2009 Annual School Report
Batemans Bay High School

NSW Public Schools – Leading the way
Our school at a glance

Students

The total student enrolment in February 2009 at Batemans Bay High School was 764 which was approximately 30 fewer students than the enrolment of twelve months earlier.

This total was made up of 390 girls and 374 boys with 556 students in Years 7–10 and 208 students in Years 11–12.

In the last 2 years the total number of students attending Batemans Bay High School has decreased by approximately 50 students.

For several years we have been enrolling fewer students into Year 7 including only 111 students in Year 7 in 2009. As a result we formed only four classes in Year 7 this year and this small number of classes will continue to have an impact as they progress through high school.

The establishment of our first support class in 2007 brought many new students to the school with high support needs. In 2008 our school enrolment included 14 students with special needs. In 2009 this enrolment had grown to 21 special education students.

Additional information and details about our student enrolment is presented later in this report.

Staff

In 2009 the school had a total staff of 61.6 and a support staff of 14.7. The teaching staff included two deputy principals, nine head teachers and 34 classroom teachers.

In addition, specialist non-teaching staff included the principal, a librarian, a careers adviser and two school counsellors.

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

In 2009 the support staff included one school administration manager (SAM), several school administrative officers (SAOs), a library assistant, a science assistant, a home economics assistant, a farm assistant and a general assistant.

The students also benefit from several school learning support officers who work both in specialist and classroom areas.

The staff are highly experienced and stable in the school. There were no new appointments to the school teaching staff in 2009 but several staff are expected to retire in the coming years.

Parent and Community Involvement

Parents, caregivers and community members are very involved in a wide variety of school activities.

The P&C hold a successful monthly market and all profits are returned to school after allocation by P&C representatives on the school finance committee.

In 2009 the P&C contributed to a number of student welfare programs and supported a rewards excursion for all students who achieved Gold and Silver levels in the school’s merit scheme.

Parents actively participate in the decision-making processes of the school through the monthly P&C Association meetings and representation on all our school committees including the school’s finance, curriculum, student welfare and school uniform committees.

The P&C also purchase some classroom capital equipment and fund important student welfare programs.

Our parents continue to be strongly represented at district, regional and state P&C committees. A message from the school’s P&C Association is presented below.

Messages

Principal’s message

This Annual School Report shows that Batemans Bay High School provides excellent opportunities for all students.

Our consistent results and achievements this year are the result of the efforts of our stable, committed staff and our motivated, diligent students.

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.

Neil Simpson
Principal

P&C Message

We are fortunate to have committed and experienced staff at Batemans Bay High School who continually does their best to make it a positive and happy learning environment for our children.

The P&C has representatives on many different committees in the school who have done a lot of work behind the scenes in 2009.

These committees make many decisions that influence the running of the school.

Jenny Burt
P&C President
**SRC Message**

The SRC continue to play an active role in decision making in the school. In 2009, we held regular weekly meetings of all junior and senior SRC representatives and we initiated and implemented a range of changes to enhance the student experience at Batemans Bay High School.

We have had an important input into such activities as *The Bay Way* (Positive Behaviour for Success) program, several student welfare initiatives, school socials, student surveys, fundraising, school assemblies and events including the swimming and athletics carnivals and we have represented the school at community events including Anzac Day.

The SRC has provided us with the opportunity to develop and practise leadership skills while having a direct input into the running of the school.

**Brandon McClelland**

2009 SRC President

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**Significant programs and initiatives**

**Aboriginal Education**

The school has 15% of student enrolments coming from an Aboriginal or Torres Strait Islander background. Several important initiatives in 2009 provided our Aboriginal students with additional classroom support and resources.

Participation in the Aboriginal Education Training Directorate (AETD) in-class tuition program provided an additional 32.5 hours per week tutorial time for 32 weeks. Our Aboriginal tutors provided excellent support and encouragement to our students.

The improvement shown in the performance of our Aboriginal students in literacy and numeracy tests is just one way to measure the improvement experienced by our Aboriginal students.

Again this year a group of students travelled to Goodooga to participate in several days of Koori Games. Organised by a several willing staff, these students were fine representatives of their school and their community.

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*Students at the Koori Games Day in Goodooga (photographs above and below)*

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*Brandon McClelland, SRC President, laying a wreath on behalf of the school at ANZAC Day 2009*


Teaching Using Technology

The Department of Education installed wireless network in many of our classrooms in 2009 and issued each student in Year 9 with their own personal laptop computer through the Federal Government’s Digital Education Revolution.

This significantly improved our access to curriculum resources for students and has made significant changes to the way students are taught.

We continued to use our connected classroom which includes an interactive white board together with videoconferencing facilities for staff and student use. Additional teachers were trained in using this equipment in 2009.

Performing Arts Initiatives

The teaching of dance, music and drama was supported by a visit from the Sydney Symphonia in 2009. All students in Year 7 plus our elective music classes attended an excellent concert in our school hall.

In addition, in June 2009 the school staff and students presented an excellent musical cabaret called Dreams. This provided an excellent opportunity for over 100 students in all the creative and performing arts subjects and the languages faculty to perform in dance, drama, music, visual arts, film, animation and photography.

Remembrance Day Ceremony – Batemans Bay High School - 2009

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Dreams 2009 Poster

Our dance students continued to develop their expertise and presented many wonderful performances during the year at school assemblies and at other events.

Dance rehearsals for DREAMS in 2009

The Sydney Symphonia performing for our students in the school hall
Student Art Gallery Opening

The opening of our student art gallery Les Musee Des Jeunes in the visual arts department was a significant event for the CAPA faculty this year.

This was initiated by a group of interested students who worked with staff to develop and present an exhibition space where student works can be shown.

The official opening took place during the intermission of Dreams and many parents and members of the general public attended.

Languages Key Learning Areas

Both the French Continuers and the French Beginners courses were offered in this KLA again in 2009 to cater for the range of our student backgrounds.

With the National Curriculum being implemented in the near future and a return to increased inclusion of grammar in English programs, the teaching of foreign languages will provide significant support across other curriculum areas.

Our students from years 7-10 participated in the National French Language Competition again with 8 students gaining Distinctions and 18 gaining credits. This is a very successful outcome for all participating students.

Exchange students

In 2009 one of our enthusiastic language students went on a five month exchange program to Belgium. She returned with a great deal more fluency and enthusiasm to learn more about not just the French culture but other cultures as well. It was an amazing experience that this student will never forget.

We also hosted an exchange student from Brazil and an exchange student from Germany who came to Batemans Bay under two different exchange programs in 2009.

The Beachside Review

In 2009 a school magazine was produced by some interested and committed staff and students for the first time in many years.

Called The Beachside Review it was an excellent summery of our achievements and memories of 2009. This magazine was supported by many businesses in the community and all students were encouraged to make a contribution.

Entires in the 2009 Cake Decorating Competition
Visual Arts Initiatives
Following on from the development of our Outdoor Learning Space in 2008 this year our talented art students attended a 2 day Artists Mural Workshop held at the school.

The students worked with a visiting professional artist and then completed some mural work on the walls around the art block.

Performing Arts Initiatives
Students in the performing arts benefited from the expertise of several visiting artists during 2009. An ex student who is now a professional dancer held a contemporary master class for approximately 40 students. Another local dancer working with the Quantum Leaps dance company in Canberra visited the school for workshops and training in hip hop dance.

The Clyde Circus again performed in the regional performing arts spectacular, Southern Stars. This group had their own feature segment again this year and presented an excellent segment in front of thousands of students over several nights in Wollongong. Students from Batemans Bay High School again attended Southern Stars as a school excursion this year.

Several students attended the NSW State Drama Camp this year and students in drama were lucky enough to have a personal, guided tour through the local Bay Theatre Players premises. They also planned and presented a street theatre piece during lunchtime based on the anti-bullying message.

In addition excursions were organised to the Hyatt Hotel in Canberra and several fine dining restaurants.

The school participated in the World Skills Competition this year and one student represented the school in the Regional Final in Wollongong, being placed fourth out of sixteen competitors.

English Faculty Initiatives
This year our school Senior Debating Team were Regional Finalists in the Hume Barbour Debating Competition and performed very well under intense competition.

Our students also participated in the ICAS English and ICAS Writing competitions, the Write Now Sydney Morning Herald competition, the What Matters Whitlam Institute writing competition and the Dorothea Mackellar poetry competition.

HSIE Faculty Initiatives
Students from Year 10 represented the school at a parliamentary forum and debated a proposed law to lower the voting age. At that forum one of our students was selected to speak on the first bill of the day.

One student wrote an excellent essay and was then selected to attend the Parliamentary Constitutional Convention in November. She represented the youth view on how to better recognise Aboriginal rights in the Australian Constitution.

Another student was selected from our entries into the NSW Premiers Awards to go onto the reserve list for a trip to France to view the impact of war. Even though this was a great achievement unfortunately he did not get to attend.

The Eurobodalla – Braidwood Learning Community Initiatives
Batemans Bay High School is a proud and active participant in the Eurobodalla Braidwood Learning Community.

In existence for nearly ten years, members of the EBLC organise a range of programs annually for the benefit of staff and students from all our schools.

This year students from Batemans Bay High School participated in the EBLC Chess Day, the Writers Road Show, the Enviro Day, our annual Leadership Awards Dinner and the Visual Arts Camp.

These activities provide an excellent opportunity to nurture and develop the talents and interests of our students and to recognise the achievements of our staff and students each year.
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
The total student enrolment in February 2009 was 764 which was 30 fewer students than the enrolment of twelve months earlier.
This total was made up of 390 girls and 374 boys with 556 students in Years 7–10 and 208 students in Years 11–12.
In the last 2 years the total number of students attending Batemans Bay High School has declined by approximately 50 students.
For several years we have been enrolling fewer students into Year 7, including only 111 students in Year 7 in 2009.
As a result we formed only four classes in Year 7 this year and this small number of classes will continue to have an impact on school population as they progress through the high school.
The establishment of our first support class in 2007 brought many new students to the school with high support needs.
In 2008 our school enrolment included 14 students with special needs. In 2009, this enrolment had grown to 21 special education students.

Student attendance profile
Year 7 to 12 attendance rates have slightly improved in the last four years.
Our average attendance for boys and girls combined in 2009 was 87.6% which was 2.1% below the state average.
While there has been a slight improvement in response to one of our school goals, there is still more work to be done to improve the attendance rate of our junior students.
Again this year we found that the majority of our student absences can be attributed to a minority of students with high absence rates.
There are many, many students in years 7-10 who have 100% attendance each year. These students maintain an excellent record of attendance which gives them the best opportunity to excel at their academic and sporting studies.

Retention to Year 12
The proportion of students staying on to Year 12 has remained fairly constant over the last 5 years at both a school level and as a state average.
It is expected that the increased minimum school leaving age in 2010 will have some impact on the proportion of students staying on to complete Year 12.

Retention rates from School Certificate (SC) in Year 10 to the Higher School Certificate (HSC) in Year 12 for the School, School Education Group (SEG) and State

Post-school destinations
Following the 2009 HSC, 90 Year 12 students were classified as school leavers. This number does not include the many students who left during the year to take up apprenticeships and traineeships in the local area.
At the time of the survey, the destination of only 3 or 3% of our ex students was unknown.
Of our HSC school leavers in 2009, 62% representing 56 students are attending a tertiary institution in 2010 including a University (33 students – 37%), a TAFE (3 students), the Australian Defence Forces (5 students), a Private Training Provider (6 students) or studying within a traineeship or apprenticeship (9 students) in 2010.
This is a similar proportion to the previous year when 56% of our graduating students went on to some form of tertiary education.
The 34% who have gone to employment comprise 23 students who are employed on a part-time or casual basis, 5 students who are in permanent full-time employment and only 2 students who are still seeking employment.
It is noted that this is the smallest proportion of students going straight to employment in recent years. It is also significant that only 2 of our 90 graduating students were unemployed at the time of the survey. This proportion is far below the average teenage rate of unemployment currently being experienced in our local community.

**Year 12 students undertaking vocational or trade training**

Six students completed the HSC Construction VET course this year two have secured an apprenticeship in the local building industry. This represents 33% of the 2009 HSC class.

Of the five students who completed the Hospitality Operations VET course in 2009, none have gone on to further study or work in the industry.

Of the thirteen students who completed the Information Technology course in 2009, two have secured a traineeship in IT and one has enrolled in IT at university. This represents 23% of the 2009 HSC class.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

In 2009, 90 students successfully gained the Higher School Certificate and 1 student gained a Record of Achievement for completing Year 12.

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**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**

Batemans Bay High School continues to have a stable teaching and administrative staff entitlement (see below). The table below includes administrative staff this year and so the total is considerably more than shown in previous years.

**Staff retention**

During 2009 six staff members retired and only five were replaced with new staff.

Our new Deputy Principal commenced duties following the retirement of Mrs Wallace and three staff who retired from the mathematics faculty were replaced with new staff.

The one staff member who retired from the HSIE faculty was replaced with a new appointment.

The music teacher who retired was not replaced due to decreasing demand for music classes.

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<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Others</td>
<td>6.8</td>
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<tr>
<td>Counsellor</td>
<td>2.0</td>
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<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>76.3</strong></td>
</tr>
</tbody>
</table>

**Teacher qualifications**

All teaching staff at Batemans Bay High School meet the professional requirements for teaching in NSW public schools.

Several staff are continuing their studies towards post graduate qualifications in a specialist area, including special education.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>87%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13%</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.

Date of financial summary: 30/11/2009

**Income** $

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>335 533.47</td>
</tr>
<tr>
<td>Global funds</td>
<td>504 929.37</td>
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<tr>
<td>Tied funds</td>
<td>344 263.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>142 175.00</td>
</tr>
<tr>
<td>Interest</td>
<td>17 617.94</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>46 037.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>169 225.70</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1 559 782.53</td>
</tr>
</tbody>
</table>

**Expenditure**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>152 884.99</td>
</tr>
<tr>
<td>Excursions</td>
<td>61 071.85</td>
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<tr>
<td>Extracurricular dissections</td>
<td>39 697.77</td>
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<tr>
<td>Library</td>
<td>7 953.69</td>
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<tr>
<td>Training &amp; development</td>
<td>12 232.08</td>
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<tr>
<td>Tied funds</td>
<td>285 634.63</td>
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<tr>
<td>Casual relief teachers</td>
<td>212 621.12</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>121 838.42</td>
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<tr>
<td>School-operated canteen</td>
<td>141 059.49</td>
</tr>
<tr>
<td>Utilities</td>
<td>98 286.91</td>
</tr>
<tr>
<td>Maintenance</td>
<td>31 454.38</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>57 606.74</td>
</tr>
<tr>
<td>Capital programs</td>
<td>39 482.79</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1 261 824.86</td>
</tr>
</tbody>
</table>

**Balance carried forward** 297 957.67

A full copy of the school's 2009 financial statement is tabled at the Annual General Meeting of the Parents and Citizens Association.

Further details concerning the statement can be obtained by contacting the school.

School performance 2009

**Achievements**

**Sporting Performance**

In 2009, Batemans Bay High School entered teams in 22 different Regional Knockout competitions with all teams competing in an extremely sportsmanlike manner.

From our comprehensive program of school sport and district sport, we had 75 students represent the school at regional level in sports including swimming, athletics, cross country, AFL, golf, basketball, lawn bowls, girls volleyball, tennis, girls soccer, rugby league, girls touch, rugby union and gymnastics.

From these regional representatives a total of ten students were selected to represent the South Coast Region at the State Combined High Schools (CHS) carnivals.

Fifteen of our indigenous students travelled to Goodooga to participate in our second Indigenous Games Day (see separate report).

This year we also had excellent results in a range of alternative sports including mountain biking which continues to grow with a dedicated band of talented riders strongly supported by their families.

Our school athletics and swimming carnivals were very successful due to the excellent preparation and organisation by staff and the high levels of participation by students.

In addition, many staff and parents continue to spend significant amounts of time and energy coaching, managing and transporting our athletes to various locations around NSW to compete.

School swimming carnival 2009
Academic Performance

In the National Assessment Program for Literacy and Numeracy (NAPLAN), the results across the Years 3, 5, 7 and 9 are reported on a scale from Band 1 to Band 10.

Students in Year 3 can achieve from a Band 1 (lowest) to a Band 6 (highest for Year 3); students in Year 5 can achieve from Band 3 (lowest) to Band 8 (highest for Year 5); students in Year 7 can achieve from Band 4 (lowest) to Band 9 (highest for Year 7) and students in Year 9 can achieve from a Band 5 (lowest) to Band 10 (highest for Year 9)

This achievement scale represents increasing levels of skills and understandings demonstrated by students in the NAPLAN assessments.

Literacy – NAPLAN Year 7

The NAPLAN results for literacy achievement in Year 7 are shown on the next four graphs.

Our results in the top bands in Year 7 reading, writing and spelling shown on the following graphs, are not as strong as have been our long term results for the school and when compared with the schools in our like school group.

The LSG (Like School Group) provides a useful frame of reference against which schools can compare their students’ results. All schools in the state have been allocated to one of ten LSGs on the basis of the average socioeconomic status (SES) of their parent community and their relative geographical isolation.

These literacy results present a challenge to ensure that we increase the proportion of students performing in the top bands by the time they complete the NAPLAN tests in Year 9.
Numeracy – NAPLAN Year 7

The NAPLAN results for numeracy in Year 7 are shown on the graph below. This is a composite score of all the aspects of numeracy.

This graph shows that the numeracy results for the students we enrolled into Year 7 in 2000 compared favourably with our like school group and with our school’s long term average except for the overrepresentation of Band 6 students.

Once again the challenge for our school is to move these Band 6 students up to higher levels of performance by the time they sit the Year 9 NAPLAN test in 2 years time.

Literacy – NAPLAN Year 9

The graphs below present the literacy results in the 2009 NAPLAN test in the areas of reading, writing, spelling and punctuation and grammar for our Year 9 students.

In these four areas the performance of our Year 9 students compares favourably with students from our group of like schools and the state.

Our school has deliberately targeted the middle performing students in Year 7 and tried to lift their results to higher bands in Year 9.

We are very pleased with these results as they show that we have been largely successful with this strategy over the last two years.

Of particular note is the performance of our highest achieving students (those in Band 10 and 9) as our school achieved results which are well above our like school group and compare favourably with state averages in these bands.
Progress in Literacy

In relation to growth or ‘value added’ in literacy scores from Years 7 to 9, our school achieved a growth rate four points higher than the average growth rate for students across the state.

Numeracy – NAPLAN Year 9

All aspects of numeracy are shown as a composite score on the graph above.

Our numeracy results in Year 9 are much stronger than they have been in previous years. We now have approximately the same proportion of students in each band as other schools in our like school group.

Progress in numeracy

We have made significant progress in improving our numeracy results in Year 9 and even though they are still below state average, the 2009 NAPLAN results were very encouraging when compared with our like school group.

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 (NAPLAN) is compared to these minimum standards.

The percentages of our students achieving at or above these standards are reported in the following tables.
### Percentage of Year 7 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84.4</td>
</tr>
<tr>
<td>Writing</td>
<td>80.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>84.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>83.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.5</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87.5</td>
</tr>
<tr>
<td>Writing</td>
<td>85.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.4</td>
</tr>
</tbody>
</table>

### School Certificate Results

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

#### English

The performance of our students in the English – literacy examination is reported on the graph below compared with our long term school average, the performance of students in English in our like schools group and the state average.

Once again we are very pleased with these results. The 2009 School Certificate cohort showed a significantly improved performance over what we have achieved in recent years.

This cohort achieved at or above state averages for all performance bands and the proportion of students in each band was significantly higher than our long term school average and our like school group of schools.

In the School Certificate English – literacy state wide examination, five students achieved a Band 6 result and thirty five students achieved a Band 5 result.

Overall, 74% of our students achieved a Band 4 result or higher which is an increase of 9% of students in these three bands from the previous year.

#### Mathematics

The performance of our students in the Mathematics – numeracy examination is reported on the following graph and is compared with our long term school average, the performance of students in mathematics in our like schools group and the state average.

In the School Certificate Mathematics state wide examination, nine students achieved a Band 5 or a Band 6 result and there was only one student who achieved a Band 1 result in 2009.
The percentage of students who gain a Band 4, Band 5 or Band 6 result in mathematics still remains below the state average and this has led the school to determine that we become a focus school in numeracy in 2010 to help us improve our performance in this area.

Science

The performance of our students in the Science examination is reported on the graph below compared with our long term school average, the performance of students in science in our like schools group and the state average.

The graph above shows that we are definitely achieving our goal of improving the number of students in the top three bands. In 2009 we had a higher proportion of students in Bands 4, 5 and 6 than both our long term school average and the average of all schools in our like school group.

However, while we are performing very well in these two measures the proportion of our students in Bands 5 and 6 is still below state average.

History

The performance of our students in the Australian History, Civics and Citizenship examination is reported on the graph on the next page compared with our long term school average, the performance of students in History in our like schools group and the state average.

In the School Certificate History state wide examination, five students achieved a Band 6 result and twelve students achieved a Band 5 result.

The proportion of students achieving each band is similar to the proportion of students in both our like school group and the state. Again these are excellent results and a good indication that our school focus on improving the proportion of students in the top bands is having some success.

Geography

The performance of our students in the Australian Geography, Civics and Citizenship examination is reported on the graph on the next page compared with our long term school average, the performance of students in geography in our like schools group and the state average.

In the School Certificate geography state wide examination, twenty eight students achieved a Band 5 or 6 result.

These results are similar to the results in History and show that the proportion of students achieving each band is similar to the proportion of students in both our like school group and the state.

This is more evidence that our school focus on improving the proportion of students in the top three bands is having some success.
Computer Skills

All students in Year 10 sit the computer skills examination, even if they don’t study computing as a subject. The performance of our students in the computer skills examination is reported on the graph below.

SchoolCertificate relative performance comparison to Year 5 (value-adding)

In terms of value adding or growth from the Year 5 to the Year 10 School Certificate students in our English, Science and Geography examinations have all done very well.

In these cases the value added for the 2009 group was above our school’s long term average value added score and well above the average like school group value added score as well.

Higher School Certificate Results

Our Higher School Certificate (HSC) results in 2009 were again outstanding.

A total of ninety students were awarded a Higher School Certificate in 2009 at Batemans Bay High School, with a further two students awarded a Record of Achievement and one student accumulating subjects towards an HSC at a later date.

Thirty-four courses were studied for the HSC this year. Seven of these courses had an exam mark above the state exam mean and twenty two of these courses had at least one student in the top two bands (Band 5 and/or Band 6).

This year there were seventeen Band 6 results and seventy Band 5 results. Combined, this is the most number of Band 5 and 6 results ever achieved by students at this school and even improved on a similar outcome last year.

Many individual students did particularly well in the HSC in 2009 including eleven students who
were listed on the NSW Honour Roll for attaining a Band 6 result in at least one subject.

The graphs below summarise our HSC results for all courses with more than ten candidates.

These graphs show the average course mark achieved this year compared with the average mark for the school from 2004-09, the average for students in our like school group and the state average in 2009.

### English Key Learning Area

This year fifty four students attempted the Standard English course and thirty five students attempted Advanced English.

In Advanced English twelve students achieved a Band 5 result and one student achieved a Band 6. Five students attempted the Extension 1 English course with three of them gaining a Band E3 or E4 grade.

### Mathematics Key Learning Area

This year fifteen students presented for the Mathematics course and thirty seven students attempted the General Mathematics course.

The results for these courses are shown on the graph on the following page.

The graph shows that our results approximate the results of the schools in our like school group, although they are still below state averages.

Five students attempted Extension 1 Mathematics this year and one student completed the HSC in General Maths as an accelerated student.

### Science Key Learning Area

This KLA includes the subjects of Physics, Biology and Chemistry. Biology and Chemistry are not shown on these graphs as there were fewer than ten candidates in these courses. In Chemistry, one student achieved a Band 6 result and in Biology, two students achieved a Band 5.
Human Society and Its Environment Key Learning Area

This KLA includes the subjects of Geography, Business Studies, Legal Studies, Ancient History, Modern History and Society and Culture.

Ancient History students continue to perform well with five students achieving a Band 6 and two students achieving a Band 5 result.

Students in Modern History achieved two Band 5 result this year. Legal Studies students achieved five Band 5 results and Business Studies students achieved three Band 5 results this year.

Technology and Applied Studies Key Learning Area

This KLA includes the subjects of Industrial Technology, Engineering Studies, Software Design and Development, Information Processes and Technology, Design and Technology, Food Technology and Hospitality.

In all of these courses there were seventeen Band 5 results, an increase from thirteen last year and six in the previous year.

Creative and Performing Arts Key Learning Area

This KLA includes the subjects of Visual Arts, Music and Drama.

Students in Visual Arts achieved outstanding results with five of the twelve students in this course achieving a Band 5 result and a further two students achieving a Band 6 result.

In Music Course 1 five students (50% of the class) achieved a Band 5 result and in Drama two students achieved a Band 5.

Languages Key Learning Area

Both the French Continuers and the French Beginners courses were offered in this KLA to cater for the range of our student backgrounds.

The results this year were excellent with one student in French Continuers achieving a Band 6 result and two students in French Beginners achieving a Band 6 result as well.

Personal Development/Health/Physical Education Key Learning Area

Results in this KLA have improved for the last three years. This year one student achieved a Band 6 and three students achieved a Band 5 result in the PD/Health/PE course.

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

The graph below shows the value added or growth of student results from Year 10 to Year 12.

Value added is a measure of how much better or worse students actually did when compared with their predicted HSC result when they were in Year 10. This only applies to students who completed both their SC and their HSC at this school.

The average value added growth is shown for three groups of students at the HSC this year - the low performing, middle performing and high performing students.

The graph shows that both the like school group value added score and the long term school average value added score is in fact negative between Year 10 and Year 12.

However, when compared with the same graph from 2008 the school has improved its value adding position in all three performance levels.

In 2009, as also occurred in 2008, we continued to improve on our long term value added average for our middle and high performing students.
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 2009 our school carried out evaluations of the subject selection process for students entering Year 11 and the effectiveness of our across school reading program called ICARE.

Educational and management practice
This year the Curriculum Committee carried out an evaluation of the subject selection process for students entering Year 11 and made significant recommendations which were adopted for 2010.

Background
In recent years staff noticed an increase in the number of students ‘trying’ a subject at the start of Year 11 and then changing to another subject after several weeks.

This led to a huge imbalance in class sizes, inaccurate timetabling and planning and pressure on students to ‘catch up’ work missed at the start of the year.

Surveys of students indicated that they did not get much quality information about the subjects we taught before they selected them and our subject selection process was not very valuable in helping them decide what courses they should study.

The problem was evidenced by large numbers of students submitting change of elective forms and many classes dropping to just a few students at the start of Year 11.

The evaluation we conducted included surveys of staff and students and research into alternative subject selection processes in other schools.

Findings and conclusions
The evaluation concluded that:

- students would benefit from a more focussed subject selection meeting where Head Teachers presented quality information and answered specific questions in small groups
- students would benefit from individual counselling and advice from an experienced teacher who knew their interests and their learning needs
- parents would welcome the opportunity to be more informed and involved in the subject selection process
- students would benefit from seeing that several alternate course combinations or patterns of subjects were available depending on their interests and future career aspirations.

As a result we introduced a two day subject selection market where quality information was presented to students and we sent home advice and encouraged parents to attend a parent subject selection presentation.

We also ensured several combinations of courses appeared on our subject lines although we stopped short of advertising them as a university entrance course pattern of study, a non-ATAR pattern, a vocational course pattern etc.

The major innovation included introducing a personal interview with a senior member of staff to discuss subject choices and to give advice including a follow up interview once subject lines were established and choices concluded.

Future directions
As a result the number of subject changes in 2010 has been minimal and anecdotal evidence suggests that students are happier with their subject choices.

In the future we will need to evaluate these changes and consider further modifications to the subject selection process for students entering senior years.

Curriculum
The Curriculum Committee also conducted an evaluation of our whole school reading program called ICARE (Improved Cooperation and Reading Enjoyment).

Background
For many years the school has had a twenty minute roll call/reading session at the start of each day. Called ICARE, it provides time for activities related to student welfare, cooperation, reading and roll marking.

While ICARE has been reviewed many times in the past there have been few significant changes to the original concept.

A review of our NAPLAN reading results and a staff survey related to the effectiveness of this time showed that the morning ICARE did not significantly contribute to improving reading skills across the school.

Following this review, the Curriculum Committee decided to drop the idea of ICARE and introduce a more formal reading program at the start of each day we called RAGE (Read and Get Educated).

The RAGE program was researched and resourced and was implemented in 2010.
Findings and conclusions
The evaluation concluded that:

- the effectiveness of ICARE in developing reading skills was limited and so the ICARE concept should be discontinued
- students would respond to a scheme that encouraged and rewarded reading in a set, predictable way
- teachers thought that it was important to establish a culture of literacy in the school and to provide a calm, settled start to the day

Future directions
RAGE was introduced on Day 1 2010 and will be evaluated during 2010.

Other Evaluations
Positive Behaviour for Success

Background
Positive Behaviour for Success (PBS) was introduced as a whole school initiative in 2007. In 2009, PBS really took shape.

The PBS program is designed to focus school teams comprising staff, parents and students on whole school initiatives to reduce student misbehaviour.

The research underpinning the program shows that as student misbehaviour reduces, student learning outcomes increase.

In 2009 all students participated in identifying and stating the school’s core values and explicit teaching of appropriate behaviours related to our core values when moving between classes and on the stairs and when in assembly.

The PBS team restructured the school’s reward system to reflect our core values and placed signage of our core values around the school. This was reinforced with a visit from the Dragons rugby league team who are a business partner with the Department of Education PBS initiative.

Findings and conclusions
The results of the formal evaluation conducted by our school mentor were remarkable and showed that 95% of all staff and students knew our core values. Overall, our total score of 80% on this evaluation enabled the school to move the PBS initiative into our classrooms.

Future directions
All staff will now participate in a full day of training to bring PBS into the classroom in the next stage.

Progress on 2009 targets

Target 1 - Literacy

*Improve our Year 9 NAPLAN results in reading, writing, spelling and grammar and punctuation.*

Our achievements in 2009 towards achieving this target include:

- all faculties have programmed and taught specific writing skills for all classes in Years 7 and 8
- all teachers are developing skills in teaching specific text types across the curriculum in all classes in Years 7 and 8

Our target was to have fewer students in Bands 6, 7 and 8 and more students in Bands 9 and 10 in the NAPLAN Year 9 writing test.

To demonstrate that we are moving towards achieving this target, in 2009 the percentage of students in Bands 6, 7 and 8 had fallen from 80.8% to 69.0% and the percentage of students in Bands 9 and 10 has risen from 12.2% to 16.6%.

Target 2 - Numeracy

*Improve our Year 9 NAPLAN results in numeracy.*

Our achievements in 2009 towards achieving this target include:

- all faculties have focused on improving basic non-calculator mathematical skills in all classes in Years 7 and 8
- the school has determined to become a Focus School for numeracy in 2010 which will involve an across school commitment to improving numeracy scores and will attract further consultancy support in 2010

Our target was to have fewer students in Bands 6, 7 and 8 and more students in Bands 9 and 10 in the NAPLAN Year 9 numeracy test.

To demonstrate that we are moving towards achieving this target, in 2009 the percentage of students in Bands 6, 7 and 8 had fallen from 85.2% to 74.1% and the percentage of students in Bands 9 and 10 had risen from 7.8% to 16.3%.

Target 3 – Student Engagement and Student Retention

*Increase the proportion of Year 10 students achieving the HSC and improve the engagement of students in our curriculum.*

Our achievements in 2009 towards achieving this target include:
- the school’s Curriculum Committee did a complete review of our subject selection process and implemented a stronger, improved process for Year 10 students entering Year 11
- staff have attended workshops on improving student engagement and will lead professional learning in the school in 2010

Our target was to have more students returning to Year 11 and fewer students changing subjects during Year 11.

To demonstrate that we are moving towards achieving this target, both measures have achieved in 2010.

Target 4 – Connected Learning

*Improve our information and communication (ICT) infrastructure, access and quality of use in teaching and learning activities*

Our achievements in 2009 towards achieving this target include:

- all faculties have programmed and taught specific ICT lessons in all subjects 7-10
- the school has purchased and installed additional interactive whiteboards for classroom use
- all Year 10 teachers use student laptops as a part of their regular teaching program

Our target was to install and effective use of two new interactive whiteboards in the school and to have all students in Year 9 using their laptop in the majority of their classes in 2009.

To demonstrate that we are moving towards this target, we installed six new interactive whiteboards funded from the Building the Education Revolution initiative. We also had five faculties submit a request for funding to develop additional teaching resources for the laptops in their KLA, and three of these applications have been funded by Region in 2010.

Target 5 – Aboriginal Education

*Develop a personal learning plan (PLP) for every Koori student in Year 7, target support to improve literacy outcomes for all Year 7 Koori students and improve the leadership skills of our Aboriginal students*

Our achievements in 2009 towards achieving this target include:

- we commenced the process of developing and using a PLP for every Aboriginal student in Year 7
- we targeted STLD and SLSO support to develop the literacy skills of Year 7 Koori students
- we continue to target and train Aboriginal students to develop leadership skills

Our targets for this goal were for every Year 7 student to have a personalised learning plan, for our Aboriginal students to improve their Year 9 NAPLAN literacy results and for us to increase the number and quality of leadership opportunities for Aboriginal students.

While we continue to move towards these targets we did not develop a PLP for every Year 7 Aboriginal student in 2009. This remains a goal for 2010. Our literacy results for Aboriginal students did show a substantial improvement in Year 9 although there is still work to be done to improve the overall results.

Target 6 – Teacher Quality

*Develop and implement a whole school professional learning plan based on our school values and school plan; develop and implement faculty and individual professional learning plans that support the whole school plan*

Our achievements in 2009 towards achieving this target include:

- the executive have developed and implemented a whole school professional learning plan and allocated school teacher professional learning resources according to this plan
- some faculties have developed their own professional learning plan that supports the whole school professional learning plan
- some staff have developed and implemented their own individual professional learning plan based on faculty and whole school plans

While there is evidence that we are moving towards achieving this target, more work needs to be done in 2010 to better target and focus professional learning opportunities for staff.

Target 7 – School Priorities

*The school has many priorities and focus areas for the next three years in addition to the targets above. These include:*

- *Improve the student attendance rates for students in years 7-12*
- *Enhance the physical environment of the school*
• Continue to develop a whole school focus on positive behaviour for success (PBS)

• Improve our student’s transition to school and to work and their career and vocational education

Our achievements in 2009 towards achieving these targets include:

• we monitored particular groups of students who showed low attendance rates and we continued to use departmental resources to encourage higher attendance

• we implemented a range of school improvement activities, maintenance of buildings and gardens and improvements to our classrooms with a focus on environmental sustainability

• we continued to support and develop staff initiatives under the Positive Behaviour for Success (PBS) program.

To demonstrate that we are moving towards these targets, this year we improved our physical environment through student involvement in gardening projects and we increased student interest in environmentally green initiatives by successfully applying for a sustainable schools solar grant.

The Positive Behaviour for Success (PBS) initiative continues to be successful and is being driven by a committed and capable school team. While there are some measurable improvements in student behaviour across the school, the 2010 focus of PBS in the classroom will accentuate these improvements.

There was limited success in continuing our earlier School to Work focus as many faculties reported involvement with the student laptops and developments with the Australian Curriculum took most faculty time in 2009.

School development 2009 – 2011

Our targets for 2009-11 planning cycle were established in 2008 following significant staff input and discussion and endorsement by the P&C Association and the Student Representative Council.

Our school plan directly supports the goals expressed in the Illawarra and South East Regional Plan, the Department of Education and Training Office of Schools Plan and the NSW State Plan.

The Office of School Plan and the Regional Plan set targets for literacy, numeracy, student engagement and retention, connected learning, Aboriginal education and teacher quality.

All schools are expected to establish school targets in these six areas as well as determining their own school focus areas and priorities.

The targets shown below represent our aims for the second year of the three year planning cycle. The progress we have made in the first year of this cycle is reported above.

The targets and strategies shown below are representative of what we aim to achieve next year. They should not be seen as an exhaustive or final list. There are many other targets that we aim to achieve in addition to the following:

Targets for 2010

Target 1 - Literacy

Improve our Year 9 NAPLAN results in reading, writing, spelling and grammar and punctuation.

Strategies in 2010 to achieve this target include:

1. program and teach specific writing skills in all KLAS for all classes in Years 7 and 8

2. develop teacher skills in teaching specific text types across the curriculum in all classes in Years 7 and 8

Our success will be measured by:

1. fewer students in Bands 6, 7 and 8 and more students in Bands 9 and 10 in the NAPLAN Year 9 writing test

Target 2 - Numeracy

Improve our Year 9 NAPLAN results in numeracy.

Strategies in 2010 to achieve this target include:

1. develop a whole school focus on numeracy by applying to become a ‘Focus School’ in the district and by planning and conducting professional
development activities in numeracy with all staff
2. develop teacher skills in teaching numeracy in all KLAS

Our success will be measured by:
1. fewer students in Bands 5 and 6 and more students in Bands 9 and 10 in the NAPLAN Year 9 numeracy test

Target 3 – Student Engagement and Student Retention

*Increase the proportion of Year 10 students achieving the HSC and improve the engagement of students in our curriculum.*

Strategies in 2010 to achieve this target include:
1. attend regional courses in engagement and retention and develop a whole school plan to assist with improved engagement and retention of students
2. conduct quality research into teaching practice and curriculum structures that improve student engagement

Our success will be measured by:
1. developing and implementing a whole school plan to improve student engagement and retention
2. the research outcomes, options and recommendations over the next two years that will improve student engagement

Target 4 – Connected Learning

*Improve our information and communication (ICT) infrastructure, access and quality of use in teaching and learning activities*

Strategies in 2010 to achieve this target include:
1. install two additional interactive whiteboards for classroom use
2. effectively implement the laptops for learning program in all Year 9 and Year 10 classes
3. improve teacher skills in using ICT in the classroom

Our success will be measured by:
1. the installation and effective use of two new interactive whiteboards in the school
2. all students in Year 9 and Year 10 using their laptop in the majority of their classes
3. improved teacher skills in using ICT in the classroom

Target 5 – Aboriginal Education

*Develop a personal learning plan (PLP) for every Koori student in the school, target support to improve literacy outcomes for all Year 7 Koori students and improve the leadership skills of our Aboriginal students*

Strategies in 2010 to achieve this target include:
1. develop and use a PLP for every Aboriginal student in the school
2. target in class support to develop the literacy skills of Year 7 Aboriginal students
3. target and train Aboriginal students in leadership skills

Our success will be measured by:
1. every student has a PLP which is used by each of their teachers
2. an improvement in our Year 7 NAPLAN literacy results for Koori students
3. an increase in the number and quality of leadership opportunist for Koori students

Target 6 – Teacher Quality

*Develop and implement a whole school professional learning plan based on our school values and school plan; develop and implement faculty and individual professional learning plans that support the whole school plan*

Strategies in 2010 to achieve this target include:
1. all faculties develop and implement a professional learning plan that supports the whole school professional learning plan
2. the majority of staff develop and implement an individual professional learning plan based on faculty and whole school goals
3. all staff undertake some professional learning in Positive Behaviour for Success (PBS) and numeracy

Our success will be measured by:
1. the number of faculty and individual staff professional learning plans
2. the efficient, equitable and targeted allocation of teacher professional learning funds across the school
Target 7 – School Priorities
The school has many priorities and focus areas for the next three years in addition to those expressed in these targets. Our school priorities for 2009 include:

- Improve student attendance rates for students 7-12
- Enhance the physical environment of the school
- Continue to develop a whole school focus on the positive behaviour for success (PBS) initiatives

Strategies in 2010 to achieve this target include:

1. target particular groups of students who show low attendance rates and develop and implement an strategy to improve attendance
2. continue to initiate school improvement activities, maintenance of buildings and gardens and improvements to our classrooms which focus on environmental sustainability
3. continue to support and develop staff initiatives under the PBS program

Our success will be measured by:

1. improved attendance rates for the targeted groups of students
2. an improved and sustainable physical learning environment and increased student interest in environmentally green initiatives
3. highly successful PBS scheme evaluations and measurable improvements in student behaviour across the school

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 school executive has determined targets for the school's future development.

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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 http://www.schools.nsw.edu.au/asr