

Bass Hill Public School Annual Report



2016



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Introduction

The Annual Report for <2016> is provided to the community of **Bass Hill Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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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Message from the Principal

2016 was a year where our focus on learning continued to drive our school culture. I am excited by the achievements, efforts and commitment of continuous improvement across our school and am extremely proud of the many achievements highlighted throughout the report. 2016 has seen a considerable investment in professional learning in the areas of literacy, project based learning, early learning initiatives and well-being. The programs all share a common focus on collection and accurate use of data, the quality of instruction and improving teaching practice in order to improve student learning outcomes.

In 2016 Bass Hill Public School became a White Ribbon School with staff taking part in the Breaking the Silence Program. This program compliments existing school curricula, giving teachers and students the opportunity to embed respectful relationships in a way that is meaningful and sustainable for our school. It integrates with our Positive Behaviour and Social Emotional Learning frameworks to provide a whole of school approach to student well-being.

The 2016 executive team of Miss Clark, Mrs Gray, Mrs Clifford, Mrs Tate, Miss Buckland and Miss McMaster have led and guided the staff and students throughout the year maintaining high professional standards. The teaching, administrative and support staff at Bass Hill Public School demonstrate high levels of professionalism and commitment. They work collaboratively to ensure student achievement and contribute to a culture of learning and success.

I am incredibly proud to be the principal of Bass Hill Public School.

Melissa Proctor

Principal

School background

School vision statement

Bass Hill Public School is committed to encouraging excellence and creating confident, active, lifelong learners by engaging in meaningful learning opportunities in a safe, supportive, respectful and inclusive environment.

School context

Bass Hill Public School is a dynamic school delivering primary education from Pre-school to Year 6. Our school is located in the inner south west of metropolitan Sydney. Established in 1923 we continue our proud history of public education as part of the New South Wales Department of Education, designing learning to meet the needs of our 400 students. We have a team of highly committed teachers, support and ancillary staff ensuring the specific needs of our children are met in a safe and responsive learning environment. Our cultural diversity is our greatest asset enriching the social and educational experiences of our children, teachers and parents. Our population has students from non-English speaking (87%) and English speaking backgrounds who come together with a strong sense of identity and partnership. We work for our students to have opportunity, purpose and success in their learning. Our teachers commit to their professional growth to build a school with a culture that continuously improves on what it does for all. Meaningful relationships based on trust and mutual respect are along with the wellbeing of all people connecting with our school is a critical part of how we do what we do! The school is committed to open communication and evidence informed practice.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that our school is sustaining and growing in most elements of the framework and excelling in the elements of wellbeing and curriculum and learning.

In the learning domain we have worked hard to ensure an integrated approach to quality teaching, planning, assessment and wellbeing. This has resulted in a responsiveness in meeting the learning needs of all students. In 2016 an Assistant Principal Wellbeing position was created from expertise within the school and this position is supported by an external coach one day per week. Staff have received expert guidance in how to develop and deliver explicit quality lessons to meet the needs of all students. We have established strong learning alliances and active partnerships with outside agencies to improve educational opportunities for our students

In the teaching domain effective classroom practice, data use and collaboration has been a focus and as a result the impact of teacher knowledge, practices and engagement has been significant with teachers now starting to take responsibility for changes in practice required. They are also using data on a regular basis to monitor the effectiveness of their own efforts. Professional learning logs are in place for all teaching staff. These logs are reflection journals and link to individual's performance and development goals and demonstrate how teachers take responsibility for their own development and adapt their learning to achieve their goals.

In the domain of leading, leadership development is central to school capacity building. In 2016 the school executive team developed an executive vision, identified roles in achieving this vision and also identified key elements of our purpose. To link with the executive vision a leadership charter was developed and this charter guides the team and ensures staff model responsibility, adaptability and ethical practice in working towards achieving our strategic directions.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning and Engagement – Students will be successful, confident active learners in an ever changing world

Purpose

To equip our students with the essential skills, knowledge and understandings that ensure they have opportunities, purpose and success in an ever changing world. We want our students to engage in experiences that create a curiosity and a passion for learning that will last them a lifetime.

Overall summary of progress

In 2016 our focus of differentiation and project based learning had significant impacts. Differentiation was supported through structured professional learning. Stages 2 and 3 worked with the instructional leader to build capacity around continuum understanding and conceptual teaching whilst K–2 teachers participated in intensive L3 training. As a result, differentiation is now evident in all classrooms across the school and a tiered model of intervention and L3 is consistently operating K–2.

Project Based Learning was introduced across school in 2016. Staff took part in an introductory 2 day workshop and implementation was then supported by an expert within the school. All classes now develop, design and implement projects each term and staff take part in structured tuning protocol sessions as a way to evaluate and provide feedback.

The creation of a flexible future focussed learning space occurred towards the end of 2016 and will be launched at the beginning of next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 70% of students achieve equal to or greater than stage appropriate growth when measured against literacy and numeracy continuum• 5% growth in students working at or above the expected level on the Critical and Creative Thinking Learning Continuum (ACARA)• Quality common assessment practices are in place across the school•	<p>Student growth continued to improve across both numeracy and Literacy. All students in ES1 have shown growth in Literacy and Numeracy with 85% achieving benchmarks in reading Year 1 65% and Year 2 61%.</p> <p>Creative and critical continuum has not been ideal in measuring student progress in this area. We are currently looking for better ways to do this. Critical and creative thinking has been an area of focus in implementing project based learning.</p> <p>The professional learning around assessment in 2016 was focused on developing consistent understanding of the tools to measure growth and achievement (ie the continuums) and the syllabus.</p> <p>Students in grades K–2 were supported by the use of running records and collaboratively developed assessment tasks, linking their P3 projects and writing, working towards consistency in the delivery and nature of support provided during assessment periods.</p> <p>Assessment tasks were developed by stage teams with varying amounts of consistency in their implementation. Through the professional learning package designed for 2017, these practices will become more consistent.</p>	<p>Funds expended on Strategic Direction 1 processes are approximately \$276 000</p>

Next Steps

We are losing a number of staff at the end of 2016 and as a result we will have many new staff join us. Building capacity of new staff around formative assessment, literacy and numeracy continuums and L3 will be a focus and then consolidating and extending knowledge and understanding of existing staff to ensure it becomes embedded throughout the school.

Focuses for professional learning facilitated by the instructional leader will include; Teaching reading comprehension, fluency and vocabulary across 3–6, L3 across K–2 and Mathematics Building Blocks for Numeracy K–6.

Project Based Learning will continue with a focus on assessing and teaching 21st century capabilities and a future focussed learning team will be created to support the implementation of quality use of ICT and the flexible learning space.

Strategic Direction 2

Staff Learning and Leadership – Staff will be dynamic and collaborative, promoting a culture of learning and professional practice

Purpose

All staff share responsibility for student learning and develop a culture of continuous improvement.

Overall summary of progress

In 2016 staff were introduced to a school performance and development program and professional learning took place in stage meetings to unpack and work with this document supporting teachers in setting goals, collecting evidence and reflecting. All staff use journals to collect evidence and reflect on how they are working towards achieving their goals. These reflection journals are shared in stage meetings each semester.

Collegial classroom observations took place, linked to individual PDP goals and our Strategic Direction 2 team spent time evaluating the effectiveness and impact of this program and began to refine it for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">100% of staff are involved in PL communities that are driven by teacher identified need and link to PLP goals <p>100% of staff are evaluating their practice and providing evidence of impact as measured against their performance and development goals. These goals link to the school plan, DEC reforms and individual career aspirations</p> <ul style="list-style-type: none">	<p>All staff are members and participants in a growing range of PLC's, working beyond the classroom and school committing to our culture of continuous improvement. This includes online professional learning communities</p> <p>Professional learning was strategically selected based on individual teacher need and whole school plan</p> <p>All staff are sharing reflection logs and evidence of impact through stage meetings twice a year</p>	<p>Funds expended on Strategic Direction 2 processes are approximately \$80 000</p>

Next Steps

An aspiring leaders group will be created to support those wishing to take on formal leadership positions in the future.

The collegial observation process that is currently linked to PDP's will be formalised

Formal induction processes for new staff will be created along with greater mentoring and accreditation support

Strategic Direction 3

School Learning and Wellbeing – A school with high expectations and collaborative partnerships that are inclusive, informed and supportive

Purpose

To build meaningful partnerships based on trust and mutual respect that work together to set high expectations and improve student learning. We want our students to leave our school with the social, emotional and academic skills that allows them to thrive in the life they choose to live.

Overall summary of progress

In 2016 and Assistant Principal wellbeing position was created from expertise within the school to support teachers and create structures based on data and evidence. We officially launched Positive Behaviour for Learning across the school and community and this became embedded across all school settings and data collection methods were created to monitor and evaluate all aspects of student wellbeing.

Professional Learning for staff around emotional intelligence took place and a framework was developed to sit under our PBL framework. Teachers used this to design lessons that focus on social emotional learning

2016 saw the establishment of numerous partnerships with outside agencies including White Ribbon and Woodville Alliance. These partnerships further support the wellbeing of our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Demonstration of development of social and emotional skills in students across the school by an 80% reduction in playground incidents.• Higher levels of student engagement in class by an 80% reduction in student in class behavioural incidents• 100 % Increase in community participation within the school and increased opportunities for parents to participate in their children's learning• 100% increase in relationships with external agencies	<p>As a result of a focus on SEL and playground initiatives such as Peer Activity Leaders and playground games our playground incidents were reduced by 66%</p> <p>As a result of embedding PBL and SEL into teaching and learning programs as well as 65%</p> <p>100% improvement in parent participation was achieved in 2016. Parent participation included community art program and parent reading tutors working in classrooms.</p> <p>Online communication tools were utilised as a way of sharing and celebrating learning across the school and seven new partnerships with external agencies were established and were firmly in place by the end of the year</p>	<p>Funds expended on Strategic Direction 3 processes are approximately \$225 000</p>

Next Steps

The establishment of a community hub will be a focus in 2017

Focusing Positive Behaviour for Learning on classroom systems and further embedding SEL

Enrich parental engagement through the a range of strategies including; increasing the reporting on student progress we do to parents, participation in P&C and parent tutor program, parent workshops, utilising our community language teacher to strengthen parent relationships

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Staff worked with the Aboriginal Education team focussing on Acknowledgement of Country and our Aboriginal students worked together to develop a Welcome to Country specific to Bass Hill.</p> <p>All students have personalised learning plans in place and meetings with our Aboriginal parents and families took place as a way to strengthen our partnerships and look at ways of establishing Aboriginal cultural groups.</p>	\$4 200
English language proficiency	<p>In 2016, students from language backgrounds other than English formed 82.8% of the school population. 26 language backgrounds were represented with Arabic, Vietnamese, Samoan, Tongan and Urdu being the most common. With a teaching allocation totaling seven days of support each week, our EALD teachers worked in collaboration with class teachers to prioritise EAL/D support across K–6. Direct and collaborative modes of delivery were used with 53 students receiving EAL/D support in total. A specialised New Arrivals Program was delivered to newly arrived students to support them during their initial phase of English acquisition. Other students in the Beginner phase of EAL/D learning received intensive support with a focus on vocabulary and oral interaction skills. Students in the Emerging and Developing phases received language support within their classrooms to offer them the best chance of accessing curriculum content. The EAL/D students at Bass Hill made significant gains in their English proficiency in 2016, most progressing through 2–3 ESL Scales Levels in each of the language modes. The EAL/D student cohort continued to demonstrate growth comparable to their peers in NAPLAN tests and PLAN data.</p>	\$140 701 on staffing and \$1500 on resources
Socio–economic background	<p>In 2016 a large proportion of our socio–economic funding went into supporting student wellbeing programs. An Assistant Principal wellbeing position was created and supported by an external coach. Staff received expert guidance from both the Assistant Principal wellbeing and coach. Executive staff also received coaching once a fortnight from an external consultant. Our socio economic funds were also used to employ an under 20's rugby league player as a student learning support officer to support students and wellbeing programs and we continued on with our hip hop dance program.</p> <p>Funds also allowed us to employ an occupational therapist one day a week to work in collaboration with teachers across P–2.</p>	\$261, 531
Support for beginning teachers	<p>Mentors were allocated to new teachers and an induction program was put in place for them. Additional RFF, mentoring support and</p>	\$ 35 000

Support for beginning teachers	additional professional learning took place	\$ 35 000
Community Engagement	<p>In 2016, Bass Hill developed its own social media presence and online eco system in order to strengthen community engagement, share and celebrate our achievements and ensure information is delivered to our community.</p> <p>Five modes of communication are now in place and each tool in our online eco system has a specific purpose. They provide us with an opportunity to communicate openly with our community and have resulted in an injection of enthusiasm and engagement as opportunities to congratulate and celebrate achievements are given the exposure they deserve. Both our immediate and also our wider community are now more informed and involved in the learning and what is taking place at our school.</p> <p>We also utilised our partnership with Song Room in 2016 and had our community involved in a Community Art Project. Parents came together each fortnight with a teaching artist to plan, design and paint a mural to represent our community.</p>	\$30 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	202	218	216	186
Girls	191	181	183	168

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94	93.8	92	92
1	94.9	93.4	91.3	93
2	92	95.2	92.5	92.9
3	94.2	93.1	93.4	92.5
4	92.2	94.9	92.6	93.8
5	94.9	92.7	93.7	93.3
6	94.1	95.1	90.6	92.7
All Years	93.6	93.9	92.3	93
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K RED	17
K GREEN	17
K/1 PURPLE	20
1/2 JADE	22
1/2 PINK	21
1/2 ORANGE	22
2/3 AQUA	24
3/4 LIME	27
3/4 VIOLET	28
3/4 RUBY	26
3/4 MAUVE	27
5/6 EMERALD	27
5/6 CRIMSON	28
5/6 TURQUOISE	26
5/6 MAGENTA	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	14.61
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
Teacher of ESL	1.4
School Counsellor	0
School Administration & Support Staff	4.12
Other Positions	6.65

*Full Time Equivalent

At the time of writing this report Bass Hill Public School has no indigenous staff members working in the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	37

Professional learning and teacher accreditation

Professional Learning

The focus of professional learning up until 2016 included a variety of elements, as a result of a continued effort to build a culture of learning across our whole school community. The focuses of formative assessment, differentiation in literacy and numeracy, project based learning and social emotional learning were delivered as professional learning focuses independent from each other as the purpose was to build capacity of all teachers in each area. In 2016, the primary focus of all professional learning was to support our teachers in developing an understanding of how the alignment of these areas helps us to achieve our school vision of creating future focused, confident, active, life-long learners.

Accreditation

2016 saw one teacher at Bass Hill PS achieve accreditation as a Proficient Teacher. We had 4 staff members working to complete their Maintenance of Accreditation at Proficient Teacher, and one staff member work towards accreditation at Lead Teacher. Conversations around the Australian Professional Standards for Teachers and evidence to support the achievement of these standards was integrated into all professional learning sessions with all staff, inclusive of whole staff and stage based professional learning sessions, discussions concerning the Performance and Development Framework as well as mentoring and coaching sessions, specific to stages of teachers development. Teachers currently accredited with NESA (BoSTES) log their participation in and reflection of professional learning online.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	998 469.41
Revenue	4 751 889.03
(2a) Appropriation	4 645 234.20
(2b) Sale of Goods and Services	21 945.00
(2c) Grants and Contributions	77 786.84
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	6 922.99
Expenses	-4 847 500.84
Recurrent Expenses	-4 847 500.84
(3a) Employee Related	-4 343 489.51
(3b) Operating Expenses	-504 011.33
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-95 611.81
Balance Carried Forward	902 857.60

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 432 414.80
Base Per Capita	21 771.69
Base Location	0.00
Other Base	2 410 643.11
Equity Total	717 922.17
Equity Aboriginal	5 912.32
Equity Socio economic	306 119.34
Equity Language	165 746.50
Equity Disability	240 144.01
Targeted Total	71 710.01
Other Total	1 189 507.42
Grand Total	4 411 554.39

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

PLAN data shows significant growth in literacy. In Kindergarten the percentage of students that achieved end of year expectations has risen from 48% to 85% in reading and from 54% to 83% in comprehension across 3 years. In Year 1 comprehension has risen from 21% to 63% and writing from 12% to 63% across the same time period. In Year 2 PLAN data also shows growth with an increase from 6% to 55% of students now achieving expectations in writing and 17% to 61% in reading.

NAPLAN

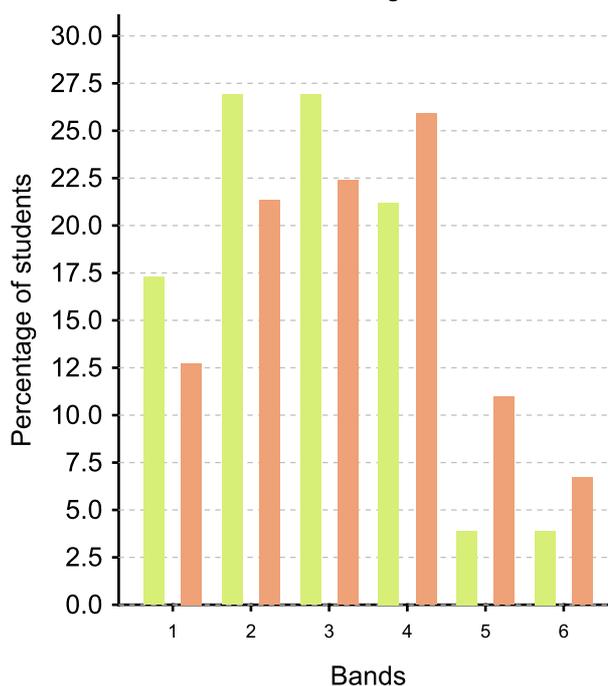
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The significant growth that we now see occurring across K–2 is not currently being transferred across grades 3–6. To ensure that students continue to grow across all stages professional learning in 2017 will

focus on building teacher capacity in middle years literacy and numeracy. To add to this our early years intervention team will also be expanded to include 3–6.

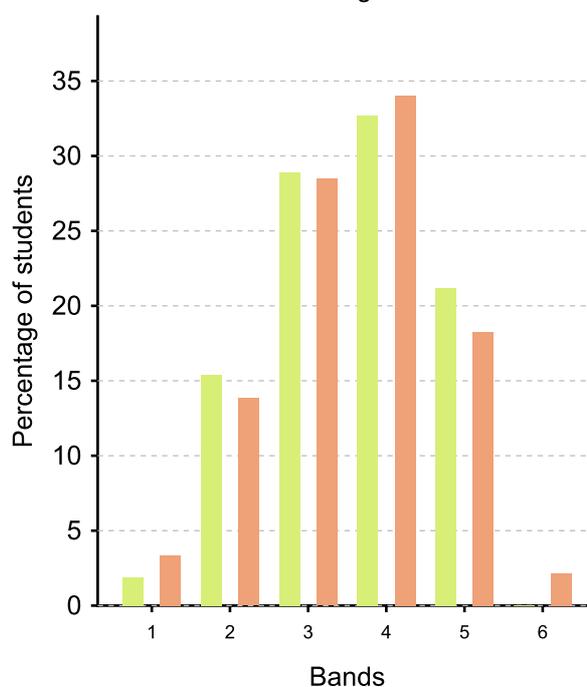
Percentage in bands:

Year 3 Reading

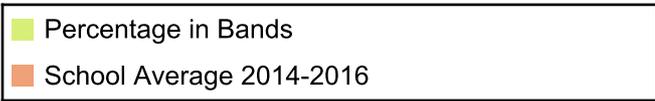
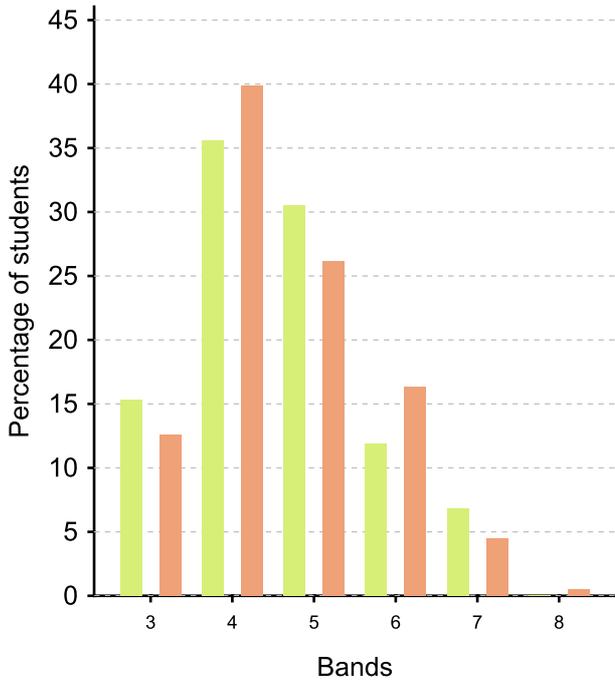


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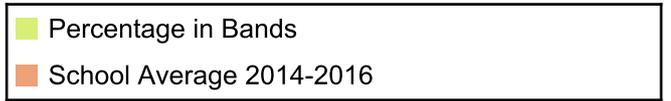
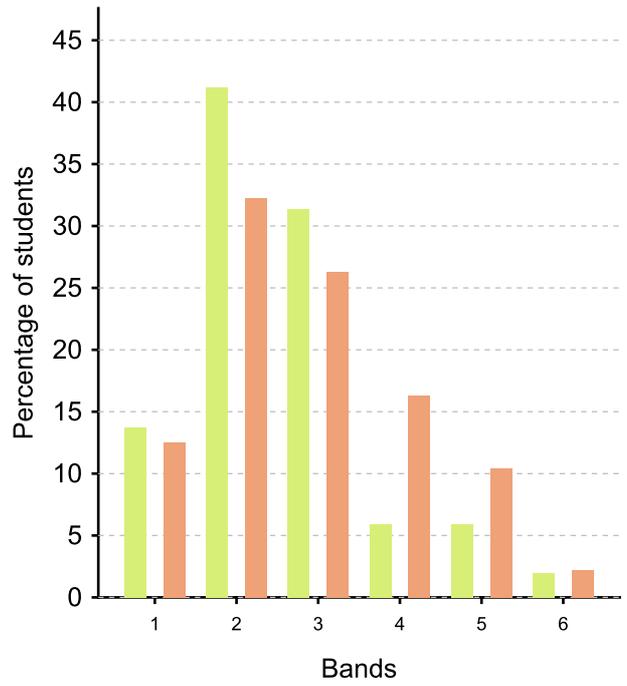
Year 3 Writing



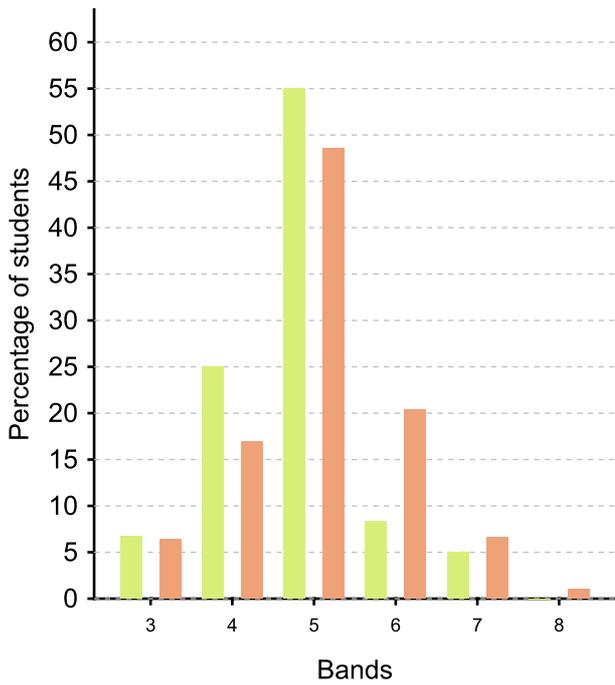
Percentage in bands:
Year 5 Reading



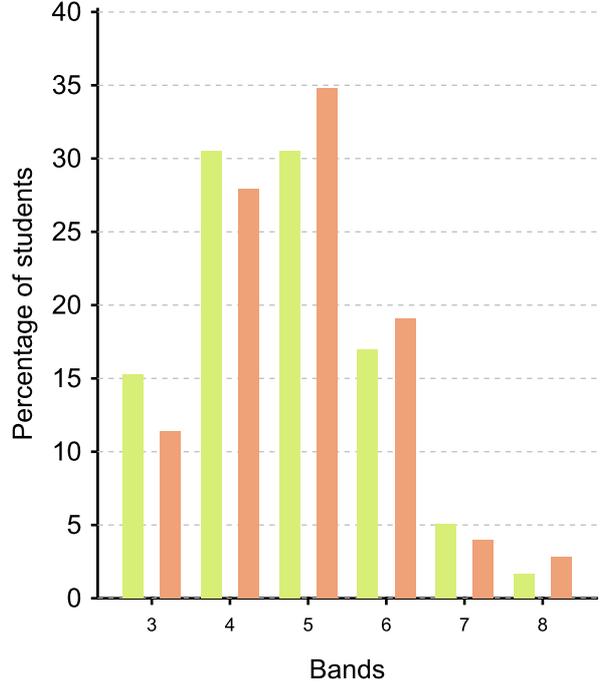
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 we surveyed parents about school culture and wellbeing.

Parent survey results were as follows;

95% of parents surveyed believe the school is continually finding new ways to improve what it does and are proud of the school.

100% believe the school often praises and rewards individuals who are successful

95% of parents believe the school leaders have a positive impact on the school culture.

Our community also take part in the Tell Them From Me Survey. The following outlines some of our parent responses

81% of parents feel welcome when they visit the school and 80% say they are well informed about school activities whilst 79% believe they can easily speak to their child's class teacher

80% of parents talk about the importance of school work with their child, 84% encourage their child to do well and 86% praise their child for doing well.

91% of parents feel their child is clear about the rules for school behaviour.

Parents consider reports (90%), formal interviews (73%) and informal meetings (73%) to be useful communication forms for student progress.

Students took part in the Tell Them From Me Survey. The following outlines their responses.

80% of students had a high sense of belonging

83% of students feel they have positive relationships at school

96% of students value schooling outcomes

79% of students feel they have positive behaviour

83% of students are interested and motivated

92% of students try hard to succeed

84% rate classroom learning as effective

82% feel classroom instruction is relevant to their everyday lives

82% felt they had someone at school who consistently provides them with encouragement to succeed

86% of students have positive teacher/student relationships

87% of students feel their teachers emphasise academic skills and have high expectations for all students to succeed

72% of students expect to go to university

Policy requirements

Aboriginal education

Staff at Bass Hill are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students, supporting them to achieve in all aspects of their education. We provide opportunities for all learners to deepen their knowledge and understanding of the Aboriginal culture and language by programming using The Australian Curriculum, cross-curriculum area 'The Aboriginal and Torres Strait Islander histories and cultures' which addresses the concepts of Country and Place, People, Culture and Identity. We have worked closely with the Aboriginal Education officer and Aboriginal Education Consultative Group to establish stronger links with our Aboriginal families and look at possibilities for creating Aboriginal culture groups for students to attend within the school. Personalised Learning Plans are developed and implemented for Aboriginal students through collaborative decision making processes with staff, parents and students. The school recognises and participates in significant events including National Sorry Day and NAIDOC Week. In 2016 we launched Education Week with a traditional Aboriginal smoking ceremony.

Multicultural and anti-racism education

Bass Hill Public School has maintained a strong focus on Multicultural Education across all areas of the curriculum, by ensuring programs develop the knowledge, skills and attitudes required for a culturally diverse society. Our school now implements a social emotional curriculum which also supports multi cultural and anti racism education.

The EALD teachers work collaboratively with all classroom teachers to ensure class programs address the needs of students. Strategies and activities are developed to ensure students can participate in class programs and feel a sense of achievement. As members of the Learning Support and Early Action for Success teams, the EALD teachers are able to monitor the progress of any ESL student who may need intensive assistance with their learning.

To address the anti-racism component of education, we have a trained member of staff as the Anti-Racism Contact Officer.