbeing of our students. From information about our students and their performance in exams such as NAPLAN, ESSA and the HSC to reports of significant achievement in the arts, debating, leadership, community involvement and in sport. You will also find in the pages that follow information about our teachers and support staff and our commitment to professional learning and continual improvement to what we do as teachers and our plans and achievements as a school.

My thanks to our strong and active P&C and the support they have provided our school. My thanks to Carol Tomkinson (President), Badih Habib and Rosa Binakaj (Vice Presidents), Alison Bassett and Christopher Kashabeach (Secretaries) for their continuing roles in parent leadership.

We are very proud of our school, our students, teachers and parents. This report will give you just a glimpse of our great school and what we have achieved in 2014.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

David Horton
Principal
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

The table and graphs below show enrolment trends, boys and girls, from 2008 to 2014.

Student attendance profile

The table below shows student attendance data from 2008 to 2014 and comparative data for school and state.

Management of non-attendance

The school's welfare team is highly involved in promoting positive attendance and managing poor attendance. Attendance is highly valued and strongly emphasised at Bass High School. A proactive approach is taken to identify students whose attendance is causing concern and management strategies are put into place to support these students.

In 2014 the schools attendance action plan continued the employment of a Home School Liaison Officer (HSLO). The HSLO analyses attendance data and interviews students regarding their attendance or punctuality. This information is passed on to the welfare team and year advisers to put into place monitoring systems and other strategies to assist students to improve their attendance.

The welfare team is supported by SAS staff who assists in making phone calls and sending SMS messages to parents and caregivers about student attendance. The purpose of the phone calls is to let parents know we are concerned and to offer support if required.

In 2014 Bass High School continued links with outside agencies. These connections were used to put in place various interventions to support student engagement and increased attendance.

Post-school destinations

A total of 83 students completed their Higher School Certificate in 2014. The cohort comprised 44 boys and 39 girls. 66% of students were from a non-English speaking background, 1% of students were from Aboriginal and Torres Strait Islander backgrounds and 6% were special needs students.

Students had the opportunity to undertake vocational education courses offered by the school. These courses were Business Services, Construction, Hospitality, SFR and Rugby League. A further 2 students undertook vocational education courses offered at TAFE. These courses were in Media and Financial Services. Also 1
student completed a School Based Traineeship in Retail.

Of the students surveyed who completed the Higher School Certificate:

* 25% received an offer of enrolment to University. Courses included Criminology, Business, Design, Construction Management, Mechatronics, Commerce, Management, Communication/Law, Global Studies/Law, Health, Medical Science, Nursing and Business Administration.

* 8% were accepted into TAFE full-time or part-time. Courses included Legal Services, Property, Event Management, Disability, Accounting and Early Childhood.

* 12% enrolled in private post-school college courses. Courses included Child Psychology, Music, Childcare and Business Administration.

Out of the above 45% of students studying full-time or part-time, 16% of students were working part-time.

* 2% were offered an apprenticeship in Carpentry and Panel Beating.

* 14% were in full-time employment.

* 12% were in part-time employment.

* 24% chose to take a gap year.

* 2% enrolled in a transition to work program.

* 1% enrolled in an Aboriginal identified program.

**Vocational Education Programs 2014**

Bass High offers six Vocational Education (VET) subjects in Years 11 and 12 – Business Services, Construction, Hospitality, Information and Digital Technology, Primary Industries and Sports Coaching.

These subjects are a popular choice amongst senior students. In 2014 approximately 65% of Year 11 & 12 students studied at least one VET subject and approximately 20% studied two VET subjects. In 2014, Year 12 students studied Business Services, Construction, Hospitality and Sport Coaching; Year 11 students studied Construction, Hospitality and Sport Coaching.

In 2014, the majority of Year 12 students who studied a VET subject as part of their HSC achieved the qualification attainable in their VET subject. 100% of the candidates who studied Business Services attained their Certificate II in Business Services; in Construction, 50% attained their Certificate II in Construction Pathways; 78% of Hospitality students attained their Certificate II in Kitchen Operations; 80% of Sport Coaching students attained their Certificate II in Sport Coaching.

As VET students have the potential to achieve the TAFE qualifications mentioned above, the HSC exam is an optional choice for Year 12 students. As a result, not all VET students choose to sit for the HSC exam in their chosen VET subject. There is not HSC exam for Sport Coaching.

In 2014, the VET students who sat for the HSC exam associated with their VET subject achieved good results. 50% of the Hospitality students achieved Band 4 (a 7% increase on 2013 results); 25% of the Construction students achieved a Band 4 and 25% of the Business Services students achieved Band 4.

In 2014, three Year 12 students were nominated for the Public Schools NSW, Ultimo, VET Awards. All three students were deemed by a selection panel to be a worthy recipient of this award in their VET subject.

Congratulations to Jasmine Meade who was deemed by the panel to be eligible for a Student Achievement Award in Business Services; Jasmine Merheb who was deemed by the panel to be eligible for a Student Achievement Award in Hospitality and Hayden Tu who was deemed by the panel to be eligible for a Diligence Award for Hospitality. These students were presented with their Awards at the Public Schools NSW, Ultimo VET Awards Evening, which was held at Revesby Workers Club.
Hayden Tu receives a VET Award

Two Year 12 VET students were successfully nominated for the Rotary Awards for Excellence in a VET subject. Local business leaders presented these awards at an Awards Night in September. Ana Marie McLeod received her Rotary Award for Business Services and Mascot Paiaaua was presented with a Rotary Award for Sport Coaching.

It is quite an achievement for all these students to be acknowledged for their excellent efforts in these VET subjects, not only in the school, but also in the wider community. These Awards make an impressive addition to a VET student’s resume.

2014 was a busy year for the Year 11 and Year 12 Hospitality students at Bass High School. Function catering, work placements and the continuing development and opening of a new training and café space in the C8 kitchen complimented the course delivery.

The year began with the learning of new food preparation skills and it wasn’t long before the students were put to the test when catering for the junior and senior ROSE assembly award recipients and their families in May 2014. Guests were treated to an assortment of canapés, appetizers and dessert bites. All who attended appreciated the quality of the food prepared.

The GOALS program launch and graduation have always provided a great opportunity for the students to prepare and serve a range of menu items and GOALS 2014 did not disappoint. At the GOALS launch in June the Hospitality students prepared a full breakfast for 50-60 students, mentors and parents in the B4 kitchen with favourites including buttermilk pancakes and cinnamon morning buns cooked fresh at the breakfaster’s benches.

The GOALS graduation in October was given a “takeaway” theme by the Hospitality students. It was a great idea with excellent packaging and food choices. The food was well executed but we struggled to fully meet the time constraints of the mentors and their busy schedule and thus the food was actually takeaway! The mentors left in taxis carrying little boxes of savoury and sweet treats.

Other functions included several 3-course lunches for the School Management Links day, Bain and Deloitte guests and a P & C dinner at Bass High.

The Bass High Café opened in Term 2 from C8 kitchen. Hospitality students use their barista skills to prepare coffees and hot chocolates accompanied by sweet treats at recess and lunch on Wednesdays and Thursdays. This enterprise has been appreciated by both staff and students, who are happy to line up for this on-site treat.

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The Bass High Hospitality students catered all meals and functions to a high standard and they should feel proud of their efforts over the year.

As part of their course and as a reward for their efforts throughout the year, the Hospitality students took time out to visit the TAFE Apprentice restaurant at Sydney TAFE, Ultimo for a tour of the teaching facilities and a 3 course meal prepared and served by 3rd year apprentices and their teachers. It was a great way for the students to compare their efforts with Hospitality industry apprentices and a fitting end to the year.

We would like to thank all those teachers who allowed students to participate in catering and events in their subject time and for the support and generosity of clients, customers and Bass High management.

The wonderful work of our VET Hospitality students
Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Bass High School staffing includes 83 teaching staff and 15 non-teaching staff. These include positions funded by Resource Allocation Model (RAM) and Equity and Improving Literacy and Numeracy National Partnership Program funding. Professional teaching staff also reflects the mix of cultures in today’s society and the educators at our school make up a team of highly experienced teachers with many years of service, teachers who are professionally accredited by the NSW Institute of Teachers and early career teachers approved by the NSW Institute of Teachers.

The Indigenous composition of our school workforce includes Aboriginal classroom teachers. The school will employ a full-time Aboriginal Education Officer in 2015 to support the learning and wellbeing needs of our Aboriginal students.

A Community Liaison Officer position continues to promote home and school connections and community and business links.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>64</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Teachers attended 64 individual and group-based professional learning events during the course of 2014. These fell into 6 broad categories that include Beginning Teachers (4.9% of funds), Information & Communication Technology for Teaching and Learning (8.0% of funds), Literacy and Numeracy (19.2% of funds), Quality Teaching (12.5% of funds), Welfare and Equity (32.1% of funds), Syllabus Implementation (4.1% of funds) and Leadership & Career Development (19.2% of funds). Teacher groups participated in a wide range of professional learning activities at school during school development days and regular staff and faculty meetings. This professional learning focused on extending and enhancing teacher knowledge and skills in key school priority areas including literacy, numeracy and student engagement. Professional learning activities conducted at school were evaluated via online surveys.
Beginning Teachers

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 ICT learning in Science

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>0.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0.00</td>
</tr>
<tr>
<td>Library</td>
<td>0.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>0.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>0.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In year 7, 132 students completed NAPLAN tests in 2014. In the test aspect of Reading, 36.6% of students scored greater than equal to expected growth. In the test aspect of Reading, the average scaled growth for year 7 students was 53.1% compared with a NSW DEC state average of 50.2%.

Year 7 NAPLAN Reading

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>474.0</td>
<td>503.7</td>
<td>538.9</td>
<td></td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>17</td>
<td>54</td>
<td>43</td>
<td>12</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>13.1</td>
<td>41.5</td>
<td>33.1</td>
<td>9.2</td>
<td>2.3</td>
<td>0.8</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>13.8</td>
<td>36.4</td>
<td>29.4</td>
<td>14.4</td>
<td>5.4</td>
<td>0.6</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>9.1</td>
<td>26.9</td>
<td>32.2</td>
<td>20.3</td>
<td>8.1</td>
<td>3.4</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>5.0</td>
<td>16.3</td>
<td>26.8</td>
<td>24.8</td>
<td>15.7</td>
<td>11.4</td>
</tr>
</tbody>
</table>

In the test aspect of Writing, 43.4% of students scored greater than equal to expected growth. In the test aspect of Writing, the average scaled score growth for year 7 students was 22.9 % compared with a NSW DEC state average of 23.0%.

Year 7 NAPLAN Writing

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>467.7</td>
<td>464.3</td>
<td>499.0</td>
<td></td>
</tr>
</tbody>
</table>

Skill Band Distribution

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>20</td>
<td>56</td>
<td>43</td>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>15.2</td>
<td>42.4</td>
<td>32.6</td>
<td>8.3</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td>School Average 2011-2014</td>
<td>13.8</td>
<td>36.5</td>
<td>30.8</td>
<td>14.4</td>
<td>3.7</td>
<td>0.8</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>20.7</td>
<td>37.9</td>
<td>25.6</td>
<td>10.4</td>
<td>4.5</td>
<td>0.9</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>12.1</td>
<td>26.8</td>
<td>27.9</td>
<td>17.9</td>
<td>11.3</td>
<td>4.0</td>
</tr>
</tbody>
</table>
In the test aspect of Spelling, 41.6% of students scored greater than or equal to expected growth. In the test aspect of Spelling, the average scaled score growth for year 7 students was 35.4% compared with a DEC state average of 45.0%.

In the test aspect of Grammar and Punctuation, 38.9% of students scored greater than or equal to expected growth. In the test aspect of Grammar and Punctuation, the average scaled growth for year 7 students was 37.6% compared with a DEC state average of 45.7%.

In the test aspect of Grammar and Punctuation, 38.9% of students scored greater than or equal to expected growth. In the test aspect of Grammar and Punctuation, the average scaled growth for year 7 students was 37.6% compared with a DEC state average of 45.7%.

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NAPLAN Year 7 – Numeracy

In Year 7 131 students completed NAPLAN numeracy tests in 2014. In the test aspect of Numeracy, 46.8% of students scored greater than or equal to expected growth. In the test aspect of Numeracy, the average scaled growth for year 7 students was 47.3% compared with a DEC state average of 52.1%.

### Year 7 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>15</td>
<td>57</td>
<td>39</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>11.5</td>
<td>43.5</td>
<td>29.8</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>10.7</td>
<td>38.1</td>
<td>29.9</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>7.8</td>
<td>32.0</td>
<td>17.7</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>4.0</td>
<td>19.2</td>
<td>6.7</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 9 - Reading

In year 9, 130 students completed NAPLAN tests in 2014. The 2014 year 9 NAPLAN data records 60.9% of our student cohort having greater than, or equal to expected growth in Reading. In 2013 their expected growth in Reading from 2012 year 7 was 47.8%. This demonstrates a 13% rise in expected growth in Reading by year 9 at Bass High School. The 2014 NAPLAN Average Scaled Growth Score for year 9 Reading at Bass High School was 43.5%, which is 4.8 % higher than NSW DEC state average.

### Year 9 NAPLAN Reading

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in Bands</td>
<td>43.5</td>
<td>28.5</td>
<td>25.4</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>22.8</td>
<td>33.4</td>
<td>26.1</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
<td>18.4</td>
<td>28.2</td>
<td>17.7</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
<td>10.6</td>
<td>19.0</td>
<td>7.5</td>
</tr>
</tbody>
</table>
NAPLAN Year 9 – Writing

The 2014 year 9 NAPLAN data records 49.2% of our student cohort having greater than, or equal to expected growth in Writing. In the test aspect of Writing, the average scaled score growth for Year 9 students was 18.1% compared with a NSW DEC state average of 21.3%.

Year 9 NAPLAN Writing

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>506.8</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 – Spelling

The 2014 year 9 NAPLAN data records 50.8% of our student cohort having greater than, or equal to expected growth in Spelling. In the test aspect of Spelling, the average scaled score growth for Year 9 students was 26.3% compared with a NSW DEC state average of 33.5%.

Year 9 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>554.2</td>
</tr>
</tbody>
</table>

NAPLAN Year 9 – Grammar and Punctuation

The 2014 year 9 NAPLAN data records 54.2% of our student cohort having greater than, or equal to expected growth in Grammar and Punctuation. The 2014 NAPLAN Average Scaled Growth Score for the test aspect of Grammar and Punctuation at Bass High School was 31.0%, which is 7.2% higher than the NSW DEC state average.

Year 9 NAPLAN Grammar and Punctuation

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Average score, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>531.5</td>
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</tbody>
</table>

The 2014 year 9 NAPLAN data records 26.3% of our student cohort having greater than, or equal to expected growth in Grammar and Punctuation. In the test aspect of Grammar and Punctuation, the average scaled score growth for Year 9 students was 18.1% compared with a NSW DEC state average of 21.3%.
The 2014 year 9 NAPLAN data records 59.3% of our student cohort having greater than, or equal to expected growth in Numeracy. In 2013 their expected growth in Numeracy from 2012 year 7 was 47.4%. This demonstrates an 11.9% rise in expected growth in Numeracy by year 9 at Bass High School. In the test aspect of Numeracy, the average scaled growth score for year 9 students was 47.4% compared with a state average of 48.8%.

Year 9 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>544.1</td>
<td>546.0</td>
<td>587.8</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
</tr>
<tr>
<td>5  6  7  8  9  10</td>
</tr>
<tr>
<td>9 59 34 17 6 5</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>6.9 45.4 26.2 13.1 4.6 3.9</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
</tr>
<tr>
<td>17.3 39.5 24.2 12.5 5.0 1.4</td>
</tr>
<tr>
<td>SSG % in Band 2014</td>
</tr>
<tr>
<td>7.7 34.3 33.1 17.9 4.9 2.1</td>
</tr>
<tr>
<td>State DEC % in Band 2014</td>
</tr>
<tr>
<td>4.3 21.9 27.5 21.1 11.9 13.3</td>
</tr>
</tbody>
</table>

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

In 2014, 83 students from Bass High School sat for the Higher School Certificate examinations. Of these students 25% received an offer of enrolment to University. Courses offered included Criminology, Business, Design, Construction Management, Mechatronics, Commerce, Management, Communication/Law, Global Studies/Law, Health, Medical Science, Nursing and Business Administration.

Students achieved two band 6 awards in Music and Macedonian Continuers. Two students earned a place in the HSC Distinguished Achievers List with outstanding results. Natali Dunimaglovskia achieved a mark of 95 in Macedonian Continuers and Braiden Allsopp achieved a mark of 92 in Music 1 – both outstanding results. Braiden’s HSC Music elective presentation was identified as exemplary and his outstanding achievement received a meritorious mention during the HSC Encore Music concert at the Sydney Opera House.

Fourteen band 5 awards were achieved by our students across a variety of subjects, including Extension English, Extension Mathematics, Business Studies (3), English Advanced (3), Maths General, Design and Technology, Modern History, Music (2). Congratulations to these students, their teachers and families for supporting them through the HSC.

There were also many examples of students performing to their potential, many despite challenging personal circumstances. We recognise the expert work of teachers in working in such a supportive and motivating way for their students.

Special mention must be made of teachers Mr Kumar and Mr Wilson (Business Studies), Mr Mc Claughlin (Music), Ms Rosen (Design and Technology), Ms Purser (English Advanced and Drama) and Mrs Cousin (Visual Arts) for some very good results by their students. We wish all our graduating class of 2014 best wishes for a bright and exciting future.
### Significant programs and initiatives – Policy and equity funding

#### Aboriginal education

19 Aboriginal students attended Bass High School in 2014. Two of these students graduated in year 12.

**Norta Norta** – Aboriginal students were supported throughout 2014 by tutoring funded through the *Norta Norta* program. The tutor worked primarily with Year 7 and 8 students to support literacy and numeracy in the classroom. Small group withdrawal programs were also implemented in collaboration with the Learning and Support Team to support NAPLAN preparation. Various Aboriginal art projects provided further opportunities for students.

**NAIDOC** – NAIDOC stands for National Aborigines and Islanders Day Observance Committee. Its origins can be traced to the emergence of Aboriginal groups in the 1920’s who sought to increase awareness in the wider community of the status and treatment of Indigenous Australians.

NAIDOC Week is a time for the Bass High community to celebrate Aboriginal and Torres Strait Islander cultures and an opportunity for us to recognise the contributions that Indigenous Australians make to our country and our society.

NAIDOC was well promoted at Bass High School.
with indigenous focus lessons available for all faculty areas to deliver to students. A full school assembly provided an opportunity for the school community to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

**Multicultural education and anti-racism**

Bass High School continues to be a culturally rich and diverse community with many students from a language background other than English. In this environment students develop an awareness and appreciation of other cultures. Teaching and learning programs across all subject areas present a multicultural focus and encourage students to explore, evaluate and appreciate a wide variety of texts and learning materials from a range of cultures, including their own. The NSW Quality Teaching Framework area of significance is an important guide to teaching practice in this area.

The school has one EAL/D teacher who works in a team teaching and advisory capacity across the school with a particular focus on supporting student literacy learning.

There are two trained Anti-Racism Contact Officers (ARCO) at Bass High School. The ARCO is a key role supporting the school’s ethos of inclusiveness, respect and a sense of belonging for everyone.

**Multicultural Day 2014**

Our multicultural diversity is celebrated regularly through the very popular and well-supported Multicultural Days. Our 2014 Multicultural Day, held in August 2014, was a magnificent event, wonderfully supported by the Bass High School community. The day commenced with an opening ceremony where we celebrated the experiences and knowledge we all bring to Bass High. Special guests included Mr Jason Clare (Federal member for Blaxland), Ms Tania Mihailuk (State Member for Bankstown), Mr Peter Skinner (Principal, George Bass School), Mrs Carol Tomkinson (President, Bass High School P&C) and Mr Badih Habib (Vice-President, Bass High School P&C). The undoubted highlight of the opening ceremony was the magnificent Parade of Nation featuring over 100 students (and teachers) in national dress representing over 40 nationalities. The program for the day included international food stalls, wonderful concerts featuring our many talented performers, dancers and vocalists and varied activities and stalls. We thank the organizing committee led by Mr Le and Mrs Hamed and the Bass High School community for their continuing wonderful support and promotion of these events.

**Careers Expo**

The Careers Expo was a very impressive event, providing opportunities for hundreds of students from Bass High and other schools. The expo provided opportunities for students to connect with over 30 employment and training providers, Universities, TAFE, private colleges, Teach NSW, Defence and others. Congratulations to Ms Choucair (Career Advisor) and the organising team for providing such a valuable opportunity for students.

**ROSE Award Assemblies**

In 2014 Recognition of Student Excellence (ROSE) assemblies recognised a range of student achievement, from marked improvements in diligence and attitude to excellence in a subject or extra curricula activity. Parents of award winners were personally invited to assemblies, and morning tea was provided courtesy of the TAS faculty after each ceremony. These awards continue to see a steady and impressive increase in the number of parents attending. The assemblies also allowed for the showcasing of student talent in the performing arts, with musical, dramatic and dance items featured over the course of the year.

**ABCN Programs**

Our school has been involved in ABCN (Australian Business and Community Network) programs for many years. ABCN provides structured mentoring programs for students by partnering them with business professionals. The programs are typically held in a corporate venue so that students experience the modern workplace. At Bass our students are involved in mentoring programs like GOALS, Focus (leadership skills for high potential young women) and, most recently, the Aspirations program for year 11 students.
GOALS Program

The GOALS program is an important and highly valued mentoring experience for selected year 9 students. The stringent selection process includes self-nomination and a school nomination process. Only students with a strong commitment to the program and its values are considered for participation in this wonderful opportunity.

The program matches selected students with a business mentor from some of Australia's biggest and most successful companies. Students and mentors participate in a series of on-site excursions working through a mentoring program of goal-setting, communication skills and strategies and skills in preparing for the world of work. As a result of their participation students develop a greater sense of awareness of what type of communication style they prefer. They have been involved in stepping out of their comfort zone to work in teams and practice different forms of communication. Students have gained an appreciation of the value of money and why they should manage it wisely. They have learnt to appreciate themselves in terms of individuality and uniqueness. All of the students involved represented their school with distinction.

University Partnerships

The University of Sydney's Compass – find your way to higher education program encourages students to participate in higher education.

It is a partnership between the University of Sydney, the NSW Department of Education and Communities, and selected secondary and primary schools including Bass High School.

The Compass program has engaged many of our students, teachers and parents in a range of activities at school and at Sydney University campus.

As a result, this wonderful program has given our students and their parents a real insight into what University life would be like for their children so together, they can aim (even from year 7) for University!

Bass High School is fortunate to be one of the 10 participating High Schools. This year our entire Year 7 group and substantial numbers of years 8-10 visited Sydney University for orientation and educational tours. Senior students participated in study skills and HSC preparation, both on and off the campus.

Compass provided assistance to allow our students to attend events. They also provided high quality professional development courses for our teachers to maximise their skills and understanding of current trends in education.

Compass is funded by grants from the Department of Industry, Immigration, Science, Research and Tertiary Education and donations to the University of Sydney. We look forward to further participation in the Compass program in 2015 and beyond.

Mock Trial

The Mock Trial program provides great educational experiences and challenge for students as they put forward a case, either civil or criminal, in a real court setting. Students are scored on their ability to accurately represent their role in proceedings, build an argument and rebuff the opposing team’s case – great skills to develop for students in any subject.

The Bass High team performed consistently well during 2014 with some convincing wins and some very narrow losses.

Student Leadership

Braiden Allsopp (year 12) was one of only 120 students selected, from over 4,000 nominations, to attend the 19th National Schools Constitutional Convention at the old Parliament House, Canberra from 12-14 March 2014. Braiden worked with some distinguished Australians and students from across Australia to explore aspects of Australian democracy including federalism and states rights. A highlight was the Prime Minister’s Welcome Reception on day 1.
Other achievements

The Arts

Creative and Performing Arts (CAPA) encompasses the diverse subjects of Visual Arts, Music, Dance and Drama.

These creative disciplines are fostered at Bass High School in year 7 and 8 through mandatory courses in Visual Arts and Music and in years 9-12 through elective courses for Visual Arts, Photography, Music, Performance, Dance and Drama.

Creativity and self-expression are fostered in these formal settings, as well as a wide variety of extracurricular activities including performances, exhibitions, competitions, workshops, gallery visits, theatre visits, participation in festivals and community events, incursions and excursions.

Visual Arts

The Visual Arts enrichment program for gifted and talented year 5 students from neighbouring Primary Schools was again run. It was aimed at identifying and strengthening the links between primary and secondary schools, ensuring a smooth transition to high school, as well as promoting the abilities of budding young artists.

On the day, students created echidnas in clay, experimented with different ways to apply paint to a surface to produce a painting based on the style of the famous Surrealist artist, Juan Miro and pyrography – drawing with a heated tool. They also made decorated ‘art cakes’ to eat for morning tea!

In August, an enrichment workshop was run for talented students in years 8, 9, 10 with visiting university level Visual Arts students from the University of Western Sydney. The nature of the program is very ‘hands-on’ and experimental. It is aimed at encouraging dialogue between the secondary and tertiary students so that our students can gain greater insight into what is possible for them when they leave Bass. The group delved into creative painting and 2D mixed media techniques and produced a large 3m collaborative mural in mixed media, painting and drawing.
Multicultural Day provided another opportunity for all students to use their creativity and contribute to a banner marking the occasion. Even the teachers left their mark! The banner highlight the diverse make up of Australian society, reflected by the many different cultural backgrounds of students at this school.

In May, 40 year 8 students were identified and targeted for inclusion in the ‘ABCN Arts Access’ program funded by JP Morgan.

These creative children received an all expenses paid visit to the prestigious ‘White Rabbit Gallery’ at Chippendale to view Chinese contemporary art. Students were fascinated by the artworks and the stories about how the artists struggled to have their voices heard in the often oppressive political conditions.

Special Unit students study the ‘Life Skills Visual Arts Syllabus’. They follow a modified program that echoes the work done by Visual Arts students in their own Stage. Tasks are designed to develop fine motor skills, learning how to follow a series of instructions, being responsible for yourself and your work, persisting with a task, challenging students with new concepts and ideas, not settling for a first attempt but learning how to develop ideas and skills.

The year 7 and 8 course is designed as a general experience course where students are exposed to a wide variety of media and art forms – with many students for the first time. Students learnt about concepts of creative thinking. They learn how artists use different techniques in their creative practices to communicate their ideas. Classes explored the elements and principles of composition in art, and how to develop technical accomplishment in their art making.

Themes explored included objects, still life, animals, sea creatures, insects, mural art, cars, robots and portraits. Art forms explored included drawing, painting, sculpture, mixed media, photography, screen printing, jewellery, carving and assemblage.
140 Year 7 students were also exuberant about an excursion to the Art Gallery of NSW in November, where they viewed the ‘Pop to Popism’ exhibition. They were all so well behaved that they attracted several positive and complimentary comments from the general public. Students were excitedly involved in looking closely at the extensive exhibits, asking relevant questions, and pondering on the meaning of artworks.

Year 9 and 10 are elective courses in which students’ understandings of Art History and Criticism, (the Conceptual Framework, the Frames, and Artist’s Practice) are developed with higher standards of analysis and literacy. Students research imagery and relevant historical backgrounds of specific artists to inform their practical work. Topics included Australian Landscapes, The Human Figure in Sculpture, Contemporary Interpretations of Design, Objects, Still Life, Front Page News and Fantasy Art.

Year 11 students undertake the Preliminary course. The aim is to develop their skills in various art forms, with the view to specialising in a chosen media, ready to undertake their Year 12 Body of Work. They also learn the basics components of Art History and Criticism’, exploring the ‘Conceptual Framework’, the ‘Frames’ and ‘Artist’s Practice’ through researching, discussing and writing about how and why artists make artwork.

Year 12 HSC students who worked with diligence achieved the better results. Of the 11 students in the class, 6 students received their best HSC mark and 3 students achieved their 2nd best HSC mark in Visual Arts. 2 students did not complete the course. 2 students achieved Band 4 and 3 students received Band 3 (one student missing a Band 4 by 1 mark).

Many students could have achieved higher marks by giving their full concentration in class, every lesson, and following teacher’s feedback/advice on how to improve their work. Students need to work hard in both Practical and Written components to achieve an overall high mark.

Themes for the practical ‘Body of Work’ included ‘Moslem Marriage’ - a 4 panel drawing with intricate detail and colouration using pencil and chalks, ‘The Selfie’ - an exploration of time as encapsulated in an elevator, ‘A Child’s Imagination’ - a photographic montage series set in a playground invaded by monsters, ‘Cityscapes’ recording the change of weather, the transformation of how somebody perceives the world due to mental illness, ‘Myself as a Child’, and ‘Korean Love Songs’ interpreted as images.
Music

Elective Music continues to be a popular choice by students, with classes in all years, including 2 classes in year 9. The faculty had to employ the skills of other musicians within the teaching staff, with Mr Blom and Mr Nott recruited for some of the year 7 and year 8 classes.

Many students would not know that our Principal, Mr Horton is a trained Music teacher who plays classical piano. In a new and exciting development, Mr Horton also elected to teach one class of year 7 music. These lucky students benefitted from a wealth of knowledge and expertise. Mr Horton reported back that he thoroughly enjoyed being back in the classroom and with his first joy – the love of music and teaching children to also enjoy it.

Our HSC results were again a highlight of all the hard work done by students and teachers alike. The class of 10 students achieved outstanding results with one Band 6, and two Band 5 results, the two students narrowly missing the Band 6 result by only 1 mark.

Special congratulation on this great achievement go to Braiden, Mascot and Theresa.

Five solid Band 4 results, and four mid-high Band 3 results, narrowly missed the higher band again by only a few marks.

Outstanding musical talent Theresa

The newly established year 7 choir also made their maiden performance with lovely harmony from Cintia, Carly, Lisa, Trisha, Megan, Cecilia, Jordan, Jasmin, Jack, Alisha and Monique.

Year 7 choir makes it to the newspaper on their first performance.

In another first for Music, the Managing Director of K-Mart was so impressed by a previous performance from our students that he had seen, that he invited Bass High School to perform at the Grand Opening of the new K-Mart store at Bass Hill Plaza. Our Music students again shone in the public eye with memorable performances from year 11 students Marvin and Robert, Brett in year 10, and Sivahn and Filipo from year 9.

At the end of year assembly, Layla from year 10 sang John Legend’s song, ‘All of Me’ accompanied by Mr Graylin.

It was an unforgettable, powerful and moving performance of the ballad, bringing the audience to tears ... and cheers.

Dance 2014

Dance is offered as an elective choice for study in years 9 and 10. In 2014 there was an elective Dance class in year 10. The year 10 Dance class in 2014 was composed of both boys and girls with more than 50% of this class comprised of boys.

The year 10 Dance class and a year 7 Dance Interest Group successfully auditioned to perform at the Gillawarna Festival of Performing Arts held at Bankstown Sports Club in Term 3 in early September. They performed at both the matinee and evening performances. Both groups then performed again at the Bankstown District...
Festival, also held at Bankstown Sports Club, in Term 4 in October.

The year 10 performances were composed of choreography developed during class activities as well as students giving up many of their lunchtimes to complete the choreography and perfect the performances. The students contributed many ideas to the choreography, which meant the performances had their own unique style in both Dance and music selection.

The year 7 Dance Interest Group chose to give up almost every lunch break between March and September to choreograph and practice their routine for the Gillawarna Festival.

The year 10 Dance class and year 7 Dance Group decided to choreograph a completely different routine for the Bankstown-East Hills District Festival in October. They completed the choreography and mastered the new routine in a little over two weeks. This is a reflection of the talent, skill and dedication of the performers as they all gave up their own time to work hard to complete the routine.

The feedback from the audiences at each of the performances was very positive. Both Dance Festivals were a memorable experience for the students and an opportunity to showcase to the wider community the curriculum choices offered and opportunities given to develop creative talents at Bass High.

**Year 10 performers 2014:** Leah Bishop, Sana Chami, Jamaica Cruz, Nawal Ismail, Shaiman Keech, Sarah Khodr Agha, Page McGregor, Khesrani Tevaga, Jasmine Yasier, Alikali Bayoh, Jayden Hall, Jayden Ioane, Sam Ofa Finau and Jonetani Naitokatoka.

Special thanks to Jokapeci (Talei) Cinavou (year 10), Tyrone Ioane (year 9), and Tyrone Palin (year 8) who joined the Dance group shortly before the Festivals. Their efforts really added to the group performance.

**Year 7 performers 2014:**

Patricia Baxter, Carly Drury, Aya Elosman, Trisha Ho, Ivana Sepulveda, Megan Trpkovska, Lisa Vo, Cecilia Vu.

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**Drama**

HSC students worked hard on their practical pieces and performed quite well as a group, but there were no real stand-outs in terms of achievement. All students achieved solid Band 3 results.

The ‘Young Australia’ theatre company come out in May to do a performance and a workshop of Shakespeare’s, ‘A Midsummer Night’s Dream’ for all drama and performance students. The company has been here before on other occasions and is always well received.

Year 11 Drama went to the ‘Hedda Gabber’ performance at the Belvoir St Theatre.

A new elective called ‘Performance’ has been developed for year 9 to start in 2015. It is a hybrid of the current Dance and Drama elective courses. The aim is to have a group of students who develop their skills in all areas of dance and drama, where we will be able to enter them into competitions and festivals in the future year.

Due to increased interest Drama will be running elective classes in years 10, 11 and 12 in 2015.
Learning and Support

Changes were made during 2014 to the structure of our Learning and Support Faculty in order to extend our capacity to respond to the learning and support needs of our students as 21st Century learners. Our ability to support our staff to cater to the diverse learning and support needs of every student within their classrooms was also extended. Three new team members, a Deputy Principal – Teaching and Learning and two Learning and Support Teachers (LaSTs) were added to complement the existing committed and dedicated Learning and Support faculty, which also included our EAL/D teacher.

Our team of LaSTs, and School Learning and Support Officers (SLSOs) and EAL/D teacher worked collaboratively to provide direct support for students with additional learning and support, including the areas of social integration, language and communication, literacy, numeracy and behaviour needs through a range of strategies. During 2014 over one hundred students received personalised or individual support, which included adjustments to their learning programs, assessment and monitoring. A further one hundred and eighty students were supported within classes across all KLAs.

Bass High Learning and Support Faculty worked collaboratively with the classroom teachers to support assessment for learning of their students with additional educational needs to identify specific learning and support needs. In term 2, our faculty introduced a new research based reading assessment tool, The York Assessment of Reading or Comprehension Test (YARC). This assessment tool was used to identify accurately students with additional literacy learning needs. One hundred students were assessed.

During semester two, another valuable assessment device, the CELF-4, was also added to our school resources. This assessment was implemented to determine those students who may have receptive or expressive language needs. Eleven students were referred to the Learning and Support Team to be assessed during term 4. The data from these assessments enabled LaSTs to determine specific levels of learning adjustments and interventions. Provision of intensive or targeted support and interventions were collaboratively planned and implemented, such as Individual or small group support within class by our SLSOs or LaSTs, as well as adjustments to teaching and learning programs. The numbers of students, who are able to access disability provisions, also increased.

To further strengthen our capacity to provide quality teaching programs and interventions our team explored several programs that could be delivered to maximize student learning outcomes and student learning engagement. Members of our faculty completed professional development in MULTILIT Reading Tutor Program, Spell-It and Self-Organised Learning Environment (SOLE).

The MULTILIT Reading Tutor Program is an effective evidence based program that involves intensive, systematic instruction of reading for individual students who require intensive level of support. Our faculty commenced the Program in Term 4 with ten students. Every student made a significant improvement in their reading. The program will be continued to be provided for a greater number of students in 2015.

Our team have planned to implement The Spell-it Program in Term 1, 2015 as targeted group and universal interventions through team teaching. Spell-it is a best practice, evidence-based program that assists teachers to plan and implement spelling instruction based on assessment of student’s current knowledge. Student assessment data, including SMART data, was used to identify the need for this innovative program.

The school's homework centre operates three afternoons a week

Inquiry Learning through Self Organised Learning Environments (SOLE), a program that is based upon the SOLE model developed by Dr Sugata Mitra. It was another opportunity for our team to introduce innovative practice to maximize student learning and engagement. Four members
of our faculty trained in the program and developed inquiry based units of learning. SOLE utilises personalised learning. It enables students to create learning environments to construct their own learning. This is an essential skill for 21st Century learners for their future.

During term 4, our team worked with several classes to implement the program across KLAs. Students worked co-operatively in small self-selected groups. Classroom teachers and LaSTs observed consistently high levels of student engagement. Students worked collaboratively to explore, discover and learn through ICT and reciprocal peer learning. Positive feedback was received from students through self reflection journals and surveys. Classroom teachers were able to observe lessons and consult with our team to implement within their classes in 2015.

These changes in 2014 have led to increased numbers of our students accessing and receiving learning and support. They have also promoted ongoing professional learning of our teachers to build their quality teaching pedagogy to support every student.

**EAL/D**

EAL/D learners are students whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency. Students are assessed and supported according to their phase within the learning progression. The role of the EAL/D teacher has been to:

* Identify and prioritise the support needs of these students
* Collaborate with staff to develop programs, practices and resources and
* Assess, plan and implement a program whilst monitoring and evaluating students.

The EAL/D Focus groups have catered to just under 30 students and focussed on improving students English Language Proficiency in areas including reading, writing, speaking and listening.

Students participated in intensive and systematic working groups to encourage them to move through to a higher level or phase.

**Sport**

School sport is an important component to a diverse and holistic curriculum. We have a tradition of excellence at Bass High School and with the Bass High community’s support we will continue to provide an excellent sports program for our students.

Bass had a very successful year in sport in 2014. Our students performed extremely well in both team and individual sports at all levels: grade, zone, regional, state and knockout.

The junior sportswoman award went to Page McGregor, junior sportsman award went to Kane Bradley, the senior sportswoman award went to Raeene McGregor and Nathasha Gadd and the senior sportsman award went to Jayden Hall.

In 2014, years 9-11 students had the opportunity to participate in grade sport within the Bankstown zone. Many teams were successful in a range of sports in their grade competitions, with 8 teams in the finals and 5 grand final winners. Sport is optional for year 12 and most take the opportunity to concentrate on extra study.

Year 7 and year 8 participate in integrated sport, where they have the opportunity to learn or refine their skills in a variety of sports such as hockey, soccer, rugby league, basketball, volleyball, softball, netball, Oztag, European handball, touch football, and cricket. The students are then given the opportunity to participate in a series of zone gala days against other schools. Our students continued to dominate the carnivals by winning many of the competitions.

All students at Bass High are given the opportunity to represent the school in a variety of state-wide knock-out competitions in soccer, rugby league, touch football, tennis, softball, baseball, volleyball, hockey, cricket, netball and water polo. Strong interest was again evident and Bass was able to field teams in most knockout competitions.

The most outstanding team result was achieved by two teams – the open girls touch football team and the open girls soccer team. The open girls touch football team made it to the final series and were placed 8th in the state. The open girls soccer team made it to the quarterfinals in the final series. This was a huge achievement.
considering there are approximately 400 schools taking part in these competitions.

In rugby league, the Buckley Shield team came 3rd and the University Shield team 5th in the Elite schools competition. In the GIO Cup Bass came 2nd in their pool. Bass won each age group in the Canterbury area for the Captains Cup and went on to be finalists in both the year 7-8 boys and girls competitions. At the All schools carnival we entered 4 age groups, with the U15’s finishing 3rd and the U16’s girls crowned state champions. The U15 boys also won the state nines competition. Overall, participation was great with approximately 220 students taking part in the Rugby League program.

The School held its three carnivals - swimming, cross country and athletics. These events were a great success and many students went on to represent Bass High at zone, area and state level.

In individual trials Bass High School had many students represent Bankstown and Sydney South West at zone and regional level. The following students went on to represent NSW at Australian championships:

- Page McGregor U16’s Girls Touch Football
- Raecene McGregor Open Girls Touch Football
- Ben Sapati U15’s Rugby League

Raecene McGregor also represented Australia at the Olympic Youth Games in Beijing, China. She achieved a Gold medal for Women’s Rugby Union.

Congratulations to all students who participated in and supported sport at Bass High. We look forward to another successful year in 2015.

Our very successful girls soccer team has enjoyed considerable success

Other significant initiatives

Senior Learning Centre (SLC)

The Senior Learning Centre is located on the top floor of the school library. Year 12 students are timetabled in the SLC during their scheduled study periods to complete relevant school work. They have access to a full time coordinator, University tutors and subject specific resources to assist them with school related tasks and empower them to achieve their best.

In 2014, the SLC coordinator updated and created subject specific resources to support student learning in line with the syllabi of various subjects. Collaboration with faculty Head teachers and/or teachers, in relation to class work and assessment tasks, ensured that appropriate scaffold’s and explanations were created to guide and assist students with learning needs. An assessment notice board located in the centre was introduced to allow easy access for students to assessment tasks and relevant support materials.

Study skills workshops were held before exam periods to promote and reinforce positive study habits. A reflection analysis of students study habits was also completed to assist students with completing summary notes and creating a realistic study timetable. Pre and post Half Yearly and Trial HSC examination analysis interviews were also conducted to assist students in identifying their strengths and areas of improvement required to attain better examination results.
The Senior Learning Centre provides quality learning for senior students.

The SLC coordinator worked closely with the Career advisor to assist students with employment advice and applications for further study, including assistance with scholarships offered by tertiary institutions. One period per fortnight was allocated to each year 12 class to specifically focus on individual planning, researching post school options and completing applications to various relevant institutions. An excursion to the Career Expo at Moore Park was organised for year 12 students to enable them to access current information and resources relevant for their post school planning.

The SLC coordinator mentored 15 University of Western Sydney education students in 2014 and assisted them in completing the “Professional Experience Three” component of their education course. Tutors provided individual and small group tuition during the Year 12 study periods and if required, during lunch and/or after school.

The SLC coordinator also helped individual students complete missed assignments and work to cancel “N” Awards during study periods and/or lunchtimes.

Opportunities for year 12 students to access the Senior Learning Centre outside their specific study periods included:

- School lunch/recess breaks,
- Tuesday, during sport and
- Friday afternoons.

Maths Online

All year 7 students and some students from higher year groups participated in the Maths Online program in 2014. This online Maths program provides students and parents and careers support with the Maths curriculum through engaging and information rich presentations and supporting activities aligned to the new NSW Australian curriculum from early stage one through to stage 6. These presentations can be accessed by students both at school and at home. The program is subsidised by transitional equity funding.

Improving Literacy and Numeracy National Partnership (ILNNP)

The Improving Literacy and Numeracy National Partnership is a federally funded program aimed to provide intensive and targeted support to students in the areas of literacy or numeracy. As part of this program, Bass High School, in partnership with the University Of New England, is participating in a numeracy initiative called QuickSmart Numeracy. The program provides intensive learning support to students who are experiencing difficulties in numeracy. Students involved in the program are chosen as a result of various assessments as well as student, teacher and parent feedback. QuickSmart Numeracy continued in 2014 focusing on Year 9 students, who were continuing with the program from 2013. The students who completed the QuickSmart program had an average value added NAPLAN numeracy result 10 points higher than other students at comparative levels.
Information Communication Technology

Student learning through technology is supported in a variety of ways including access to Laptops (Lenovo DER units that are available across the school), class sets of iPads and classroom resources including interactive whiteboards, computer learning spaces and Apple TV projectors. A full time Technology Support Officer supports students and teachers in delivering lessons using the Lenovo laptops.

Community Liaison

2014 bought along further opportunities to apply for a number of grants (working with the P&C) and continue my work in maintaining community connections.

Funding was secured to start off the Bass High CAFÉ, which will be utilized by both the community and the school, work should start in 2015.

A grant was also secured through the Blaxland ANZAC Centenary Local Grants Committee, which will allow us to finish the ANZAC Community Garden by adding the final touch of an ANZAC Memorial.

Our ANZAC Community Garden was officially opened and we welcomed some very special guests. Mr Dick Payten OAM, President of the 7th Division was our guest of honour as we dedicated two plaques both to him personally and to his division as a thank you for not only his close friendship with our school but also for his service to our country. Tania Mihailuk MP, Member for Bankstown did the official opening and as well as having a number of guests we were very humbled by the presence of the Muc Family. Michael Muc was a former student of Bass High who perished in the Vietnam war, to have his family lay a wreath on the day was a very moving moment.

Bass High Library kindly donated over 3000 books to Youth Off The Streets for their Overseas Relief Fund. Mr Tony Stewart, National Ambassador for Father Chris Riley’s Youth Off The Streets came along with a truck to pick up the books. Mr Stewart expressed deep appreciation for the contribution. The books made their way to Iringa, in central Tanzania (St James School) which only housed 30 books. It was a wonderful opportunity to connect with such a worthwhile organization and make such a huge difference to students so far away and with so little.
School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Collaborative development and evaluation of the school plan including school priority areas and targets.
- Annual conferences that support school planning including executive, learning and support and welfare conferences.
- Development of the annual school report.
- Student learning data (NAPLAN, HSC).
- Student and teacher survey data.

School planning 2012-2014:

School priority 1
To increase to 58% students achieving greater than or equal to expected growth in Reading, Grammar and Punctuation by year 9 as measured by NAPLAN data.

Outcomes
* The 2014 year 9 NAPLAN data records 60.9% of our student cohort having greater than, or equal to expected growth in Reading. In 2013 their expected growth in Reading from 2012 year 7 was 47.8%. This demonstrates a 13% rise in expected growth in Reading by year 9 at Bass High School. The 2014 NAPLAN Average Scaled Growth Score for year 9 Reading at Bass High School was 43.5%, which is 4.8 % higher than NSW DEC state average.

School priority 2
To increase to 53% students achieving greater than, or equal to expected growth in Spelling by year 9, as measured by NAPLAN data.

Outcomes
* The 2014 year 9 NAPLAN data records 50.8% of our student cohort having greater than, or equal to expected growth in Spelling. In the test aspect of Spelling, the average scaled score growth for Year 9 students was 26.3% compared with a NSW DEC state average of 33.5%.

School priority 3
To increase to 50% students achieving greater than or equal to expected growth in Numeracy by year 9, as measured by NAPLAN data.

Outcomes
* The 2014 year 9 NAPLAN data records 59.3% of our student cohort having greater than, or equal to expected growth in Numeracy. In 2013 their expected growth in Numeracy from 2012 year 7 was 47.4%. This demonstrates an 11.9% rise in expected growth in Numeracy by year 9 at Bass High School. In the test aspect of Numeracy, the average scaled growth score for year 9 students was 47.4% compared with a state average of 48.8%.

School priority 4
To increase targeted year 8 student numeracy performance as measured from baseline numeracy data.

Outcomes
QuickSmart Numeracy continued in 2014 focusing on year 9 students, who were continuing with the program from 2013. The students who completed the QuickSmart program had an average value added NAPLAN numeracy result 10 points higher than other students at comparative levels.
School priority 5

* To have 70% of students in all subjects evaluate their classroom learning experience as positive, using online survey instruments generated at a school level and referenced to an overall decline in behaviour management referrals from school database statistics.

Outcomes

Student surveys (*Tell Them from Me*) indicate 59% of students report they were “intellectually engaged” in classes.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2014 Bass High School conducted two major evaluative surveys for students and teachers. The *Tell Them From Me* student surveys measure 31 indicators based on the most recent research on school and classroom effectiveness. Questions focus on a range of areas including school and social engagement, intellectual engagement, emotional health, academic outcomes (English, Maths, Science), instruction, bullying, student-teacher relations, learning climate and aspirations for school and beyond. A total of 529 students (68%, 7-12) participated in the survey. Survey results were compared to norms measured from student responses across NSW. Bass High School students surveyed reported:

* 24% of students had high rate of participation in the arts (NSW norm 24%)
* 60% of students had high rate of participation in sport (NSW norm 46%)
* 70% of students reported they had positive relationships at school (NSW norm 77%)
* 54% of students reported positive homework behaviours (NSW norm 42%)
* Students rated advocacy at school (someone who encourages, provides advice etc.) at 3.8/10 (NSW norm 2.6)
* 69% of students aspire to complete year 12 (NSW norm 69%)

* 21% of students plan to do a trade (NSW norm 19%)
* 50% of students aspire to attend university (NSW norm 49%)

Focus on Learning teacher surveys were conducted in 2014. Forty-eight teachers responded to the survey questions. Questions focus on drivers of student learning including leadership, collaboration, learning culture, teaching strategies, technology, inclusive school and parent involvement. Survey findings (a score of 0 indicates strong disagreement; a score of 10 indicates strong agreement) include:

* School executive has supported teachers to establish challenging and visible learning goals for students (5.8)
* Teachers talk to other teachers about strategies that increase student engagement (8.2)
* Teachers give students written feedback on their work (8.1)
* Teachers use formal assessment results to inform their lesson planning (7.6)
* Teachers use two or more teaching strategies in most lessons (8.3)
* Students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter (6.8)
* Teachers make sure that students with special learning needs receive meaningful feedback on their work (7.5)
* Parents are regularly informed about their child’s progress (6.3)

Teachers also responded to questions on four dimensions of classroom and school practice:

1) Challenging and visible learning goals for students  
2) Planned learning opportunities  
3) Quality feedback  
4) Support for students to overcome obstacles to achieving their learning goals.

Results included:

* Teachers help students to set challenging learning goals (7.9)
* When teachers present a new concept they try to link it with previously mastered student skills and knowledge (8.4)

* Teachers discuss their assessment strategies with other teachers (7.5)

* Teachers are effective in working with students who have behavioural problems (7.7)

Student, teacher and parent surveys will continue to inform school planning and teacher professional learning.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In 2014 and 2015 Bass High School conducted a comprehensive school community consultation to determine key school priorities and strategic directions for the school plan 2015-17. This process involved teaching staff, students, executive, support staff, subject faculties, welfare team and parents. These consultations took place at staff meetings, executive meetings, conferences (executive, welfare and learning support), P&C meetings, faculty meetings and senior executive meetings. Individuals and groups were invited to review strengths, opportunities and areas for development as well as respond to reflection questions focusing on the skills and qualities our students and teachers will need to ensure quality learning into the future.

The evidence base for this plan included a range of qualitative and quantitative data collected from Focus on Learning surveys for students (7-12) and teaching staff as well as in-school and external data sources.

As a result three key strategic directions were identified as the basis for this plan and as a shared commitment across the Bass High School community. The three strategic directions are:

1. Quality classroom teaching for high engagement, high content, high support and high challenge

2. Staff collaborating with each other to share professional practice

3. Student learning and engagement

These strategic directions underpin all elements of the plan and provide a clear and explicit articulation of the school’s improvement and development framework for 2015-17.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: