School context

Batemans Bay High School is a comprehensive, rural high school established in 1988. The school has developed a reputation for inclusive educational and welfare practices.

The student population is very mobile with up to 200 new students enrolling and leaving each year. Family income levels are lower than average which corresponds to higher than average rates of unemployment and receipt of government assistance in the area.

The school has a significant Aboriginal enrolment and celebrates its links with the Aboriginal community.

The staff body consists of a mix of experienced and early career teachers with a low turnover from year to year. Strong teacher quality and expertise allows the delivery of diverse academic programs. Excellence is nurtured in many areas including student leadership, the creative and performing arts, languages, sport and HSC performance. A high priority is placed on the quality of information technology and computer systems and all students benefit from a variety of extra-curricula activities.

Student welfare and discipline are focus areas for the school. The school community believes that all students are entitled to a safe and harmonious environment where they are treated with respect and where they in turn respect the rights of others.

The school is built on three core values – “Be Responsible, Be Safe, Be Respectful”. The school motto “Bridge to the Future” provides a focus for students to achieve their best in a pleasant and supportive learning environment.

Student information

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

Student enrolment profile

The total student enrolment in February 2014 at Batemans Bay High School was 627 comprising 597 students in mainstream and 30 students in special education classes. This was 45 students fewer than at the same time of the previous year.

There were 430 students in mainstream Year 7 to 10 classes and 167 students in mainstream Year 11 to 12 classes.

For several years we have been enrolling fewer students into Year 7 and this trend is expected to continue in the coming years as smaller enrolments in partner primary schools progress through to high school. The 2014 Year 7 enrolment was the smallest in the school’s history and these declining enrolments will continue to impact on the school resources and staffing in the coming years.

Mainstream enrolment numbers for the last seven years are shown in the graph below.

Student attendance profile

The combined student attendance rate has stayed approximately the same since 2008 and continues to be slightly below the State average.

Although the average absence rate is 26 days per year per student, a significant number of students maintain a 100% attendance rate and should be congratulated.

The average attendance rate is significantly affected by a small group of students who have difficulty in attending regularly.
Management of non-attendance
As reported in last year’s Annual School Report, the school introduced new software and new roll marking procedures to provide much more accurate and specific information on student attendance.

In 2014 every student was recorded on a centralised computer system as either present or absent in every lesson of every day. This provided accurate, current information and allowed the school to abolish roll call at the start of each day.

As a result of the new roll marking procedures, a new system to follow up on attendance was implemented in 2014. The attendance rate had improved from 86.6% in 2011 to 88.6% in 2014.

Post-school destinations
Following the 2014 HSC, 53 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 four ex-students was unknown.

Of the HSC school leavers in 2014, 32 students (60%) are attending a tertiary institution in 2015 including university (13 students or 40% of the students attending tertiary study), TAFE (13 students or 40%, of which 6 students have an apprenticeship or traineeship), private training providers (5 students or 16%) and ADFA (1 student or 4%).

The 17 students who have gone to employment comprise 10 students who are employed on a part-time or casual basis, 4 students who are in permanent full-time employment and 3 students who are still seeking employment.

Year 12 students undertaking and/or attaining vocational or trade training qualifications
Seven students completed the HSC Construction VET course this year and three have secured an apprenticeship in the local building industry with two others doing further study in construction at TAFE in 2015.

In addition, ten students completed the VET Furnishings course this year.

Of the eight students who completed the Hospitality Operations VET course in 2014, three students report to have committed to further training or work in the industry.

This equates to 38% of the Year 12 cohort graduating with VET qualifications as a part of their HSC.

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

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

In 2014, the school employed several long term Aboriginal School Learning Support Officers who provide valuable assistance for staff and students in classrooms.

The school also has an Aboriginal Education Officer (AEO) who has been a valuable member of staff for many years.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>30.7</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Intellectual Disabilities</td>
<td>3.6</td>
</tr>
<tr>
<td>School Learning Support Teachers</td>
<td>1.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Counsellors</td>
<td>2.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14.8</td>
</tr>
<tr>
<td>Others – Transition Teacher, DGO</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>70.0</td>
</tr>
</tbody>
</table>

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>87%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13%</td>
</tr>
</tbody>
</table>

Professional Learning
Teachers undertook extensive training in a number of areas this year. As a minimum, each teacher completed 30 hours of professional learning. The main priority was the Australian Curriculum, with English, Mathematics, Science
and HSIE teachers enrolling in external courses to update their subject-specific knowledge and assist them in program development. The Mathematics faculty also contributed to the establishment of a local teacher network to foster the sharing of skills and resources between schools.

Other areas for teacher professional learning included behaviour management, information and communication technology, student welfare and quality teaching practices.

**Teacher Accreditation**

From 2018, all teachers will need to meet the accreditation requirements of the NSW Board of Studies, Teaching and Educational Standards (BOSTES). At present, teachers who entered service before 2004 do not require BOSTES accreditation. In 2014, fourteen teachers were accredited at proficient teacher level.

**Beginning Teachers**

Two beginning teachers were appointed to Batemans Bay High School last year. All beginning teachers at the school participate in an induction program with ongoing support throughout the year. The teachers are assigned a mentor, given release time from face-to-face teaching and undertake training specific to first year teaching demands. Both teachers successfully achieved BOSTES accreditation at proficient teacher level.

**Financial Information**

**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**

30/11/2014

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>381043.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>613332.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>843856.44</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>183160.99</td>
</tr>
<tr>
<td>Interest</td>
<td>18877.61</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>30239.34</td>
</tr>
<tr>
<td>Canteen</td>
<td>137436.82</td>
</tr>
<tr>
<td>Total income</td>
<td>2207947.59</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>28151.54</td>
</tr>
<tr>
<td>Excursions</td>
<td>76877.67</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>32451.84</td>
</tr>
<tr>
<td>Library</td>
<td>1461.21</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>290.09</td>
</tr>
<tr>
<td>Tied funds</td>
<td>660131.93</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>315743.62</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>120941.89</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>125896.78</td>
</tr>
<tr>
<td>Utilities</td>
<td>143024.73</td>
</tr>
<tr>
<td>Maintenance</td>
<td>35801.03</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>34457.43</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1575229.76</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>632717.83</td>
</tr>
</tbody>
</table>

In 2014 Tied Funds were significantly higher as this represented the first payments to schools under the Resource Allocation Model (RAM). Consequently, the expenditure under Tied Funds is also higher. Expenditure for Key Learning Areas and Training and Development was less as they were sourced from tied RAM funds this year.

A full copy of the school’s financial statement is tabled at the Annual General Meeting of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**Academic achievements**

**NAPLAN**

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

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Year 7 results range from Band 4 to 9 and Year 9 from Band 5 to 10.
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Visit the link [http://www.myschool.edu.au](http://www.myschool.edu.au), enter the school name in the *Find a school* field and select *GO* to access the school data.

**Literacy - NAPLAN Year 7**

The NAPLAN results for literacy achievement in Year 7 in 2014 are shown on the following four graphs.

The pink coloured columns represent the 2014 results in Year 7 with the school average coloured purple. The SSG (Similar School Group) provides a useful frame of reference against which schools can compare their students’ results. Schools are allocated to one of ten SSGs on the basis of the average socioeconomic status (SES) of their parent community and their relative geographical isolation. The State DEC columns represent the average of all students in NSW Government schools.

The results in reading are very encouraging as it shows an increase in the number of students in the top three bands this year when compared with the school average and the similar school group. The high school’s partner primary schools are to be credited for the work they have been doing in recent years to improve these results for the new Year 7 cohort.

The results in Year 7 spelling this year reflect a similar pattern to the reading results. However, while Year 7 performed much more strongly in spelling than they did in reading last year, the results were similar this year. This year 49.5% of all Year 7 students scored in the top three bands for both reading and spelling.

The following graphs show performance of Year 7 students in grammar and punctuation and in writing. These scores also reflect an improvement in the skills of the Year 7 cohort this year.
The results in numeracy in Year 7 2014 show that while the school has similar proportions of students achieving in the top three bands when compared to the similar school group, this is still below the state average performance.

However, a reduction in the percentage of students in the lowest two bands when compared to the school’s long term average and similar school group represents an improvement on recent years.

Literacy - NAPLAN Year 9

These four graphs represent the literacy results in the 2014 NAPLAN test for Year 9 students in the areas of reading, writing, spelling and punctuation and grammar.

In reading, once again the results in the top three bands are solid, but still remain below state average, as do the results in the similar school group.

This is quite a change from last year when the results showed that the literacy performance of students in Year 9 in 2013 was not as strong in
the top three bands as both the school average and the similar school group.

This reflects the effectiveness of the school literacy programs in Year 7 and 8, the focus on literacy across all faculties and the school’s improved literacy support structure.

In spelling, the school continues to target the middle performing students in Year 7 to lift their results to higher bands in Year 9, and this strategy is having some success.

**Numeracy - NAPLAN Year 9**

The next graph represents the numeracy results in the Year 9 NAPLAN test in 2014.

This year the pattern of achievement of Year 9 students in numeracy is similar to the average of the schools in the similar school group.

A high proportion of Year 9 students achieve in the middle bands (Band 7 and 8) and several initiatives have been introduced across the school designed to improve the results of these students.
National 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 students in the school in the NAPLAN test is compared to these minimum standards.

The percentages of students achieving at or above these standards are reported in the following two tables.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>93.7</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>87.2</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>85.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>90.5</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>95.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>83.5</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>64.8</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>84.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>81.1</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>91.1</td>
</tr>
</tbody>
</table>

Higher School Certificate (HSC)

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

A total of 50 students were awarded a Higher School Certificate in 2014 at Batemans Bay High School (there were 76 in 2013). In addition, eight students completed an HSC course as part of a program of study allowing them to accumulate courses towards an HSC at a later date.

26 courses were studied for the HSC this year but only eight of these courses had more than ten students and so are reported in the following two graphs.

English Key Learning Area

This year 34 students attempted the Standard English course and fifteen students attempted Advanced English. In Advanced English two students achieved a Band 5 result. Four students attempted English Extension 1 and only one student attempted Extension 2 this year.

Mathematics Key Learning Area

This year two students presented for the Mathematics course and twenty eight students attempted the General Mathematics 2 course.

In Mathematics, one student achieved a Band 5 and in General Mathematics 2 one student achieved a Band 6 and one student achieved a Band 5.
Science Key Learning Area

In 2014 there were four agriculture students, eight Biology students, four Chemistry students and eight Physics students.

In this KLA, two students in Biology, one student in Chemistry and two students in Physics achieved a Band 5 result.

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.

There were twelve students in Ancient History and eight students in Modern History. Of the eleven students who attempted Business Studies one achieved a Band 5. In Society and Culture one Band 6 and one Band 5 were recorded from the eight students.

Legal Studies had fourteen students and so is shown on the graph above, with two Band 5 results.

Technology and Applied Studies Key Learning Area

This KLA includes the subjects of Industrial Technology, Design and Technology, Construction and Hospitality. In all of these courses there were three Band 5 results in 2014.

Creative and Performing Arts Key Learning Area

In this KLA four students studied Dance and there were no students in HSC Visual Arts, Drama or Music this year.

Personal Development, Health, and Physical Education Key Learning Area

This year fifteen students studied PDHPE for the HSC and three students achieved a Band 5 result.

Achievements in arts, sport and other school programs

Bell Shakespeare Performance

Batemans Bay High School was selected as one of six schools to perform in the 2014 Bell Shakespeare Schools Festival in Canberra in 2014. This project involved writing and producing an adaptation of *Macbeth* in conjunction with the Bell Shakespeare Company and performing it on stage at the Canberra Theatre.

The school was the only NSW school to be selected, with the other five performances being provided by schools from Canberra, four of them selective private schools. This was indeed an honour and a fitting recognition of the quality of student performers and staff directors that we have at the school.

The performance was based on the classic Shakespeare play but combined circus, shadow puppetry, magic, vaudeville, drama, music and song to bring alive a world of vagabonds, entertainers and itinerant wanderers that broke with the convention of a traditional Shakespeare play.

Sporting achievements

The school runs a quality, comprehensive sporting program involving integrated sport in Years 7 and 8 and Wednesday sports afternoon in Years 9 and 10.

In addition to the school based sport program, in 2014 eighteen teams from Batemans Bay High School competed in South Coast Regional Knockout Competitions including volleyball, cricket, AFL, rugby league, basketball, soccer, netball, tennis, touch football, golf and mountain biking.
From these competitions we had twenty one students selected to South Coast Regional teams in the Combined High School (CHS) competition in six sports.

Two students were then selected in State CHS teams in volleyball and golf.

The swimming carnival this year resulted in eleven students progressing to the Zone competition.

The cross country carnival was a huge success with thirty seven students qualifying for Zone, fourteen students going on to Regional and one student running at State competitions.

The athletics carnival also showed great levels of student participation with forty four students representing the school at the Zone carnival which our staff helped run at Monaro High School. From that group, fifteen students then progressed to the Regional carnival and one student then went on to State.

The sports committee welcomed five new members this year. They have been showcasing their exceptional leadership skills through their involvement in school sport and being actively involved in whole school sporting events. Committee members have taken on the role with great pride and are working on activities to encourage students to become more involved in physical activity at school. In 2015 the sports committee will be holding lunch time competitions for students and starting a volleyball program for Batemans Bay Primary School to develop positive relationships and links with students.

**Significant programs and initiatives**

**Aboriginal education**

This year has been a very successful year for the Aboriginal students at Batemans Bay High School. The students have participated in many cultural, educational, sporting and community activities throughout the year.

A large number of Aboriginal students applied for scholarships and traineeships in various areas including forestry, primary school teaching (Djinggi program) and policing (IPROWD program).

Throughout the year, the school continued to strive to improve the learning outcomes for all Aboriginal students. The school ran Norta Norta tutoring for senior Aboriginal students through in-school tutors and after school tutoring sessions. This resulted in improvements in student results, a decrease in N-awards and an increase in motivation for many Aboriginal students.
NAIDOC week celebrations took place in term two. This was a busy week with many cultural activities, including the annual NAIDOC week art and writing competitions, touch football tournament, NAIDOC assembly (photo below) and community barbeque.

**Write it Right!**

*Write it Right!* is a Commonwealth funded initiative to help improve the writing skills of stage four Aboriginal students.

Every Tuesday afternoon, Year 7 and 8 Aboriginal students, together with students from partner primary schools, are invited to attend an after school homework centre in the school library. The students practise writing using a variety of text types and are assisted by Mrs Rayner, Mr Simpson and Mrs Simpson to complete written homework. The program employs a *Write it Right!* support officer who assists students in classes as well as contacting parents and ensuring that each student’s personal learning plan is up to date.

*Write it Right!* expanded in 2014 to include a group of Aboriginal students from Batemans Bay Public School who joined in the writing activities with enthusiasm.

The school is also indebted to its Aboriginal Education Officer Aunty Lavina, who volunteered to show students a variety of plants in the school’s Aboriginal garden and explain their traditional uses. Students listened, took notes and then wrote and published the information they had learned from the garden talk on a *Write it Right!* blog.

**Student Achievement Program**

The school introduced a new Personal Achievement Program midway through 2013, meaning 2014 was its first full year in operation. The program recognises student achievement across five distinct areas within school life. The five areas are:

- Academic
- Cultural
- School service
- Community
- Sport

Students receive and collect *Achievement Awards* from their teachers. These awards progressively accumulate towards more significant awards until the first level award is reached. Students can then progress to the higher level awards by achieving across the remaining four areas.

If a student excels across all of the five areas they receive the *Honours* level and are placed on the Batemans Bay High School Honours Board.

This program aims to:

- reward and publicly recognise students for their positive achievements,
- encourage students to behave in appropriate ways,
- encourage learning, work ethic and a positive school environment, and
- allow students to contribute to the schools workings and increase their sense of ownership and belonging.

The program has been well-received by students, parents and staff. Students’ efforts were recognised on nearly 1500 separate occasions over the course of the year. Of the higher level awards, 70 silver, 44 gold and eight platinum awards were earned by students.

In addition to the issuing of awards, two student recognition assemblies were held as part of the program in 2014. Over 130 students were acknowledged at each of these assemblies, which were attended by large numbers of parents.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Student Wellbeing Structure Evaluation

Background

In 2014, the executive introduced a revised wellbeing structure to continue to meet student needs as the school decreased to one deputy principal.

In previous student and staff evaluations, the roll call period called RAGE (Read And Get Educated) was not seen as the most effective use of teaching time. The decision was taken to abolish RAGE and to use the time created to improve our wellbeing (welfare) support for students.

In 2014 the school adjusted starting and finishing times, Year Advisor allowances, Head Teacher support for Year Advisors and the whole wellbeing structure, all aimed at improving the way we support student behaviour and wellbeing.

This new structure provided more time to support students who are dealing with conflict, bullying, mental health and substance issues, stress and anxiety, learning difficulties and family issues.

In 2014, we evaluated the new structure and made recommendations for implementation in 2015.

Findings and Conclusions

- The support of head teachers working alongside each year advisor in Years 7 to 10 provided a significant increase in productivity and efficiency, resulting in improved welfare support for each year. This initiative should continue in 2015.

- The appointment of a Head Teacher Wellbeing to oversee the student wellbeing team and to relate directly to the Learning Support Team in assessing and providing for student needs was seen as essential. This initiative should continue in 2015.

- The workload and complexity of issues dealt with by the one Deputy Principal grew enormously and was seen to be unsustainable in the long run. The evaluation recommended for 2015 the appointment of a head teacher to act as a second deputy principal to improve the capacity of the school to deal with a growing wellbeing demand.

Aboriginal Education Policy Evaluation

Background

In 2014, the school Aboriginal Education Team implemented a peer review process of how well we were performing in relation to Aboriginal Education across the school.

This review was conducted by principals (peers) and involved interviews with students, staff and community and a review of documentation and evidence. The Snapshot review was organised by the Dare to Lead organisation of the Australian Principals Development Council and a report was presented to the Principal which included several recommendations.

In summary the Snapshot found that:

- The Norta Norta program was identified as an outstanding program, supporting Aboriginal students throughout the school.

- The Norta Norta staff was singled out as having outstanding interpersonal skills and related extremely well to the students and offered relevant and meaningful programs.

- Batemans Bay High School offers outstanding support and pathways for Stage 6 students in particular. The school provides individual mentors for each student and offers tailor-made programs for each student.

- The Homework Centre is extremely well utilised and valued by both Aboriginal and non-Aboriginal students. Catering and transport costs are met for by the school as well as tutors and mentors. Students and parents were all extremely positive about this initiative.

- The Write it Right! program has had immediate success. The explicit teaching of writing skills, grammar and
punctuation has been applauded throughout the school across all subject areas. The recent inclusion of feeder primary schools and the planned expansion of this initiative is also commendable.

- There is a strong sense that the school continues to move in a forward direction in the way that it supports its Aboriginal students. This commitment is evident in many ways through the support structures that have been put in place.

- Batemans Bay High School works in partnership with the local AECG effectively and in consultation. Members from the Aboriginal Education Team attend meetings regularly.

- There is no evidence of overt racism in the school and a high level of confidence that should any incidents occur, they would be dealt with effectively.

- The celebration of special days at Batemans Bay High School is seen as very positive by students, staff and parents. Days such as Sorry Day, NAIDOC and Harmony Day are fun and extremely worthwhile at delivering key messages to the school community.

- The Aboriginal Education Officer is valued and respected by Aboriginal and non-Aboriginal students, parents and staff. The other support staff were also praised for their care and dedication.

- The whole school community made comments to the positive and welcoming atmosphere that exists in the front office and the staff who manage it.

- The Koori garden is a great facility and offers an outdoor area for informal gatherings. It is also a good example of how the school shows it is trying to be a culturally supportive environment.

There were also some recommendations from the Snapshot including:

- The Aboriginal Education Team become more broadly representative of the school stakeholders, develop a clear vision in relation to Aboriginal education and clarify the language and intention of the many support programs and initiatives.

- The school reviews its Aboriginal education policy so all stakeholders have a clear understanding of the major aspects of the policy and the need for consistency in the application of the strategies.

- The AEO and the leader of the Aboriginal education team develop and publish an updated role statement.

- The school develop a clear set of data which could provide a broader picture of the outcomes of Aboriginal compared to non-Aboriginal students.

- The current ways the Aboriginal team communicate with stakeholders be reviewed and enhanced.

- The personal learning plan process be enhanced and continued.

- The school further enhances the opportunities to strengthen Aboriginal student leadership.

School planning 2012-2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School Priority 1 - Literacy

Targets for 2012–2014

Improvement in the school NAPLAN results in literacy from Year 7 2012 to Year 9 2014 to be:

- Reading: a reduction from 40% of students at or below national minimum standard in Year 7 2012 to 38% in Year 9 2014 and an increase in proportion of students at proficiency bands from 22% in Year 7 2012 to 24% in Year 9 2014.

- Writing: a reduction in the proportion of students at or below national minimum standard from 56% in Year 7 2012 to 54% in Year 9 2014 and an increase in proportion of students at proficiency bands from 8% in Year 7 2012 to 10% in Year 9 2014.
Evidence

- Spelling: a reduction in the proportion of students at or below national minimum standard from 30% in Year 7 2012 to 28% in Year 9 2014 and an increase in the proportion of students at proficiency bands from 16% in Year 7 2012 to 18% in Year 9 2014.
- Punctuation and Grammar: a reduction in the proportion of students at or below national minimum standard from 35% in Year 7 2012 to 33% in Year 9 2014 and an increase in the proportion of students at proficiency bands from 18% in Year 7 2012 to 20% in Year 9 2014.

Evidence of progress towards these targets in 2014:

- Reading: the proportion of students at or below national minimum standard in Year 9 2014 reading was 42% (target 38%) and the proportion of students at proficiency level was 13% (target 24%).
- Writing: the proportion of students at or below national minimum standard in Year 9 2014 writing was 59% (target 54%) and the proportion of students at proficiency level was 5% (target 10%).
- Spelling: the proportion of students at or below national minimum standard in Year 9 2014 spelling was 36% (target 28%) and the proportion of students at proficiency level was 7% (target 18%).
- Grammar and Punctuation: the proportion of students at or below national minimum standard in Year 9 2014 grammar and punctuation was 48% (target 33%) and the proportion of students at proficiency levels was 9% (target from 20%).

Strategies to achieve these targets in 2015 have not yet been identified.

A new school plan will be written in 2015 that will contain new strategies for literacy and numeracy, along with other school priorities for the next planning cycle.

School Priority 2 - Numeracy

Targets for 2012–2014

Improvement in the school NAPLAN results in numeracy from Year 7 2012 to Year 9 2014 to be:

- Numeracy: reduce the proportion of students at or below the national minimum standard from 37% in Year 7 2012 to 35% in Year 9 2014 and increase the proportion of students at proficiency level from 12% in Year 7 2012 to 14% in Year 9 2014.

Evidence of progress towards these targets in 2014:

- Numeracy: the proportion of students at or below the national minimum standard in Year 9 2014 Numeracy was 37% (target 35%) and the proportion of students at proficiency level was 6% (target 14%).

Strategies to achieve these targets in 2015 have not yet been identified.

A new school plan will be written in 2015 that will contain new strategies for literacy and numeracy, along with other school priorities for 2015.

School Priority 3 - Retention and Engagement

Targets for 2012–2014

- Student attendance rates increase from 86.7% in 2012 to and 87.7% in 2013 (ISER average).
- School retention rates from Year 10 to Year 12 increase from 58% in 2012 to 59% in 2013 and 60% in 2014.
- Successful transition strategies are in place for all key transition stages 6-7, 8-9, 10-11, 12+.

Evidence of progress towards these targets in 2014:

- Student attendance rates increased from 86.7% in 2012 to 87.7% in 2013 and to 88.6% in 2014 showing that the school is well on target to achieving its goal.
- School retention rates from Year 10 to Year 12 increased from 58% in 2012 to 59% in 2013 but fell to 35.2% in 2014 due to a very high proportion of this group of students leaving school to take up employment opportunities in the local area.
- Successful transition strategies are now in place for all key transition stages 6-7, 8-9, 10-11, 12+.
School Priority 4 – Aboriginal Education

Targets for 2012–2014

Improve school NAPLAN results in literacy for indigenous students from Year 7 2012 to Year 9 2014:

- Reading: reduce the proportion of indigenous students at or below national minimum standard from 83% in Year 7 2012 to 50% in Year 9 2014.

Evidence of progress towards these targets in 2014:

- Reading: the proportion of indigenous students at or below national minimum standard in reading reduced from 83% in Year 7 2012 to 50% in Year 9 2014 (target 50%).

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process and the new plan will be published on the school’s website from the beginning of term two 2015.

A new three year school planning cycle will begin in 2015. The new school plans are based on three strategic directions set by each school community.

The staff, students, parents and community at Batemans Bay High School have determined that the three strategic directions for the next three years for this school are as below.

Strategic Direction One: High Achieving, hardworking, successful learners

Processes involved are:

Improve literacy and numeracy teaching by:

- evaluating and improving our learning support structures,
- undertaking teacher professional learning in high value literacy and numeracy strategies, and
- auditing and improving our existing assessment practice and communication with parents.

Improve HSC results by:

- training all staff in ALARM and using these strategies in all senior subjects,
- sharing successful HSC strategies among staff across faculties, and
- improving staff analysis of and reflection on past HSC performance.

Improve our skills and use of technology by:

- improving the availability, quality and reliability of technology across faculties,
- increasing student access to and use of technology in classes across faculties, and
- developing bring your own device policies and practices.

Develop 21st century skills in students by:

- undertaking teacher professional learning to improve skills in teaching and developing the 21st century skills, and
- investigating project based learning and ways to implement it in our curriculum.

Successfully implement the Australian curriculum by:

- undertaking teacher professional learning in quality teaching strategies connected with the Australian curriculum, and
- ensuring we have adequate and current teaching and learning resources for all curriculum areas, and
- ensuring staff have adequate time for planning and preparation for the new curriculum.

Strategic Direction Two: Engaged and committed students

Processes involved are:

Improve student behaviour through:

- rejuvenating and resourcing the Positive Behaviour for Learning (PBL) initiative across the school,
- appointing an executive member to coordinate and improve behaviour and support initiatives in the school including PBL, Learning and Support Team, Outreach Centre, ED classes and teacher professional learning, and
- training teachers in classroom management strategies and student behaviour modification techniques.

Improve student engagement through:

- expanding student mentoring, leadership and school service opportunities,
- using the *Tell Them From Me* survey results to inform future initiatives,
- developing strong, supportive partnerships with parents, service providers, community groups and other organisations to meet student needs,
- investigating the introduction of a range of practical, beneficial interest electives in Year 9 and Year 10 as the third elective,
- offering tutoring and homework support after school for four days per week in the library, with an in-school social and recreational program on Friday afternoons,
- introducing a hands-on learning skills program for students at risk of disengaging with school,
- hold regular camps for every year to build connectedness and resilience,
- train staff and implement the Mind Matters program for mental health and wellbeing, and
- introduce more physical activities and team sport options at lunchtimes.

**Strategic Direction Three: Enriched and supportive school environment**

**Processes** involved are:

Improve the image of the school in our local community through:

- improving the marketing of the school in the community,
- improving our academic and sporting results and effectively publicising them,
- organising and publicising art exhibitions, school productions and performances,
- revising and modernising our school uniform and increasing the number of students in uniform.

Improving our enrolments and student participation rates through:

- increasing our links with our partner primary schools,
- expanding the opportunities for primary school students to engage with the high school,
- developing additional extra-curricula and curriculum options and publicising them, and
- ensuring our on-line and community street image is professional at all times.

**Improving our learning environment through:**

- improving the appearance and use of outdoor areas such as the ampitheater, the courts and the front of the school,
- improving the maintenance and quality of our classrooms, outdoor areas and school hall,
- researching and implementing project based learning and hands-on learning to engage students, and
- employing more teaching and SLSO resources to work in our classrooms.

**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 community has determined targets for the school’s future development.

**School contact information**

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at [http://www.schools.nsw.edu.au/learning/emsad/asr/index.php](http://www.schools.nsw.edu.au/learning/emsad/asr/index.php)