Principal’s Report Denison, College of Secondary Education

Denison College of Secondary Education was established in 2007, and had a very successful year in 2008, further building relationships between Bathurst High Campus and Kelso High Campus while providing enriched curriculum experiences for our students. The College is committed to promoting innovation, opportunity and success as a premier educational provider in Bathurst.

A key focus for Denison College has been to further build and promote a strong identity in the school and in the wider community. This has been achieved through targeted advertising of college programs in the local press, a fortnightly session on the local radio and through conducting major college events at community venues, at Charles Sturt University as well as through participation in activities such as the Royal Bathurst Show and the Edgell Jog.

Denison College staff have taken leadership roles in the Panorama Learning Community, a cooperative venture between all the public schools in Bathurst, a venture which has strengthened confidence in and knowledge and understanding of Denison College programs and achievements.

These initiatives resulted in an increase in 2008 enrolments across the two campuses of Denison College to 1612 students from a total of 1573 students in 2007. A further growth in enrolments for 2009 will be reported in the 2009 Annual Report. College executive staffing included an additional head teacher Teaching and Learning position, resulting in a college head teacher at each campus.

A key success for the College in 2008 has been in maximising the use of new and emerging technologies in teaching and learning to engage all students and enhance their outcomes. In 2008, the Denison College Online Learning site, based on the Moodle software platform, was established. This initiative across both campuses of the college was then expanded to also include Lithgow High School, Oberon High School and Portland Central School, the three other secondary schools in the Bathurst School Education Group.

Online course materials developed in 2008 included support materials to assist students prepare for state and national testing in numeracy, reading and language in years 7 and 9, science in year 8 as well as information and computer technologies, Australian history and Australian geography in year 10. Other courses included Stage 6 community and family studies, retail, mathematics and Stage 5 information and software technology. The Denison College Online Learning site has become a hallmark of best practice in online learning.

In addition, both campuses of the college now boast state-of-the-art videoconferencing facilities. The unit has enabled students from Denison College to: link in a Learnscope videoconference with economist Ross Gittins, participate in online debating with Sydney schools; undertake virtual excursions to venues across Australia. Videoconferencing has also significantly enhanced professional learning for teaching staff.

The College has further developed the Future Directions program across the two campuses of the college to widen curriculum opportunities through the shared senior curriculum model. Transition programs for students from year 10 to year 11 include over 20 courses offered at TAFE. The Schools Industry Links initiative has provided rich transition pathways from school to work for student studying metal and engineering in Stage 6.

In conclusion, Denison College achievements are recorded across all the dimensions of education making 2008 a very successful year.

Denison College targets for 2009 have been developed in conjunction with both campuses of the college and include literacy, numeracy, connected learning and professional development.

Kathleen Compton
College Principal
Our school at a glance

Students
In 2008 there were 855 students enrolled in the school consisting of 439 boys and 416 girls. This was similar to 2007 when 860 students were enrolled.

Staff
In 2007 Denison College, Bathurst High Campus consisted of 63 teaching staff as well as 18 School Administrative Support Staff and Teacher’s Aides.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
1. Writing initiative – designed to improve results for all students in external exams and internal assessment.
2. Edgell Creek Aboriginal Culture and Environmental Program.
3. 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.
4. Senior Study Group Initiative – designed to use group study opportunities to improve HSC results for interested students.
5. Girri Girri Sports Academy – continued to expand.

Student achievement in 2008

Literacy – NAPLAN Year 7
2008 has been the first 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 the current schedule allows for more opportunity to prepare the students, because the tests are conducted later in the year than their predecessors.

The incoming Year 7 cohort performed below state average in all areas of the NAPLAN literacy tests but when compared with students of similar socio-economic status they were above average in the spelling, grammar and punctuation tests, at the same level in reading and below the average in writing.

Numeracy – NAPLAN Year 7
Year 7 performed below the state average in the numeracy test however they were above the performance of similar schools in the top two bands.

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.

Numeracy – NAPLAN Year 9
Many of our Year 9 students performed well in the Numeracy section of NAPLAN. This was especially evident in the higher (9 and 10) bands where our students performed well above the students in similar schools – the average percentage in the top two bands was 18.7 % for other schools. 23.3 % of Bathurst High students were in this top group.

Bathurst High has more students in the bottom two bands (5 and 6) – 30.9%, compared to similar schools that had 28.1% in these bands.

School Certificate
English was the subject in which students’ achieved the highest level of performance in the School Certificate. Our school growth in this subject was pleasing – far exceeding the growth that has occurred in the past and exceeding growth exhibited by similar schools.

Overall results were above state average in English, very close to state average in Science and Geography and below state average in History and Mathematics.

The Computer Skills test continues to be an area that needs to be developed. Although virtually all students demonstrated competency, Bathurst High students did not demonstrate that they were
highly competent in the use of computers at a rate as high as that demonstrated by both students in similar schools and across the state as a whole.

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

Of the subjects that had a statistically significant number of students (over 10), those that performed above state average were Ancient History and General Mathematics. Those very close to state average included Biology, Design and Technology, Personal Development, Health and Physical Education and Visual Arts. Those significantly below state average were Community and Family Studies, English (Advanced), English Standard, English Extension 1, History Extension, Mathematics, Modern History and Physics.

Messages
Principal's message
The annual school report for 2008 documents the achievements and progress of the Bathurst High Campus of Denison College of Secondary Education. It is also documents the challenges we face in endeavouring to ensure that Bathurst High is delivering learning opportunities that place it in the forefront of secondary education in New South Wales. Included in the report is the documentation of Denison College as presented by the Principal of the College, Ms Kathy Compton.

The year has been one that has presented many highlights and achievements but also one in which some challenging areas have become apparent. Our NAPLAN results indicated that we needed to focus on improving student writing and this is reflected in our school plan. We are also looking closely at the computer skills test results in Year 10.

There has been, and will continue to be, large investments designed to make the school a twenty first century learning environment. Two of the most exciting developments are the laptops in schools programs and our successful bid, in partnership with Kelso High Campus and Carenne, for a trade training centre. As a result of the later over $3 million will be invested in rebuilding the Bathurst High technical area – wood, metal and hospitality. The laptops in schools program will see every Year 9 student given a laptop later in 2009. Bathurst High has already seen a $600,000 light commercial kitchen built for our hospitality students.

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

P&C message
2008 was another very busy year for the P&C. Our major areas of activity involved supporting and guiding our healthy, and once again profitable canteen, several Bunning’s BBQ’s and a hugely successful Trivia Night. We have also enjoyed providing sustenance to hungry parents and teachers at Parent/Teacher Nights and were delighted to be involved with the school’s 125th Anniversary in September. Congratulations needs to go to the staff and students involved with making the 125th dinner and archives display such a success. Major contributions to the school in 2008 were $3,694 toward two new Smartboards and $2,400 for academic medals. Again we assisted several students who were representing their school at State or higher level with sponsorship to assist in achieving their goals. The P&C also provides sponsorship for prizes to be awarded at speech night - well done to those students who received awards in 2008.

Our lobbying toward the construction of a new gymnasium has progressed forward with concern and support received from both State and Federal members, hopefully this support will result in some more concrete activity in 2009.

Thank you to everyone for their much valued assistance with the P&C this year – it is truly a team effort. I look forward to seeing all the old and new faces in 2009.

Best Wishes

Wendy Ross
P&C President

Student representative's message
Bathurst High Campus is recognised as a school rich in performing arts, culture, sport and academic pursuits. As the student leaders of Bathurst High Campus for 2009, we aim to uphold the school’s tradition of excellence, and furthermore achieve new levels of success.
There is a strong partnership with Kelso High Campus through Denison College of Secondary Education. We believe this partnership is integral for further achievement of both campuses and we aim to strengthen this connection.

Bathurst High is very well recognised and respected in the Bathurst community. Our strong involvement and partnerships provide invaluable opportunities for all students. We aspire to maintain and advance this reputation and involvement in the community.

The leaders of 2008 reached new heights of achievement in school and in the community. We aim to honour and build upon their success, making 2009 a highly successful year and most importantly, an enjoyable year for all students.

Elise Carpenter and Charlie Plicha

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

7 – 10 attendance has continued to improve and while years 11 and 12 attendance dropped back from 2007 levels, it is still above state average and well above regional averages. The relationship between student achievement and attendance is strong so the school will continue monitor data in this area to ensure our excellent attendance rates in the senior school are maintained.
Retention to Year 12

Proportion Staying On (SC to HSC)

Note: Staying on data for multi-campus colleges is aggregated across all campuses.

Post-school destinations
Each year the school surveys year 12 leavers one month after school has returned. 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.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>48.7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>66.9</td>
</tr>
</tbody>
</table>

Staff retention
Staff retention was high with the only permanent teaching staff leaving Bathurst High in 2008 electing to take extended leave prior to retirement. Two teachers were successful at interview for Head Teacher positions at other schools. Vacancies in Mathematics, English and HSIE have been successfully resolved with trained, permanent teachers appointed.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.3%. This was very close to the attendance rate for 2007.

Note: The staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
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</table>
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>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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</table>

**Income**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>461 617.46</td>
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<tr>
<td>Global funds</td>
<td>448 611.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>269 688.05</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>263 973.68</td>
</tr>
<tr>
<td>Interest</td>
<td>38 596.75</td>
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<tr>
<td>Trust receipts</td>
<td>244 906.98</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 727 394.00</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
<td>64 202.96</td>
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<tr>
<td>Extracurricular dissections</td>
<td>97 387.33</td>
</tr>
<tr>
<td>Library</td>
<td>11 993.49</td>
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<tr>
<td>Training &amp; development</td>
<td>17 715.59</td>
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<tr>
<td>Tied funds</td>
<td>299 459.97</td>
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<tr>
<td>Casual relief teachers</td>
<td>98 989.88</td>
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<tr>
<td>Administration &amp; office</td>
<td>172 575.35</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>114 325.78</td>
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<tr>
<td>Maintenance</td>
<td>37 417.83</td>
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<td>Trust accounts</td>
<td>226 491.94</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1 252 280.45</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>475 113.55</strong></td>
</tr>
</tbody>
</table>

The funds carried forward consist almost entirely of tied grants or grants held in trust by the school for other DET organisations such as Bathurst School Education Office.

The Bathurst High P&C have a representative on the school’s Finance committee and this group establish the budget and examine the financial statement for the year. Further details concerning the statement can be obtained by contacting the school office.

School performance 2008

Following are just some of the achievements for 2008. These achievements demonstrate the breadth of opportunity and talented students at the Bathurst High Campus of Denison College.

Achievements

**Arts**

The year has again been a busy but successful one for Creative Arts at Denison College, Bathurst High Campus with a range of ensembles, activities and opportunities available to students.

**Dance**

- In Dance, the year commenced with students from Years 8 and 11 putting together an audition piece for the School Spectacular. Their audition was successful and the ensemble performed at the Sydney Entertainment Centre in November.
- All Dance classes worked to prepare a performance for the Western Region Dance Festival held at the Bathurst Memorial Entertainment Centre in Term 3. Year 10 performed an emotional work titled “Million Tears”, while Year 11 performed “Goodbye Saigon” choreographed by Catherine Reid. Year 9 performed “The Lollipop Dance” which they presented for the two nights that the festival ran.
- A Junior Dance ensemble consisting of talented and dedicated Dance students from year 7 to Year 9 was established.
- The Junior Ensemble was awarded first place in the school section at the Eisteddfod with Year 10 place second and Year 9 third.

**Drama**

- A Drama ensemble, consisting of enthusiastic Year 8 students was created. This group of fifteen students performed at the Western region Drama Ensemble and at the Bathurst Youth Festival at Machattie Park.

**Music**

- Ms Cathy Adams became our third Music teacher. Our vocalists have benefited from her extensive expertise as they developed their skills.
- A guitar tutor, Travis New added to the tutoring options available to students at our school. His expertise adds to that of Wendy Byles, who tutors in brass and woodwind.
- Our improved band structure has allowed students to progress from our junior stage band, Chill Factor into Swing Factor and for students entering high school to progress from
their primary school bands through to the Concert Band.

- The bands have performed extensively throughout the year at functions, ceremonies, festivals and competitions. The jazz bands performed at their annual concert with John Morrison in May. The concert and workshop was a great success with saxophone great and former Bathurst High student Mark Taylor returning to play with the bands. Both John and Mark congratulated the bands on their rapid development.

- In third term we competed in the NSW Band Championships in Sydney with the Concert Band winning a gold medal and Swing Factor winning silver. This was followed shortly after with the Bathurst Eisteddfod where the Concert Band won the Open Concert Band section and Swing Factor won the Open Stage Band section. A great result from both competitions!

- In fourth term we continued to develop our future band program. David McLeod worked with Year 6 musicians from our feeder primary schools as we developed a new Chill Factor. We look forward to seeing this band continue to grow under his directorship.

Visual Arts

- Midway through the year students attended a workshop at Bathurst Regional Gallery with well known Australian Camera Obscura artist Kathy Cavaliere. Students from Years 10, 11 and 12 had the opportunity to work along-side the artist, drawing from inside a real life Camera Obscura.

- In Term 2, Years 11 and 12 students were also privileged to attend a one day workshop run by lecturers from the Sydney College of the Arts.

- Students have made good use of the new outdoor workspace area which has been adapted to better suit the curriculum needs of the Visual Arts courses.

Sport

Throughout 2008 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 rugby league Country Cup team displayed outstanding qualities throughout the entire competition. The team were undefeated from zone games at St Stanislaus College, region games at Dubbo, Southern State games at Cootamundra and then the state final in Dubbo against Farrar Memorial Agricultural High School from Tamworth. Player of the final was Liam Siejka.

- The Astley Cup team had a historical win over Orange HS in Orange. Over 100 points behind at the start of day 2, comprehensive wins in the Rugby League by 60 points and the boys football winning 3-1 set up a win by 4 Astley Cup points and the first time this had been done in over 30 years.

- Rugby league players had unprecedented representation in Western Region with 7 players out of the 17 man squad coming from Bathurst High Campus.

Individual highlights included:

- Nathan Bankovic gaining a Combined High Schools (CHS) silver medal in the 13 and 14 age bracket of the All Schools’ Triathlon championship at Penrith International Rowing stadium.

- Jack Siejka’s selection in the CHS under 15’s rugby league team, the first time a Bathurst High Campus student has achieved this.

- Jonothan Cole’s selection in the CHS and All School’s boys’ hockey teams.

- Rebecca Cady’s selection in the Western Region cricket team from trials while still in primary school and played in CHS trials as a year 7 student.

- Greg Lynch’s 4th placing at CHS Boys Tennis and selection in the CHS and NSW all school’s teams.

- Rachel Murray and Haylee Lapaio’s selection in the CHS and NSW All School’s girls’ basketball team for National and Pacific School Games competitions.

- Keelan Crawford and Matthew Manktelow’s selection in the NSW special school’s basketball team for the Pacific School Games competition.

- Shannon Waine’s selection in the CHS 2nd Girl’s Football team.

- Doug Hewitt, Mitch Davis, Liam Siejka, Jack Siejka and Blake Seager gaining selection in the Greater Western Region under 15’s rugby league team to trial at the CHS carnival. No other school has ever achieved such a feat at a CHS selection trial in Rugby League.

- Andrew Mendes’s selection in the President’s 13 under 15’s rugby league team to contest CHS selection trials.
In total, Bathurst High Campus had 35 Western Region representatives in the following sports; girls football, basketball, netball, swimming, athletics, golf and cricket and boys football, hockey, basketball, rugby league, swimming, triathlon and athletics.

Other

- Students in years 7 to 10 continued the outdoor recreation program “Backtracks” aimed to improve self esteem;
- The Animal Nursery at the Royal Bathurst Show continues to be a huge success;
- Year 10 students were once again involved in the Solar Car Challenge at Mt Panorama, winning best design;
- Students in Year 7 held an expo as the culmination of their transition unit on Alternate Energy Sources. A Travel Expo was also held to present their assessment of their travel unit in Integrated Studies;
- Students were involved in the Youth Pathways program to support the transition from school to work and to retain them at school until at least their School Certificate;
- Students involved in the Girri Girri Sports Academy attended “Vibe Alive” in Coonamble;
- Year 9 students participated in a Japanese drumming workshop;
- Year 9 Outdoor Education students visited the White Water Rafting stadium at Penrith;
- Fire Cadets was introduced to Year 9 students as an alternative sport and the Fire Cadets Championships involving local high schools was held on the Bathurst High Oval;
- Junior students supported primary school sports days through refereeing and time keeping;
- Female Aboriginal students have been involved in TAFE self esteem workshops;
- Guest speakers Armondo Hurley (singer, actor, songwriter) and Matt McFadyen (adventurer) from “Step to the Future” spoke to students;
- Leadership Team: blood bank, Shave for a cure, lunch time ‘fete’, Valentine’s Day, assemblies
- Yr 11 Study Skills Day at Charles Sturt University was once again a very effective way of preparing students for the senior school;
- HSC Senior Study Day was organised to offer assistance to HSC students in a large number of courses. Expertise from a large number of schools, DET personnel and Board of Studies experts enhanced the learning opportunities for students;
- Transition Tuesday has been developed with a focus on transition using Year 11 into 12 interviews, review of progress, technology support (making sure they could log on to their email);
- Rotary Youth of the Month has continued to be supported with several Bathurst High students being selected. Shannon Waine was chosen as the Bathurst Young Citizen of the Year;
- Rotary Youth Driver Awareness (RYDA) Yr 11 was held at Mt Panorama, enhancing safety awareness for these young, beginning drivers;

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 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

Reading

Writing

Grammar and Punctuation

Spelling
Numeracy – NAPLAN Year 7

Percentage of students in bands:
Year 7 numeracy

- Percentage in band 2008
- School average 2005 - 2007
- LSG average 2008
- State average 2008

Literacy – NAPLAN Year 9

Percentage of students in bands:
Year 9 reading

- Percentage in band 2008
- LSG average 2008
- State average 2008

Percentage of students in bands:
Year 9 writing

- Percentage in band 2008
- LSG average 2008
- State average 2008

Percentage of students in bands:
Year 9 spelling

- Percentage in band 2008
- LSG average 2008
- State average 2008
Progress in Numeracy and Literacy

With the introduction of the NAPLAN tests in 2008, the measurement of literacy and numeracy skills changed. It is not possible this year to report on the progress of students in terms of numeracy performance in the school, rather it is only possible to comment on the performance of each cohort.

Year 7 results indicated that the cohort entering the school performed below state averages for the higher bands and above state averages for the middle and lower bands. The year 7 students were above like schools in the upper bands.

Year 9 students were below state average in the top two bands and above state average in the middle and lower bands. Year 9 performed above the average for schools similar to Bathurst High in the top bands, were below the average for similar schools in the middle bands and exactly on average in the lower bands.

The school continues to develop numeracy support programs in partnership with the college online systems and within classrooms.
Percentage of students in performance bands:
School Certificate Mathematics

Percentage of students in performance bands:
School Certificate Science

Percentage of students in performance bands:
Australian Geography, Civics and Citizenship

Percentage of students in performance bands:
Australian History, Civics and Citizenship

- Percentage in band 2008
- School Average 2004 - 2008
- LSG average 2008
- State average 2008
Higher School Certificate

In the graphs that follow the performance of subject a statistically significant number of students.

School Certificate relative performance comparison to Year 5 (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 in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and 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>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and 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 2008 Bathurst High initiated a pilot project in conjunction with Bathurst Regional Council to design a program for Year 7 and 8 students that focused on cultural awareness and the development of a management plan for the creek that flows in public land between Green St and Edgell St in Bathurst.

The program was designed to run across Key Learning Areas with teachers from English, Mathematics, Science and HSIE involved in the design and development of the unit of work.

Local Aboriginal Elders – Gloria Rogers and Bill Allen were employed and donated their time after the school was successful in being awarded a $15,000 seeding grant.
Aboriginal students were selected to complete the program. The cultural part of the program, with the input of Gloria and Bill, was very successful with students learning about the Wiradjuri culture of Bathurst.

The second part of the program was designed to create a management and repair plan for the creek. This part was less successful with students finding it difficult to reach the level of attainment needed to develop such a sophisticated plan. It was decided that the program should be reviewed with the outcomes integrated into the normal Science or HSIE curriculum.

**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 34 students (4%) who speak a language other than English at home.

**Respect and responsibility**

One of the major anti-bullying programs started in 2008 was led by Ms Taara Wilson, our Girls’ Supervisor. The program was designed to produce an anti-bullying website that could be used by students who wanted to find out more about how to combat bullying when online at school or at home. The program allows students to gather information and ask for help. It is a welcome addition to the comprehensive anti-bullying policies of the campus.

The initial stage was to incorporate the program into the Denison College Moodle platform and, with support from Denison College Principal Mrs Kathy Compton, resources and website content were developed and uploaded in Term 4.

The online site development will continue with the finished site to be launched in 2009.

**Progress on 2008 targets**

Following is a report on our progress in achieving our targets for 2008

**Target 1**

A detailed and analysis of the performance and attitude of boys is conducted and implications incorporated in a school action plan.

Our achievements include:
- Entering into a partnership with Charles Sturt University for examination of data;
- Developing a 3 year strategic plan to improve the performance of boys based on examination of the data;
- Raising staff awareness of the issues of boys and success in education;

**Target 2**

*Improved results for boys in yearly reports 7 – 10*

It was decided as part of the long term plan to improve the results of boys, the focus should also include the results boys achieve in their day to day learning as reported by the semester school reports. Analysis of the results after semester 1 showed that girls were outperforming boys in most subject areas.

Our achievements include:
- Developing a method of analysing and comparing results in reports;
- Using a school development day and professional learning time to develop strategies to improve the performance of boys in their semester reports;
- Improving the assessment tasks used in all Key Learning Areas by developing explicit examples of standards expected;

**Target 3**

*30% of Aboriginal students have personalised learning plan initiated*

Implementation of personalised learning plans (PLPs) proved to be problematic. Difficulties arose when the model of personalise learning plan development was applied to a high school context where students have numerous teachers and subjects. Effectively, many students could have up to 10 different learning plans developed in conjunction with all their teachers and parents. This was too difficult to implement for 30% of our students.

Our achievements include:
- 100% of teachers were made aware of PLPs through professional learning activities;
- A team of teachers and support staff participated in a professional learning day to enhance their skills in developing PLPs;
- A model for development and implementation of PLPs was trialled on one student in mainstream classes;
• PLPs were developed and implemented for all Aboriginal students in the school’s Support Unit;

Target 4

**Value-add to those students identified as performing in the middle bands in ELLA and SNAP**

With the change to NAPLAN it was decided that the measurement of achievement would be through the percentage of our students in the middle bands compared to that for comparative schools in New South Wales

Our achievements include:

• 51.5 % of Bathurst High students in middle band for Numeracy compared to 52.6 % for similar schools. 25.8 % in top bands for Bathurst High compared to 25.0 % for comparative schools. Bathurst High results in Numeracy compared very favourably with other similar schools across the state;

• Development of plan to improve writing results in NAPLAN. Our writing results reflected a need to improve in this area and develop specific plans to develop student writing;

• Other areas of literacy were very close to similar schools in the top and middle bands;

• In the School Certificate we added value to student work above the level of similar schools in English;

• Overall in the Higher School certificate we added value to our best students at a level similar to other schools like us;

• Analysis of computer room bookings shows increased use by classes in all Key Learning Areas;

Target 6

**All bands will exhibit positive value adding in the Computer Skills Test Results in 2009.**

In analysing the Computer Skills Test Results, we have examined the skills and achievements of the lower, middle and upper band of students. When data is analysed, the students in the middle bands do not perform as well as their peers in similar schools. This is not the case for the upper and lower bands of students who typically perform, better than their peers in other schools. One conclusion is that many of our students in the middle band do not value this test and do not put the same effort into it as the other exams in the School Certificate

Our achievements include:

• Teacher professional learning in the nature of the Computer Skills test with all teachers sitting the test themselves.

• Each Key Learning Area taking responsibility for explicit teaching of one area of the computer skills test.

• The performance of students in the upper and lower bands was above that experienced in other similar schools;

**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 2008 our school carried out evaluations of the study needs of Bathurst High senior students and the reporting outcomes of students in Years 7 and 8.

**Educational and management practice**

Review of the study and work habits of senior students at Bathurst High.

**Background**

There has been increasing evidence that students who form informal and formal study groups based around a subject are more successful in the HSC than students who do not form a study group or engage in a mentoring relationship with one of their teachers.

Bathurst High’s formal mentoring program for senior students has focussed on a one to one relationship between a teacher and a student.
This teacher was selected by the student from teacher volunteers and was designed to assist them across all Key Learning Areas with study suggestions and guidance in generic HSC study skills.

Many students also formed informal study groups centred on a subject or a generic skill and examination of performance data increasingly suggested that this is a more effective way to support students.

All senior students were surveyed with a focus on student self-identification of HSC generic skill and subject are study needs. Staff were also surveyed to establish their willingness to participate in any subject-focussed study support scheme.

Findings and conclusions

- The top generic areas for help were identified as study skills (40%), Essay writing (58%) and writing extended answers (44%);
- Main subject areas that students wanted to form study groups in were English Mathematics and Chemistry;
- Students preferred to run such a scheme in the morning, before school;
- Teaching staff were positive in their response to the proposal and there were sufficient volunteers to begin a study scheme based on skills and subjects;

Future directions

- A scheme focussed around the needs of the students would be designed and implemented in 2009;
- Students would be given the option of joining specific subject or generic skills groups;
- Where possible, a suitable subject teacher would be appointed to mentor such as group;
- Where subject teachers were not available student-driven study groups would be established;

Curriculum

Student Performance as Measured by Report Outcomes Review

Background

As part of the teaching staff’s endeavour to improve student outcomes, a review of the learning outcomes for students, as identified by achievement in school reports, was undertaken. The reporting system now used by the school allows staff to analyse the achievement levels of students (their A,B,C,D or E grades).

Staff in each Key Learning Area then analysed their results. This was the first time that numerical data based on report outcomes had been available to teachers.

Findings and conclusions

- Each faculty had been setting their own criteria for achievement levels. No discussion had been occurring between faculties;
- Within many faculties there was no agreed criteria for performance levels. This led to inconsistencies between teachers;
- Many teachers were not judging students against set criteria resulting in grading anomalies;
- Performance of boys in nearly all faculties was not as high as the performance of girls;

Future directions

- Data to be presented regularly so faculties can self-reflect on grading statistics;
- Each faculty will be reviewing level of performance criteria to align standards with each other and published descriptors of grades;
- Faculties to move towards more independent assessment tools and fewer tools relying on teacher judgement to reduce the emphasis on qualitative judgment by teachers of student performance;

Parent, student, and teacher satisfaction

In 2008, the school sought the opinions of parents, students and teachers about the school in relation to a range of issues.

Parents were asked about parent/teacher evenings. Responses of parents indicated that they valued the evenings but would always prefer to have them after reports so that these could form the focus of the discussions.

Parents were also asked to comment on the “Meet the Teacher” evenings that are held at the start of the year. As a result of this feedback, changes will be made to the evenings to make them more informative and structured.

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Through the Student Representative Council students were surveyed about activities at break times. In response to student feedback, money will be put aside to purchase sporting equipment.
for use during breaks, student leaders will be conduct more lunch time activities and the Peer Support program will be reviewed for its effectiveness.

Professional learning
Bathurst High spent a total of $44,466.84 on teacher professional learning in 2008. This averages to $673 per teacher.

Spending was divided into
- Beginning Teachers – 2%
- Use of Technology – 15%
- Literacy – 1%
- Quality Teaching – 28%
- Syllabus Implementation – 12%
- Career Development – 29%
- Welfare – 5%
- Other – 8%

Although literacy development only accounted for 1% 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
Longer-term school strategic directions (3 year horizon)
- Boys’ Education
- Connected Learning
- Learning Support Structures
- Enhanced Physical Environment for Learning

Targets for 2009

Target 1
Boys add value above state average in writing component of NAPLAN
Strategies to achieve this target include:
- Analysing student writing across the campus;
- Professional learning on writing across the curriculum.
- Monitoring of opportunities for 2nd draft writing in all Key Learning Areas

Our success will be measured by:
- SMART analysis of NAPLAN results reflects value adding at state average in all aspects of literacy and numeracy

Target 2
10% increase in number of boys receiving an A or B in all compulsory subjects in end of year school reports
Strategies to achieve this target include:
- Ongoing emphasis on writing across the curriculum
- CSU partnership continued analysis at end of semester 1
- Focus by professional learning on boys and the classroom including implementation of Bathurst High “extended writing” model

Our success will be measured by:
- Analysis of results by KLA from school reports semester 1 and 2 results indicates that benchmarks have been reached

Target 3
90% Aboriginal students add value in literacy and numeracy above the state mean
Strategies to achieve this target include:
- Form special support class for Aboriginal students for period before NAPLAN using the Support Teacher Learning
- Development of Personalised Learning Plans for all Aboriginal students analysing literacy and numeracy needs
- Use of online support materials and practice materials

Our success will be measured by:
- NAPLAN results reflect base rates in literacy and numeracy for Aboriginal students.

Target 4
95% Aboriginal students are above minimum national benchmarks for literacy and numeracy
Strategies to achieve this target include:
- Form special support class for Aboriginal students for period before NAPLAN using STL
- Development of Personalised Learning Plans for all Aboriginal students analysing literacy and numeracy needs
• Use of online support materials and practice materials

Our success will be measured by:
• SMART analysis of NAPLAN results reflects value adding at state average in all aspects of literacy and numeracy

**Target 5**

All students in year 7 complete Aboriginal Cultural study

Strategies to achieve this target include:
• Present program written into Year 7 curriculum and adjusted for whole school participation
• Aboriginal cultural expertise is employed

Our success will be measured by:
• All students have been part of Aboriginal Cultural program and program is written into year 7 curriculum

**Target 6**

Reduction of 10% in electricity and water use

Strategies to achieve this target include:
• Submit application for solar cells and rain water tank through environmental application
• SRC led campaign to reduce electricity use.

Our success will be measured by:
• Decreased electricity and water use as measured by utility companies

**Target 7**

Differentiated curriculum has been developed for targeted subjects in Stage 4

Strategies to achieve this target include:
• Develop staffing model for Gifted and Talented strategy
• Targeted timeslot to develop Gifted and Talented program for a part of the course work in Year 7 and 8
• Professional learning and time to support Gifted and Talented development

Our success will be measured by:
• Project based differentiated curriculum is on MOODLE server for one subject in stage 4

**Target 8**

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

Strategies to achieve this target include:
• Development of website with specific logon for parents of Year 11 and 12 students.
• All assessment tasks to be loaded on website.
• Links to main school website established.
• Existence of the website publicised to parents

Our success will be measured by:
• 100% of connected parents and students 11 – 12 are able to access progress information

**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: