2009 Annual School Report
Bathurst Public School

NSW Public Schools – Leading the way
Messages

Principal's message

An extremely successful year was had at Bathurst Public School. Our school continues to be proud of the excellence it demonstrates academically, culturally and on the sporting arena.

Bathurst Public School is proud of the programs and initiatives it operates. This allows children the opportunity to excel in a variety of areas. The highly trained staff are committed to providing a safe, secure and disciplined learning environment.

In 2009, our enrolment grew to 396. This represented a 3% growth and is indicative of the steady growth our school is experiencing.

Our class structure enabled fifteen mainstream classes and two special education classes to be developed. Careful consideration was given to gender, ability and friendship groups when forming classes. Our anticipated enrolment for 2010 is 425.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Kate White
Principal

P&C message

Once again in 2009 a small but dedicated group of parents met every third Wednesday during the term to discuss new and innovative ways to raise funds to support the educational activities of the children attending Bathurst Public School.

We have been involved in selling sausages, weeding gardens, organising uniforms for the Eisteddfod, made lunch orders and organised Mothers and Fathers Day stalls along with the Book Fair.

Thank you to everyone who contributed to a great year for Bathurst Public School and Public Education.

Andrew Smith
President

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
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<td>198</td>
<td>205</td>
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<td>Female</td>
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<td>187</td>
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Student attendance profile

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<td>94.0</td>
<td>94.0</td>
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</table>
Management of non-attendance

Student non-attendance is managed by classroom teachers, the school executive and principal. Classroom teachers contact parents by letter or phone. If no improvement is evident, an attendance program is entered into and support from the Home School Liaison Officer is requested.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2RB</td>
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<td>9</td>
<td>20</td>
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<tr>
<td>1/2RB</td>
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</tr>
<tr>
<td>1M</td>
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<tr>
<td>2G</td>
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</tr>
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</tr>
<tr>
<td>3/4C</td>
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</tr>
<tr>
<td>3/4C</td>
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</tr>
<tr>
<td>4/5W</td>
<td>4</td>
<td>22</td>
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<tr>
<td>4/5W</td>
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<tr>
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<tr>
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<tr>
<td>5/6W</td>
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</tr>
<tr>
<td>KT</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

Classes from Year 1 to Year 6 have a designated time each day when Maths groups are held. Children are grouped according to ability during this time.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
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</table>

There are no Aboriginal staff attached to Bathurst Public School

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>55</td>
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</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>155 144.48</td>
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<tr>
<td>Global funds</td>
<td>235 189.76</td>
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<tr>
<td>Tied funds</td>
<td>138 461.67</td>
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<tr>
<td>School &amp; community sources</td>
<td>99 456.11</td>
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<tr>
<td>Interest</td>
<td>6 380.48</td>
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<tr>
<td>Trust receipts</td>
<td>18 397.41</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td>653 029.91</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
<td>4 855.29</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
<td>1 490.82</td>
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<tr>
<td>Training &amp; development</td>
<td>967.26</td>
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<tr>
<td>Tied funds</td>
<td>162 740.85</td>
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<tr>
<td>Casual relief teachers</td>
<td>83 759.85</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
<td>14 453.80</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>511 900.76</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>141 129.15</td>
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</table>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts

Students have opportunities to participate in a range of Arts programs at Bathurst Public School.

Performing Arts are a highly valued component of our school curriculum. A reflection of this was the total of fourteen items entered in the Bathurst Eisteddfod. The quality of student performances was demonstrated with first places awarded to the Junior Primary Recorder Ensemble and Year One Percussion, second place to the Senior Primary Recorder Ensemble, third place to the Primary Welsh Choir and Highly Commended to the Dance Troupe and Violin Group B.

The BPS Concert Band also performed with the RSL Youth Band in the Spring Festival held in the Machattie Park Rotunda. The music was enjoyed by a large community audience.

Music extension activities were offered to students through the School Concert Band, the Combined Primary School's Jazz Band-'Serious Fun', the Bathurst High School Junior Swing Band-'Chill Factor', the Combined Flute and Clarinet Ensemble-'Bemused', the Recorder Ensemble, the Violin program, the Beginner Recorder Program-'Cockatoos', the Infants and Primary Choirs, Percussion Bands and Verse Speaking Choirs. Band students participated in the Mitchell Conservatorium Monster Band Day and the Bathurst High School Band Day.

Strings Program

The Violin program commenced this year and thirty children were involved. They commenced tuition under the guidance of Ms Gillian Pettengell. Students had weekly lessons for each of the three groups:

- Beginners Kinder and Year 1,
- Beginners Year 2 – 5, and
- Players who had already learnt some violin previously.

The children have progressed from their first performance in Term 1 when they played for one another, to playing at the school assemblies in Term 2 and the Bathurst Eisteddfod in Term 3.

The program will continue in 2010 with several new students commencing in Term 1.

Dance

This year Bathurst Public School has extended their dance program by employing Chelsea Capper a dance teacher from Bathurst Academy of Dance. Chelsea attends the school one day a week to teach dance.

Two groups have run this year, giving 80 students an opportunity to learn to dance. One group performed at the Bathurst Eisteddfod, receiving a Highly Commended. They also entertained us at the school's Biannual School Fete. The other group has focused on fun and fitness this year and will work towards more performances next year.
Sport

Students at Bathurst Public are provided with many opportunities to participate in a wide variety of sporting activities. Fitness activities and our weekly sport program allow all students to develop their skills, while participating in P.S.S.A. events provides students with exceptional skills to compete at high levels.

An outstanding year was had by the children at Bathurst Public School.

Our school had 25 children qualify to attend the District Swimming Carnival with 3 children named as Champions at this Carnival. Bathurst Public School were announced the District Swimming Champions and also won the handicap point score. We had many children qualify to attend the Regional Carnival in Dubbo and one child qualify to attend the N.S.W. P.S.S.A. Swimming Championship at Homebush.

It was fantastic to see the large participation rate of children at the Cross Country Carnival. We had a team of 32 children represent our school at the District Carnival held at Macquarie Woods. We had two children qualify to attend the Regional Carnival in Wellington.

Our Cricket Team had an outstanding year and were announced the Western Region Champions. They qualified for the N.S.W. knockout Semi Final in Maitland but were defeated in this match.

To top of our year on the Cricket pitch, we had four boys selected to represent Western Region at the N.S.W. P.S.S.A Cricket Championships where one of these children made the N.S.W. team.

We had 45 children attend the District Athletics Carnival with a large contingent qualifying for the Regional Carnival in Dubbo. Two children qualified in Dubbo to attend the N.S.W. P.S.S.A. Athletics Carnival in Sydney and one student was selected to represent N.S.W. at the Australian Athletics Championships.
We had one student represent our school as part of the Western Region Rugby Union Team and one student represent our school in the Western Region Open Rugby League Team.

Our school entered teams in the Paul Kelly A.F.L. Cup (qualifying for the Regional Finals), the girls Netball P.S.S.A Knockout Competition, the Girls and Boys Soccer Knockout and various Rugby League competitions.

We also had students represent our school at Tennis and Golf.

**Other**

**Public Speaking and Debating**

All students at Bathurst Public participate in our Public Speaking Program which begins at class level and moves through to School and Community levels. The winners of our School Competition competed in the CWA Public Speaking Competition held at All Saints College in Bathurst.

The Multicultural Perspectives Public Speaking Competition has two stages – a prepared speech and an impromptu speech. The topics are based around serious national and global issues based around a multicultural theme.

One of our students competed at both Local and Regional levels. He gained first place in the Local Final held in Orange and went on to compete at the Regional Final in Wagga where he gained 2nd place-Highly Commended.

Our strong debating program resulted in two teams once again competing in the Premier’s Debating Challenge. Team B were winners of the District Competition and then travelled to Bletchington Public School to compete in the Regional Final. The team won making them Western Region Debating Champions and qualifying them to compete at the State Debating Final. One of our debaters was also selected to be part of the Regional Debating Team to compete in Sydney.

In November, Team B travelled to Stanwell Tops, near Wollongong, and competed against 9 other schools from across NSW as part of the State Championship.

We were absolutely thrilled to emerge as the State Debating Champions for NSW and winners of the Premier’s Debating Challenge 2009.
Enrichment Program - Writing Group

Students from Years 3, 4 and 5 were selected on the basis of their writing talents to form a team to publish a School Newspaper. Children worked as reporters to submit interviews with staff and community members, narrative pieces, reports, reviews and various novelty pieces.

Book Week

Book Week was again celebrated with a whole school character parade and a Book Fair organised by the P&C. Each class studied the short listed books relevant to their ability level.

Easter Hat Parade

On 7th April, the Annual Easter Hat Parade, Monster Egg Raffle and the Easter Dance were held. Families and friends came to watch and participate. Many stayed on for Morning Tea, with hot cross bus, tea and coffee available from the canteen. Most importantly, everyone had fun and raised $1373 which has been donated to Stewart House in Sydney.

Fete

Bathurst Public School Spring Fete was held on Friday 13th November 2009 as our major fundraiser for the year. Over 70 businesses donated items to use as Raffle prizes or on the Chocolate Wheel. Families from Bathurst Public School donated many items for the different stalls that were held on the night. Individuals and groups supplied the fantastic entertainment and we had Rides supplied by Amusement Hire Service.

Camps and Excursions

Kindergarten - The Sheep and Cattle Drome

As a conclusion to our HSIE unit, Kindergarten travelled to the Sheep and Cattle Drome to not only see and touch the animals but to also learn about the resources they provide for us and the use they have in our society.

We learnt that each sheep had a particular purpose. Some produced wool for jumpers and others produces wool for carpets. We also learnt that there are two ways to milk a cow by hand or using a milking machine.

It was a great conclusion to our HSIE unit.

Year 1 - Bathurst Walking Excursion

Stage 1 classes studied the COGs unit “Local Places”. The key objectives of the unit were to give students an appreciation of the area in which they live, its history, its architecture, the ownership by the Wiradjuri people and some of the more exciting and contemporary activities which take place.

To build on our knowledge of this topic, Stage 1 went on an excursion to ‘Boundary Road Reserve’ where they learnt more about their natural environment and that of the Wiradjuri people.

The students discovered an array of flora and fauna and gained knowledge form our tour guide John Fry.

Year 3 Camp

55 Year 3 children went on a 2 day tent camp on a farm in the Yetholme area east of Bathurst in September. It was an Environmental Science Camp aimed at elevating the student’s level of understanding about the Australian Environment, camping life, team work and cooperating in an out-of-doors environment.

Stage 3 – Myuna Bay

On Monday 4th May, some very excited Stage 3 students and teachers gathered together to board 2 buses to begin a week of fun and excitement at Myuna Bay Sport and Recreation Camp.

Each day and night, the students were involved in a variety of challenging activities that developed their skills of sportsmanship, leadership and cooperation.

Support Class Excursions

The Support classes have been involved in a number of mainstream excursions as part of our integration program. 11 students from K/6H and 3/6P attended Myuna Bay Recreation Camp for 5 days and 3 students attended the overnight ‘Bush camp’ at Yetholme. Both experiences provided wonderful opportunities for the students to mix with their peers whilst developing social and communication skills, gross motor and team building skills as well as important friendships!
K/6H have also been fortunate to visit the Bathurst Regional Library for 2 excellent travelling exhibitions. The “Run away to the Circus” exhibition inspired K/6H to return to school and produce some wonderful ‘circus’ art.

A number of students from both classes also travelled to Wellington for the Oz Tag carnival where after winning four games became finalists in the Grand Final!

**Academic**

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

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

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

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

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

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

**Literacy – NAPLAN Year 3**

67 students sat the NAPLAN in 2009, outperforming the state in all areas. 54% of our students achieved in the top two bands, compared to 51% of students across the state. Most notable achievement was in the area of Grammar and Punctuation with 73% of Bathurst Public students achieving in the top two bands compared to 53% of the state.

![Percentage of students in bands: Year 3 reading](chart)

![Percentage of students in bands: Year 3 writing](chart)

![Percentage of students in bands: Year 3 spelling](chart)

![Percentage of students in bands: Year 3 grammar and punctuation](chart)
Numeracy – NAPLAN Year 3
Year 3 NAPLAN Numeracy results were again pleasing with 45% of the 67 students at Bathurst Public achieving in the top two bands, compared to 41% of the state. Results in all areas were above state average.

Literacy – NAPLAN Year 5
62 Year 5 students sat the NAPLAN in 2009 with 18% achieving in the top two bands, which was in line with students across the region. The Reading aspect demonstrated the greatest strength with 23% of students in the top two bands.
Numeracy – NAPLAN Year 5
Year 5 NAPLAN Numeracy results, although below the state were above the region, with 21% of students achieving results in the top two bands. Both girls and boys out performed the region in the Number, Patterns and Algebra aspect with 20% of girls and 32% of boys achieving in the top two bands compared to 18% and 22% across the region.

Progress in literacy
Of the 62 students who sat the NAPLAN in Year 5, 49 of these students were enrolled at Bathurst Public School in 2007 when they sat the Year 3 NAPLAN. Of these, 29 students had a growth of one or more bands. This percentage was above the state average.

Progress in numeracy
Although Year 5 Numeracy results were below the state, the growth achieved between the Year 3 and Year 5 testing period was well above that of the state average. Of the 49 students who were enrolled at Bathurst Public during the Year 3 NAPLAN testing period, 33 of these achieved growth of one or more bands, with 18 of these having achieved growth of two or more bands.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
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Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<td>Numeracy</td>
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Significant programs and initiatives

Aboriginal education

Bathurst Public School has 9% of its population that identifies as Aboriginal. Aboriginal perspectives and culture is taught across all Key Learning Areas.

Bathurst P&C applied for and won a Country Arts Support (CASP) grant. This grant, supported by Outs Art West, enabled us to employ an Indigenous Artist in Residence.

William “Bubba” Kennedy set up his studio in our school for two days giving each student the chance to observe his art practice and to ask questions about his art and Aboriginal culture. Two murals were designed. The first is about the Macquarie River and includes animals found locally around the river. The other is about a goanna, which is the Wiradjuri totem and reminds us we are all on Wiradjuri land.

The murals have been installed in the Covered Outdoor Learning Area (COLA).

Multicultural education

Multicultural perspectives are taught across all Key Learning Areas. Tolerance and cultural diversity are promoted through special events and celebrations.

Children with English as a Second Language have received additional support from our ESL teacher throughout the 2009 school year.

Korean Language Program

In 2009, Bathurst Public School has introduced a Korean Language Program as a Language Other Than English (LOTE) for all children in Year 2 to Year 6.

All children learned the basic Korean alphabet, new words and cultural aspects each week. A wide range of Korean Cultural studies were also introduced with the language which broadened the knowledge of the learners.

Using technology in the classroom helped to interact with overseas students. We had regular Video Conferencing (VC) classes with our sister school, Bojeong Elementary in Korea. The VC classes are occurring every term and the students are excited in participating.

The Korean program not only supports students in the understanding of Asian culture, specifically Korean but also in becoming globalised citizens.

Respect and responsibility

Bathurst Public School provided a number of programs that enabled children to develop respect and responsibility. These included:

- Year 6 running student based activities
- Kindergarten and Stage 3 children participating in a Kinder buddies program
- Students performing on stage
- Development of values through weekly awards.

Support Classes

Bathurst Public School has two support classes catering for the needs of students with intellectual disabilities at mild and moderate levels. As well as teaching literacy and numeracy at the appropriate level for each student, the IO class program engages children in a wealth of activities to promote the development of the whole child.
These include gross and fine motor skills, speech, swimming, cooking, excursions into the community and integration in whole school events and performances.

The IM class offers intensive support to students in literacy and numeracy. Students are also engaged in modified programs in HSIE and Science and Technology. CAPA and PDHPE provide students with opportunities to express themselves and demonstrate individual strengths.

Students are encouraged to participate in whole school sport, intensive swimming, assemblies, excursions and concerts. This inclusiveness benefits the students by improving self-esteem and promoting a sense of belonging and also develops acceptance, tolerance and caring in the wider school community.

Progress on 2009 targets

Target 1

*BPS Year 3 and Year 5 NAPLAN results in Spelling are at State Levels.*

Our achievements include:
- Year 3 Spelling results were above State Levels, with 60% of Bathurst Public School’s Year 3 students achieving in the top two bands, compared to only 51% of the State.
- Year 5 Spelling results were below State Levels with 21% of our students achieving in the top two bands compared to 37% of the State.

Target 2

*95% of Year 3 students achieving in Band 2 or higher in the 2009 NAPLAN and 95% of Year 5 students achieving in Band 4 or higher in the 2009 NAPLAN*

Our achievements include:
- 94% of Year 3 students achieving in skill bands 2 and above in Literacy and 91% in Numeracy.
- 90% of Year 5 students achieving in skill bands 4 and above in Literacy and 93% in Numeracy.

Target 3

*80% of children have the opportunity to learn a Language other than English.*

Our achievements include:
- 80% of children involved in the Korean Language program.
- 80% of children involved in video conferences with our sister school Bojeong Elementary school in Korea.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Planning.

Educational and management practice

Through discussions within the executive, staff and P&C meetings, the effectiveness of the school’s planning was reviewed.

Findings and conclusions

Parents were generally very positive about the planning and believed that we worked with parents, staff and children to maximise a child’s school experience.

Staff were also extremely positive agreeing that the entire staff planned effectively. The staff were also positive regarding the amount of planning the executive carry out.

Future directions

In the future, the school executive is going to encourage more planning in stage and year groups.

An emphasis is also going to be placed on ensuring staff have the opportunity to plan activities to continue to develop their skills.

Curriculum

Background

Human Society and Its Environment (H.S.I.E.) is one of six Primary Key Learning Areas (K.L.As). This key learning area involves the study of people, cultures, societies and environments. Studies in this area encompass people and environments (human and natural) over time.

The aim of HSIE is to develop in students the values and attitudes, skills and knowledge and understanding that:
- Enhance their sense of personal, community, national and global identity;
- Enable them to participate effectively in maintaining and improving the quality of their society and environment.

Findings and conclusions

At Bathurst Public School, the syllabus, the School’s Scope and Sequence document and Connected Outcomes Group (COGS) units inform the teaching and learning activities for each stage.
level. Each Stage Team collaboratively determines an agreed approach towards the selection of the topics for their students. In order to best cater for the learning needs for the students in each of the stages, flexibility is required to ensure optimal sharing of resources and inclusion of special events e.g., the Olympic Games.

The current position of K-6 is somewhat fragmented with each stage working as a united, but autonomous grouping. Many staff expressed a preference for a return to the School’s Scope and Sequence Units of Work which were developed in consultation with Consultancy staff previously. It was felt that the content of these units had more relevance for students in a regional area.

Future directions
The feasibility of incorporating the multi-stage COGS Units, will be investigated as a means for providing options to across stage composite groupings. Units of work which support the Scope and Sequence should be collated and stored as an accessible document for all staff.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
Parents are extremely pleased with the variety of opportunities children were offered.
Parents were happy with the safe and secure learning environment which has been developed at Bathurst Public School.

Professional learning
All staff were extensively involved in professional learning programs throughout 2008. The programs included:
- OH&S training
- Child Protection Training
- The Teaching of Literacy
- The Teaching of Numeracy
- Best Start training
- Student reporting
- NAPLAN analysis
- Collegiate meetings for Principal
- Integration and Special needs support
- Reading Recovery and STLA training
- Additional ERN training
- Creative Arts and Music
- Anaphylaxis training
- Emergency Care and CPR training
- Boys Education

School development 2009 – 2011

Targets for 2010

Target 1
80% of Kindergarten children Reading at RR level 5 or above.
Strategies to achieve this target include:
- Language Programs implemented to address the needs of the Kinder children.
- Continued implementation of the Jolly Phonics Program.
- Occupational Therapy support obtained to meet the needs of children and provide Professional Learning for staff.
- Speech Therapy support obtained to meet the needs of children and provide Professional Learning for staff.

Our success will be measured by:
80% of children reading at RR Level 5 or above.
Occupational Therapy and Speech Therapy obtained to support the needs of children and staff.
Language results for children in Kindergarten significantly improve.

Target 2
85% of Year 3 students achieving Band 2 or higher in the 2010 NAPLAN Numeracy and 80% of Year 5 students achieving Band 4 or higher in the 2010 NAPLAN Numeracy.
Strategies to achieve this target include:
- Maths groups formed according to ability levels.
- Maths group time allocated per day
- Resources purchased to supplement the teaching of Maths
- Professional Learning support to address the needs of staff.

Our success will be measured by:
Increase in the number of children in the higher levels of NAPLAN Numeracy.
• New resources being utilised within the classroom teaching/learning programs
• Decrease in the number of children in the lower skill bands of the NAPLAN Numeracy in both Year 3 and 5.

Target 3

Professional Learning occurs in the Positive Behaviour Learning Program at Bathurst Public School.

Strategies to achieve this target include:
• A team of staff are trained in the Positive Behaviour Learning (PBL) Program
• The PBL program is introduced and implemented at Bathurst Public School.
• 100% of staff use PBL language and systems ensuring whole school consistency of approach to behaviour
• A new Merit System is developed for use at Bathurst Public School based on the PBL model.

Our success will be measured by:
• 100% of staff using the PBL system.
• School and classroom rules being streamlined.
• A new Merit system is developed that is consistently used across the school.
• A decrease in negative behaviours and children on Playground detention.

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

Kate White, Principal
John Wilkinson, Assistant Principal
Margaret Cafe, Assistant Principal
Fiona Proctor, Assistant Principal
Geoff Adams, Classroom Teacher
Lisa Roberts, Classroom Teacher
Fiona Bennett, Classroom Teacher
Fernanda Thomas, Classroom Teacher
Linda Keogh, Classroom Teacher
Tammy Simmons, Classroom Teacher
Marilyn Johnson, Classroom Teacher
Robbie Henderson, Support Class Teacher
Belinda Henry, Support Class Teacher
Maureen McMullen, Classroom Teacher
Jeong Song, Korean Teacher
Shelley Chaffey, School Learning Support Officer
Yetta Adams, ESL Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: