Bathurst Public School
Annual School Report

2011
Messages

Principal’s message
The 2011 school year has again been an extremely busy and successful one for us all.

Our school population continues to grow as do the wonderful and diverse range of programs and accolades we receive throughout the year.

This year has possibly been one of the most emotionally draining years for our entire school community with the passing of our very dear friend, colleague and teacher Mrs Maureen McMullen. Mrs McMullen had been a teacher at Bathurst Public School for 37 years. A tree donated by the McMullen family has been planted below the new hall and our new hall will be known as the ‘McMullen Hall’. This is a wonderful tribute to Maureen who holds a very special place in all our hearts and will ensure she is never forgotten.

A special thank you must be extended to all our children on another highly successful year. The work that has been produced has been outstanding and the results achieved incredible. The children at Bathurst Public School always strive to do their very best and this is why our school are ‘Leading the Way’ in Public Education.

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

P & C and/or School Council message
Firstly the P&C would like to acknowledge and thank the staff at Bathurst Public School for a truly successful year. Your commitment to our children is exceptional and it is why public education is leading the way in Bathurst.

Secondly we would like to thank each and every person who has volunteered and helped out at the many functions the P&C has run or assisted the school to run during the year. Many hands do make light work.

Thirdly I would like to thank the small but dedicated crew who turn up to every P&C meeting come fair weather or foul to discuss what is going on at the school and to brainstorm about how we can help, because it is the P&C’s aim to support the students, staff and families of the school.

The P&C has made monetary donations for resources used to help student’s learning and to students to help with the costs of representing BPS at State level for sports and cultural events. For example, the P&C helped fund the recorder and violin group’s participation in the Festival of Instrumental music at the Opera House. As well at the choir’s participation in the Choral Festival also held at the Opera House.

The P&C ran the Book Club and Book Week Book Fair and earned commission that has enabled us to put resources into our classrooms.

The P&C has continued to support BPS families with the healthy canteen, second-hand clothing pool, and the sale of school hats.

Looking to 2012 the P&C will continue to meet every third Wednesday of the month during term. As always, all are welcome to come along.

Melanie Baines
P & C 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

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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
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<tr>
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<tr>
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<td>4C</td>
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<td>5/6G</td>
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<tr>
<td>5/6H</td>
<td>6</td>
<td>17</td>
<td>31</td>
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</tbody>
</table>

Structure of classes

All classes from K-6 are mixed ability groupings. However, during the designated Mathematics time, extra groups are formed and catered for according to needs.

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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<tr>
<td>Principal</td>
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<td>Classroom Teachers</td>
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<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce. There are no Aboriginal staff attached to Bathurst Public School.

**Staff retention**

One classroom teacher position became vacant in 2011 and it was filled through the merit selection process.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</tr>
</tbody>
</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>30/11/2011</th>
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**Income**

- Balance brought forward: $127,460.45
- Global Funds: $331,889.62
- Tied Funds: $219,234.04
- School and Community Sources: $154,870.22
- School Operated Canteen: $0.00
- Interest: $11,200.40
- Trust Receipts: $38,848.54

**TOTAL Income**: $756,042.82

**Expenditure**

- Teaching and learning
  - KEY LEARNING AREAS: $17,989.01
  - EXCURSIONS: $41,320.25
  - EXTRA CURRICULA: $68,672.62
- Library: $3,619.58
- Professional Learning: $12,488.43
- Tied Funds: $222,155.72
- Short Term Relief: $74,012.25
- Administration and Office: $150,894.51
- School Operated Canteen: $0.00
- Utilities: $71,364.46
- Maintenance: $50,204.57
- Trust Payments: $38,435.58
- Capital Programs: $22,232.84

**TOTAL Expenditure**: $773,409.82

**BALANCE CARRIED FORWARD**: $110,093.45

A full copy of the school’s 2011 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 2011**

**Achievements**

**Creative and Performing Arts**

**Recorder Groups**

This year our Recorder group delighted audiences, performing at School Assemblies and the Festival of Instrumental Music held at the Opera House in Sydney. The trip to the Opera House proved to be the highlight of the program. Students travelled to Sydney and performed with a recorder ensemble of over one thousand students from across NSW. These students from Years 3-6 were excellent representatives of their school.

The Recorder Groups also competed in the Bathurst Eisteddfod, where they were awarded 2nd place.

**Dance**

This year we have had 60 children from Stages 2 and 3, plus all our kindergarten students, in our dance program and it has been a very exciting year.

Our dancers have performed at the Western Region Dance Festival, the Bathurst Eisteddfod and the Bathurst Spring Concert.

Once again we charged students a small fee to participate in the program and used this fee to
employ a dance teacher, Ms Chelsea Capper, to teach dance at our school. We also use this money to costume our students, and we had enough this year to employ Chelsea to give all our Stage 2 students a dance lesson during their sports time in Term 4.

The highlight of the year has been the successful Audition for our Year 6 Dance Group to perform at Schools Spectacular. It was a wonderful experience for those students and staff involved, and a reflection of the standard of dance that is being taught at Bathurst Public School.

Violin

Bathurst Public violinists have had a great year. One of the big highlights of 2011, was our trip to the Opera House as part of the Instrumental Festival. This was a great experience for all involved and one we are keen to repeat in 2012. Other highlights include 1st and 2nd place in the Bathurst Eisteddfod and performing at the School Concert. Term 4 saw the program expand to include our first, of hopefully many, cello students.

Choir

This year our Primary choir was honoured to be selected to perform at the Sydney Opera House Choral Festival. A repertoire of eleven songs with intricate harmonies became our sole focus during the first two terms. We joined three other Bathurst schools for a combined rehearsal day with conductor Ian Jefferson, and then in August travelled to Sydney for our performance. Being part of such a large choir of voices was an experience to remember and those who were lucky to be in the audience all commented on how impressed they were with the concert and our students.

Both Infants and Primary Choirs performed well at the Bathurst Eisteddfod, with the Small Primary Vocal Group being awarded First Place.

School Band

This year both Senior and Junior Bands performed exceptionally well, with the senior band winning this year’s Bathurst Eisteddfod. We currently have over sixty children in the band program and already have a number of students who will start the program next year.

The School Concert

This year’s school concert was once again a huge success, with students performing to a sold out audience. Kindergarten students showed off their Eisteddfod winning dance skills with memorable performances of “Barbie Girl” and “Bob the Builder” whilst Year 1 delighted us with their moves in “Catch a Brainwave”.

Year 2 treated us to a unique fusion of hip hop and percussion in “Broom Broom Sweep the Room”.

Students from the Support Unit brought a tear to the eye of many parents, when they used Sign language to perform the song “From a Distance”.

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The Year 3 concert item, “Where the Wild Things Are”, was a wonderful combination of drama, dance and singing, whilst Year 4 students entertained the audience with their singing and dancing performance of a medley from “Mary Poppins”.

Year 5 students gave audiences a preview of their Eisteddfod winning Verse Speaking and Year 6 rocked the house with a performance from Hairspray the musical.

**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 PSSA events provide students with exceptional skills to compete at high levels.

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

**Swimming**

Our school had 35 children qualify to attend the District Swimming Carnival with 4 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 with 1 student qualifying to attend the NSW PSSA Swimming Championship at Homebush.

**Cross Country**

Cross Country this year was held at Mt Panorama. All students participated with 42 students being selected to participate at the District Cross Country Carnival held at Mt Panorama. Of those students, 8 went on to compete at the Regional Carnival in Wellington. Two of the students were successful in qualifying for the State Cross Country Carnival at Eastern Creek.

**Cricket**

Our Cricket Team had another good year in the NSW PSSA Knockout Competition. Two boys were selected to represent Western Region at the NSW PSSA Cricket Championships.

**AFL**

Three AFL teams were entered this year in the Paul Kelly Cup.

Five of our AFL students were selected to represent our school and compete at the NSW PSSA AFL Championships held at Blacktown.
Rugby League

Our Rugby League Team competed in the NSW PSSA Knockout Competition. They were beaten in an excellent game in Round 3.

We had two children selected to represent Western Region in the PSSA U11 Team.

Wudhagaragara award

The Wudhagaragara award for Outstanding Achievement in Sport is presented to a student who has displayed notable aptitude, good sportsmanship and an outstanding achievement in their chosen sporting field. This year, the Western Region awarded the Primary Junior Female award to one of our Year 6 students.

Other

Public Speaking

Bathurst Public School was involved in the CWA Public Speaking Competition in 2011. We had children from each year group represent our school at the zone finals.

We also had two children take part in the Multicultural Perspectives Public Speaking Competition.

Debating

Once again our school competed in the Premiers Debating Challenge. Our two teams, Bathurst Blues and Bathurst Whites, travelled to Orange, Blayney and Cowra, with the Blues winning 2 out of 4 debates and the whites winning 3 out of 4. Two of our speakers were named ‘Speakers of the Debate ‘on several occasions, with one being selected for the Regional Debating team.

Easter Hat Parade

The 2011 annual K-2 Easter Hat Parade was held on a beautiful Autumn day. It was supported by hundreds of parents, grandparents, caregivers and friends of Bathurst Public School. The children all came to school with magnificent and very creative Easter hats they had prepared at home. They all proudly paraded their hats in class groups and then delighted the audience with a selection of fun and groovy dance routines. Our monster egg raffle had over 100 prizes and raised an impressive total of $1451.70. All money was donated to Stewart House.
Book Week

In Book Week the children were introduced to the short-listed book that were appropriate for their age. Activities were completed by many children to accompany some of these books. Again this year culminated with our Book Character Parade and Book Fair. The book fair rewards, allowed many new resources to be added to the school’s reading collection.

Our school also had the award winning author Patricia Bernard visit to run writing workshops for our children.

Camps and Excursions

Year 2 - Miss Traill’s House

As a culmination of our unit “Families Past and Present” Year 2 went to Miss Traill’s House to experience life in the 1900’s. Miss Traill’s House and Garden remains a fine example of one of the few Victorian-era homes within Bathurst that is largely unaltered. It reflects a long line of social, economic and genealogical associations with the Sharpe, Kite and Lee families and their descendants, stretching to Miss Traill, who had the foresight to preserve this tangible memorial to her family.

The students dressed in period costumes, looked at family memorabilia and experimented with historical kitchen appliances. It was wonderful to see the students discussing with one another the differences to the way we all live now.

Year 3 Camp

On Thursday, 22 September, 53 excited students set off on the bus for the Year 3 camp to Yethome. As we arrived the students were greeted by the beautiful view from the Baines/McAdam family property, who have, for the last five years, generously hosted our Year 3 camp.

Students’ first task of the day was erecting their tents and independently stowing their belongings. They were given a demonstration on safety and first aid, discussed the camp rules and handed out the camp work booklets. Once the students had explored their surroundings, the students were placed into groups and participated in the set activities prepared by the teachers. These included, bush walking, a mini-beast hunt, sketching and creative arts. The students enjoyed a walk at night guided by the moon, singing, and eating marshmallow and damper by the camp fire. Throughout the two days the students were well-behaved and enjoyed interacting with nature and being independent.
The beautiful weather and well-planned activities made the Year 3 Camp memorable. Without the help of parent volunteers and P&C members it would not have been possible.

**Stage 3-Myuna Bay**

On 5th September, 96 Stage 3 students and 6 teachers set off to Myuna Bay for a week of fun and adventure. Students were pushed to overcome fears, to try new things and to work together as a team. In groups, the students participated in a variety of activities, from fishing to archery. Teachers were entertained by the students’ efforts in canoeing and amazed at the bravery of students as they pushed through their fears to attempt the giant swing and the high ropes course.

A highlight for all was the way in which students encouraged one another and worked together to achieve their goals.

We returned to school, after five fun filled days, with proud teachers, and students who had gained new confidence and independence.

**PBL**

The Bathurst Public School community, including staff, students and parents recognised the importance of working together to create and maintain a supportive, safe and positive learning environment. In 2011, Positive Behaviour for Learning (PBL) was implemented throughout K-6. This framework encompasses everything the school community does to meet the personal and social needs of the students and enhance their wellbeing. The students have been explicitly taught, behaviours and attitudes that are based on the school-wide expectations of RESPECTFUL, RESPONSIBLE, SAFE LEARNER. These expectations address behaviour in a positive manner with consistent consequences and positive reinforcement for all students. From these expectations, a set of rules has been developed for each school setting with posters being displayed throughout the building.

In 2012, our focus will be obtaining data to identify areas of improvement whilst embedding positive behaviour into the whole school environment.

**Reading Recovery**

In 2011, our Reading Recovery teacher successfully completed Reading Recovery Training. During her training year there were a total of 64 Year 1 students and of them, 8 were selected to access the Reading Recovery Program. 3 students were successfully discontinued, 2 students were referred to STLA, 1 student transferred into the Support Unit and 3 will continue with the program in early 2012.
**CARS Enrichment Program**

**C.A.R.S** (Creating Active Research Skills) is a Safe Computer Website based at Denison College using Moodle.

The **C.A.R.S** Enrichment group consisted of 24 children from Year 2 to Year 6 who exhibited a range of skills and attitudes which would allow them to work independently with intelligence and creativity across a range of challenges.

The children chose activities or assignments and participated safely in online forums about their work with their peers and teachers.

**C.A.R.S** was based on the Multiple Intelligences Model and encouraged children to extend their knowledge and competencies to build confidence, teamwork and the sharing of ideas. Fun, research, application, creativity and commitment were encouraged and developed.

**Support Classes**

Bathurst Public School has three 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/AU class programs engage children in a wealth of activities to promote the development of the whole child. These include gross and fine motor skills, weekly swimming lessons, cooking, excursions into the community and integration in whole school events and performances.

The IM (intellectually mild disability) class offers intensive support to students in literacy and numeracy. Students are also engaged in modified programs in HSIE, Science and Technology, Creative Arts and PD/H/PE that provide students with the opportunity to express themselves and demonstrate individual strengths.

All students have the opportunity and are encouraged to also participate in special schools sporting carnivals including swimming, athletics, soccer, cricket and Oz Tag.

Students participate in whole school sport, intensive swimming, assemblies, excursions, Eisteddfods, and school 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 community. These experiences provide wonderful opportunities for students to mix with peers whilst developing social and communication skills, gross motor and team building skills as well as important friendships!
Academic

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

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

Yr 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

58 Year 3 students sat the NAPLAN in 2011. Results in Spelling were particularly pleasing, with a greater percentage of students achieving in the top 2 bands compared to 2010.
Literacy-NAPLAN Year 5

69 Year 5 students sat the NAPLAN in 2011. Results were particularly pleasing in Reading, and in Grammar and Punctuation, with the percentage of students achieving in the top two bands increasing to equal that of state.
Progress in Literacy - Years 3-5

Of the 69 Year 5 students who sat the NAPLAN in 2011, 67 attended Bathurst Public School in Year 3. Their progress from Year 3 to 5 was particularly pleasing in Reading, with School growth being greater than that of State.

Numeracy-NAPLAN Year 3

Of our 58 students who sat the Numeracy NAPLAN test in 2011, 31% achieved in the top two Bands. This was slightly lower than the State and above District and Region’s results. Our students performed better in Number and in Patterns and Algebra with 32% achieving in the top two bands.

Numeracy – NAPLAN Year 5

Of the 69 Year 5 students who sat the NAPLAN Numeracy test, 19% achieved in the top two bands, which is a similar result to 2010. Students performed better in Number, Patterns and Algebra with 29% of students achieving in the top two bands.
Progress in Numeracy – Years 3-5

Of the 67 students who attended Bathurst Public School in Year 3, 64% achieved growth that was greater than or equal to expected growth.

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.

Students from our Support classes who received exemptions, are not included in these tables.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
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</thead>
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<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Aboriginal education

NAIDOC day celebrations were a highlight of the year. The day commenced with a Welcome to Country by one of our local Wiradjuri elders and a performance by the Bathurst West Public School Aboriginal Dance Group. Students then rotated around traditional activities that ranged from eating Johnny Cakes to painting using Aboriginal Designs. The day concluded with an afternoon of Aboriginal Games and sport, coordinated by one of our Aboriginal parents. Students and teachers had an enjoyable day learning about the Aboriginal Culture. Thank you to our Aboriginal community members who helped make this special day possible.

Multicultural education

Korean Language Program

Children have been learning more about the Korean culture, language and its people. Video conferencing classes were held once every term throughout the year and it was great to witness the autonomous learning as students prepared their presentation on their own by using technology.

We also had a wonderful opportunity to host twenty eight students and two teachers from Korea in term three. It was a great chance for Bathurst Public School students to be exposed to the culture for three weeks.

Other programs

Transition Programs

Smart Start

Smart Start is a program that is run at Bathurst Public School 3 half days per week, for eligible Kindergarten enrolments. The program operates over 8 weeks during Terms 3 and 4 and aims at familiarising children with the school environment and with the routines expected of them in a school setting. Teachers are also able to meet students and identify issues for early intervention.

This year the program catered for 63 children.
Iexplore
In partnership with Denison College Bathurst Campus, Year 6 students participated in the Iexplore transition to high school program. Year 6 students attended the High School one day a term, giving them the unique opportunity to become familiar with the physical layout of the school and meet new teachers, whilst being exposed to subjects they are expected to study in Year 7. Communication between Bathurst Public Year 6 teachers and Year 7 teachers was also optimised, ensuring smooth transition for students into Year 7, 2012.

Year 5 students who demonstrated talent in the areas of Science, Drama, Dance and Music participated in the Iexplore enrichment program. The students attended Bathurst High school along with targeted students from other Primary Schools for intensive lessons with specialist teachers.

Both Iexplore programs were deemed a success and will continue in 2012.

Progress on 2011 targets
Target 1
80% of Kindergarten children reading at Reading Recovery Level (RRL) 5 or above.
82% of our students achieved Reading Benchmarks at or above RRL 5.

Our achievements include:
• The implementation of the L3 program in Kindergarten classrooms

Target 2
NAPLAN results for Numeracy show 45% of Year 3 students achieving in the top two bands and Year 5 growth from 2009-2011 at or above expected growth.

Year 3 target was not met, with 31% of students achieving in the top two bands.

Over 50% of Year 5 students achieved at or above expected growth from 2009-2011. This however, was below the Average growth for State.

Target 3
NAPLAN results for Writing show an increase the percentage of Year 3 and Year 5 students achieving in the top two bands.

Target for Year 3 students was not met, with only 41% of students achieving in the top two bands.

Year 5 target was reached with 19% of students achieving in the top two bands.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations about our School Planning and English

Educational and management practice
Background
Although overall, there were some positive improvements in student performance over the 2011 school year, teachers felt we needed to develop a more collegial and systematic approach to school planning.

Findings and conclusions
• KLA committees were not active
• Decisions were sometimes made at an executive level without staff consultation
• Stage groups did not feel they had enough time to collaboratively plan

Future directions
• KLA teams to have representatives from each Stage group
• Teams to meet once a term to review progress on strategies in School Management Plan
• NAPLAN data to be analysed by Literacy and Numeracy teams.

Curriculum

English

Background

Student performance in the area of Literacy was investigated by a team of teachers, analysing data and discussing teaching practices across the school.

Findings

School trend data indicates that the number of Year 3 students achieving above proficiency in most strands has declined over the past three years.

There is a disparity between Benchmark data and performance of Year 3 students in NAPLAN reading. Not all students reading at PM30+ at end of Year 2 achieved in the top two bands.

Not all students completed the Reading component of NAPLAN.

Not all students reading at PM30+ at the end of Year 1 in 2009, scored a Band 6 in the Reading.

Year 3 Reading results showed students who received Multilit made significant improvement in class assessments.

60% of Kindergarten students, 65% of Year 1 students and 88% of Year 2 students reached regional benchmarks in 2011.

Conclusions

There could possibly be an Inconsistency in the Benchmarking of students.

Students need to be exposed to a variety of text types.

Although some students are confident readers, they are not comprehending the three levels of questions.

Students need to improve their reading fluency.

Enrichment opportunities should be provided for students achieving above grade level.

The Multilit program successfully supports student learning outcomes.

Language programs need to be implemented in Kindergarten.

Future directions

Provide Professional Learning for staff on Benchmarking.

Audit reading resources and purchase texts where deficits are found.

Implement an online homereading program.

Implement Gail Brown programs into Years 1-6: Fluency and Questioning Skills (developing Comprehension skills).

Plot Stage 1 students on the Best Start continuum to monitor progress.

Differentiate curriculum to support students working above grade level.

Develop a whole school Grammar and Punctuation Scope and Sequence.

Facilitate Planning days for teachers in a Stage group.

Incorporate the Multilit program into the Student Support program.

Expand parent Multilit tutor program.

Parent, student, and teacher satisfaction

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

Their responses are presented below.

89% of parents believe that Bathurst Public School has high expectations for students. However, almost 50% did not believe the Merit system recognised all students and 57% did not believe the system was implemented consistently across the school.

Parents would also like to see awards given for social development, effort and improvement, as well as for sporting and academic achievement.
**Professional learning**

The staff at Bathurst Public School have been involved in numerous Professional Learning opportunities in 2011. These include:

- OH&S training
- PBL
- NAPLAN Analysis
- Collegiate meetings for Principal
- Integration and Special needs support
- STLA training
- Anaphylaxis training
- Emergency Care and CPR training
- Technology
- Literacy, Language Learning (L3)
- Gifted and Talented Kindergarten (GTK)
- Maths Matters
- Gail Brown’s Reading Fluency Program

**School planning 2012—2014**

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

**School priority 1**

**Literacy**

**Outcome for 2012—2014**

*Increased levels of overall literacy achievement for every student in line with state and regional targets*

**2012 Targets to achieve this outcome include:**

- **Year 3**
  - To increase the proportion of Year 3 students in proficiency bands in all areas by 8%
  - To reduce the percentage of students achieving at or below National Minimum standards in Reading

- **Year 5**
  - To increase the proportion of Year 5 students in proficiency bands for Writing from 19% to 24%
  - To improve average school growth in Spelling and Grammar and Punctuation, to equal that of State

- **Year 7**
  - To increase the proportion of students in proficiency bands of Writing from 8% to 18%
  - To maintain Average School Growth of students moving from Year 5 to Year 7

**Strategies to achieve these targets include:**

- Implement Gail Brown’s Questioning Skills program in Years 2-6, during Terms 1
- Implement Fluency Reading program in Yrs 1-6 during Terms 1 and 4
- Plot K-2 student growth on Best Start continuum, each term
- Provide Reading Recovery for between 10-15 Year 1 students
- Implement Multilit program using STLA, SLOs and Parent Helpers
- Implement an Online Home Reading program for students from Kindergarten to Year 4
- Provide intensive Language support for Kindergarten students through in class Speech Therapist program
- Support students with Language needs through the employment of a Speech Therapist for 1 day per week
- Implement L3 program in all Kindergarten classes
- Identify Kindergarten GATs students through administration of GTK tasks
- Collaboratively plan, program and assess student work in stage groups
- Increase support of Aboriginal Students through the implementation of the MULTILIT program
- Participation of Years 5 and 6 GATs students in i.xtend program
School priority 2

Numeracy

Outcome for 2012–2014

Increase levels of overall numeracy achievement for every student in line with state and regional targets.

2012 Targets to achieve this outcome include:

Year 3
- To increase the proportion of Year 3 students in proficiency bands
- To reduce the percentage of students achieving at or below National Minimum standards to 15% or less

Year 5
- To increase the proportion of Year 5 students in proficiency bands from 20% to 30%
- To reduce the percentage of students achieving at or below National Minimum Standards to equal or better than that of State

Year 7
- To increase the proportion of students in proficiency bands from 16% to 25%
- To reduce the percentage of students achieving at or below National Minimum Standards to 18% or less
- To maintain Average School Growth that is above that of State

Strategies to achieve these targets include:
- Maintain set Mathematics time across the school
- Provide professional learning in Maths Matters: Measurement and NAPLAN analysis
- Continue to form ability groupings for Mathematics sessions
- Timetable collegial planning time
- Plot student progress in ES1 And S1 on the Best Start Continuum

School priority 3

Engagement

Outcome for 2012–2014

Increased opportunities to ‘connect’ students with learning through integrating the use of technology into quality teaching

Increased levels of attendance in line with state and regional targets

2012 Targets to achieve these outcomes include:

Attendance of K-6 children to be at or above state average.

Strategies to achieve this target include:
- Review Whole School Attendance once a month during Executive meetings
- Student attendance discussed and monitored during each Stage meeting
- Implement procedures from BPS Attendance Action Plan
- Update ICT Scope and Sequence
- Provide professional learning for teachers in the use of the SMARTBoard, Connected Classrooms and new software.
- Increase number of computers in the Lab to 30
- Purchase additional SMARTBoards so that every class has access to technology

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
Sharon Cafe, Assistant Principal
Jodie Goninan, Assistant Principal
Margaret Cafe, Assistant Principal
Margaret Keech, Assistant Principal
Belinda Henry, Relieving Assistant Principal
Geoff Adams, Classroom Teacher
Lisa Roberts, Classroom Teacher
Fiona Bennett, Classroom Teacher
Kathryn Newton, Classroom Teacher
Tammy Simmons, Classroom Teacher
Marilyn Johnson, Classroom 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: