School context statement
Bass Hill Public School was established in 1923. It is a school of approximately 420 students ranging from Preschool to Year 6. The school student population is comprised of both students from non-English speaking backgrounds (80%) and English speaking backgrounds. A large range of cultures is represented in the student population. In 2014 the school had 16 mixed ability classes and 2 preschool classes. The school houses a vision team that supports students across a range of schools, an itinerant support teacher for early intervention and the district Reading Recovery training centre.

Principal Message
2014 was my first year as principal at Bass Hill PS and has been one of significant change for everyone involved with the Bass Hill Public School community. Whilst change can be difficult for some it is seen as an opportunity for growth and development by others. This optimistic view of change, held by many in the Bass Hill Public School learning community, will be the motivating strength behind our future successes.

Communication between key participants within the school is one area that I have worked hard to develop in 2014. Parents are now invited to have a say and actively participate in decision making across the school. They have been a valuable source of information for our whole school evaluations and the development of our new three year school plan. Decisions formerly made exclusively by the school executive are now open to input and feedback from teachers and support staff in an effort to develop a greater level of ownership for our future directions and school planning.

Much time was spent this year looking at our purpose and evaluating school programs, practices and procedures. After numerous discussions and consultations with staff, students and the community a new vision for the school was created.

_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._

This vision, along with five overarching values guides the Bass Hill Public School community in everything we do. Every day at Bass Hill Public School we strive to provide students with quality learning and quality teaching, in the context of a rich curriculum that stimulates creativity and problem solving skills. We set high learning expectations, and aim to teach students to persist through challenges and to be caring, tolerant and respectful of themselves, others and the world around them.

The achievements and opportunities that are outlined in this report are possible due to the combined efforts of our very dedicated, professional teachers, our highly supportive administrative staff who facilitate our endeavours and the valued partnership of our parents and community partners, including our Parents and Citizens (P&C) organization that continually support the school. It is a privilege to lead and be a part of this great community and I thank all of our stakeholders and contributors for your wonderful contributions to our school 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.

Melissa Proctor

P & C Message
2014 saw the P&C Committee working hard together to organise fundraising events. A major fundraising event was the school spring fair and this was made successful with the help of the committee and the support from our school community. Such a large event took months of planning and organising. The smaller fundraisers such as the mother’s day stall, the father’s day stall and chocolate drive were also made
successful with your support. The committee was able to purchase iPads for the children and also donate money to the school to put towards an electronic sign. The Committee would like to say thank you for your continued support throughout the year and hope we can continue this partnership in 2015.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
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Student attendance profile

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State DEC

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<td>94.2</td>
</tr>
<tr>
<td>Total</td>
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<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal – Instructional Leader</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>21.592</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.6</td>
</tr>
<tr>
<td>Community Language Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>English as Second Language Teacher</td>
<td>2.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.322</td>
</tr>
<tr>
<td>Total</td>
<td>38.239</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The Aboriginal composition of the school workforce is 0%

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>20%</td>
</tr>
<tr>
<td>Institute of teachers accreditation</td>
<td>48%</td>
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</tbody>
</table>

Professional learning and teacher accreditation
Highly effective teaching is the key to improving student learning throughout the school. School leaders at Bass Hill Public School take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximize student learning.

In 2014, Bass Hill Public School continued to build the capacity of a school-wide, professional team
of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and stage based collaborative planning based on research and evidence of student learning.

Professional learning priorities for the year were focused around the core messages and vision of the Melbourne Declaration on Educational Goals for Young Australians.

Teaching staff explored the research base of Prof John Hattie, reinforcing that it is the quality of the classroom teacher that makes the largest difference to student learning outcomes. Through this lens, staff were regularly involved in grade based professional learning sessions, exploring the Australian Curriculum, conceptual planning and backward mapping to meet the needs of all learners. Teachers working in the early years had significantly more opportunities to engage and reflect on teaching and learning under the Early Action for Success reform.

In 2014 the schools 3 assistant principals took part in Growth coaching, a program designed for leaders and managers in the education sector to significantly build their leadership skills in order to manage themselves and others towards greater performance.

Three teachers were also trained in Positive Partnerships, a national program of professional development designed to increase understandings skills and expertise is working with students with autism spectrum disorder.

Beginning Teachers

In 2014 three permanent beginning teachers at Bass Hill Public School were funded through the Great Teaching Inspired Learning reform. This funding allowed all three teachers to receive additional time and support working with a mentor at the school and take part in a structured induction program. Each beginning teacher also received professional learning that built on effective existing strategies and current research, supported the beginning teachers to develop skills and evidence of effective practice for accreditation as a Proficient Teacher and reflected the goals of the school.

Financial summary

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

![Financial Summary Table]

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 January 2014 to 31 December 2014.

![RAM Funds]

The RAM data is the main component on the “Appropriation” section of the financial summary above.
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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy
NAPLAN Year 3 Reading

NAPLAN Year 3 Writing

NAPLAN Year 3 Spelling

NAPLAN Year 3 Grammar and Punctuation
Other achievements

Sporting Success

Bass Hill Public School celebrated many sporting achievements in 2014.

Teams that took part in PSSA competitions were touch football, netball, newcombe ball, basketball and cricket. Of these teams, four were successful in winning premierships. They were junior boys touch football, senior boys touch football, junior girls newcombe ball and junior girls netball. Girls cricket is a new addition to Bankstown PSSA and therefore in 2014 the girls were given the opportunity to work with Cricket NSW to develop their skills and play a range of modified games. In 2015, girls cricket will be competitive for the first time.

Bass Hill Public School had a number of students chosen to represent the Bankstown District at Regional Carnival in boys basketball, boys and girls touch football, rugby league, rugby union and girls cricket. Two students achieved a high level of success in football, representing the Sydney south western region at the State Carnivals for Rugby League and Rugby Union.

There were also 46 students who represented Bass Hill Public School at the District Cross Country.

In Athletics, 48 students represented the school at a District Level and 6 successfully progressed to the regional level. One student also went on to represent the Sydney south western region at the State Carnival in the discus event.

In swimming, 27 students represented the school at a District level and one at a regional level.

Significant programs and initiatives – Policy and equity funding

Early Action for Success

Well-developed literacy and numeracy skills are essential to students’ success at school and fundamental to improving their life chances in a diverse and ever-changing world. As part of the Early Action for Success reform, Bass Hill PS has implemented a range of strategies to build on the strengths of our K-2 students. The focus of this program is on individual students and early intervention to ensure students’ at risk of not achieving expected outcomes are identified and receive additional support. Ensuring that quality classroom instruction and intervention is in place in the early years means that learning problems will be diagnosed, addressed and less likely to persist. Strategies implemented to support this valuable reform at Bass Hill PS include:

- implementing a focused, needs-based approach to allocation of learning support in the early years, determined by regular analysis of student learning data
- employment of an Educational Speech Pathologist who works alongside classroom teachers one day a week
- regular professional learning sessions for grade teams with the Instructional Leader, focussing on evidence based teaching and learning
- Language, Learning & Literacy (L3) implemented in kindergarten classrooms

As a result of this focussed approach to early years education, 54% of students in kindergarten, 55% in year 1 and 17% of year 2 students are achieving at or beyond state benchmark in reading. There was considerable growth evident in kindergarten across both Literacy and Numeracy.
In numeracy, 96% of kindergarten, 80% of year 1 and 91% of year 2 students are indicated as achieving at or beyond state benchmarks.

Aboriginal background
The school has embedded Aboriginal education perspectives in class programs. The program focused on individuality, Aboriginality and pride. There was also quality collaborative planning with classroom teachers to ensure that class programs included Aboriginal perspectives. This year our appreciation of Aboriginal and Torres Strait Islander culture has been demonstrated in a variety of events and programs including:

- acknowledgement of Country at school assemblies and events,
- celebrating significant events including NAIDOC week

Socio-economic background
Our school benefits from equity funding to support improved literacy and numeracy, to further strengthen home and school partnerships to develop professional knowledge and develop a professional knowledge and develop a culture of learning and continuous improvement. Funding has been directed towards a number of programs that support the school’s identified targets which include:

- The 0.5 PSP staffing supplementation combined with equity funding to form an additional class. The decreased student/teacher ratios enabled staff to
target the specific literacy needs of individual students.

- Professional learning with the school’s instructional leader enabled teachers to improve their teaching and student learning especially in literacy and numeracy;
- Professional learning opportunities for staff to support the implementation of the NSW Board of Studies Mathematics and Science K-6 Syllabus.

**English language proficiency**

Bass Hill Public School has always attracted students from a variety of diverse backgrounds and cultures. This year our ESL allocation was 1.6 (FTE). At the time the Annual ESL Survey was conducted the number of LBOTE Language Background other than English) students equalled 322, or 80% of the school population.

The ESL Program includes a combination of direct and collaborative models. Newly arrived students participated in a withdrawal program which focused on supporting their transition to the school and building survival language. EALD students across the school participated in either a withdrawal or a team teaching program which focused on improving literacy skills.

Whole school initiatives which promoted community harmony included a Harmony Day and a Multicultural Day during education week. Students performed a range of cultural dances and songs, followed by a whole school food festival involving members of the community.

School planning and evaluation 2012—2014

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2014 our school carried out key evaluations of Quality Teaching & Learning linked to ICT and Writing. The school also carried out evaluations based around student welfare and behaviour. The processes used include:

- Analysis of external (NAPLAN, PLAN) and school based data
- School surveys that are developed for and completed by students, community and staff.
- Analysis of current classroom, teacher capacity and whole school practices.
- Regular feedback and communication with P&C Committee.
- Communication with staff regarding successes and areas for development through formal and informal meetings.

**School planning 2012-2014:**

**School priority 1**

Teaching and Learning

**Outcomes from 2012–2014**

To meet state plan targets for students and achieve state averages in academic growth and value added in external assessments (NAPLAN); to continue to improve academic achievement through sustained attention to 21st century learning skills, lesson design, programming, assessment, literacy, numeracy, K-6 learning continuums and technology.

**Evidence of achievement of outcomes in 2014:**

- 54% of students in kindergarten, 55% in year 1 and 17% of year 2 students are achieving at or beyond state benchmark in reading.
- In numeracy, 96% of kindergarten, 80% of year 1 and 91% of year 2 students are indicated as achieving at or beyond state benchmarks.

**Strategies to achieve these outcomes in 2014:**

- Bass Hill has been provided with extensive professional development through the Early Action for Success Initiative. Sessions run by the instructional leader focus on current research around formative assessment, analyzing student data and works...
samples and using the data to plan further teaching.

- Whole school focus on our purpose and ‘Why’ we do what we do. Professional learning linked to purpose and developing a culture of learning.

School priority 2
Student Welfare

Outcomes from 2012–2014
To ensure that strong partnerships between students, parents and the school work towards personalised learning for students; to ensure that student welfare and leadership is centred around the school values of respect and responsibility.

Evidence of achievement of outcomes in 2014:

- Development of a new whole school welfare policy and implementation of positive behavior for learning across the school.
- 4 staff trained in Tier 1 Positive Behaviour for Learning. These staff are now leading a PBL committee and the implementation of PBL across the school.
- Implementation of new rewards and positive approaches to behavior including positive posts, caught you being good tokens, principal morning teas.

Strategies to achieve these outcomes in 2014:

- Employment of a behavior consultant to provide professional learning in student welfare and behavior to teachers and executive across the school
- Review of the whole school rewards program

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.

- 86% of parents indicated that their children discuss their learning at home and enjoy what they are learning about at school.
- Over 90% of parents felt that their children are happy at school.
- 85% of students reported that they enjoyed school but would like to do more with technology.
- 100% of students are happy that they access technology in class but believe that Bass Hill Public School does not have enough technology.
- A majority of students indicated that the school had teachers who are friendly, supportive and caring.

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.

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.

Strategic Direction 2
Staff Learning and Leadership: Staff will be dynamic and collaborative, promoting a culture of learning and professional practice

Purpose
To develop a school wide shared responsibility for student learning and success, and encourage
the development of a culture of continuous professional improvement and collaboration.

**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. To ensure the delivery of effective student well-being programs that allow students to become resilient, lifelong learners that demonstrate a strong sense of personal and social responsibility.

**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.

Melissa Proctor: Principal
Jodie Clark: Instructional Leader
Amber Taouk: Classroom Teacher
Franca Nashabe: P&C President

**School contact information**
Bass Hill Public School
611 Hume Hwy
Bass Hill 2197
Ph: 9644 3431
Fax: 9644 5271
Email: basshill-p.school@det.nsw.edu.au
Web: http://www.basshill-p.schools.nsw.edu.au
School Code: 1148

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: