Our school at a glance

About This Report
Included in the report for Bathurst High is the report of the College Principal for Denison College of Secondary Education. Also included is the first Annual School Report for xsel, the virtual selective school of Western Region as Bathurst High Campus has students and teachers enrolled and teaching in this environment.

Students
In 2009 there were 842 students enrolled in the school consisting of 439 boys and 416 girls. This was similar to 2008 when 855 students were enrolled.

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

Significant programs and initiatives
1. Connected learning program – enabling parents of year 11 and 12 students to log in to the school website to view their child’s results in all subjects.
2. Senior Study Group Initiative – was developed and expanded through more subjects. Results have indicated that this is a successful model of academic support for senior students.
4. Expansion of lexplore to include students from non partner schools and students from non government schools.
5. Digital Education revolution Pilot school – Year 9 at Bathurst High were one of the three schools to trial this innovative program. Bathurst High was also one of the three schools to pilot the use of laptops for professional learning by teachers.

The Minister for Education, Verity Firth has announced an additional 600 selective school places, for the first time bringing selective schools to each region of NSW. In recognition of the Western NSW Region’s huge area (365,000 square kilometres), our Regional Director, Carole McDiarmid has lead the notion of a virtual school which will allow our gifted and talented students to stay in their home towns, attend their local comprehensive secondary school and participate in the selective streams of English, Maths and Science provided by xsel, Australia’s first ever virtual selective school. Western NSW Region has played a key role in leading the implementation of technology in the classroom and with the state-wide rollout of the Digital Education Revolution laptops, xsel offers a unique opportunity to address the equity and access issues of a selective school for our rural and remote students in an exciting and technologically innovative way.

In the first three terms of 2009, under the leadership of Pam Ryan, School Education Director, a planning team consulted with a wide range of stakeholders. Pam and Barry Forster, as xsel Project Officer, were responsible for coordinating with the Selective Schools Unit in Sydney and all our regional primary schools to assist students in their applications for xsel. Over 200 western region students sat the selective schools test in March from which thirty students were selected for placement in xsel’s inaugural Year 7 class for 2010. In Term 3, Barbara Bannister was appointed as xsel Teaching, Learning and Technology Officer and together with Barry, they were responsible for coordinating with the Selective Schools Unit in Sydney and all our regional primary schools to assist students in their applications for xsel. Over 200 western region students sat the selective schools test in March from which thirty students were selected for placement in xsel’s inaugural Year 7 class for 2010. 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nurtured. We are very proud to be an xsel partner school.

Student achievement in 2009

Bathurst High has proven once again that it is a school that provides its students with the opportunities necessary to advance academically, culturally and in a variety of sporting endeavours. Academic achievement has been demonstrated in a number of rigorous external examinations.

It is worth noting that Bathurst High hosts a support unit for students with moderate and more severe intellectual disabilities. Although these students are exempt from NAPLAN, in 2009 they did sit the tests. This will produce a bias in the performance of students at Bathurst High compared to other like schools who do not host a Support unit and the rest of the state.

Literacy – NAPLAN Year 7

2009 has been the second year of the National Assessment Program, Literacy and Numeracy (NAPLAN). These tests are conducted in the middle of May and test students in a similar, but not identical manner to the ELLA and SNAP tests that existed previously. 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, however their achievements are reported here in order to allow scrutiny of overall student progress from Year 5 to 7.

In the year 2009 tests Bathurst High students performed best in reading with average scores above those for the whole state and a selection of similar schools (CSG or Comparative School Groups). In other areas they performed at or above the CSG average but below the average for the whole state. The weakest area for the students of Bathurst High was in spelling where, on average they performed below both the state and comparative schools.

Numeracy – NAPLAN Year 7

In the numeracy section of the NAPLAN tests the students entering Bathurst High performed worse than the state on average and also slightly worse than the students from other like schools.

This has been a trend over time that incoming students do not perform as well as other schools but the improvement of our students between year 7 and year 9 is greater than like schools and also larger than the state. On average the students at Bathurst High improve more in numeracy than students at other schools in the state.

Literacy – NAPLAN Year 9

Year 9 students performed below state average in all areas of the NAPLAN literacy test and were below the average for similar schools in Grammar and Punctuation, Reading and Writing.

Year 9 performed at the same level as other similar schools for the spelling section of NAPLAN. Bathurst High performed above similar schools in all areas except writing. Writing continues to be a focus in the school plan and is an area where improvement is needed.

Numeracy – NAPLAN Year 9

A focus on numeracy resulted in a greater improvement by the Year 9 compared to the results in the Year 7 numeracy exam. On average students at Bathurst High progressed more than the state average and more than comparative schools. Boys improved more than girls in numeracy.

School Certificate

Our performance in the School Certificate this year was very pleasing in both value added and absolute results. All areas – English Literacy, Mathematics – Numeracy, Geography, History, Science and Computer Skills perform, on average, above similar schools to us (CSG) with the students performing above state average in Geography and Science, close to state average in Computer Skills, History and English. Mathematics - Numeracy was the area that performed below state average.

In addition our ability to progress students from their literacy, numeracy tests in Year 5 through to the school certificate (value added) has also been very strong. We are above state and like schools in English, Science, Geography and Computer Skills. We are above like schools but below state in History and Mathematics.

Higher School Certificate

One hundred and seven students were successful in being awarded a Higher School Certificate.

Of the subjects offered Ancient History, Biology, Community and Family Studies, Economics, English Extension 1 and 2, PDHPE, General Mathematics, Mathematics Extension 1, Music 1, Business Services Examination and Entertainment Industry performed significantly better than the rest of the state.
Those significantly below state average were Chemistry, Physics, Japanese, Industrial Technology, Dance and Business Studies.

Subjects such as Community and Family Studies have been identified ones in which we have been underperforming. Teachers have committed to professional learning and a real focus by the PDHPE faculty on the implementation of this professional knowledge has resulted in a significant improvement in results. This has also happened in other subjects such as Legal Studies.

**Messages**

**Denison College Principal's message**

Principal’s Report Denison College of Secondary Education

In 2009 Denison College of Secondary Education further strengthened its identity in the education sector and the wider Bathurst community and continued to foster and promote high achievement.

A key 2009 initiative, the Denison College High Achievers’ Reception, was held at Charles Sturt University in early February. This event awarded all students across the college who gained a Band 6 in the School Certificate and Higher School Certificate in 2008. The top students in Year 11, as well as our top Koori students and sportsperson also received awards. Ms Carole McDiarmid, Western Region Director, addressed the audience and presented students with a plaque and certificate to acknowledge their outstanding achievements.

In Term 4 another key strategy to promote achievement was held at both campuses. All students who gained the top band in the National Assessment Program for Literacy and Numeracy (NAPLAN) were presented with a certificate acknowledging their high achievement and all students who improved their result by 100 marks or more were also recognised. The top students at each campus were awarded the Denison College High Achievers’ plaque.

Denison College, member of the Panorama Learning Community of public schools in Bathurst, has maintained transition and retention as key strategic priorities. Our college sponsored primary partner programs, Iexplore at Bathurst High Campus and iLearn at Kelso High, with the ongoing emphasis on enhancing primary curriculum opportunities, continued to be very successful. In 2009, there were over 1500 individual student visits to Denison College, during which students engaged in teaching and learning activities focussing on science, technology, creative and performing arts and English. These programs have ensured very positive transition from primary to high school and have resulted in very high retention from public primary schools into Denison College.

The overall enrolments of the college continued to grow to a total of 1659 students, reflecting an overall growth of 3% with Kelso High Campus experiencing a growth of 8.85% in one year.

A key success for the College in 2009 has been in the expansion of the Denison College Online Learning site - [http://www.denisoncollege.nsw.edu.au/moodle/](http://www.denisoncollege.nsw.edu.au/moodle/) and in the use of web2 technologies in teaching and learning. This site is now used by over 15000 users in the New South Wales Department of Education and Training. The most used courses include those developed to assist students and teachers with mandatory testing including NAPLAN, School Certificate and ESSA (Essential Secondary Science Assessment). In 2009, online materials were added for over 15 new courses including Stage 5 Mathematics, Preliminary Course Construction and Year 3 and Year 5 NAPLAN as well as English Studies, a new English course to be introduced in the Preliminary Course in 2010 and Technology in Stages 4 and 5.

In 2009 the Denison College Online Learning site was awarded the prestigious Director-General’s School Achievement Award.

In conclusion, Denison College achievements are recorded across all the dimensions of education making 2009 a very successful year.

**Kathleen Compton**

College Principal

**Bathurst High Campus Principal's message**

The annual school report for 2009 documents the achievements and progress of the Bathurst High
Camus of Denison College of Secondary Education.

The year has been dominated by the whole school commitment to the Digital Education Revolution – NSW (DER-NSW) implementation. As one of three pilot schools in NSW, Bathurst High has invested significant time in professional learning for teachers, program development, student feedback and quality teaching initiatives to ensure the successful implementation of the DER-NSW laptop devices. There has also been an investment in wireless infrastructure to support the laptops with one third of the campus covered with the remainder due to be finished in June 2010.

The Trade Training Centre development continues with final planning to be done in the first half of 2010 and an anticipated construction start of semester 2 2010. This will produce

Continued focus on teaching and learning has resulted in gains for our students in the HSC and NAPLAN testing. Writing for boys and numeracy for girls continue to be areas of focus in our school plan as they are areas in which Bathurst High students do not improve their standards as quickly as students from other similar schools.

**xsel Virtual Selective Provision**

The Minister for Education, Verity Firth has announced an additional 600 selective school places, for the first time bringing selective schools to each region of NSW. In recognition of the Western NSW Region’s huge area (365,000 square kilometres), our Regional Director, Carole McDiarmid has led the notion of a virtual school which will allow our gifted and talented students to stay in their home towns, attend their local comprehensive secondary school and participate in the selective streams of English, Maths and Science provided by xsel, Australia’s first ever virtual selective school. Western NSW Region has played a key role in leading the implementation of technology in the classroom and with the state-wide rollout of the Digital Education Revolution laptops, xsel offers a unique opportunity to address the equity and access issues of a selective school for our rural and remote students in an exciting and technologically innovative way.

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There are 30 students in our first intake for xsel. They are drawn from seventeen different secondary schools that stretch from Lithgow to Broken Hill across two time zones. Our school is delighted that Samantha Leckie will be participating in xsel and extensive planning has been put in place at our school to ensure that our xsel student is well supported, resourced and nurtured. We are very proud to be an xsel partner school.

The wonderful achievements of our students are highlighted throughout this report. They continue to achieve academically, on the sporting field and creatively and this report seeks to document and recognise their achievements and progress.

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

**Campus Principal**

2009 has been a successful year of fundraising for the P&C. With our Bunning’s BBQ’s, the Edgell Jog BBQ, another fun and informative Trivia Night and the ever profitable Chocolate sales we have once again been able to financially support our school. Many thanks go to those who were involved in the organisation and running of these activities. As a result we were able to purchase for the school two embroidery machines and two overlockers as well as fund several students in their quest for sporting excellence and support prizes awarded at the 2009 Presentation Night.
The P&C supports the school community in more than just a fundraising capacity. To that end we have made further representations to the Department for Education and Training regarding the schools requirement for a Multipurpose Gymnasium, resulting in assurances from the Minister supporting our proposal and the Assets Manager putting together a plan to take to state assets – excellent progress in a long running project. Support has also been provided to the school in the form of hard labour at working bees and in an advisory capacity in various groups and sub-committees such as the 2009 Grad Ball and Finance committee.

Thank you to all on the committee for your dedication and support during the year and best wishes for 2010

Wendy Ross
P&C President 2009

Student representative’s message

Bathurst High Campus is credited with a long history of high achievers and an ever present focus on our school motto “Altiora Peto” (seeking higher things). In recent years due to advancements in technology and the creation of the Denison College arrangement we are able to take this focus on achievement to new heights offering students unparalleled opportunities.

While the elected captains of 2008-2009 were tasked with creating bonds between the Bathurst and Kelso High campus it is our pleasure to report that this year we don’t feel it is necessary. The Kelso and Bathurst Campus partnership has ceased to be an educational prototype and become a strong bond of friendship.

As the elected captains of 2010 we aim to uphold the schools respected position within the community while at the same time strengthening the already powerful sense of team spirit that exists within the campus. Working alongside the Leadership Team and Student Representative Council we hope to make 2010 into a year of opportunity and fun for all students across both schools.

Nicholas Wade and Lucy Smith

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

Enrolments have been basically stable over the last two years. Based on preliminary numbers more students will arrive at Bathurst High in 2010 and forward projections anticipate the school will continue to increase in size at a steady rate.

Student attendance profile

Attendance rates have declined over the past two years. However, analysis based on data shown in the chart below shows that attendance rates have been significantly affected by the year 8 cohort. Within that group a small number of students with significant attendance problems have been identified as the cause of the significant difference from other years. Individual attendance programs have been put in place to address this issue. Continued emphasis on attendance will be part of the school plan in 2010.

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Management of non-attendance

Student attendance is managed by the Head Teacher Administration. Non attendance in the classroom is the responsibility of teachers to follow up. The Head Teacher Administration scans attendance records for students who are 85% attendance or below and will contact parents to seek an explanation. Students with attendance difficulties, where there is no improvement despite intervention, are referred by the HT administration to the Home School Liaison Officer for investigation and an attendance support plan is jointly developed.

The school is developing a system that will allow parents to scrutinise student attendance through a web based interface from home. It is hoped that this will be fully operational in 2011.

Retention to Year 12

Note that figures given here are for the College as a whole. Figures are not available for Bathurst High as a standalone school. The SEG is the Bathurst School Education Group comprising schools in Lithgow, Oberon, Portland and Bathurst.

Post-school destinations

The latest data on post school destinations is based on 2008 data. 2009 data is being collected in the first half of 2010 and will be reported on in 2011.

The results for our 2008 cohort are:

- 24% continued their education through TAFE
- 36% went from their HSC into the workforce
- 39% went from their HSC into university

A significant proportion of those going on to TAFE did so because they received an apprenticeship or traineeship. The School had

Year 12 students undertaking vocational or trade training

In 2009, 107 students were awarded the Higher School Certificate at the end of their Year 12 studies. Within this cohort 39 students completed vocational or trade training as part of their studies at Bathurst High. This represents 37% of the candidature.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2009 107 students achieved the HSC. This represented 100% of the final candidature for that award.

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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<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
<td>9</td>
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<tr>
<td>Classroom Teachers</td>
<td>50.1</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>15</td>
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<tr>
<td>Total</td>
<td>83.4</td>
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</table>

Bathurst High has a number of Aboriginal teaching and non teaching personnel on the staff. The number of Aboriginal staff employed at Bathurst High has increased over the last three years.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.
Qualifications | % of staff
---|---
Degree or Diploma | 92
Postgraduate | 8

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

<table>
<thead>
<tr>
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<td>Tied funds</td>
<td>362,543.00</td>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
<td><strong>1,814,658.00</strong></td>
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Expenditure
Teaching & learning
- Key learning areas: 139,490.00
- Excursions: 72,913.00
- Extracurricular dissections: 75,935.00
- Library: 11,821.00
- Training & development: 18,337.00
- Tied funds: 359,900.00
- Casual relief teachers: 105,637.00
- Administration & office: 179,362.00
- School-operated canteen: 0.00
- Utilities: 118,973.00
- Maintenance: 43,318.00
- Trust accounts: 189,954.00
- Capital programs: 20,781.00
| **Total expenditure** | **1,336,421.00** |
| **Balance carried forward** | **478,237.00** |

A full copy of the school's 2009 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 December or February P&C meeting. Further details concerning the statement can be obtained by contacting the school.

Achievements

Arts
The Creative Arts KL A at Bathurst High Campus had another active year in 2009 with our students being involved in competitions, festivals, exhibitions, workshops and performances.
- Our music ensembles were particularly busy with performances at local community events, fetes and fundraisers for our feeder primary schools. The concert band and our two jazz Big Bands, Chill Factor and Swing Factor competed at the NSW band championships at Waverly in July. Chill Factor was awarded a bronze medal in the Secondary Schools Big Band Event. The concert band was awarded silver in the Division Three Concert Band section and Swing Factor was awarded gold in the Premier Big Band Division.
- At the Bathurst Eisteddfod in August, Swing Factor won the open Stage Band section with Chill Factor receiving a Highly Commended award. The concert band won the Secondary Schools Concert Band section and our vocal group was awarded Highly Commended in the Junior Vocal Group section. Our Thursday night Jazz improvisation group won the Open Instrumental Ensemble section. Many of our students also won instrumental and vocal prizes in the solo sections. This was one of our most successful eisteddfods in the past ten years.
- All our music ensembles were involved in HSC Music exams as they accompanied Year 12 students for their final performances. A final concert for these students in late August was an excellent showcase of the musical talent at Bathurst High Campus.
- One of our outstanding singers, Alana Café, was invited to join the NSW Talent Development Program. This program allows students to work with the top music professionals in the country and offers a significant boost to the career prospects of those involved.
- In Dance, two groups, the Dance Company and the Dance Ensemble were formed in 2009. Between them they performed 5 items at the Western Region Dance Festival and the Dance Company was subsequently selected to perform at the NSW State Dance Festival.

School performance 2009
Following are just some of the achievements for 2009. These achievements demonstrate the breadth of opportunity and for the talented students of the Bathurst High Campus of Denison College.
• Year 9 student Marnie Vinal successfully auditioned for the Intermediate State Dance Ensemble and five students went to the Western Region Dance Camp. The Year 9 dance class was also involved in the Laptops for Learning program.

• In Drama, senior students attended plays and performances in Sydney which included: Ruby Moon, The Laramie Project and the OnStage Best of the HSC showcase. They also attended workshops with the Sydney Theatre Company.

• Year 10 students attended the Regional Drama Camp in May and then performed at the Schools Spectacular in November.

• The Sydney Theatre Company also brought their workshop and show ‘Burnt’ to Bathurst. This show was attended by Drama students from Year 7 to 11.

• In August Year 12 students put the finishing touches to their HSC pieces with an evening of performances which was attended by a large, enthusiastic crowd.

• Visual Arts students were involved in a number of workshops and exhibitions. Year 7 students visited the Great Sandy Desert Exhibition at the Bathurst Regional Art Gallery. This collection of indigenous works by the Nungurra people looked at the connection between them and their land.

• Our photographers experienced success at the Bathurst Youth Week Photographic Competition. Winners included David Jewkes Yr. 10 and People’s Choice winner Blake Plemming Yr. 8

• Year 10 and 11 students travelled to Sydney where they visited the Art Express HSC exhibition and the Archibald, Sulman and Wynne exhibitions at the NSW Gallery. They also visited exhibitions at BRAG by Shaun Gladwell, Rosemary Laing and Lionel Bawden.

• After studying contemporary approaches to Landscape, Yr 11 Visual Arts students created sculptural work out of recycled or found materials. These works were installed at the Macquarie River Peace Park.

1. Year 12 finished their HSC works with an impressive exhibition in August with a variety of pieces on display.

2. All areas of the Creative Arts KLA were also involved in the I explore program with students from our partner schools attending practical workshops throughout the year in the Visual Arts, Drama, Dance and Music.

It has, as always, been a busy year but it is hoped that the many activities we have been involved in have been enriching for all students in Creative Arts.

Sport

Bathurst High Campus students continue to display outstanding performances in a wide range of both individual and team sports. The culture of sport within Bathurst High Campus continues to be an important part of the students’ cultural identity and the values they are taught. This is demonstrated by the way that our athletes conduct themselves. Positive comments about the attitude, commitment and presentation of Bathurst High sporting teams have been received on numerous occasions from the coaches of other teams, their school principals and spectators.

Throughout 2009 all teams and individuals performed with dignity and professionalism. There were many noteworthy performances of teams and individuals in both Combined High School knockouts and external sports.

• The under 15’s Girls and Boys Football teams under the coaching of Mr Paul Waine both made the semi-finals stage of the Bill Turner Cup competition. This is a competition that covers Queensland, New South Wales, ACT and Victoria. This was an incredible feat for both age groups to make this stage of the competition.

• The Astley Cup team win over Orange HS in Bathurst and then narrowly being defeated by Dubbo Senior College in Dubbo. This competition continues to be a fantastic showcase of sport for Bathurst High Campus. The competition between the three schools is always extraordinarily close.

• Nathan Bankovic gained a CHS Gold medal in the 13 and 14 age bracket of the All Schools’ Triathlon championship at Penrith International Rowing stadium and then competing at the Australian Triathlon Championships in Tasmania gaining a 6th placing

• Rebecca Cady’s was selected in the 2010 CHS and Western Region cricket team.

• Haylee Lepaio’s selection in the CHS and NSW all school’s girls basketball team for National competition.
Hayley Lepaio’s selection to be a recipient in the Australian Olympic Committee’s Pierre de Coubertin award for 2009.

Keelan Crawford selection in the Australian’s special schools basketball team for World Championships in 2010.

Katon Crawford was selected in the Under 16’s NSW Indigenous Rugby League team. This team played the curtain raiser before the Australia and New Zealand test at Suncorp Stadium in Brisbane.

Blake Lawson gaining selection in the Greater Western Region under 15 rugby league team to trial at the CHS carnival.

Andrew Mendes gaining selection in the Greater Western Region Open 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

Bathurst High students have also been involved in a number of academic and cultural activities including a significant number of charity fundraising led by the school’s leadership group.

- Aboriginal students have been involved in the TVET Indigenous Health Certificate
- Leadership Team events included donations to the Red Cross blood bank and a lunch time ‘fete’ with donations going to the Bathurst Base Hospital.
- 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.
- HSC Study Skills program was organised to offer assistance to HSC students in a large number of courses. Students were involved in small study groups both student and teacher centred. Sessions were also organised to enhance study skills and support HSC exam techniques.
- HSC students were supported in their post school transition through the University Roadshow, FACTS day at CSU and individual support from the Careers Adviser.
- Transition Tuesday continued for students transitioning from Year 11 into 12 involving interviews supporting subject choices and a review of student progress throughout year 11
- Senior students were named winners of the Rotary Youth of the Month.
- Many year 11 and 12 students completed 2 units of their Preliminary and HSC course through the TAFE Outdoor Recreation courses, including specialising in the Outdoor Recreation skiing and surfing camps.
- Try a Trade visited the school to give students in years 9 and 10 the opportunity to experience trade opportunities that they may consider for their future careers.
- 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.
- Jane Perfect was awarded the Minister’s Award for Excellence in Student Achievement.
- Our Year 6 into 7 programs continued to successfully introduce students to Bathurst High Campus and included the expansion of iExplore subjects to include Design and Technology and Writing. For the first time students attending Catholic schools in Yr 6 had access to iExplore and other transition events. Individualised transition for students with special needs continued to be a strength.
- “Year 7 Meet the Teacher Evening” offered parents the opportunity to meet their child’s teachers and gain an overview of the subject content for the year. “Parent Teacher Evenings” continued, allowing parents and students, one-on-one interviews.
- Targeted student support programs continued, for instance, the outdoor recreation program “Backtracks”, whilst others were devised according to student need, for example, “Girls’ Social Skills”, delivered through TAFE.
- Aboriginal Students in Year 8 participated in a six week intense cultural literacy and numeracy program including Aboriginal guest speakers.
• “Girri Girri” continued to engage Aboriginal students, many of whom participated in camps and specific courses to attain certification of skills valuable for the workplace, for instance, the Indigenous Health Certificate.

• Homework Centre for Aboriginal Students operated in the afternoons with students from Years 7-12 accessing assistance with major assignments, homework and areas requiring improvement.

• Naplan testing ran smoothly with Yr 9 undertaking the tests in the Hall and Year 7 in class groups in the maths classrooms.

• Middle School Camps included the Year 7 Camp at Lake Burrendong and the Year 9 Camp at Milson’s Island.

• Peer Support leaders from Year 11 participated in Year 6 into 7 Transition activities and the Year 7 Camp.

• The Student Representative Council (SRC) ran the Positive Rewards System at school assemblies and recognised students for their efforts as school citizens.

• Middle school student achievements were acknowledged in the local community with strong representation in the local media.

• Students again ably represented our campus at the Animal Nursery at the Royal Bathurst Show, which continues to be hugely popular.

• Students in Year 7 held a Travel Expo as the culmination of their Integrated Studies unit. Audience members included their previous Year 6 teachers and the new Year 6 cohort.

• Students in Year 9 and their parents attended Laptop Workshops in Term 3 where students were given their laptops. Bathurst High Students were the first in Western Region and the third school in NSW to receive their laptops in recognition of our leadership in this field.

• “Pancakes on the Quad” were on offer on Wednesday mornings to all students as an initiative of the Ministers Fraternity(??)

• Welfare support for students was significantly strengthened with health services, including paediatricians.

• The Leadership Team and SRC ran a number of fund-raisers including Red Shirt Day.

• Year 8 students with demonstrated improvement in attitude and commitment to work were recognised with a Rewards Day in Term 4.

• The Sydney Theatre Company performed for middle school students, raising awareness of rural and regional issues such as the effects of drought.

• A number of students in Year 7 and 8 accessed the Macquarie Tutorial Centre for specialist support.

• Year 7 students participated in the Chess Club and the Junior Debating Team took part in the Lithgow Festival of Speech.

**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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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)

and/or

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

### Year 7 Reading

- **Percentage in band 2009**
- **School average 2007 - 2009**
- **LSG average 2009**
- **State average 2009**

### Year 7 Writing

- **Percentage in band 2009**
- **School average 2007 - 2009**
- **LSG average 2009**
- **State average 2009**

### Year 7 Spelling

- **Percentage in band 2009**
- **LSG average 2009**
- **State average 2009**

### Year 7 Grammar and Punctuation

- **Percentage in band 2009**
- **LSG average 2009**
- **State average 2009**
Percentage of students in bands:
Year 9 reading

Percentage of students in bands:
Year 9 spelling

Percentage of students in bands:
Year 9 writing

Percentage of students in bands:
Year 9 grammar and punctuation

- Percentage in band 2009
- LSG average 2009
- State average 2009
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate
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 in our school achieving at or above the minimum standard in 2009

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<thead>
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<tbody>
<tr>
<td>Reading</td>
<td>94.4</td>
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<tr>
<td>Writing</td>
<td>87.9</td>
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<tr>
<td>Spelling</td>
<td>90.7</td>
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<tr>
<td>Punctuation and grammar</td>
<td>88.6</td>
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<tr>
<td>Numeracy</td>
<td>90.7</td>
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Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

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<tr>
<td>Reading</td>
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<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
<td>82.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.6</td>
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Significant programs and initiatives

Parent/Student Portal

A significant program has been undertaken to develop a parent/student portal into the school. This portal is designed to allow parents and students to see their results, attendance, behaviour and commendation awards, timetable and assessment tasks online. The portal is expected to be operational by the end of 2010.

Aboriginal education

In 2010 students continued to access the Girri Girri Sports Academy for Western Region. This academy is designed to encourage students to come to school and to improve their literacy and numeracy within a sport based context. The program is now two years old.

A cultural program was developed for Aboriginal girls and was run using Noorta Noorta funding. The program had a literacy, numeracy and attendance focus and ran for part of term 3 and term 4. The program was seen as a positive addition to literacy and numeracy by the students, teachers and teachers aides who took part.

One of our senior students, Denise Taylor showed great leadership in organising the presentations for the students at our annual Aboriginal students end of year presentation.

Aboriginal teacher Ms Lisa Crawford was released to provide assistance and encouragement for the Aboriginal students. Aboriginal students successfully completed the HSC with university entrance achieved by some of the cohort.

Multicultural education

All members of the Bathurst High teaching staff continue to implement DET multicultural policy statements through the curriculum outcomes and their teaching.

Specific programs are implemented in the different Key Learning Areas. Japanese language classes continue to be an integral part of the curriculum and students continue to have opportunities to tour countries such as Greece, Italy, Japan and Vietnam.

Bathurst High has 33 students (3%) who speak a language other than English at home.

Respect and responsibility

In 20 started the training necessary to become a Positive Behaviour for Learning School. Positive Behaviour for Learning is a whole program for change that is based on data and organised responses to values issues such as respect and responsibility. This will be implemented in the 2010 school year and is part of the 2010 school plan.

Progress on 2009 targets

Longer-term school strategic directions (3 year horizon)

- Boys’ Education
- Connected Learning
- Learning Support Structures
- Enhanced Physical Environment for Learning
Target 1
Boys add value above state average in writing component of NAPLAN

Our achievements include:

Increased value adding in Year 7 boys and girls and increased value adding in Year 9 girls.

Our year 9 boys value adding decreased from previous years but on closer inspection this was due to large performance drops by four boys. Other boys, on average, had greater value adding than in 2008 though the average amount has still not reached state average.

Target 2
10% increase in number of boys receiving an A or B in all compulsory subjects in end of year school reports

Our achievements include:

In subjects such as Science the percentage of boys receiving the highest level of grades in the school reports increased by an average of 9 % across years 7 - 10

In other subjects there was also an increase in boys receiving an A or a B in their report grades however, the increase was variable across subjects and did not reach the 10% threshold set as a target. There is no doubt, however, that the focus on boys and education has resulted in an improvement in their performance.

Target 3
90 % Aboriginal students add value in literacy and numeracy above the state mean

Our achievements include:

The percentage of indigenous students who met or exceeded state growth levels were:

1. Literacy - 50% in year 7 and 33% in year 9
2. Numeracy – 48 % in year 7 and 50% in year 9

Thresholds were not met and improvement in Aboriginal literacy and numeracy growth will continue to be a focus of the campus.

Target 4
95 % Aboriginal students are above minimum national benchmarks for literacy and numeracy

Our achievements include:

- Year 9 literacy - 33% Aboriginal students meet national benchmarks
- Year 9 numeracy – 20% Aboriginal students meet national benchmarks

Improvement in the literacy and numeracy rates for Aboriginal students remains a priority. Numeracy and literacy in Year 9 are particularly concerning. Funding specialist support programs remains a problem for the campus.

Target 5
100% of connected parents and students 11 – 12 are able to access progress information

Our achievements include:

- Development of Year 10, 11 12 assessment tasks that allow parent access to results.
- Movement to a welfare recording process that allows parent access
- Development of the pilot for an attendance system that allows parent access to results
- Pilot access for volunteer parents and all Year 12 students

We will continue to develop this system with the aim to open it to all parents in the second half of 2010.

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 2009 our school carried out evaluations of computer use by students and teachers in the school prior to the rollout of DER- NSW laptops.

Educational and management practice

The survey of students in year 9 and teachers was done separately through an online survey instrument. This survey was done before the advent of the DER – NSW laptop rollout and was designed to give the school a base level of computer use to assess the impact of the DER rollout. At the time of the rollout at Bathurst High there was no state wide plan to complete an evaluation of DER. This process has now been started.

Background

All year 9 students and all teachers were given time to complete a survey on the Denison College Moodle Server.
Findings and conclusions
Findings indicated that there was a wide variety of experience in the use of information and computer technology. The survey indicated that 90% of students in year 9 had access to the internet away from the school. Information from teachers indicated that they used computers regularly and most were confident of using them in a classroom.

Future directions
An ongoing emphasis on professional learning is vital for the successful use of the new DER laptops to improve teaching and learning. Measuring the degree of engagement will assist greatly with assessing the degree to which the program was successful at Bathurst High. Teachers overwhelmingly felt that the integration of laptops into the curriculum would be vital to student engagement.

Findings and Conclusions
1. DER related initiatives should be given priority in Professional learning application considerations
2. The school needed to purchase as many whiteboards and projectors as possible to assist teacher presentations.
3. DER initiatives should be built into all faculty plans and the teacher performance review as well as executive performance review.

Curriculum
An internal review was completed on the provision of curriculum to year 7.

Background
Concern had been expressed that the Year 7 and 8 curriculum was too restrictive, so that students could not move from one class to another reasonably seamlessly. Once starting in year 7 and year 8 the students are locked into the same class or alternatively if they moved from one class to another they would miss out on significant learning experiences in the Creative Arts.

Concern had also been expressed about the capacity to truly offer extension activities to the most talented students in Year 7 and 8.

The review was done by executive and led by the Deputy Principal of the Middle School.

Findings and conclusions
1. The division of the classes into two streams was thought to inhibit the abilities of teachers to adequately cater for all students in the classes.
2. The semesterised nature of the Creative Arts subjects in Year 7 should be changed to a rotating term basis. On this basis no student who changed class would miss doing all the creative arts subjects.
3. Year 7 should be altered to a three stream year with one class in the stream that needed extension work, two classes in the next stream would have the ability to gain promotion to the top stream.
4. The next stream would consist of classes that were much smaller than the other two. Support serves – STL support would be targeted at these three classes.
5. Class placements should be reviewed at the end of term 2 after semester 1 reports.

Future directions
In consultation with the P&C it was decided to trial and review this structure in 2010.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the development of an online portal into the school. A framework for the portal was presented and a limited number of parents tried the portal. It was also released to Year 12 students and shown to teachers.

Concern was expressed by some teachers about the type of information that would be presented to parents and students. It was felt by the teachers that the information needed to be more generic so that it would prompt contact with the school by parents and students about the context.

Parents responses were overwhelmingly positive with suggestions being made about the need for more explanatory information regarding the students results in assessments that are presented.

Year 12 students were asked to test it and there was overwhelmingly positive feedback about the usefulness of the initiative and its value to their learning.

As a result of the feedback it has been determined 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.
Professional learning

Bathurst High spent a total of $46,827.27 on teacher professional learning in 2008. This averages to $673 per teacher.

Spending was divided into:

- Beginning Teachers – 4%
- Use of Technology – 22%
- Literacy – 3%
- Quality Teaching – 17%
- Syllabus Implementation – 7%
- Career Development – 25%
- Welfare – 3%
- Other – 19%

Although literacy development only accounted for 3% of spending, much of the spending on teacher professional learning in areas such as the use of technology, quality teaching and syllabus development involved teacher training in enhancing student literacy.

School development 2009 – 2011

Our strategic initiatives in our 3 year plan continue to be:

- Boys’ Education
- Connected Learning
- Learning Support Structures
- Enhanced Physical Environment for Learning

Targets for 2010

Following are the targets for 2010

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

Strategies to achieve this target include:

- Specific PL for teachers on best practice for improving student writing, including use of OneNote Years 9 and 10.

Our success will be measured by:

SMART analysis of NAPLAN results to reflect value adding at state average in writing.

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.

Strategies to achieve this target include:

- Analysis of 2009 end of year reports to measure progress in this target from 2008.
- Maths KLA planned PL on assessment and marking.
- Establishment of gender-based classes to assist student academic and social achievement.
- Continued and expanded opportunities for boys to undertake leadership.
- Consolidate Senior Study group structures to support students in their HSC year.

Our success will be measured by:

Analysis of school report data reflects 5% increase from 2010.

Target 3
NAPLAN results reflect base rates in literacy and numeracy for Aboriginal students.

1. Increase average growth of Aboriginal students in literacy Yr 9 to state average in for all students in 2010.
2. Increase % of Aboriginal students who achieve minimum growth in numeracy Yr 7 to state averaged for all students in 2010.
3. 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)

Strategies to achieve this target include:
• Form special support class for targeted Aboriginal students for extended period before NAPLAN.
• Development of PLPs for all Aboriginal students identifying literacy and numeracy needs and determining strategies. Development of PLP beginning with students in Year 7 2010.
• New teachers program to include Wiradjuri cultural awareness
• Focus on Mathematics faculties to deliver numeracy target in SC and NAPLAN
• Reinvigoration of Aboriginal education committee

Our success will be measured by:
NAPLAN value adding measurements and results for Year 7 and 9.

**Target 4**
Student attendance 7-12 at 90% in term 3 and 4.

Strategies to achieve this target include:
• Implement attendance monitoring system through Millenium. Investigation of use of laptops for roll marking.
• Implement parent access to student attendance information.
• Attendance Team established.

Our success will be measured by:
Attendance statistics for Semester 2 measures from attendance system

**Target 5**
All teachers engage in Professional Learning to improve ICT skills to meet Institute of Teachers ICT benchmarks as evidenced in Personalised Professional Learning Plans.

Strategies to achieve this target include:
1. Professional Learning accessed by all teachers through School Development Days, in-school workshops, Denison College courses and external learning opportunities.
2. Continued Professional Learning for teaching and learning program development for implementation of Digital Education Revolution, specifically use of student laptops in Year 9 and 10.

Our success will be measured by:

**Self assessment questionnaire based on Institute of Teachers professional competence standards.**

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

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Parents can find 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: