

Denison College of Secondary Education, Bathurst High Campus

Annual Report



2018



8103

Introduction

The Annual Report for 2018 is provided to the community of Denison College of Secondary Education – Bathurst High Campus 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.

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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.

The executive and broader staff of Bathurst High Campus regularly engaged in the School Planning and reporting cycle to make judgements around our progress towards achieving the goals outlined in our 2018–2020 School Plan and against the elements of the School Excellence Framework. The executive of the campus used high-quality and valid evidence to form the basis of this assessment which also allowed us to define our milestone goals for the 2019 iteration of the important planning and reporting cycle.

Within the Learning Domain, Bathurst High Campus is sustaining and growing across the elements of Learning Culture and Reporting, ensuring that there is strong commitment within the school community that all students are making appropriate learning progress and that reporting on progress of student learning is personalised and focused on improvement goals. Throughout 2018, extensive planning took place that involved gathering baseline data, engaging with educational research and collaborating with specialised staff within the Department of Education to make progress related to the elements of Wellbeing, Curriculum, Assessment and Student Performance Measures. In 2019, specific school based teams will have a dedicated focus on using data, implementing evidence based programs and reviewing the effectiveness of these to achieve growth across these areas. Most notably, the establishment of a specific learning and wellbeing space, with specialised staff will help ensure the themes within the Learning Domain are being appropriately met.

In the Teaching Domain, 2018 saw a strong focus on coaching and mentoring of new staff as well as a dedicated and strategic professional learning program directed towards school priorities and the needs of students across the campus which has allowed Bathurst High Campus to sustain and grow in this area. Likewise, the meaningful focus on staff Professional Development Plans and support for staff accreditation has also led to the same assessment of this element. In 2019, Bathurst High Campus will renew its focus on Positive Behaviour for Learning with a significant relaunch of this initiative as well as engagement in a significant and long term focus on formative assessment to ensure significant growth can be achieved across all areas of effective

classroom practice. Included in this, is an emphasis on building the skills of all staff to effectively use data to identify student progress in order to reflect on teaching effectiveness as this is an identified area of need.

Across the four elements of the Leading Domain, Bathurst High Campus has maintained high quality educational leadership, a consistent school planning, implementation and reporting framework as well as effective management of school resources, leading the executive team to assess these elements as sustaining and growing. 2018 saw continued change in many systematic and administrative practices with many existing structures changing to support the strategic directions of the campus. In 2019, school stakeholders will be well supported through continued change and the executive staff of the school will continue to provide high quality leadership based on a culture of high expectations.

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

To provide students with quality, engaging learning experiences that meet individual student needs, identifying expected student progressions.

School wide practices are consistent for assessment and are used to monitor, plan and report on student learning across the curriculum.

There are ongoing improvements which lead towards high levels of student performance on external and internal school performance measures.

Overall summary of progress

In 2018, there were three main focus areas for Strategic Direction 1 that centred around data collection and use, assessment and reporting and quality learning programs.

Data Collection and Use

Bathurst High Campus aims to develop and implement whole school systems where by data generation and analysis drives teaching and learning to identify individual and entire cohort strengths and areas of development. In 2018, Denison College employed a Data Consultant to complete some baseline data analysis of our external performance measures (such as NAPLAN, HSC and results from the Tell Them From Me Surveys) in order to inform decision making around our 2018–2020 milestones for a new School Planning Cycle and our 2018 School Excellence Framework Self-Assessment.

Throughout the year, all executive staff also participated in introductory training for SCOUT and undertook a practical workshop with Susan Gottschall from CESE (Capability Lead – Data and Information) to learn how to access, interpret and use data for teaching and learning.

Assessment and Reporting

In 2018, Bathurst High Campus has begun to develop a consistent assessment, monitoring and feedback cycle that elicits feedback to students that is directly focused on improving tasks, processes and student self-regulation, linked to specific learning outcomes and performance descriptors.

A new HSC Monitoring process was introduced at Bathurst High at the beginning of 2018 to improve consistency in this practice across the campus. This new process incorporates regular reviews by Head Teachers and Senior Executive to ensure accountability requirements are being met for all Stage 6 courses.

Structural processes have also been changed throughout the year to support Assessment and Reporting with the introduction of the campus' new online school management system, Sentral. This change has prompted a review of curriculum documents and reporting outcomes to ensure they align with what students are being asked to demonstrate through assessment.

Quality Learning Programs

The premise behind striving for quality learning programs is to develop and implement consistent whole school systems of learning based around explicit teaching that recognises learning as a systematic process that requires strong foundations to be built in the areas of literacy and numeracy.

In 2018, Bathurst High Campus has engaged with a range of School Services staff to begin to build consistent learning protocols across the school through the practices of formative assessment. This will initially take the form of self-assessment and professional learning for staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of	\$32 301 of equity funds	Significant work with students around HSC

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>student assessment data by all staff to inform the teaching and learning process.</p>	<p>used to employ a Head Teacher Learning to support teacher professional learning to analyse student data.</p> <p>\$41 646 equity funds to employ a support teacher for minimum standards work around data for all students including Aboriginal students.</p> <p>\$10 000 budgeted for data consultant to analyse data for presentation to staff at professional learning and for use in classrooms.</p> <p>\$20 000 of professional learning funds used to support staff professional learning.</p>	<p>minimum standards preparation and testing. Teams of teachers established to support low level literacy classes in Stage 4.</p> <p>Literacy and numeracy support provided through ILP and PLPs for in class support for both Aboriginal and non-Aboriginal students.</p> <p>Denison College Data consultant completed data analysis for executive to use on NAPLAN, HSC, Tell them from Me, SMART and RAP. This data helped inform campus direction and progress.</p> <p>All executive completed introductory SCOUT training and several staff attended CESE professional Learning about the informed use of data.</p>
<p>Increase in the proportion of students achieving proficiency in Literacy and Numeracy.</p>	<p>\$30 000 flexible support funds allocated to SLSO and program support for literacy and numeracy.</p> <p>\$15 600 flexible support funds set aside to support numeracy tuition to improve standards.</p> <p>\$32 301 of equity funds used to employ a Head Teacher Learning to support teacher professional learning to analyse student data.</p> <p>\$25 000 flexible support funds allocated to programs which target middle band students to increase proficiency.</p>	<p>Reading program established in Stage 4 aimed at increasing the achievement in NAPLAN. Extra SLSO time allocated to supporting groups of students working on Literacy and numeracy programs.</p> <p>Two retired Head Teachers – Mathematics employed to assist students and staff with mathematics and numeracy support to improve proficiency.</p> <p>Head Teacher Learning provided ongoing analysis of student achievement data and curriculum focus areas, term by term.</p> <p>Targeted students support in middle top bands with NAPLAN support aimed at increasing the proficiency levels.</p>
<p>Increase in the number of students achieving a Band 4 or higher in external HSC examinations and improve course trends towards and above the state average.</p>	<p>\$62 400 equity funds used to support Stage 6 students with assessment and course work through the learning centre using a senior teacher mentor.</p> <p>\$25 000 equity funds allocated to support HSC students with access to learning programs and extra curriculum opportunities.</p>	<p>In 2018 there was an increase in the number of students achieving Band 4 or higher in the HSC. There were 17 Band 6 results and 106 Band 5/6 results. This was about 24% of the students sitting HSC examinations. This was a 3% increase from 2017.</p> <p>A new HSC monitoring process was introduced at the beginning of 2018 to standardise information and expectation across all key learning areas. These folders meet all education mandatory requirements.</p>

Next Steps

In 2019, the major priority areas for this strategic direction will continue to be a focus on the development of staff in their collection and use of data to inform teaching and learning. This will range from staff collecting internal measures from their individual classes through to faculty based uses of data and whole school evaluations based on internal and external measures. To achieve this, more staff will need professional learning in the operation of SCOUT and evaluative practices. Likewise, the executive will begin encouraging data and evidence collection that is directly related to the domains and elements of the School Excellence Framework to promote reflection around quality practices in schools.

2019 will also see further developments in the use of our school management system, Sentral, to ensure that teachers are able to effectively capture data around student achievement and that this information is provided in a appropriate way to parents/carers so that they understand what their child can do and what is required for further improvement. This will include further reviews around new and existing curriculum documents as well as a focus on quality practices to assess student achievement of the outcomes they contain.

The largest focus on learning and assessment will be evident through the dedicated focus on formative assessment which will take place through the Bathurst High Campus Learning Team. Teachers in this team will review current educational trends, trial practices related to specific elements of this type of assessment and undertake peer observations and provide feedback to their colleagues based on the principles of Quality Teaching Rounds. Staff on the Learning Team will then share their expertise with their faculty peers to spread the use of these practices across the campus, which will in turn, establish consistent and effective learning protocols for all students of Bathurst High Campus.



Strategic Direction 2

Wellbeing and Engagement

Purpose

Strategic and planned wellbeing structures within the school will allow students to connect, succeed and thrive.

Through innovative pedagogy students can access a vast range of learning experiences to effectively engage in lifelong learning.

Classrooms and other learning environments are well-managed and consistent to promote optimal learning and progress for all students across a range of abilities.

Overall summary of progress

In 2018, there were three main focus areas for Strategic Direction 2 that centred around wellbeing structures, innovative pedagogy and classroom practice.

Wellbeing Structures

Bathurst High Campus aims to implement and deliver an integrated whole school approach to wellbeing that is driven by data and focuses on improvements in academic achievement, better mental health in students and skill development that allows students to make responsible life choices.

2018 saw a restructure of the Learning and Support Team and all staff at the campus undertook professional learning around this new model. This team became more effective at assessing and actioning referrals as well as working with staff around individual students and their needs to ensure quality learning was being achieved for all students on the Learning and Support Team caseload.

Increased collaboration opportunities were also achieved with Year Advisors forming a Wellbeing Team, in its foundation year, Year Advisors collaborated to outline the key priorities and events for their year groups. This allowed for a collective understanding of the wellbeing needs for students in Years 7–12 and ensures the consistency and sustainability of programs as students progress through secondary school.

Bathurst High Campus' move to the school management system, Sentral, has also allowed more meaningful structures to be introduced to track and monitor student behaviour and wellbeing. Most notably, any data entered around a student in these areas focus on the campus' Positive Behaviour for Learning expectations: Safe, Respectful, Learners.

Innovative Pedagogy

The focus on drawing upon educational research and best practice in innovation to deliver teaching and learning experiences that are relevant engaging, motivating and challenging saw the introduction of a dedicated STEM (Science, Technology, Engineering, Mathematics) class for all students in Year 7 where each of these disciplines was integrated into a project based learning model for students. Staff were supported in their foundation year of STEM at the campus through their engagement in the University of Sydney's STEM Academy.

As part of the Denison College Curriculum Review, a large number of participants from a broad range of stakeholder groups completed the Innovation Unit's, Engagement Survey. The premise of this survey was to gather perceptions around learning at the college and promote discussion around the future direction of learning to promote interesting and meaningful learning for all students.

Classroom Practice

In the new school planning and reporting cycle it was decided that there was a need to refine whole school systems for classroom management and implement consistent strategies for reinforcing expected student behaviour.

This focus drove the re-launch of Positive Behaviour for Learning practices within the school. A new team established roles for all members and began their work around an updated Behaviour Management Flowchart and Playground document that were used to ensure consistency in student management and discipline across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase in student engagement and feelings of belong towards school.</p>	<p>\$ 41 646 of equity funds used to employ an Aboriginal Support Teacher to improve connectedness.</p> <p>\$ 7 000 of equity funds used to employ new Student Wellbeing Officer.</p> <p>\$ 20 000 of equity funds identified for student wellbeing and engagement programs.</p>	<p>New learning support structure implemented to streamline teacher referrals to provide timely responses to student issues.</p> <p>Year Advisors are now working collaboratively with the Head Teacher Wellbeing on key priorities and events to engage the students in their year groups.</p> <p>New Student wellbeing Officer appointed to assist with the design of in-school programs which support students.</p> <p>Multiple external wellbeing programs funded through equity resources with both school and parent support.</p>
<p>Improved systems for recognising, reinforcing and celebrating expected student behaviours.</p>	<p>\$ 25 000 of equity funds used to support PBL Implementation and Vivo Student Recognition System.</p> <p>\$ 20 000 of equity funds identified for student wellbeing and engagement programs.</p>	<p>New electronic student management system, Sentral, implemented to record student behaviour data with a clear focus on Safe, Respectful, Learners.</p> <p>A renewed focus of positive behaviour and reinforcement through a new leadership team was established during Term 1 to design roles and responsibility around student recognition.</p> <p>The Positive Behaviour for Learning Team and members of the Senior Executive have redesigned and realigned the Bathurst High Campus Behaviour and Recognition flowchart.</p>
<p>Increase of targeted wellbeing programs that are strategically planned through analysis of quality data.</p>	<p>\$ 20 000 of equity funds identified for student wellbeing and engagement programs.</p> <p>\$ 25 000 of equity funds used for student assistance through programs.</p> <p>\$ 20 823 of equity funds used to support release Head Teacher Wellbeing to work on quality student wellbeing programs.</p>	<p>Introduction of Student Wellbeing Officer after Tell Them from Me 2017 student survey data highlighted a need for increased wellbeing support.</p> <p>Provided a full-time supervisors Wellbeing drop in centre to increase student care based on survey results, student referral data and increased students suffering mental health and anxiety.</p>

Next Steps

In 2019, wellbeing practices will continue to be refined as the Wellbeing Team and Positive Behaviour for Learning (PBL) team separate, with the Wellbeing Team being a referral option for the Learning and Support Team with Year Advisors supporting the individual needs of identified students and the Positive Behaviour for Learning Team driving consistency in targeted, strategic school wide student management practices.

Our campus' STEM program will expand to include a Year 9 iSTEM elective and the Year 7 integrated STEM program will be evaluated and refined for the new incoming Year 7 cohort. Likewise, the Denison College Curriculum Review will examine ways in which engagement can be increased through the college model. Ideas around expansion of the shared courses in Stage 5, innovative ways to support Stage 6 students and increased opportunities for collaboration between staff and students will also be considered.

Along with the focus on increased data collection and use for teaching and learning, the introduction of Sentral will also allow for meaningful data to be collected around student wellbeing, based around the Positive Behaviour for learning ethos of safe, respectful, learners.



Strategic Direction 3

Partnerships and Collaboration

Purpose

Collaboration within the campus, across the college and all stakeholders will improve student learning opportunities and outcomes.

Teachers actively reflect against the Professional Standards for Teachers and the School Excellence Framework to improve engagement and performance.

Teachers directly and regularly engage with parents and community to improve understanding of student learning and strengthen student outcomes.

Overall summary of progress

In 2018, there were three main focus areas for Strategic Direction 3 that centred around collaborative practice, capacity building and effective communication.

Collaborative Practice

In the first year of the new school planning and reporting cycle, Bathurst High campus endeavoured to draw on research and investigate effective collaboration practices to ensure processes are in place to optimise collaboration within the campus, across the college and with all stakeholders.

Throughout 2018, a new teams structure was established and included, Student Wellbeing, Student Recognition, Technology, Learning and Support, Learning and Engagement, Great Teaching Inspired Learning and VET. These teams were established to support the priorities and future directions of the campus.

2018 also saw considerable planning being undertaken to ensure opportunities for collaboration across Denison College. This planning led to the introduction of combined staff professional learning meetings on a regular basis with staff from both campuses attending. Likewise, the executive from both campuses of the college meet regularly on leadership development, ensuring that there is a shared focus and direction for both campuses.

Capacity Building

To build capacity of staff at various career stages, it was determined that a focus on strengthening evaluative and self-reflective practice through professional learning that was structured against the School Excellence Framework, Professional Standards for Teachers was required.

Throughout 2018, there was a strong focus on the effective use of the Performance Development Framework processes, including all staff having meaningful Performance Development Plan that were used to direct individual professional learning needs. In addition to this, all staff were required to have two documented observations from a colleague throughout the year. These observations were based on the Professional Standards for teachers which fostered increase knowledge and use of the language from this document to drive improvements in professional practice.

Many staff also had the opportunity to develop their leadership skills throughout the year. Of particular note was the Leaders of Learning professional learning program with Dr Simon Breakspear looking at the learning sprints to drive improved student outcomes. High Impact Leadership was also noteworthy with many staff working with a mentor to drive school improvement in specific areas.

Effective Communication

A priority within the 2018–2020 School Plan is to establish new methods of communication with parents and community that actively involve them in the teaching and learning cycle. To do this, Bathurst High Campus employed the services of Peter Sutton from Kai Ming Consulting to conduct an audit of our internal and external communication practices. Following on from this was the development of a strategic communication plan which will see noticeable changes and improvements in these areas for all stakeholders.

Some of the major changes relating to communication were the training of a dedicated social media team to share the positive narrative of Bathurst High Campus. Likewise, 2018 also saw the introduction of the School Stream Phone Application that allows parents/carers to communicate with the school about their child and also allows important

information and permission notes to be shared with families.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities for campus, college and community collaborations.	<p>\$ 20 824 of equity funds used on collaborative student events across the college.</p> <p>\$ 7 000 of equity funds used to employ a joint college Student Wellbeing Officer.</p>	<p>New school teams were established across the school in Student wellbeing, Student Recognition, Learning and Support; and Learning and Engagement to focus on connections with outside agencies, others schools and programs facilitators to increase collaboration and programs.</p> <p>Opportunities were created for cross campus faculty projects and professional learning opportunities. Strong partnerships were created with local industry and other educational institutions.</p>
Increased use of the Professional Standards for Teachers, School Excellence Framework, School Plan and Professional Development Plans by all staff for self and peer reflection.	<p>\$ 40 000 of school professional learning funds used to provide professional learning for staff across two campus on PDP development and peer reflection.</p> <p>\$ 32 301 of equity funds used to employ a Head Teacher Teaching and Learning to improve PL around the Teaching Standards.</p>	<p>The 2018 Professional Learning Plan was designed around developing authentic teacher PDPs based on teaching standards, school plan and School Excellence Framework.</p> <p>Ongoing work with Charles Sturt University in the Professional Experience Hub project around quality teaching has increased peer reflection and improved teachers against the standards.</p>
Improved parent and community feedback and increased parent and community involvement in teaching and learning.	<p>\$ 2 500 of school funds used to implement a new School Stream App to engage the community.</p> <p>\$ 16 600 of school funds used to implement a new student management system – Sentral to increased transparency and community with parents.</p> <p>\$ 8 000 used to employ Peter Sutton to train school staff in communications.</p>	<p>An improved rate of information and communication to the wider school community as a result of the implementation of the School Stream App and improved communications team there has been an increase in parents attending P&C meetings.</p> <p>Peter Sutton ran focus groups at Bathurst High Campus to improve staff communication both within and external to our campus. Further parents sessions are being organised in 2019.</p>

Next Steps

In 2019, further planning around college collaboration will be undertaken to ensure a shared vision and focus for professional learning across the campuses. Likewise, opportunities for faculty collaboration will be created to help support the development of programs mapped to new curriculum documents.

Extensive professional learning has also been planned to further improve the Performance and Development Framework processes at both campuses. This professional learning will focus on the development of more specific, evidence based goals and how these goals can be effectively evaluated throughout the year. There will also be an increased focus on collaboration in this area with all staff undertaking basic training in Growth Coaching and having coaching conversations with a peer when setting professional targets.

Communication with all stakeholders will remain a high priority for Bathurst High Campus and as school staff and community stakeholders become more comfortable using platforms such as Sentral and School Stream, the functionality of these will be further increased to include families in school events and the teaching and learning cycle.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$ 41 646 = 0.4 Senior Aboriginal Teacher to support academic learning.</p> <p>\$ 90 995 = 1.5 junior Aboriginal support teachers employed from Aboriginal Equity to work with Stage 4 and 5 students on programs.</p> <p>\$ 8 581 from Aboriginal Equity to subsidise programs for Aboriginal students.</p>	<p>All Aboriginal students at Bathurst High Campus have engaged with Aboriginal Education initiatives throughout the year. Funds were used appropriately to engage students in a variety of school related activities such as academic, cultural and sporting programs. Aboriginal students play a crucial role in student and campus leadership and decision making.</p>
English language proficiency	<p>\$ 10 412 EAL/D Equity funds used to release a teacher 0.2 to support student transition, academic learning, assessments support for students to bridge the language barrier.</p> <p>\$ 6 797 EAL/D Equity funds used to subsidise programs for EAL/D students.</p>	<p>The Learning and Support Team strategically used the services of the in school EAL/D Coordinator to support identified students. The supports offered by the EAL/D Coordinator have involved in class support, withdrawal programs that focus on intensive work on English language proficiency and ongoing and regular mentoring.</p>
Low level adjustment for disability	<p>\$ 41 646 Flexible funds are used to employ extra teaching staff and SLSOs to target the individual learning needs of students in classrooms.</p> <p>\$ 30 000 used to purchase resources to enhance learning opportunities in the learning centre.</p> <p>\$ 40 617 of flexible funds used to provide curriculum support for low level students through tutoring and assessment recovery programs.</p>	<p>Improved Individual Education Plans were produced by the Learning Support Team and Learning Support Teachers (LaSTs) and this were regularly reviewed and communicated to staff. Along with this, the LaST have also worked with teachers to build their capacity in meeting the individual needs of all students. This professional learning occurred in a variety of contexts and specific learning areas.</p>
Socio-economic background	<p>\$ 32 301 of equity funds used to employ a Head Teacher Learning to support student learning across stage 4 and 5.</p> <p>\$ 20 824 of equity funds used to support and employ extra performance staff for needy students.</p> <p>\$ 67 174 of equity funds used to employ a technology support officer to support all students in classrooms with online</p>	<p>The strategic use of equity finds to support students across the campus has ensured equity for all students. Ongoing access to technology and in class School Learning Support Officer (SLSO) support has ensured students are meeting their academic and wellbeing targets.</p>

<p>Socio-economic background</p>	<p>learning.</p> <p>\$ 82 000 of equity funds used to support students across a range of wellbeing and recognition programs aimed at reducing the equity deficit amongst the students.</p>	<p>The strategic use of equity funds to support students across the campus has ensured equity for all students. Ongoing access to technology and in class School Learning Support Officer (SLSO) support has ensured students are meeting their academic and wellbeing targets.</p>
<p>Support for beginning teachers</p>	<p>\$ 32 301 of global funds used to employ a Head Teacher Mentor across the campus to support all beginning teachers and the accreditation of all staff.</p> <p>Beginning teachers have reduced loads and funds used to backfill the curriculum.</p> <p>Beginning teacher funds used to support the professional learning needs of beginning teachers based on their Professional Development Plans.</p>	<p>Bathurst High Campus has continued to provide a strong, evidence based induction program for all beginning teachers. This is a 2 year, structured induction program that provides beginning teachers the opportunity to obtain information, improve understanding and practise skills in a safe and supportive environment.</p> <p>Beginning teachers receive an allowance of 4 periods per cycle in their first year of teaching and 2 periods in their second year or access to increased professional learning opportunities. This is negotiated between the beginning teacher and supervisor and is based around the individual needs of the teacher.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	514	520	565	584
Girls	424	453	480	488

Bathurst High Campus reached an enrolment of 1072 students at the beginning of 2018. Based on projected enrolment figures from local primary schools, who continue to grow, Bathurst High Campus could exceed 1100 students in 2019. Current enrolment 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 Denison College. The Denison College Enrolment Committee, which commenced in 2018, is communicating these enrolment processes with stakeholders across the community.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.2	93.9	91.4	92.2
8	89.8	90.4	89.5	88.7
9	87.3	87.5	87.4	85.7
10	85.4	87	83.3	84.1
11	86.9	90.6	90.9	89.2
12	92.1	91.6	91.3	84.3
All Years	88.6	90	88.9	87.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance has remained relatively consistent in comparison to data from previous years, with some year groups exceeding state Department of Education

averages. Overall, Bathurst High Campus sits just below the state average by 0.6%.

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

To ensure that attendance records are accurate, students are marked presented or absent, electronically, for every lesson. Parents and carers can track their child's attendance in real time through an electronic parent portal. Bathurst High Campus has a dedicated Attendance Team who examine attendance data, track trends and implement data driven initiatives.

The Home School Liaison Officer (HSLO) met with the Attendance Team on a fortnightly basis to discuss attendance issues and plan interventions for individual students.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.7	6.6	8.3
Employment	1.4	10.2	15.8
TAFE entry	0	6	11.7
University Entry	0	0	34.2
Other	18.2	7.8	4.2
Unknown	0	0	25.8

Retention rates at Bathurst High Campus have continued to stabilise in 2018 with students who choose to transition out of the campus before completing Year 12 moving to TAFE, commencing employment or taking up a traineeship, apprenticeship or engaging in further training. Students are making positive transitions out of Bathurst High Campus and this can be attributed to the individualised support provided by the campus Careers Advisor, Senior Executive, Year Advisors and various forms of student mentoring. These initiatives have allowed students to make appropriate decisions around their career and options for further study including, university, TAFE and other training providers.

Year 12 students undertaking vocational or trade training

Students at Bathurst High Campus have the opportunity to access vocational and/or trade training in an integrated capacity through the senior curriculum. On Wednesday's, Year 11 and 12 students can access

dedicated courses at the local TAFE (EVET) while a variety of faculties at Bathurst High Campus offer vocational courses that are integrated into the regular school timetable (TVET). In 2018, 107 Year 11 students commenced a course at TAFE while 70 Year 12 students continued with the course they commenced in the previous year. Vocational or trade training courses continue to be an attractive feature of the Stage 6 curriculum with many students across Denison College accessing these specialised courses as shared courses between Bathurst and Kelso High campuses of the college.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 111 students in Year 12 out of 112 gained their Higher School Certificate. Only 1 student received a Record of School 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 the duration of two years of study or greater.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	60.56
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	20.57
Other Positions	1

*Full Time Equivalent

Bathurst High Campus received a staffing entitlement of 76.459 teaching staff, which was an increase of 0.659 staff as a result of increasing student enrolments. School administration staff totalled 20.572 which also represented an increase of 1.4 non teaching staff during 2018. A large number of temporary and casual teachers were employed to cater for staff released from classes to participate in campus and broader Bathurst School Network priorities and initiatives designed to improve outcomes for students. Continued growth in student numbers has led to the employment of various Aboriginal 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 School Learning 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	18

Professional learning and teacher accreditation

All staff at Bathurst High Campus have access to professional learning relating to the school's strategic directions. The main focuses are all directly related to the Australian Professional Standards for Teachers and the domains and elements of the School Excellence Framework. The Strategic Directions of Bathurst High Campus are, 1. Learning and Assessment, 2. Wellbeing and Engagement and 3. Partnerships and Collaboration.

School Development Days

At the beginning of Term 1, staff focused on Professional Standards 7.1 and 7.2 'meeting professional ethics and responsibilities' and 'comply with legislative administrative and organisation requirements' by completing Child Protection, Corruption Prevention for Public Schools, Secondary Employment and Code of Conduct updates. All staff attending were presented with a detailed overview of the Bathurst High Campus 2018 – 2020 School Plan along with structural changes and information involving Deputy Principals, the Learning and Support Team, Wellbeing, Staff, Timetables, Finances, WHS Requirements and Processes, Analysis of External Results (NAPLAN and HSC), N-Determination Processes and requirements for HSC Monitoring.

School Development Day Term 2 was designated as a combined campus event for Denison College. The focus of this event was on Every Student, Every School (ESES) with a variety of workshops available to staff on individualised learning and differentiation.

School Development Day Term 3 had a Standard 4 focus on Positive Behaviour for Learning, Communications and a Social Media for Schools session. Staff then rotated between evaluation of report writing (Standard 5.5.2), KLA Teams and Sentral Workshops.

Staff spent two evening sessions undertaking Professional Development in lieu of one of the Staff Development Days at the conclusion of the year. On Monday 21st May 2018, Julie Pyne presented Non-

Completion of Course – The 'N' Determination Process. Followed by a workshop, Introduction to Sentral Reporting and Comment Bank Development, led by Jacqui Hood, Geoff Childs and Nicholas Williams. Then the last Workshop saw faculty teams building reporting comment banks.

The session on Monday 13th August 201 was dedicated to faculties to work on essential and ongoing tasks related to the implementation of Sentral (our new school management system) and improvements to assessment and reporting.

Individual Teacher Identified Training

All teachers set professional learning goals through their Performance and Development Plan with staff relating at least one goal to the School 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. Head Teachers led and monitored their staff in this process.

Three lesson observations, instead of two were scheduled as part of the PDP process in 2018. Observers used templates with descriptors targeting the four career stages of the professional standards.

Monday Afternoon Professional Learning

Monday afternoon Professional Learning Meetings were held every two weeks throughout the year, staff received training in key DoE priority areas such as leadership, wellbeing, Sentral, assessment, reporting and effective system management.

Monday Executive Meetings

Monday Executive Meetings were held on a fortnightly basis and time was devoted to building leadership capabilities and understanding of key DoE frameworks. There was a particular focus on the School Excellence Framework, school planning and priorities outlined in these documents such as learning, assessment, wellbeing, staff development and collaborative opportunities.

Induction Program

The Bathurst High Campus induction program was accessed by between 10 – 18 Early Career Teachers who participated in the structured 2 year Professional Development. Thirteen staff members were involved in delivering various sessions. The induction program provided leadership opportunities to improve knowledge, understanding and practice of a variety of teaching strategies in a safe and supportive environment. Term 1 focused on a site specific induction and settling into Bathurst High Campus, while Term 2 focused on positive leadership practices, Term 3 team teaching with a literacy focus and Term 4 accreditation and programming.

Seven Beginning Teachers were formally recognised for their professional growth to Classroom Practice Proficient Level 2 and beyond, while three 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 had a teaching allowance of 4 periods less per cycle in their first year and professional days set aside in their first and second year. Two second year permanent beginning teachers used the GTIL funds for reduced teaching load and two selected to use these funds to access professional learning. All permanent beginning teachers had a reduced number of playground duties in their first year.

Bathurst High Campus provides multiple opportunities and structures that support Early Career Teachers within the school. In 2018 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, Head Teacher Mentor and Senior Executive. External professional development was supported and monitored by the Head Teacher Mentor.

All beginning teachers attended ongoing professional learning together during the campus' Wednesday Team Meeting structure and other professional learning where appropriate. The 2018 Induction program included: Orientation to the NSW Department of Education and the local school and community; a fortnightly Head Teacherly school-based Professional Development program; structured supervision from their supervisor, mentor and other executive staff; collegial support.

In Term 2 all Beginning Teachers and nominated early teacher teachers completed registered PL titled 'Supervising Teachers of the Future'. These 6 modules targeted highly accomplished practices. The rationale behind this was the high number of 2nd year teachers involved in the induction program, all had aspirations to be leaders in their area. Also in Term 2 these staff; participated in an 8 hour registered team teaching program; established professional and support networks; were provided with support and feedback based on the Australian Teaching Standards; targeted classroom observations to support professional growth with verbal and written feedback from their teacher mentor and supervisor (this is separate to the PDP process) and examined self and peer evaluator comments to refine teaching strategies and learning programs.

Mentoring structures at Bathurst High Campus are very coordinated and strategic. In 2018 the Head Teacher Mentor supported 10 beginning teachers and all teachers in their maintenance phase of accreditation. The Head Teacher Mentor works across the college and is funded to support all beginning, new and existing teachers through induction, accreditation at proficiency, highly accomplished and lead as well as the maintenance of these levels.

Bathurst High Campus also hosted 14 Teacher

Education Students (TES) in the areas of Mathematics, PDHPE, HSIE, English and TAS. A range of strategies were used to support both the supervisor and TES which are part of the CSU HUB Project. The 'Valuing the Practicum' package offered all TES access to Friday professional learning sessions aimed at working towards the graduate standards. Additionally, three strategic placed surveys were used to make adjustments during TES placements and inform Bathurst High Campus practices. All supervisors were trained and supported by the Practicum Coordinator. The Practicum Coordinator's role changed from being just administrative to an instructional leadership position.

Swivl was used to support the video analysis of TES and colleagues PDP observations using targeted templates linked to current research and The Australian Professional Standards for Teachers.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,431,041
Revenue	13,799,384
Appropriation	13,364,635
Sale of Goods and Services	53,705
Grants and Contributions	369,790
Gain and Loss	0
Other Revenue	0
Investment Income	11,254
Expenses	-13,470,541
Recurrent Expenses	-13,470,541
Employee Related	-12,273,751
Operating Expenses	-1,196,790
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	328,843
Balance Carried Forward	1,759,883

The 2018 Bathurst High Campus budget was collaboratively developed at the end of 2017 in consultation with the P&C, staff and other key stakeholders. Funds were allocated across the campus

based on the priority areas of the 2018–2020 School Plan and centred around the strategic directions of Learning & Assessment, Wellbeing & Engagement and Partnerships & Collaboration.

Bathurst High Campus manages its finances through a dedicated finance team who regularly meet with the Principal to review spending and reallocate funds based on responsive planning around the strategic directions. Throughout the course of 2018, this finance team have also continued to master their skills in the use of SAP and have used the full functionality of this system to generate meaningful reports to assist with the school's financial management and tracking of expenditure.

The opening balance in 2018 is listed as \$1,431,041.00 and was carried forward from 2017. The reason such a large sum of money was carried forward into 2018 was based around funds already held by Bathurst High Campus and the need to allocate additional finances to support initiatives that were included in the new School Plan which was to be supported by a new Senior Executive (Principal and Deputy Principals) to the campus. These funds were reserved to establish a variety of programs and allocate additional staffing to support key initiatives.

In 2018, certain initiatives took priority over others in amongst changes to leadership positions within the school. This has meant that some planned programs did not commence, additional staffing positions were not filled and the focus of the campus' strategic directions changed, meaning that not all funds were used. Additionally, the campus has identified a number of infrastructure projects, including a bus shelter and upgrades to the school's learning and wellbeing spaces. These projects could not commence in 2018 and hence funds are being carried forward into 2019 to complete these works.

It is envisaged that most of the funds brought forward into 2019 will be expended to support improvements in teacher quality, student outcomes and overall school improvement.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	9,347,321
Base Per Capita	212,138
Base Location	5,336
Other Base	9,129,847
Equity Total	715,770
Equity Aboriginal	109,988
Equity Socio economic	277,114
Equity Language	17,209
Equity Disability	311,458
Targeted Total	1,907,577
Other Total	592,326
Grand Total	12,562,994

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The majority of students in Year 7 performed in Bands 6 and 7 for Reading, with the highest number of students achieving Band 6. In SSG schools and for the State overall, Band 6 also recorded the highest proportion of students.

When compared to the previous 3-year average (2015–2017), the proportion of students in the higher

Bands increased whilst the proportion of students in the lower Bands decreased, indicating a slight improvement in overall Reading performance.

The average scaled growth for Reading between Year 5 and Year 7 was 48.0. This is a higher result than 3-year school average (42.5), the SSG schools result of 42.0 and the overall state result of 40.9.

For Year 7 Reading, 56.5% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a higher proportion than the 3-year school average of 48.2%, the SSG schools average of 47.6% and the overall state average of 52.3%.

The majority of ATSI students in Year 7 recorded results in Band 6. In SSG schools and for the State overall, Band 6 also recorded the highest proportion of students.

When compared to the previous 3-year average (2015–2017), results were mixed with different Bands showing increases and decreases.

The average scaled growth for Reading for ATSI students between Year 5 and Year 7 was 36.0. This is a lower result than the 3-year school average (38.1), the SSG schools result of 43.3 and the overall state result of 42.9.

For Year 7 ATSI students in Reading, 48.0% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a higher proportion than the 3-year school average of 28.5%, the SSG schools average of 41.1% and the overall state average of 37.6%.

The majority of students in Year 9 performed in Bands 6, 7 and 8 for Reading, with the highest number of students achieving Band 8. In SSG schools, Band 7 recorded the highest proportion of students.

When compared to the previous 3-year average (2015–2017), the proportion of students in the higher Bands increased whilst the proportion of students in the lower Bands decreased indicating an overall improvement in Reading performance.

The average scaled growth for Reading for students between Year 7 and Year 9 was 39.2. This is a higher result than 3-year school average (30.9). However, both of these school results are lower than the SSG schools average of 45.7 and the overall state result of 44.6.

For Year 9 students in Reading, 63.7% of students achieved greater than or equal to expected growth between Year 7 and Year 9. This is a higher proportion than the 3-year school average of 53.2%. However, both of these school results are lower than the SSG schools average of 65.8% and the overall state average of 68.6%.

The majority of ATSI students in Year 9 performed in Band 7 and 8. In SSG schools, the largest proportion of students recorded Band 7.

When compared to the previous 3-year average (2015–2017), the overall average performance of ATSI students improved in Reading, with an increased proportion in the higher Bands and a decreased proportion in the lower Bands.

The average scaled growth for Reading for ATSI students between Year 7 and Year 9 was 47.8. This is a higher result than 3-year school average (26.5), the SSG result of 40.2 and the overall state result of 41.2.

For Year 9 ATSI students in Reading, 77.8% of students achieved greater than or equal to expected growth between Year 7 and Year 9. This is a substantially higher proportion than the 3-year school average of 41.0, the SSG schools average of 57.1% and the overall state average of 56.5%.

The majority of students in Year 7 performed in Bands 5 and 6 for Writing, with the highest number of students achieving Band 5. In SSG schools the highest proportion of students recorded a Band 6 and for the State overall the majority of students received a Band 5.

When compared to the previous 3-year average (2015–2017), the results are mixed. However, the proportion of students in the middle bands has declined and the proportion of students in the bottom bands has increased which indicates an overall decline in Writing performance.

The average scaled growth for Writing between Year 5 and Year 7 was 11.7. This is a substantially lower result than 3-year school average (38.8), the SSG result of 32.2 and the overall state result of 34.8.

For Year 7 Writing, 44.9% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a higher proportion than the 3-year school average of 33.9%. However, both of the school results are lower than the SSG schools average of 56.5% and the overall state average of 59.5%.

The majority of ATSI students in Year 7 recorded results in Band 5 for Writing. In SSG schools and for the state overall, Band 5 recorded the highest proportion of students.

When compared to the previous 3-year average (2015–2017), the overall average performance of ATSI students declined, with an increased proportion of students in the lower Bands and a decreased proportion in the higher Bands.

The average scaled growth for Writing for ATSI students between Year 5 and Year 7 was 3.5. This is a substantially lower result than 3-year school average (24.2), the SSG result of 21.7 and the overall state result of 13.3.

For Year 7 Writing, 50% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a higher proportion than the 3-year school average of 24.9%, the SSG schools average of 47.2% and the overall state average of 43.9%.

The majority of students in Year 9 performed in Bands 5, 6 and 7 for Writing. In SSG schools, Band 6 recorded the highest proportion of students.

When compared to the previous 3-year average (2015–2017), the proportion of students in lower Bands has increased and the proportion of students in higher Bands has decreased indicating an overall decline Writing performance.

The average scaled growth for Writing for students between Year 7 and Year 9 was 19.8. This is a lower result than the previous 3 year-average of 41.0, the SSG schools average of 29.7 and the overall state average of 34.3.

For Year 9 students in Writing, 46.0% of students achieved greater than or equal to expected growth between Year 7 and Year 9. This is a higher proportion than the 3-year school average of 41.4%, the SSG schools average of 53.6% and the overall state average of 57.3%.

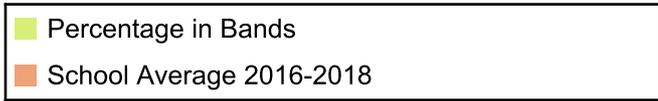
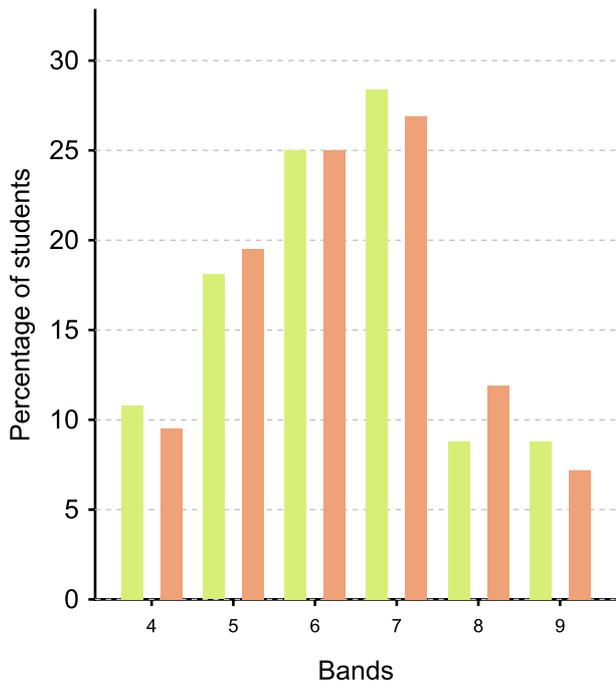
The largest proportion of ATSI students in Year 9 performed in Band 5. In SSG schools, the largest proportion of students also recorded Band 5.

When compared to the previous 3-year average (2015–2017), the overall average performance of ATSI students improved in Writing, with increased proportion of students in higher Bands.

The average scaled growth for Writing for ATSI students between Year 7 and Year 9 was 18.2. This is a substantially lower result than 3-year school average (40.2). However, the 2018 result and the previous 3-year school average are both higher than the SSG result of 9.9 and the overall state result of 8.6.

For Year 9 ATSI students in Writing, 42.1% of students achieved greater than or equal to expected growth between Year 7 and Year 9. This is a higher proportion than the 3-year school average of 30.6% and the overall state average of 41.0%. However, this result was marginally lower than for the SSG schools result of 43.2%.

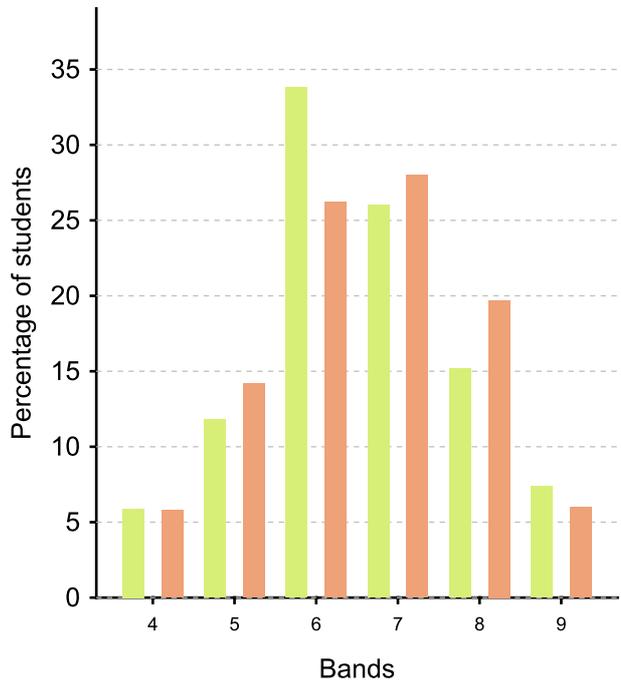
Percentage in bands:
Year 7 Grammar & Punctuation



Band	4	5	6	7	8	9
Percentage of students	10.8	18.1	25.0	28.4	8.8	8.8
School avg 2016-2018	9.5	19.5	25	26.9	11.9	7.2

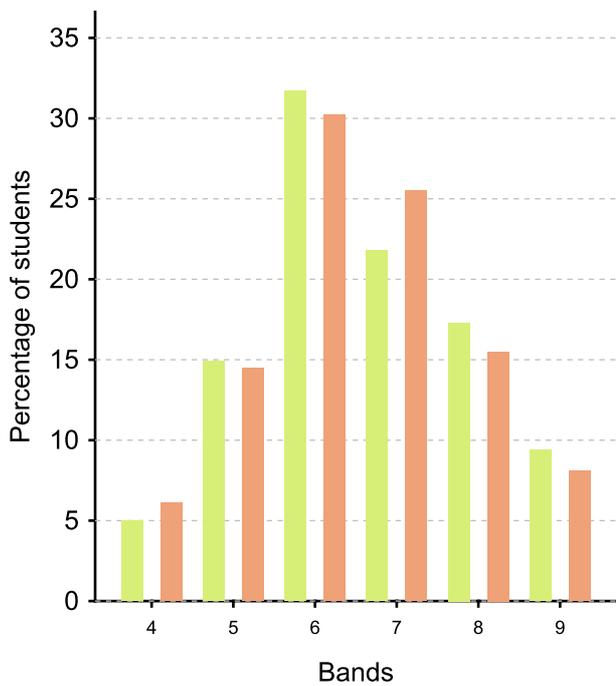
Band	4	5	6	7	8	9
Percentage of students	5.0	14.9	31.7	21.8	17.3	9.4
School avg 2016-2018	6.1	14.5	30.2	25.5	15.5	8.1

Percentage in bands:
Year 7 Spelling

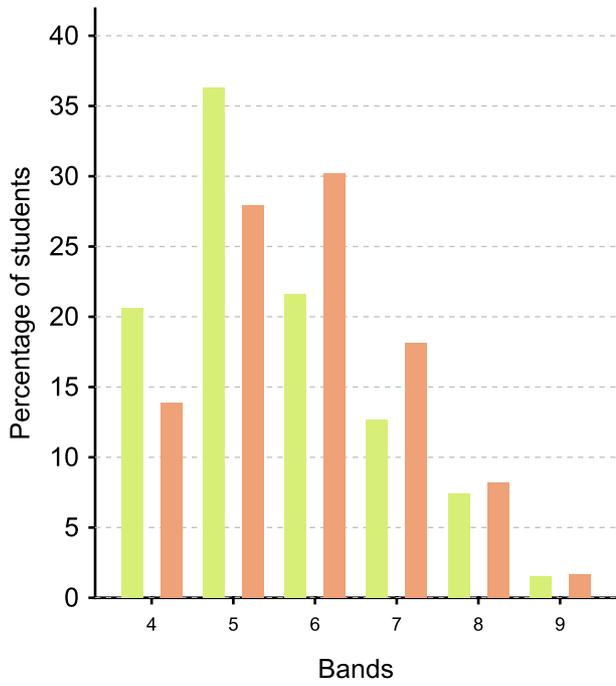


Band	4	5	6	7	8	9
Percentage of students	5.9	11.8	33.8	26.0	15.2	7.4
School avg 2016-2018	5.8	14.2	26.2	28	19.7	6

Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 7 Writing

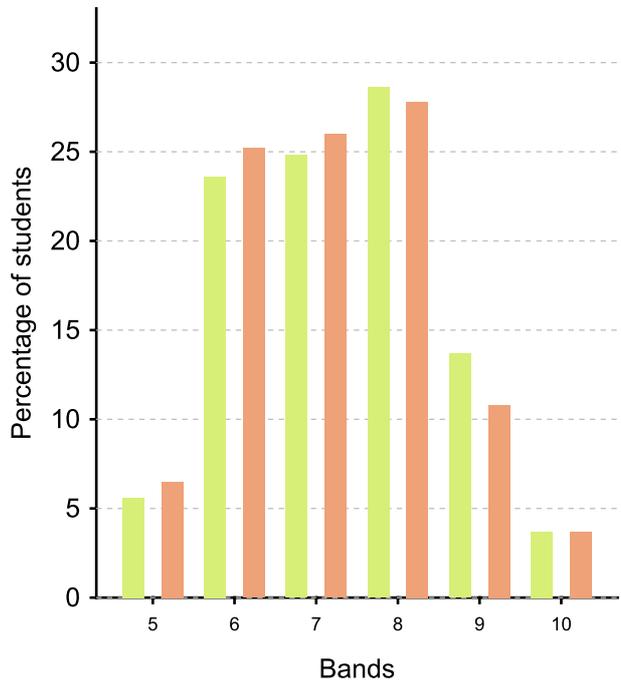


■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	20.6	36.3	21.6	12.7	7.4	1.5
School avg 2016-2018	13.9	27.9	30.2	18.1	8.2	1.7

Band	5	6	7	8	9	10
Percentage of students	7.2	26.9	25.1	25.7	12.0	3.0
School avg 2016-2018	11.6	25.6	27.8	20.7	11.2	3.2

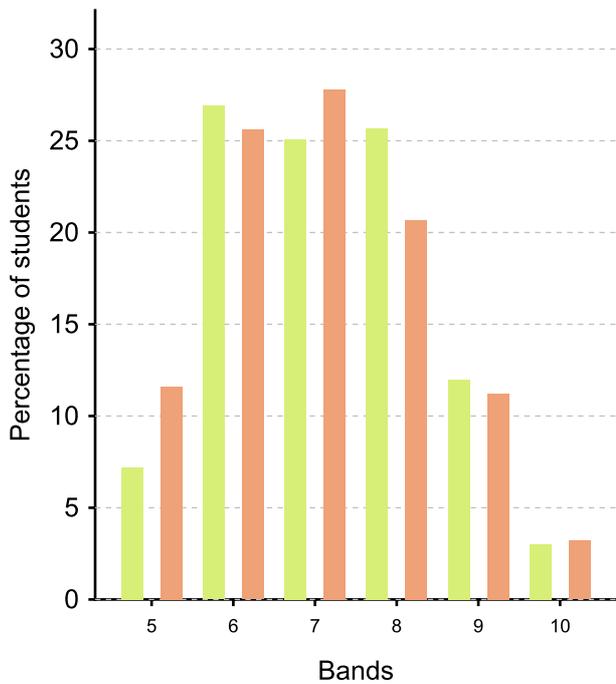
Percentage in bands:
Year 9 Reading



■ Percentage in Bands
■ School Average 2016-2018

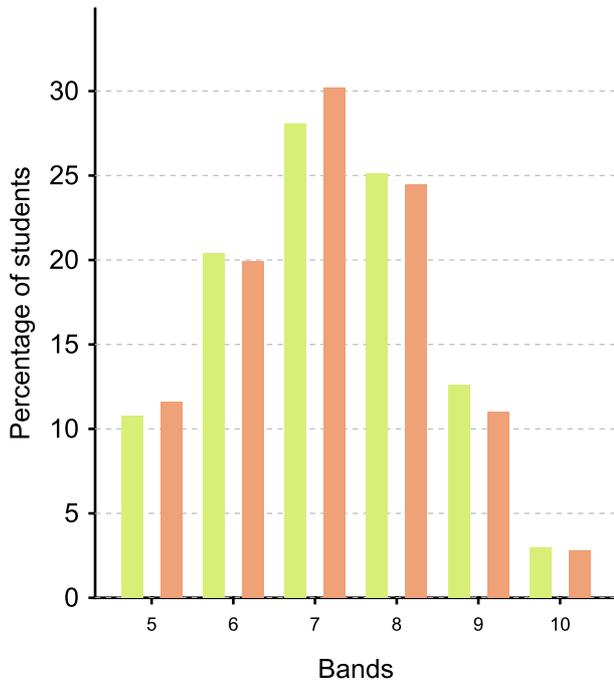
Band	5	6	7	8	9	10
Percentage of students	5.6	23.6	24.8	28.6	13.7	3.7
School avg 2016-2018	6.5	25.2	26	27.8	10.8	3.7

Percentage in bands:
Year 9 Grammar & Punctuation



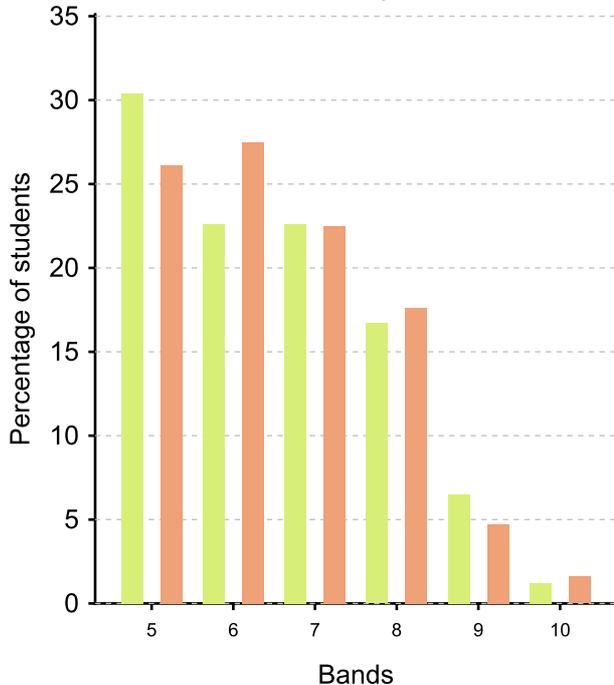
■ Percentage in Bands
■ School Average 2016-2018

**Percentage in bands:
Year 9 Spelling**



Band	5	6	7	8	9	10
Percentage of students	10.8	20.4	28.1	25.1	12.6	3.0
School avg 2016-2018	11.6	19.9	30.2	24.5	11	2.8

**Percentage in bands:
Year 9 Writing**



Band	5	6	7	8	9	10
Percentage of students	30.4	22.6	22.6	16.7	6.5	1.2
School avg 2016-2018	26.1	27.5	22.5	17.6	4.7	1.6

The majority of students in Year 7 performed in Bands 6 and 7 for Numeracy, with the highest number of students achieving Band 6. In SSG schools and for the state overall, Band 6 also recorded the highest proportion of students.

When compared to the previous 3-year average (2015–2017), the proportion of students in Band 8 and 9 has increased which indicates a slightly improved performance in Numeracy.

The average scaled growth for Numeracy between Year 7 and Year 9 was 53.3. This is higher result than 3-year school average (57.8), the SSG schools result of 56.2 and the overall state result of 54.2.

For Year 7 Numeracy, 62.6% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a lower proportion than the previous 3-year school average of 67.9% and the SSG school average 65.6% and the overall state average of 65.5%.

The majority of ATSI students in Year 7 performed in Bands 5 and 6 for Numeracy, with the highest number of students achieving Band 6. In SSG schools the majority of students also recorded Band 6.

When compared to the previous 3-year average (2015–2017), the overall average performance of ATSI students improved, with an increased proportion in the higher Bands and a decreased proportion in the lower Bands.

The average scaled growth for Numeracy for ATSI students between Year 5 and Year 7 was 52.6. This is a lower result than 3-year school average (61.7), the SSG schools result of 53.4 and the overall state result of 52.9.

For Year 7 ATSI students in Numeracy, 60.9% of students achieved greater than or equal to expected growth between Year 5 and Year 7. This is a lower proportion than the 3-year school average of 67.4%, the SSG schools average of 55.3% and the overall state average of 56.5%.

The majority of students in Year 9 performed in Bands 7 and 8 for Numeracy, with the highest proportion of students achieving Band 7. In SSG schools, Band 7 also recorded the highest proportion of students.

When compared to the previous 3-year average (2015–2017), the proportion of students in Band 9 and 10 increased while the proportion of students in Bands 5 and 6 declined indicating an overall improved result in

Year 9 Numeracy.

The average scaled growth for Numeracy for Students between Year 7 and Year 9 was 44.4. This is a slightly higher result than the previous 3 year–average of 47.1, the SSG schools average of 46.7 and the overall state average of 47.0.

For Year 9 Students in Numeracy, 56.3% of students achieved greater than or equal to expected growth between Year 7 and Year 9. This is a lower proportion than the 3–year school average of 64.2%, the SSG schools average of 63.8% and the overall state average of 66.0%.

The majority of ATSI students in Year 9 recorded results in Band 7 for Numeracy. For SSG schools, the majority of ATSI students also recorded results in Band 7.

When compared to the previous 3–year (2015–2017), the proportion of students in higher Bands increased and the proportion of students in lower Bands decreased, indicating improved performance in Numeracy.

The average scaled growth for Numeracy for ATSI students between Year 7 and Year 9 was 48.4. This is a lower result than 3–year school average (49.7). However, both the 2018 result and the longer 3–year average are higher than the SSG schools average (41.0) and the overall state average (47.7).

For Year 9 ATSI students in Numeracy, 55.6% of students achieved greater than or equal to expected growth between Year 7 and Year 9. This is a lower proportion than the 3–year school average of 58.1%, the same proportion as the SSG schools average and a slightly lower results than the overall state average of 57.2%.

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 of NAPLAN in literacy and numeracy. A dedicated focus on these priorities began in 2017 with the strategic employment of an additional teacher and two School Learning Support Officers as tutors for our Aboriginal students. Targeted small group support that has existed as a withdrawal programs and integrated into classes has had an immediate and positive impact on the achievement, attendance and engagement of students. In this areas there is an increasingly greater proportion of students achieving greater than or equal to expected growth with specific improvements in the areas of reading and numeracy.



Higher School Certificate (HSC)

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

9 courses (out of 36) achieved results above state average:

- Music 1 2 unit (+4.83)
- Entertainment Industry Examination 2 unit (+4.07)
- Senior Science 2 unit (+3.43)
- Mathematics Extension 1 2 unit (+2.96)
- Society and Culture 2 unit (+2.29)
- Primary Industries Examination 2 unit (+1.22)
- Music Extension 1 unit (+0.82)
- Community and Family Studies 2 unit (+0.48)
- Retail Services Examination 2 unit (+0.41)

Band 6: 10 Band 6s were achieved in 2018. This represents 2% of all band results and is consistent with previous results, and similar to the 3–year average of 2% (2016–2018). The following students were placed on the Distinguished Achievers List:

- Leah Barber (Community and Family Studies and Hospitality Examination)
- Sophie Dinger (Music 1)
- Jackson Howle (Music 1)
- Tameka Kennedy (Music 1)
- Jacob Parker (Music 1)
- Bobbi Ralls (Music 1)
- Jake Sheader (Community and Family Studies and Mathematics General 2)
- Kylie Taylor (Entertainment Industry Examination)

Band 5: 77 Band 5s were achieved (representing 18% of all results) in the subjects below. This is higher than the recent 3–year annual average (2016–2018) and the longer 5–year annual average, both 16% (2014–2018).

- Community and Family Studies (8)
- Mathematics General 2 (8)
- English (Advanced) (7)
- Music 1 (6)
- Ancient History (5)
- English (Standard) (5)
- Industrial Technology (4)
- Chemistry (3)
- Legal Studies (3)
- Physics (3)
- Society and Culture (3)
- Visual Arts (3)
- Biology (2)

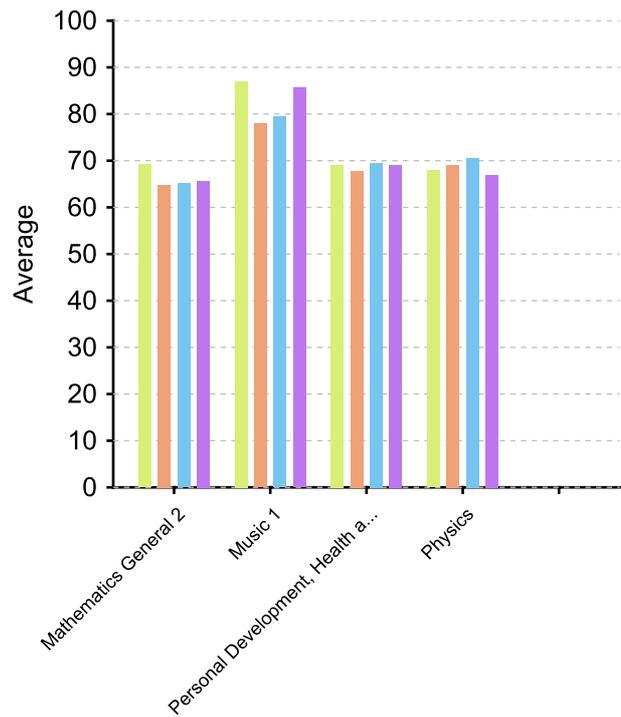
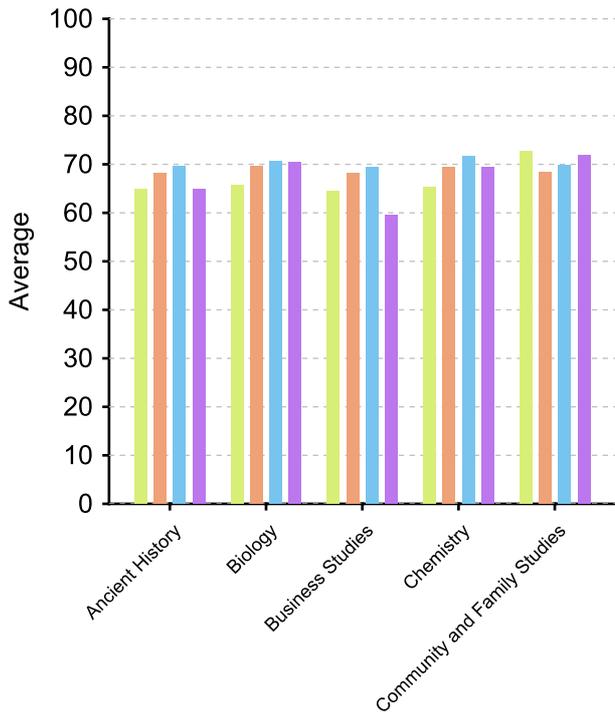
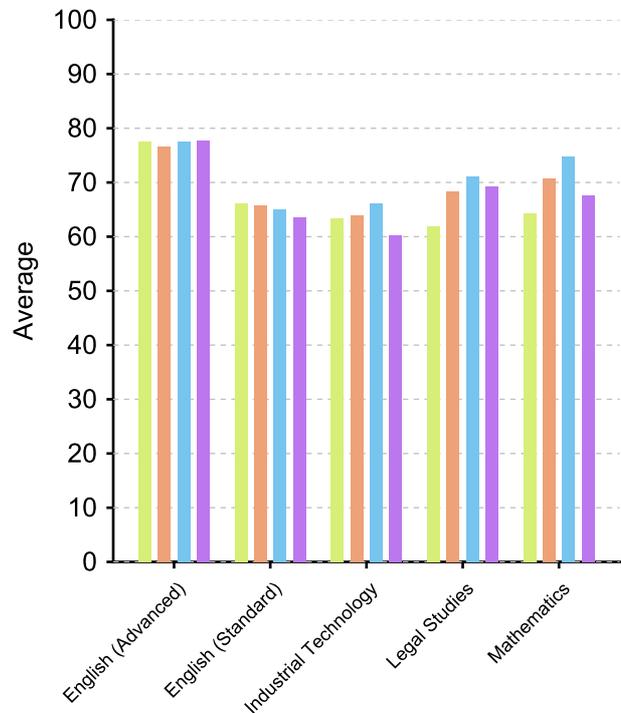
- Business Studies (2)
- Earth and Environmental Science (2)
- Entertainment Industry Examination (2)
- Mathematics (2)
- Personal Development, Health and Physical Education (2)
- Senior Science (2)
- Construction Examination (1)
- Geography (1)
- Hospitality Examination (Kitchen Operations and Cookery) (1)
- Music 2 (1)
- Primary Industries Examination (1)

Band 4: 123 Band 4s (29% of all results) were achieved. This is a lower than the 5-year annual average of 32% and the 3-year annual average (2016–2018) of 31%.

Band 3: 127 Band 3s (30% of all results) were achieved. This is a slightly higher figure than the 3-year average (28%) and the 5-year average of 29%.

Band 2: 71 Band 2s (17% of all results) were achieved. This is similar result to the 3-year average and slightly higher than the 5-year average of 15%.

Band 1: 20 band 1s (5% of all results) were achieved. This is slightly lower than the 3-year average and the 5-year average (both 6%).



Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	64.8	68.3	69.5	64.9
Biology	65.6	69.7	70.7	70.5

Business Studies	64.5	68.2	69.3	59.5
Chemistry	65.3	69.4	71.8	69.4
Community and Family Studies	72.6	68.5	69.9	71.9
English (Advanced)	77.6	76.7	77.5	77.8
English (Standard)	66.1	65.8	65.0	63.5
Industrial Technology	63.4	64.0	66.2	60.3
Legal Studies	61.9	68.4	71.2	69.3
Mathematics	64.3	70.7	74.8	67.7
Mathematics General 2	69.2	64.8	65.1	65.7
Music 1	87.0	77.9	79.5	85.6
Personal Development, Health and Physical Education	69.1	67.8	69.5	69.1
Physics	67.9	69.1	70.6	67.0

Parent/caregiver, student, teacher satisfaction

In 2018, Bathurst High Campus relied heavily on canvassing the wider community to gauge parent, teacher and student satisfaction. The opinions of all stakeholders are essential and even more critical as part of the school planning and reporting cycle to drive improvement in the areas of learning, teaching and leadership.

In 2018, Bathurst High Campus surveyed stakeholders in a number of ways including an Engagement Survey and a Bathurst High Campus Uniform Survey. In addition to this, the Bathurst High Campus P&C met on the first Wednesday of every month to consult on priority areas of the campus and provide feedback to the school.

Engagement Survey

The survey was developed by the Innovation Unit for the Australian Institute of Teaching and School Leadership (AITSL) with help and advice from the University of Bristol and OECD survey specialists and used by the Global Education Leaders Partnership in three other pilot jurisdictions of Finland, Kentucky and South Korea.

The design of the survey prioritises understanding deep engagement in learning through 5 dimensions:

- Is learning a part of the students identity?
- Is it pervasive, extending beyond the school?

- Is learning social, involving relationships with peers and others?
- Is it deep: does it result in memorable and meaningful experiences?
- Is it relevant: connected to future lives, not just the next test?

The survey was used as part of the Denison College Curriculum review and was released to stakeholders across both Kelso High and Bathurst High campuses. A total of 976 individuals completed the survey with 636 responses from Bathurst High Campus, 327 from Kelso High Campus and 13 individuals who did not specify their home campus. The breakdown of stakeholders included, 727 student responses, 148 teacher responses, 13 responses from non-teaching staff, 79 parent responses and 9 community based responses. Key points relating to this survey are included below:

- 75% of teachers, parents and students agree or strongly agree that students are interested in what they are learning at school.
- Stakeholders saw value in learning that took place within and outside of traditional school environment.
- Teachers, students and parents agree that what is learnt in school is relevant to the life of the student and that students discuss what they are learning with others.
- Over 70% of each stakeholder group said that students like being at school.
- The various stakeholder groups all agreed that students also learn from others outside of the school, highlighting the importance of maintaining relationships within the community to support learning.
- 80% of parents and 70% of students believe that students try their best to do well at school.
- Students report getting a sense of achievement from doing well at school showing that effective feedback has a positive effect on students.
- Over 50% of each stakeholder group identified the value and importance of school.
- Most parents, teachers and non-teaching staff believe that school is helping children be the individuals they wish to be.

Based upon the results from this survey, Bathurst High Campus has committed to investigating ways to improve engagement in the classroom by looking at quality practice at other schools and engaging with educational research in quality practice, supported by data (students said in the survey that they would like to participate in more hands on activities in class). Bathurst High Campus has also embarked on a long term professional learning journey based around formative assessment to ensure quality, individualised learning for all students. A section of this professional learning involves providing effective feedback to students (an area various stakeholder groups identified as requiring improvement).

Uniform Survey

In 2018, with the support of the P&C, Bathurst High Campus released a Uniform Survey to various stakeholder groups to review the current school uniform. The questions focused on reviewing the

current uniform as well as seeking feedback about new items that could be introduced. Student voice was crucial to the success of the survey and the uniform that they would ultimately choose to wear.

As a result of the survey, some items of uniform were removed to help improve the consistency of the uniform and reduce the number of items available. Likewise, a new set of track pants has been introduced, an option for a more formal uniform with the introduction of a blazer and the inclusion of the Denison College Logo on all future uniform items.

In 2019, Bathurst High Campus will again take part in the Tell Them From Me surveys to gather the opinions of various stakeholder groups to drive school improvement.



Policy requirements

Aboriginal education

2018 has been a productive and successful year for the Aboriginal Education Team and Indigenous students. There has been a variety of cultural and educational programs for students to access. These include opportunities both within the school (academic programs, visits from Indigenous speakers and personalities and other cultural programs) and outside the school (university visits, TAFE experiences, cultural excursions, sporting events and rural/city exchanges).

Senior Education Programs

Year 11 and 12 students received in class support across a wide range of subjects. This support involved providing assistance with classwork, assessment tasks and examination techniques. To supplement the support provided in class, students' accessed individual and/or small group instruction that were tailored to individual focus areas. Likewise, Senior Aboriginal students were also provided with the opportunity to meet with employers, training organisations and representative from TAFE and universities to assist in the planning of their post school goals.

Koori Knockout Program

We had six boys from Bathurst High Campus go over to Kelso High Campus for 3 hours every Wednesday during Term 3 to participate in the Koori Knockout program run by Shona Kennedy from Bathurst Young

Mob.

The boys participated in a ten-week program based around nutrition and healthy lifestyle choices as well as a physical training program to assist in getting the boys ready to participate in their first Koori Knockout.

The Bathurst Young Mob knockout team played on Friday 28th September in Dubbo. Unfortunately, the boys suffered a loss to the eventual Under 15s winners La Perouse Panthers. The boys showed great heart and team spirit and are keen to do it all again next year. The boys enjoy each other's company so much they have formed a touch football team, which is part of Bathurst's summer touch football competition.

NAIDOC Assembly

Every year at Bathurst High Campus we look forward to celebrating our Indigenous students' achievements during NAIDOC week. At our NAIDOC assembly this year, we had Wagganah dance group from Bathurst West Public School attend and open the assembly with the Indigenous girls completing the traditional Clearing Dance and the boys performing the Welcome Dance. The Wagganah Dance Group also performed the Acknowledgement of Country by using sign language.

The Indigenous students received awards in the following categories, attendance, academic achievement, academic improvement and citizenship. Many of our amazing students received awards in multiple categories.

Maureen Bates-McKay was our guest speaker, linking in with this year's theme, 'Because of her, we can'.

Maureen is originally from a small town in far west New South Wales, Bourke. She told staff and students stories of her childhood and the many hardships she faced growing up as an Aboriginal woman. Maureen is now a practicing solicitor based in Orange.

Stronger Moves

Eight students participated in the CSU Stronger Moves program in 2018. The program was aimed at increasing the students' knowledge about tertiary study as a post school option. The students involved listened to Aboriginal lecturers and support staff about university life and how students are supported whilst studying. They participated in activities, which mirror that of a university student's life during the initial years of university and completed activities in the following faculties Engineering, Para Medicine and Theatre Media. The program concluded with a five-day camp at CSU Bathurst Campus.

NAIDOC Week Celebrations

Bathurst High Campus initiated a range of activities this year to celebrate NAIDOC Week.

On the Monday of this week, Bathurst High Campus students participated in the NAIDOC street march. Bathurst and surrounding schools proudly march up William street and finish at the Entertainment Centre in

which the official opening ceremony is held.

Tuesday saw Bathurst High Campus students walking to Bathurst West Public School to assist in the running of their Cultural Day activities. Our students created stations, at each of the stations the primary school students had the opportunity to participate in Indigenous games.

On Wednesday students welcomed Bathurst West Kindergarten children. Our students set up stations of Indigenous Games and taught the younger students the rules of play. After a BBQ lunch, Tracy Crawford gave our students a lesson in Wiradjuri language.

Thursday saw our students travel to CSU to participate in a Touch Football Day, organised by Aboriginal Community Liaison Officer, Percy Raveneau. Our students thoroughly enjoyed the day, demonstrated excellent sportsmanship and represented our campus with pride.

Finally, on the Friday Bathurst High Campus students enjoyed a relaxed end to NAIDOC Week celebrations with a bowls day at the Majellan Bowling Club. With Mr Harvey teaching appropriate technique to the students.



Multicultural and anti-racism education

At Bathurst High Campus, we are fortunate to have students across a variety of backgrounds and from a range of cultures. Our ever-growing campus provides our students with a safe, respectful and inclusive learning environment and we work hard to celebrate the achievements and success of our students and staff alike. Staff at Bathurst High Campus implement the Department of Education's Multicultural Education Policy through their teaching and daily interaction with our students both in and out of the classroom setting, with Multiculturalism celebrated and supported in the following ways:

- English as a Second Language (EAL)/ Non-English-Speaking-Backgrounds (NESB) students are supported through a dedicated EAL/NESB teacher with an allocation to support students in their English language skills and accessing learning support and materials.
- Involvement of our Indigenous Students in junior Aboriginal Education Consultative Group (AECG) meetings and activities, including NAIDOC week activities.
- Providing a designated space for students to pray during their break times, allowing for significant

religious and cultural practices to continue for those students.

- Appointment of an Anti-Racism-Contact-Officer to assist with management of any issues brought up by students and/or staff surrounding racism.