2010 Annual School Report
Batlow Technology School

NSW Public Schools – Leading the way
Messages

Principal’s message

Batlow Technology School continues to provide quality education for all students K-12 in a safe and caring environment. The natural beauty of Batlow and its surrounds places our school in a unique location for students to learn and grow. The school has an extensive range of facilities, including an agriculture plot, a Stephanie Alexander Kitchen Garden and specialist classrooms for the teaching of all practical subjects.

The school library is well resourced and caters to the needs of all teaching programs in the school. Our playing field and covered court facilities enable students and the local community to enjoy both sport and recreation. The school has extensive technology resources which continue to be regularly updated to enhance student learning.

The Annual School Report provides a glimpse of what our school is all about. We are able to see the many wonderful achievements that our students have made in 2010. These achievements have ranged over a wide variety of activities, including academic, intellectual, sporting and cultural.

As the Relieving Principal of Batlow Technology School, I take pride in the fact that we are able to provide so many opportunities for our students to participate in appropriate learning. As a school, we are always looking for ways to ensure that every individual student is well catered for.

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.

David C Deitz
Relieving Principal

P & C and/or School Council message

In 2010 the P&C Committee were an active part in the Batlow Technology School for fundraising and talking about issues that arise in the school that will affect all the students at the school.

A Christmas raffle was a success which the P&C hope to run again in 2011 as a fundraiser.

Also the P&C put a sport shirt into the works which the P&C have agreed to implement it into the school in 2011 for the 2012 year ahead.

The running of successful Mother’s Day and Father’s Day stalls were also highlights.

Other fundraising was achieved by P&C representatives donating time at the Batlow Show gate in 2010.

P&C hope to achieve better resources for better education in the future.

Lisa Pozlewicz
P&C President

Student representative’s message

During 2010 the members of the Junior Representative Council (JRC) worked together to raise funds for the students of Batlow Technology School. The JRC planned a Spider Drink Day, Popcorn and Movie Day, Pyjama Day and a sausage sizzle. The members of the JRC even judged the Easter Hat Parade, Book Week Parade and Crazy Pyjama Parade.

Our students attended fortnightly meetings where they discussed concerns that they or their peers had and we worked on identifying strategies to overcome these concerns. Student’s brought innovative ideas to the meetings and they worked well as a team to achieve the goals that they had set at the beginning of the year.

The money that the students raised has been placed in an account and will be used to fund resources and equipment for the students of Batlow Technology School.

Batlow Technology JRC
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></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>49</td>
<td>46</td>
<td>40</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>45</td>
<td>51</td>
<td>46</td>
<td>33</td>
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</table>

Secondary

<table>
<thead>
<tr>
<th></th>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>54</td>
<td>55</td>
<td>52</td>
<td>47</td>
<td>44</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>53</td>
<td>54</td>
<td>47</td>
<td>45</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
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<tr>
<td>Male</td>
<td>49</td>
<td>46</td>
<td>40</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>45</td>
<td>51</td>
<td>46</td>
<td>33</td>
</tr>
</tbody>
</table>

Management of non-attendance
While overall attendance is quite good, some individual students have been identified as causing concern. The school has continued to focus on attendance as a priority through raised staff awareness in roll marking procedures, engagement of the Home school Liaison Officer and regular communication by phone with parents and carers of students with poor attendance.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K/1</td>
<td>K</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>3</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>YEAR 3/4</td>
<td>4</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>5</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 5/6</td>
<td>6</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Retention to Year 12

100% of Year 12 students undertook Vocational Training in 2009. Students completing their Higher School Certificate in 2010 entered a variety of post school destinations including University, TAFE, apprenticeships, full time and part time work.

Post-school destinations

100% of Year 12 students undertook Vocational Training in 2009. Students completing their Higher School Certificate in 2010 entered a variety of post school destinations including University, TAFE, apprenticeships, full time and part time work.
Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students attained their HSC or equivalent vocational educational qualification in 2010.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8,494</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.105</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.38</td>
</tr>
<tr>
<td>Total</td>
<td>22.179</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

During 2010 there were no Indigenous employees at Batlow Technology 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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>20</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>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>163295.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>211685.10</td>
</tr>
<tr>
<td>Tied funds</td>
<td>280665.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>102551.61</td>
</tr>
<tr>
<td>Interest</td>
<td>10894.81</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12042.70</td>
</tr>
<tr>
<td>Canteen</td>
<td>37244.60</td>
</tr>
<tr>
<td>Total income</td>
<td>818380.49</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>14735.43</td>
</tr>
<tr>
<td>Excursions</td>
<td>21401.03</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>21031.79</td>
</tr>
<tr>
<td>Library</td>
<td>1410.72</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7052.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>234314.78</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>24199.56</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>61729.47</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>39973.36</td>
</tr>
<tr>
<td>Utilities</td>
<td>58199.90</td>
</tr>
<tr>
<td>Maintenance</td>
<td>7704.39</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>12880.60</td>
</tr>
<tr>
<td>Capital programs</td>
<td>32787.73</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>537421.34</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>280959.15</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

Achievements

Arts

Music Aviva

2010 saw the musical group of Music Aviva visit Batlow Technology School. The group consisted of a string quartet and all students from K-6 participated in the session.

Students were selected from the audience to be part of the performance by playing the
instruments and creating movements to move in time with the music. The school subsidised part of the cost of the visiting performers and it was wonderful to see our primary students highly involved and their knowledge of the string quartet extended.

**Kath Powderley - Artist**

Kath Powderly from Wagga Wagga is a highly skilled artist who works with mediums such as clay, mosaic, wood, wire, textiles and paints.

Kath came to the school in 2010 over a two day period and worked with our primary students in connection with the Stephanie Alexander Garden to create clay sculptures for the garden.

The student’s creativity and imaginations were encouraged by Kath in a positive way. Students also increased their literacy and numeracy skills by learning new terminology and having to measure the amount of clay required to complete their project, temperature of the kiln and colour wheel work.

**Stephanie Alexander Kitchen Garden Grant**

Late 2009 saw Batlow Technology School successful in obtaining a grant to build a garden and renovate the kitchen for our primary students. Gardening, cooking and eating engage all of a child’s senses and our primary students have also increased their literacy and numeracy skills and knowledge by participating in these classes.

Students were and still are actively involved in building and planting the garden and are now harvesting the crops and preparing and cooking dishes in the kitchen.

Numeracy and literacy are integrated into our programs through writing procedures, using measurement in the garden and kitchen, reading instructions on seed packages and recipes, and our students are becoming more confident in their use of garden and kitchen equipment.

The Kitchen Garden has brought together volunteers from the community, teachers, students and parents in a positive way that has formed a cohesive team that provides a creative and inspirational learning environment for all of our students.

**Cheese Course**

During 2010 Batlow Technology School brought a cheese maker to the school for an in-school excursion. Students involved were Year 11 and 12 Hospitality students and also some Year 10 Food Technology students. The day involved the students learning how to make four cheeses, brie, ricotta, cheddar and feta. Students learnt how to measure and temper milk correctly, add the correct amount of ingredients required to make certain types of cheese and were given instructions on how to mature their cheese when taken home.

Students found the day very interesting and increased their deeper understanding and knowledge of this area of Hospitality.

**Michelle Wainwright**
Drama

Performing Arts is offered at Batlow Technology School in the form of Drama.

To complement the classroom-based lessons, an extracurricular performance was available to all secondary students. Students were offered an opportunity to perform at Variety Night and an extra drama night, which included a performance of a play RETROACTIVE. All rehearsals for RETROACTIVE were on a Friday night out of school hours.

Drama is beginning to become a lively and vibrant part of Batlow Technology, allowing students to become confident and articulate individuals.

Amanda O’Loughlan

Sport

Batlow Technology School had many successes in 2010 in sports. Students represented the School at both Zone and Regional level in Primary and Secondary swimming, athletics and cross country. In Swimming, Jordan Ironside, Jayden Hibberson and Emma Kynaston competed at Riverina with Jordan and Jayden qualifying for the NSW championships in Sydney. In Athletics, we had several students qualifying for Riverina with Lilly and Heather Kirkby being selected in the Riverina team that competed at Homebush in September. We also had several students representing the zone in cross country at Harden and Griffith. Charlene Fisher then went on to represent Riverina at the State Cross Country in Western Creek. Secondary students at the school also competed in boys Cricket, Netball and table tennis. The Netball team came a credible second in the Central school’s competition in Dubbo. Several girls from our primary department represented the Zone in the Riverina PSSA Netball trials in Wagga. Our secondary boys’ Rugby League team competed in the Central Schools knockout in Dubbo.

Amanda O’Loughlan

Active After-school Program

The Active After-school Program is a national initiative that provides primary aged students with access to free sport and other structured physical activities. The program aims to engage inactive children in sport and other physical activities. Through a positive and fun experience students will hopefully develop a love of sport that inspires them to join a local club.

Batlow Technology School took this initiative on in term 3 and 4 in 2010. All students who were involved participated with energy and enthusiasm, with some students joining local sporting clubs.

Amanda O’Loughlan

Other

Vocational Education:

Vocational education is an integral part of the school curriculum. Provision of employment skills through the delivery of Vocational AQF subjects, enables participating students to acquire Certificate II in their chosen framework. Students again undertook Metals and Engineering, Primary Industries and Hospitality. Each framework has its own niche within the school and community activities. The Hospitality class again provided catering for many school and community functions. The Primary Industries classes maintain the Agricultural site through a variety of competencies in the syllabus.

All VET teachers participate in Network meetings with teachers across the Riverina region, thus maintaining their currency through such activities.

Agriculture

Many sustainable practices are employed on the farm in order to align the management of the farm more closely with the requirements of the syllabuses and modern agricultural practice.

The emphasis on sustainable practices in the Agriculture Syllabuses is reflected in the teaching programs and farm management. On the farm composting of weeds and crop residue continues as does the use of hay as a mulch on the vegetable plots in order to conserve water and to suppress weed growth. These practices in conjunction with minimum tillage and the use of organic fertilizers have resulted in a noticeable

Vicki Dodd
improvement in the condition of the soil in the vegetable plot area.

The agriculture initiatives are an important and integral component of the school and involve many students.

Mark McDonell

International Students at Batlow Technology School during 2010.

The Rotary Club of Batlow sponsored an exchange student from Brazil during 2010. Guilerme Valente spent time attending classes in Year 11. The students at the school were able to enjoy conversations with Guilerme.

A Batlow Technology School Year 11 student Ainslie Brown was accepted into the Rotary Exchange Program and she spent twelve months living in Brazil and attending school. Ainslie will enrol in Year 12 on her return. Ainslie was able to learn Portuguese and Spanish through her year overseas.

In their host country the students learnt another language, experienced different foods, studied different subjects and enjoyed a new culture and a new way of living.

The exchange offered them the opportunity to learn a great deal about themselves, gain confidence and self-sufficiency, as well as become an ambassador for their country.

Margaret Isslemann

General participation

During 2010, students participated in a variety of community events, including the ANZAC march, Remembrance Day ceremony, the Batlow show and the Batlow Apple Blossom Festival. Students of age also donated blood regularly at the mobile blood bank. The schools primary and secondary leaders travelled to Sydney to participate in the national Young Leaders forums Students in Year 10 undertook two weeks of work experience and all year 11 and 12 students completing VET courses undertook their mandatory work placement at various times throughout the year.

Numerous excursions took place to consolidate the learning of students. Some of these included the Year 7/8 camp to Laurel Hill, Year ¾ class to Canberra and to the Tumut Shire Council chambers, Year 2 to the Riverina Environmental Education Centre, Years k/1 and 5/6 to the museum and various places around Batlow. Two whole school excursions occurred, with students from Year 3 – 12 visiting Selwyn Snow Fields, and students from Year 5 – 12 attending the Father Chris Riley’s Youth off the Streets seminar in Tumut.

Senior students attended various study days as well as visited the Canberra Careers market.

Students from across the whole school participated in the ICAC competitions, science week, literacy and numeracy week and book week. Primary students participated in the CWA International Day.

Learning Support Team

The Learning Support Team continued to function as a K-12 entity, with members from across both areas of the school. The team continued to assist with the development and review of ILP’s for students with identified learning needs. Students at risk of disengagement from school from Year 5-12 were targeted through an external program run by the government, aimed at supporting students’ in gaining greater success in their education. Students in need of extra support to consolidate their skills were also identified and targeted by members of the team. External personnel, such as the Outreach Support teachers were brought in to work with staff and students in developing a greater variety of teaching and learning strategies to assist students to achieve.

Environmental Education

Students participated in Clean Up Australia Day by beautifying the school and its surrounds. Earth Hour was promoted and the importance of this act was discussed in many lessons. Teaching programs continued to highlight the importance of the environment and ways in which we can help build a greener future for all.

Marian Williamson

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)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 3**

The percentage of students in each skill band could not be reported on because the numbers fall below the threshold for reporting NAPLAN yearly data; however the data indicates that in all strands of Literacy, the average scores for Year 3 students were below the State average.

**Numeracy – NAPLAN Year 3**

The percentage of students in each skill band could not be reported on because the numbers fall below the threshold for reporting NAPLAN yearly data; however the data indicates that in all strands of numeracy, the average scores for Year 3 students were below the State average.
Numeracy – NAPLAN Year 7

Percentage of students in bands:
Year 7 writing

Percentage of students in bands:
Year 7 grammar and punctuation

Percentage of students in bands:
Year 7 spelling

Percentage of students in bands:
Year 7 numeracy

- Percentage in band 2010
- School average 2008 - 2010
- SSG average 2010
- State average 2010
In 2010 we were able to track the growth of the first cohort to do two NAPLAN tests. The, 2010, Year 9 cohort did the NAPLAN test as the first group when they were in Year 7. This tracking enabled the school to identify areas of growth and areas in need of development.

Given the small number of students in each year group at Batlow Technology School used to produce the statistics from NAPLAN testing, it is important not to read too much into results where the standard deviation of the group is relatively large, especially when compared to the state average. This is mainly due to the ease at which summary statistics, especially the mean, can be skewed by so-called outliers. These are single/few student scores that are a relatively large number of points away from the group.
itself. The numeracy strategy this year has included a whole school approach as well as a focused effort by the mathematics faculty to improve results. This year the mathematics faculty focused on improvements in programming, assessment and numeracy.

Future directions:

- In 2011 a teacher will be employed to withdraw students in groups of ability to target areas of numeracy identified in NAPLAN and the School Certificate.
- Teachers will network with Mathematics Faculties to share knowledge, teaching strategies and resources.
- Programs will be amended to incorporate greater application of mathematical concepts to practical situations.

School Certificate

![School Certificate English Literacy Performance Band Chart]

![School Certificate Mathematics Performance Band Chart]

![School Certificate Science Performance Band Chart]
Higher School Certificate

Due to a small number of students sitting for the test, results cannot be commented upon, as it may allow identification of particular students. Individual results have been analysed by teachers and distributed to parents.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

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 2010
<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above the minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>79</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above the minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>93.8</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above the minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>64.7</td>
</tr>
</tbody>
</table>

Stage 3 students participated in a Technology workshop held at Tumbarumba aimed at further enhancing student technology knowledge and understanding.

Stage 5 and 6 students were supported to attend HSC study day held at Charles Sturt University.

The CAP district initiatives enabled Stage 3, 4 and 5 students to attend a Gifted and Talented camp held at Laurel Hill.

Students were able to attend music, dance and drama workshops subsidised by the program.

**Aboriginal education**

Students from Batlow Technology School access a variety of performances to enhance curriculum learning. Participation in these performances is valuable in providing students with rich experiences in Aboriginal culture and provided a deeper understanding of cultural knowledge.

**Multicultural education**

Students participated in a wide range of extracurricular activities to develop cultural understanding. Students attended local museums, campsites and the local preschool.

Students studying French participated in a variety of cultural events including French food preparation workshops.

Our staff actively encourages respect for all cultures integrating multicultural perspectives across all key learning areas.

**Respect and responsibility**

Batlow Technology School has a strong focus on promoting the Core values of the New South Wales Department of Education and Training. Core values are embedded in every classroom.
Students were involved in a number of fundraising events to help others including the Bushfire Appeal, recognising and supporting local charities and cancer research.

Students represented our school at Adelong and Batlow’s ANZAC Day memorial services. Students are active members in the local Rotary Branch participating in activities including volunteering and fundraising for medical research.

**National Partnership programs**

Batlow Technology School is part of the National Partnership Literacy - Numeracy Program. This has provided the school with significant funding to enhance the professional capabilities of its staff, improve student outcomes in all aspects of their schooling, with an emphasis on literacy and numeracy and to enhance the engagement and retention of students throughout the school. Specific targets and programs during 2010 included:

- Directed professional learning for all staff in use of SMART Data to enhance student outcomes.
- Participation in on-line course in Behaviour Management
- Engagement program for “students at risk” through a Community Mentor Initiative.
- Enhancement of schools technology capabilities with installation of interactive whiteboards.
- Implementation of Positive Behaviour for Learning program.
- Utilisation of technology in the classroom with the purchase of Mathletics and Spelladrome to enhance student outcome in literacy and numeracy.

**Progress on 2010 targets**

**Target 1**

**Literacy**

- Ongoing improvement through application of evidence based research on Literacy
- Quality Teaching principles embedded throughout literacy sessions
- Utilisation of data to determine future teaching and learning for all students
- Identification of students at risk and the implementation of ongoing support and intervention

Our achievements include:

- Improvements in NAPLAN literacy achievement for students
- Staff implemented intervention strategies including Working Out What Works and Lexia Cross Trainer packages
- Staff embedded Focus on Reading 3-6 strategies in all Key Learning Areas.

**Connected learning**

During 2010, Batlow Technology School has continued to upgrade and develop technology infrastructure, and integrate technology increasingly within the classroom. This included the integration of Interactive Whiteboards (IWB’s) into pedagogical practice and the installation of a Connected Classrooms unit.

The technology program included:

- The installation of a Connected Classrooms unit. This unit includes an IWB and advanced video conferencing equipment. It has enabled staff to increase their capacity and options for teaching and learning, as well as providing alternatives for professional development and training and interacting with other schools.
- The Connected Classroom Program – all staff have participated in professional learning activities to develop their expertise in using the connected classroom video conference facilities.
- Digital Education Revolution (DER) - all Year 9 students are utilising the learning devices in all subject areas.
- The school has employed a Technology Support Officer (TSO), as a state initiative, to better utilise information communication technologies as a way to enhance learning opportunities for students.
Target 2

**Information and Technology**

- Technology resources and infrastructure at optimum operation levels
- Technology integrated into all teaching and learning programs
- Staff and student ICT skills upgraded to enable optimal usage of ICT infrastructure
- Enhance curriculum through the use of connected classrooms, local networks etc.

Our achievements include:

- Teachers engaged in training in the development of Moodle, Wiki’s and Ning communication technologies
- Increased use and confidence in the use of technology across the school

**Future directions**

- Increase communication so that all parents are more aware of what is happening at the school
- Increase the social interaction between parents, staff and students through having welcoming events and other social activities.

**Curriculum**

**English**

**Background**

An evaluation of English was undertaken as part of a cyclical review of KLAS. The evaluation process involved an analysis of data from a variety of sources including NAPLAN, SC and HSC results, competitions, attendance record, student learning outcomes and teaching programs. Students were also surveyed. English is a mandatory subject across all stages.

**Findings and conclusions**

- 91% of parents believe their children are developing their reading skills.
- 75% of parents believe their children are developing their ability in English.
- 75% of parents agree their children enjoy English.
- 89% of primary students and 72% of secondary students believe English is a subject that will assist them in gaining employment.
- 83% of primary students and 71% of secondary students are confident that they can learn in English.
- 100% of staff indicated they are using assessment practices in line with syllabus requirements.
- 42% of primary students indicated that they do not enjoy English.
- 74% of secondary students do not want to study additional English lessons.

**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 2010 our school carried out evaluations of School Culture and English.

**Educational and management practice**

**School Culture**

**Background**

The annual school plan has established an evaluation cycle of school management practices. School culture was the area reviewed.

To assist in the evaluation staff, parents and students Year 5 to Year 12 were surveyed. All members of these groups were surveyed.

**Findings and conclusions**

- Of the 30% of parents who returned their surveys the majority expressed satisfaction with the way in which the school caters for their children
- The majority of parents also expressed satisfaction with the school’s knowledge of the community it serves.
**Future directions**
From the analysis of the qualitative data collected the school will need to have a focus based on the increased use of the quality teaching framework to ensure that student engagement in English based classes continues to grow.

The school will seek further assistance from the DET and other professional associations on the development of future professional learning activities for teaching staff in English. This will ensure that they are further equipped to effectively implement English syllabus requirements.

The school will also need to allocate sufficient funds to further develop the resources that are available for teacher and student use.

**Parent, student, and teacher satisfaction**
In 2010 the school sought the opinions of parents, students and teachers about the school.

From the school self-evaluation the community, parents and students were surveyed regarding their satisfaction with Batlow Technology School. Overwhelming, all groups expressed positive comments with regard to the curriculum, welfare support, extra-curricular opportunities and community relations with the school.

Parent/Teacher Nights and information sessions during the year also provided positive feedback on how Batlow Technology School is progressing.

**Professional learning**
Ongoing professional learning was available to staff in 2010 with a focus on literacy and technology.

Professional learning activities included:
- Focus on Reading
- Count Me In Too
- ICT Training including Connected Classroom, Microsoft Office, One Note and Learning Device curriculum support
- Literacy and Numeracy
- Quality Teaching and Learning

**School development 2009 – 2011**

**Targets for 2011**
Batlow Technology School Plan 2009-2011 reflects the targets identified by the State and the Region and addresses the learning needs of students at our school. The three year plan sets priorities for learning based on identified areas of need in consultation with the school community.

**Target 1**

**Literacy**
Strategies to achieve this target include:
- Ongoing Improved student outcomes through classroom application of evidence based research on Literacy.
- Quality Teaching embedded throughout balanced Literacy sessions.
- Teachers utilising data to determine future teaching and learning for all students.
- Students at risk will receive ongoing support and intervention.
- Improve retention rates of students.
- Improved efficiency

Our success will be measured by:
- 30% of Yr 3 students at proficiency
- Less than 20% of Yr 3 students below National Minimal Standards (NMS)
- 30% of students in Yr 5 students at proficiency
- Less than 20% of Yr 3 students below NMS
- 70% of Yr 5 students greater than or at expected growth rates
- 30% of Yr 7 students at proficiency
- Less than 25% of Yr 7 students below NMS
- 70% of Yr 7 students greater than or at expected growth rates
- 20% of Yr 9 students at proficiency
- Less than 25% of Yr 9 students below NMS
Target 2

Numeracy

Strategies to achieve this target include:

- Teachers accurately analyse student performance to determine specific numeracy needs of all students K-12 and develop teaching/learning programs that empower continuous improvement.
- Quality teaching embedded throughout all Numeracy lessons.
- Teachers utilising data to determine future teaching and learning for all students.
- Individual Education Programs in numeracy are developed for at risk students K-12.

Our success will be measured by:

- 30% of Yr 3 students at Proficiency
- Less than 20% of students below NMS
- 30% of Yr 5 students at proficiency
- Less than 20% of students below NMS
- 70% of Yr 5 students equal or at expected growth rates
- 35% of Yr 7 students at proficiency
- Less than 25% of Yr 7 students below NMS
- 70% of Yr 7 students greater than or at expected growth rate
- 25% of Yr 9 students at proficiency
- Less than 25% of Yr 9 students below NMS
- 70% of Yr 9 students greater than or at expected growth rates

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.