School context
Batlow Technology School is a K-12 school with a student population of 151, 71 in the Primary and 80 in the Secondary, servicing the surrounding community in the foothills of the Snowy Mountains. The school is dedicated to "Preparing Future Citizens" for the 21st Century and is committed to excellence in teaching and learning and fostering strong community links. The school has excellent facilities, including a multi-purpose hall, extensive implementation of 21st century technology via the school wide implementation of Smart boards and plans for a state of the art Trade Training Centre to be built 2015/2016. Our dedicated teachers are well placed to provide a broad range of extra-curricular activities, such as the 2015 overseas language and cultural excursion to Japan, to broaden the experiences of our students.

Principal’s Message
The 2014 Annual School Report provides our school community and wider audiences to gain an insight into the many wonderful achievements during the 2014 academic year. These achievements have ranged over a wide variety of activities, including academic, sporting, wellbeing and cultural. Throughout the year our students continued to embed the HOW2Learn dispositions and habits of resourcefulness, resilience and responsibility within their learning styles to enhance their capacity to learn alone and to share in learning with others.

Batlow Technology School continues to focus on providing students with opportunity and access to exceptional learning experiences in a safe, caring and harmonious environment. Significant teaching and learning initiatives have been implemented to sustain a focus on the use of explicit and current data to drive teacher programming to improve student learning outcomes across the K-12 context. Our school has supported this significant initiative with a Wellbeing and Values focus to holistically develop confident and capable young Australians.

Further improvements to technology facilities saw the purchase of four Smart Boards ensuring that all but one teaching space has the valuable educational tool. Plans are underway for the building of the H V Smith metals and engineering Trade Training Centre offering state of the art opportunities for our students and preparations for a cultural and language overseas excursion to Japan have been cemented as further acknowledgement of the extraordinary learning experiences available for students at Batlow Technology School.

As the Relieving Principal, I am enormously proud that as a school we continually seek innovative solutions to remove any obstacle to learning that may arise as a result of our rural location.

Meagan Crelley
Relieving Principal

P & C and/or School Council message
The Batlow Technology School (BTS) P&C’s Executive and Members sincerely thank all of the BTS Staff for their hard work, dedication and ongoing commitment to the betterment of our school and its wider community.

Over the past 12 months, the BTS P&C committee and its members have been able to encourage and assist the school in various ways such as: ▪ regularly providing information, ideas and feedback regarding school programs, policies and initiatives;
▪ attendance at the BTS Kindergarten Information Evening (for parents and children starting school in 2015);
▪ attendance at and support of the 2014 BTS Presentation Night;
▪ arranging and providing a Staff Morning Tea in December 2014 as a small token of our appreciation for the efforts of all BTS staff members; and
▪ providing upon request, financial assistance for things such as Educational Playground Equipment, Sports Uniforms, Digital Piano / Keyboard and the Stephanie Alexander Garden.

The financial assistance that the BTS P&C has been able to provide for specific requested projects / items during the past 12 months, totals approximately $7,194.00. It should be noted, that this financial assistance, provided by the BTS P&C, is approximately 3 to 4 times more, than...
that which has been provided (on average) per year over the last decade. This dramatic increase in financial assistance to BTS would most likely have not been possible if not for the generous bequest to the BTS P&C from the Estate of the Late Ian Giles. The BTS P&C sent a “Thank You” card, (with a note outlining how some of the money from the Late Ian Giles Estate has been put to use) to the Executor of the Late Ian Giles Estate, Mr Joe Burgess. The BTS P&C Executive would like to thank all members, parents and care givers who attended and contributed to the meetings and functions in 2014, for all their valuable efforts and assistance.

Rob Ironside
President BTS P&C 2014

Student representative’s message
The Batlow Technology School Student Representative Council (SRC) aim to:

1. Develop the leadership potential of our members and the engagement of the student body through active and positive participation in school life

2. Encourage students, staff and the wider community to work together to best meet the school goals

3. Address issues relevant to school life, including safety and security, environmental issues, social responsibility and curriculum choice

4. Provide a forum for constructive, democratic student contribution to the decision-making process of the school

In 2014, the SRC has had a positive and pleasing outcome for students, staff and the community of Batlow Technology School. A number of fundraising opportunities were run and supported by the SRC, including, Footy colours day, Genes for Jeans day, and National Bandanna Day. On that note, new and exciting fundraisers were also created this year to support the SRC, such as, the SRC Bake Sale, SRC ‘BTS Clean & Green’ competition and SRC raffle at the 2014 presentation night.

These fundraising opportunities has provided the SRC with $2,235.90. The money that the students raised has been placed into an account and will be used to fund learning resources and equipment for students needs at Batlow Technology School.

The SRC has worked in a responsible way to make Batlow Technology School a better place. SRC members have helped encourage students to:
- Be responsible, by being accountable for my own actions towards others, the school environment and teachers.
- Be resilient, by upholding what is good and trying to bring changes that will help all students.
- Be reflective, by listening to issues and concerns raised by our students.
- Be reciprocal, by learning to lead the students at Batlow Technology School as best I can and uphold the rules of our school at all times.
- Be resourceful, by choosing and using resources that will benefit the student body in their learning.

It has been a very worthwhile experience for all members of the SRC and good luck to the future leaders of the SRC for 2015!

Lilly Kirkby and Rahul Pratap (School Captains 2014)

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

Student Enrolment
Primary

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>40</td>
<td>39</td>
<td>36</td>
<td>42</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>46</td>
<td>33</td>
<td>27</td>
<td>30</td>
</tr>
</tbody>
</table>

Secondary

Student attendance profile

[Enter text and appropriate table from data sheet here.]

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>employment</td>
<td>0</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>11</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

50% of Year 12 students undertook vocational training in 2014.

Year 12 students attaining HSC or equivalent Vocational educational qualification

100% of Year 12 students attained a HSC or equivalent vocational educational qualification in 2014.

Workforce information

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

Workforce composition

<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>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Learning and Support Teacher(s) | 0.4
Teacher Librarian                | 0.4
Teacher of ESL                   | 0
School Counsellor                | 0.2
School Administrative & Support Staff | 5.8
Total                              | 20.3

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Currently, no staff at Batlow Technology identify as being Indigenous.

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>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

100% of teachers have participated in internally and externally developed professional learning opportunities ranging from the unpacking of the reform agendas, mapping students to the Literacy Continuum and associated focuses on differentiation strategies delivered by expert staff, supported by the Learning and Support teacher and the analysis of Smart data to produce a broad range of current and relevant data to drive teacher programming. Teachers now have a clear understanding of the expectations upon them to accommodate the learning needs of the students in their classrooms and are able to source support to clarify adjustments. Teachers have also been exposed to the York Assessment for Reading and Comprehension method of assessment by the school counselor to further expand on the available current data for our cohort. Staff have also undertaken the Disability Standards for Education: DEC online module through MyPL. The school also hosted a workshop for Learning and Support Teachers to share best practice and to strengthen network links. Two staff members have undergone Mind Matters Training to support our Wellbeing and Values initiative and two staff members
have also undertaken professional development opportunities as Higher School Certificate markers in Technology and Science. Four staff members have attended Aspiring Leaders professional development seminars to build and develop our future leaders of learning. Leadership opportunities were also provided to staff through the establishment of the Literacy Team, the Wellbeing and Values team, the Learning and Support Team and the Wellbeing and Discipline Policy Team. Four staff members also participated in a Peer-Coaching initiative and eleven periods in the secondary timetable have been provided for co-teaching opportunities to again build the capacity of inexperienced and experienced teachers alike. This has been exceptionally well received by staff who are now able and willing to share strategies and expertise across all KLA’s to build expertise within Stage 4.

The school has spent $1407.00 per teacher on professional learning.

Staff development days focused on the unpacking of the reform agendas, the Literacy Continuum as a tool for differentiation and the new School Management Plan.

One new scheme teacher was working toward BoSTES accreditation.

Six teachers are maintaining their accreditation at Proficient, no teachers are currently seeking or maintaining accreditation at Highly Accomplished or Lead teacher.

Beginning Teachers
Two staff members are beginning teachers in their first year.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$1407.00</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$0.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>$0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>$0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

| **Expenditure**             |           |
| Teaching & learning         | $0.00      |
| Key learning areas          | $0.00      |
| Excursions                  | $0.00      |
| Extracurricular dissections | $0.00      |
| Library                     | $0.00      |
| Training & development      | $0.00      |
| Tied funds                  | $0.00      |
| Casual relief teachers      | $0.00      |
| Administration & office     | $0.00      |
| School-operated canteen     | $0.00      |
| Utilities                   | $0.00      |
| Maintenance                 | $0.00      |
| Trust accounts              | $0.00      |
| Capital programs            | $0.00      |
| **Total expenditure**       | $0.00      |
| **Balance carried forward** | $0.00      |

A full copy of the school’s 2014 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 2014

Academic achievements

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

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

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

- **Year 9 Reading**
  - Percentage in Bands: School Average 2010-2014
  - School Average 2011-2014
  - SSG % in Band 2014

- **Year 9 Writing**
  - Percentage in Bands: School Average 2011-2014
  - SSG % in Band 2014

- **Year 9 Grammar & Punctuation**
  - Percentage in Bands: School Average 2010-2014
  - SSG % in Band 2014
Higher School Certificate (HSC)

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

Other achievements

Arts

The development of the arts and in particular the dramatic arts has been an ongoing feature of the school over the last twelve months. The annual school spectacular, Attack of the Zombies! was an unmitigated success with students across K-12 displaying their talents in singing, dance and drama, costume and set design.

Students continued to showcase their talents with fortnightly musical performances at whole school assemblies. A Music and Drama night also highlighted the Higher School Certificate performance pieces for Drama and Music 1 students. Students also participated in the Riverina Drama camp at Borambola to enhance their understanding and skills.

Sports

Students represented the school at zone, regional and state level across a number of sports; including swimming, athletics and cross country. Female students from the secondary school participated in the Central Schools Netball championships in Dubbo and touch football proved to be popular for both male and female secondary students at competition level.

Other

The staff and students, under the leadership of the revitalised Student Representative Council, participated in a range of school community programs; NAIDOC week, Harmony Day, Genes for Jeans Day and Footy Colours Day. Our students also embraced, as part of the Education Week Celebrations, our 2014 Book Fair, with much enthusiasm. As a result of these initiatives, students continue to demonstrate compassion and empathy toward others in becoming resilient, responsible, confident and creative future citizens.

The public speaking and debating programs continue to grow and develop with continued financial support from our P&C.

Secondary students also participated in lunchtime engagement programs such as Creative Craft, Bootcamp, Japanese Karaoke and a mini basketball competition to build confidence and cohesion within our school body. This program was organized and administered voluntarily by staff as was the Breakfast Club initiative servicing up to forty students every morning.
Significant programs and initiatives – Policy and equity funding

Significant programs and initiatives

The most significant program at the school remains the HOW2Learn initiative. Fortnightly assemblies and lessons address one of the five learning dispositions;

- Reflectiveness,
- Resilience,
- Reciprocity,
- Resourcefulness and
- Responsibility.

These dispositions are aimed at building the learning power of all our students and staff and aiding in creating a truly 21st century learning environment. To further support our students, our HOW2Learn initiative has been augmented by a focus on DEC Core Values to holistically develop our students into proactive and productive young Australians.

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. A very successful cultural immersion day was held during NAIDOC week involving housing, sport and food.

Individual syllabus documents also embed specific Aboriginal perspectives and content across KLAs reflective of the aspirations of the new Australian curriculum. Personalised learning plans are also constructed for all Aboriginal students in collaboration with all stakeholders. All Aboriginal students had attendance rates above 86% in 2014.

Multicultural education and anti-racism

Students participated in a wide range of extracurricular activities to develop cultural understanding. Students attended local and regional museums and performances, participated in the annual Country Women’s Association project which showcases different nations and aspects of their cultural identity.

Preparations for our language and cultural overseas excursion to Japan in 2015 also provided rich learning experiences for our students and school community who now have a deeper understanding regarding Australia and our relationship with our Asian neighbours.

Our staff actively encourages respect for all cultures integrating multicultural perspectives across all key learning areas. An Anti-Racism Contact Officer was appointed in 2014 to ensure a school-wide focus on equity and opportunity for all students.

Our Student Representative Council continues to assist our school community in the development of a deeper understanding of difference, diversity and multiculturalism.

Aboriginal background

Equity funding received in the RAM has been used to support our Aboriginal students in the pursuit of improved learning outcomes. Funds have been used to support appropriate staff in creating personalised learning plans and other pertinent management plans to encourage and sustain success both inside and outside of the classroom. Productive opportunities for collaboration between parents and school stakeholders have been established as a result of this practice. 100% of parents participated in the creation and revision of student PLPs in 2014.

Two School Learning Support Officers have been employed to assist our Aboriginal students in the classroom focusing on explicit data driven Literacy and Numeracy outcomes. A York Assessment for Reading and Comprehension administrator has also been employed to provide a rich array of current and relevant data to drive programming to meet the needs of all students.

Funds have also been used to support our Aboriginal students in accessing extracurricular opportunities to improve learning outcomes. Aboriginal students are able to participate in unique opportunities such as Drama Camp through the strategic use of equity funding.
Batlow Technology School acknowledges the central role of education as a cornerstone in the production of a democratic, equitable and just society that values Australia’s Indigenous culture as a key part of our nation’s history, present and future.

Socio-economic background

Equity funding received in the RAM has been used to ensure that our students are supported in their pursuit of fulfilling, productive and responsible lives. Our students and their families are supported through a Breakfast Club initiative that provides toast, cereal and milk for up to forty students per day. The school supplements the generous donations from the local IGA supermarket.

Two staff members have been afforded teaching load reductions to create and administer our K-12 Wellbeing and Values program aimed at reinforcing the HOW2Learn habits and dispositions linked to the DEC Core Values to build the capacity of our students as productive future citizens. This internally developed Wellbeing focus is also reliant on the sourcing and provision of network expertise to broaden our collaborative base to provide opportunity for all students.

Students have also benefitted from the provision of strategic and considered teacher professional learning opportunities to enhance students learning outcomes to bridge the disadvantage gap.

A Learning and Support Teacher has been employed to ensure that student learning support is paramount. The school now has a growing number of extensive Individual Learning Plans and other management plans to ensure equitable opportunity for all students. Our continued focus on the use and implementation of relevant data to support quality teaching and Learning has been a highlight in 2014.

To provide further opportunity for our students, equity funds have been used to significantly subsidise initiatives such as Careers Expo, Lizzie Wagner deportment and grooming workshop, performances to enhance understanding and appreciation of the Arts and sporting competition participation.

A Careers Advisor has also been employed to assist students with their future career aspirations.

English language proficiency

Batlow Technology School does not currently have students with English language proficiency needs.

Learning and Support

Equity funding received in the RAM has been used to promote equity and excellence for all students at Batlow Technology School in keeping with the aspirations of the current reform agendas. To alleviate learning disadvantage, all staff have been afforded and supported in the understanding and adoption of the Literacy Continuum as a differentiation tool to enhance the array of data available to drive teacher programming. Stemming from these professional development opportunities, a core Literacy Team has been created to drive a school wide focus on improving student learning outcomes via a consistent and considered analysis and assessment of student work samples to highlight areas of weakness and achievement.

The acquisition of a specialist LaST has proved to be the catalyst for the formation of a very productive Learning and Support Team united in the pursuit of improving student outcomes. Students are now afforded the opportunity to participate in Reading and Literacy Groups and Enrichment groups and one on one intervention where appropriate.

The purchase of four more interactive whiteboards has also enhanced the availability of 21st century technology for staff and students at Batlow Technology
School. All but one learning space within the school has an interactive whiteboard.

**Other significant initiatives**

**National partnerships and significant Commonwealth initiatives**

In 2014 the school continued on the NPLSES School Communities National Partnership. Participation enabled the following;

- the employment of an extra teacher in the Primary sector and therefore the formation of an extra Primary class.
- Continued staff development through targeted professional learning, specifically in the areas of literacy, numeracy and technology.
- Significant progress has been made towards set targets and many have been achieved.
- Attendance has improved with 50% of students achieving above 95% attendance.
- 100% of students reached Bronze level on the school merit system; 73% Silver and 46% Gold. 23% reached the Platinum level.

**School planning and evaluation 2012—2014**

**School planning 2012-2014:**

**School priority 1**

Literacy and Numeracy

**Outcomes from 2012–2014**

To improve student performance in middle and upper skill bands in literacy and numeracy

**Evidence of achievement of outcomes in 2014:**

- Literacy achievement continues to outstrip numeracy achievement
- Parity or better with regional figures has been achieved in Years 3 and 7 Reading
- Year 3 has excelled above SSG in all areas of NAPALN
- SMART data clearly indicates movement out of bottom bands, particularly into middle bands.

**Strategies to achieve these outcomes in 2014:**

- Delivering of whole school professional development opportunities using the Literacy Continuum as a tool for differentiation.
- Creation of a Literacy Team to spearhead literacy focus using data to drive programming
- Peer-Coaching initiative to collaboratively build staff capacity to improve pedagogy

**School priority 2**

Student engagement and Wellbeing

**Outcomes from 2012–2014**

- To reduce the suspension rates
- To increase retention rates
- To improve student engagement
- To improve enrolment numbers particularly in Junior Secondary
- To improve attendance and retention especially in Senior Secondary

**Evidence of achievement of outcomes in 2014:**

- Revised Wellbeing and Discipline Policy
- Re-structuring of positive merit and negative level system
- Formation of Wellbeing and Values focus
Strategies to achieve these outcomes in 2014:

- Formation of a Wellbeing and Discipline Team to update the existing Welfare policy
- School and community consultation in regard to re-structuring of the merit and level systems operating within the school
- Wellbeing and Values session established and delivered fortnightly to holistically address the needs of our students.

School priority 3
School and Community Partnerships

Outcomes from 2012–2014

- To meet Commonwealth and State requirements for NPLSES communities
- To develop closer links with Pre-Schools
- To have greater parent and community involvement in school activities

Evidence of achievement of outcomes in 2014:

- Reciprocal visits with Pre-School and a significantly improved transition program in place
- Increased parent involvement at Principal’s Assemblies, Sporting Carnivals, Performance Night and Presentation Night.
- Productive school/parent relationships formed through creation and updating of ILPs and PLPs
- Traffic on new school App and Facebook continues to grow exponentially with Facebook proving to be the most heavily accessed communication medium

Strategies to achieve these outcomes in 2014:

- Cement a reciprocal and fruitful relationship with Pre-School and Family Care provider to enhance student enrolment
- Encourage parent input into planning for student success (PLP and IPLs, Behaviour and Risk Management plans)
- School community engagement through social media networks to support positive school/community information sharing

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 100% of respondents believe BTS to be an attractive and well-resourced learning environment
- 73% participants are happy with the opportunities the school provides
- 70% believe the school is a happy and safe place
- 73% believe that teachers are dedicated to improving student learning
- 62% of respondents report that they have been the victim of school bullying at sometime
- 64% of respondents use the Skoolbag app for information
- 73% believe the SMS/email notification is effective communication means to highlight absences
- 91% of participants enjoy using technology to complete school/homework

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In consultation with the school community, Batlow Technology School has focused on the following three strategic directions to drive school improvement:

- **Strategic Direction 1: TEACHING and LEARNING**
  Providing quality teaching and learning experiences to engage students in personalised and meaningful learning.

- **Strategic Direction 2: WELLBEING**
  Developing an inclusive school culture and student values to nurture
emotional, physical and spiritual wellbeing.

- **Strategic Direction 3: SCHOOL COMMUNITY LINKS**
  Fostering a positive, inclusive and cohesive school community.

**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.

Mrs Meagan Crelley, Relieving Principal
Mrs Fiona Cooper, School Administrative Manager
Ms Amanda O’Loughlan, Relieving Head Teacher Liberal Arts
Mrs Megan Finnimore, Wellbeing and Discipline Policy Team Leader
Ms Pauline Tofa, SRC Patron
Ms Lilly Kirkby, School Captain 2014
Mr Rahul Pratap, School Captain 2014
Mrs Tara Arnall, Sports Co-ordinator
Ms Amanda O’Loughlan, Relieving Head Teacher Liberal Arts
Mrs Dianne Hall, Learning and Support Teacher
Mr Robert Ironside, P&C President, 2014

**School contact information**

Batlow Technology School
Pioneer Street, Batlow, NSW, 2730
Ph: 0269491208
Fax: 0269491666
Email: [Enter here.]
Web: [Enter here.]

School Code: [Enter here.]

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: