

Bass Hill Public School

Annual Report



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Introduction

The Annual Report for **2017** is provided to the community of **Bass Hill PS** 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.

Melissa Proctor

Principal

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Message from the Principal

In 2017 Bass Hill Public School continued to drive ongoing improvement and work towards our school vision of encouraging excellence and creating confident, active, lifelong learners in a safe, supportive and inclusive environment. The school has a strong focus on learning and mutual respect between staff, students and our community and everything we do at Bass Hill PS is underpinned by:

- Placing students at the centre of all decision making
- A dynamic and collaborative staff that are highly professional and committed to delivering high quality teaching.
- High expectations that are broadly communicated and link to our purpose
- A wonderfully supportive and diverse community that support our school's plan and directions

There have been many key achievements throughout the year, all of which contributed to the ongoing success we have had in 2017. Some of these include;

- Strengthening our Social Emotional Learning and Positive Behaviour for Learning across the school to further embed expectations and support students in self regulation and growth mindset.
- Establishment of a community hub. This hub is a partnership with Community Hubs Australia, Settlement Services International and Bass Hill Public School and provides a safe and welcoming space for our community to participate in a range of programs.
- Implementation of an Observation, Reflection and Feedback model where teachers meet with a coach to engage in reflective discussion aimed at improving their own practice, the learning for our students and our sense of collective efficacy.
- Opening of our Tech Deck and Creation lab, allowing students to collaborate and create in flexible spaces. This included purchasing a number of new ipads, laptops and com boxes to ensure students have access to a range of technologies.
- Extending our Early Action for Success model across the school by appointing Stage 2 and 3 Deputy Principal Instructional Leaders to support staff and build capacity along with a 3–6 teacher interventionist to ensure all students are supported in their learning.

2017 has also been an exciting year for acknowledging Bass Hill staff. Louise Tate received a Ministers Award for Excellence in Teaching and Jodie Clark received a Secretary's Award for Excellent Service. The 2017 awards saw 100 of the Department's most outstanding contributors to NSW public schools and community acknowledged. Carolyn Cuddy, our School Administrative Manager and Franca, our canteen manager were also presented with awards at the 2017 Ultimo Operational Directorate Principal Network Awards. Their awards were to acknowledge the tremendous contribution both ladies make to our school everyday.

I was afforded the privilege of receiving a principal scholarship through the Teachers Mutual Bank and The Public Education Foundation which allowed me the opportunity to take part in *Leadership: An Evolving Vision* at Harvard Graduate School of Education. I was one of three principals selected across Australia and my time at Harvard allowed me to experience an international perspective on school leadership at one of the leading universities in the world. The course provided me with the opportunity to increase my understanding of leadership, reflect on my own leadership and strengthen my knowledge of how to improve individual, group and organisational performance. It was an incredible experience and I was extremely proud to share what we are doing at Bass Hill with leaders from all over the world.

Melissa Proctor

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 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 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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

In the learning domain we have continued to work on embedding research informed teaching, assessment and wellbeing across the school. Our Assistant Principal wellbeing provides regular support, advice and assistance to teachers and students and coordinates our evidence based whole school approach resulting in measureable improvements in wellbeing to ensure optimum conditions for student learning. Deputy Principal Instructional leaders support assistant principals and stage teams, providing professional learning around differentiated curriculum delivery and assessment.

In the teaching domain effective classroom practice and data use has been a focus again this year as a number of our experienced teachers went on maternity leave or received promotions and transfers. This resulted in a number of new and early career teachers commencing at our school, all of who required support in establishing effective classroom practices and using data to guide teaching and learning. Professional learning logs are in place for all teaching staff to reflect and work towards performance and development goals and there is also an expectation that teachers provide evidence on a regular basis to show their impact in the classroom.

In the domain of leading, leadership development is central to school capacity building. All teachers are seen as leaders and there are a range of formal and informal leadership positions and opportunities across the school. Assistant principals took part in GROWTH coaching to build their capacity in leading their teams and an aspiring leaders group was formed in 2017, meeting three times a term with the principal and an external coach. This opportunity was open to everyone and seven staff members took part.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 2017 our focus of differentiation and project based learning had significant impacts. Due to a number of staffing changes, professional learning targeted differentiation in literacy, maintaining a small but intensive focus. Differentiation was supported through structured professional learning, provision of tiered intervention practices across the school and ongoing data reflection with the school executive.

Stages 2 and 3 worked with the instructional leaders to build capacity around continuum understanding and the explicit teaching of comprehension.

K–2 teachers participated in intensive L3 training, with 5 teachers participating in L3K and L3S1 for the first time.

Project Based Learning was consolidated across the school in 2017, with greater focus on targeting the teaching of creativity and innovative thinking. Staff took part in a supplementary 2 day workshop with an internationally recognised expert in Project Based Learning to learn how to explicitly teach creativity and how to integrate this learning within our well-developed and authentic projects. All teachers and classes develop, design and implement highly creative projects, unrestrained by time measures. These projects are more driven by student need and curiosity and often continue to evolve and inform the next project. All staff take part in structured tuning protocol sessions right across the P–6 range as a way to evaluate and provide critical feedback to their colleagues, maintaining the integrity in the process.

Executive began delivering Building Blocks for Numeracy professional learning through fortnightly stage meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">70% of students achieve equal to or greater than stage appropriate growth when measured against literacy and numeracy continuum5% 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>Funds expended in this direction were tied to professional learning, L3 Training, Project Based Learning, Instructional leaders and interventionists.</p> <p>\$275 166</p>	<p>All students in ES1 have shown growth in Literacy with 82% achieving benchmarks in reading Year 1 66% and Year 2 78%.</p> <p>All students in ES1 have shown growth in Numeracy with 65% achieving benchmarks and Year 1 95%.</p> <p>Significant discrepancies in consistency of learning indicate an emerging awareness of new pedagogies for most teachers. Continued professional learning and continued IL support in classrooms with co-planning and co-teaching through spirals of inquiry will continue to build teacher capacity in both literacy and numeracy in 2017.</p> <p>As a result of additional professional learning in creative and critical thinking, these capabilities have now been integrated throughout all KLAs, not just within project based learning.</p> <p>Teachers are strategically building creative agility in lessons. Measurement against the creative and critical thinking continuum has proved complicated and challenging. The school is currently exploring alternative tools to measure these capabilities.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>L3 practices and Read to Learn PL created opportunities for consistency in all stage based assessment data. This data is to assist both individual student learning and collectively to track trends and patterns in learning across a cohort. This assessment data is also used to direct learning intervention to point of need, providing students with a very responsive curriculum in both literacy and numeracy across the school.</p>

Next Steps

Our next steps will focus on mathematics in our new 3 year plan. Instructional Leaders will continue to build executive and staff capacity in numeracy and the focus for professional learning, facilitated by the instructional leaders will include; Quality teaching in Mathematics and mindsets in mathematics.

Executive and staff will gain a solid understand of the literacy and numeracy progressions. They will learn how to use PLAN2 effectively and use the data to plan and deliver quality teaching programs that are specific to the needs of the students.

Staff will continue to access internal and external professional learning for L3.

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

2017 saw the continuation of the two key processes of Professional Learning Communities and Quality Teaching to Support Students. Following evaluation from 2016 collegial classroom observations, the Strategic Direction Two team led the implementation of a more systematic approach to classroom observations. This involved drawing on resources from AITSL to develop a framework that included opportunities for observation of a mentor teacher as well as time to receive feedback on the implementation of newly acquired knowledge and skills. For each staff member, this process was linked to an identified PDP goal.

With increased experience, the executive team continued to lead and support teachers in working towards goals through the Performance and Development Framework. All staff were supported in accessing the necessary resources to ensure they were following BOSTES Accreditation processes, as appropriate to career stage. Likewise, targeted professional learning opportunities were provided for Early Career Teachers and Aspiring Leaders to help ensure a culture of continuous individual and collective improvement.

The executive team commenced the process of developing an induction process for new staff members. This process outlines the key messages around school culture and how we operate and why. This new induction program will commence in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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 goals100% 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>\$31 263</p> <p>Funds expended in this direction were tied to GROWTH coaching and the implementation of classroom observations.</p>	<p>Both improvement measures have been fully achieved. Evidence of achievement includes:</p> <ul style="list-style-type: none">– All staff actively engaged in PLC's linked to PDP goals and school plan, providing meaningful opportunities to share knowledge and build collective efficacy– Staff demonstrating a clear understanding of the purpose and value of PLC's through sharing new knowledge and experience. Many staff now viewing themselves as leaders of change within the school.– Staff continually evaluating and reflecting on impact gained from PDP observation process– Clear processes in place for the development, tracking and evaluation of progress towards PDP goals, led by the executive team– Increased uptake in staff engaging ECT and Aspiring Leader's initiatives

Next Steps

Following the success of the 2017 observation program, the SD2 team will be investigating how this program can be more seamlessly implemented into the daily life of the school and with other existing processes such as the Performance and Development Framework, School Plan etc.

Formalising support for staff working towards Accreditation or Maintenance.

Evaluation of 2018 induction process and supporting documents and using feedback to drive improvements and changes.

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

Positive Behaviour for Learning (PBL) continued to be embedded across the school K–6 with school-wide expectations and values being explicitly taught across all school settings. The regular analysis of behaviour data from the playground and classroom allowed us to implement interventions to address areas of need.

Staff were given professional learning around PBL Classroom Systems. The knowledge and understanding gained, allowed them to set up effective practices in their own classrooms. Further professional learning gave staff an opportunity to model, share and reflect on best practice.

Social Emotional Learning gained momentum through the introduction of an Emotional Toolbox. Students were explicitly taught twelve tools that would enhance their emotional intelligence, ensuring they were equipped with the skills to build and maintain positive relationships across the school community.

In 2017, our partnerships with outside agencies continued to thrive. Programs such as 'Friends for Life' and 'Drumming' facilitated by Woodville Alliance provided targeted intervention to address specific student needs. The RESPECT program again educated a group of boys to become White Ribbon ambassadors. It allowed them to successfully deliver a powerful message about domestic violence through song and dance to the wider community. Compass allowed our students the opportunity to see the prospects and benefits of tertiary education.

Our Community Hub was established. The space was refurbished and officially opened in Term 4 with a whole school celebration attended by official guests and community members. It quickly became a haven for many parents, offering support and education.

Whole school events for Mother's Day, Grandparents Day and Education Week, as well as our Kindergarten Orientation program highlighted student learning and allowed us to invite parents, carers and family members into classrooms. Our school Facebook page and teacher's use of Class Dojo allowed parents to participate in their child's learning on a daily basis. The parent tutor program was expanded.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	<p>Funds expended in this direction were tied to our Assistant Principal wellbeing, external coach, renovations and establishment of the community hub and Positive Behaviour for Learning</p> <p>\$212 784</p>	<p>The implementation of PBL has resulted in an 80% decrease in playground incidents due to the introduction of Peer Activity Leaders, playground equipment, quiet areas for small group activities and the strategic use of School Learning and Support Officers. Classroom incidents have decreased by 62%. Low-level behaviours continue to challenge, our many, new career teachers.</p> <p>Students responded positively to the Toolbox. A common language around the tools emerged amongst the staff and students, making it easier to discuss classroom challenges or behaviour issues. When incidents arose, students were able to reflect on what tools they used or could have used to deal with the problem.</p> <p>We successfully increased our partnerships with outside agencies by 100% throughout this three-</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
with external agencies		<p>year plan. Each partnership offered new opportunities and contributed positively to the self-esteem, engagement or academic improvement of the students involved.</p> <p>Many parents have been involved in playgroup, cooking and English classes through the Community Hub. Special whole school events were well attended and gave parents, carers and family members new opportunities to see classrooms and participate in the learning that occurs every day. Parent participation through Facebook and Class Dojo continued to rise. The regular communication between parents, students and teachers was invaluable. A number of new parent tutors were trained and began working in classrooms, assisting in the development of reading skills.</p>

Next Steps

Further embed PBL Classroom Systems for Learning through in school professional learning, observation and regular feedback.

Introducing aspects of Positive Behaviour for Learning to the preschool setting through professional learning and the explicit teaching of expected behaviours, routines and procedures.

Develop school wide systems for Tier 2 intervention. Establish a Tier 2 Intervention team and set up protocols for data decisions. Implement Tier 2 interventions and trial a system for evaluating programs and the close monitoring of students participating in interventions.

Reviewing and modifying our school-wide reward system.

Further embed the Toolbox for Emotional Intelligence. Revisit the tools through explicit teaching and apply them to situations throughout the day. Provide opportunities for parents to learn about the importance of emotional intelligence. To give parents strategies and support in developing and dealing with the emotions of their children.

Increase parent engagement in their child's learning by regular ongoing constructive feedback between the school and parents around all student learning (academic, social and emotional), desired outcomes, achievements, improvements and ways to assist with areas of difficulty.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9 000	<p>In 2017 a Koori club has been established within the school. Koori student, parents, carers and elders meet twice a term and focus on cultural awareness and pride. In semester 2 of 2017, the program extended, allowing our Aboriginal students attending to bring with them a friend. A representative from Bankstown Community Resource Group was employed to support the running of the program.</p> <p>All Aboriginal students have personalised learning plans in place and meetings with our Aboriginal parents and families took place as a way to strengthen our partnerships.</p> <p>All Aboriginal students receive additional support each week from a student learning support officer to help them achieve goals in their PLP's</p>
English language proficiency	\$101 520 was spent on staffing and \$3500 spent on professional learning of EALD staff	<p>With a teaching allocation of seven days our school practices and resources support consultation and collaboration between EALD specialist and classroom teachers as programs are fluid and flexibly delivered to best meet the needs of the students as well as build the capacity of classroom teachers. Half way through 2017 we had a growing focus on collaborative practice with EALD teachers in planning days and team teaching in classrooms rather than withdrawal. This change was a great opportunity for teachers to learn about language acquisition and cater for this in their lessons across the curriculum.</p> <p>With two new teachers beginning in their roles as EALD teachers, they participated in professional learning focusing on the EALD progression tool.</p> <p>A specialised New Arrivals Program was delivered to newly arrived students to support them during their initial phase of English acquisition.</p>
Socio-economic background	Approximately \$426 000 was spent in this area to support learning and wellbeing across the school.	<p>In 2017, socio-economic funds were used to support and facilitate a range of programs including;</p> <ul style="list-style-type: none"> – Employment an under 20's rugby league player as a student learning support officer to support students and wellbeing programs – Employment of a hip hop dance teacher to support wellbeing and creative arts – Employment of an occupational therapist and speech therapist one day a week to work in collaboration with teachers across P-2. – Employment of an external coach to mentor the executive and support wellbeing programs across the school

Socio-economic background	Approximately \$426 000 was spent in this area to support learning and wellbeing across the school.	– Employment of a 3–6 and K–2 interventionist to support student learning in the classroom
Support for beginning teachers	\$25 000	All beginning teachers were appointed a mentor and provided with additional time off class to work with that mentor. A number of our beginning teachers also attended a beginning teacher workshop at the beginning of the year.
Community Engagement	Approximately \$35 000 was spent in this area to establish our hub and engage families	Community engagement continues to be a major focus in our school plan. In 2017 Bass Hill PS joined with Community Hubs Australia and Services Settlement International to establish a community hub on site. The hub is in a double room that has been renovated and fitted out with a kitchen and lounge/cafe area in one section and a combox and workshop space in the other. A hub leader was appointed through merit selection to run the hub and support the school in engaging families.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	218	216	186	187
Girls	181	183	168	175

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.8	92	92	93.7
1	93.4	91.3	93	92.8
2	95.2	92.5	92.9	94.2
3	93.1	93.4	92.5	90.8
4	94.9	92.6	93.8	93.8
5	92.7	93.7	93.3	93.6
6	95.1	90.6	92.7	94.1
All Years	93.9	92.3	93	93.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Non Attendance is managed by the classroom teacher in conjunction with our Assistant Principal Wellbeing. Processes are in place to track attendance and manage non-attendance across the school. Some of these processes include the following;

- On the third day of consecutive non attendance, teachers are required to call home to check on the student
- Teachers send home notes requesting an explanation for any unexplained absence
- Attendance reports are run and analysed every five weeks by AP Wellbeing

– Where attendance is of concern, parents are reminded of the department's guidelines for attendance through a written note. A summary report is also sent home, so they can see their child's attendance in that five week period. Parents may also be contacted by phone, spoken to informally, or given a formal request for a meeting to discuss attendance

– Meetings are held between the Home School Liaison Officer and Assistant Principal Wellbeing each term to discuss attendance

– Students with attendance below 85% are placed on a Lateness Attendance Monitoring Program (LAMP) and parents are informed of this by phone or letter

– Students whose attendance is of concern are discussed at the Learning Support Team meeting twice per term. They may also be highlighted at whole school meetings so that every teacher can play their part in encouraging that child's attendance.

Parent meetings always have a positive impact on improving student attendance in the short term. Building supportive and caring relationships with parents is the key to exploring reasons for non-attendance. Once we have their trust, we are able to discuss non-attendance, explore the reasons for it and develop strategies to help parents improve their children's attendance. All students who have been placed on LAMP's have shown considerable improvement. Their attendance rates rise to over 90% whilst they are on the LAMP.

Meetings organised between the HSLO and parents also result in considerable improvements in attendance for the short term. In 2017 we started trialling some positive initiatives, to raise the profile of and promote attendance. This involved discussing the importance of school attendance with students and explaining acceptable reasons for non-attendance at school assemblies. We also started rewarding classes with the best overall attendance rates as part of our school wide reward systems and recognising students with 100% attendance at our end of term assemblies. Many students received the awards, appreciated them and tried to get them each term, but for our regular non-attendees, it didn't have the impact we were hoping it may.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.39
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.6
Teacher Librarian	0.8
Teacher of ESL	1.2
School Counsellor	1
School Administration & Support Staff	4.12
Other Positions	1

*Full Time Equivalent

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	42

Professional learning and teacher accreditation

Professional Learning

The focus of professional learning for 2017 covered formative assessment, differentiation in literacy and numeracy, project based learning and social emotional learning. With many new staff and a large proportion of them beginning or early in their career, 2017 saw a need to revisit and embed quality teaching and differentiation, along with classroom management and Positive Behaviour for Learning. Teachers were provided with whole school professional learning each fortnight and also 2x3 hour sessions a term to work with instructional leaders in stage teams. Instructional leaders also worked one on one with teachers each week taking them through a spiral of inquiry linked directly to their individual classes.

Stage meetings and executive meetings are set up to ensure the focus is professional learning.

Administration matters are dealt with through email allowing targeted professional development to take place within these teams.

Accreditation

2017 saw two teachers at Bass Hill PS achieve accreditation as a Proficient Teacher and we had 3 staff members complete their Maintenance of Accreditation at Proficient 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 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	902,858
Revenue	5,059,742
Appropriation	4,956,557
Sale of Goods and Services	29,470
Grants and Contributions	67,550
Gain and Loss	0
Other Revenue	0
Investment Income	6,165
Expenses	-4,888,750
Recurrent Expenses	-4,873,870
Employee Related	-4,316,367
Operating Expenses	-557,503
Capital Expenses	-14,880
Employee Related	0
Operating Expenses	-14,880
SURPLUS / DEFICIT FOR THE YEAR	170,993
Balance Carried Forward	1,073,850

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,499,779
Base Per Capita	55,591
Base Location	0
Other Base	2,444,189
Equity Total	839,860
Equity Aboriginal	7,031
Equity Socio economic	456,209
Equity Language	133,409
Equity Disability	243,211
Targeted Total	3,385
Other Total	1,482,576
Grand Total	4,825,600

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

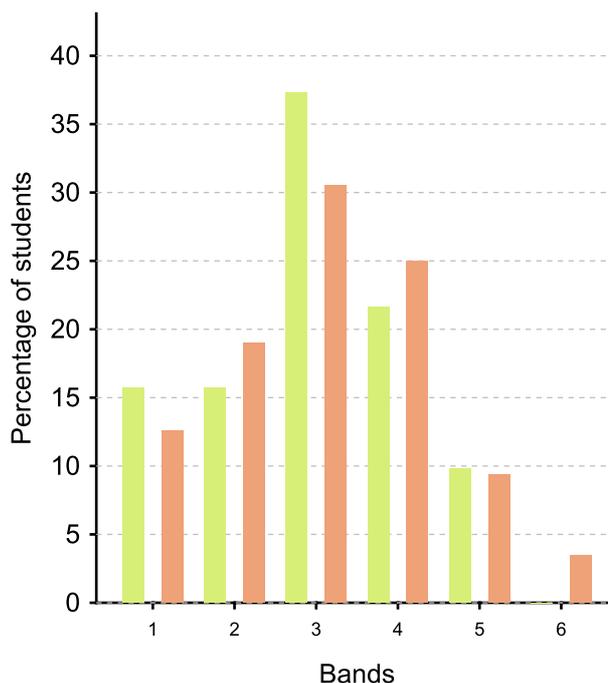
School performance

NAPLAN

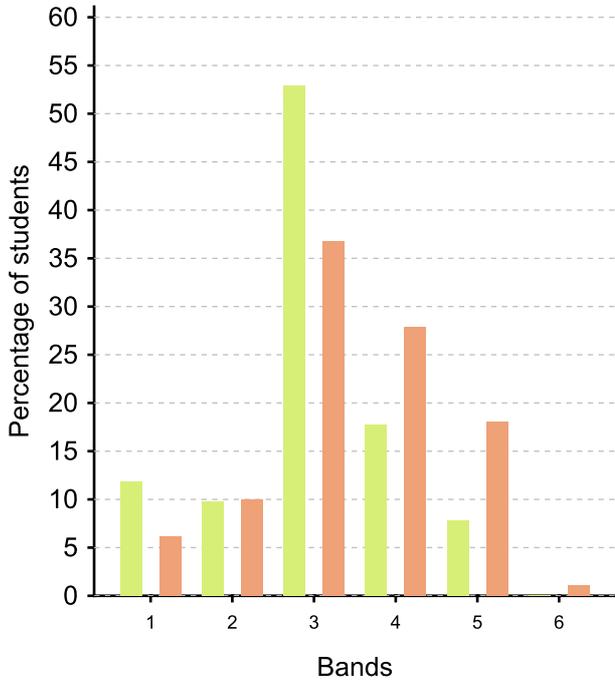
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The school has invested in improving reading practices K-6 and NAPLAN results are beginning to show an increase in the number of students at proficient standard (in the top two bands). Spelling continues to be a strength area with over 20% students achieving in the top two bands in Year 5 and Year 3, and 66% of Year 5 students meeting or exceeding expected growth. 95% of students in Year 5 were above national minimum standard in writing and 92% in reading. Year 7 results show a significant increase in the percentage of students meeting or exceeding expected growth in reading. Writing continues to be an area of focus K-6 to improve students' progress.

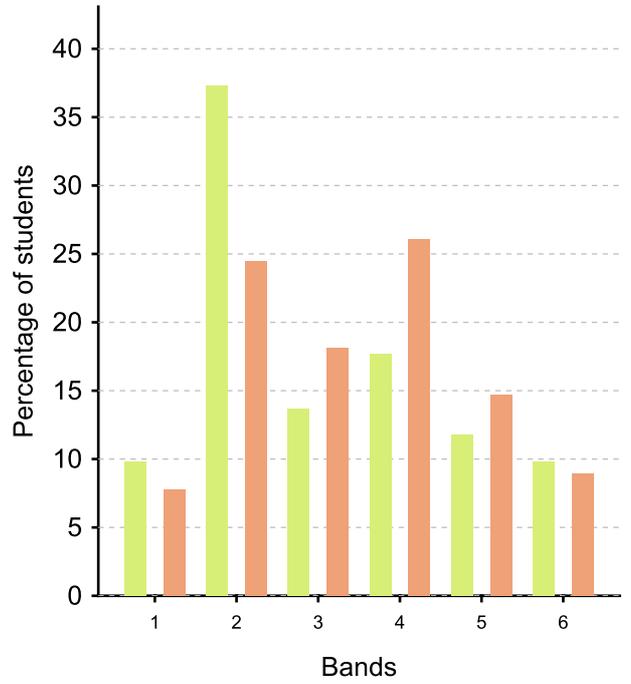
Percentage in bands:
Year 3 Reading



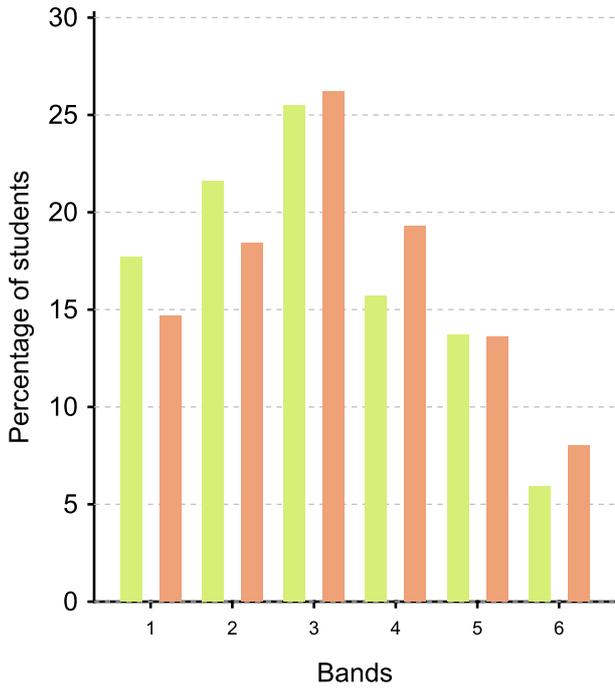
Percentage in bands:
Year 3 Writing



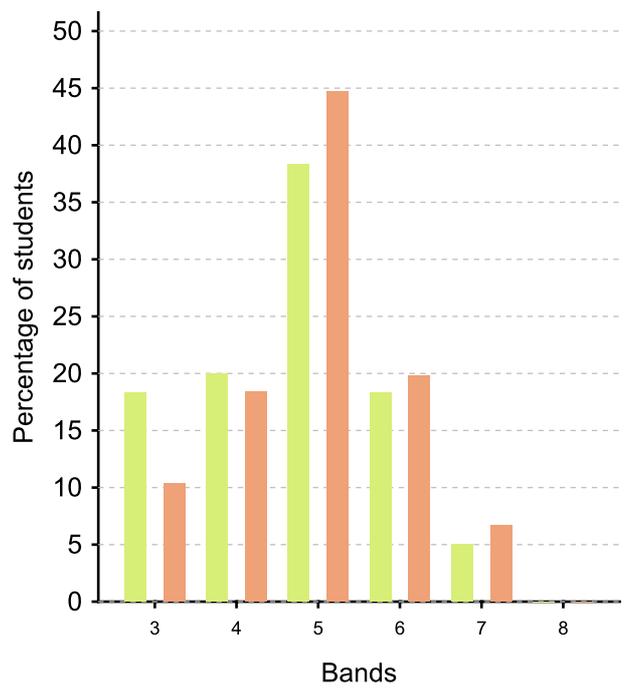
Percentage in bands:
Year 3 Spelling



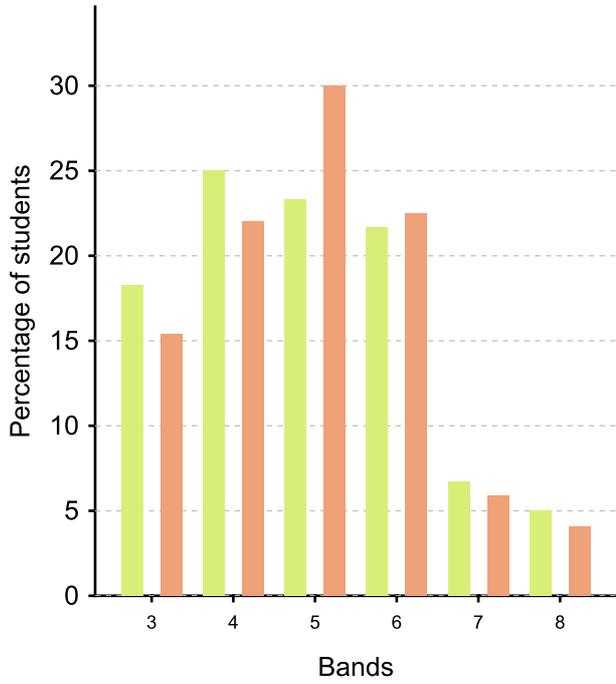
Percentage in bands:
Year 3 Grammar & Punctuation



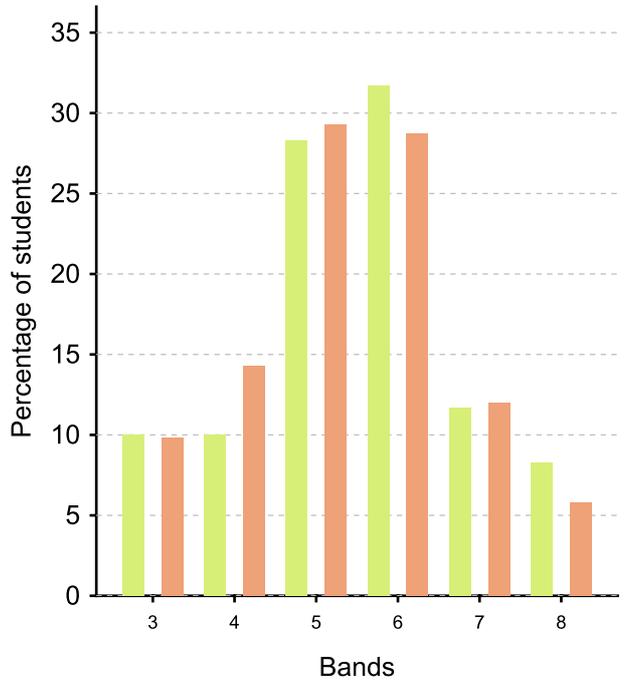
Percentage in bands:
Year 5 Writing



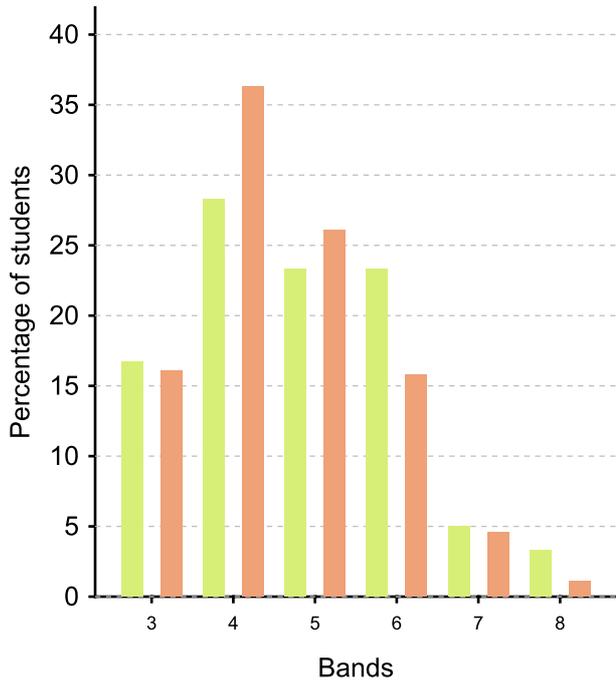
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

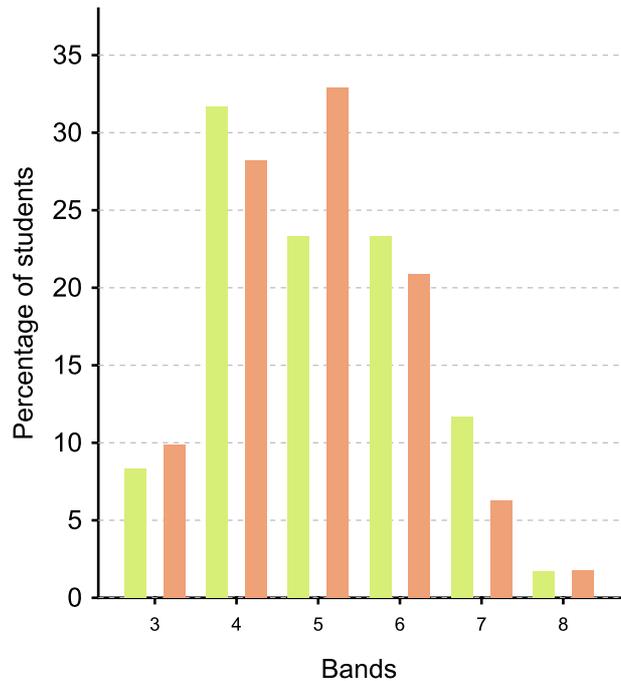


Percentage in bands:
Year 5 Reading

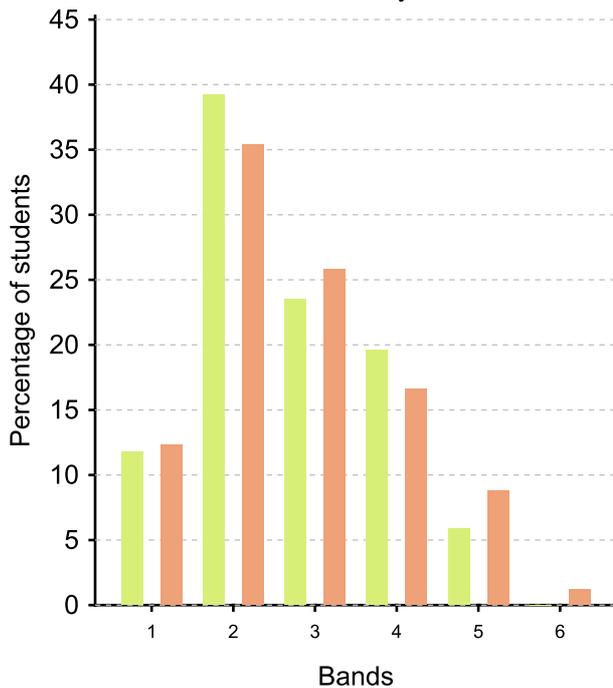


Year 5 Numeracy average scaled score growth exceeded the state average by 10 points. 52% of Year 5 students met or exceeded expected growth in Numeracy. 13% of students in Year 5 achieved in the top two bands for Numeracy, and 6% of Year 3 achieved in the top two bands. Numeracy has been identified as an area of need K–6 with the school investing significantly in improving teacher practice in mathematics over the next three years which will have a positive impact on student growth and progress in Numeracy.

Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

The school is working towards meeting or exceeding the Premier's Priorities: 'Improving education results' and 'Improving Aboriginal education outcomes.' One Aboriginal student sat Year 3 NAPLAN and one Aboriginal student sat Year 5 NAPLAN. Both students' results demonstrate good growth however the small sample size invalidates further reporting against this State priority. The school is committed to improving the outcomes of Aboriginal students, whose learning and wellbeing is additionally supported through Personalised Learning Pathways designed by teachers in partnership with parents and the child.

The school community works in partnership to increase the number of students who achieve in the top two bands of NAPLAN. With numeracy as a priority area over the next three years, the school expects to see significant growth in future NAPLAN Numeracy results. Improvements to teaching practices in mathematics will transfer to literacy learning and teaching, ensuring the school's NAPLAN Literacy results also improve.

Parent/caregiver, student, teacher satisfaction

Our 3 year school plan linked directly to building a culture of learning at Bass Hill Public School. In 2017 we evaluated school culture. Feedback and survey responses were overwhelmingly positive with some of them included below:

– How would you describe Bass Hill's school culture?

Collaborative, inclusive, rigorous, clear vision and purpose, innovative, reflective, supportive, student-centred (eg. doing what's best for the kids),

Learning-focused, supportive, inspirational, professional, positive, evidence-informed, collaborative, proactive

Open, inclusive, diverse, challenging, progressive.

I believe it's a culture where we all want the best for our students whether that's their academics or their social and emotional wellbeing.

– What are some of the most noticeable changes you have seen as a result of our 2015–2017?

An increase in well-being school wide. This has improved with the implementation of brilliant whole school Positive Behaviour for Learning and Social Emotional Learning programs, and by providing staff with ongoing training, development, mentoring and support to ensure all teachers have a high capacity in these areas.

A dramatic improvement in the use of technology. With a large amount of attention and funding in these areas the school has gone from barely having access to wi-fi and technology to having an extensive range of computers, laptops, green screens, ipads and educational applications to improve students learning.

Community relationships are building with parents more involved in their students education. Social media both as a school and individually in classes has become a great platform to showcase the achievements of the school, teachers and individual students. The community Hub will develop into another avenue to reach out to parents and make them feel like a valued part of their child's education.

Students placed at the centre of everything we do, an increased willingness for teachers to take risks, increased use of evidence based pedagogy, staff, students and community proud of our school, high expectations of ourselves, students and each other.

Culture of learning across the whole school community with happier students, staff & community. Greater community involvement, healthy balance of accountability and support, partnerships beyond the school, greater opportunities for learning for students, teachers and families.

– How do we continue to develop and strengthen our school culture as we move into the next planning phase?

By continuing to involve our community and parents.

By working collaboratively and inclusively to identify shared strategic priorities. From here, continually refining our focus by knowing why we are doing what we're doing and having and communicating a clear, shared and flexible plan that is responsive to new data.

Continue with Positive Behaviour for Learning and positive reinforcement (1–4 ratio). Look at strengthening positive student–teacher relationships across all stages, not just limited to the classroom

teacher and their students. Continue to refine, implement and evaluate PBL/SEL lessons.

Policy requirements

Aboriginal education

This year, Bass Hill Public School brought a renewed focus to Aboriginal education at our school. With a vision of enriching the whole school community's knowledge, understanding and engagement with indigenous histories and culture, we started with our Aboriginal students and their families.

With the support of the Aboriginal Education and Consulting Group and Bankstown Community and Resource Group, we established a culture club for Aboriginal students and their families known as the Bass Hill Mob. This program was positively received by all participants and resulted in increased student connection and pride in their cultural identity and higher levels of engagement and empowerment from Aboriginal parents.

Within classrooms, all students participated in a range of targeted learning experiences across all Key Learning Areas aligned with syllabus outcomes. Furthermore, as an additional layer, many of our RFF programs were taught by a staff member trained in the 8 Ways of Learning Framework, leading to increased student understanding of indigenous perspectives.

At a community level, the school worked with local indigenous leaders to continue to grow the ways we share and celebrate indigenous perspectives at our school. This included a smoking ceremony for the whole community to open Education Week and having a local elder speak at the opening of our Community Hub.

We continued to support the improvement of learning outcomes through the implementation of PLP's in consultation with each Aboriginal student and their family.

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 has a social emotional framework that compliments our Positive Behaviour for Learning framework and both of these support 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.

Other school programs

The Community Hub Program

The Community Hub is a national program, and is jointly funded by Community Hubs Australia and SSI (Settlement Services International). The Hubs work with local schools to support families by providing opportunities that promote a sense of belonging and participation within a safe, welcoming, family friendly environment. The Hub is a place where people can meet, learn and make new friends.

Bass Hill Community Hub was established during Term 2, 2017. Mecca Laalaa (Hub Leader) worked alongside Melissa Proctor and Bass Hill PS staff to organise events promoting the Hub concept to the local school community. From May to July (with Mecca now on maternity leave), Mecca and myself worked closely to organise the programs and activities for Term 3.

May 2017 saw the first Bass Hill PS Iftar Dinner, which was hugely successful, and saw many families generously share food and enjoy each other's company. By the end of Term 2 School holidays, the Hub space was completely renovated and ready for use in Term 3.

From Term 3 the hub was able to provide weekly Conversational English Classes, which enabled many non-English speaking participants to begin their journey in conversational English, in a friendly and welcoming environment which provided many opportunities for class interactions with our volunteer TAFE qualified Teacher.

We also partnered up with Koorana Child and Family Services to provide a weekly supported playgroup for our school and local families. Throughout the course of the year we have seen numbers grow, and now on average we see eight families on a weekly basis.

It was also during Term 3 that we began to collaborate with other external services to provide a variety of information sessions, ranging from *Healthy Eating*, to *Preparing kids for high school*, and even *How to save money on your Energy Bill*. All very informative and very much welcomed by the families who attended.

Term 4 was a busy term as the hub was officially opened by Tania Mihailuk MP. The opening was a whole school event where multiculturalism and community were celebrated.

It also saw the Bass Hill Hub partner with Yagoona Hub to establish a "Hub Friends" group. Our first group activity was the cultural cooking program. The Hub Friends group set up a national standard for other hubs across Australia, as it was one of the most successful programs run in 2017. It brought together women from all walks of life, across many diverse cultures and

together we all shared recipes and each other's stories. At the end of the program, each participant received a cookbook with all the recipes that were used each week.

In three active terms, the hub has established itself to be an integral member of the Bass Hill Public School community and has developed some strong foundations in the local community.

Both Mecca and I look forward to another successful year in 2018.

Francesca Marinos – Bass Hill Community Hub Leader