2010 Annual School Report
Denison College – Bathurst High Campus

NSW Public Schools – Leading the way
Denison College of Secondary Education
Principal’s message

Denison College of Secondary Education continued to exceed expectations in 2010.

Enrolments continued to grow, with the total number of students approaching across the Bathurst High and Kelso High campuses.

Initiatives to recognise and foster academic achievement were further developed. The Denison College High Achievers’ Reception, supported and hosted by Charles Sturt University, is now confirmed as a highlight of the year, and is just recognition of the efforts of those students in Years 10 and 12 who achieve Band 6 results in the School Certificate and Higher School Certificate, respectively. It is also an opportunity to recognise the efforts of our top-achieving students in Year 11, where awards are presented to the highest ranked three students at each campus, along with our top Koori students and sports people.

The iLearn and Iexplore programs, which run at Kelso High and Bathurst High, respectively, have continued to support strong partnerships with our local primary school partners. Prospective college students have enjoyed the enrichment opportunities provided by these programs, which have allowed over 1500 individual visits by primary students to Denison College to engage in teaching and learning activities in science, technology, English and creative and performing arts.

These programs are so important that additional Head Teacher positions will be created to support the campuses in delivering quality transition and enrichment programs for younger students.

The Denison College online learning site http://www.denisoncollege.nsw.edu.au/moodle has continued to grow, with approximately 18000 subscribers from a wide range of NSW DET schools now having access to 30 courses to support students. Whilst the focus remains on preparing for NAPLAN and the School Certificate, the range of courses and material has grown well beyond this. The Stage 6 English Studies course, which was launched late in the year, has proven particularly successful and drawn many accolades for the quality of its structure and resources.

As well as supporting students across both campuses, the Denison College website also supports Western NSW Region initiatives including i.xtend (supporting Gifted & Talented students) and the Girri Girri Sports Academy (supporting indigenous students).

At the end of 2010, Mrs Compton, the foundation principal of Denison College of Secondary Education, retired after a distinguished career in education.

Craig Petersen
College Principal

Our school at a glance

Students
In 2010 there were 861 students enrolled in the school consisting of 473 boys and 388 girls. This was an increase on 2009 when 842 students were enrolled.

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

Significant programs and initiatives
Significant programs and initiatives that commenced or continued at Denison College – Bathurst High Campus in 2010 include:

1. The Connected learning portal that enables parents and students in all years to log in to their results, attendance, assessment tasks and their student management tracking information.
2. Iexplore, our transition program has developed so that it involved all schools sending students to Bathurst High including the non government sector.
3. A student roll call was introduced at the beginning of the day. Specialist roll call programs were developed and implemented. Contact with peer support leaders were placed in roll call with year 7 as part of the extension of the contact between these student leaders and year 7. Peer tutoring of students with lower literacy levels was also introduced in this time. Year 11 and 12 roll calls focused on access to the Careers teacher and time for assessment catch up.

4. Positive Behaviour for Learning (PBL) was introduced into the school and a school team continued to develop our program. Positive Behaviour for learning lessons were introduced into roll call time in the morning.

5. Literacy and numeracy across the curriculum for all students was introduced in the roll call time. These lessons were delivered.

6. Digital Education Revolution - Bathurst High Campus continuing to lead the state in the implementation of the DER NSW laptops program. The school was one of four in NSW chosen to implement the Digital Citizenship course for year 10 as a pilot. Four teachers were specially trained to deliver this course.

Student achievement in 2010

2010 has been a challenging year for the National Assessment Program, Literacy and Numeracy (NAPLAN). Industrial action connected with the Myschool website disrupted preparation for the tests. Because the tests are scheduled early in Term 2, year 7 results tend to reflect the standards of the incoming cohort rather than their performance at high school. Bathurst High hosts a large support unit for students with special learning needs and the only students who are not encouraged to participate are the students whose learning disability is so severe, it is determined by parents and school that the test is meaningless.

Literacy – NAPLAN Year 7

In the year 2010 tests Bathurst High students performed at or above the CSG (Comparative School Group – a selection of like schools) average but below the average for the whole state. The weakest area for the students of Bathurst High was in spelling and grammar.

Numeracy – NAPLAN Year 7

In the numeracy section of the NAPLAN tests the students entering Bathurst High performed worse than the state on average but at a similar level to our like schools.

Literacy – NAPLAN Year 9

Year 9 students performed below state average in all areas of the NAPLAN literacy test but were above the average for similar schools in all areas except Grammar and Punctuation.

Writing continues to be a focus in the school plan and this focus has resulted in significant improvement in our performance in writing.

The data shows that the gap to the state average for students at Bathurst High narrows between year 7 and 9. This is a very positive endorsement of the learning happening in the classroom on a day to day basis.

Numeracy – NAPLAN Year 9

The performance of Bathurst High students in numeracy far exceeded the performance of similar schools and students closed the gap significantly on state average performance so that Bathurst High Overall Bathurst High was only just behind state average in Year 9.

ESSA

Bathurst High had outstanding ESSA results in 2010. Mean performance was 84.5 which was on a par with state average performance and well above the average performance for Western Region Schools at 81.6.

School Certificate

Our performance in the School Certificate this year continued to be consistent with all areas. All areas – English Literacy, Mathematics – Numeracy, Geography, History, and Science performing virtually identically in absolute achievement terms with similar schools. All areas were very close to state average although no areas were above state average. Computer Skills continues to be an area where the school needs to improve performance as the average mark for students at Bathurst High was below state average and below the performance level of other schools like us.

Our ability to add value to results between years 5 and 10 is best in Science where we consistently achieve above state average. This area is a strength for the school and a credit to our Science faculty. Overall value adding results this year were not as strong as previous years.
Of particular concern is the value adding data for Mathematics in Year 10. This will be considered in 2011.

**Higher School Certificate**

2010 was a smaller year 12 cohort than we have experienced previously. Seventy four students were successful in gaining their Higher School Certificate.

As a result of this smaller cohort, fewer courses were statistically significant as numbers of students sitting the exams were too small for the data to be reliable.

Of the subjects offered Ancient History performed much better than the state. Another subject that performed very close to state and similar school averages was PDHPE. Advanced English, Mathematics, General Mathematics, Biology, English Standard, and Community and Family Studies were below state averages but similar to the average in schools like us. The only subject significantly below both state and like schools average was the Hospitality Examination.

The school continued to develop Positive Behaviour for Learning (PBL) as a discipline and care framework. The PBL team met regularly to develop the students’ understanding and knowledge of how to react in a positive manner in different situations. The team concentrated on developing the school’s recognition of the positive behaviours of our students by implementing an intrinsic reward and recognition system. This will continue through 2011.

Many other achievements of the school in 2010 are documented in these pages and 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.

**Geoff Hastings**

**P & C and/or School Council message**

**Bathurst High Campus P&C Association**

**2010 Review**

The P&C Association of Bathurst High Campus commenced 2010 with the knowledge that some changes and tough decisions would need to be made in order to survive and hopefully evolve. I feel after 12 months as President of the P&C that, unlike the dinosaurs, we have achieved this and our future directions and goals are clearer.

Obviously, the biggest step for us was relinquishing operation and management of the school canteen. The decision to put the canteen to tender not only had financial implications for the P&C but there were emotional issues relating to the history and tradition of the school “tuck shop”. A little research revealed that there are many, many schools, both public and private who are finding themselves in the same situation. As we enter the second decade of the 21st Century, the reality is that volunteer-run school canteens are a thing of the past. I am confident we made the right decision. There are many people who were instrumental in getting us to this point but I would like to thank the following people in particular:- Geoff Hastings for his ongoing support, Wendy Ross, Noel Cuttiford, Les Gardner, Murray Jewkes, Darlene...
Macri, Wendy Inwood, Jo Gardiner and the volunteers who kept us running for so long.

Another great example of outsourcing has been the establishment of the on site uniform shop. Thanks to Denise Chapman for getting the ball rolling on this and to Darlene and the uniform committee members. To Mandy and her team of helpers, keep up the good work!

With the strong growth of our school we have once again brought a focus on the fight to get what most other high schools take for granted – a gym. We have been lobbying for a gym for more years than most people care to count but the current size of our school puts us in the strongest position yet to press our case.

Once again in 2010 we managed to hold a successful Trivia Night and sales of chocolates also helped raise funds. The P&C Association donated $10000 to the school for the purchase of Smartboards and White boards.

Part of the P&C evolution process must be to continue to develop the P&C as a communication forum between families and the school. Our children are being educated in a public education climate that not only values input from parents, students and families but relies on it. At Bathurst High we are fortunate to have a Principal and staff who embrace this philosophy wholeheartedly.

In closing, I would like to thank Geoff and his staff for their support of the P&C. My year as president was made infinitely easier through the help and encouragement of the two “old hands”, Murray Jewkes and Les Gardner. Finally thank you to all the members who turn up to our meetings – there wouldn’t be a P&C without you!

Carol Neary

P&C President, 2010

Student representative’s message

While in recent times student leaders have focused on strengthening bonds between Bathurst and Kelso High Campus we feel that this is not necessary for us. Communication between the two schools of Denison College is extensive due to past leaders’ successful efforts. We feel communication between student groups within our own campus is important in order to move forward and as the school motto states, seek higher things. As a result we have regular leadership team meetings and attend the Student Representative Council roll call on a daily basis. We feel this has already been successful, as shown by the results of our fundraising efforts and feedback from students and teachers throughout the school. While this improvement has been great we feel there is still much more to be achieved through the collaborative effort of the Captains, Leadership Team, Student Representative Council, teachers and student body in general. As the elected captains of 2010-11 we aim to uphold the schools respected position within the community, strengthen the already strong sense of team spirit that exists within the campus and ensure that all students across both campuses have an enjoyable and productive year.

Brianna Wade and Brock Collins

School Captains 2010 - 2011

School context

Student information

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

Student enrolment profile

Student numbers have continued to increase. The graphs above do not include all students enrolled at Bathurst High at the start of 2010. Bathurst High had 921 students enrolled at the beginning of the year including support class placements.
The attendance rate of students in the school has continued to fall slightly. The introduction of the 17 years leaving age strategy has had a marked impact on attendance rates as indicated in the graphs above. This is highlighted by the tables below that indicate the relative attendance rate in each year. Initiatives were introduced in term 4 to combat the fall in attendance rates. This was not expected to impact in the school data until the second half of 2011.

### School Attendance

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### Management of non-attendance

In 2010 the attendance policy and procedures were reviewed and refined in term 3 and 4. A roll call was introduced in term 4 with personnel being released to follow up non attendance with parents and students. Electronic roll marking will be introduced in 2011 to improve the availability and accuracy of information.

### Retention to Year 12

Note that figures given here are for the College as a whole. Official Department of Education figures are not available for Bathurst High as a standalone school.

### Post-school destinations

Student entry to university for Bathurst High school leavers continues to be just below 40%. Of these the largest majority take up courses at CSU Bathurst but CSU Wagga also continues to be a popular destination. Regional Universities in Wollongong and Newcastle attract students from Bathurst High. The Australian National University also continues to attract students. Students leaving Bathurst High continue in education with most taking up apprenticeship or training opportunities at TAFE.

### Year 12 students undertaking vocational or trade training

In 2010, 75 students were awarded the Higher School Certificate at the end of their Year 12 studies. Within this candidature 40 students completed vocational or trade training as part of their studies at Bathurst High. This represents 53% of the candidature.
Year 12 students attaining HSC or equivalent vocational educational qualification

Enter summary statement which must include the percentage of Year 12 students attaining HSC or equivalent vocational educational qualification in 2010

Staff information

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

Staff establishment

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<th>Position</th>
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<td>Principal</td>
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<td>Deputy Principal(s)</td>
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<td>Head Teachers</td>
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<td>Classroom Teachers</td>
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<td>Support Teacher Learning Assistance</td>
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<td>Teacher Librarian</td>
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<td>Teacher of ESL</td>
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<td>Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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<td><strong>Total</strong></td>
<td><strong>89.4</strong></td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2010 there was one indigenous member of the teaching staff.

Financial summary

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

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<td><strong>Total income</strong></td>
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<table>
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<td><strong>Balance carried forward</strong></td>
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A full copy of the school's 2010 financial statement is tabled at annual meeting of the finance committee in November. The P&C have a representative on that committee and they report to the February P&C meeting. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Following is a summary of the outstanding achievements of Bathurst High students in 2010. It also records the innovative and dedicated work of all staff members as they support student achievement.

Achievements

Arts

Creative Arts Report 2010

2010 will be remembered as one of the busiest but most successful years in recent memory for Bathurst High’s Creative Arts staff, students and community. There has been “Seussical”, the Eisteddfod, the MADD night, Band Nights, HSC performance evenings, Art
exhibitions and competitions as well as a number of community concerts and events.

**Bathurst High Art Blitz at Bathurst Show in March**

Bathurst High Visual Arts students took out a record 17 Prizes at the Royal Bathurst Show this year! Congratulations to the following students for their award winning efforts.

**Painting**
- First Prize - Under 19’s Abstract Painting - Gail Morgan Yr 12
- First prize - Junior Abstract Painting - Grace Newell Yr 9
- First prize My County Painting - Rachel Whilesmith Yr 8
- Third Prize - Under 19’s Abstract Painting - Bethany Stibbard Yr 11
- Second Prize - Abstract Painting - Sam Downs Yr 8
- Third prize - My Country Painting - Paddy Rutherford Yr 8
- Highly Commended - My Country Surrealist Painting - Jesse Butt Yr 9
- Highly Commended - My County Surrealist Painting - Thomas Mackney Yr 9
- Highly Commended - Abstract any media - Rachel Whilesmith Yr 8

**Sculpture**
- Best in Show Junior Ribbon and FIRST PRIZE Abstract Sculpture - Bethany Stibbard Yr 11
- Third prize - Miniature Sculpture - Kira Scott Yr 9

**Ceramics**
- First Prize & Most successful exhibitor Ribbon Junior ceramics Original design and finish - Sam Downs Yr 8
- First prize Original Design and finish - Maddie Howarth Yr 9
- First prize Hand Painted Design - Melanie Carter Yr 11
- Second prize Hand painted Design - Kate Ham Yr 11
- Second prize Original design and finish - Blake Bogle Yr 8

**Seussical**

The major focus for the first half of the year was Seussical. The show was an extremely challenging undertaking. The musical score is a Broadway standard and with many of our senior musicians opting for stage roles, it was up to our younger musicians to rise to the occasion. After many long hours of rehearsal, under the excellent direction of Mr Adam Bodkin, their performance was outstanding. Similarly, the stage direction and choreography provided considerable challenges but with the team and the July holidays producing a high quality stage show.

While the show had excellent stage direction and music, it certainly would not have been the visual spectacle it was without the efforts of Visual Art teachers Megan Ward and Bernadette Wood who worked many nights and into the following morning to ensure the sets and costumes were perfect. The TAS staff; Brian Walsh, George Shoemark and Joe Hardy for helping build the sets so it was a truly collaborative effort.

**Eisteddfod**

2010 turned out to be one of our most successful Eisteddfods ever with some knockout performances which left the audiences stunned. Our junior band Chill Factor, under the direction of Adam Bodkin, play brilliantly and while they did not place in the Open Big Band section many people in the crowd said they should have. Our senior Big Band Swing Factor however, won this section again- the ninth time in the last decade- with year 12 student, Will Jones featuring.

The concert band, again under the direction of Wendy Byles was outstanding at the Eisteddfod with a third place in the Open section and first place in the Secondary Schools section. Many of our students also won individual performance awards including the Junior and Senior Jazz improvisation sections where five of the six places went to Swing Factor members.

The Vocal Group boosted their numbers to 30 in 2010 with a large number of junior students joining and at the Bathurst Eisteddfod they took first place in the Secondary School Choir section. The students really shined and it was a fantastic achievement to bring home the trophy. The last time Bathurst High won this section was 1947-sixty seven years ago!

**HSC Performances and Exhibitions**

After the Eisteddfod it was HSC time with performance nights for Music, Dance and Drama and Visual Arts exhibitions. As always these were quality nights of the highest standards and offered families a chance to see what their HSC candidates had been working on for most of the year.

**Manic**

At the end of Term 3, a group of students came together to create Manic a vocal/dance ensemble group and submitted an audition video for a new
television show airing next year on Channel 10 called Don’t Stop Believing.

At the beginning of Term 4, Manic found out they had made it through to the Capital City auditions for NSW and travelled to Leichardt, Sydney on Saturday the 6th November to audition in person to the show producers. The students all did a fantastic job and their hard work and dedication were noticeable at the audition. As a reward all the students were invited to the Aria Awards by Channel 10 the day following their audition.

Oil Painting Classes

In Term 4, the Visual Arts Department hosted an afterhours oil painting class for students and family members, run by local artist Cathie Hale and Bathurst High Visual Arts teacher, Bernadette Wood.

The course, which ran for 6 Wednesday evenings, provided an opportunity for Bathurst High students and family members to spend time together learning oil painting techniques, in a friendly relaxed environment.

The class, made up of 15 students from years 7-11 and various family members was a huge success with all participants creating a number of finished artworks, including in Abstract Work, a Still Life, a Portrait and a Landscape.

This course was supported by The Bathurst High P&C and funded through CASP, The Country Arts Support Program an initiative of Regional Arts NSW.

Art Express - Congratulations Ffyona Morgan-Thomas

Congratulations to year 12 Visual Arts student, Ffyona Morgan-Thomas, who’s HSC Body of Work has been accepted for inclusion in ART Express 2011. ART Express is the showcase exhibition for the most outstanding HSC artworks. Only 400 pieces out of a total of 10,000 submitted works achieved this honour.

Ffyona’s sculptural work explores the experience of war through the use of found objects, wooden crates and small wire figures.

End of Year Performances

In fourth term, with Seussical, the Eisteddfod and the HSC behind us, it was time to think about end of year concerts. We had concerts for the year 9 and 10 music classes which were very successful and we had performances at the MADD night. There were performances at end of year assemblies and Swing Factor also played at several charity events.

The Music Art Dance and Drama(MADD) night was a fantastic success. It demonstrated the true depth of talent and opportunities across all areas of the creative arts opportunities available to students at Bathurst High Campus. This will definitely become an annual event on our calendar.

The high point for our bands was the Christmas concert. This was a quality event with our bands- and our vocal group- performing at the highest of standards. Chill Factor showed just how far they have come with some well rehearsed new tunes, the Concert Band maintained the level of excellence which we have come to expect, and Swing Factor introduced the audience to their exciting new repertoire. They have been working on some of the most challenging, professional arrangements currently available in the world and their performance was extraordinary.

Sport

The sport calendar for 2010 was dominated by the winning of the Astley Cup for the first time in 23 years. This 84 year old triangular sporting visit between Bathurst High, Orange High and Dubbo Senior College is a significant event in the sporting calendar.

Bathurst High Campus students continue to display outstanding performances in a wide range of both individual and team sports. In addition to outstanding performances, our athletes continued to be exceptional representatives of the school, inevitably conducting themselves in an exemplary manner.

Throughout 2010 all teams and individuals have continued to perform with dignity and professionalism, qualities that are commented on by other coaches and spectators.

There were many noteworthy performances of teams and individuals in both Combined High School knockouts and other sporting competitions.

Highlights include:

- The winning of the Astley Cup. The school’s first in over 21 years against Orange HS and Dubbo Senior College. This result has had a significant impact on the school’s student body, past students and the greater community of Bathurst.
- Nathan Bankovic gaining selection CHS team in the 15-16 age bracket at the All Schools’ Triathlon championship at Penrith International Rowing stadium and then competing at the Australian Triathlon Championships in Adelaide.
Rebecca Cady’s selection in the 2011 CHS and Western Region cricket team plus her continued success in first grade women’s cricket in Sydney.

Haylee Lepaio’s selection in the CHS and NSW all school’s girls’ basketball team for National competition.

Jack Siejka and Doug Hewitt’s selection in the Greater Western Rugby League team for CHS carnival.

Andrew Mendes gaining selection in the President’s Open’s Rugby League team to trial at the CHS carnival.

In total Bathurst High Campus had 34 Western Region representatives in the following sports; girls football, basketball, netball, swimming, athletics, golf, cricket, boys football, hockey, basketball, rugby league, swimming, triathlon and athletics.

Other

Other significant programs that took place within the school in 2010 included:

- Girri Girri, review and revamp of participation and expectations. Continues cultural and sporting activities and academic coaching for members.
- The continuation of fortnightly Iexplore Science visits of Yr 6 students in Creative Writing, Drama, Dance, Music, Design and Technology, Art and Mathematics.
- Transition program included visits from school leaders to partner schools with the Student Advisers, Parent Information Evening (Term 2), Welcome Evening Term 4) and Orientation Day for students. Individualised and small group transition visits and activities for students with special needs and those enrolled in the support unit.
- Meet the Teacher Evening for parents of students in Year 7 format was very successful.
- Our Commendation Ceremonies to recognise student achievement.
- Year 7 camp to Lake Burrendong with Peer Support leaders assisting and leading Year 7 students in the development of friendships and skills.
- Roll Call structure initiated with time spent on PBL, literacy and numeracy lessons, including Peer support training, peer reading, SRC and support Roll calls based on encouraging and supporting improved attendance and behaviour.
- Yr 9 Laptops – Parent Laptop Workshops where laptops distributed to students. CLI launched film ‘4UP’ following 4 students from BHC as they participated in the Laptop trial, being the first cohort to access the laptops and how they were using them at school and at home after two years. CLI following these students for the next two years.
- Year 9 Camp at Milson’s Island led by Yr 9 adviser Kathy Howard.
- Participation of students in democratic process for the election of Student Representative Council (SRC) and Leadership Team. Students able to be elected and then participate in supporting the improvement of amenities at school as well as the support of significant charities.
- Elective Choices Yr 8 into 9 Student and Parent Information Workshops run in conjunction with Parent Teacher Night.
- Student support through expanded Welfare initiatives – Backtracks, individualised programs and counsellor support. Improved identification of students requiring support with increased number of successful applications for funding.
- Opportunities for participation in Chess, Drama Group, Dance Ensemble, Vocal Group, Sport, music program, including bands, Lithgow Festival of Speech, debating, academic competitions.
- Community participation through Bathurst Show. Animal nursery – another successful year with the enthusiastic and exemplary participation of students in years 7 – 9.
- Gifted and Talented class in Yr 8 started in Yr 8.
- Hosted Japanese students from Tokyo, Okuma High School.
- Luxmi Selvakamaran was awarded the Minister’s Award for Excellence in Student Achievement.
- HSC students were involved in the Central West HSC Seminar Day held at CSU which included workshops with staff who had achieved outstanding results in past exams in specific subjects, study skills sessions and work shops, with the Board of Studies and
Central West Group Apprentices. This gave HSC students information on a wide variety of future pathways and enhanced their preparation for the HSC.

- The re-introduction of roll call in the mornings provided the opportunity for Year 12 roll call in the library. This was supervised by the Careers Adviser and the two Year Advisers and allowed them regular access to students to discuss Board of Studies issues, career opportunities and post school pathways. Roll call also facilitated the follow up needed after the introduction of the Reaching for the Top Program – Innovation, Opportunity, Success. This program focused on goal setting, time management, study habits and study techniques. It also provided valuable on-line resources and hints for improving exam results.

- The Leadership Team were wonderful ambassadors for the school and introduced many innovations to assemblies, raised substantial sums of money for local charities, for example, Headspace as well many national and international organisations. The team also organised two very successful Mobile Blood Banks at the school.

- A combined Yr 11 Study Skills Day at Charles Sturt University and a presentation by the BOS liaison officer were a very effective way of preparing students for the senior school. This day also included team building activities to facilitate students from across campus mixing together to promote Denison College as a Learning Community.

- A Year 10 study skills day at the Mount Panorama Conference Centre was held. This involved interactive workshops focussing on self motivation, team work, striving for excellence and improving time management and study routines.

- The Future Directions program for Year 10 students enabled parents and students to gain a deeper understanding of courses available in the Denison College structure. Parent feedback was that they appreciate the opportunity to be involved in the planning of their child’s senior schooling and appreciated the information on varied pathways open to students completing Year 10.

- Some Year 9 and 10 students benefitted from the U Turn to Learn Program operated by the Central West Community College. This program extended over 12 weeks and included Learning and Social Skills and Training and Work Skills.

- Plan-it Youth was also very successful and this involved community mentors working with targeted Year 10 students throughout the year. It assisted in motivating students and helped build their self esteem. Students involved were presented with their certificates at a special morning tea which was also attended by the Plan-it Youth mentors.

- The Denison College High Achievers Ceremony at Charles Sturt University highlighted the excellent achievement of students from Years 10, 11 and 12 in external exams and continued to build on the strong links between the College and Charles Sturt University.

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**Academic**

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.

- **Yr 7**: from Band 4 (lowest) to Band 9 (highest for Year 7)
- **Yr 9**: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Literacy – NAPLAN Year 7

Percentage of students in bands:
Year 7 reading

Percentage of students in bands:
Year 7 writing

Percentage of students in bands:
Year 7 spelling

Percentage of students in bands:
Year 7 grammar and punctuation
Numeracy – NAPLAN Year 9

School Certificate

Percentage of students in bands:
Year 9 spelling

Percentage of students in bands:
Year 9 numeracy

Percentage of students in performance bands:
School Certificate English-literacy

Percentage of students in performance bands:
School Certificate Mathematics

Band

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010

Performance band

- Percentage in band 2010
- School Average 2006 - 2010
- SSG average 2010
- State average 2010
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.4</td>
</tr>
<tr>
<td>Writing</td>
<td>94.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.0</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.7</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2010 there were a number of programs and initiatives which supported the learning of Aboriginal students at Denison College Bathurst High Campus. The school received Norta Norta funding and SRA funding. This was used to employ an Aboriginal Education Worker to work with Aboriginal students who were identified from NAPLAN data as having low literacy and numeracy skills. The 2010 NAPLAN results showed evidence of these students making significant improvements. In addition to this, the Girri Girri Sports Academy program continued and the homework centre was reopened twice a week for Aboriginal students. Other specific programs and ventures organised included:

- The Aboriginal Yarning Circle, a program which addressed anger management and conflict resolution amongst Aboriginal girls,
- An excursion to The Western region Cultural Gathering and activities for NAIDOC Week celebration, including taking part in the cross school NAIDOC Sports day,
- Creation of an Aboriginal Education Committee which was open to any interested staff. This committee organised a forum for Aboriginal parents and community members as a way of working more closely with the Aboriginal community.

Multicultural education

A number of students enrolled in the school. Ms Jess Harper, a trained ESL teacher has been employed part-time to support the students. The students and a group of teachers plan to organise a multicultural day in 2011.

Respect and responsibility

Our continuing emphasis on values education is demonstrated by the fact we are a Positive Behaviour for Learning (PBL) school. Values education takes place within the context of lessons prepared by the positive behaviour for learning team. We have an active committee that meets each Tuesday afternoon. The lessons on values are prepared by the team and presented by teachers in roll call.

In addition the school has embraced the Plan – It Youth program and has used the services of Debra Gittins and volunteer mentors who meet with Year 9 students once per fortnight to examine life and career goals with them. The first program took place in terms 3 and 4 and was evaluated as very successful by both the mentors and the students.

Connected learning

The Digital Education Revolution initiative continued to develop. In 2010 both Year 9 and Year 10 students had laptops. The wireless internet connections worked seamlessly and professional learning continued to be targeted so that teachers continued to develop skills. Use of laptops is now widespread through the school and in many subjects laptops are used as the prime note taking and learning tool.
**Progress on 2010 targets**
The targets presented are published in our annual school plan. These targets represent a response to self analysis and planning processes within the school.

**Target 1**
Increase writing growth for year 9 boys to like school group average.

**Analysis**
Using NAPLAN published data, five schools identified as like schools and confirmed as this by NAPLAN data had their data aggregated and compared to Bathurst High data.

Average score in writing Year 9: Bathurst High Boys Year 9 - 547.0, like schools Year 9 - 513.3

Bathurst High Boys Year 7 –
Average score in writing Year 7: Bathurst High Boys Year 7 - 510.8, like schools Year 7 – 490.4.

**Analysis**
Bathurst High exceeded the set target.

**Target 2**
Increase the % of boys receiving an A or B in all compulsory subjects in end of year reports in 2009 by 5% in 2010.

**From report targets:**
% of boys getting an A or B
2009 – 36%
2010 – 36%

**Analysis**
The percentage of male students receiving an A or B as a grade in the compulsory subjects has remained at the same level. This use of report data needs to be an ongoing part of Bathurst High culture. It gives us an alternative source of data to the use of NAPLAN data in the junior school. The report data will add to the picture of student progress at Bathurst High.

Continued emphasis on this target will remain in 2011.

**Target 3**
Increase average growth of Aboriginal students in literacy Yr 9 to state average for all students in 2010.

The growth of the students in Year 9 compared to state average for all students is reported.

<table>
<thead>
<tr>
<th></th>
<th>State Growth Yr 9 All Students</th>
<th>School Aboriginal Growth Yr 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>35.0</td>
<td>35.1</td>
</tr>
<tr>
<td>Writing</td>
<td>-1.3</td>
<td>29.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>30</td>
<td>37.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>50.8</td>
<td>45.1</td>
</tr>
</tbody>
</table>

**Analysis**
Writing continues to be a problem for our Aboriginal students. This is especially significant given the high growth for all students. Continued emphasis on writing with appropriate professional learning in the teaching of writing to Aboriginal students will continue to be a focus of the school in 2011.

**Target 4**
Increase % of Aboriginal students who achieve growth in numeracy Yr 7 to state average for all students in 2010.

**Analysis**
2010 State Average Growth:
Bathurst High Yr 7 Aboriginal Students in Numeracy: 73.6
Whole State Growth : 61.9

% of Aboriginal Students with growth above 61.9 = 67%

2009 – No growth available as NAPLAN not completed by Year 5 students in 2007.
Analysis

Nevertheless our improved results in Year 7 numeracy for Aboriginal students would indicate that we have exceeded the target.

Target 5

Increase the % of Aboriginal students that are at and above minimum standards in literacy and numeracy. (Yr 7 Overall Literacy 71% in 2009 to 76 % in 2010 Numeracy 60% in 2009 to 65 % in 2010. Yr 9 Overall Literacy 67% in 2009 to 72% in 2010. Numeracy 79% in 2009 to 84% in 2010)

Analysis

2010

<table>
<thead>
<tr>
<th>Years</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87%</td>
<td>50%</td>
</tr>
<tr>
<td>Writing</td>
<td>93%</td>
<td>62%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>43%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>67%</td>
<td>57%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>60%</td>
</tr>
</tbody>
</table>

2009

<table>
<thead>
<tr>
<th>Years</th>
<th>7</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>71%</td>
<td>67%</td>
</tr>
<tr>
<td>Writing</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>Spelling</td>
<td>80%</td>
<td>65%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>53%</td>
<td>59%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>60%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Analysis

Although both cohorts involved small numbers of students, making real analysis a little unreliable, a trend that can be discerned is that there was significant improvement in the literacy and numeracy skills of the year 7 Aboriginal Students from 2010 compared to the 2009 students.

Year 9 shows that there has not been significant improvement in the performance of Year 9 students over the domains of literacy and numeracy. This is despite the impressive growth figures for year 9 students, the gap has not closed sufficiently to lift the performance of our Aboriginal students to a level that could be considered adequate. This remains a challenge for the campus.

Target 6

90% Attendance rate for all students. Increase the overall attendance rate of all students 7 – 12 from 87% in 2009 to 90% in 2009 through semester 2.

Analysis

School attendance declined from 88.4% attendance in 2009 to 87.4% in 2010.

Comment

This decline has led to the school invoking an external review of our attendance practices in order to try and address the continuing failure of the school to reach state average attendance. A review was conducted and the findings are presented in the educational and management practice section of the report. Attendance will continue to be a priority of the campus. Below are some of the initiatives introduced in 2010 as part of or focus on attendance.

1. In 2010, a roll call time slot was introduced with one of the aims to reduce the number of unexplained absences. The rationale was that a regular teacher would assist in chasing up notes of explanation.

2. Fully electronic roll marking for period by period was trialled and the trial proved successful although Millennium needs to separate daily absences from possible period truancies so that it is easier to identify possible truants. Full electronic roll marking was planned for implementation from the beginning of 2011.

3. Year Advisers were given time off roll call to assist with following up on long term absentees. Some individual attendance plans were implemented; however this also needs further development in 2011.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Enter text here

Educational and management practice

An Attendance review was conducted to establish school direction in light of structural and personnel changes

Background

Attendance rates had been slipping from just above state average to below state average in the last three years. A review was conducted by DET attendance personnel from Bathurst SEG and Western Region.

Findings and conclusions

- Unexplained absence rate was 85% - very high
- Absence rate peaked in Year 9 – all other years were close to state average attendance and years 11 and 12 were above state average.
- Attendance rates had been declining for three years
- Structural and personnel changes in the school meant that the systems that supported attendance had been changed and new attendance support systems had been put in place.

Future directions

Areas for focus have been identified and an attendance improvement plan developed.

Data and Monitoring

- Through improved monitoring and data analysis we will be able to design and evaluate appropriate supports with greater accuracy.

Community Involvement

- Utilising the skills of school, DET and outside community groups to assist in partnerships between the home, school and broader community.

Rewards / Reinforcers

- To encourage student attendance in a positive supportive environment by valuing and recognising efforts and achievements.

Late Arrivals

- To maximise student learning time.

Truancy and unexplained absences

- Focus to reduce unexplained absences to 50%

Professional Learning

- Provide staff with skills, knowledge and experience to implement the Attendance Action Plan.

Curriculum

Review of the talented class structure for core classes in years 7 and 8.

Background

IN 2010 the structure of junior classes was changed with an identified talented class being created in Year 7 and 8. The Year 7 class in 2011 had identified teachers who were given professional learning opportunities in gifted and talented teaching. This review is designed to look for differences in the classroom experience for the students and to inform ongoing development of the class.

Findings and conclusions

There was little difference in the classroom experience of the two groups.

Conclusions included

- Over 90% of the students usually or always felt that they were being educationally advantaged by being in the class
- Over 90% of the students felt that their teachers expected them to do their best in the year 8 class although this rose to 100% in the year 7 class. This was linked to the high expectations of the teachers.
- Year 8 students were more critical of the facilities that were available at the school. This focused on TAS and Mathematics subject areas.
• Year 8 students were significantly less likely to say their teachers help them to understand things – 80% in Year said always or usually their teachers found new ways to help them understand whereas in Year 7 it rose to 100%

• Year 7 found that there were significantly more novel learning experiences than the Year 8s. 70% of Year 8 students found opportunities usually or always occurred to learn new and different things whereas in Year 7 it was 92%.

• Year 8 was more critical of the learning experience than year 7.

Future directions
• The professional learning of the team of teachers on Year 7 seems to have made a difference to their learning experience.

• Ongoing professional learning for his groups of teachers in the 2012 cohort.

• Make teachers in the school aware of the results of the survey.

• Make Gifted and talented team aware of the results of the survey.

Parent, student, and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

A framework for the portal was presented and a limited number of parents (pilot group)tried the parent portal and extensive feedback from the pilot group was sought.

Parents were impressed with the flexibility and possibilities of the parent portal. Parent responses were overwhelmingly positive with suggestions being made about the need for more explanatory information regarding the students results in assessments that are presented.

As a result student assessments were placed online and processes were developed to support faculties with the placement of assessment information online.

Ongoing feedback indicated that at this stage of development the portal was over valued at $30 per year.

As a result of this the price of the portal was reviewed and set at $15 per year.

The feedback has indicated that continuing the development of the portal and widening the access of parents and students to the information contained would be viewed as a positive addition to the learning and support structures available at Bathurst High.

Parents also expressed satisfaction with the current arrangements for parent/teacher contact. The current model has developed through ongoing consultation with parent representatives and the structure of official parent/teacher contact has now stabilized. Any future developments will revolve around improving the current structure.

Professional learning
Bathurst High spent a total of $48,752.52 on teacher professional learning in 2010.

Spending was divided into
• Beginning Teachers – 8 %
• Use of Technology – 0 %
• Literacy – 0 %
• Quality Teaching – 30 %
• Syllabus Implementation – 5 %
• Career Development – 47 %
• Welfare – 0 %
• Other – 10 %

Note that areas with no spending do not indicate that no professional learning was taking place in these areas. Large amounts of professional learning took place under all dissections and because of the difficulty classifying the area that was the primary focus, for administrative purposes, most professional learning experiences were classified as Career Development or Quality Teaching.
School development 2009 – 2011

Targets for 2011

Target 1

**Literacy**

- Decrease the % of students at or below National Minimum Standard in yr 9 Writing by 5 %
- Increase the average growth for ATSI students in Yr 9 Writing to within 5% of state growth.
- Increase overall school growth in spelling and grammar and punctuation to state average

Strategies to achieve this target include:

- Writing to be reported in all faculty semester report as separate Plain English Statement. Two tasks to be used to assess this statement.
- English to focus on NAPLAN text type and NAPLAN writing.
- Continue to use online support materials available for NAPLAN and incorporate these into the teaching and learning plan of every faculty
- Continue to institute and monitor a school wide protocol for the delivery of extended writing in every classroom every week.
- Classroom emphasis on positive, specific feedback for the development of writing skills. Use of draft, feedback, publish. Review of quality assessment principals
- Specific PL for teachers on best practice for improving student writing, including use of laptop technology in Years 9,10 and 11.

Our success will be measured by:

- All reports incorporate writing. Individual criteria or tasks evident in Millennium
- Executive Assessment Review process with English Head Teacher includes discussion of writing
- EARS includes oversight of T&L plan
- Teacher Assessment Review Schedule processes include discussion on this
- Evident in Professional Learning Calendar

Target 2

**Numeracy**

- Increase percentage of students in band 10 in Year 9 numeracy from 4% in Yr 7 2009 to 8 % Yr 9 2011
- Reduce the percentage of students in the bottom two bands from an average of 27.6 % for the past three years to 25% in 2011

Strategies to achieve this target include:

- Mathematics to focus on NAPLAN numeracy preparation. Head Teacher Mathematics and teacher of top class in year 9 to focus on class profiling and extension strategies for individual students.
- Search means to give specialist support for identified Aboriginal and non – Aboriginal students in bottom two bands. Use Norta Norta funding and STL for small group support.
- Top Year 9 class to focus on numeracy preparation using online learning materials.
- Form class NAPLAN profiles for every core class in Yrs 7 – 9 in 2011

Our success will be measured by:

- Assessment of 2011 NAPLAN results

Target 3

**Aboriginal Education and Training**

- Reduce students below minimal standard in Writing from 25% in Year 7 2009 to 15 % in Year 9 in 2011
- Reduce Aboriginal students below minimum standard in Numeracy from 25% in Year 7 2009 to 15 % in Year 9 2011.

Strategies to achieve this target include:

- Attempt to Create Teacher’s Aide course with TAFE at Bathurst High in semester 2.
- Develop parent yarn times
- Reinvigorate posted newsletter for Aboriginal parents
- Reinvigorate Aboriginal awards ceremony
• Identify students below minimal standard of literacy in Year 9. Target Aboriginal teacher’s aide at these students. Withdrawal literacy classes specialising in use of NAPLAN literacy support materials.

Our success will be measured by:
• NAPLAN results

Target 4
Student Engagement and Retention
• Increase attendance rate in stage 5 from below state average to above state average

Strategies to achieve this target include:
• Ongoing Gifted and talented professional learning for team teaching core in year 7
• Quality Assessment – Professional Learning at Exec Meetings – continue to focus on quality assessment and feedback.
• Employ program developer for School within a school curriculum. Plot Program is in place for semester 2.
• Review with HT Junior School and HT Administration of Attendance recommendations. Develop implementation plan focusing on unexplained absences.
• Implement tighter procedures for period by period checks and fully electronic roll marking
• Improve process for development of individual attendance plans

Our success will be measured by:
• Attendance rate as measured by the annual data return on attendance

School contact information
Denison College, Bathurst High Campus
PO Box 494 Bathurst 2795
Ph: (02) 63313755
Fax: (02) 63322302
Email: bathurst-h.school@det.nsw.edu.au
Web: bathurst-h.schools@det.nsw.edu.au
School Code: 8103

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

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.

Geoff Hastings, Campus Principal