Denison College of Secondary Education
Bathurst High Campus
Annual School Report
Messages

Campus Principal’s message

2011 saw an increase in the number of students and staff at Bathurst High Campus. Continued strong growth in student numbers meant classroom and playground space was at a premium. In recognition of this and based on projected growth, the P & C continued their active lobbying for a gymnasium. Campus accommodation was further temporarily compromised when major renovations took place in the Keppel Street block from Term 2.

To complete the practical components of their HSC courses in TAS, senior students accessed the facilities at Kelso High Campus. Such sharing and collaboration typifies the spirit of Denison College.

As a result of the renovations, Bathurst High now has a Trade Training Facility with industry standard kitchen, metal and timber technology workshops and an Aquaculture and Hydroponic facility located at our school farm. These facilities are providing curriculum development opportunities, including school delivered TAFE qualifications and integrated units of work incorporating eco-sustainability and agribusiness.

Our NAPLAN, School Certificate and Higher School Certificate results reflect the comprehensive nature of our school and indicate the expertise, care and individual planning offered to students.

An outstanding feature of Bathurst High is the significant number and variety of opportunities for students. We celebrate exciting student achievements in the academic, cultural and sporting arenas. Minister’s Awards for Excellence were awarded to Brianna Wade and David Jewkes. Our senior and junior debaters excelled in prestigious competitions, the Open Rugby League team played off for the University Shield, and there were many individual triumphs, including Lauren Inwood’s work with Charles Sturt University in Astronomy, Sophia Pant and Kieran Lindsay’s achievements in the Xsel Program, the virtual Selective High School provision from Western Region.

As well, Mrs Judith Bertolin, Head Teacher Junior Studies, was recognised for her contributions to on-line learning in Science. She was awarded the Department of Trade and Investment’s NSW Science and Engineering Award.

Opportunities and success come from the dedication and commitment of our teachers and support staff, our sustainable programs and individually targeted support plans. All of this happens with the input and support of our parents and the community.

Throughout this report are the many achievements of 2011. 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

College Principal’s message

Denison College of Secondary Education continued to exceed growth expectations in 2011, with the total number of students exceeding 1800 (Bathurst and Kelso campuses).

Initiatives to recognise and foster academic achievement were further developed. The Denison College High Achievers’ Reception, supported and hosted by Charles Sturt University, is just recognition of the efforts of those students in Years 10 and 12 who achieve in the top performance bands in the School Certificate and Higher School Certificate, respectively. It is also an opportunity to recognise the efforts of our top-achieving students in Year 11.

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

These programs were effectively supported in 2011 through the addition of two new Head Teacher positions which were created to support the campuses in delivering quality transition and enrichment programs for younger students.

The Denison College online learning site http://www.denisoncollege.nsw.edu.au/moodle continued to grow, with approximately 27,000 subscribers from a wide range of NSW DET schools now having access to over 30 courses to support students. Whilst the focus remained on preparing for NAPLAN and the School Certificate, the range of courses and material has grown well beyond this. In 2011, Denison College was asked to allow the online learning site to support initiatives to guarantee the delivery of effective curriculum throughout Western NSW Region. This, together with the announcement that 2011 would be the last year of the School Certificate tests, led to a greater emphasis on the development of Stage 6 courses.

The Denison College website continues to support Western NSW Region initiatives including i.xtend (supporting Gifted & Talented students) and the Girri Girri Sports Academy (supporting indigenous students).

The School Within a School (SWAS) program was trialled in 2nd semester 2011. The Board of Studies endorsed SWAS as an Alternate Education Program in 2011 for Year 10 students.

The Future Directions events were conducted throughout second semester and provided outstanding support to Year 10 students and parents in preparing for the transition to work or in selecting their pattern of study for Stage 6. The college continued to support shared courses in a number of subjects in order to provide an outstanding breadth of curriculum to our students.

Craig Petersen

P & C message

2011 was a solid year for the P&C association with a stable core of members continuing to attend meetings and support our activities when required. Thank you to all members for their ongoing commitment to the aims of our P&C association and Bathurst High.

I believe a major role of the P&C is to provide a forum for communication within the school community. In 2011 we did a great job of fulfilling this role. Our meetings continue to be open and friendly, giving parents, staff and community members the opportunity to raise issues of concern, share ideas and most importantly offer support for a job well done.

In the wider community we were able to lend our support to Margaret Glen for her petition to alter the Keppel/Stewart St intersection. Margaret was delighted when her petition was successful although we are yet to see the changes come to fruition.

We were also privileged to be able to welcome visitors to our meetings such as Dexter Lilo, Principal from the Solomon Islands and to learn about the educational experiences of children in a different education system with fewer resources.

We continued our fight for a gymnasium and welcomed State Member for Bathurst, Paul Toole to our December meeting. At this meeting, Mr Toole viewed the proposed site of the gym, visited our new Trade Training Centre and reaffirmed his ongoing support for a gymnasium.

Once again in 2011 we were able to hold a very successful Trivia night due to the fantastic combined effort of staff, P&C and students. Sausages were also sizzled at Bunnings to further add to our coffers. Thank you to all who helped with these fundraising events.

The uniform shop continues to be a brilliant addition to our school. Well done Mandy, Denise and assistants.
Thank you to Bev for your role as P & C representative on the school the Finance Committee.

The end of 2011 saw the departure of two of our long term members and I would once again like to express my gratitude both on behalf of the P&C and personally to Murray Jewkes and Les Gardner. Both have made significant contributions to our P&C association over a number of years.

I would like to express my thanks to Murray Jewkes and John Browett for stepping in during my absence in Term 3 last year. I would also like to thank the other two members of the executive, Lyndall Ross and Wendy Inwood. The combined efficiency of these two is formidable.

Finally, thank you to Geoff Hastings and Gaye Dunshea and the rest of the staff for another great year in the education of our children. One of the things that you learn through involvement in P&C is what a mammoth job it is to manage a school of this size, how limited the funding is and how dedicated the teachers are.

I look forward to continuing our great partnership in 2012.

Carol Neary - President

**Student representative’s message**

Our student leaders have worked together to focus on school spirit, improve facilities for students and be part of the wider community through fundraising.

The Leadership Team worked hard to strengthen the foundations of school spirit by encouraging student participation in special events, such as the Blood Bank and competitions for spectating students at Astley Cup. The entire school was involved in Maroon Day. All students dressed in State of Origin colours and money was raised for the victims of flooding in Queensland as part of the Bathurst School Education Area combined effort. Students and teachers also competed in soccer and softball games, much to the delight of the students watching at recess and lunch.

Our Student Representative Council (SRC) provided 30 bins to support the Positive Behaviour for Learning (PBL) initiative of keeping our playground clean - Bin 101. All student leaders and many students across the school were involved in Green Day, raising money for the purchase and planting of shade trees.

Not only are the students leaders active within the school, but we are also active in the local community. We represented the school at the dawn service on ANZAC Day and in the march. We also assisted various charities, for instance, we sold Legacy Badges in town, raised money for Ray Day and participated in the Saturday town event. Youth in Bathurst who are disadvantaged were supported though our participation in the Lara Jean Foundation. We supported the Christmas Miracle Appeal, with everyone at school bringing in a can of food. We also raised money for this by running an out of uniform day.

At our school we work to develop leadership skills, for example, members of the SRC went to the Leadership Camp at Wambangalang Environmental Education Centre. Our Peer Support Leaders were trained when in Year 10 and as Year 11 students, they used their leadership skills to support Year 7 students as they settled into Bathurst High from their various primary schools. Our Captains and Leadership Team represented us well at public schools as part of the Year 6 into 7 Transition program. The School Captains chair major assemblies, Information Evenings and Presentation Night proudly and well – if we say so ourselves!

Emma Smith and Eric Mayhew

School Captains 2011-2012
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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>428</td>
<td>439</td>
<td>447</td>
<td>473</td>
<td>514</td>
</tr>
<tr>
<td>Female</td>
<td>432</td>
<td>416</td>
<td>395</td>
<td>388</td>
<td>397</td>
</tr>
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</table>

Student numbers have continued to increase. The graphs do not include all students enrolled at Bathurst High at the start of 2011. Bathurst High had 956 students enrolled at the beginning of the year, including students in classes in the Support Unit.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>90.1</td>
<td>92.3</td>
<td>90.0</td>
</tr>
<tr>
<td>2009</td>
<td>92.5</td>
<td>90.3</td>
<td>89.5</td>
</tr>
<tr>
<td>2010</td>
<td>89.6</td>
<td>88.8</td>
<td>90.1</td>
</tr>
<tr>
<td>2011</td>
<td>92.5</td>
<td>90.5</td>
<td>88.8</td>
</tr>
</tbody>
</table>

The attendance rate of students in the school has fallen, partly as a result of the continued impact of the 17+ School Leavers Legislation. The decline in attendance rates across all years, however, has necessitated a further review of attendance procedures and the establishment of attendance as a major school focus in the 2012 School Plan.

Management of non-attendance

Electronic, period by period roll marking was introduced this year with senior students using finger recognition technology to sign in and out depending on their flexible timetables. In second semester, a team of school senior executive initiated procedures clearly defining the responsibilities of all staff and roll call procedures to reduce the rate of unexplained absences.

Retention to Year 12

<table>
<thead>
<tr>
<th>Year</th>
<th>SC05- HSC07</th>
<th>SC06- HSC08</th>
<th>SC07- HSC09</th>
<th>SC08- HSC10</th>
<th>SC09- HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>67.7</td>
<td>58.2</td>
<td>59.4</td>
<td>#N/A</td>
<td>#N/A</td>
</tr>
<tr>
<td>2009</td>
<td>53.3</td>
<td>53.0</td>
<td>56.9</td>
<td>#N/A</td>
<td>#N/A</td>
</tr>
<tr>
<td>2010</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>#N/A</td>
<td>#N/A</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School: 67.7 58.2 59.4 #N/A #N/A
SEG: 53.3 53.0 56.9 #N/A #N/A
State: 60.8 60.3 61.0 #N/A #N/A
Please note the figures presented are for Denison College as a whole. Retention data for multi-campus colleges is aggregated across all campuses.

Post-school destinations

Student entry to university for Bathurst High leavers straight after school was 32%. There were students who gained university entry and decided to take one year to work or travel after leaving school, to take advantage of government incentives. The vast majority of Year 12 school leavers enroll in courses at Charles Sturt University, Bathurst and Wagga. This year a record number of students (21) were granted Early Entry, mainly to CSU Bathurst, but also to UNE and private colleges. Bathurst High students also chose to attend regional universities in Wollongong and Newcastle. The Australian National University continues to attract our students.

Year 12 students undertaking vocational or trade training

Out of 137 students, within this candidature 91 students completed vocational or trade training as part of their studies at Bathurst High in one or more subjects. 33 students in Year 12 also completed vocational or trade training through TAFE. A total of 65% of students completed vocational education as a part of their HSC in one or more subject. This was a larger Yr 12 cohort than previous years and they embraced the opportunities provided through a diverse range of vocational subjects.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011, 137 students were awarded the Higher School Certificate at the end of their Year 12 studies.

Staff information

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

Two Denison College Head Teachers are included in the following Staff establishment record. There is also a teaching position funded through Norta Norta to support Indigenous students in literacy and numeracy. Our administrative staff includes one General Assistant, one part-time Farm Assistant, an Office manager and four Learning Support Officers who work in the Support Unit.

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>14</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>52.2</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>
<td>1</td>
</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>School Administrative &amp; Support Staff</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011 there was one indigenous member of the teaching staff.

Staff retention

Bathurst High has a stable staff with a low staff turnover. Three teachers retired in second semester and there has been one new appointment. Two teachers went on maternity leave.

Teacher qualifications

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

This year, 12 teachers, in their first five years of teaching, undertook the rigorous and lengthy
process for accreditation with the Institute of Teachers. All were successful.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>583605.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>571611.47</td>
</tr>
<tr>
<td>Tied funds</td>
<td>874213.23</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>355502.43</td>
</tr>
<tr>
<td>Interest</td>
<td>38858.16</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>151200.61</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2574991.12</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas 102204.51
- Excursions 78743.76
- Extracurricular dissections 123659.57
Library 15969.38
Training & development 21572.24
Tied funds 734232.23
Casual relief teachers 144752.30
Administration & office 184546.43
School-operated canteen 0.00
Utilities 133525.69
Maintenance 47906.10
Trust accounts 200200.09
Capital programs 23537.85
Total expenditure 1810850.15
Balance carried forward 764140.97

We continue to see an increase in parent contributions to the school and thank parents and carers for this support. Bathurst High does not receive any additional funding from any sources. The school holds significant regional and education area funds that are not available to the school but are in the statement of accounts.

A full copy of the school’s 2011 financial statement is tabled at the annual meeting of the Finance Committee in November. The P&C have a representative on this committee who reports to the February P&C meeting. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Following is a summary of the outstanding achievements of Bathurst High students in 2011. It also records the innovative and dedicated work of all staff members as they support student achievement.

Achievements

Creative Arts Report 2011

2011 was an extremely busy year for Bathurst High Creative Arts Faculty. All teachers and students have worked hard throughout the year on a variety of class work and extra-curricular activities to produce some amazing work.

Dance

Early in the year students went on an excursion to BMEC to see the Dance production of Talk to Me by local choreographer Alison Plevey, in which some of our students performed; Chad McLachlan, Saskia Channing & Sarah Davey. Later, students were focused on their yearly highlight, the Western Region Dance Festival in which we had 5 items, we also came second in the School’s Dance Section of the Bathurst Eisteddfod. Another stand out this year was our Hip Hop Dance Star – Uttam Rana Magar who successfully auditioned for the Schools Spectacular Boys Hip Hop ensemble and gained an amazing experience performing at this event in November.

Drama

The main highlight for Drama this year was the Bathurst High Production of Our Town performed by the Drama Ensemble in August at the Ponton Theatre CSU. Other highlights include the senior Onstage excursion early term 1, where students were able to see the best projects and performances from the 2010 HSC, as well as attend workshops through NIDA and Sydney Theatre Company. Other Sydney excursions students experienced throughout the year
included performances of *Jersey Boys*, *Ruby Moon*, *Hamlet* as well as backstage tours of STC and the Opera House.

*Funk it Up About Nothing* was another show that Drama students had the opportunity to see at BMEC in Term 2. This was a humorous take on Shakespeare’s *Much ‘ado about Nothing* using rap and hip-hop to tell the tale.

*On the Shoulders of Giants*, a new physical theatre work performed at the Ponton Theatre CSU was the final excursion Year 11 students attended this year. These students then had the opportunity to experience a physical theatre workshop with one of the performers, local artist Adam Deusion. Students had a great time and said it was a very valuable experience that would help their HSC preparation for 2012.

Bathurst High Drama also had two students represent the region at State Drama Camp – Ruby Conolan-Barrett and Chad McLachlan. Chad then went on to perform as part of the Schools Spectacular Foyer Entertainment in November with *Drama West*.

**Music**

Once again, Bathurst High’s Music department showed their outstanding talent throughout the year with the Concert Band performing at the Opera House in September for the Public Schools Music Festival.

*Swing Factor* members have had one of their busiest years for some time. They played at the Rotary Club National Conference and the Bathurst show early in the year to rave reviews. They were the featured entertainment at the Carillon Society Ball - a tremendous night – and they have played at a number of other community events throughout the year.

In July the band competed at the NSW Band Festival in the Premier Big Band division at the North Sydney Leagues Club. They took out a silver medal and won the developmental scholarship award. Four of the band members, Kaitlyn Baker, Anna Leckie, Brendon McLeod and James Sewell also performed with the NSW Super Band on the night.

Further honours went to Anna Leckie and Brendon McLeod who were named in the Jazz Australia Workshop National Big Band. They represented Australia on a Tour of the USA in January 2012. The Band also won the Big Band Section of the Eisteddfod for the sixth year in a row. What a great year for the band!

Our Concert band also won the Schools section of the Eisteddfod and a bronze medal at the NSW Band Festival. They also played at a number of local events. The high point for the band however, was their performance at the Public Schools Festival at the Sydney Opera House.

After a number of staff changes in recent years, former *Swing Factor* musician, Brent Dickson took over the musical direction of *Chill Factor*. Brent has done an outstanding job with the band and they have performed at a number of events, including the Bathurst Show. The band also took out a third place at the Bathurst Eisteddfod with a superb performance!

Our Jazz ensemble has also had a number of successful performances including features at the Rural Fire Service Ball and the Rotary Conference.

This year we welcomed Beatrice Merriman to Bathurst High and she has taken over direction of *Serious Fun* – the combined primary schools Big Band. These young musicians have played at a number of events including the Eisteddfod and the band is developing quickly. We look forward to watching them grow in the years ahead.

**Visual Arts and Photography**

The Visual Arts department had some amazing successes this year, showing off their talents at the Bathurst Regional Show, where we won 17 prizes. Our senior students continued to made good use of the new outdoor workspace area and have worked hard to develop their skills
using a variety of media, techniques and themes including; Printmaking, Figurative Sculpture, Photography, Ceramic, Painting and Carving. In photography we have made pinhole cameras, experimented in the darkroom, made short films and digital images.

Year 11 students explored a range of themes this year including Landscape - A sense of Place, the History of the Figure in Art, Still Life and the Object in Art and produced an amazing array of unique and intriguing 2D and 3D works.

Year 12 students spent most of the year developing their ideas and refining techniques in the production of their HSC Bodies of Work. Works this year included Photography and Digital Imaging, Documented forms, Drawing, Painting and Sculpture. The successful selection of works produced delighted us all. Congratulations to all Year 12 students on their outstanding results.

Special Congratulations to Joe Simmons for selection of his video ‘Street Dreams’ in the 2012 Art express exhibition. He also won the Western Sydney University Digital Media Award. Joe’s work will be shown at the Art Gallery of NSW, Griffith Regional Gallery and the Westerns Plains Cultural Centre and Gallery Dubbo.

Other outstanding achievements include a large number of Bathurst High School student works being successfully selected for the i-Visualise exhibition which showcased the talent of Western Regions Visual art and Photography students. Finn Murphy’s work was featured in the Waste-to-Art finals.

Entertainment Industries

Entertainment Industries students have worked hard, accumulating their work placement hours on many productions for Bathurst High, local primary schools and for the wider community. Some of their most notable work was seen in Carillion Theatre Company’s production of Joseph and his Amazing Technicoloured Dream Coat, Our Town, the Bathurst Public School’s Spring Concert as well as the Eglinton Public School’s end of year show.

The technical crew is becoming well known throughout the community for their competence and reliability for making performances run smoothly. Students also showed off their talents at the Regional World Skills Competition for Entertainment Industries. Bathurst High students made up the top 3 ranking crew. Helena Conomos will travel to Sydney to compete at the State Competition in Term 1 2012.

Sport

Throughout 2011 all teams and individuals have performed with dignity and professionalism. These qualities are regularly commented on by other coaches, spectators and community members. There were many noteworthy performances of teams and individuals in both Combined High School knockouts and external sports.

- University Shield Rugby League – Bathurst High Campus made the grand final of this state wide comprehensive high school’s competition for the first time. The team performed well on the day, though were beaten by Dubbo Senior College.

Outstanding individual performances by athletes were a particular highlight of 2011:

- Nathan Bankovic gained selection in the CHS team in the 15-16 age bracket at the All Schools’ Triathlon championship at Penrith International Rowing Stadium. Nathan placing 3rd overall and then competed at the Australian Triathlon Championships in Brisbane, placing 7th overall.

- Scott Matheson won the Western School Sport’s Individual Golf Championship at Cowra Golf Club.

- Harry Carter made selection into the NSW State Track Cycling Squad Under 17’s.

- Rebecca Cady’s selection in the 2011 CHS and Western Region Cricket Team and
her continued success in first grade women’s cricket in Sydney.

- Hannah LaPaio’s selection in the CHS and NSW All School’s Girls’ Basketball Team for National competition.


In total Bathurst High Campus had 38 Western Region representatives in girls’ football, basketball, netball, swimming, athletics, cross country, golf, cricket, boys football, hockey, basketball, rugby league, swimming, triathlon and athletics.

We fielded our best teams in the traditional, 85 year old Astley Cup competition between Orange High, Dubbo Senior College and ourselves. Sadly, we had to hand the cup back to Dubbo having savored the joy of winning in 2010.

Other

Other significant programs that took place within the school in 2011 included:

- Girri Girri Sports Academy for Indigenous students continued cultural, sporting and academic coaching. New programs included IModel, the Vodaphone F1/V8 Supercar Event, the Indigenous Surfing program and AFL: GWS Giants.

- Gifted and Talented Transition Program with identified Year 5 students undertaking specialist subject days on campus.

- Yr 6-7 Transition. The continuation of the successful fortnightly lexpore primary student visits to Science and special days in Creative Writing, Drama, Dance, Music, Design and Technology, Art and Mathematics.

- Transition program included visits from school leaders to partner schools with the Student Advisers, Parent Information Evening (Term 2), Welcome Evening Term 4 and Orientation Day for students. Individualised and small group transition visits and activities for students with special needs and those enrolled in the support unit.

- Meet the Teacher Evening for parents of students in Year 7 format was very successful.

- Our Commendation Ceremonies to recognise student achievement in Semester 1 and 2.

- Year 7 camp to Lake Burrendong with Peer Support leaders assisting and leading Year 7 students in the development of friendships and skills.

- Inaugural Ski Excursion Year 10 for PDHPE.

- Roll Call structure enhanced with PBL student Roll Call class and extension of peer reading. The SRC Roll Call is particularly successful with active student leadership across the school.

- Yr 9 Laptops – Parent Laptop Workshops where laptops distributed to students in Term 1. CLI launched the third film ‘4UP’ following 4 students from BHC as they progress through school with their laptops.

- Year 9 Camp at Milson’s Island led by Year 9 Adviser Kathy Howard.

- Participation of students in democratic process for the election of Student Representative Council (SRC) and Leadership Team. Students able to be elected and then participate in supporting the improvement of amenities at school as well as the support of significant charities.

- Elective Choices Yr 8 into 9. Student and Parent Information Workshops run in conjunction with Parent Teacher Night.

- Student support through expanded Welfare initiatives – Backtracks, individualised programs and counsellor support. Improved identification of students requiring support with
increased number of successful applications for funding.

- Opportunities for participation in Chess, Drama Group, Dance Ensemble, Vocal Group, Sport, music program, including bands, Lithgow Festival of Speech, debating and academic competitions.

- Community participation through public presence at the Bathurst Show. Year 7, 8 and 9 students participated in the setting up and running of the Animal Nursery, to wide acclaim.

- Academically Gifted and Talented class in both Year 7 and 8 continued.

- Hosted Japanese students from Tokyo, Okuma High School and the Doon School from India.

- Brianna Wade and David Jewkes were awarded the Minister’s Award for Excellence in Student Achievement.

- HSC students were involved in the Central West HSC Seminar Day held at CSU. Included were workshops with staff who had achieved outstanding results in past exams in specific subjects, study skills sessions and workshops, with the Board of Studies and Central West Group Apprentices. This gave HSC students information on a wide variety of future pathways and enhanced their preparation for the HSC.

- The specific Roll Call in the mornings for Year 12 students in the library. This was supervised by the Careers Adviser and the two Year Advisers and allowed them regular access to students to discuss Board of Studies issues, career opportunities and post school pathways. Roll call also facilitated opportunities for targeted study skills focusing on goal setting, time management, study habits and study techniques. It also provided valuable on-line resources and hints for improving exam results.

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

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

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

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

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

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

- Year 11 participated in Rotary Young Drivers Awareness program.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

**Literacy – NAPLAN Year 7**

In the 2011 NAPLAN tests Bathurst High students in Year 7 performed below the average for the state. This is an indication of performance in primary school but highlights the need for Bathurst High and partner primary schools to develop a comprehensive 5-8 strategy. The largest area for the students of Bathurst High was in spelling, grammar and writing. This is a focus in the 2012-14 School Plan.

**Numeracy – NAPLAN Year 7**

Year 7 students at Bathurst High performed below the state average, they are, however, still above Western NSW Region. The school growth in Year 7 numeracy results continues to trend upwards.

**Literacy – NAPLAN Year 9**

Year 9 students at Bathurst High Campus are doing very well and are close to state average in all aspects of literacy. There is an evident trend of value adding, improvement in performance, from Year 7.

**Numeracy – NAPLAN Year 9**

Year 9 students have performed above region and state, with 64% of students demonstrating outstanding growth. This may be attributed to the designation of one lesson per fortnight to NAPLAN preparation.

**ESSA - Year 8 Science**

Bathurst High had outstanding ESSA results in 2011. Mean performance was 85.1 which was above state average performance and well above the average performance for Western Region Schools at 82.5. Boys in particular performed well. They were 1.6% above the state average.

**School Certificate**

Our performance in the School Certificate this year continued to be consistent with all areas, despite students knowing this was the last ever School Certificate tests. English Literacy, Mathematics – Numeracy, Geography, History, and Science were all very close to state average although no areas were above state average. Computer Skills continues to be an area where the school needs to improve performance.

**Higher School Certificate**

The Year 12 cohort in 2011 was larger than previous years. 137 students were successful in gaining their Higher School Certificate.

11% of students received a band 6 in one or more subjects. 60% of students received a band 5 in one or more subjects, indicating above average performance.

Of the subjects offered, Ancient History, Biology, Drama, Music 1, English Extension 2, Society and Culture, Business Services, Construction, Entertainment and Metals and Engineering were all above the state average.
Note: School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive styles.

The 'Percentage in Bands' and 'School Average' columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from the tests.
Numeracy – NAPLAN Year 7

The 'Percentage in Bands' and 'School Average' columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from the tests.

Literacy – NAPLAN Year 9

School averages for Writing are not displayed due to the change in the Writing scale from Narrative to Persuasive.
Numeracy – NAPLAN Year 9

The 'Percentage in Bands' and 'School Average' columns are not shown if results are available for less than 10 students. State average band distributions do not include students who were exempted from the tests.
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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7 Exempt Students Included</th>
<th>Year 9 Exempt Students Excluded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96.2</td>
<td>90.6</td>
</tr>
<tr>
<td>Writing</td>
<td>81.0</td>
<td>67.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>81.8</td>
<td>83.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>83.0</td>
<td>89.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89.9</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Other significant programs that took place within the school in 2011, included:

Aboriginal education

In 2011 there were a number of programs and initiatives which supported the learning of Aboriginal students at Denison College, Bathurst High Campus. The school received Norta Norta funding. This was used to employ an Aboriginal Education Worker and teachers to work with
Aboriginal students who were identified from NAPLAN data as having low literacy and numeracy skills. The 2011 NAPLAN results showed evidence of the majority of these students making significant improvements.

Importantly, Bathurst High signed a partnership agreement with the AECG. This confirms the commitment for community consultation and communication.

In Term 4, Head Teachers, Deputy Principals and the Principal attended a master class in 8 Ways of Learning – Aboriginal Pedagogies. In 2012 all Denison College staff will undertake this training to give support the effective teaching of Aboriginal students in all subjects and provide knowledge for all students about Aboriginal histories and cultures.

Personalised Learning Plans were developed with parents to target specific areas for learning through the collaboration between the Learning Support Team and the Aboriginal Education Team.

Further, the school gratefully accepted some funds from Indigenous Business Australia and representatives celebrated with family and members of the local Aboriginal community.

In 2012 there were exceptional opportunities for students, including the iModel program, continued participation in the Girri Girri Sports Academy, the establishment of the Aboriginal Dance group with their performance at the NAIDOC Week Assembly and the Music Art Drama Dance (MADD) night. Indigenous students from Years 9 to 11, were rewarded with the opportunity to attend the performance of Rainbow’s End starring Christine Anu.

**Multicultural education**

This year we held our first multicultural day to promote understanding and community harmony. Students participated in class in artistic activities to provide experience in various traditional cultural pursuits. Food stalls provided a taste of various foods from around the world and students enjoyed an assembly showcasing student and staff performers.

One teacher was employed part-time through ESL funding to teach students with English as a second language.

**Other programs**

**Positive Behaviour for Learning (PBL)**

The official launch of this program occurred in Term 3. The look-a-like Stig mascot was introduced to the school, as well as the official student-designed logo. The Safe, Respectful Learners slogan was presented through the metaphor of winning racing car drivers at the local iconic Mt Panorama. PBL initiatives included the revamp of the student reward system, the development of a matrix for consequences for student behavior and continued target areas for improvement, such as speaking politely and keeping the playground clean.

**Progress on 2011 targets**

The targets presented are published in our annual school plan. These targets represent a response to self-analysis and planning processes within the school.

**Target 1**

Decrease the % of students at or below National Minimum Standard in Year 9 Writing by 5 %.

Strategies used included: Implementation of Writing Assessment Activities – ongoing

- Establish Writing standards – Models and scaffolds – ongoing

- Ensure writing activities are in all class programs – in progress

Our achievements include: A decrease in the % of students by 3%. As a result, explicitly addressing student writing skills and providing targeted feedback is a priority of the 2012-14 School Plan.

**Target 2**

Increase the average growth for ATSI students in Year 9 Writing to within 5% of state growth.

Strategies used included:

- Employment of Aboriginal Tutors with Norta Norta funding for in class support for targeted students and out of class support for assessments.

- Homework Centre – Tuesday and Thursday afternoons, with focus on support for improved writing.

Our achievements include:
• An improvement in spelling – now marginally below state average. ATSI students skills in reading were slightly above state average.

The focus on improving writing, spelling, punctuation and grammar features in the 2012-14 School Plan.

**Target 3**
Increase overall school growth in spelling and grammar and punctuation to state average

Strategies used included:
• Specific literacy statement on student reports, in plain English, so teachers could report on progress in literacy.
• Teacher supervision processes included an accountability component on writing, including spelling, grammar and punctuation.
• Writing activities were incorporated in all class programs.

Our achievements include:
A specific focus on writing and the components of writing were emphasised in all KLAs.

This was not enough to improve results and in 2012 a Literacy Team will be established, with detailed teaching strategies incorporated and monitored in all KLAs.

**Target 4**
Increase percentage of students in band 10 in Year 9 numeracy from 4% in Year 7 2009 to 8 % Year 9 2011.

Strategies used included:
• Designated period in every maths class to learn NAPLAN skills and preparation for NAPLAN-like questions.
• Extended use of hands-on and real-life scenarios and objects.

Our achievements include:
• This target was successfully reached.

**Target 5**
Reduce the percentage of students in the bottom two bands from an average of 27.6 % for the past three years to 25% in 2011 in the School Certificate.

Strategies used included:
• Targeting individual students for improvement.
• Analysis of subject content requiring specific change in teaching method.

Our achievements include:
• Moving a significant number of students from Band 1 into Band 2. The challenge is now to move students from Band 2 into the higher bands.

**Target 6**
Increase attendance rate in stage 5 from below state average to above state average.

Strategies used included:
• Setting clear expectations for students to bring notes explaining absences.
• Offer of opportunities for students to do TAFE Tasters after the School Certificate.
• Trial of the School Within A School Program – alternative education for students with little engagement with school.

Our achievements include:
• The provision of a variety of activities after the School Certificate, including work experience and TAFE Testers. The establishment of the School Within A School Program as a recognized alternate credential by the NSW Board of Studies. Unfortunately, there were difficulties in collecting data at various times due to technical issues and this target remains for 2012.

**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 2011 our school carried out evaluations of School Wide Systems and Teacher Feedback.

**Educational and management practice**

The Positive Behaviour for Learning Team(PBL) are committed to using data to identify areas requiring improvement and celebrate aspects of practice and school culture that are working well.
**Background**

<table>
<thead>
<tr>
<th>Currently in Place</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A team exists for behaviour support planning and problem solving.</td>
<td>79%</td>
</tr>
<tr>
<td>Expected student behaviours are taught directly.</td>
<td>58%</td>
</tr>
<tr>
<td>Patterns of problem behaviours are reported to teams and faculty for active decision making on a regular basis.</td>
<td>56%</td>
</tr>
<tr>
<td>A small number and positively stated student expectations/rules are defined.</td>
<td>64%</td>
</tr>
<tr>
<td>Procedures are in place to address emergency / dangerous situation.</td>
<td>75%</td>
</tr>
</tbody>
</table>

In Semester 1 the PBL team used a standardized survey to identify systems used to support teaching and learning in both the classroom setting and the playground. The table above provides a sample of the aspects teachers felt were currently in place. The full results can be obtained from the Principal.

**Findings and conclusions**

**Current Status of School Wide Systems** – Overall, there were many areas integral to the smooth running of the school, where teachers indicated systems for managing student behaviour were in place, were clearly communicated and consistently used. As well, there were some systems identified as being partially in place, for instance, the clarification of consequences for poor student behaviour and the consistent recognition of students for safe, respectful learning. The following is a sample of responses. A full report is available from the Principal.

**Future directions**

The PBL Team have begun the process of documenting positive and negative consequences for student behaviour to ensure a consistent approach from all teachers in managing and encouraging students in their endeavors to succeed.

**Curriculum**

Educational research indicates that quality, regular feedback from teachers in every subject area is essential for improved student learning.

**Background**

Focus groups from Years 7-11 were asked a series of questions and were given a checklist to record their opinions.

**Findings and conclusions**

Students reported the types of individual feedback from teachers were mainly written, with comparisons to set criteria, eg a rubric. As well, feedback indicated the strengths and weaknesses of the work with suggestions for future improvement. In Year 10 students identified marks or grades as part of the feedback, with feedback focused predominantly on how to improve. In Year 11 annotations beside student work was a type of feedback recognized as valuable by students.

In all years, students said feedback given to the class was about the overall performance of the class and the areas required for improvement.

When asked about the timing of feedback, the responses for all years showed student work was returned with feedback within a couple of days, a week or a fortnight (the majority). Three students in Year 9 said longer than a fortnight.

Comments were mixed, indicating variations in teacher styles of feedback and the usefulness. It also shows students were thinking mainly of written feedback. For example,

- I don’t often get feedback that is useful for me to improve. (Yr 7)
- I get a lot of feedback if I don’t do good enough or something is bad. (Yr 8)
- In most assessment I receive good feedback, however, there is the occasional teacher that only gives a mark. (Yr 9)
- Every now and then. (Yr 10)
- 75% of the time I receive feedback that helps me improve my work. (Yr 11)

**Future directions**

Quality feedback is recognized as a target area in the School Plan 2012-14. The findings from this
initial focus group research need to be used as a springboard into further, more specific data collection to provide concrete data on the types of feedback given in the various faculties and the time between submission of work and return of the work. Explicit discussion of feedback is required so that oral feedback is also recognized and valued.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Using random selection a group of students in Years 7 and 9 participated in the Quality of School Life Survey. The results were very positive indicating the majority of students enjoy their learning, think it is relevant and they have a positive approach to their learning and support provided by teachers. The full results are available from the Principal. For example:

<table>
<thead>
<tr>
<th>Teacher perception</th>
<th>Percentage Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers treat me fairly in class.</td>
<td>87% Mostly agree</td>
</tr>
<tr>
<td>The things I learn are important to me.</td>
<td>71% Mostly agree</td>
</tr>
<tr>
<td>I really get involved in my school work.</td>
<td>70% Mostly agree</td>
</tr>
<tr>
<td>I really get involved in my school work.</td>
<td>70% mostly agree</td>
</tr>
</tbody>
</table>

Professional learning

Bathurst High spent a total of $52712.59 on teacher professional learning in 2010.

Spending was divided into

- Beginning Teachers – 8 %
- Use of Technology – 2 %
- Literacy – 1 %
- Quality Teaching – 16 %
- Syllabus Implementation – 5 %
- Career Development – 41 %
- Welfare – 1 %
- Other – 26 %

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

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Executive Leadership Development

Outcome for 2012–2014

- Building leadership capacity with executives who are capable of and want to seek promotion.
- Action Research Projects developed and implemented within or across faculties.
- Some members of the executive team are willing to undertake accreditation with the NSW Institute of Teachers at the higher levels.

2012 Targets to achieve this outcome include:

1. 100% of executive members undertake Team Leadership for School Improvement training.

Strategies to achieve these targets include:

1. Implementation of the Team Leadership for School Improvement:
   - Complete the analytical framework.
   - Modules from TL4SI are delivered to executive and aspiring executive.
   - Aspects of the modules are delivered by Head Teachers in their KLAs.
2. At every Executive Meeting, time is allocated to Professional Learning.
3. Development of published EARS and TARS process with timelines.

School priority 2

Curriculum Years 5-8
Outcome for 2012–2014

- Implementation of a curriculum-based Stage 3 & 4 professional learning program between the campus and Partner schools.
- Collaboration between Stage 3 and Stage 4 teachers to develop continuity of learning for transitioning students
- Enhanced Year 5/6 Gifted and Talented Transition model.
- Enhancement of the lexplore program.

Strategies to achieve these targets include:

- Professional Learning program set up with each of the three partner primary schools based on data and continuity of curriculum. West Bathurst will be the pilot school.
- Meetings with Partner Primary Schools to:
- Analyse data where appropriate to determine curriculum area to be addressed in program.
- Develop a trial program based on the identified curriculum area
- Implement program
- Evaluation based on learning outcomes.

School priority 3
Engagement and Attainment

Outcome for 2012–2014

- Integration of Positive Behaviour for Learning (PBL) into classrooms.
- Accurate profile available of student exit destinations post year 11
- Increased retention of students in school through year 10

Targets to achieve this outcome include:

Increase value adding performance for top performing boys in SC to state average in HSC

Strategies to achieve these targets include:

- Consolidation of School within a School (SWAS) Denison College program for targeted Stage 5 students at risk.
- Systems and processes in place to manage BOS and NSW RoSA
- Continued implementation of PBL

School priority 4
Literacy and Numeracy

Outcome for 2012–2014

- Increased levels of Literacy achievement for every student in a quality teaching/learning environment by 2014
- Increased levels of Numeracy achievement for every student in a quality teaching/learning environment by 2014

2012 Targets to achieve this outcome include:

- Increase the percentage of students at proficiency in Year 9 NAPLAN grammar and punctuation from 10.6% in 2011 to 15% in 2012 (9 students)
- Increase the % of students at proficiency in NAPLAN Numeracy from 20% in Year 7 in 2010 to 25% in Year 9 in 2012 (8 students).

Strategies to achieve these targets include:

Creation of BHC Literacy Team:

- Development of practical strategies for improvement of literacy results in writing, grammar, spelling and punctuation for all students.

NAPLAN numeracy preparation for Year 7, 9:

- Practice tests under exam conditions.
- Marking feedback occurs.
- Explicit answering techniques practised.
- Term 1 Non-Calculator test for Year 9 Semester 1 reporting on Numeracy skills for NAPLAN.

School priority 5
Aboriginal Education

Outcome for 2012–2014

- Improved attendance, retention and academic results and student leadership representation.
- Teaching/learning programs incorporate strength, diversity and richness of Aboriginal culture.

2012 Targets to achieve this outcome include:

- Increase the percentage of ATSI students achieving above NMS in NAPLAN Reading
from 10% in Year 7 in 2011 to 40% in Year 9 in 2013 (3 students).
• Increase the percentage of ATSI students achieving above NMS in NAPLAN Numeracy from 43% in Year 7 in 2010 to 57% in Year 9 in 2012 (2 students).

Strategies to achieve these targets include:
Monitoring and intervention for improved attendance, retention and results:
• Use of enhanced school structures to monitor attendance, eg weekly monitoring using Millennium.
• Tutoring Roll Call for Aboriginal students at risk.
• Individual and small group tutoring.
• Implementation of 8 Ways of Knowing in learning programs.
• Employ a teacher to release faculty teachers to work with Norta Norta teachers on incorporating Aboriginal perspectives and scaffolding learning activities for a short, designated time.
• Investigate AIME mentoring program.
• Development of Denison program for engagement of students not attending school.
• Leadership opportunities — development of strategies for improved opportunities

School priority 6
Attendance
Outcome for 2012–2014
• Attendance Team operational and effective.
• Implementation of procedures ensuring teachers, students and parents are accountable for attendance.

2012 Targets to achieve this outcome include:
• Increase the attendance rate in Year 9 from 84.3% in 2011 to 86% in 2012.
• Increase the attendance rate in Year 10 from 81.7% in 2011 to 85% in 2012.

Strategies to achieve these targets include:
• Creation of Structured Attendance Team Refining of BHC Attendance Procedures:
• Roll Call attendance procedures.

• Accountability processes in place for period by period roll marking.
• Revision of BHC Attendance Policy and procedures.
• Use of Millennium to track attendance interventions.

Attendance recording:
• Purchase additional digit point scanner for Year 12 students to use for signing in when on a flexible timetable.
• Purchase external wireless points.

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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Darren Hamilton, HT PDHPE
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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: