School context
Robert Townson High School services the communities of: Raby, St Andrews, Bow Bowing and Varrowville. This year the school participated in its first literacy National Partnership (see within). Students are supported across a range of academic programs both within the school and utilising teaching sites off campus. Our school has a strong student wellbeing support program and is committed to engaging 21st century learners.

Principal’s message
Robert Townson High School has a strong commitment to providing the means by which all students can achieve their potential: academically, culturally, socially and in sport. We encourage “personal best” from every student.

Our curriculum offers a diverse range of subjects and we cater for lifeskills, vocational and academic subjects. Within our school is a specialist unit for hearing impaired students in which there are 28 students ranging from Year 7 to Year 12.

We expect that our students will study diligently, wear school uniform and behave in a manner which brings credit upon themselves and their school.

The purpose of this report is to inform you of the achievements of the school, some significant programs and aspects of student performance. The report also includes information on the achievement of our 2013 targets and our targets for 2014.

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.

Warren Parkes - Principal

P & C and/or School Council message
Our Parents & Citizens Committee was successful with an application for a Community Building Partnership Grant which gave us $37,706.00.

These funds were used for the construction of a COLA, which is built between the hall and the music block. Though the COLA is complete more work needs to be done to relocate the school coffee shop to this area allowing it to be used for performing arts/drama performances. Our focus this year (2014) is to raise funds for a Sprung Dance Floor for the COLA, enclosing the area and making it usable all year round.

I would like to issue an open invitation to all parents and community members to attend our P & C meetings, which are held in the school common room on the second Wednesday of each month during school terms at 7pm.

Karen Costello-Grealy – P & C President

Student representative’s message
This year the Student Representative Council (SRC) was again flooded with applications of eager students wanting to be involved in the great work and opportunities SRC membership provides. After voting, 26 students from Years 7 to Year 11 were selected to represent our school. Our SRC students meet every Monday during recess to plan and prepare for upcoming events. During meeting time, the students are also offered many opportunities to attend youth forums and workshops with other schools and external organisations. These opportunities have enabled our students to generate ideas to assist the school and our local community. In 2013 this included generating over $1000 for the Cancer Council, $930 for Jeans for Genes Day, $530 for Pink Ribbon Day and $300 for Stewart House. This was an amazing achievement and we hope to achieve the same if not better in 2014. We look forward to our collaboration and involvement in these upcoming events.

Erin Griffiths – SRC Co-ordinator
Student information

Student enrolment profile

Student enrolment remains stable at around 900 students. We remain fortunate that our gender ratio remains a 50/50.

Student attendance profile

Management of non-attendance

Regular roll checks through our computerized attendance system are used to identify students who are attendance concerns. School-based interventions such as student interviews, parent interviews and in-school attendance plans are used to support students to improve their attendance. Students with high absenteeism including whole days, lateness and truancy are interviewed regularly by our school attendance team to provide support. Parents are made aware of their responsibilities to ensure their children attend school through regular written communication, interviews, telephone calls and text messages when students are absent. Management of serious non-attendance concerns involves the support of the Home School Liaison Officer who provides additional support for students and their parents to address concerns of high absenteeism.

Post-school destinations

Surveys are undertaken each year to determine the destination of students after they leave school. Typically, about 30 per cent of students completing Year 12 proceed directly to university studies. In 2012, 26 students were offered a position at a variety of universities. Students accepted offers in degrees such as: Social Work, Teaching, Health Sciences, Pharmacy, Creative Arts, Policing, Media, Traditional Chinese Medicine and others. Most students took up offers within University of Western Sydney and University of Wollongong. Several students took up offers with the University of NSW and University of Sydney.

About 40% of students completing Year 12 enroll in TAFE studying a variety of courses, including: Fitness (personal training), Children’s Services, Graphic Design, Real Estate and Construction. Approximately 10% of students have taken up apprenticeships in fields such as electrical, plumbing, panel beating, and construction. Four students have gone to private colleges, others to work for a gap year and several have chosen to go overseas.

In 2012 about 20% of Year 10 students chose not to continue senior study at school. Several entered into an apprenticeship, many of which originated from the School to Work program or employment.

Year 12 students undertaking Vocational Education and Training (VET)

Six vocational education and training (VET) frameworks were offered at Robert Townson High School in 2013. These included: Hospitality (10 Students), Information and Digital Technology (8 Students), Metals and Engineering (5 Students), Construction (11 Students), Sports Coaching (6 Students) and Business Services (2 Students).

All committed students will achieve a minimum of a Statement of Attainment towards Certificate II. The majority of candidates in the 2013 cohort have achieved a Certificate II in the relevant
These achievements give them advanced standing into their chosen trade.

Outside of school, seven students were enrolled in TVET courses such as: tourism and events (3 Students) all students sitting for the HSC achieving Band 3 performances, and Human Services (4 Students) with 1 student sitting for the HSC examination achieving a mark that was slightly below average in relation to the state average.

Year 12 students attaining HSC or equivalent Vocational educational qualification

One hundred per cent of students who were candidates for the award of the HSC were successful. As in recent history a significant number (about 45%) of students included a VET or TAFE qualification in their HSC.

Workforce information

Position 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(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>33.2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
</tr>
</tbody>
</table>

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

No staff reported their Indigenous heritage details for publication.

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>95</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>19</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>264077.61</td>
</tr>
<tr>
<td>Global funds</td>
<td>465342.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>498071.45</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>164069.00</td>
</tr>
<tr>
<td>Interest</td>
<td>12275.15</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>51272.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1455108.28</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 94708.61   |
| Excursions                 | 21850.75   |
| Extracurricular dissections| 70872.87   |
| Library                    | 11787.65   |
| Training & development     | 0.00       |
| Tied funds                 | 295010.84  |
| Casual relief teachers     | 80087.80   |
| Administration & office    | 156392.03  |
| School-operated canteen    | 0.00       |
| Utilities                  | 124890.04  |
| Maintenance                | 50467.58   |
| Trust accounts             | 56650.30   |
| Capital programs           | 13693.06   |
| **Total expenditure**      | 976411.53  |
| **Balance carried forward**| 478696.75  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Achievements

Arts

The senior visual arts students continued to excel in 2013 and the school community celebrated the success of Year 12 students at an exhibition of their HSC artworks in the Library for parents and friends. Year 12 student Melissa Stenner was selected for ArtExpress, an exhibition of exemplary artworks by 2013 HSC visual arts students from schools across New South Wales.
This year, over 9500 students submitted artworks for the Visual Arts HSC and only 41 were selected for display in ArtExpress at the Art Gallery of New South Wales. Melissa was also awarded the Julian Ashton Scholarship for her work.

In the April school holidays, Year 11 students Gloria Bisson and Geraldine Borland completed a one week workshop at the National Art School in Darlinghurst. In its sixteenth Year, only 75 year 11 students from New South Wales government schools were selected by the Department of Education and Training to participate. This program is generously sponsored by the Sir William Dobell Art Foundation and is designed to provide visual arts education opportunities for secondary school students, with the aim of broadening students’ perceptions of the art world and in building their confidence to create artworks.

Hayleigh Betts, Kimberley Betts, Nerida Gandaria and Levan Huynh (Year 9) attended ArtSmart which is a visual arts workshop held over four days at Campbelltown Arts Centre for gifted and talented art students in Years 9 and 10. Only 50 students from across the region are accepted into the program, which is designed to nurture the students’ creative talent in visual arts, giving them the opportunity to gain new skills and experiences in art making with the expertise of contemporary practising artists. Students attended workshops in painting, printmaking, ceramic sculpture or digital media and their final artworks were displayed at Campbelltown Arts Centre. All four students also had their work selected for the Director’s Choice Exhibition at Homebush which is the South Western Sydney regional celebration of student, staff and community achievements.

Ms Wood’s Year 8 visual arts class participated in the Wild Rhino project run by Taronga Zoo. The project involved decorating a fibreglass rhino calf which was displayed at Bankstown Shopping Centre in 2014. The purpose of the project was to raise funds and awareness about the need for conservation of the endangered rhino. Students organised various fundraising initiatives, including a barbeque and cake stall. Aaliyah Campos’ design was selected for the rhino sculpture, which was completed with mosaic tiles, kindly donated by one of the students’ parents, Mr Gamildien.

Students were provided with many extra-curricular opportunities to extend their learning in the Creative and Performing Arts throughout the year. Daniel Myer from the Ultimate Guitar Academy offered guitar tuition to interested junior Music students throughout the year. Drama groups were formed by Mrs Townsend to provide opportunities for students in Years 7 to 10 to build performance skills. Year 7 and 8 students participated in The Spirit of Africa interactive drumming workshop. Channel 7 sports journalist Jim Wilson visited the school to speak to students interested in media careers. Many other students participated in activities organised by the faculty including viewing professional exhibitions, drama performances and musicals.

The faculty maintained its strong links with Opera Australia. Fifteen students in Years 9, 10 and 11 were invited to complete drama, dance and vocal workshops with the director of South Pacific, Neil Rutherford. They then performed the song, “There is Nothin’ Like a Dame” on the Opera House stage with some of the cast, before watching the entire musical production. Thirty Year 8 students were also invited to the Sydney Opera House to view the stage orchestral of the opera La Traviata. Students participated in some introductory workshops and activities before viewing act one, followed by a presentation by one of the singers and the person in charge of props and sets.

The Year 11 Drama class was invited to participate in the Belvoir Theatre Enrichment Program. This free program aims to introduce students with little experience of theatre to live performance and to strengthen their knowledge of drama. Belvoir Theatre conducted pre and post workshops with the director of South Pacific, Neil Rutherford. They then performed the song, “There is Nothin’ Like a Dame” on the Opera House stage with some of the cast, before watching the entire musical production. Thirty Year 8 students were also invited to the Sydney Opera House to view the stage orchestral of the opera La Traviata. Students participated in some introductory workshops and activities before viewing act one, followed by a presentation by one of the singers and the person in charge of props and sets.

A performance piece by Year 10 Drama students Emilia Bulloch, Tegan Dinning, Bailey Dymitriw, Emma Lown, Caitlin Ramondetta, Celina Touma and April Walker was showcased at the Regional Drama Festival, a three day event at the Campbelltown Arts Centre consisting of the best dramatic works from primary and high schools in the South West region. The same piece was selected to represent our region at Director’s Choice at Homebush.

The Year 9, 10 and 11 Drama classes performed for selected Year 7 and 8 students, as well as for
parents and friends at a special evening. Ms Wood’s Year 9 Drama class performed a comedy titled “School Under Siege” while Mrs Townsend’s Year 10 and 11 classes performed a range of group and whole class pieces. The RTHS Technical Crew of Grant Lewis, Manal Hallal, Ryan Roumieh and Sandra Capote were invaluable in assisting backstage with the sound and lighting at this event, as well as other school functions throughout the year.

**Sport**

Students at Robert Townson High participate in sport from Year 7 through to Year 12. Students have opportunities to participate in school based integrated sport on a weekly basis and also in Carnivals (Swimming, Cross Country, Athletics), NSWCHS knockouts, Zone/Regional/State sporting trials and competitions.

The school entered the following NSWCHS knockout competitions in 2013:

**Boys** – Rugby League, Soccer, Hockey, Basketball, Cricket, Triathlon, Volleyball

**Girls** – Triathlon, Hockey, Netball, Volleyball

Outstanding sporting results for the year include:

- Open and 16 years Boys FUTSAL placed second in the State.
- Jessica Fryer – NSWCHS Hockey – the team won the tournament.
- Year 7/8 Boys won the Macarthur Zone AFL competition.

The school had two teams in the West Leagues Cup weekly competition. The 13’s were consistent all season and were runner up in the competition. The 15’s were also consistent all season finishing fourth. Miss McKenzie took various age group teams to the Macarthur Netball Championship and each team participated to the best of their ability.

Due to changes in Macarthur Zone team selections (trial days at central venues), the school also had numerous students represent the school for Macarthur Zone in sports such as Soccer, Rugby League, Netball, Softball and Touch. They then attended Sydney SW Regional carnivals.

The school had a number of Sydney SW Region representatives. These included Kellie Weinert (Athletics, Cross Country), Bonnie Kuru (Swimming), Elise Lown (Water Polo), Larry Greig-Williams (Touch), Tayla Kuru (Swimming), Conor Irwin (Athletics), Jessica Mavroidis (Cross Country), Cameron Rodgers (Cross Country), Jessica Fryer (Hockey) and Steven Woollard (Tennis).

Students also helped out at PSSA Gala Days, acting as Referees and Officials and senior students (from the Sports Coaching VET course) were pivotal in the operations of P.S.S.A and feeder public schools major carnivals.

The major awards for 2013 were:

**Sportspersons of the Year** – Jessica Fryer and Conor Irwin

**Macarthur Zone Blue** – Kellie Weinert (Cross Country), Steven Woollard (Tennis), Emma Lown (Water Polo) and Jessica Fryer (Hockey).

**Academic achievements**

**NAPLAN**

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

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

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>86</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>53</td>
</tr>
<tr>
<td>Spelling</td>
<td>89</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>74</td>
</tr>
<tr>
<td>Numeracy</td>
<td>81</td>
</tr>
</tbody>
</table>

**NAPLAN Year 7 - Literacy**

NAPLAN testing shows a general improvement in Year 7 performance in almost all areas of literacy. The mean for Year 7 girls has improved by 14 scale scores in Grammar and Punctuation. Students’ weakest area was writing. The following graph demonstrates the schools’ performance in overall literacy.
NAPLAN Year 7 – Numeracy

Students continue to underperform in numeracy. Concentrated Numeracy programs are put in place to target areas for development with focus groups conducted for students achieving in the lower bands.

NAPLAN Year 9 - Literacy

NAPLAN testing shows a decrease in averages and results. There has been a marked decline in the results for spelling, grammar and punctuation compared to previous years, while reading is on par with 2012 results.
Faculties across the school specifically addressed literacy, focusing on SMART data analysis and comprehension/writing strategies. The English faculty is refining the current literacy program to address areas of identified weakness.

NAPLAN Year 9 Numeracy

One hundred and sixty seven students sat the Year 9 NAPLAN test. Eleven of our students scored Bands 9 and 10. We continue to adjust our program in Year 8 using the data from the students NAPLAN test when they were in Year 7 to target any identified weaknesses.
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

**ESSA (Essential Secondary Science Assessment)**

One hundred and fifty two Year 8 students sat for ESSA. Sixty three students scored Band 4 or higher compared to 53 in 2012 and 2011. This was 41% of students achieving Band 4 or above. Our Aboriginal and Torrens Strait Island students achieved 3% above the state average in ESSA. This was 3% higher than the overall state results.

One student achieved Band 6 (highest Band) compared to none in the previous two years. Seventeen students achieved Band 5, which is higher compared to 2012 (6) and 2011 (9). No student achieved Band 1 compared to state average of 1.3%.

Overall the student’s performed best in Knowledge and Understanding and in extended response task when compared to 2012 ESSA result. So an overall improvement in ESSA has been observed when compared to 2011 and 2012.

Surveys conducted during the ESSA showed that students recognise that the test is based on what they learn in class, that it is important to learn science in Years 7-10 and that students generally enjoy science lessons.

**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).

This table shows the average school performance across lower, middle and upper performing students

**English – HSC**

In 2013, for the first time, we had an Extension 2 student. This student earned excellent results and was awarded an E4 grade, the highest possible in this course. The mark gained was well above the state average.

Two students chose Extension 1 this year. Value added data shows that one student performed at the expected Band and the other performed well above. Both received Band 5 and were above state average.

12 students chose Advanced English. All students in this course scored a Band 4 or Band 5 and the number of students receiving Band 5 was above the state average. Our students all scored around the state average. Boys performed better in terms of adding value.

In Standard English, 76% of students scored either a Band 3 or Band 4, with 24% scoring Band 4, which is above state average. Most students performed at their expected Band with only 5 well below. English students, in a combination of Standard and Advanced, were the third highest performing subject in the school for the 2013 HSC.

The introduction of English Studies has helped to better cater to student needs and it is expected that the increase in English Studies class numbers in the future will directly impact on the Standard and Advanced results.
Mathematics - HSC

Sixty five students sat the general mathematics examination and their results showed outstanding value added growth. Results are now similar with all average results across in state schools. Two students received a Band 6 and 9% achieved results in the top two Bands. Twenty five students achieved results in the bottom two Bands which were in excess of state expected patterns of growth. Students continue to be mentored into choosing a level of mathematics consistent with their demonstrated ability however inappropriate choices continue to be made.

In Mathematics 41% of students achieved results in the top two Bands compared to 49% in all state schools. Band 4 results where the most common with half of the students attaining that result. Only 8% achieved a Band 3 result and no one received less that Band 3.

Four students sat the extension mathematics examination. Two received E2 and E3 results.

Science – HSC

Sixty six students sat for the HSC in science in 2013. Thirty six sat for biology, six for chemistry, four sat for physics and 20 sat for senior science. The overall total number of students was more than double compared to the candidature in 2012.

Biology students achieved results from Bands 2 to 6. Eighty four per cent of students in Biology achieved a Band 3 or above compared to the state average of 91%. No student achieved a Band 1.

Chemistry students achieved results from Bands 3 to 5. One hundred per cent of students achieved Band 3 or above compared to the state average of 92%. Fifty per cent of the students achieved Band 4 which is significantly above the state average of 32%.

All physics students achieved results above Band 3. One hundred per cent of students achieved Band 3 or higher which is above the state average of 88%.

Senior science students achieved results between Bands 3 and 5. Forty five per cent of students scored Bands 5 and above which is higher than the state average of 39%. No student achieved below Band 3 compared to the state average of thirteen percent.

Compared to their average performance in the School Certificate, Senior Science students performed above the state expected growth. Chemistry students performed similarly to state expected growth while the majority of biology and physics students also demonstrated at least a minimum of state expected growth.

Creative and Performing Arts (CAPA) – HSC

Thirteen students sat for the visual arts examination. One student achieved a Band 6 and 42.9% of candidates achieved Band 5, higher than the state result. Fifty per cent of students achieved Band 4, with no student achieving less than this. With the exception of one student, all students met a minimum state determined growth, with three students demonstrating growth well above the state. For all but two students visual arts was their highest subject mark in the Higher School Certificate. These results are consistent with previous years, with students performing better in the Higher School Certificate for visual arts compared with all other subjects.

Visual arts results remain strong as the creative arts staff work as a team to utilise their area of expertise when assisting students with their bodies of work. Staff continually develop their teaching skills by marking both the practical and written components of the HSC examinations which assists them in providing students with adequate and meaningful feedback. All written assessment tasks model the HSC paper in terms of questions, layout, unseen images and marking criteria which prepares students for the final examination. Students are provided with opportunities to attend HSC study days as well as contemporary art exhibitions, keeping them abreast of current artistic practice. The faculty will continue to offer the photography, video and digital media course and visual design as subjects which further extend our visual arts students, and also act as alternative subjects to non-visual arts students.
History and Geography (HSIE) - HSC

In 2013 students sat for examinations in ancient history (34), business studies (27), legal studies (18), society and culture (11) and modern history (10).

In ancient history there were some excellent individual results with two students achieving a Band 5 and nine a Band 4 result. Scaled trend data however indicated that students performed 8% below the state average compared to 6.9% in 2012. Students performed 4.6% lower compared to statistically similar schools. Overall the subject recorded -2.91% value added growth for students studying this course in 2013. The faculty is disappointed with this and will be making modifications to the homework program to better assist students in adopting effective studying habits. There will also be changes made to assessment tasks to better prepare students for examinations. The revision work done before the trial HSC and HSC examinations will also be refined.

Modern History also had some pleasing individual results. Two students achieved a Band 5 and six a Band 4 result. It was also encouraging that students at Robert Townson High School performed better in this subject than statistically similar schools by 0.2%. Trend data indicated that student’s scaled scores were 6.5 below the state compared to 8.3 in 2012. Value added data however was disappointing compared to last year. The subject recorded -3.41% value added growth in 2013 compared to 5.43% in 2012. With this in mind, in 2014 modifications will be made to the scaffolding accompanying assessment tasks so that students are better prepared for the trial and HSC examinations. A special emphasis will also be placed on refining two topics revision work conducted before the examinations.

Business studies trend data once again showed improvement. It indicates that student’s scaled score was three below the state in 2013 compared to ten below the state in 2012 and 14.9 below the state in 2011. Nine students achieved a Band 5 result and nine students a Band 4 result. No students achieved lower than a Band 3 in the course. Value added data indicated an improvement from School Certificate results for students who achieved a Band 3 (1.23%). Overall the subject recorded -2.12% value added growth for students studying Business Studies in 2013. This is slightly down on the -1.68% value added growth of 2012. In terms of results, students in this subject performed exactly the same as other statistically similar schools. This year staff will be making modifications to the revision work done in terms 2 and 3. Special informal testing will be incorporated into the homework policy to enhance students understanding of business terminology. Study sessions will also be offered to help students cope with the trial and HSC examinations.

In legal studies there were also some great individual results. Six students achieved a Band 5 result and seven a Band 4 result. No student achieved lower than a Band 3 in this course. Trend data indicated that student’s scaled scores were behind the rest of the state by 10.4 compared to 5.8 in 2012. Overall the subject recorded -8.14% value added growth for students studying Legal Studies in 2013 compared to -1.01% in 2012. Students performed 6% below the statistically similar schools grouping. The faculty has now decided to change one of the more challenging topics studied for this course. It will be replaced by another topic which is hoped to be more relevant to student’s interests and therefore assist them in acquiring a much better understanding of the content for examinations.

In Society and Culture two students achieved a Band 5 and four students a Band 4 result. There was improvement in regards to scaled trend data. Students performed 6.3% below the state compared to 7.4% below the state when students last completed this course in 2011. Value added data indicated an improvement from School Certificate results for students who achieved a Band 4 (0.54%). Overall the subject recorded -3.35% value added growth for students studying Society and Culture in 2013. The subject was 0.2 behind statistically similar schools results in this course. In 2014 a new homework program will be used to assist students in preparing for examinations. Study sessions will also be offered during the year. A new topic called Belief Systems will be studied instead of Work and Leisure. This topic will hopefully engage students more in their learning and enhance examination results.

In addition to the initiatives indicated above, the HSIE department has adopted two whole faculty strategies to help improve HSC results across the board. Student surveys based on the new Quality Teaching model were conducted within each HSC course in 2013. This data has already led to excellent professional development
opportunities. HSC teachers have been able to discuss and implement successful strategies that enhance student learning within the classroom. It has also led to the faculty adopting new specific targets in relation to identified development areas of the Quality Teaching model. Teachers are hoping to improve their survey data in relation to ‘Quality Learning Environments’ by 2% and ‘Significance’ by 4%. Students will again be surveyed this year to ascertain whether the faculty has been successful at meeting the targets.

The second whole faculty initiative to improve HSC results concerns the development of new literacy programs for the Australian Curriculum. HSIE’s HSC courses rely on students being able to write essays and extended responses and analyse information. In 2013 the history faculty spent considerable time implementing new literacy initiatives across whole faculty lesson plans and assessment tasks, to be implemented in Years 7 and 9 in 2014.

In 2014 the history faculty will be focusing on developing new whole faculty literacy programs for Year 8 and 10 history classes. Teachers will also be evaluating and making modifications to last year’s Year 7 and 9 programs. Geography staff will be focused on developing and refining whole faculty literacy lessons and assessment tasks for Years 7 to 10. It is hoped that this work on stage 4 and 5 courses will enable students to acquire better reading, writing and comprehension skills for our senior courses.

**Technology and Applied Studies (TAS) - HSC**

Students sat for Higher School Certificate examinations in four subjects; community and family studies (14 students), industrial technology (14 students), food technology (13 students) and engineering studies (6 students).

Community and family studies students achieved results across performance Bands 2 to 5. Two students achieved a Band 5 and two students gained Band 2, the remainder were spread throughout Bands 3 and 4. One student did not receive an award in this subject. The data indicated the overall class performance was below the state average and the value added results were consistent with state expectations. Individual results were pleasing when compared to the students overall HSC performance.

Industrial technology students studied timber products and furnishings and achieved results across performance Bands 1 to 6 with one student not receiving an award in this subject. Although the class performance was at a level below the state average the value added results were above state expectations. Individual results were pleasing when compared to the students overall HSC performance.

Food technology students achieved results across performance Bands 2 to 4, with 60% of candidates scoring either Band 3 or lower. Two students did not receive an award in this subject. The result for this group of students was significantly lower than the state average. The value added results were consistent with state expectations. Individual results were consistent with the students overall HSC performance.

Engineering studies students achieved results evenly spread across performance Bands 2, 3 and 4. One student did not receive an award in this subject. The class performance was at a level well below the state average. The value added results were below state expectations. Individual results were consistent with the students overall HSC performance.

In general, TAS students achieved results that were consistent with their individual overall Higher Schools Certificate performances.

**PDHPE**

The PDHPE faculty consists of Craig Innes, Rod Child, Ned Kelava, Emily McKenzie and Nicole Waden.

In 2013 the faculty offered the following subjects to students:

- 2 unit PDHPE (2 classes in Yr12 and 3 classes in Yr11)
- Sports Coaching VET (1 class in Yr12 and 2 classes in Yr11)
- Stage 5 PASS (2 classes in Yr9 and 2 classes in Yr10)
- Stage 4 and 5 PDHPE

There were 39 students who sat the 2 unit PDHPE examination in 2013. More than a half of candidates achieved a Band 4 or higher. Twelve candidates received a Band 5. Only two students scored below a Band 3. Students did better in this
subject than most other subjects across the school. Students were above both State and Regional average.

Six students completed their Certificate II in Sports Coaching.

The PDHPE faculty will aim to continue to improve our results through assisting students with appropriate subject selection, study hints and revision booklets, extension work in additional classes, purchase of new, specific resources, with an aim to challenge student achievement.

VET - HSC

Hospitality achieved results across performance Bands 3 and 4 with 2 students sitting for the HSC examination. The data indicated that the student’s results were below the state average.

Information and Digital Technology achieved results across performance Bands 3 and 5 with 6 students sitting for the HSC examination. The data indicated that student’s results were slightly above the state average.

Metals and Engineering achieved results across performance Bands 2 and 4 with 3 students sitting for the HSC examination. The data indicated that student’s results were slightly below the state average.

Construction achieved results across performance Bands 2 and 4 with 8 students sitting the HSC examination. The data indicated that student’s results were slightly below the state average.

Business Services achieved results across performance Bands 3 and 5 with 2 students sitting for the HSC examination. The data indicated that student’s results were well above the state average.

Sports Coaching was also offered as a subject however there was not a HSC examination for 2013. All 6 students were successful in achieving their VET certificate goals.

3 students and one teacher from Robert Townson High School received VET regional awards as group winners for 2013 in Construction, Metals & Engineering and Hospitality. The awards evening was held at the Liverpool Catholic Club.

Record of School Achievement (RoSA)

English – RoSA

Students continue to receive results similar to previous years in the English course. Last year, 6 students achieved an A grade, which is 2 more than the previous year, and a large number of B grades were awarded. More students were awarded E grades than in previous years, indicating the need for an increased number of places in the senior school English Studies course next year.

Mathematics – RoSA

Students were awarded results from Bands A10 (1) the highest to E2 (15). Sixteen per cent of students from courses 5.3 and 5.2 received results in the top two Bands but 40% received results in the bottom two.

Science – RoSA

One hundred and sixty six students completed Year 10 in 2012, ninety boys and seventy six girls. The number of students achieving Grade A and Grade B has declined from the previous 2 years.

As a part of Year 10 requirements in science, students are required to complete an individual Student Research Tasks. The number of students completing the task had increase by twenty compared to the previous year.

History and Geography (HSIE) – RoSA

In 2013 one hundred and sixty eight students completed the Australian geography and history courses.

In geography eighteen students achieved an A grade and a further twenty nine a B grade. The average mark improved from 56% in 2012 to 60% in 2013. Students performed well in the skills test and examinations. The average mark for the half yearly examination improved from 42% in 2012 to 52.3% in 2013. Student’s results in the final examination improved from 47.9% in 2012 to 55.9% in 2013. The average mark in the skills test task improved from 48.6% in 2012 to 58.6% in 2013.
In history four students also achieved an A grade. A further 34 students produced a B grade. The average mark decreased from 54% in 2012 to 52% in 2013. Student’s results in the half yearly examination improved from 46.45% in 2012 to 48.5% in 2013. Students performed best in the source analysis test achieving an average mark of 64.9%.

In 2014 emphasis will be placed on improving students writing skills in both geography and history using whole faculty literacy lessons. This will involve modifications to existing faculty lesson resources and assessment tasks. Some new lessons incorporating specific literacy strategies from ILLNP workshops will also be incorporated into programs. History teachers will also be busy in 2014 formulating and designing Year 8 and 10 Australian Curriculum programs and resources that will have specific literacy and numeracy targets.

The faculty also has student survey data from 2013 which it is using to strengthen identified development areas of the NSW Quality Teaching framework within programs. It is hoped that these initiatives will lead to better student engagement, higher marks and the acquisition of better HSC writing skills for senior HSIE courses.

Creative and Performing Arts – RoSA

Around 100 Year 10 students completed the creative and performing arts subjects of Visual Arts, Photographic and Digital Media, Visual Design and Drama. Results were consistent with previous years, with a spread of grades. The majority of students completing these courses were female, with the bulk of grades in the middle to upper end. Assessment included mostly practical tasks, as well as a number of theory tasks with a literacy focus on persuasive writing.

Technology & Applied Studies (TAS) – RoSA

Year 10 students achieved grades in the following subjects: industrial technology timber, industrial technology engineering, graphics technology, information and software technology, food technology and child studies. The grades awarded for the record of school achievement in these subjects were consistent with previous years.

Other achievements

Significant programs and initiatives

Aboriginal education

The focus for Aboriginal education for 2013 has been to meet key DEC targets by improving numeracy and literacy skills, improving student transition from school to work (or further education) and building upon existing cultural programs. The Aboriginal Perspective Team (APT), with the aid of additional funding, has employed an AEW on a part time basis. The team has further strengthened ties with the local community and in particular with the Campbelltown AECG.

From the SMART data generated from NAPLAN, Year 7 results show that our students are above State and Regional averages for all students, in both Literacy and Numeracy. Year 9 results were above the State and Regional average for all students in Numeracy and also in most areas of Literacy. All students in Year 7, 8, and 9 have had tutoring on a group and individual basis with the AEW with an aim to improve literacy and numeracy skills and to further engage the student in education. The school has also entered (with some success) in Sydney SW Area Aboriginal numeracy days.

Students in senior years have been able to access external tuition in their own selected areas. Ten students have either started or continued tuition from outside the school through Norta Norta funding.

Personal Learning Plans have been developed or updated for all Aboriginal students. The plans cater for individual needs and interests of each student and offer support in areas of concern. The plans are updated each semester, to meet the changing needs and demands of current students. In 2013, the plans assisted the APT in identifying students with an interest in certain trades. SSWI (TAFE) was accessed and a number of students participated in Hand On ‘taster’ courses in areas such as Mechanics, Metal Fabrication, Spray-painting, Hairdressing and Beauty. Students are also involved in SBAT’s (at Campbelltown Courthouse) and TVET courses in Year 11 and 12.

Culturally, students attended Message Stick Film Festival, My Girragungi, a play concerning coping mechanisms held at the Cube and completed
workshops in Careers, Mentoring and Leadership and Health related issues. The APT also received funding for NAIDOC week celebrations, where a whole school, cultural based event was presented by The Flute Loop.

Four students applied for and were successful in obtaining Sydney SW Region scholarships to assist their educational needs. Four students also applied for and received an educational scholarship from KARI. The APT applied for and was successful in receiving a Clubs NSW grant, that was used by students in Years 10, 11 and 12 to complete their First Aid certificate. All students in Years 11 and 12 were registered with the Tigers Lair (a Wests initiative to assist in student transition to the workforce) and the Aboriginal Employment Strategy (AES). From the Tigers Lair, Breannah McGuinness was selected as a Campbelltown representative to attend the Aboriginal Youth Forum held in Brisbane in February 2013. Breannah and Jarrod Confoy also were invited to attend Our Country, Our Culture Youth forum at Parliament House in Sydney. Students in Years 9 and 10 were linked to Mission Australia to assist in their transition through school to employment or training opportunities. Two students were also selected to attend the Macquarie Fields Police ‘Good Kids’ program and spent time at the beach learning to surf.

Ten girls from Years 7, 8, 9 and 10 completed training in Rock and Water with the NABU support agency. Rhett from NABU, also spoke to all Year 10 students about culture and Aboriginal history especially in the Macarthur region.

Student achievements that are particular highlights include a Sydney Southwest Area award for Kelly Stewart Keys (KARI all-rounder), Breanna Harrison (Attendance), Jeremy Mahon (Attendance) and our AEW, Lesley Marks, received the Community Award. A number of students were also recognised for their outstanding attendance with Sydney SW Area Attendance Certificates.

Breannah McGuinness, Jarrod Confoy, Kelly Marshall and Emma Tokolagi completed their HSC.

In 2013 Year 7 & 8 roll call teachers taught social skills lessons fortnightly during DEAR/roll call. Each year were given lessons relevant to their year’s needs. In Year 7 readiness for high school and expectations in classes and assembly were included, while in Year 8 lessons covered: treating others with respect and being cybersafe.

Positive Acknowledgements (Targets for 2013) targets continue to be increase by more than 50%. Senior student acknowledgement is still a target in 2014.

The Student of The Week awards are a focus of the weekly school assemblies and are highly regarded by students. Senior leaders were making these announcements in 2013 and will continue in 2014.

**Learning and Support**

Another Learning and Support (LAS) teacher was appointed in 2013, to bring the allocation of support teachers to 2.2. Three School Learning Support Officers provided additional in class and withdrawal assessment task support for students with special needs. Social skills training was a focus in 2012 & 2013 and culminated in a celebration day out (see photo below), in December 2013.

Further training associated with ‘Every Student Every School’ program was undertaken. The Learning Support Team used the information gained from our review to plan and deliver workshops on Disability Discrimination, developing units of work for students on Lifeskills and Autism strategies to all staff.

**Wellbeing Report 2013**

**Positive Behaviour in School**
Feedback from the review was also used to modify the student referral process, incorporating faculty discussion of the student/program being requested. Referrals were discussed at Learning Support Team meetings and individual assessments or programming occurred, with maximum six weeks allocated to the project.

Mandatory updated Anaphylaxis training was undertaken by all staff, along with the online Disability Awareness training for all staff. Fifteen staff members completed the online Managing Difficult Behaviour training offered at school.

The Learning Support Team assisted students with special needs to gain Special Provisions for external examinations, including NAPLAN and the Higher School Certificate. Twenty seven students accessed the Special Provisions program in 2013.

In 2013, 126 students with special needs which affect their learning were identified and supported at Robert Townson High School. Twenty of these students were diagnosed with Autism Spectrum Disorders. These figures are well above state averages.

In 2013 two Year Advisers worked with each year group. Year Advisers and support personnel attend Wellbeing meetings every Thursday. Support personnel attend Learning Support Team meetings every Tuesday fortnight where needs of students are discussed, and recommendations for support and programming suggestions made.

In 2014 due to the schools declining student enrolments, there will be one Year Adviser per year group and Learning Support referrals will be included in the wellbeing meetings.

Other Whole School Programs

Medical students from University of Western Sydney continued their community project visiting our school fortnightly during 2013 to conduct ‘mentoring’. Numbers increased in 2013 to 15–20 medical students and 50–60 students from all years were involved. The mentoring focus was expanded to tutoring for 2 students in science. These ‘medical mentoring’ sessions will continue in 2014.

Digital Thumbprint seminars addressing safe use of technology were delivered to all students in Years 7 – 11. Focuses for each stage were appropriate and almost all students gave positive written feedback. Information in the school newsletter was provided for parents. An update of this seminar is planned for later in 2014.

In addition to the Digital Thumbprint seminars, school talks about cyber use and cyberbullying were delivered by the Head Teacher Welfare and Ms Beeten to all classes in Years 8 and 9. Information sheet for parents were supplied. Other Anti-Bullying activities were conducted during roll call in 2013 across all years. These programs and mediation amongst students have been supported at our school by the Police Youth Liaison. Due to the ever changing nature of welfare our Wellbeing Policy was updated in December 2013 and, along with the School’s Anti-Bullying policy, can be found on our School’s website.

Muslim mentoring by a local parent and community worker occurred weekly in 2013. Between 30 and 50 students from multiple cultural backgrounds attend mentoring. Parent permission to attend this program was introduced late 2013. This program of support with parent knowledge will continue in 2014.

In 2013 our School Chaplain was involved in scripture activities as well as mentoring and excursions for those who have minimal resources. A withdrawal program for 3 – 5 ‘at risk boys’ from Years 8 and 9 assisted with their engagement in school and modification of their in class behaviour. This will be an ongoing program in 2014, working in conjunction with parents.

International Women’s Day breakfast was held at our school in March, 2013 to celebrate women’s achievements now and through history. This is an annual event conducted by Uniting Care Burnside and supported by staff and female students at Robert Townson High School.

Bridges for Youth Burnside conduct the weekly Links to Learning program with between 8 to 10 students from Year 8, in Semester 1 (see photo below) then Year 7, in Semester 2. Students receive intensive training in self-esteem building, social skills and managing emotions, along with specialised art and cultural programs. Students who attended in Semester 1, 2013 benefited from a follow up counseling program to monitor their progress and provide ongoing support. The Head Teacher Welfare was invited to speak at a conference for Links to Learning organisations as
the school representative. Links to Learning and follow up support will continue in 2014.

Townson Cafe

Students with special needs gained valuable work and social skills serving or setting up in the Townson Café. The students worked on a fortnightly roster. During 2013 all students gained a TAFE accredited certificate where they completed online learning in addition to the experience in the Café. The Townson Café is open every Tuesday and provided catering, as in previous years for Education Day & Parent Teacher Night in 2013. The Townson Café is run by School Learning Support Officers from the Hearing Impaired Unit. Six Year 7, 8 & 9 students with special needs were involved in the baking program run by School Learning Support Officers. This program will continue in 2014.

Transition to High School

The Head Teacher Welfare, SLSOs and Year Advisers enhanced links with the feeder primary schools supporting the mini science lessons, “Kick Off” special needs transition and High School Experience Days. Staff made many class visits and were able to gain valuable information pertaining to students with special needs which helped make the transition to high school a smoother one.

Year 9 students were trained to be Peer Leaders and were outstanding role models and discussion facilitators during the transition period. Year 9 Peer Leaders completed training at Teen Ranch (see photo below) and were accompanied by their Year Adviser Mrs Wood.

Other Wellbeing Initiatives by Year

Year 7

A successful “Meet the Teacher” afternoon tea in March helped parents get to know their child’s teachers in an informal setting.

Harmony Day, held in March 2013 was run by senior students who conducted activities in roll call promoting tolerance and respect.

Peer tutor roll call program continues to be an important feature of school reading program (DEAR) at Robert Townson High School. Year 7 students with literacy needs benefited from daily reading with Year 9 peer tutors during roll call. Forty students benefited from this program in 2013. Even with the proposed change in structure to a vertical roll system in 2014, this valuable literacy program will still operate.

Year 7 were involved in the Drug and Alcohol education seminars conducted by Mission Australia in 2013. In 2014 all years will, again benefit from these informative and up to date seminars.

Year 8

In Year 8, 24 students received daily numeracy support in a specialised roll call class assisted by Year 9 peer tutors.

‘Inclusion’ was the focus of the Autism Awareness seminars which were conducted by Head Teacher Welfare in each class in Year 8 in 2013.

Observations regarding low self-concept with some Culturally and Linguistically Diverse (CALD)
girls in Year 8 prompted a new initiative in 2013, called the ‘Dove Group’. Dove girls work with a youth worker from Macarthur Diversity Services to improve self-esteem, set goals and build self-confidence. Dove group will continue in 2014.

Symptoms of depression in students were noted by both Year Adviser and parents, which prompted ‘depression awareness’ workshops for each Year 8 class in 2013. At least 3 students sought School counsellor intervention as a direct result, and parents appreciated the information sheet.

**Years 9 & 10**

Macarthur Diversity Services trialed a new initiative with CALD young people called ‘Respect Me Respect You’. Students in Year 10 participated in a weekly program addressing respectful relationships.

MTC Youth Connections conducted Boys Group in Semester 1 with a group of 10 Year 8 and 9 boys – focusing on choices and supported by Rock & Water activities. Older students from the Independent Employment Advisory Service (IEAS) acted as mentors for the younger students in Boys Group. Then in Semester 2 Year 9 girls were involved in a girls group initiative run by MTC Youth Connections. Approximately 10 girls were involved in these weekly sessions, where guest speakers were often involved. The same structure has been arranged for 2014.

In 2013 Work Readiness programs were conducted by IEAS from MTC Youth Connections for 12 Year 9 & 10 students preparing for the work force. These students were supported to achieve White Cards and work placement experience. This program does not have the funding to continue in 2014.

In December 2013 respectful relationships workshops with Year 10 girls were conducted.

**Year 11 & 12**

In 2013 four Year 11 mediators trained two groups of Robert Townson Public School students in the skills and process of Peer Mediation. The introduction of Peer Mediation at Robert Townson High School is planned for 2014, with the introduction of a new position ‘Supervisor of Girls’.

**Gifted & Talented**

The Gifted & Talented Committee, which was formed at the beginning of 2011, continued to operate this year. Gifted and talented students were identified across all years by way of faculty nomination and analysis of SMART data. A Gifted and Talented roll call group was then established with students selected from Years 7 to 10. Students were given a range of challenges and personal information projects to work on in this time, culminating in a showcase of their projects. The students were also involved in hosting an Education Week presentation for Year 7 parents and students from Robert Townson Public School.

Under the guidance of Ms Paroz and Ms Griffin, the gifted and talented roll call students entered three teams into Tournament of Minds (TOM). TOM is a problem solving program for teams of students from both primary and secondary years, where the teams solve challenges from a choice of four disciplines. Tournament of Minds is one of the fastest growing international school programs with the involvement of thousands of participants. TOM aims to enhance the potential of our youth by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a competitive environment. The Social Sciences team consisting of Chadi Junior El-Esber, Kaylin Alexander, Tara O’Brien, Luke Blayden, Emilia Bulloch, Bailey Dymitriw and Celina Touma won the regional round and made it to the State competition.

Three students attended Learning Labs in the January 2014 school holidays. Learning Labs is a gifted and talented program for students in years 7 to 10, run by the School of Education at The University of Wollongong. This particular program was the largest to date with 290 students from the Illawarra, South Coast, Sydney and Southern Highlands involved. Shaunil Narayan and Joshua Virgona in Year 8 participated in the Industrial Robotics program, while Caitlin Ramondetta in Year 10 completed So You Want To Be A Historian? Students who are accepted into the program must be academically performing within the top 10 per cent of their area of interest. Workshops are led by University academics who are leaders in their field and are pitched at a flexible Year 11 / 12 level.

Many of our gifted and talented students participated in extra-curricular workshops run in each faculty area after school on Tuesdays in
2013. The aims for 2014 are to continue to run the gifted and talented roll call group with a focus on problem solving, presentation / performance skills, team work, leadership and preparation for the next Tournament of Minds competition.

Volunteering

As in the past 2 years, in 2013 volunteering projects, including Mt Annan and Appin Scout Park, successfully engaged young people in work related skills while improving the environment. Students attended outdoor volunteering programs once a fortnight during 2013. Mr. Chapman & Mrs. Hooke instructed the group.

In Semester 2, 40 Year 9 girls were trained in hair and nail care receiving a TAFE accredited certificate. A community services grant was used to facilitate this training and purchase nail kits. The girls then volunteered on Fridays at a local aged care center where nails were carefully filed and painted, and many friendships were formed. This was an outstanding success. A community grant for a boys program to work with aged males has been submitted for 2014.

The two volunteering projects – environmental and aged care projects won prestigious awards at the local community awards event in 2013 (see photo below of P&C president Mrs. Costello with local Member of Parliament Mr. Russell Matheson MP)

At the end of January, our school was invited to participate in the Improving Literacy and Numeracy National Partnership. The objective of this partnership is to improve the performance of students who are falling behind in literacy and numeracy, specifically targeting Aboriginal and Torres Strait Islander students, as well as students from disadvantaged backgrounds, through the use of effective evidence-based approaches. The ILNNP acknowledges the critical role of a whole-school approach to quality teaching in improving student learning outcomes, whilst also emphasising the importance of a sustainable school culture of continuous improvement.

This program received funding of $351,154.00 delivered over two years, with the first payment of $175,576.94 in 2013, for the purpose of providing additional professional learning in either literacy or numeracy. Our school chose to focus on improving the reading and comprehension literacy of all Year 7 and 8 students. The success of the partnership was to be measured by assessing individual student literacy progress against the departments Literacy Continuum.

During term 2, an ILNNP team was formed composed of a teacher representative from each faculty. This team was familiarised with stage-appropriate literacy outcomes and team members then became responsible for training their faculty colleagues. This formed a significant part of the SDD term 3. ILNNP team members were then provided a period allowance to enable them to support their faculty colleagues by further explaining the literacy continuum, team-teaching, providing demonstration lessons, or the revision of units of work and assessment tasks, as required by the faculty.

During term 3, our school also acquired a Head Teacher Literacy, whose role it was to administer the grant, and alongside the ILNNP representatives, to lead the literacy professional development of teaching staff.

The ILNNP Team began by organising cross-KLA teams of teachers to assess Years 7 and 8 student literacy performance, with all teaching staff involved in the process. This allowed teachers to identify stage-appropriate literacy outcomes and compare them with the skills of our students, focusing attention on specific student learning needs.
The ILNNP Team responded to these needs by arranging a series of workshops for teacher development, with each team member offering a particular literacy strategy. These workshops occurred during term 4, with teachers experiencing a total of four different strategies. ILNNP representatives were then asked to ensure that these strategies were shared between faculty colleagues, effectively exposing all teachers to all seven strategies.

Towards the end of term 4, teachers were asked to re-assess student literacy performance. This included both those identified in the target group as well as the whole cohort of Year 7 and 8 students. Improvement was noted in many students. The process has served to evoke teacher familiarity with the continuum, staff consciousness of stage-appropriate literacy skills, and the implementation of both more literacy-based lessons and assessment tasks.

Progress on 2013 Targets

Target 1

Improve teacher quality and student learning outcomes

Strategies to achieve these targets included:

- Teachers were trained in peer assessment utilising the New South Wales Quality Teacher Framework (NSWQTF).
- Teachers develop and implement a collegial peer observation model utilising the NSWQTF.
- Teacher training was provided with progress updates at staff meetings and school development days.

Target 2

Implement the Australian Curriculum

The school will prepare for the implementation of the relevant 2014 Australian Curriculum syllabuses

- Staff became familiar with the Learning across the curriculum content of the Australian Curriculum
- Staff prepared teaching programs ready to be implemented at the start of 2014 into years 7 and 9.

School planning 2012—2014: progress

School priority 1

Student engagement in learning is higher

Outcomes from 2012–2014

All students are engaged in a relevant and meaningful curriculum that provides appropriate academic challenge.

Evidence of progress towards outcomes

- All staff undertook training in differentiated programming and teaching.
- Teachers are developing teaching programs that build upon student prior knowledge and skills.
- Student engagement is higher.
- Negative classroom incident reports decrease.

Strategies to achieve these outcomes in 2014

- Staff participated in appropriate training in curriculum differentiation.
- Resources are provided to teachers to allow them to better cater for student needs.
- Teachers develop teaching and learning programs inclusive of differentiation methodology.

School priority 2

Student literacy results for Year 7 to 9 will improve.

Outcomes from 2012–2014

Improve student literacy skills in the middle years of schooling

Literacy skills for students in year 7 to years 9 will improve.

Evidence of progress towards outcomes

- Student progress along the literacy continuum can be seen.
- Teachers modify teaching and assessment practices to develop student literacy skills with respect to the progress along the literacy continuum.
Student literacy groups are created where students undertake weekly literacy skills development in Reading, Writing, Punctuation and Grammar. Progress will be assessed weekly and mapped to the literacy continuum.

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

- Resources are provided to teachers to allow them time to produce modifications to existing teaching and assessment programs
- Student data is mapped to the continuum for years 7 through 9.

**School priority 3**

Priority will be placed on the development and implementation of the new NSW syllabus for the Australian Curriculum.

**Outcomes from 2012–2014**

The school will prepare for the implementation of the 2014 Australian curriculum.

**Evidence of progress towards outcomes**

- Staff undertook training programs familiarizing themselves with new syllabuses
- Programs have been written and will be implemented in 2014

**Strategies to achieve these targets include:**

- Staff will become familiar with the Learning across the curriculum content of the Australian Curriculum
- Staff will prepare teaching programs ready to be implemented at the start of 2014.

**Professional learning**

All staff were given access to a wide range of professional learning opportunities in line with the School Management Plan and Departmental targets. In 2013 expenditure breakdowns were as follows:

- ICT 7.5%
- Literacy / Numeracy 3.1%
- Quality Teaching 15.7%

- Syllabus Implementation 14.6%
- Career Development 19.9%
- Welfare and Equity 37.5%

The largest expenditure for welfare and equity allows for growth in student numbers in the Hearing Impairment Unit. This is supplemented by separate grants.

In line with legislation for compulsory schooling until the age of 17, welfare and equity as well as syllabus implementation funds were being used to provide appropriate teacher training to meet future student needs. Note that Beginning Teacher (now Early Career Teacher) training is funded by a separate grant.

It is expected that there will be continued growth in syllabus implementation in 2014 as staff develop programs and resources to meet the National Curriculum.

The school adjusts budget priorities each year to meet the needs of students, staff and departmental requirements through the professional learning team.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents stated their appreciation of the extra curricula program being offered at the school that resulted in increased engagement for their students. This included: School Based Apprenticeships and Traineeships, girls group programs and programs that created or maintained community links. Parents also stated that the increased access to school communication via Facebook, the website and SMS has proved useful.

**Program evaluations**

**Collegial Observation Program 2013**

One target for 2013 was to improve student learning outcomes by focusing on teacher quality via peer assessment. To this end, a program was developed, in accordance with the NSWQTTF and the National Teaching Standards.
One staff member attended a 6 hour course on Effective Collegial Observations and used the knowledge, processes and resources from this course, along with the National Teaching Standards, to create a program that was tailored to the cohort of students and staff at Robert Townson High School. The program involved a trial group which would run for three terms and whole staff training during the year, with the goal of finalising a self-sufficient, integrated program by the end of 2013.

A trial group of 15 volunteers then formed five smaller triads to conduct one observation per term for each teacher involved. The entire trial group agreed on a Code of Conduct under which all observations and relevant meetings would be performed. A neutral meeting place, not associated with any one faculty, was made available and each triad met at regular times once a fortnight for the first term of the trial. The groups would focus on a predetermined identified area for improvement, nominated by the observed teacher, targeting the three domains of the NSWQTF. Release time was provided for volunteers to watch colleagues, plan and debrief on observations, completing paperwork which focused solely on the practice of the teachers in regards to their identified focus. Each observation, including pre and post observation meetings, took a minimum of an hour, with the actual classroom observation itself going for approximately 15 – 20 minutes.

All staff were made aware of the trial and were kept updated at regular intervals during the year. The groups were asked to provide updates on their observations and progress twice during Term 2. An initial half hour presentation was given to the whole staff, explaining the program, its goals and the need to included peer assessment in the spectrum of professional development. Two hours of a subsequent staff development day were dedicated to reporting to the entire staff, outlining the relevant forms and then training staff on the observation process. Trial members reported the benefits to the staff and then guided them through two recorded observations, with the view to building staff awareness and confidence in the observation procedures and program.

The third term of the trial involved interviews with volunteers as to the benefits, issues and possible areas for improvement for future observations. This allowed the forms and paperwork to become more streamlined and effective, with a receipt-style form created to aid in the program being independent of a coordinator when rolled out to the whole staff.

A final report to staff was delivered, with the addition of the need to incorporate peer assessment and observation as a part of the National Teaching Standards and NSWIT accreditation. Staff were asked for their collegial preferences in regards to creating small groups for the entire staff for the 2014 program. In Term 4, groups were decided and confirmed, coupled with the revised observation forms, receipts and policy of conduct for 2014.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Warren Parkes (Principal)
Denise James (Rel Deputy Principal)
Robert Morrow (Deputy Principal)

The school executive team and program coordinators

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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: