Bega High School, 980 students, 65 Aboriginal and 35 students in Special Education; is a comprehensive coeducational rural high school that focuses on achieving excellent student outcomes. The school has strong community support, focuses on quality teaching and provides comprehensive welfare programs in a supportive caring environment. The school prides itself on developing outstanding citizens who have a strong sense of empowerment and add value to society.

Bega High School is proud to be part of the Sapphire Coast Learning Community.

School Priority Areas for 2011-2012

1. Improved Numeracy outcomes for students: In line with state plan.
2. Improve levels of student engagement and retention: Personalised learning and transition programs.
3. Teacher Quality: Strengthen teacher capacity to improve student outcomes.
4. Improve Literacy outcomes for students: In line with state plan.
5. Connected Learning: Increase staff commitment to, and skills in, working with the digital education resources.

Intended Outcomes:

- To significantly improve teacher quality, teacher practice and leadership skills across Bega High School and associated spoke schools.
- To work in partnership with University of Wollongong to strengthen the support and learning continuum for pre-service and new scheme teachers. To tap into their Mentoring and Mathematics program planned for 2011.
- To develop, evaluate and refine a C4E model for sustained professional learning that takes account of rural isolation, utilises ICT, honours the philosophy of the Sapphire Coast Learning Community and acknowledges the importance of continual professional development.

Targets:

Improved numeracy outcomes in year 7 & 9

- The average mark in year 7 numeracy as measured by NAPLAN will increase from 524.3 (2010 baseline) to 544.
• The average mark in year 9 numeracy as measured by NAPLAN will increase from 576.4 (2010 baseline) to 586
• 60% of year 9 students will exhibit expected or better growth in numeracy as measured by NAPLAN compared to 49.1% in 2010
• EARS and TARS to show evidence of numeracy being taught across the curriculum.
• Research to demonstrate an understanding of stage 3 to 4 numeracy continuum

Improved outcomes in year 7 & 9 writing

• The average mark in year 7 writing as measured by NAPLAN will increase from 508 to 518.
• The average mark in year 9 writing as measured by NAPLAN will increase from 545 to 560.
• Evidence of persuasive text being taught across the KLAs via EARS and TARS.
• Increase the percentage of year 7 students in the proficient in writing as measured by NAPLAN from a 3 year average of 16.7% to 20% (32 students) and increase the percentage of year 7 students in the top band in writing from a 3 year average of 2.7% to 4.3% (7 students).
• Increase the percentage of year 9 students in the proficient in writing as measured by NAPLAN from a 3 year average of 14.7% to 20% (30 students) and increase the percentage of year 9 students in the top band in writing from a 3 year average of 5.3% to 6.7% (10 students).

To improve the attendance and retention of students moving from year 10 to 11 in 2011.

• Completion of year 11 alternate curriculum for 18 students.
• Timetable structures that gives consistency of staff for alternate curriculum pattern.
• Completion of Building Mathematics and the CEC English course by alternate curriculum students.
• Successful completion of year 11 VET and TVET courses by alternate curriculum students including work placement.
• The number of School to Work students in 2011 who are successful in gaining work, traineeships or apprenticeships.