

Denison College of Secondary Education, Bathurst High Campus

Annual Report



2017



8103

Introduction

The Annual Report for **2017** is provided to the community of **Bathurst High Campus – Denison College of Secondary Education** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ken Barwick

Principal

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Message from the Principal

Campus Principal's Message

The 2017 school year proved to be one of the busiest in my career with a very large Year 7 group settling into their new school. I could relate to how the new students were feeling, as it seemed like my first day of high school after taking up my new position as Principal, Bathurst High Campus of Denison College. Thirty years earlier, I completed my HSC at Bathurst High School aiming to one-day return as principal of this prestigious school. This is truly an amazing school with talented students across all areas of the curriculum, engaging in many internal and external programs, which support learning. I have been particularly impressed with the drive and determination of the staff to cater for students in a variety of school programs such as sport, performing arts, and mathematics tutoring and reading programs. There are also many excursions being organised to supplement classroom learning with overseas excursions requiring more than twelve months prior planning.

One of the initial highlights for me has been working with the school's Student Leadership Team. These impressive students take a lead role in organising all school assemblies and other key educational events, which affect all students across the school. Term 1 disappeared quickly as Year 12 students prepared for their half-yearly examinations and Year 7 embarked on an exciting school camp at Lake Burrendong. Bathurst Regional Council and community members, along with students and staff from Denison College of Secondary Education celebrated 20 years of friendship with Toyo High School in March 2017. Swing Factor wowed the crowd closing the show to highlight the exceptional talent on display from both countries. Students from our school travelled to Japan at the end of Term 3 to visit Toyo High School. This year marked a 'Decade of Denison' since the formation of the College that provided student's unrivalled educational opportunities across two campuses in Bathurst. After many months of planning and student rehearsals, it all came together with an outstanding series of student performances and delicious treats prepared by our students.

Many students from Denison College attended Anzac Services this year to pay respect and Bathurst High School Captain; Eve Currie delivered a powerful and reflective speech that highlighted the role women played in times of conflict. Our students in Year 7 and 9 focused on NAPLAN testing early in Term 2 and students in Year 9 could clearly articulate the importance of meeting the minimum standard in each of the tests. Thousands of community members entered our fantastic display at the Bathurst High Campus Animal Nursery at the 2017 Bathurst Show. It was great to see many staff and students working in the display over the course of the show. Many parents and community members visited our display and it was one of the show highlights. The Athletics Carnival proved to be a highly successful day with outstanding student participation throughout the day. I was extremely pleased to see the positive connections that staff were making with our students. Competition on the day was fierce as places in the Astley Cup Athletics Team and positions for the Western Region Athletics Trials were on the line.

On Wednesdays, I talk on 2BS radio about many fantastic school programs, student achievements and sporting success of our students across all year groups at Bathurst High Campus. The 2017 Astley Cup has turned out to be one of the

closest contests in years with Bathurst High Campus scoring a nail-biting victory over Orange High School in its Astley Cup tie. The result came down to a re-run of the high jump competition, after an Orange competitor was injured. Orange held a one-point lead going into the high jump after the Bathurst side scored a 30–20 victory in the rugby league but Bathurst high jumpers secured first and second places to give the home side a tense 402–398 win. Orange High School easily accounted for Dubbo Senior College in round two of the cup, and Bathurst High Campus defeated Dubbo by 152 points to take the Astley Cup. Bathurst High Campus also brought home the Mulvey Cup after accounting for both Orange and Dubbo in the debating competition. Congratulations to our amazing and committed students.

In 2017, we introduced a new student recognition system called Vivo. The system provides an opportunity for teachers to focus on positive effort, achievements and extra school activities for students. Our Year 12 Drama students impressed with their HSC Drama pieces as part of the Trial HSC Drama Performance night. We are fortunate to have so many talented students who have been mentored by exceptional teachers in all subjects. I would like to thank all staff for supporting our Performing and Creative Arts students whilst they have been completing their major projects and preparing for their HSC examinations. Late in Term 3, our Year 12 students reflected on all the special memories and friendships they have forged over their 13 years of schooling. I would like to acknowledge our School Captains who have represented the school with distinction during the past twelve months, making many community appearances and assisting the school with leadership at assemblies and functions. Well done Eve Currie, Nicholas Johnson, Ella Purser, Jacob Zammit, Holly Davis and Sam Neary. Big thanks to the parents of our graduating class for their long-term support of Bathurst High Campus as we have truly valued the partnership we have built over the past six years.

Many young indigenous girls were engaged in the Sistaspeak Program during Term 3, which culminated in an impressive Sistaspeak Graduation Ceremony. These girls made heart felt and emotional speeches aimed at sharing the important people in their lives. In 2017, Bathurst High Campus introduced end of term student recognition BBQ's and a student talent show. Students used their Vivo points to buy BBQ vouchers online that recognised their hard work throughout the school term. Many students and some teachers jumped at the chance to perform in the talent shows. Thanks to the student recognition team for working to provide these positive experiences for our students. During the Term 3 school holidays, five staff joined 25 students on a 12-day overseas excursion to Japan. The school group managed to cover an incredible area of Japan visiting many temples, shrines and schools. During the excursion, students experienced International Airports; they immersed themselves in Japanese culture after arriving in Kyoto, travelled on the bullet train and enjoyed a traditional Japanese banquet. Students from Toyo High have been visiting Bathurst for more than 20 years and our 2017 trip to Japan was even more special with the signing of the official Sister School Agreement.

I would like to thank all the members of the Bathurst High Campus Parents and Citizens team for their ongoing support of our great school and commitment to improving opportunities for our students. I would like to acknowledge and thank Trevor Liu – P&C President for his help and support in my first year as Principal of Bathurst High Campus. Thanks also to the many parents who have attended meetings in support of our school and for their positive contribution at meetings and for sitting on many panels for teacher positions. I would like to acknowledge all staff for the exceptional level of care and compassion they provide our students. A special mention to my campus executive and principal colleagues who form the College Management Team.

Ken Barwick – Principal Bathurst High Campus

College Principal's Message

This year we celebrated a significant milestone in 10 years of the College formation: 2007–2017. The “Decade of Denison” celebrations held in Education Week, were an opportunity to reflect on the establishment of the College, acknowledging the rich traditions of both campuses, and looking forward to further developing the opportunities for our students, that the College model can provide. Alongside these celebrations, the structures of the College continue unabated this year, with shared courses still providing breadth of curriculum unrivalled in many rural schools. At the beginning of the school year, we acknowledged the very first shared course students, and continue to see the benefits of this curriculum structure. The success of this structure continues to be seen in the growth of enrolments, with over 1800 students enrolling at the Bathurst and Kelso High Campuses. The growth in student enrolments and the breadth of subjects the College provides saw the creation of the Deputy Principal College position for 2017–2018. The roles of the College staff are moving from managing events for the college, to leading teaching and learning and professional development for the campuses. This is an authentic way of improving classroom practice and student outcomes, using the depth of experience and expertise of the College staff to support all teaching staff across the two campuses.

An exciting project featuring educational collaboration with Charles Sturt University is the Professional Excellence Hub. There is a significant investment in improving the training and preparation of our next generation of teachers, and Denison College have worked very closely with academic staff at CSU and 2017 practicum students to provide learning modules, technology and improvements in the practicum experience to support training teachers. Both campuses continue to provide exceptional opportunities and experiences for students. I congratulate all students and staff on their ongoing commitment to success in 2017.

Craig Petersen – Principal Denison College

Message from the school community

P&C Presidents Message

In 2017, the P&C Committee for the Denison College Bathurst High Campus conducted eight well attended meetings and were fortunate to be involved in the life of the school and our students. The process of "Consultation" is a recognised organisational and business theme and, with the support of the School and College Executive, we have had the opportunity to be consulted in the various operations and activities of the school, which directly affect our students and fellow parents. We have also ensured that, wherever possible the decision making is equitable and there is an equal opportunity for all.

The P&C has been a forum for information, understanding and an opportunity to provide feedback on a range of issues including – School Planning, Timetabling, Teacher Selection, Finance Committee, School Leadership Team selections and the role of sports captains. The organisation of Astley and Mulvey Cups, Sporting Carnivals, Music and Dance Programs, School Excursions – Including International and other events are a highlight at Bathurst High Campus. Other areas that are discussed at P&C meetings are as follows – The operation of Student Wellbeing programs, the Canteen and Uniform Shop are monitored by the P&C. The application of Information Technology (BYOD) to the school environment including Millennium and the Facebook Page. The effects of Capital Works, improvements in the School, Hastings Scholarship and Goldie College.

To the parents who have attended our meetings, I'd like to thank you all, for the part you've played, particularly when you've brought your concerns to the meeting, listened to an issue, given your opinion and "voted" on a resolution. The success of this group belongs to you and your willingness to participate. It is a great opportunity to experience and understand how well the school is functioning and performing.

Trevor Liu – P&C President BHC

Message from the students

Student Representative Council Message

The 2017 SRC continues to support the school and charities with fundraising efforts. This year the SRC also worked alongside the Leadership Team in order to continue to build capacity for the future. We joined them at the Anzac Day march, the Shave for a Cure day and with the Gold for Goldie Trivia Night. The annual Astley Cup BBQ is always one of our best fundraisers for the school. To see the pride that our students have in supporting their school is wonderful. Special thanks to Sam Burrow for the supporter flags! Using the funds raised, the SRC bought much needed seating for the grounds and decided to have them installed under the trees on the back field. The SRC also contributed to the purchasing of water stations this year.

The charities our students decided to help raise funds for this year were the Leukaemia Foundation, Brain Cancer Research and Ronald McDonald House. Out of uniform days with a gold coin donation from students has enabled SRC to raise over \$1000.00 to support our chosen organisations. The 2017 SRC have also decided upon changes to how individual student pursuits are supported. The implementation of an application process for funds or a fundraising license is hoped to increase the impact of the work done by our student representatives. We are thrilled for Niamh McAdam and John Attard who have earned themselves places on the Senior Leadership team for 2018. We are also proud of Abbey Kemp and Bethany Turnbull who, along with Lydia Nichols, have represented us on the Bathurst Regional Youth Council. Thank you for another great year!

SRC Students – 2017 Student Representative Council

School background

School vision statement

A united and collaborative community providing skills and opportunities for the future.

School context

Bathurst High Campus, Denison College of Secondary Education, is a comprehensive high school, Years 7 to 12. It has an enrolment of 1180 and is inclusive of 9% Aboriginal students, 6% NESB and a large support unit. Along with its college partner school Kelso High Campus, an innovative structure offers cross campus senior curriculum and enhanced learning opportunities for students in all years. The outstanding success of the college is attributed to a strong, collaborative culture of shared leadership, vision and understanding. Bathurst High is steeped in a rich and proud history and is highly engaged in and committed to the strong partnerships forged with the school and wider communities. Bathurst High Campus is focused on a culture of learning that caters for individual student excellence and wellbeing so that all students become good citizens and leaders. The school has a relentless focus on building teacher capacity through extensive, planned professional learning and increasing achievement for all students. Further school information can be located at our school website – <http://www.bathurst-h.schools.nsw.edu.au/home>

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This section of the Annual Report outlines the process that was undertaken using the School Excellence Framework to reflect on the strengths and areas for development of Bathurst High Campus as well as school accomplishments and progress towards achieving key school priorities.

Throughout 2017, staff at Bathurst High Campus collaborated through the school planning and reporting cycle to make a critical baseline assessment of the school against the 14 elements of the framework. High-quality and valid evidence formed the basis of this assessment and served a dual purpose of determining the strategic directions of the school moving into the 2018–2020 School Plan while justifying the criteria selected in this year's self-assessment.

Across the domain of learning, the school Evaluation Team looked carefully at the evidence that was collated for each of the 6 elements and realigned the judgements made about our progress within each of the themes. Bathurst High Campus continues to sustain and grow across the elements of Learning Culture, Wellbeing and Curriculum. While dedicated and strategically planned programs are in place to build upon the work that is already being done in Assessment, Reporting and Student Performance Measures. Student wellbeing has always been a strong focus at Bathurst High Campus and this continued in 2017 with a dedicated Wellbeing Hub as well as targeted programs that were tailored to meet the needs of some of our most complex students. As we move into the next iteration of our school planning and reporting cycle, student wellbeing will be expanded to focus on holistic, proactive programs that will meet the specific needs of individual students and entire cohorts identified through data. Throughout 2018 and over the next three years, parents/carers and students will also be able to see the clear correlation between learning, assessment and reporting which will drive improvements in student performance across the school.

Within the teaching domain, Bathurst High Campus offers a structured and individually tailored program of learning for staff which promotes collaboration to meet state and school priorities. The evidence gathered within the Learning and Development element of this domain very clearly shows that Bathurst High Campus is excelling in this area. Linked in to this, our rigorous focus on coaching and mentoring and the capacity of staff to engage with the Professional Standards for Teachers means we continue to sustain and grow in this area. Moving into 2018, there will be a dedicated focus on and review of our school's Positive Behaviour for Learning program as well as the continued development of our student recognition systems to build upon our position within the element of Effective Classroom Practice. Likewise, as we move into the 2018–2020 School Plan, there will be an increased focus on individualised learning for all students which will be data and evidence driven with the aim of making improvements in the Data Skills and Use element of the teaching domain.

Throughout 2017, many systematic and administrative practices were evaluated for efficiency and as a result, many existing systems, structures and processes were replaced to increase efficiency and the effectiveness of all school stakeholders to improve learning. Based on these reviews, careful planning and strategic implementation of new practices, Bathurst High Campus is excelling in the Management Practices and Processes element of the leading domain. The development of the 2018–2020 School Plan throughout 2017, involved strong collaborations between students, staff, parents and community stakeholders. Specialised advice was also sought from key personnel within education to ensure the documented goals of the school for the next three years were achievable and clear milestones throughout the three years were developed to ensure the likelihood of success. Bathurst High Campus continues to sustain and grow in the School Planning, Implementation and Reporting element of this domain and will continue to make progress towards excelling with the new structure of planning and reporting. In 2018, Bathurst High Campus will continue to build the capacity of the executive team to make progress in the Educational Leadership and School Resources elements of the Leading Domain.

Bathurst High Campus is committed to working towards each of the statements of excellence outlined in each of the 3 domains in the School Excellence Framework to ensure the provision of high quality educational opportunities for students and quality professional learning for staff both of which is guided by strong and strategic leadership.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Learning and Assessment

Purpose

Denison College students experience excellence in learning and assessment.

Students will succeed when they experience learning that is individualised and this focus builds a culture so that students recognise the importance of success.

This learning is supported by teaching that is based on research–proven best practice and structural support and is embedded in our focus on student writing, the use of technology in teaching and learning.

Effective learning is supported by effective student transitions. This happens when there is strong engagement to support the learner by all stakeholders in the learning of each individual student.

Overall summary of progress

In 2017, a focus of staff professional learning was centred around stage teams of teachers to concentrate on improvement in writing responses at all levels. In addition to the work carried out at Bathurst High Campus, a group of teachers including the LaSTs and transition staff engaged with partner primary teachers in an English focused PL – instructional rounds. This program ensured students from partner schools were accurately placed upon transition to high school and further data collection assisted with class profiling at the start of 2017. The learning and engagement team provided a program scaffold – 'Know Make' which allowed teachers to actively support students in responding to writing focused questions. ALARM continued to be effectively implemented in Stage 6 and longitudinal results indicate improved HSC success.

An improved transition focus was adopted in 2017 to increase our knowledge and understanding of partner students. Successes were to explore, instructional rounds and the effective use of technology through the Fair Funding Schools Plus program.

Significant changes were implemented in our meeting structures which increased cross campus collaboration to improve consistency in learning and assessment across the college at faculty level. Combined SDDs and college executive meetings focused on syllabus implementation, assessment and individualised learning.

Further successful professional learning occurred with all staff to support the Stronger HSC Standards reforms, assessment and NESAs requirements. Student wellbeing continued to be a focus to support student learning and to this end, our overall school teams structure was evaluated and adjusted. The establishment of a clear Learning and Engagement Team to separate learning adjustments in literacy and numeracy from the wellbeing staff has allowed year advisors to focus on wellbeing more directly with the immediate support of the Head Teacher Welfare.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Value added scores for writing in NAPLAN increases to state average.	<p>\$35 000 of RAM Equity used to employ a HT Learning and Engagement.</p> <p>\$27 500 of RAM Equity to employ an SLSO to provide extra class support for middle school literacy classes.</p> <p>\$6 000 of RAM to provide electronic numeracy programs to support learning.</p>	<p>Staff professional learning was centred around stage teams of teachers to concentrate on improvement in writing responses at all levels.</p> <p>Teachers including the LaSTs and transition staff engaged with partner primary teachers in an English focused PL – instructional rounds.</p> <p>Data collected around the implementation of 'Know Make' and ALARM over the past three years indicate Value added results.</p>
Increased percentage of students in top two HSC bands in ALARM	\$15 000 of professional learning funds was	In 2017 there were 16 Band 6s achieved. This represents 3% of all band results and is consistent

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
subjects and decrease in bottom bands over 3-year average.	<p>dedicated again to staff PL around 'Know Make' and ALARM training.</p> <p>Multiple staff accessed individual professional learning money to engage in data courses to upskill in analysing data for HSC improvement.</p>	<p>with previous results, and similar to the 3-year average, 2%.</p> <p>There were 90 Band 5s achieved by students. This represents 20% of all band results and is higher than the 3-year average, 14%.</p>
Improve Aboriginal performance in school assessments as measured by the average mark for years 7 – 10 in common subjects.	<p>\$65 000 Equity RAM used to employ an teacher to support indigenous students to improve results.</p> <p>\$3 000 Aboriginal RAM set aside for the Sista Speak Program.</p> <p>\$83 250 Aboriginal RAM used to employ two tutors to support indigenous students to improve results.</p>	<p>Average results for aboriginal students have slightly improved both internally and externally. Greater parent collaboration has occurred through improved PLP processes.</p> <p>Faculties regularly analyse data to inform teaching programs and differentiation for aboriginal students.</p> <p>38.5% of Aboriginal students in Year 9 achieved greater than or equal to expected growth in Reading.</p> <p>41.7% of Aboriginal students in Year 9 achieved greater than or equal to expected growth in Writing.</p> <p>41.7% of Aboriginal students in Year 9 achieved greater than or equal to expected growth in Spelling.</p> <p>50.0% of Aboriginal students in Year 9 achieved greater than or equal to expected growth in Grammar and Punctuation.</p> <p>66.7% of Aboriginal students in Year 9 achieved greater than or equal to expected growth in Numearcy.</p>
Numeracy value adding is above school average for 2012 – 2014.	<p>\$15 000 of RAM to provide face-to-face numeracy tutoring after school for all students.</p> <p>\$12 000 of school funds used to support the new online mathematics and numeracy textbook.</p>	<p>In 2017, Year 7 there was a greater percentage of students in the proficient range than in previous years.</p> <p>The average scaled score measures the average growth of the cohort from Year 7 to Year 9. The average scaled score was 47.5 which is an increase in the three year average of 5.5. However the state average is 52.4.</p>

Next Steps

Late in 2017, our realignment of school teams and meeting structures to support Learning and Assessment filtered directly in the planning process for the new school plan 2018–2020.

In 2018, an audit of school wide systems and professional learning for staff around data generation and analysis which drives teaching and learning will enable staff to identify the individual and entire cohort strengths and areas for development. There will also be a significant focus on school and college wide consistency.

Over the next year and into 2019 our campus and college will develop consistent assessment, monitoring and feedback cycles which is focused on students to directly improve tasks, processes and student self-reflection, linked to specific learning outcomes and performance descriptors.

To develop and implement whole school systems of learning based around explicit teaching, which recognises the need for strong literacy and numeracy foundations. This will be a central focus within the Development and Performance Framework for staff, observation processes and professional learning to improve student learning and assessment.



Strategic Direction 2

Values and Culture

Purpose

Denison College students emerge as innovative, confident, creative and informed citizens who make positive contributions to the local, national and global community.

Denison College wants its students to succeed in modern society. To do so they must have the knowledge, skills, values, capacity and motivation to respond to the complex issues they will encounter in their personal and working lives.

When students leave Denison College, they must emerge as innovative, confident, creative and informed citizens who are able to make positive contributions to local, national and global communities.

Overall summary of progress

In 2017, considerable professional learning time focused on student wellbeing and classroom strategies to reduce student conflict and to support overall wellbeing. Suspension rates were very inconsistent and at times increased as a result of a few factors. High staff turnover both at classroom and at executive level contributed to suspension figures and at times staff professional learning sessions centred on simple and consistent classroom practices. The introduction of a new student recognition system known as Vivo proved to be highly successful and figures began to shift in the later half of the year. School assemblies now regularly focus on student recognition and many new programs were implemented as a result – PBL Vivo BBQs and a student talent show and the end of each school term.

A media team was established to improve all school based promotion and two separate external communications audits were completed to collect data for future planning. As an immediate result a newly formatted Bathurst High Campus Burr 2017 and 20 promotional banners were produced. The quality of school newsletter improved and individual complex case meetings for students at risk were more effective through a new Learning and Support Team structure.

The executive and teaching staff increased their focus on collecting ongoing data to support structural changes. The data is made more readily available to staff and used to provide immediate feedback to students, staff and community.

Positive recognition for students continued to be a high priority and all statistics indicate a significant increase in students receiving recognition either through the Vivo system, certificates and congratulations letters. Parents now regularly attend talent shows and presentations which has increased community engagement within our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
'Tell Them From Me' Survey shows positive growth in measures of student engagement and belonging over 2013/14 levels.	\$35 000 of Equity RAM allocated to employ an extra Head Teacher Wellbeing to support student engagement. Professional learning funds used to support Year Advisors in designing programs which engage students in their learning.	'Tell Them From Me' Survey results in 2016 increased the average for a positive sense of belonging to 45%. The positive increase was great, however the state average was 56%. In 2017, the result stabilised at 52%. Over the three year school plan, figures are higher than results in 2013.
Decrease in number of repeat suspensions.	\$20 000 allocated from RAM to employ 0.2 staff to support the schools suspension prevention strategy. \$5 000 used to employ a VERTO worker to engage with repeat suspension offenders.	Throughout 2017, the number of repeat suspension decreased, however there was a significant increase in overall suspension rates and days lost. A significantly high change in staff contributed to the increase. As a result of ongoing increases, the executive have re-structured the Learning Support and Welfare teams to support students more effectively. Year Advisors will be provided improved support to assist with repeat offenders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease in number of repeat suspensions.	\$35 000 RAM Equity used to employ an additional Head Teacher Well-being to support return from suspension plans and students.	Throughout 2017, the number of repeat suspension decreased, however there was a significant increase in overall suspension rates and days lost. A significantly high change in staff contributed to the increase. As a result of ongoing increases, the executive have re-structured the Learning Support and Welfare teams to support students more effectively. Year Advisors will be provided improved support to assist with repeat offenders.
Continued growth in Aboriginal attendance rates.	\$3 000 Aboriginal RAM set aside for the Sista Speak Program. \$83 250 Aboriginal RAM used to employ two tutors to support indigenous students to improve results and attendance.	Aboriginal attendance rates remain steady at 83% from 2012 to 2016. Strong support through a dedicated Aboriginal Team consisting of more than 6 staff continues to show improvements in student attendance.

Next Steps

Late in 2017, our realignment of school teams and meeting structures to support Wellbeing and Engagement filtered directly in the planning process for the new school plan 2018–2020.

In 2018, our school executive and teaching staff will focus on wellbeing data to develop and implement a whole school integrated approach to wellbeing that is focused on improvements in academic achievement, improved mental health in students along with skill development. School focuses will centre around student academic support systems, attendance and overall school engagement.

Significant resources and professional learning time in the new school plan and 2018 will focus on the upskilling of staff to draw on educational research and best practice in innovation to deliver teaching and learning experiences that are relevant, engaging, motivating and challenging.

School systems and school wide classroom and executive management practices will be refined to ensure that all staff implement consistent strategies for reinforcing expected student behaviours. A rethink on our school wide strategy PBL will revitalise both staff and students over the next three years.



Strategic Direction 3

Professional Excellence

Purpose

Every member of staff at Denison collaborates and learns in order to demonstrate their professional best. This collaboration and learning is driven by exemplary leadership.

Denison College must support staff to achieve professional excellence in a climate of innovation, reflection and collaboration.

The ongoing development of professional excellence will enable all staff to better deliver learning and instil values necessary for students to succeed in modern society.

The establishment of a consistent and coordinated approach to professional experience that results in a satisfying and high quality experience for pre-service, associate and early career teachers.

Overall summary of progress

In 2017, the central focus for staff was to improve their capacity using the new school PDP structure, along with a greater emphasis on lesson observation and data collection around the National Professional Standards for Teachers. Staff set PDP goals which focused on the School Excellence Framework (Learning, Teaching and Leading Domains), along with the school's three strategic directions (Learning and Assessment, Values and Culture, Professional Excellence) and the professional teaching standards (Professional Knowledge, Professional Practice and Professional Commitment).

Our major focuses to achieve quality teaching and learning focused on the professional teaching standards – Teachers know their students and how they learn (Element 2 PTS), Teachers plan, assess and report for effective learning (Element 3 PTS), Teachers communicate effectively with their students (Element 4 PTS) and Teachers create and maintain safe and challenging learning environments through the use of classroom management skills (Element 5 PTS).

More than 20 staff engaged in higher leadership programs within the campus, across the college and network level. Simon Breakspear Leadership courses, combined with a High Impact Leadership courses helped build teacher professional capacity in using technology and analysing data to effectively enhance classroom learning.

Several staff engaged in the Professional Experience Hub Project (PEX) with our University partner – Charles Sturt University. The team established processes to enhance and align, pre-service experiences to professional teaching standards improved student outcomes. These practices were shared with local schools across several school networks and many of our school processes in supporting pre-service and permanent staff were adopted by other school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
End of year teacher survey on implementation of Instructional Rounds and PDF implementation shows over 95% satisfaction.	\$35 000 RAM Equity to employ a Head Teacher Learning and Engagement. \$12 000 of professional learning funds used to release teachers for instructional rounds with partner schools.	A greater number of teachers were added to the instructional rounds primary partner school program in 2017. Teams of teachers who teach Year 7 and Year 8 classes worked consistently to deliver consistent an structured lessons through PL sessions. In 2017, staff enjoyed increased success in the classroom through an improved school based PDP and observation process. Staff satisfaction with the PDF framework is at an all time high.
PLPs for Aboriginal students with parent input.	\$65 000 of Equity RAM used to employ a teacher to support PLP process at BHC.	Throughout 2017, the Aboriginal Team actively engaged a greater percentage of parents through a revised PLP process. Starting with Year 12 and working backwards, the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLPs for Aboriginal students with parent input.	A four period allowance at a cost of \$10 000 was also provided to a teacher to lead the Aboriginal Team, organise events and tutors.	teams individually met with students and invited parents in to engage. Again, a further focus in this area will be needed in 2018.
Average Internal report marks for identified year 7 and 8 talented classes show growth.	Head Teacher Junior College allocated to support and analyse results for the Year 7 and 8 talented class.	Internal assessment data results in the online mark book system continue to show improvements. The work in stage and class teams through the learning and engagement professional learning indicates gradual improvements. In 2018, all students will engage in PAT testing on top of all external testing to provide further data to inform feedback and teaching.
The establishment of a consistent and coordinated approach to professional experience that results in a satisfying and high quality experience for pre-service, associate and early career teachers.	<p>\$15 000 RAM equity used to employ a Head Teacher Mentor, plus an internal 8 period allowance to support teacher improvement and student engagement.</p> <p>\$240 000 allocated from federal funding across the college to support the Professional Experience Hub with Charles Sturt University.</p>	There are five strategic directions in the professional experience in conjunction with Charles Sturt University to improve initial teacher education when distance is an issue in order to think differently about reciprocity in professional experience – CSU and Classroom teacher partnerships, CSU review of Planning Processes, Valuing the Practicum in Schools, SWIVL applications and resources and Training modules for Supervising Teachers.

Next Steps

Late in 2017, our realignment of school teams focused on the best way to support teachers and staff to engage with and aspire for Professional Excellence. The new structures formed the basis of changing Strategic Direction 3 to Partnerships and Collaboration in the planning process for the new school plan 2018–2020.

In 2018, the college and campus senior executive will draw on research and investigate effective collaborative practices to ensure processes are in place to optimise collaboration with all key stakeholders.

Significant resources will be set aside and professional learning focuses will concentrate on upskilling staff to engage in quality evidence collection to validate their performance against the Professional Teaching Standards and the schools performance against the School Excellence Framework.

Bathurst High Campus will establish new methods of communication with parents and the community to actively engage all parties in the teaching and learning cycle. New online systems and communication practices will be integrated over the next two years.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$65 000 = 0.6 Senior Aboriginal Teacher to support academic learning.</p> <p>Two junior aboriginal mentor teachers employed at \$82 250 from Aboriginal RAM equity to support Stage 4 and 5 students with learning and assessment recovery.</p>	<p>All indigenous students at Bathurst High Campus engaged with the Aboriginal Education Team. Funds were used appropriately to engage students in a variety of school related activities such as sport, academic and cultural programs. Highly successful leadership programs include aboriginal students and BHC enjoyed debating success involving indigenous students.</p>
English language proficiency	<p>EAL RAM funds used to release a teacher 0.2 = \$15 000 to support student transition, academic learning, assessment recovery and to bridge the language barrier within the classroom.</p>	<p>The learning and support team strategically used the services of the in school EAL coordinator to support students. Bathurst High managed 11 students who accessed help from the EAL teacher, along with several exchange students. Improvement in student positive self concept was clear in the survey results of these students.</p>
Low level adjustment for disability	<p>Flexible learning funds are used to employ extra SLSOs to target the individual learning needs of students in classrooms.</p> <p>Resources were also purchased to enhance learning opportunities.</p>	<p>Improved individual Education Plans were produced by our LaSTs and these have been regularly updated and communicated to staff.</p> <p>There has been improved growth in external data for students in the lower two performance bands.</p>
Socio-economic background	<p>RAM Equity funds used to provide extra support for students and teachers by employing three Head Teachers as instructional leaders.</p> <p>The purchasing of a technical support officer ensures that all students have access to efficient hardware and software.</p> <p>Funds used to purchase resources to improve literacy and numeracy – Word Flyers and digital Mathematics Textbooks for all students.</p> <p>Extra SLSOs and staff to provide an after school homework centre has been provided to all students.</p> <p>A transition support worker and teacher mentor purchased to improve transition opportunities and teacher quality.</p>	<p>The strategic use of equity funds to support students across all stages ensures equity for all students. Ongoing access to technology and support and extra in class staff supports students in meeting their academic potential.</p> <p>An increase in supporting Aboriginal students and the purchase of a BYOD Head Teacher across the Bathurst Network has improved the consistent teacher approach within classrooms.</p>
Support for beginning teachers	<p>A Head Teacher Mentor across the college is funded to support all beginning teachers and an</p>	<p>The school based Induction program involving 19 Beginning teachers accessed the structured 2-year Professional Development program that provides them</p>

Support for beginning teachers

extensive campus based induction program assists with staff in their early career and also with accreditation of staff.

opportunities to obtain information, improve understanding and practice skills in a safe and supportive environment.

Beginning teachers receive an allowance of 4 periods per cycle in their first year and 2 periods in their second.

A reduced number of playground duties is also afforded to early career teachers.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	505	514	520	565
Girls	419	424	453	480

Bathurst High Campus reached an enrolment of 1071 students at the beginning of 2017. It appears the projected enrolment figures from local partner schools continue to grow and Bathurst High Campus will exceed 1100 students in 2018. Current trends indicate a possible enrolment of 1300 by the year 2020. Work across the college, combined with improved communication with local primary schools will slowly streamline transition and enrolment procedures across the college. A new Denison College Enrolment Committee has been established and work has commenced to educate the community about processes.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.8	91.2	93.9	91.4
8	89.4	89.8	90.4	89.5
9	86.9	87.3	87.5	87.4
10	83.8	85.4	87	83.3
11	90.2	86.9	90.6	90.9
12	92	92.1	91.6	91.3
All Years	89.1	88.6	90	88.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

There has been a general plateau in student attendance in 2017. That said, some years are exceeding state average for attendance and others are

barely below average. Attendance is a responsibility that falls on all members of the school community. To ensure that attendance records are accurate, students are marked present or absent electronically every period. Parents are notified by SMS of period absences and parents can monitor student attendance in real time through a parent portal. The attendance team consists of the Head Teacher Administration, Year Advisors, stage trackers and classroom teachers and has implemented a number of initiatives throughout 2017 to drive student attendance. The new attendance policy that was introduced in 2016 proved to be a great success in that year, and therefore, it was continued into 2017. The focus on the return of absence notes with new methods of informing the school through the school app of student absences continued to ensure that unexplained absences were continually followed up. The implementation of late roll call and detentions started continued to encourage students to get to school and in class on time. Interventions such as Personalised Attendance Plans (PAPs) were developed in consultation with parents and carers in some cases to ensure that students with patterns of non-attendance were able to collaborate with the school to improve their rate of attendance. Furthermore, the Head Teacher Administration mentored a small handful of students in a specialised roll call, keeping in close contact with parents and setting both short and long term goals with these students. The Home School Liaison Officer (HSLO) met with the team every fortnight to discuss attendance issues and develop plans for individual students. Parents were notified through the school app of student absences and attendance trackers and the Head Teacher administration made frequent phone calls to parents. On Wednesdays and Fridays parents were contacted if their child's absence went for a period of 3 or more consecutive days without a justification.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	1	8
Employment	1	4	31
TAFE entry	1	5	12
University Entry	0	0	36
Other	0	0	4
Unknown	0	3	9

Retention rates have stabilised in 2017 as many students are successfully transitioning to the workforce through improved strategies implemented through the career advisor. Students now engage early with staff prior to turning 17 under the Department's school leaving age policy. Stage 6 numbers have also stabilised at Bathurst High Campus as enrolment numbers have reached maximum. Ongoing

individualised transition support provided by the careers advisor, senior executive and the wellbeing staff have helped students make appropriate career decisions and transition successfully. Transitions to other educational institutions such as TAFE or Skillset have again increased in 2017.

Year 12 students undertaking vocational or trade training

Students can access vocational training through the senior curriculum via EVET or through school delivered VET classes. In 2017, 79 Year 11 students undertook externally delivered Vocational Education based courses primarily delivered at TAFE and 102 Year 11 students and 82 Year 12 students engaged in one or more vocational courses at either Bathurst High campus or Kelso High Campus. VET subjects continue to be major part of the Bathurst High curriculum offerings. In 2017, greater than 40% of students were studying vocational courses in our trade-training centre.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 120 students in Year 12 out of 122 gained their Higher School Certificate. Only 2 students received a Record of Student Achievement because of their pattern of study completed throughout the year. Very few students opt to undertake a pathways pattern of study to achieve a HSC over more than two years of study.

Workforce information

Workforce composition

Position	FTE*
Principal	2
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	58.66
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.7
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	19.17
Other Positions	1

*Full Time Equivalent

Bathurst High Campus received a staffing entitlement of 75.8 teaching staff, which was an increase of 4.7 staff as a result of increasing student enrolments. School administration staff totalled 19.172, which also represented an increase of 0.8 non-teaching staff during 2017. A large number of temporary and casual teachers were employed to cater for staff released from subject areas to participate in wider school and Bathurst Network programs and initiatives. Continued growth in student numbers has led to the employment of various indigenous staff, both teaching and non-teaching. Approximately 5% of teaching and support staff at Bathurst High Campus are Aboriginal. In addition to these employees, our school employs Aboriginal Tutors and student support officers on a temporary basis to support student learning outlined in Personalised Learning Plans.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

Professional learning and teacher accreditation

All staff at Bathurst High Campus had access to professional learning relating the school's strategic directions in 2017. The main focusses are all directly related the strategic directions in our school plan, the professional teaching standards and elements of the School Excellence Framework. Professional learning activities are linked to school strategic directions below– **Strategic Direction 1:** Learning and Assessment, **Strategic Direction 2:** Values and Culture and **Strategic Direction 3:** Professional Excellence.

School Development Days – At the beginning of Term 1, staff focused on 7.1 and 7.2 'meeting professional ethics and responsibilities' and 'comply with legislative administrative and organisation requirements' by completing Child Protection, Secondary Employment, Code of Conduct and Handling Complaints. All staff attending were updated on the School Plan and Health Care Plans (6.2 and 6.4) including Self-Harm Policy, Anaphylaxis and school refusal. Wellbeing Programs, Learning Support Team Referrals and Learning Support Plans and Differentiation where presented by the Learning Support Team. Staff spent time profiling classes in Year 7 (1.1) with the aim of knowing their students and how they learn.

School Development Day Term 2, was a regional Edu Tech Conference where staff trained in the use of technology in teaching and learning with a focus on selecting and using ICT resources (3.4) and (4.5).

School Development Day Term 3 was designated a combined campus event for both campuses of Denison College of Secondary Education. Staff focussed on professional learning to support the Stronger HSC Standards reforms including new syllabus implementation and planning for assessment changes. All participants, participated in a keynote delivered by Denis Fitzgerald and Craig Petersen in their capacities as Board members for NESAs, to frame the day. Then all participants collaborated in their cross faculty KLA to support planning and implementation. Focus areas targeted 2.3.2, 3.2.2, 3.6.2, 5.3.2, 6.3.2, 7.1.2.

Staff spent four evening sessions undertaking Professional Development in lieu of the two days at the end of the year. Session 1 focus: Staff wellbeing including Yoga Accidental Counselling; Responding to '13 reasons why' Stress Management. Session 2: Stronger HSC Standards reforms was reviewed focused on rewriting assessment tasks. Session 3: ICT implementation into classrooms and Session 4: School planning 2018–2020 and consultations with staff.

Individual teacher identified training – All teachers set professional learning goals on their PDP. At least one goal relating to the School Management Plan and two to the Australian Professional Standard for Teachers. Staff nominated to participate in a range of professional development opportunities that would assist them in attaining their goals. The professional learning committee leading and monitoring with process.

Four lesson observations, instead of two where scheduled as part of the PDP process. Observers used a template targeting proficient standards descriptors.

Monday afternoon sessions – Monday afternoon meetings, held every three weeks throughout the year, staff received training in key DoE priority areas such as leadership, wellbeing, assessment and reporting and effective system management.

Monday Executive meetings – Held every second Monday time was devoted to building leadership capabilities and understanding of key DoE frameworks. Focusing on the school excellent framework, school planning documents and Australian professional standards for teachers.

A BYOD consultant – This was the last year of this program using RAM funding. The focus was on sustainability and collaboration. The consultant attended Bathurst High Campus for one day per fortnight for the year and targeted the 'google apps team'. This team was one nominated colleague per KLA, they attended individual, and group targeted professional learning every fortnight. This structure aiming to provide immediate advice and support to peers within staff room by one of the google apps team members. A range of digital technologies including the Google Platform and Microsoft one note platform was still the focus.

Induction program – 19 Beginning teachers accessed the structured 2 year Professional Development

program that provides them opportunities to obtain information, improve understanding and practice skills in a safe and supportive environment. Four Beginning Teachers had professional growth to Classroom Practice Proficient Level 2 and beyond, while 15 Beginning Permanent, Temporary and /or Casual Teachers had growth from Graduate to 'moving towards proficiency'. All beginning teachers developed connections and improved their professional support networks and were provided, flexible individually tailored support by a trained mentor. All permanent beginning teachers have a teaching allowance of 4 periods less per cycle in their first year and professional days set aside in their first and second year. An identified Early Career Teacher accessed a 2 period reduction in their timetable to support professional growth. All permanent beginning teachers had a reduced number of playground duties in their first year.

Bathurst High Campus provides multiple opportunities and structures that supported Early Career Teachers within the school. In 2017 support was provided by supervisors, in school mentors, team teaching buddies, other beginning teachers, experienced colleagues with recognised and transferrable skills, KLA specific colleagues, induction coordinators, HT teacher mentor and senior executive. External professional development was supported and monitored by HT mentor.

All beginning teachers attended ongoing professional learning together on our Wednesday Team meeting structure and other PL where appropriate. The 2017 Induction program included: Orientation to the NSW Department of Education and the local school and community; A fortnightly school-based Professional Development program; Structured supervision from Supervisor, Mentor and Executive staff; Collegial support; A Term 3 – 8 hour registered team teaching program; Establishing professional and support networks; Support and feedback based on the Australian Teaching Standards; Targeted classroom observation to support professional growth with verbal and written feedback from teacher mentor and supervisor (this is separate to the PDP process) and self and peer evaluator comments to refine teaching strategies and learning programs.

Mentoring structures at Bathurst High Campus are very coordinated and strategic. In 2017 the Head Teacher Mentor supported 19 beginning teachers and the 41 teachers maintaining their accreditation. Head Teacher Mentor, who worked across the college and is funded to support all beginning, new and existing teachers through induction, accreditation at proficiency or HA and maintaining. In 2017, 4 gained accreditation at Proficient and 7 moved into their next maintenance phase. Preservice teachers accessed Friday lunch sessions.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months

(from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	1,017,634
Global funds	1,040,622
Tied funds	1,500,391
School & community sources	481,211
Interest	23,066
Trust receipts	67,231
Canteen	0
Total Receipts	3,112,522
Payments	
Teaching & learning	
Key Learning Areas	141,131
Excursions	311,204
Extracurricular dissections	157,556
Library	14,356
Training & Development	25,663
Tied Funds Payments	883,614
Short Term Relief	186,357
Administration & Office	215,409
Canteen Payments	0
Utilities	140,511
Maintenance	51,896
Trust Payments	28,211
Capital Programs	5,272
Total Payments	2,161,181
Balance carried forward	1,968,976

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	2,257,421
Appropriation	2,003,079
Sale of Goods and Services	8,311
Grants and Contributions	245,008
Gain and Loss	0
Other Revenue	0
Investment Income	1,023
Expenses	-826,380
Recurrent Expenses	-825,831
Employee Related	-453,996
Operating Expenses	-371,835
Capital Expenses	-549
Employee Related	0
Operating Expenses	-549
SURPLUS / DEFICIT FOR THE YEAR	1,431,041
Balance Carried Forward	1,431,041

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

A full copy of the Bathurst High Campus financial statement and a summary of the budget including income and expenditure patterns is tabled at the annual general meeting of the parent and citizens group and the school finance meetings. Further details concerning the statement can be obtained by contacting our school principal – Ken Barwick.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	8,839,776
Base Per Capita	156,616
Base Location	5,929
Other Base	8,677,230
Equity Total	623,903
Equity Aboriginal	83,250
Equity Socio economic	282,039
Equity Language	7,957
Equity Disability	250,657
Targeted Total	1,585,887
Other Total	580,706
Grand Total	11,630,272

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Proficient

Students are working at a challenging level of performance that demonstrates appropriate skills, knowledge and understanding for that year level. In Year 7 this standard is represented by Bands 8 and 9. In Year 9 it is represented by Bands 9 and 10.

Above National Minimum Standard

Students are demonstrating more than the minimum foundational skills expected at the year level but are not yet demonstrating the level of knowledge and understanding at the year level. In Year 7, this standard is represented by Bands 6 and 7. In Year 9 it is represented by Bands 8 and 9.

At National Minimum Standard

Students have a basic level of foundational skills in reading, writing and numeracy for the appropriate year level. In Year 7 this standard is represented by Band 5.

In Year 9 it is represented by Band 6.

Below National Minimum Standard

Students are not demonstrating the basic skill level in literacy and/or numeracy required to function at the appropriate year level. In Year 7 this standard is represented by Band 4. In Year 9 it is represented by Band 5.

Year 7 Reading

The majority of students in Year 7 performed in bands 6 and 7 for Reading, with the highest number of students achieving Band 7. A higher proportion of students were at Proficient in 2017 compared to the 3-year annual school average (2015–2017). However, a higher proportion of students were also Below Minimum Standard compared to the 3-year annual school average (2015–2017).

Proficient – 49 students, representing 23.7% of the Year 7 cohort. (State average: 30.6%; 3-year annual school average – Year 7 students: 22.7%)

Above Minimum Standard – 116 students, representing 56.3% of the Year 7 cohort. (State average: 53.1%; 3-year annual school average – Year 7 students: 55.4%)

At Minimum Standard – 28 students, representing 13.6% of the Year 7 cohort. (State average: 11.1%; 3-year annual school average – Year 7 students: 16.8%)

Below Minimum Standard – 13 students, representing 6.3% of the Year 7 cohort (State average: 5.2%; 3-year annual school average – Year 7 students: 5.1%)

Year 9 Reading

The majority of students performed in Bands 6, 7 and 8, for Year 9 Reading, with the highest number of students achieving Band 8. This indicates growth from Year 7 2015, where the highest number of students achieved Band 6. Student results were lower compared to the 3-year average (2015–2017), with a higher proportion of students Below Minimum Standard and a lower proportion at Proficient.

Proficient – 21 students, representing 13.4% of the Year 9 cohort. (State average: 24.7%; 3-year annual school average – Year 9 students: 13.9%)

Above Minimum Standard – 89 students, representing 56.7% of the Year 9 cohort. (State average: 54.8%; 3-year annual school average – Year 9 students: 54.7%)

At Minimum Standard – 33 students, representing 21.0% of the Year 9 cohort (State average: 14.9%; 3-year annual school average – Year 9 students: 24.6%)

Below Minimum Standard – 14 students, representing 8.9% of the Year 9 cohort. (State average: 5.6%; 3-year annual school average – Year 9 students: 5.8%)

The average scaled score measures the average growth of the cohort from Year 7 to Year 9.

a) The average scaled score for reading was 38.0. Average growth for state was 38.6.

b) 55.6% of students achieved greater than or equal to expected growth.

c) 38.5% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

Year 7 Writing

The majority of students performed in Bands 5 and 6 for Writing, with the highest number of students achieving Band 6. There was a higher proportion of students at Proficient compared to the 3-year annual school average. However, the school recorded a lower proportion of students At or Above Minimum Standard and a higher proportion of students Below Minimum Standard compared to the 3-year annual school average.

Proficient – 26 students, representing 12.5% of the Year 7 cohort (State average: 21.3%; 3-year annual school average – Year 7 students: 8.2%)

Above Minimum Standard – 102 students, representing 49% of the Year 7 cohort (state average: 48.9%; 3-year annual school average – Year 7 students: 54.1%)

At Minimum Standard – 51 students, representing 24.5% of the Year 7 cohort (State average: 21.1%; 3-year annual school average – Year 7 students: 25.5%)

Below Minimum Standard – 29 students, representing 13.9% of the Year 7 cohort (State average: 8.7%; 3-year annual school average – Year 7 students: 12.1%)

Year 9 Writing

The majority of students performed in Bands 5, 6 and 7 with the highest number of students achieving Band 6. This indicates minimal student growth from Year 7 2015, where the highest number of students also achieved Band 6. Student results were lower compared to the 3-year average (2015–2017), with a higher proportion of students Below Minimum Standard and a lower proportion at Proficient.

Proficient – 7 students, representing 4.5% of the Year 9 cohort. (State average: 18.0%; 3 year annual school average – Year 9 students: 6.4%)

Above Minimum Standard – 68 students, representing 43.6% of the Year 9 cohort (State average: 47.2%; 3 year annual school average – Year 9 students: 43.0%)

At Minimum Standard – 42 students, representing

Below Minimum Standard – 39 students, representing 25.0% of the Year 9 cohort (State average: 16.1%; 3 year annual school average – Year 9 students: 21.4%)

Student Growth Writing

The average scaled score measures the average growth of the cohort from Year 7 to Year 9.

a) The average scaled score for writing was 53.5. Average growth for state was 46.5.

b) 57.9% of students achieved greater than or equal to expected growth.

c) 41.7% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

Year 7 Spelling

The majority of students in Year 7 performed in Bands 6, 7 and 8 for Spelling, with the highest number of students achieving Band 7. Student performance was generally higher with a greater proportion of students at Proficient and a lower proportion of students at Below Minimum Standard compared to the 3-year annual school average (2015–2017).

Proficient – 69 students, representing 33.0% of the Year 7 cohort. (State average: 41.3%; 3-year annual school average – Year 7 students: 26.6%)

Above Minimum Standard – 106 students, representing 50.7% of the Year 7 cohort. (State average: 44.2%; 3-year annual school average – Year 7 students: 53.0%)

At Minimum Standard – 24 students, representing 11.5% of the Year 7 cohort. (State average: 9.8%; 3-year annual school average – Year 7 students: 13.8%)

Below Minimum Standard – 10 students, representing 4.8% of the Year 7 cohort (State average: 4.7%; 3-year annual school average – Year7 students: 6.6%)

Year 9 Spelling

The majority of students performed in Bands 7,8 and 9 for Year 9 Spelling, with the highest number of students achieving Band 7. This indicates minimal student growth from Year 7 2015, where the highest number of students also achieved Band 7. There was with a lower proportion of students at Proficient compared to the 3-year annual school average. However, the school also recorded a lower proportion of students at Below Minimum Standard compared to the 3-year annual school average.

Proficient – 22 students, representing 14.0% of the Year 9 cohort. (State average: 31.1%; 3-year annual school average – Year 9 students: 14.8%)

Above Minimum Standard – 94 students, representing 59.8% of the Year 9 cohort. (State

9 students: 55.7%)

At Minimum Standard – 28 students, representing 17.8% of the Year 9 cohort (State average: 12.8%; 3–year annual school average – Year 9 students: 18.7%)

Below Minimum Standard – 13 students, representing 8.3% of the Year 9 cohort. (State average: 6.2%; 3–year annual school average – Year 9 students: 10.8%)

Student Growth Spelling

The average scaled score measures the average growth of the cohort from Year 7 to Year 9.

a) The average scaled score for spelling was 29.0. Average growth for state was 36.0.

b) 47.3% of students achieved greater than or equal to expected growth.

c) 41.7% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

Year 7 Grammar and Punctuation

The majority of students in Year 7 performed in Bands 6 and 7 for Grammar and Punctuation, with the highest number of students achieving Band 6. Student performance was generally lower with a smaller proportion of students at Proficient and a higher proportion of students at Below Minimum Standard compared to the 3–year annual school average (2015–2017).

Proficient – 42 students, representing 20.1% of the Year 7 cohort. (State average: 30.0%; 3–year annual school average – Year 7 students: 21.1%)

Above Minimum Standard – 108 students, representing 51.7% of the Year 7 cohort. (State average: 51.7%; 3–year annual school average – Year 7 students: 52.6%)

At Minimum Standard – 36 students, representing 17.2% of the Year 7 cohort. (State average: 10.5%; 3–year annual school average – Year 7 students: 16.3%)

Below Minimum Standard – 23 students, representing 11.0% of the Year 7 cohort (State average: 7.8%; 3–year annual school average – Year 7 students: 10.0%)

Year 9 Grammar and Punctuation

The majority of students performed in Bands 7, 8 and 9 for Year 9 Grammar and Punctuation, with the highest number of students achieving Band 7. This indicates growth from Year 7 2015, where the highest number of students achieved Band 6. There was with a higher proportion of students at Proficient compared to the 3–year annual school average. However, the school recorded a higher proportion of students at Below Minimum Standard compared to the 3–year annual

school average – Year 9 students: 13.8%)

Above Minimum Standard – 74 students, representing 47.2% of the Year 9 cohort. (State average: 51.3%; 3–year annual school average – Year 9 students: 48.1%)

At Minimum Standard – 35 students, representing 22.3% of the Year 9 cohort (State average: 15.3%; 3–year annual school average – Year 9 students: 25.8%)

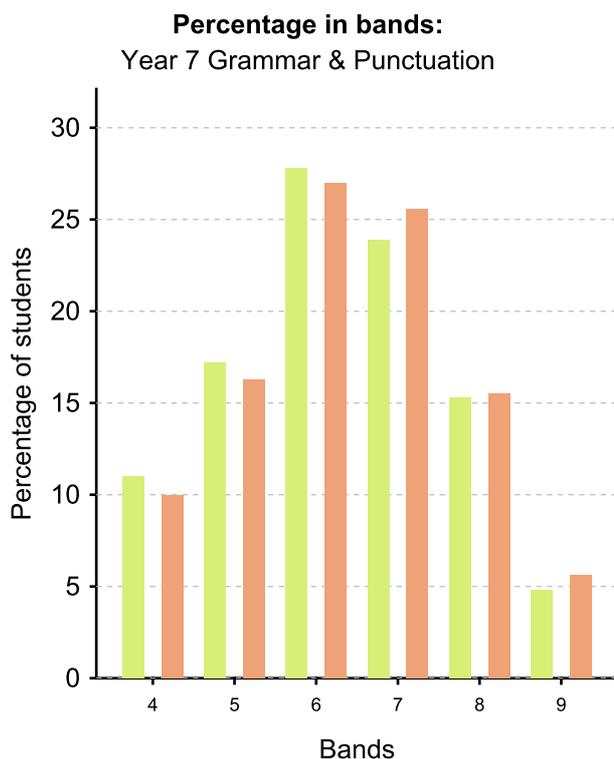
Below Minimum Standard – 22 students, representing 14.0% of the Year 9 cohort. (State average: 8.5%; 3–year annual school average – Year 9 students: 12.4%)

Student Growth Grammar and Punctuation

The average scaled score measures the average growth of the cohort from Year 7 to Year 9.

a) The average scaled score for grammar and punctuation was 30.8. Average growth for state was 34.8.

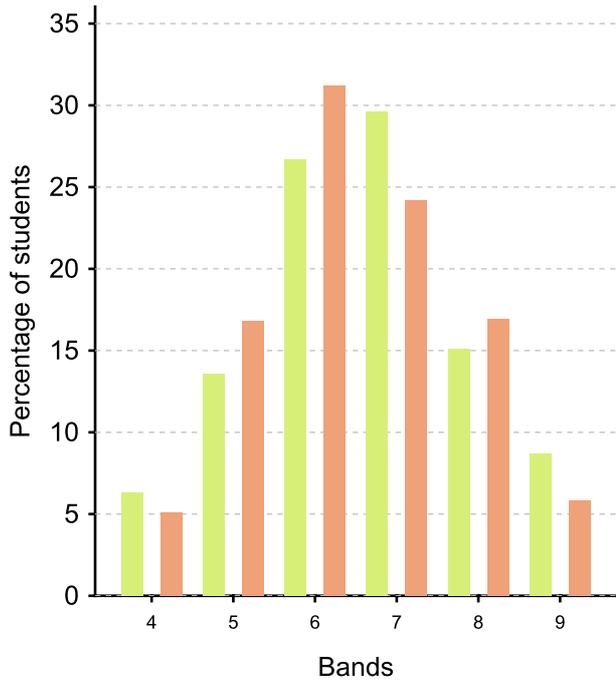
b) 50.7% of students achieved greater than or equal to expected growth.



■	Percentage in Bands
■	School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	11.0	17.2	27.8	23.9	15.3	4.8
School avg 2015-2017	10.0	16.3	27.0	25.6	15.5	5.6

**Percentage in bands:
Year 7 Reading**

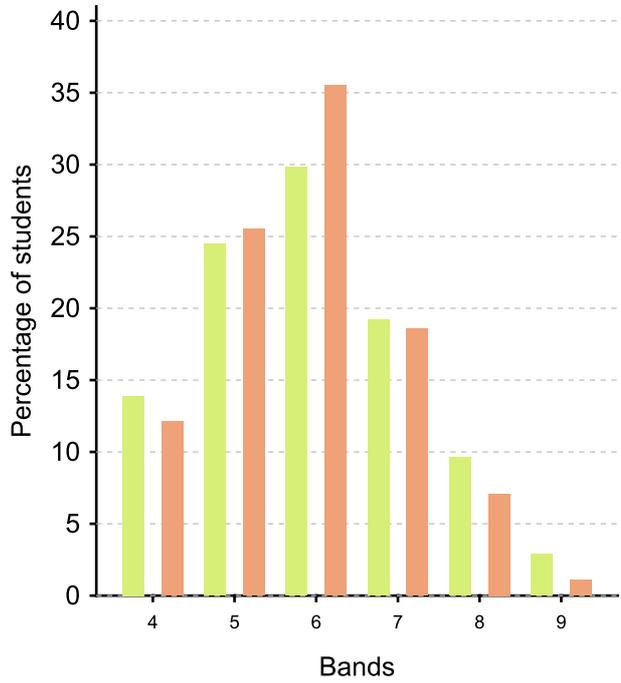


■ Percentage in Bands
■ School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	6.3	13.6	26.7	29.6	15.1	8.7
School avg 2015-2017	5.1	16.8	31.2	24.2	16.9	5.8

Band	4	5	6	7	8	9
Percentage of students	4.8	11.5	21.5	29.2	25.8	7.2
School avg 2015-2017	6.6	13.8	23.3	29.8	20.9	5.7

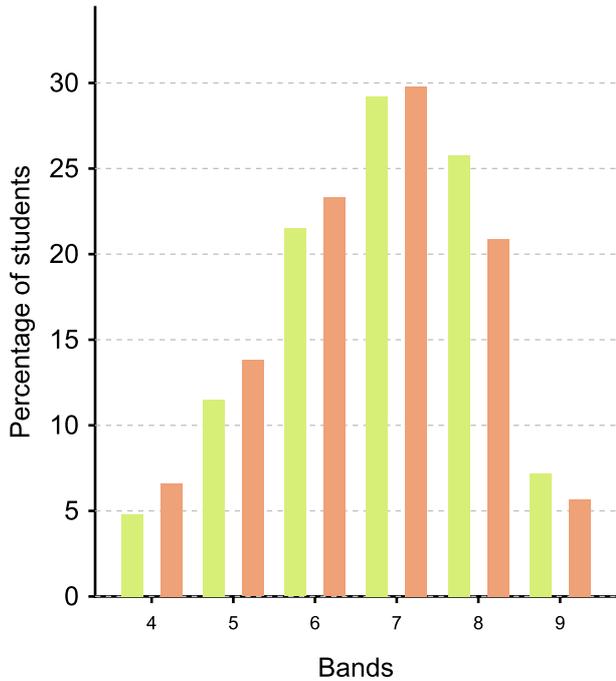
**Percentage in bands:
Year 7 Writing**



■ Percentage in Bands
■ School Average 2015-2017

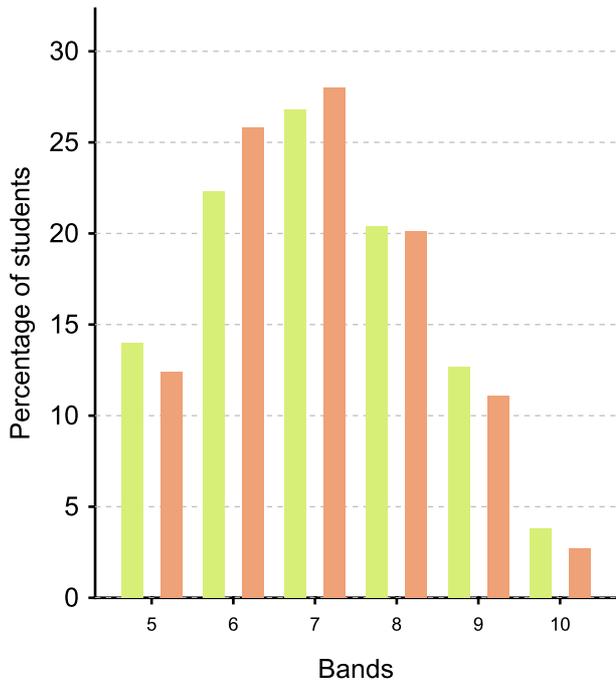
Band	4	5	6	7	8	9
Percentage of students	13.9	24.5	29.8	19.2	9.6	2.9
School avg 2015-2017	12.1	25.5	35.5	18.6	7.1	1.1

**Percentage in bands:
Year 7 Spelling**



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 9 Grammar & Punctuation

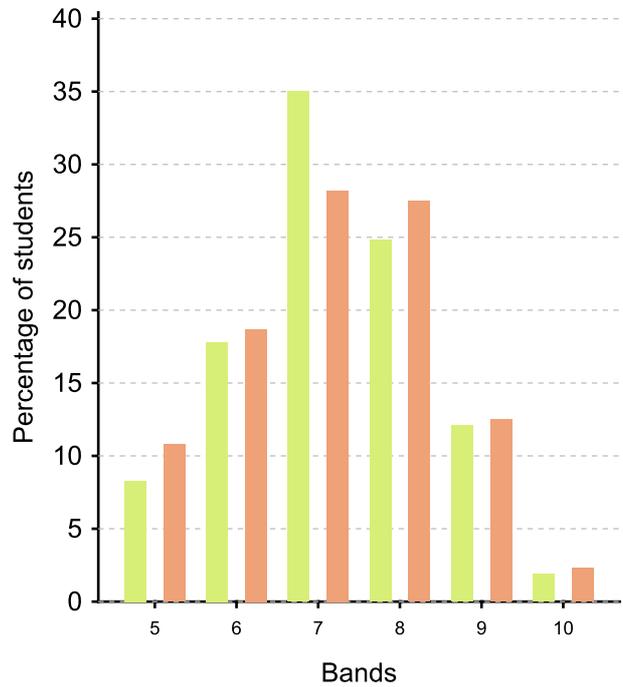


■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	14.0	22.3	26.8	20.4	12.7	3.8
School avg 2015-2017	12.4	25.8	28.0	20.1	11.1	2.7

Band	5	6	7	8	9	10
Percentage of students	8.9	21.0	26.8	29.9	9.6	3.8
School avg 2015-2017	6.7	24.7	28.6	26.1	10.3	3.6

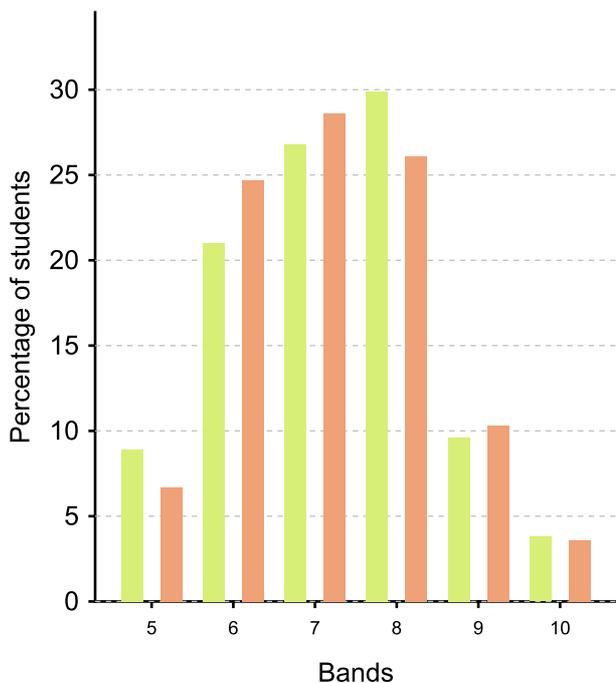
Percentage in bands:
Year 9 Spelling



■ Percentage in Bands
■ School Average 2015-2017

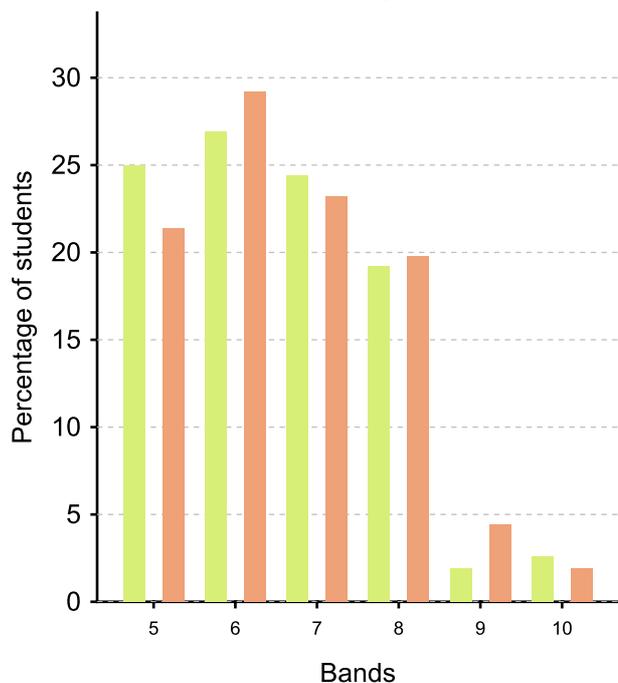
Band	5	6	7	8	9	10
Percentage of students	8.3	17.8	35.0	24.8	12.1	1.9
School avg 2015-2017	10.8	18.7	28.2	27.5	12.5	2.3

Percentage in bands:
Year 9 Reading



■ Percentage in Bands
■ School Average 2015-2017

**Percentage in bands:
Year 9 Writing**



Band	5	6	7	8	9	10
Percentage of students	25.0	26.9	24.4	19.2	1.9	2.6
School avg 2015-2017	21.4	29.2	23.2	19.8	4.4	1.9

Year 7 Numeracy

The majority of students in Year 7 performed in Bands 6 and 7 for Numeracy, with the highest number of students achieving Band 7. Student performance was generally higher with a greater proportion of students at Proficient and a lower proportion of students at Below Minimum Standard compared to the 3-year annual school average (2015–2017).

Proficient – 48 students, representing 23.5% of the Year 7 cohort. (State average: 34.9%; 3-year annual average – Year 7 students: 18.3%)

Above Minimum Standard – 118 students, representing 57.8% of the Year 7 cohort. (State average: 51.2%; 3-year annual average – Year 7 students: 60.8%)

At Minimum Standard – 32 students, representing 15.7% of the Year 7 cohort. (State average: 11.6%; 3-year annual average – Year 7 students: 17.8%)

Below Minimum Standard – 6 students, representing 2.9% of the Year 7 cohort (State average: 2.4%; 3-year annual average – Year 7 students: 3.1%)

Year 9 Numeracy

The majority of students performed in Bands 6, 7 and 8 for Year 9 Numeracy, with the highest number of

students achieving Band 7 and 8. This indicates growth from Year 7 2015, where the highest number of students achieved Band 6. There was with a lower proportion of students at Proficient compared to the 3-year annual school average. However, the school also recorded a lower proportion of students at Below Minimum Standard compared to the 3-year annual school average.

Proficient – 17 students, representing 11.2% of the Year 9 cohort. (State average: 29.8%; 3-year annual school average – Year 9 students: 14.5%)

Above Minimum Standard – 96 students, representing 63.2% of the Year 9 cohort. (State average: 54.6%; 3-year annual average – Year 9 students: 59.2%)

At Minimum Standard – 38 students, representing 25.0% of the Year 9 cohort (State average: 14.6%; 3-year annual average – Year 9 students: 23.1%)

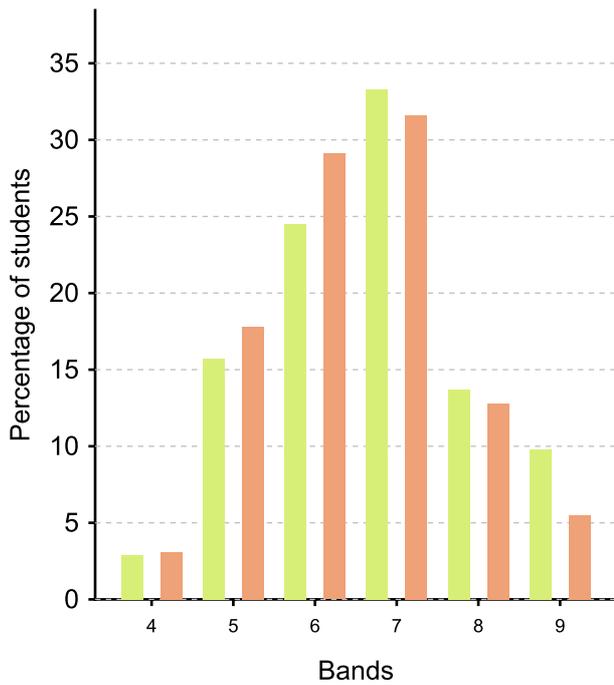
Below Minimum Standard – 1 student, representing 0.7% of the Year 9 cohort. (State average: 1.0%; 3-year annual average – Year 9 students: 3.2%)

Student Growth Numeracy

The average scaled score measures the average growth of the cohort from Year 7 to Year 9.

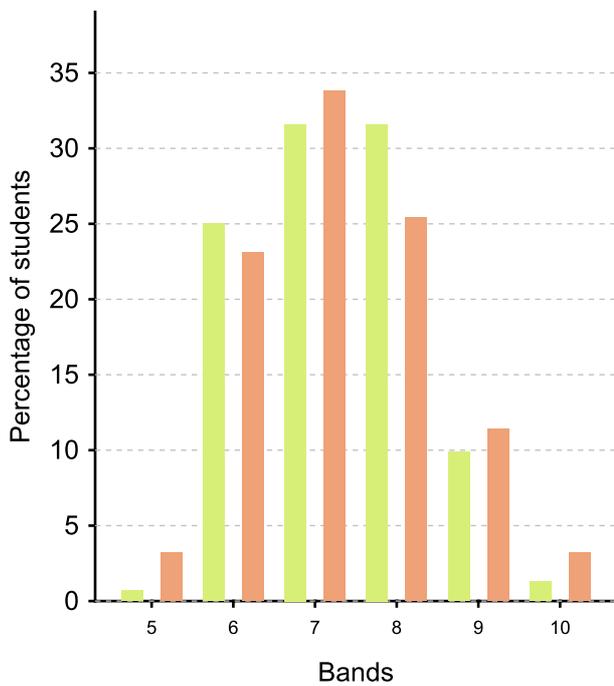
- a) The average scaled score for numeracy was 47.5. Average growth for state was 52.4.
- b) 64.3% of students achieved greater than or equal to expected growth.
- c) 66.7% of Aboriginal students in Year 9 achieved greater than or equal to expected growth.

**Percentage in bands:
Year 7 Numeracy**



Band	4	5	6	7	8	9
Percentage of students	2.9	15.7	24.5	33.3	13.7	9.8
School avg 2015-2017	3.1	17.8	29.1	31.6	12.8	5.5

**Percentage in bands:
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	0.7	25.0	31.6	31.6	9.9	1.3
School avg 2015-2017	3.2	23.1	33.8	25.4	11.4	3.2

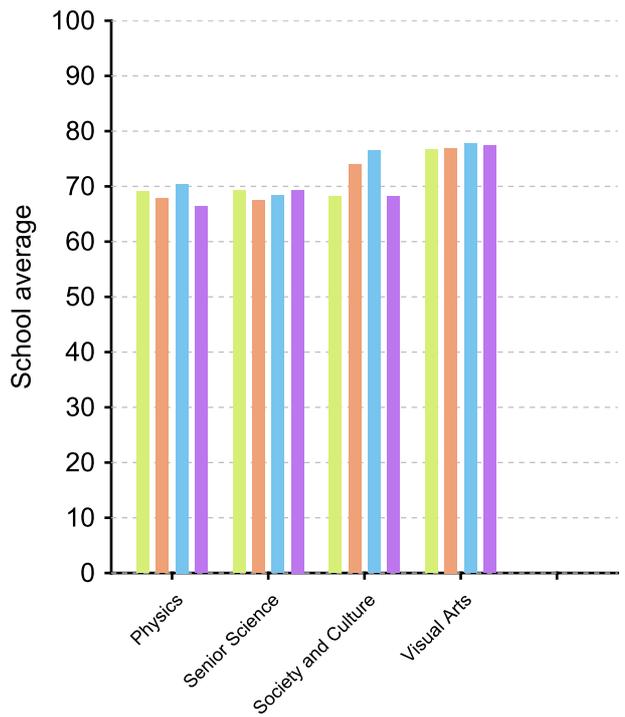
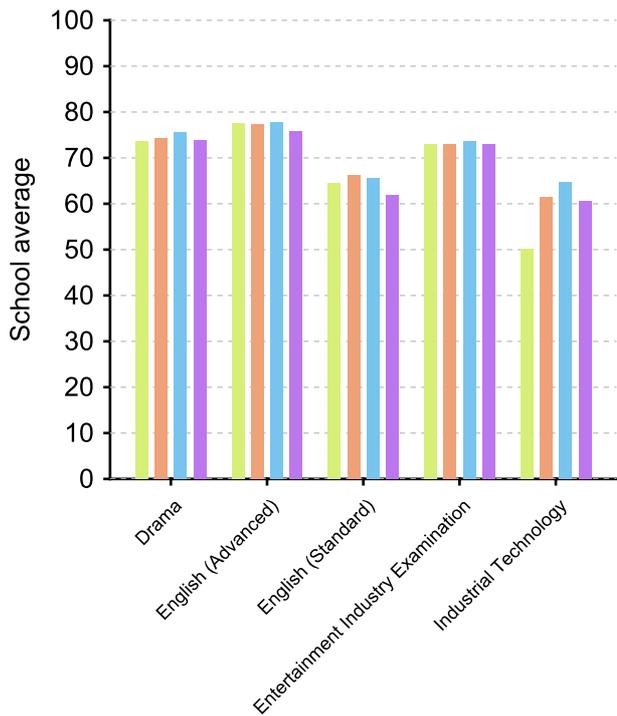
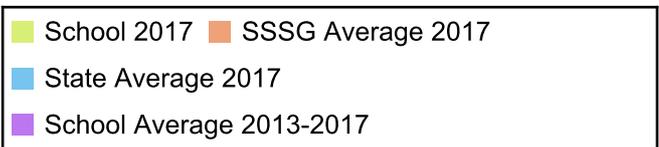
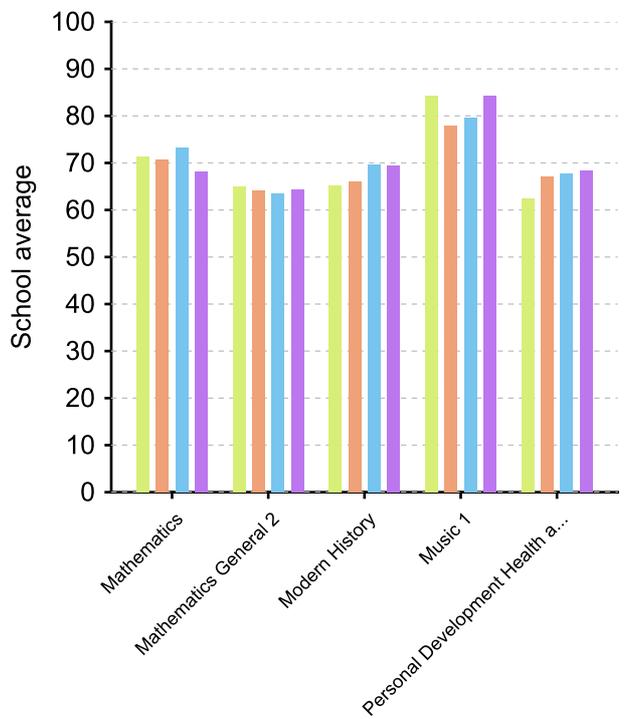
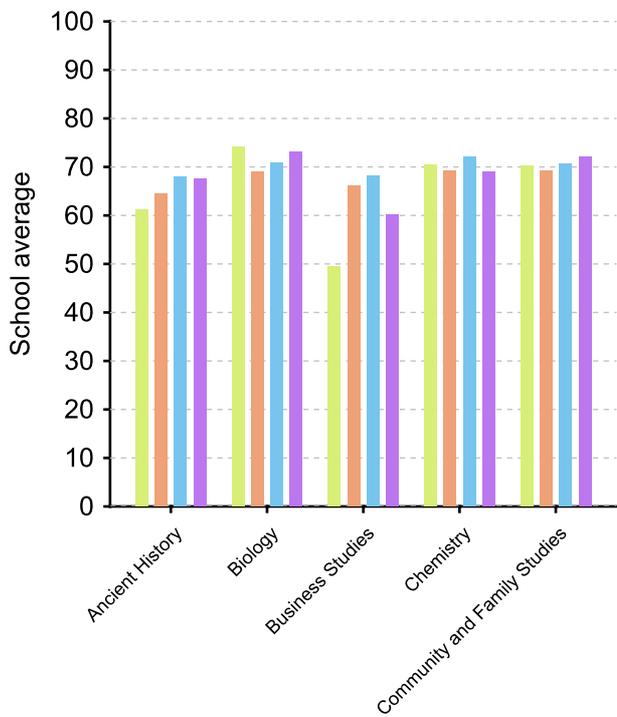
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands is aimed at improving the proportion of students achieving in the top two bands of NAPLAN for literacy and numeracy. A greater focus on this stated in 2017 with the coordinated employment of additional teacher and tutor support for indigenous students. Targeted small group support in the library and in class in making a immediate difference in attendance rates and positive school effort. The aim to move students from the middle bands into the top two bands has occurred, particularly in numeracy. Student leadership has also improved within our Aboriginal students. Year 9 value added results for all students, particularly indigenous students will remain our focus in our new school plan 2018–2020.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	61.1	64.4	68.1	67.7
Biology	74.2	69.1	70.9	73.2

Business Studies	49.5	66.1	68.2	60.0
Chemistry	70.5	69.3	72.1	69.1
Community and Family Studies	70.3	69.3	70.7	72.2
Drama	73.6	74.2	75.5	73.9
English (Advanced)	77.5	77.3	77.6	75.8
English (Standard)	64.4	66.3	65.6	61.9
Entertainment Industry Examination	73.0	73.0	73.5	73.0
Industrial Technology	50.2	61.4	64.8	60.6
Mathematics	71.4	70.6	73.2	68.2
Mathematics General 2	65.0	64.1	63.6	64.4
Modern History	65.2	66.0	69.6	69.3
Music 1	84.2	77.9	79.7	84.2
Personal Development Health and Physical Education	62.4	67.2	67.7	68.4
Physics	69.1	67.8	70.4	66.4
Senior Science	69.3	67.5	68.3	69.3
Society and Culture	68.2	74.0	76.4	68.2
Visual Arts	76.7	76.9	77.7	77.4

Six courses (out of 34) achieved results above state average – Primary Industries Examination 2 unit (+5.93), IDT Examination (Web and Software Applications (+4.02), Music 1 2 unit (+1.98), Retail Services 2 Unit (+1.69), English Extension 1 1 unit (+1.04).

Band 6 – 16 Band 6s were achieved in 2017. This represents 3% of all band results and is consistent with previous results, and slight increase to the 3-year average, 2%. (2015–2017) The following students were placed on the Distinguished Achievers List – Eve Currie (Mathematics General 2, Senior Science, English Advanced), Brenna Nichols (Music 1), Molly Peters (Biology), Ella Purser (Community and Family Studies), Natalie Davis (Community and Family Studies, Music 1), Scarlett Elliot (English Advanced, Society and Culture, Visual Arts).

Band 5 – 90 Band 5s were achieved representing 20% of all results. This is higher than the recent 3-year annual average of 14%. Of these, 5 students achieved high Band 5s with marks of 89.

support for HSC students and raising the quality of student responses to improve the number of Band 5 and 6 results.

Parent/caregiver, student, teacher satisfaction

Again in 2017, Bathurst High Campus relied heavily on canvassing the wider community to gauge parent, teacher and student satisfaction. The opinions of all stakeholders is essential and even more critical as schools move into new three year planning cycles. Consultation is crucial and in 2017 our school surveyed all personal relating to the effective functioning of Bathurst High Campus. 'Tell Them From Me' is an online survey that helps schools capture the views of students, teachers and parents. The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), offers a student feedback survey, the Focus on Learning teacher survey and the Partners in Learning parent survey to NSW government schools. Bathurst High Campus participated in all surveys in 2017 and the students completed the survey twice, once at the end of first term and the second survey at the end of third term. Our school also conducted surveys with wider community groups and they were interviewed by members of the Communications Directorate.

A snapshot of the results follow –

Student Survey – 2 surveys, 27 March – 2 May – 639 students, 31 August – 11 October – 530 students

Parent Survey – 13 September – 25 September – 88 parents

Teacher Survey – 18 September – 20 September – 73 teachers

Key Survey Results –

Bathurst High rated above or equal to State mean in 6 of 8 drivers of student learning from the teacher survey.

Bathurst High rated above the State mean in all four dimensions of classroom and school practices from the teacher survey.

Bathurst High rated above State mean in 2 of the 7 measures from the Parent Survey.

In both student surveys, Bathurst High was above or equal to the State average in 4 of the 8 drivers of student outcomes. a) In the student surveys, 5 of the 8 indicators increased or remained the same in the drivers of student outcomes between the first and the second survey. b) Overall, the mean fell between the first and second student surveys in the majority of drivers of student outcomes across all Year Groups and genders.

In the first survey, Bathurst High was above or equal to State mean in 4 of the 11 student social-emotional outcomes. In the second survey, Bathurst High was

above or equal to the State mean in 2 of the 11 student social–emotional outcomes.

Only 2 of the 11 student social–emotional outcome indicators increased between the first and the second survey. Of these, an increase in truancy would be considered a negative result (6 percentage point increase).

Overall, the mean fell between the first and second student surveys in the majority of student social–emotional outcomes across all Year Groups and genders.

Overall, the external positivity (the parents) was higher than the internal positive (the teachers and students).

Students reported an increased in the rate of bullying between the first survey (27%) and the second survey (38%).

18% of parents indicated that their children do no homework each day and 21% spend no time helping their children with homework. Only 15% of parent respondents had not talked to a teacher since the beginning of the year with a similar amount having not attended a meeting at the school.

Overall, the parent result for parent–school involvement were higher than the teacher result. However, the Parents are Informed indicator for Bathurst High was lower than the State mean.

Overall, the Bathurst High mean (6.9) for Leadership was lower than the State mean (7.1) for the teacher survey.

71% of parents indicated that agree or strongly agree that they were satisfied with the general communication from the high school.



Policy requirements

Aboriginal education

Aboriginal Education

2017 proved to be an active and productive year for the Aboriginal Education Team and Indigenous students. There was an extensive array of cultural and educational opportunities for students to access. These

include opportunities both within the school (academic programs, visiting Indigenous speakers and personalities and cultural programs) and outside the school (university visits, TAFE experiences, cultural excursions, sporting events and rural/city exchanges).

Mentoring Roll Call Reading Program

Mentoring Roll Call occurred each morning and focused on reading activities designed to engage students and improve their literacy outcomes. The Super Six Reading Strategies (Predict, Monitor, Make Connections, Visualise, Ask Questions and Summarise) were explicitly taught using texts that specifically utilise Indigenous cultural topics in order to inspire student's interest and deepen their knowledge. The texts include Dreaming stories, news articles from the Koori Mail and the National Indigenous Times, historical perspectives, current issues as well famous Indigenous sporting personalities, artists, fashion designers, dancers and scientists. Students explored Indigenous Children's Literature using a series of texts as models for creating personal texts. Students will also be translating key vocabulary from their texts to Wiradjuri, using a language app that not only provides a printed version of the word but also an aural one.

Senior Education Programs

Year 11 and 12 students received in–class support across a wide range of subjects. The support provides assistance with classwork, assessment tasks and exam techniques. To supplement the support provided in class, students accessed individual and/or small group instruction that focusses on the preparation and completion of assessment tasks. To complement the in–school program, students have been provided with opportunities to visit Charles Sturt University in Bathurst, the University of Western Sydney in Campbelltown and the local TAFE Campus. As well as academic programs, students attended the Strong Moves and Sticks to Stadium programs. In 2017, Bathurst High campus had eight Year 12 Indigenous students complete the HSC course and eleven Year 11 students complete the Preliminary course.

NAIDOC Assembly

At the conclusion of Term 3, the Bathurst High student body celebrated NAIDOC Week with a formal assembly. This assembly celebrated Aboriginal and Torres Strait Islander history, culture and achievements and was an opportunity to recognise the contributions that Indigenous Australians make to our country and our society. The theme was *Our Languages Matter*, and was aimed at celebrating the unique and essential role that Indigenous languages play in both cultural identity, linking people to their land and water, and in the transmission of Aboriginal and Torres Strait Islander history, spirituality and rites, through story and song. Leanna Carr–Smith delivered the Acknowledgement of Country in Wiradjuri and also delivered an inspirational address. The Waggonah Aboriginal Dance Group from Bathurst Primary Schools provided an entertaining, engaging and culturally significant performance.

The achievements of thirty–three Indigenous students were recognised by staff in the areas of academic achievement, academic improvement, citizenship, attendance and improved effort. The assembly was concluded with an moving rendition by Tameka Kennedy of 'Took the Children Away'.

Sista Speak program 2017

The Sista Speak program occurred in Term 2 for 10 weeks for female Indigenous students in Years 7–10. Throughout the program, the girls had the opportunity to experience cultural activities, post school and future opportunities while building a strong understanding of what it is to be a part of Sista Speak. Some of the highlights of the Sista Speak program were having Macquarie Medi Day Spa give the girls a makeup tutorial and teach them the importance of skin hygiene. The students involved in the program spent a day at the Bathurst TAFE talking about future opportunities. The students held a graduation ceremony for their participation in the program at the Bathurst City Community Centre.



and having students collaborate in a variety of school and community events, including NAIDOC assemblies and NAIDOC week presentations in our community, etc.

d) The ongoing appointment of an Anti Racism Contact Officer (ARCO) within the school, Veronica Manock to ensure that instances of racism within the school are dealt with swiftly and efficiently.

Multicultural and anti-racism education

At Bathurst High Campus, we strive to provide our students with a safe, inclusive and respectful learning environment. We work hard to celebrate both our student and staff achievements/successes and do so through a variety of different means within our school and school community. All our staff members at Bathurst High Campus implement the Department of Education multicultural policy statements through both their classroom teachings and dealings with students outside of the classroom setting and in the playground. Multiculturalism has been celebrated in the following ways in 2017 –

a) English as a Second Language (EAL)/Non–English–Speaking–Backgrounds (NESB) student support through a dedicated EAL/NESB teaching allocation to support students from these backgrounds in developing their English language skills and accessing learning materials.

b) Integrated Studies Travel Exposition – our Year 7 Integrated Studies students completed as part of their coursework research and study into numerous countries from around the world, culminating in a showcase of this research in an exposition open to our school and wider community to attend.

c) NAIDOC week activities for our Indigenous students