Our school at a glance

Messages

Principal’s message

The 2012 school year has again been an extremely busy one for us all. I constantly find myself saying that we will not be able to better the previous year in all academic, sporting and cultural pursuits but our children every year are more successful.

We have had children achieve at and above state level in the National Assessment Program, Literacy and Numeracy, as well as the Australasian Competitions; One of our students was placed 1\textsuperscript{st} in the Australasian Computer Skills Assessment for New South Wales and the ACT. Culturally, we have entered more children into the Bathurst Eisteddfod this year than in any previous year and attended the Instrumental Festival of Music at the Opera House with our largest contingent of Strings and Recorder players. We have also sent children to the Choral Festival at the Opera House and Dancers to the Schools Spectacular. In 2012, we had our first student involved in the NSW Public Schools Band.

We have had the largest contingent of children involved in our School Bands and continued to have two choirs, recorder groups, strings groups and five dance troupes. It has been delightful watching the children having fun whilst they learn. Our children definitely have a variety of opportunities to develop their music skills.

Our sportsmen and women have been equally impressive with more children representing our school at District and Regional Level than ever before. We have also had many children represent our school at State Carnivals in: Rugby League, A.F.L., Netball, Cricket, Swimming, Cross Country and Athletics. A fantastic year!

Other highlights this year have included the Book Week parade, Easter Hat parade and some personal favourites, the School Concert and School Fete. We are so fortunate that we have such a highly supportive parent body that always make these events successful and rewarding.

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.

To our Year 6 children, I say Goodbye and Goodluck. I wish you all the very best as you start your Secondary Education. I look forward to watching you grow and achieve great things in the coming years. Remember – ‘Reach for the Stars’.

To all the parents of BPS children, I sincerely thank you for your ongoing support and encouragement of not only the children, but the entire staff and the opportunities we offer your children. Without your support, we would not be so successful.

To the staff, may I express my heartfelt thanks for all your hard work. I could not ask for a better group of people to work with. Your friendship and support is greatly appreciated and you make coming to school each day a delight. Thank you for the outstanding job you do with the children. It is second to none!

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

Our school continues as an exciting, dynamic and growing community. It is the P&C’s privilege to participate in this as both servant and recipient.

2012 has been a transitional year for the P&C, with several long serving members handing over responsibilities to a next generation of enthusiastic volunteers. This has necessitated a clarification of goals and systems and has enabled a broadening of a shared load across the group, which has also significantly increased in size. The camaraderie of the group has successfully transferred as members have enjoyed working together on the traditional projects and inventing new things to do together in service of the school community.

A key purpose of the P&C is to act as a conduit between the school executive and the parents and citizens with an interest in the school. The Principal’s Report each month updates members on the activity of the school but also of the priorities behind, and outcomes of the school’s frenetic program. Discussion of the report also enables feedback to the executive to inform the ongoing framing of policy. Communication is vital for the healthy development of any community and the P&C plays a pivotal role in integrating the Bathurst Public School community through this two-way interchange. Through the P&C, parents effectively have a monthly, ‘personal interview’ with the Principal - a great and useful privilege to ensure the best possible education for a diverse range of kids.

Some of the P&C activity is specifically aimed at fundraising, and especially drawing funding from outside the school, complimentary to other fundraising coordinated by the students and staff within the school environment. Significant funds have been raised by the school during the year to supplement the ‘free’ education and provide essential resources and learning tools. Parents and staff of the school across the board have facilitated this, and the P&C has made its usual contribution. We have embarked on several new ventures through the year, and left a few traditional ones behind, assessed partly on opportunity and interest, and partly through a focussing of purpose and effectiveness. In particular, public events, such as the local Government Election and Bathurst Race Festival provided contexts through which we could reach into the pockets of people beyond the school community.

A significant focus of the P&C activity, though, is in activities that serve the school, rather than just fundraising, so providing Mothers’ and Fathers’ Day gifts; Fathers’ Day BBQ; the clothing pool; the healthy (and fun) Canteen; representatives for interview panels; welcoming new families; gifts for students; support for representative sportspeople, creative artists and academics; and a ready source of general volunteers; have continued as major endeavours of the group.

We have begun preparation for next year, feeling a little more coordinated as a team, and, with at least as much enthusiasm for the potential in the year to come. The membership roll is open and we are already working on ways to comfortably introduce new members to the group.

We are indebted to the exceptionally dedicated staff of the school (both academic and support) who continually exceed reasonable expectations and we thank them for their dedication, energy, and application of considerable skill and wit in the education of Bathurst Public School students. Congratulations to the students for the character with which they take up the opportunities provided, and for those leaving us this year, we wish you the very best as you venture into the world as an ongoing ambassador of the Bathurst Public School community.

Tony McBurney
P&C President

2
School context

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>154</td>
<td>181</td>
<td>187</td>
<td>203</td>
<td>204</td>
<td>217</td>
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Student attendance profile

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<th>Year</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>K</td>
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<td>94.3</td>
<td>94.5</td>
<td>94.9</td>
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<td>1</td>
<td>93.4</td>
<td>94.7</td>
<td>93.4</td>
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<td>2</td>
<td>93.5</td>
<td>93.3</td>
<td>95.5</td>
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<td>5</td>
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<td>92.2</td>
<td>91.5</td>
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<td>Total</td>
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<td>93.9</td>
<td>93.7</td>
<td>93.5</td>
<td>94.2</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.

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>
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<td>Assistant Principal(s)</td>
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<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2</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>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12</td>
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<tr>
<td>Total</td>
<td>43</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

One staff member identifies as Aboriginal at Bathurst Public School.

Staff retention
No classroom teacher positions became vacant in 2012.

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>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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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>
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<td><strong>Income</strong></td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<tr>
<td><strong>Expenditure</strong></td>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>168114.81</td>
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A full copy of the school’s 2012 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 2012

Achievements

Creative and Performing Arts

Recorder Groups

The school has operated two groups for recorder players in 2012. The year began with our more experienced, and some quite accomplished, players preparing for the Festival of Instrumental Music. The students learned a repertoire of pieces which they performed at the Opera House as part of the massed Recorder Choir. Other performance opportunities were the Primary Assembly, the Bathurst Eisteddfod and the Volunteers Thank You Morning Tea. A number of these students will move on to Secondary Education in 2013 and their participation and involvement will be greatly missed. Fortunately, we have a number of younger students who have taken up recorder in Term 4 and who will be eager to step up to the Recorder Ensemble and play at the Opera House next year.

Dance

2012 has been a very busy and successful year for dance at BPS. We once again, employed a qualified dance teacher to run our dance classes across the school. Our dance program this year grew to include Kindergarten, Year 1, Year 2, Year 3, Year 4 and Stage 3 Dance Groups. That means
that 200 children at our school had dance tuition with a trained dance teacher.

We performed at the Western Region Dance Festival, the Bathurst Eisteddfod and the BPS Spring Concert. We also performed a playground flash mob which was a lot of fun. The highlight of our year was the inclusion of our Year 6 Dancers in the Schools Spectacular performance, where our students performed with skill and confidence.

Violin

Bathurst Public School provides opportunities for students to receive private tuition in violin and cello. Nicholas Newell and Stephanie Baker teach a range of students of varying experience across Kindergarten to Year 6. The Strings Ensemble has had a number of opportunities for performance throughout the year. They have played at a Primary Assembly, the Festival of Instrumental Music at the Opera House and the Bathurst Eisteddfod. Enquiries for students wishing to become involved in the program of violin or cello tuition can be directed to Mr Newell.

School Band

Bathurst Public School Band has once again had a good year with 65 students now participating in the program. The band has performed in two play-outs this year and recently entertained the school community at Presentation Day.

The School Concert was a wonderful opportunity for the Senior Band to perform some challenging repertoire. It was pleasing to have some Junior Band members join the group on this occasion. Both groups competed at the Bathurst Eisteddfod with the Senior Band achieving a creditable second place with very positive feedback on the entertainment value of the chosen pieces. The Junior Band performed like seasoned players and were appropriately Highly Commended.

Some talented players have been involved in extension activities such as Serious Fun, Chill Factor and Kelso High School Band. One student was chosen to perform in a State Band as part of the Festival of Instrumental Music Program at Sydney Opera House.

Choir

Our Primary Choir this year had many memorable performances. These ranged from competing at the Bathurst Eisteddfod, to singing Christmas carols for the residents of St Catherine’s nursing home. Students worked hard on developing new harmonies and delighted many audiences. Once again, our choir was selected to perform at the Sydney Opera House, Choral Festival. We joined three other Bathurst schools for a combined rehearsal day with conductor Ian Jefferson and then in October, travelled to Sydney for our performance. Being part of such a large choir of voices was a unique experience and one to remember.

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The contributions of the team of music teachers, band captains and our parent volunteer, are valued and acknowledged.

School Concert

The 2012 School Concert was once again a huge success, with students performing to a packed house. The opening musically vibrant items by the school band, “Beach Boys on Stage” and “My Heart Will Go On”, set the mood for the night. Kindergarten students showed off their enthusiastic dance skills with memorable performances of “Everybody Dance Now” and “Boot Scootin Baby”. Year 1 dance group delighted us with their moves in “Jump” and delighted the listeners with “I’m a Song – Sing Me” and Year 2 dancers pumped it up in their item “Pump It”. Year 3 and 4 dance groups wowed the audience with their routines “La La La” and “Rock Stars”.

Year 2 treated us to a spectacular presentation of “The Lion King” complete with all the African animal characters and amazing scenery reminiscent of the original movie.

Stage 2 presented an historical item “Early Colonial Australia” which included many well known songs from yesteryear, authentic costuming of the era and re-enactments of significant events from early white settlement times.

Students from the Support Unit presented “Alien Attack” – a theatrical presentation integrating stunning costuming, creative movement, verse speaking and percussion.

Year 5 students gave audiences a preview of their Eisteddfod Verse Speaking “Mc Cavity’s Mystery Cat” and Year 6 rocked the house with their performance “Countdown”.

The violin and recorder groups presented musically arranged items from the Festival of Instrumental Music repertoire. Beginner violin students delighted the audience with their item “Snooker Table”.

The sound of sweet voices filled the theatre when the Primary Choir performed “59th Street Bridge Song” and the Infants Choir were thoroughly entertaining with their item, “Possum”.

Sport

Developing active, healthy students who enjoy physical activity was the focus of our 2012 sport programs. Students at Bathurst Public were 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 provided students the opportunity to represent the school at district, regional and state level.

An outstanding year was had by the children at Bathurst Public School.
Swimming
Our school had 31 children qualify to attend the Bathurst District Swimming Carnival with four children named as District Champions. Bathurst Public School was awarded the trophy for District Swimming Champions and also won the handicap point score. 2012 is the fourth year in succession that we have won both trophies, an outstanding effort. We had 19 children qualify to attend the Regional Carnival in Dubbo. At this carnival nine students qualified for the Western Region team to swim at the NSW PSSA Swimming Championship at Homebush. Bathurst Public School was awarded the trophy for District Swimming Champions and also won the handicap point score. 2012 is the fourth year in succession that we have won both trophies, an outstanding effort. We had 19 children qualify to attend the Regional Carnival in Dubbo. At this carnival nine students qualified for the Western Region team to swim at the NSW PSSA Swimming Championship at Homebush. Bathurst Public School was represented in both individual and relay events.

Cross Country
Cross Country this year was held at Mt Panorama. All students participated with 40 students being selected to participate at the District Cross Country Carnival held at Mt Panorama. Of those students, eight went on to compete at the Regional Carnival in Wellington. One student was successful in qualifying for the State Cross Country Carnival at Eastern Creek.

Athletics
Our Athletics Carnival saw seven school records broken and 51 students qualify for the District Carnival. At the District Carnival we had a student named as the District Champion and 24 students qualify for the Western Region trials. Six students were selected as part of the Western Region team to compete at the NSW PSSA Athletics Championships in Homebush.

Cricket
Our Cricket team had another good year in the NSW PSSA Knockout Competition. Four boys were selected as part of the Bathurst District team and two boys were selected to represent Western Region at the NSW PSSA Cricket Championships.

Netball
Our Netball team had a successful day at the PSSA Carnival in Orange. The girls won two out of the three games played, and one student was selected in the Western Region Netball Team to play in the NSW PSSA Championships.
AFL

Bathurst Public School had an outstanding year in AFL, the most successful in the school’s history. One boys team was entered into the Paul Kelly Cup. Unfortunately they were beaten in the final of this event but the team still qualified for the Regional Finals. The school also entered in the Tony Lockett Shield. Bathurst Public School easily won all of their games at the Gala Day and qualified for the Regional Final against Parkes. The boys won this game convincingly and were named Western Champions. The team travelled to Griffith to play the Riverina champions, Beelbangera. Unfortunately they were beaten by one goal, 4-5-29 to 3-5-23. Five students were selected in the Western Region A.F.L. Team to compete at the N.S.W. P.S.S.A. A.F.L.

Soccer

Bathurst Public School had a successful year on the soccer field. The boys team advanced to the Western Regional Final where unfortunately they were defeated in a close game by Dubbo South Public School. The girls team played in the Bathurst District Gala Day where they won two out of the three games played.

Four students were selected in the Western Region Soccer Team which played in the State Championships.

Other

Public Speaking

Students were involved in several local and regional competitions. Students participated in class and school competitions which led into the CWA Public Speaking Competition with each year group being represented. One student gained a Highly Commended award.

Students also competed in the Multicultural Perspectives Public Speaking Final held in Orange and the NAIDOC Public Speaking Competition which required one indigenous student and one non indigenous student to work together.

Debating

This year was another successful year for Bathurst Public in debating. We entered two teams in the Premier’s Debating Challenge for Years 5 & 6 – Bathurst Whites and Bathurst Blues. Each team had three debates with other Western Region Schools. The Whites won two of their three debates with the Blues winning all of their debates.
The Blues then competed in the Western Region Final and won, making them Western Region Champions and State Finalists representing Western Region. One student was also successful in being selected for the Western Region Debating Team.

The Blues travelled to the State Final in October, which was held at Stanwell Tops near Wollongong. They presented themselves very well, winning two of their four debates.

**Easter Hat Parade**

The 2012 annual K-2 Easter Hat Parade was held on Tuesday 3rd April. It was supported by hundreds of parents, careers, grandparents and friends of Bathurst Public School. Children came along with a variety of hats that were made at home. All children paraded with pride and enthusiasm. They also entertained the audience with well-choreographed dances. There were 161 prizes won during the Monster Easter Egg Raffle this raised an impressive amount of $1632.00. All money was donated to Stewart House.

**School Fete**

Bathurst Public School Spring Fete, one of our major fundraisers for the year, was held on Friday 9th November 2012. Over 100 local businesses donated items to use as Chocolate Wheel and raffle prizes. Families and friends from Bathurst Public School donated many items for the variety of stalls that were held on the night.

We had a wonderful line up of entertainment, from DJ’s to instrumental groups. Children from the school and the wider community had fun on the rides.

**Book Week**

‘Champions Read’ was the topic for 2012 Book Week. Children from Kindergarten to Year 6 were introduced to the short-listed books that were appropriate for their age. Book Week was again celebrated with a whole school character parade and a book fair. The book fair commission allowed many new resources to be added to the school’s reading collection.

The evening raised $21 000 which will be used to purchase Literacy and Numeracy resources.
**PBL**

Bathurst Public School began the implementation of PBL in 2011 and has continued strongly in 2012. The PBL team, comprising of teaching staff from each stage, meets fortnightly to plan, review and work collaboratively towards improving student outcomes and behaviour.

Our focus in 2012 has been the continued embedding of PBL in our whole school environment through a comprehensive and proactive approach in which all staff actively teach and acknowledge positive behaviour. We have continued to gather and review data to identify behaviour that requires improved practice and establish strong systems that support both staff and students across the school.

In 2012, the PBL team has also focused on improving the reward system to reflect the PBL philosophy and expectations of Responsible, Respectful, Safe, Learners. Students’ positive behaviour has been rewarded and acknowledged through ‘Gotcha Tickets’, weekly assembly draws, whole school rewards and a special end of term morning tea with the Principal.

PBL focuses on changing the environment to better meet the needs of all students and in 2013, the team will take the school onto the next stage of implementing PBL in to the classrooms.

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**Camps and Excursions**

**Stage 1 – Featherdale Wildlife Park**

As a part of their HSIE and Science and Technology units, “What’s Alive” and “The Need for Shelter”, 119 Year 1 and 2 students visited Featherdale Wildlife Park in Sydney. The excursion provided a wonderful sensory experience of sight, sound, smell and touch. Each experience was hands on, allowing students to get up close to a wide range of Australian animals.

Year 3 Camp

Students from Year 3 attended the annual Year 3 Camp at Yetholme during October, with the children having a wonderful time, despite the uncertain weather.

The students were co-operative and enthusiastic and all the staff members and parent helpers were wonderful. The students learned about the bushland environment, camping skills, personal hygiene and teamwork. The Year 3 Camp is a great opportunity for young children to have fun.
while learning life skills and to appreciate our great outdoors.

Stage 2 – Sydney
A very large contingent of Stage 2 students travelled to Sydney for a two day visit involving an overnight stay. Places of interest were Goat Island, where the children experienced what life was like in the early colony; and The Rocks precinct, where they were given an extensive guided tour of the area and participated in an education program which featured an ‘archeological dig’. For many, the experience was the first time they had stayed away from family overnight and/or the first time they had been out on beautiful Sydney Harbour in a ferry.

Stage 3 – Canberra
This year, Stage 3 enjoyed a 3 day excursion to Canberra. The learning focus was Federal Government. Our visit to Parliament House was very informative, with students able to see both the Senate and House of Representatives in session.

One group also visited the office of our local member, John Cobb. At the High Court of Australia we learnt about how Federal laws are changed and saw the closing ceremony at the Australian War Memorial, where students were able to meet men and women from the various armed forces. Questacon was a great ending to a very enjoyable excursion.
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

50 Year 3 students sat the NAPLAN in 2012. Their results in Literacy are as follows.
Literacy – NAPLAN Year 5

71 Year 5 students sat the NAPLAN in 2012. Their results in Literacy are as follows.

- **Progress in reading**
  - Average progress in Reading between Year 3 and 5
  - School

- **Percentage in bands:**
  - Year 5 Reading
  - Year 5 Writing
  - Year 5 Spelling
  - Year 5 Grammar & Punctuation
  - School Average 2008-2012

- **Progress in reading**
  - School
Numeracy – NAPLAN Year 3

50 Year 3 students sat the Numeracy aspect of NAPLAN in 2012. Their results are as follows.

Numeracy – NAPLAN Year 5

67 Year 5 students sat the Numeracy aspect of NAPLAN in 2012. Their results are as follows.

Progress in numeracy

Significant programs and initiatives

Aboriginal education

Aboriginal students at Bathurst Public School are provided with additional support through the “Norta Norta” and “Wambinya” programs. The aim of both programs is bridging the gap between Aboriginal and Non Aboriginal students.

Aboriginal students also had the opportunity to participate in the local NAIDOC march held during NAIDOC Week. The students were invited to choose one Aboriginal or Non-Aboriginal friend to join them at the march to celebrate the Aboriginal culture and the diversity within the Bathurst community.

Multicultural education

During 2012, classroom teaching programs focused on units of work that enrich student’s knowledge of other countries and cultures. Bathurst Public School's teaching practices recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views. This practice is seen in class programs, community excursions and NAIDOC activities.
Other programs

Technology

Bathurst Public School’s Technology team has clear direction, goals and aspirations regarding resources, professional development of staff and learning environment for all students.

The team meets regularly to discuss and make informed decisions based on data which has been gathered through the School ICT Readiness Assessment. This year, a computer lab to house 32 computers, was established. This ensures that all students have their own computer when participating in computer lessons. It encourages engagement, deep understanding and develops individual computer skills. All classrooms now have interactive whiteboards. All students are exposed to the same teaching/learning program across the school. This has encouraged an increase of skills. This is evident with one Bathurst Public School student receiving the top mark in this year’s National Computer Skills test set by the International Competitions and Assessment for Schools. Other students received outstanding results compared to previous years.

A recently developed Scope and Sequence will be implemented in 2013.

Smart Start

Smart Start is the transition to school program that is run at Bathurst Public School three half days per week, for eligible Kindergarten enrolments. The program operates over eight 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 75 children.

Reading Recovery

Reading Recovery is a specialised school program designed to offer additional help to Year 1 students in reading and writing. In 2012, 13 Year 1 students from Bathurst Public were selected for the Reading Recovery Program. Seven students successfully discontinued the program by reaching the average Year 1 reading level. Three students were referred off the program due to processing difficulties and have been recommended for further support. Three students will be carried over into 2013 and are expected to be successfully discontinued from the Reading Recovery Program in Term 1, 2013.

Support Classes

Bathurst Public School has three support classes catering for the needs of students with intellectual disabilities at mild and moderate levels and autism. 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 speech and language development, gross and fine motor skills, intensive swimming programs, music programs including percussion and drumming workshops, cooking, excursions into the community, travel training 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 providing students with the opportunity to express themselves and demonstrate individual strengths.

All students have the opportunity and are encouraged to participate in special schools
sporting carnivals such as the Sir Donald Bradman Cricket Clinic Program.

Students participate in whole school sport, intensive swimming, assemblies, excursions, school band and dance programs, the annual voting of school leaders and Sporting House Captains, Year Six Mini-Fete, functions such as discos and graduation dinners, Eisteddfod and school concerts. This inclusiveness benefits the students by improving self-esteem and promoting a sense of belonging whilst also developing 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!

Learning Support Team

At Bathurst Public School we have a strong Learning Support Team which is a whole school planning and support mechanism that meets every three weeks.

At Bathurst Public School the Learning Support Team aims to:

- Enhance the educational opportunities of all students and specifically ensure the successful inclusion of students with special needs.
- Ensure students with special needs are identified and that a learning support plan is developed, implemented, monitored and evaluated.
- Offer a continuum of specialist support that is flexible and tailored to meet individual learning needs.
- Offer and access external support for students to cater for their needs.
- Assist classroom teachers to develop, implement, monitor and evaluate individual education programs for children with special needs.
- Monitor the efficiency of support services being accessed by students with funding.

Every teacher is a member of the Learning Support team. However their participation will vary according to the function of the team at a particular time.

Progress on 2012 targets

Target 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 School Growth of students moving from Year 5 to Year 7

Our achievements include:

Year 3

- An increase of more than 8% in the number of Year 3 students in proficiency bands in Reading and Writing
- A greater percentage of Year 3 students in proficiency bands compared to that of State
- A decrease in the percentage of students achieving at or below National Minimum standards in Reading

**Year 5**
- Average school growth in Grammar and Punctuation 16.2% higher than State and 22.7% above District
- A 5% increase in the number of Year 5 students performing in proficiency bands for Spelling

**Year 7**
- An increase in the number of students in proficiency bands in all areas of Literacy
- An increase in the percentage of students achieving greater than or equal to expected growth in Grammar and Punctuation

**Target 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

**Our achievements include:**

**Year 3**
- An increase of 7% in the number of Year 3 students in proficiency bands for Numeracy

**Year 5**
- An increase in the number of boys in proficiency bands for Numeracy
- A decrease in the percentage of boys achieving at or below National Minimum standards in Numeracy

**Year 7**
- An increase of 7% in the number of students in proficiency bands in Numeracy
- School Growth for Girls in Numeracy 3% above that of State

**Target 3**

**Engagement**

**Outcomes 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 be at or above State average**

**Our achievements include:**

- An increase in Attendance rate, from 93.5% to 94.2%
- Establishment of Computer Lab, with 32 computers
- Development of ICT Scope and Sequence
- Interactive Whiteboards in every classroom

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our Performing Arts programs.

Bathurst Public School prides itself in our Performing Arts programs. In 2012, we offered: Musica Viva, Choir, Dance, Recorder, Violin, Instrumental tuition, Verse Speaking, and Debating. Performance opportunities were sought through: Stage Assemblies, our K-6 School concert, the Bathurst Eisteddfod, combined band and choir days, the Opera House Instrumental and Choral Festivals, and the Schools Spectacular.

Background

This year, we asked the opinions of parents to see if they valued these programs and if they felt that sufficient opportunities were given to students to develop their natural talents in the Performing Arts.

Findings and conclusions

93% of parents valued the Performing Arts programs at Bathurst Public School.

83% believed students were provided with sufficient Performing Arts opportunities.

Although most appreciated the programs, some common suggestions were made as to how these programs could be improved:

- A larger variety of dance offered, in particular, Hip Hop
- Drama opportunities
- Fundraisers, to make some of these programs more accessible

Future directions

Explore the possibility of:

- Broadening Dance to include Hip Hop
- Drama workshops
- Inviting professionals to run enrichment workshops

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below:

95% of parents said communication between school and home is effective.

83% of parents believed our communication procedures allow all families to access information.

The weekly Newsletter and Notes continue to be the favoured forms of communication about school events. Facebook, however is becoming more popular. Parents appreciate the regular updates and photos; especially when students are on excursions.

Parents value the opportunity to meet with teachers to discuss their child’s education. The most preferred form of communication is Parent/Teacher interviews, however parents also appreciate phone calls when there is an issue or informal conversations at the end of the day.
Professional learning

The staff at Bathurst Public School have been involved in numerous Professional Learning opportunities in 2012. These include:

- WH&S training
- PBL
- NAPLAN Analysis
- Collegiate meetings for Principal
- Integration and Special needs support
- LAST/ESES training
- Anaphylaxis training
- Emergency Care and CPR training

Technology

Literacy, Language Learning (L3)

Gifted and Talented Kindergarten (GTK)

Maths Matters

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*

2013 Targets to achieve this outcome include:

- To improve School and State comparison in the number of students achieving at proficiency, by at least 2% in all areas

- 50% or more students to achieve greater than or equal to expected growth from Year 3 to Year 5 and from Year 5 to Year 7

- 50% or more students to reach Regional Benchmarks in Year 2

Strategies to achieve these targets include:

- Buddy Reading System between Stage 3 students and Year 2 students
- Continued implementation of Gail Brown’s Questioning Skills program in Years 2-6, during Terms 1
- Fluency Reading program in Years 1-6 during Terms 1 and 4
- Implementation of a whole school spelling program for Years 2-6
- Plot K-2 student growth on Best Start continuum, each term
- Reading Recovery for between 10-15 Year 1 students
- Multilit program using STLA, SLSOs and Parent Helpers
- Online Home Reading program for students from Kindergarten to Year 4
- 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
- L3 program in all Kindergarten classes
- Identification of Kindergarten GATs students through administration of GTK tasks
- Stage Planning Days- collegial planning and assessing of student work samples
- Increase support of Aboriginal Students through the implementation of the MULTILIT program
- Participation of Years 5 and 6 GATs students in the 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.*

2013 Targets to achieve this outcome include:

- To narrow the gap between School and State comparison in the number of students achieving at proficiency, by at least 2% in all areas
- 50% or more students to achieve greater than or equal to expected growth from Year 3 to Year 5 and from Year 5 to Year 7

Strategies to achieve these targets include:

- Set Mathematics time across the school
- Ability groupings for Mathematics sessions
- Collegial planning time
- Plotting 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*

2013 Targets to achieve this outcome include:

- Attendance of K-6 children be at or above State average
- Unexplained absence rate of 35% or less
- Implementation of new ICT Scope and Sequence
- Consistent teaching of technology from K-6

Strategies to achieve these targets include:

- Monthly Attendance team meetings
- Attendance discussed at Stage meetings
- Consistent follow up of unexplained absences
- Mobile laptop lab with Wireless internet access

About this report

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

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