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 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 2011. These achievements have ranged over a wide variety of activities, including academic, intellectual, sporting and cultural.

As the 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.

Michael Rathborne

Principal

P & C and/or School Council message

In 2011 the P&C Committee played an active part at 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 Bear raffle was a success which the P&C hope to run again in 2011 as a fundraiser. The new sport shirt was implemented and has been very successful, with adoption by most students. 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 2011.

P&C donated funds for the purchase of an interactive whiteboard in the primary school and hope to achieve better resources for better education in the future.

Lisa Pozlewicz

Student representative’s message

During 2011 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.
At the end of 2011 initiatives were put in place to reinvigorate a whole school SRC with membership from both primary and secondary school.

**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**

- **Primary**
  - Gender 2007 2008 2009 2010 2011
  - Male 46 40 39 36 42
  - Female 45 51 46 33 27

- **Secondary**
  - Gender 2007 2008 2009 2010 2011
  - Male 55 52 47 45 40
  - Female 53 54 47 44 41

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>93.4</td>
<td>92.4</td>
<td>92.7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>85.6</td>
<td>91.8</td>
<td>89.0</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>88.6</td>
<td>87.5</td>
<td>91.2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>87.7</td>
<td>85.8</td>
<td>86.5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>88.4</td>
<td>87.6</td>
<td>87.9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>93.4</td>
<td>84.4</td>
<td>88.9</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.7</td>
<td>88.9</td>
<td>88.3</td>
<td>88.9</td>
</tr>
</tbody>
</table>

- **Region**
  - Year 2008 2009 2010 2011
  - 7 91.2 91.5 91.2
  - 8 88.9 89.0 88.8
  - 9 88.3 87.7 86.8
  - 10 88.3 87.9 85.1
  - 11 88.7 88.2 85.4
  - 12 88.6 89.8 88.7
  - Total 89.9 88.9 89.0 87.6

- **State DEC**
  - Year 2008 2009 2010 2011
  - 7 92.3 92.6 92.5
  - 8 90.0 90.5 90.1
  - 9 88.8 89.1 88.8
  - 10 88.7 88.3 87.1
  - 11 89.4 89.1 87.6
  - 12 89.4 89.8 89.2
  - Total 89.9 89.7 89.9 89.2

**Management of non-attendance**

Whilst 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.
through the use of online period-by-period roll marking, engagement of the Home school Liaison Officer and regular communication by phone and letter with parents and of students with poor attendance.

Class sizes

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

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/D</td>
<td>K</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>1/2D</td>
<td>1</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>1/2D</td>
<td>2</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>3/4W</td>
<td>3</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>5/6G</td>
<td>5</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>5/6G</td>
<td>6</td>
<td>14</td>
<td>24</td>
</tr>
</tbody>
</table>

Structure of classes

Classes in the Primary school are organised in stage areas. Upon entering the Secondary school classes are organised in year groups. An expanding feature of the senior secondary school is the shared curriculum. As a member of the Riverina Highlands Learning Community (RHLC) the school has been able to expand curriculum offerings through the use of connected classroom technology. Some students are now taught remotely by staff at other RHLC sites.

Retention to Year 12

Year 12 students undertaking vocational or trade training

100% of Year 12 students undertook vocational training in 2011.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of Year 12 students attained a HSC or equivalent vocational educational qualification in 2011.

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>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</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>-</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5.8</td>
</tr>
<tr>
<td>Total</td>
<td>20.26</td>
</tr>
</tbody>
</table>

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

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

Staff retention

80% of staff in 2011 were on staff in 2010. The remaining 20% moved as a result of service...
transfers or because of nominated transfers brought about by reduced student numbers

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>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>271749.78</td>
</tr>
<tr>
<td>Global funds</td>
<td>172352.86</td>
</tr>
<tr>
<td>Tied funds</td>
<td>155780.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>98031.45</td>
</tr>
<tr>
<td>Interest</td>
<td>14978.67</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>33309.01</td>
</tr>
<tr>
<td>Canteen</td>
<td>46380.75</td>
</tr>
<tr>
<td>Total income</td>
<td>792583.43</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
- Key learning areas: 16577.06
- Excursions: 61942.66
- Extracurricular dissections: 17733.23

Library: 1870.13

Training & development: 4818.69

Tied funds: 204815.24

Casual relief teachers: 16847.18

Administration & office: 54365.56

School-operated canteen: 42264.91

Utilities: 55034.03

Maintenance: 16355.89

Trust accounts: 16602.12

Capital programs: 12340.00

Total expenditure: 521566.70

Balance carried forward: 271016.73

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

Dramatic Minds Festival

Year 9-10 students participated in the inaugural Riverina Highlands Dramatic Minds Festival which targeted adolescent mental issues. Their piece about anxiety was selected as the overall winner and they were subsequently invited to showcase their performance at a regional gathering in Wagga Wagga.

Batlow students participated in the Riverina Rock Camp and in the HSC Performance musical showcase at the Montreal Theatre. Variety Night also proved to be very successful, well supported by staff and students and an appreciative audience of family and friends.

Sport

Students represented the school at zone and regional 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 and came away silver medallists.
Boys and girls in the Primary school participated in the Trent Barrett Shield in rugby league and Oztag and in a Soccer Gala Day in Tumut.

The school participated in an initiative to reform the local PSSA which will result in the creation of the Mountains PSSA in 2012. It is hoped that this reorganisation, supported by region, will provide more meaningful sporting experiences for all of the primary students.

**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 continued to offer this initiative throughout 2011. All students who were involved participated with energy and enthusiasm, with some students joining local sporting clubs. The success of the program is attested to by the numbers of students wishing to participate.

**Other**

**Vocational Education:**

Vocational education is an integral part of the school curriculum. Provision of employment skills thorough 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.

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

The school participated in an audit of VET delivery in August 2011 and the resultant report highlighted many areas of best practice in VET delivery within the school.

**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 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 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.

**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.

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)
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**

- **Year 3 Reading**
  - Bands: 1 to 6
  - Percentage in bands:
    - School Average 2008-2011
    - SSG % in Band 2011
    - State DEC % in Band 2011

- **Year 3 Writing**
  - Bands: 1 to 6
  - Percentage in bands:
    - School Average 2008-2011
    - SSG % in Band 2011
    - State DEC % in Band 2011

- **Year 3 Spelling**
  - Bands: 1 to 6
  - Percentage in bands:
    - School Average 2008-2011
    - SSG % in Band 2011
    - State DEC % in Band 2011

- **Year 3 Grammar & Punctuation**
  - Bands: 1 to 6
  - Percentage in bands:
    - School Average 2008-2011
    - SSG % in Band 2011
    - State DEC % in Band 2011
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, 100% of students achieved in the highest four performance bands.

Numeracy – NAPLAN Year 7

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, 57% of students achieved in the highest four performance bands.

Literacy – NAPLAN Year 9

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, 100% of students achieved in the highest four performance bands.
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 literacy strategy this year has included a whole school approach as well as a focused effort by the English faculty to improve results. This year the English faculty focused on improvements in programming, assessment and numeracy.
Future directions:

- Batlow Technology School will participate in a review of English faculties across the Riverina Highlands Learning Community.
- In 2012 all teachers will be allocated one day a term to analyse and target areas of literacy identified in NAPLAN and the School Certificate to initiate improvements in teaching and learning programs.
- Teachers will network with English Faculties in the Riverina Highlands Learning Community to share knowledge, teaching strategies and resources.

Progress in numeracy

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 2012 all teachers will be allocated one day a term to analyse and target areas of numeracy identified in NAPLAN and the School Certificate to initiate improvements in teaching and learning programs.
- Teachers will network with Mathematics Faculties in the Riverina Highlands Learning Community to share knowledge, teaching strategies and resources.
- Programs will be amended to incorporate greater application of mathematical concepts to practical situations.

School Certificate

![Graph of Percentage of students in performance bands: School Certificate English](image1)

![Graph of Percentage of students in performance bands: School Certificate Mathematics](image2)
Relative performance
School Certificate: Relative performance from Year 5 (value-added)
School 2011
School Average 2007-2011
SSG Average 2011

Higher School Certificate
Small candidatures sitting the Higher School Certificate examinations preclude the results being commented upon as this may allow identification of individual 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.

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

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

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Country Areas Program (CAP)
The following initiatives were funded by the Country Area Program:

Technology enhancement across the school including the use of WIKIS and the Moodle server. Literacy and Numeracy programs were supported with the purchase of quality resources and teacher development to enhance student learning.

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.
Stage 6 curriculum opportunities continue to be expanded through the shared curriculum in the Riverina Highlands Learning Community with the use of video conferencing facilities and the online MOODLE.

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

Multicultural education

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

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

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 2011 included:

- Directed professional learning for all staff in use of SMART Data to enhance student outcomes.
- Enhancement of schools technology capabilities with installation of interactive whiteboards.
- Increased use of technology in the classroom with the purchase of Mathletics and Spelladrome to enhance student outcome in literacy and numeracy.
- Participation in the Secondary Literacy (2LS) program and Focus on Reading (FoR) program to specifically target literacy and numeracy initiatives within the primary and secondary continuum.

In 2012 the school will move onto the National Partnerships Low SES School Communities program which allow further enhancement of focused literacy and numeracy programs through regional initiatives such as HOW2Learn and Secondary Learning Strategy.

Progress on 2011 targets

An increased focus on data analysis of student performance and the application of targeted strategies to enhance student learning were hallmarks of 2011. The foundations were laid for a more consistent K-12 focus and the development of a literacy and numeracy continuum across the school.

Target 1

Literacy

Our success will be measured by:

- 30% of Year 3 students at proficiency
- Less than 20% of Year 3 students below National Minimal Standards (NMS)
- 30% of students in Year 5 students at proficiency
- Less than 20% of Year 3 students below NMS
- 70% of Year 5 students greater than or at expected growth rates
30% of Year 7 students at proficiency
Less than 25% of Year 7 students below NMS
70% of Year 7 students greater than or at expected growth rates
20% of Year 9 students at proficiency
Less than 25% of Year 9 students below NMS
63.6% of students in Year 9 achieved greater than or equal to growth rates in Reading; 54.5% in Spelling; and 27% in Grammar and Punctuation

Target 2
Numeracy

Our success will be measured by:
30% of Year 3 students at Proficiency
Less than 20% of students below NMS
30% of Year 5 students at proficiency
Less than 20% of students below NMS
70% of Year 5 students equal or at expected growth rates
35% of Year 7 students at proficiency
Less than 25% of Year 7 students below NMS
70% of Year 7 students greater than or at expected growth rate
25% of Year 9 students at proficiency
Less than 25% of Year 9 students below NMS
70% of Year 9 students greater than or at expected growth rates

Our achievements include:
10% of students in Year 3 were below National Minimum Standards in Reading; none were below NMS in Writing, Spelling and Grammar and Punctuation
30% of students in Year 3 were proficient in Writing and Grammar and Punctuation; 20% in Spelling; and 10% in Reading
11.1% of students in Year 5 were below National Minimum Standards in Reading; 23% in Writing; 11.1% Spelling and none in Grammar and Punctuation
33% of students in Year 5 were proficient in Reading; 22% in Grammar and Punctuation; and 11% in both Writing and Spelling
62.5% of students in Year 5 achieved greater than or equal to growth rates in Reading; 25% in Spelling; and 50% in Grammar and Punctuation
No students in Year 7 were below National Minimum Standards in Reading; 14.3% in Writing, Spelling and Grammar and Punctuation
43% of students in Year 7 were proficient in Reading, Spelling and Grammar and Punctuation; and 28% in Writing
80% of students in Year 7 achieved greater than or equal to growth rates in Reading; 60% in Spelling; and 40% in Grammar and Punctuation
7.1% of students in Year 9 were below National Minimum Standards in Reading; 22.4% in Writing; and 14.3% in Spelling and Grammar and Punctuation
21% of students in Year 9 were proficient in Reading; 7% in Spelling; and none in Writing and Grammar and Punctuation

20% of students in Year 3 were below National Minimum Standards in Numeracy
10% of students in Year 3 were proficient in Numeracy
No students in Year 5 were below National Minimum Standards in Numeracy
22% of students in Year 5 were proficient in Numeracy
62.5% of students in Year 5 achieved greater than or equal to growth rates in Numeracy
No students in Year 7 were below National Minimum Standards in Numeracy
14% of students in Year 7 were proficient in Numeracy
40% of students in Year 7 achieved greater than or equal to growth rates in Numeracy
• 7.1% of students in Year 9 were below National Minimum Standards in Numeracy
• No students in Year 9 were proficient in Numeracy
• 54.5% of students in Year 9 achieved greater than or equal to growth rates in Numeracy

A minority of staff do not hold high expectations of student achievement, particularly in numeracy

Future directions
It is clear that there is a need to apply programs in a more consistent fashion across the school. Greater links across the K-12 continuum in relation to links in literacy, numeracy and learning strategies will be established.

Targeted professional learning to up-skill all staff but especially those who may be teaching outside of their specialities needs to become a priority and this should begin with the creation of individual professional learning plans.

The allocation of resources to the creation of key learning teams within the school and the implementation of the Positive Behaviour for Learning program should assist in lifting expectations.

Curriculum
Mathematics
The Mathematics faculty participated in a Mathematics review that incorporated the member schools of the Riverina Highlands Learning Community schools. The review was conducted by a team from regional office and identified a number of key areas for reform and improvement.

Background
Concern about student performance in general and in specific courses in particular across the RHLC schools led the principals to request a review take place.

Students, staff and parents were interviewed, lessons observed and programs and administration analysed.

Findings and conclusions
The review established that there were a number of areas that needed to be addressed to facilitate improvement. There was a culture of low expectation, a reluctance to fully incorporate new technologies, inconsistent application of quality assessment and reporting practices and a lack of collaboration across the schools.
Future directions
As a direct result of the review a Highlands Mathematics Head Teacher network was established during second semester 2011. This initiative is supported by the principals as part of school professional learning priorities with adequate funding to be allocated.

Head Teachers will revisit their role as head teacher mathematics to identify a common approach and then to develop rigorous approaches to the development, implementation and maintenance of a Year 7 - 12 assessment policy.

Other evaluations
The principal and executive began an evaluation of all school policy documents during the latter half of 2011. It was clear that most documents were overdue for updating and or had been superseded. Throughout 2012 the various policies will be updated and published to reflect current departmental guidelines.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

On the whole parents, students and staff are positive about their school and their interaction with it.

Over 90% of primary students were positive about their school and the experiences that they enjoy there. Secondary students were less enthusiastic but the satisfaction figures were still in the 70-80% range.

100% of surveyed parents were positive in their attitudes towards the school and what it provides for their children.

There has been some discussion with regard to the reforming of the school welfare and merit system and this will be a target for 2012.

Professional learning
During 2011 a range of professional learning activities took place for staff. These encompassed individual classroom teacher, faculty, primary or secondary school and whole school activities. Specific programs included Focus on Reading, Secondary Literacy Strategy, Team Leadership for School Improvement, Beginning Teacher Induction, Head Teacher Network Days, RHLC training and Technology focused e.g. Use of Interactive Whiteboards, Connected classroom and DER laptops.

Average expenditure per teacher on professional learning was $2500.00. Total school expenditure was $34505.00.

All staff participated in School Development Days and these covered Code of Conduct, Child Protection, Assessment and Reporting, Anaphylaxis, Highlands Mathematics review, SMART data analysis and technology integration.

There were four new scheme teachers working towards accreditation and two teachers maintaining accreditation at Professional Competence.

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.

The school identified priority areas in the 2012-2014 School Plan are:

- Literacy and Numeracy
- Student Engagement and Well-Being
- Quality Teaching and Learning incorporating Technology; and
- Improving partnerships between home, school and the community

School priority 1

Literacy and Numeracy

Outcome for 2012–2014
To improve student performance in middle and upper skill bands in literacy and numeracy

2012 Targets to achieve this outcome include:

Increase the number of students achieving at or above the minimum standard in 2012 NAPLAN:
- Reading from 70% in 2011 to 75% in 2012 for all students Years 1 - 10
- Writing from 50% in 2011 to 55% in 2012 for all students Years 1 - 10
- Spelling from 65% in 2011 to 70% in 2012 for all students Years 1 - 10
- Grammar and Punctuation from 70% in 2011 to 75% in 2012 for all students Years 1 – 10
- Reading from 86% in 2011 to 100% in Year 7 and in Year 9 from 71% in 2011 to 100% by 2014.
- Writing from 43% in 2011 to 90% in Year 7 and in Year 9 from 43% in 2011 to 90% by 2014.
- Spelling from 57% in 2011 to 90% in Year 7 and in Year 9 from 71% in 2011 to 90% by 2014.
- Grammar and Punctuation from 71% in 2011 to 100% in Year 7 and in Year 9 from 64% in 2011 to 90% by 2014.
- Increase student achievement in top two skill bands in Reading – achieve parity with region
- Numeracy from 70% in 2011 to 75% in 2012 for all students Years 1 - 10

**Strategies to achieve these targets include:**

- Provision to staff of 4 days [2 per semester @ 2 x Literacy & 2 x Numeracy] to analyse SMART data for students in their classes and then program accordingly
- All Staff utilising SMART data to inform teaching
- Core Teams to identify target areas
- SMART data analysis to become part of regular meeting structure
- Targeted Numeracy TPL
- Stage based targeting of data analysis and usage
- Consolidation of the implementation of Focus on Reading and the Secondary Literacy Strategy (2LS) to help co-ordinate whole school planning resources, teaching and learning programs and support

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**School priority 2**

**Student Engagement and Well-Being**

**Outcome for 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

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

- Student retention Year 10 to 12 65%↑ over life of 2012-2014 Plan
- Student attendance equal to or better than state average.
- 80% of students agree that staff expect them to do well; that lessons are appropriate to their needs and interests and that staff tell them what they do well and how they can further improve.
- Halve total suspensions and reverse growth in long suspensions.
- Reduce overall numbers of referrals by 20%.

**Strategies to achieve these targets include:**

- Introduce new welfare data collection processes, refine referral categories through the proper implementation of Sentral software suite
- Improved monitoring of student attendance and referral to relevant school personnel
- Whole staff meetings to develop school guidelines; reinforce staff responsibilities.
- Further develop the shared curriculum delivered across RHLC; investigate Stage 5 and 4 possibilities.
- Develop Transition/Careers role and program
- Curriculum Team to investigate/implement alternative delivery models
- Implement Careers Fast Track program
- Re-form LST and membership – Coordinate School Counsellor/YAs to target STAR
- Institute PBL
Participation in the regional ‘HOW2Learn’ strategy and 2LS [Secondary Learning Strategy]

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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Amelia White – Assistant Principal (Relieving)
Vicki Dodd – Assistant Principal
Mark McDonell – Head Teacher
Marian Williamson – Head Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: