Robert Townson High School
Annual School Report
Our school at a glance

Messages

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 were 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 2012 targets and our targets for 2013.

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

Parents & Citizens (P&C) message

The P&C of Robert Townson High School meet on the second Wednesday of the month throughout the school term and the AGM was held on Wednesday 13th March 2013.

In 2012 the P&C commenced operation of the Uniform Shop which is located within the school. Uniforms are sold on a commission basis thus reducing the need for other fundraising activities by the P&C. This has also improved the overall presentation of the students in full school uniform.

I would like to take this opportunity to thank the P&C Committee and Volunteers for their hard work and dedication during 2012 and making it a very successful year. We look forward to a great 2013 and welcome all new parents.

Karen Costello-Grealy - P&C President

Student representative’s message

In 2012, the SRC held many fundraisers to raise money and awareness for various non-profit foundations. These included Jeans for Genes Day, White Ribbon Day and our most successful fundraiser, Pink Ribbon Day to support breast cancer.

This year the SRC are meeting every Monday during recess so we can discuss and prepare for upcoming events. So far we have already participated in numerous SRC forums and workshops with other schools. We have used their ideas and knowledge to help us improve as the Robert Townson SRC. We also became involved with Clean Up Australia Day where we worked with our Schools Community Warriors within the community to promote the awareness of the event. The SRC is currently in the process of organizing a fundraiser event for Stewart House with the hope that it will be as successful as previous engagements.

Erin Griffiths – SRC Co-ordinator
Management of non-attendance

Management of the non-attendance at Robert Townson High School is supported by the Home School Liaison Officer who assists with identifying students with high absenteeism. Students with high absenteeism are interviewed regularly by our school attendance team to provide support and improve attendance rates. Parents are made aware of their responsibilities to ensure their children attend school through regular communication via interviews, telephone calls, individual letters and text messages.

Retention to Year 12

A significant proportion of our Year 10 students continue to seek employment and TAFE as a realistic option to their senior years of schooling. Each child is assisted by the school with the development of an individual post school pathways plan providing them with appropriate advice and opportunities for the future.

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 forty per cent 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 per cent 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 per cent 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 or trade training

Seven VET frameworks are offered at school. These include: Hospitality, Information and Digital Technology, Metal and Engineering, Construction, Sports Coaching, Retail and Business Services. Retail services will not run in 2013 due to lack of numbers.

All committed students will achieve a minimum of a Statement of Attainment towards Certificate II and some will begin their Certificate III
competencies. These achievements give them advanced standing into their chosen trade.

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.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary

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

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<table>
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<td>Balance carried forward</td>
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A full copy of the school’s 2012 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 2012

Achievements

Arts

The senior visual arts students continued to excel in 2012 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 students Jordan Fowell and Zain Kruyer were selected for ArtExpress, an exhibition of exemplary artworks by 2012 HSC visual arts students from schools across New South Wales. This year, 9580 students submitted artworks for the Visual Arts HSC and 246 were selected for ArtExpress. Jordan's series of drawings will be exhibited throughout the year at Broken Hill Regional Art Gallery, Wagga Wagga Regional Art Gallery and Shoalhaven City Centre. Zain's works will be exhibited at the Blue Mountains Cultural Centre.

Shannen Hollist (Year 12) entered the Pixel Prize photography competition which aims to encourage the use of photography as a means of expressing thoughts, feelings and opinions through dynamic artistic medium. The competition's theme for this year was “Culture”, and Shannen's photograph was exhibited at the Australian Catholic University Strathfield Campus and is now displayed on the Pixel Prize website.

Sandra Capote, Rubeena Habra, Courtney Mock and Angelica Pearsall (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 practicing artists. Students attended workshops in painting, printmaking, ceramic sculpture or digital media and their final artworks were displayed at Campbelltown Arts Centre. Rubeena Habra also had her work selected for the Director's Choice Exhibition at Homebush which is the South Western Sydney Regional celebration of student, staff and community achievements.

Emilia Bulloch and Caitlin Ramondetta (year 9) had their works selected for exhibition at Blacktown Arts Centre, alongside the work of professional artist Jeannie Baker. Baker has been creating award-winning picture books for 40 years and is one of Australia’s most successful artists. “Reflections...On the work of Jeannie Baker” was a co-exhibition with “Mirror”, and featured artworks and written responses by school students inspired by Jeannie Baker’s collage art and picture books.

Holly Craig (year 12) won the Rotary Club’s Youth Excellence Award in the Creative Arts category, which recognised the many and varied visual arts activities she had participated in over the past year, including a scholarship to the National Gallery of Australia and an extension course at the National Art School.

Students were provided with many extracurricular opportunities to extend their learning in the Creative and Performing Arts throughout the year. This included some year 7 classes going on an excursion to the Australian Museum where they viewed an Aboriginal art exhibit before designing their own Aboriginal art onto bags. Famous cartoonist Dave Hackett ran a workshop for junior visual arts students in the library, showing them how to draw caricatures. Students were also given the opportunity to participate in Jewellery Club which was run at lunchtimes with Mrs Gowdy, with items created being sold at the school’s Coffee Shop. Daniel Myer from the Ultimate Guitar Academy offered guitar tuition to interested junior Music students throughout the year. Two Drama groups were formed by Ms Stevenson to provide opportunities for students in years 7 to 10 to build performance skills. Many other students participated in activities organised by the faculty including viewing professional exhibitions, drama performances and musicals.

The Year 9 Drama class and the Year 10 Music class performed for selected Year 7 and 8 students, as well as for parents and friends at a special evening. The Year 9 Drama class performed a comical version of “Cinderella” while the Year 10 class performed a range of musical items including solo, group and whole class pieces. The RTHS Technical Crew of Grant Lewis, Manal Hallal 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.
The Year 12 Drama class performed in the school’s first HSC Drama Showcase, which featured compulsory group devised works and individual monologue performances.

Our schools Drama Ensemble and Drama Company were both selected to perform at the Regional Drama Festival. This was a three day event at the Campbelltown Arts Centre, showcasing the best dramatic works from primary and high schools in the South West region. The Drama Company were then selected to represent our region at the State Drama Festival at the Seymour Centre.

Two year 9 students, Sandra Capote and Bailey Dymitriw were invited to perform a number of songs for the Business Relations at Sunrise luncheon at Campbelltown Catholic Club to raise money for The Right Start Foundation.

Our school, along with primary and secondary schools in the Ingleburn School district, was involved in the annual creative arts festival, “Fire in the Fields”. The festival showcased the talents of students in the disciplines of visual arts, drama, dance, vocal and instrumental arrangements. The festival was held over two nights at Glenquarie Community Centre at Macquarie Fields.

**Sport**

Students at Robert Townson High participate in sport from Year 7 through to Year 12. Students have opportunities to participate in grade, recreational and house 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 2012:

**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 State finalists
- 16 years Boys Rugby League won the All-Schools weight for age competition.
- Open Boys Soccer NSWCHS – Regional semi-finalists
- Bonnie Kuru – Bronze Medallion at NSW All-Schools Trampolining, NSWCHS Swimming, NSWCHS Cross Country.
- Kellie Weinert – NSWCHS Cross Country, All-Schools Triathlon
- Kirilee Cook – NSWCHS Rugby 7’s (captain), shadow Australian team member.
- Tayla Kuru – NSWCHS Swimming
- Jacqueline Vorrias – NSWCHS Swimming
- Jessica Fryer – NSWCHS Cross Country
- Mayeni Paese – Gold medallion at NSWCHS Volleyball (2nd year in a row)

The school had two teams in the West Leagues Cup weekly competition. The 13’s were consistent all year and won their respective Grand Final. The 15’s were semi-finalists. Miss McKenzie, Miss Park and Miss Thompson took various age group teams to the Macarthur Netball Championship and each team participated to the best of their ability.

The school had a number of Sydney SW Region representatives. These included Kellie Weinert (Athletics, Cross Country, Triathlon), Mayeni Paese (Volleyball), Bonnie Kuru (Athletics, Swimming, Cross Country, Diving, Trampolining), Elise Lown (Swimming, Water Polo), Emma Lown (Swimming, Water Polo), Kirilee Cook (Rugby), Elijah Mannah (Rugby League), Samoa Meafua (Rugby League), Larry Greig-Williams (Touch), Jacqueline Vorrias (Swimming), Tayla Kuru (Swimming) and the 12 years Girls 4x100m Relay team (Athletics).

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 2012 were:

**Sportsperson of the Year** – Bonnie Kuru

**Macarthur Zone Blue** – Larry Greig-Williams (Touch), Mayeni Paese (Volleyball), Bonnie Kuru (Trampolining), Kellie Weinert (Cycling) and Kirilee Cook (Rugby).
Significant programs and initiatives

Aboriginal education

The focus for Aboriginal education for 2012 has been to meet key DEC targets by improving numeracy and literacy skills and building upon existing cultural programs. The Aboriginal Perspective Team (APT), with the aid of addition funding, has employed an Aboriginal Education Worker (AEW) on a part time basis.

From the SMART data generated from NAPLAN, Year 7 results showed that our students are above State averages for Aboriginal students but are below the overall State average in both Literacy and Numeracy. Particular highlights for Year 7 students in 2012 were the significant improvement in Grammar and Punctuation by both boys and girls. Year 7 boy’s reading results were one area for further investigation. Year 9 results were above the Aboriginal State average results in some areas, but below the overall State average. Boys reading results were an area for further investigation. All students in Year 7, 8, and 9 have had tutoring on a group and individual basis working with the AEW with an aim to improve literacy and numeracy skills and to further engage the student in education. The school has also participated in Sydney South West Area Aboriginal numeracy days.

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

All staff at Robert Townson High undertook professional learning in the ‘Eight Ways of Aboriginal Learning’ and individual faculty programming teams were given further opportunity, with the assistance of a DEC consultant, to embed the learning framework into their existing programs. Our AEW was also trained in the delivery of the Sistaspeak program.

Personal Learning Plans have been developed or updated for all Aboriginal students. The plans cater for the 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 2012, 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. One student was successful in securing a traineeship at Campbelltown Courthouse for her senior years.

Culturally, students continued the Koori-Flow program with a changing emphasis on dealing with the specific needs of the students rather than a general cultural program. The program offered workshops in living skills, numeracy, sexual health, nutrition and well-being, legal aid, Acknowledgement of Country and the Dream, Believe, Achieve program. Numerous students applied for and were successful in obtaining Sydney SW Area scholarships to assist their educational needs. One Year 12 student was successful in obtaining a Defense Forces scholarship. All students in Years 9,10,11 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, to be held in Brisbane in February 2013 (she will attend the NRL All-stars v NRL Aboriginal All-stars match). Two students were also selected to attend the Macquarie Fields Police ‘Good Kids’ program and spent time at the beach learning to surf. Students also attended the Message Stick film festival at the Opera House and organised and ran cultural workshops for Japanese exchange students.

Student achievements that are particular highlights include; a Sydney South West Area award for Jarrod Confoy (Literacy), Montana Wink (Numeracy), Brittany Harrison (Culture) and Jacklyn Connor (Attendance). A number of students were also recognised for their outstanding attendance with Sydney South West Area Attendance Certificates.

Victoria Stewart and Mathew Marshall successfully completed their HSC.
Other Programs

Muslim Mentoring

Muslim Mentoring continued in 2012, again conducted by Zunaid Moosa, chairman of Liverpool GIYC and successful local businessman, former school captain. Students have learned a great deal from Zunaid’s pastoral care.

Positive Behaviour in School

In 2012 Year 7-10 roll call teachers taught social skills lessons fortnightly during an extended roll call period. The lessons covered expectations addressing relevant issues including treating others with respect and being cybersafe.

Targets for 2012 were met. Positive acknowledgements were increased by more than 50%, merit awards were more widely used with mini merit draws occurring twice a term and the categories in the data recording system were expanded.

The Student of The Week awards have become part of the weekly school assemblies and celebrated by students

Learning and Support

In 2012 ‘Every Student Every School’ program was introduced. The Learning Support Team engaged in training and developed procedures within the school to support students with special needs. The Learning Support Team trained Executive and staff in procedures and expectations to support students, in particular students on Lifeskills program. Phase 2 will be introduced in 2013.

The Learning Support Team assisted students with special needs to gain special provisions for external examinations, including NAPLAN and the HSC. Thirty two students accessed the special provisions program in 2012.

Similarly to previous years, in 2012 two Year Advisers worked with each year group. Year Advisers and support personnel attended Welfare meetings every Thursday during lunch. Support personnel attend Learning Support Team meetings every Tuesday fortnight where needs of students are discussed, and recommendations for support and programming suggestions are made.

Other Programs

Medical students from University of Western Sydney visited our school fortnightly during 2012 to conduct ‘mentoring’. In 2012 it was expanded to include students returning from suspension or disengaged with school. Approximately fifteen medical student mentors and 30 students were involved. These ‘medical mentoring’ sessions are again planned for 2013.

All students Years 7-10 were involved in the Drug and Alcohol education seminars conducted by Mission Australia in 2012.

Two classes of Year 10 students completed an online anxiety prevention program called the y-worri project. Approximately 20 of these students were involved in the research project completing a series of questionnaires.

‘Inclusion’ was the focus of the Autism Awareness seminars which were conducted in each class in Years 8 and 9 in 2012.

In Term 1, 2012 a Beyond Blue depression preventative initiative was administered by staff during roll call. This involved discussions, scenarios, video segments and workbooks.

A BURN seminar informing students of their rights and responsibilities when Police become involved, was delivered by a solicitor to Years 10 and 11 in 2012.
Our School Chaplain was involved in scripture activities as well as mentoring and excursions for those who have minimal resources. This program will continue to run in 2013.

Gifted & Talented

The Gifted & Talented Committee which was formed at the beginning of 2011 continued to operate this year, with a staff representative from each Key Learning Area. Gifted and talented students were again identified across all years by way of faculty nomination and analysis of SMART data, and were invited to participate in a workshop at school. 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 for their parents, teachers and some year 5 and 6 students from the primary school. Some of these students were also involved in hosting an Education Week presentation for year 7 parents and students from Robert Townson Public School.

Several year 8 classes participated in the ZooSnooze program at Western Plains Zoo. Feedback from students involved in these activities was very positive.

The aims for 2013 are to offer gifted and talented extra-curricular workshops from each faculty area after school on Tuesdays. The Committee will also continue to run the gifted and talented roll call group, with particular focus on student leadership.

Hearing Impaired Unit (HIU)

HIU is a Total Communication unit. A variety of communication techniques are used to ensure that deaf and hearing impaired students are able to communicate effectively in social and educational settings. We have a flexible program that is able to offer specialized unit classes as well as supported integration into the mainstream school. We utilize innovative techniques and technologies. Students participate in all aspects of school life at Robert Townson High School.

At the start of 2012 an additional hearing class was relocated to RTHS making four classes with the capacity for 39 students. An experienced teacher was transferred into the additional teaching position. The demountables arrived towards the end of Term 1 2012. A huge effort by staff during the school holidays, saw the classrooms initially setup and ready to go for Term 2 with a long list of resources, furniture.

At the start of 2013, now having highly skilled permanent staff and permanent, well equipped teaching spaces (new data projectors to be installed soon) the unit n the position to focus on developing strong and permanent foundations in quality teaching and learning programs, assessment and record keeping.

Wrap with Love

Our charity project, Wrap with Love, continued in 2012, with parents making up the majority of contributors of knitted squares, although students, teachers and their families also knit for us. We collected over 400, 25cm squares this year. The squares are distributed to third world countries where they are made into blankets to aid the needy.

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 2012 a representative from Gloria Jeans provided valuable training opportunities for students. The Townson Café is open to the public every Tuesday and provided catering for Education Day in 2012. 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.
Transition to High School

The Transition Coordinator and Year Advisers enhanced links with the feeder primary schools supporting the mini science lessons, Kick Off special needs transition, Mini Olympics 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 7

A successful “Meet the Teacher” afternoon tea in March helped parents get to know their child’s teachers in an informal way. This is now an annual event.

Year 7 students with literacy needs benefited from daily reading with Year 9 peer tutors during roll call. 40 students benefited from this program in 2012.

In 2012 the Police Youth Liaison Officer continued to work in partnership with our school speaking to Year 7 classes about bullying behaviours and cyberbullying. This was followed up by messages on assembly and in the daily information sheet.

Year 8

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

Several Year 8 students were involved in the Links to Learning program conducted off site by the school community partner, Burnside. Nine students were involved in this weekly program for a semester. Students benefited from programs such as; Rock & Water, Resilience Donut, Activate and Aerosol Art programs.

Year 8 girls were involved in Girls Group run by Uniting Care Burnside. Approximately 10 students per term over three terms were involved in this program which covered self-esteem, health and social issues.

Years 9 & 10

Year 10 girls were involved in a 3 session ‘Stress Less for the HSC’ roll call program. Feedback from the girls indicated these seminars were worthwhile and plans are for single sex groups in 2013.

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 invited. In 2013 Boys Group will be the focus in Semester 1 before returning to Girls Group in Term 2.

Work Readiness programs conducted by IEAS from MTC Youth Connections for six Years 9 & 10 students preparing for the work force. This program will continue on an as needs basis in 2013.

Nominated Year 9 students were given the opportunity to participate in leadership activities and a camp in 2012. The Year 9 students worked on an intensive transition to high school program with incoming Year 6 students. Peer Leaders were also facilitated anti-bullying workshops.

Three Year 10 mediators and one Year 11 mediator together, trained two groups of Robert Townson Public School students in the skills and process of Peer Mediation. Further training will occur in 2013.
Volunteering

Volunteer projects such as Mt Annan and Appin Scout Park successfully engaged young people in Work Education classes and a small group of other students in work related skills, while improving the environment.

Students participated in the Premier’s Volunteering Award Scheme where any volunteering added to the hours to be recorded in their log books, culminating in prestigious awards. In 2012 over 50 students were working towards these awards.

Academic

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9. The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

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<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
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<td>Reading</td>
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<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
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<td>Reading</td>
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<td>Numeracy</td>
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Faculties across the school specifically addressed literacy with the help of a consultant, focusing on SMART data analysis and comprehension strategies. The English faculty is refining the current literacy program to address areas of identified weakness.

Literacy – NAPLAN Year 7

NAPLAN testing shows a general improvement in Year 7 performance in almost all areas of literacy. The mean for Yr 7 girls has improved by 23 scale scores. Students’ weakest area was reading, with Yr 7 boys in particular falling below the state average in the top three Bands. In grammar and punctuation, there has been a marked improvement in the number of students achieving in all Bands and, while students are still below state average, it is trending up. In writing, we received a Band 9 score. The following graph demonstrates the schools’ performance in overall literacy.
Numeracy – NAPLAN Year 7

Students at Robert Townson High School sat for the NAPLAN test with 88.2% of year seven students and 92.7% of year 9 students achieving at or above the minimum standard.

Numeracy – NAPLAN Year 9

One hundred and fifty one students sat the year 9 NAPLAN test. Thirteen of our students scored Bands 9 and 10, above the 2008-2012 school average for the top Band. 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.

In 2012 the school again offered a numeracy roll call for students identified as struggling to improve based on NAPLAN results. Of these students who sat the NAPLAN test in year 9 all but one improved from their year 7 result and four students (orange arrows) made more than their expected growth.

Literacy – NAPLAN Year 9

NAPLAN testing shows a decrease in averages and results. There has been a marked decline in the results for reading, spelling, grammar and punctuation compared to previous years. In reading and spelling, the state and local schools’ average is trending down. In spelling results were closest to the local school average. Most consistent performance was in writing results were where 3 students received a Band 10.

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.

ESSA (Essential Secondary Science Assessment)

ESSA is a state wide Science assessment program for year 8 students. One hundred and sixty two students sat the test.

Eighty two percent of students achieved in the middle Bands (3 and 4) which is higher than in 2011. There was a decrease in Band 5 and 6 results when compared to 2011. Overall girls performed better than boys although boys achieved a significantly higher number of Band 5.
results compared to the girls which is a reversal of trends compared to the previous year.

Student performed best in the communicating scientifically section of the exam and performed weakest in working scientifically.

**RoSA (Recognition of Student achievement)**

**English - RoSA**

Students in English continue to receive results similar to previous years. Three students Achieved A grades and a large number of B grades were awarded. More students than last year earned E grades, pointing to English Studies as being their choice for senior school.

**Mathematics - RoSA**

Our year 10 students continued to strive for and show improvement. We have a greater number of students from this year group going on to mathematics and extension mathematics than the last three years. The end of the year gives students the opportunity to complete “taster” courses in preparation for year 11.

**Science – RoSA**

The number of students achieving Grade A was similar to 2011. More students achieved B and C grades and less students achieved D and E grades compared to 2011. Both years marked a significant improvement compared to 2010. 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 reduced from 2011 but was an improvement from 2010. The survey results of from the test were positive in the categories of science and the learning of science in the classroom. Students also ranked science as third, when asked which subject at school do they learn the most in.

**History and Geography (HSIE) - RoSA**

In 2012 one hundred and fifty eight students completed the Australian geography and history courses.

In geography two students achieved an A grade and a further 35 (22% of students) a B grade. The average mark improved from 54% in 2011 to 56% in 2012. Students performed particularly well in their fieldwork and extended response assessment tasks. The average mark for fieldwork improved from 56% in 2011 to 61% in 2012. The average in the extended response task improved from 50% in 2011 to 64% in 2012.

In history two students also achieved an A grade. A further 33 (21%) students produced a B grade. The average mark improved from 52% in 2011 to 54% in 2012. Student’s results in the source analysis assessment task increased from 67% in 2011 to 70% in 2012. The extended response task was also done well. The average mark in this task increased from 51% in 2011 to 56% in 2012. The yearly examination marks for history also improved from 51% in 2011 to 55% in 2012.

In 2013 special emphasis will be placed on improving students essay writing skills in both geography and history. It is hoped that this initiative will lead to the acquisition of better HSC results in 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 music. 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 written theory tasks with a literacy focus.
Technology & Applied Studies (TAS) - RoSA

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

Higher School Certificate

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).

English - HSC

In 2012 no students selected Extension 1 English. Eleven students chose advanced English with five students scoring either a Band 5 or Band 4, with only one student being awarded a Band 3. Advanced English students were among the highest performing students in the school and compared to the State, and trend data shows that overall performance was slightly lower than last year, but matching state averages. Boys and girls scored equally well in this subject. Value added data indicates that most students performed within their expected Bands, with three above and two below expectations. Our requirement that students specifically apply for advanced English is helping to produce appropriate results.

In standard English approximately 78% of students scored either Band 3 or Band 4, with 42.37% scoring Band 4, which is above state average. Our results matched the state average. Value added data shows that 18 students performed above their expected Band, and only 4 below. English students, both standard and advanced combined, were the second highest performing subject in the school in the 2012 HSC. This is a similar performance to last year.

The introduction of English Studies has helped to cater better for students who do not need an ATAR, and it is hoped that more students in the future will choose this subject.

Mathematics - HSC

Forty-three student’s sat for general mathematics, sixteen students for mathematics and four for the extension mathematics course this year. Fourteen students also completed the Board endorsed course (non-ATAR) of applied mathematics.

Our students outperformed students from the similar schools group in mathematics.

One of our highlights was our extension mathematics had no students in the lowest Band for the fourth year in a row. We had a higher percentage than the state in Bands 2 and 3.

Science - HSC

28 Students sat for the HSC in science in 2012. Seventeen sat for biology, seven sat for chemistry and four sat for physics. The overall number is a decrease from student candidature in 2011.

Biology students achieved results from Bands 2 to 5.

Eighteen percent of student achieved a Band 5 which is comparable to the state average of 18 percent. No student achieved a Band 1 compared to the state average of 3%.
chemistry students achieved results from Bands 2 to 6. Fourteen percent of students achieved a Band 6 which is slightly higher than the state’s average of 13 percent. Twenty nine percent of student achieved a Band 4 which is slightly higher than the state average of 26%.

One hundred percent of students achieved Band 3 or higher which is above the state average of 88% in physics.

Compared to their performance in the school certificate, Chemistry students performed significantly above the state expected growth. Physics students performed similarly to the state expected growth while the majority of Biology students also demonstrated at least a minimum of state expected growth.

Creative and Performing Arts (CAPA) - HSC

Forty One students sat for examinations in two subjects, visual arts (twenty seven students) and drama (fourteen students). Students performed better in the Higher School Certificate in visual arts and drama compared with all other subjects.

In visual arts, 44.4% of candidates achieved Band 5, which is an increase from the previous year and higher than the state result. 51.9% of students achieved Band 4, and no student achieved less than Band 3. With the exception of one student, all students met a minimum state determined growth, with six students demonstrating growth well above the state. For 93% of students, their visual arts mark was their highest subject mark in the Higher School Certificate. These results are consistent with previous years, showing a slight increase in results above the state trend.

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 body 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 artists 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.

In drama, 71.4% of candidates achieved Band 5, almost three times as many as the state. 21.4% of students achieved Band 4, and no student achieved less than Band 3. All students met a minimum state determined growth, with four students demonstrating growth well above the state. For half of the students, their drama mark was their highest subject mark in the Higher School Certificate. Overall, drama results were the best in the school, slightly above the state trend.

This year’s results were very pleasing for the first HSC drama class at the school. Offering drama as an elective in years 9 and 10 has contributed positively towards these results as it allows students to increase their skills and confidence in performing. The faculty will continue to run this subject in the junior years, as well as provide opportunities for students to participate in drama clubs and camps at both school, region and state level. We will also continue to take students to view professional performances to enhance their understanding and appreciation of a wide range of dramatic contexts.

History and Geography (HSIE) - HSC

In 2013 students sat for examinations in Ancient History (36), Business Studies (21), Legal Studies (12) and Modern History (10).

Results in Ancient History were disappointing compared to 2011. There were some excellent individual results with two students achieving a Band 5 result and six a Band 4 result. Scaled trend data however indicated that students performed 6.9 below the state average compared to 0.9 in 2011. There was value added growth from the School Certificate for students who performed in Bands 1 (33.65%) and 3 (0.70%). Overall the subject recorded .73% value added growth for
students studying Ancient History in 2012. This was down on the 2.44% value added growth of 2011. In 2013 the faculty will be especially focused at improving student’s results from the middle to higher performance Bands. Modifications will be made to the homework program and a Tuesday afternoon study group will be conducted.

Modern History recorded the best results for HSIE in 2012. Although trend data recorded a fall in average scores when compared to the state, value added growth statistics suggest the course was excellent at meeting student’s academic ability. Trend data indicated that student’s scaled scores were 8.3 below the state in 2012 compared to 7.9 in 2011. Four students (40% of the course) achieved a Band 4 result which was above the state average (28.5%). Value added data indicated a tremendous improvement from the School Certificate for students who performed in Bands 3 (7.14%) and 4 (2.87%). Overall the subject recorded an excellent 5.43% value added growth for students studying Modern History in 2012. This was up from -3.40% value added growth in 2011. In 2013 the faculty will be trying to ensure this improvement is maintained. Modifications will be made to the homework program and delivery of the course content. A special emphasis will be placed on the continual improvement of ICT related resources.

There was a small improvement in Business Studies results in 2012. Trend data indicates that this subjects student’s scaled score was 10 below the state in 2012 compared to 14.9 below the state in 2011. Value added data indicated an improvement from School Certificate results for students who achieved a Band 2 (2.14%). Overall the subject recorded -1.68% value added growth for students studying Business Studies in 2012. This was an improvement on the -5.90% value added growth of 2011. While the subject is headed in the right direction, the faculty is conscious that a lot of work must be done to ensure ongoing improvement. A new homework program will be implemented across all classes based on answering past HSC questions. End of topic tests, a new revision program and study group sessions held on Tuesday afternoons will also be provided to assist students in acquiring a deep understanding of this subject.

Value added data suggests Legal Studies results also improved from last year. One student achieved a Band 6, one a Band 5 and two a Band 4 result. Trend data indicated that student’s scaled scores were 5.8 behind the rest of the state compared to 3.2 in 2011. Value added data indicated an improvement from the School Certificate for students who performed in Bands 1 (25.25%) and 2 (6.67%). Overall the subject recorded 1.01% value added growth for students studying Business Studies in 2012 compared to -4.35% in 2011. The faculty will now be looking to improve its results especially in regards to middle and higher performance Bands. This will be done by refining the delivery of the course content, enhancing the homework program and conducting Tuesday afternoon and lunchtime study sessions. The revision program will also be enhanced to better prepare students for the trial and HSC examinations.

In addition to the initiatives indicated above, the HSIE department has adopted two whole faculty strategies to help improve HSC results across the board. In 2012 it conducted student surveys based on the Quality Teaching model to ascertain valuable information about curriculum, assessment and engagement in HSIE courses. This initiative provided excellent professional development opportunities where teachers could share strategies in the classroom that have been successful at enhancing students learning. As a result of reviewing the data and holding many collaborative discussions, specific targets have been set by the faculty to improve the delivery of HSIE courses. By implementing new classroom strategies in 2013 programs, the faculty is hoping to improve its survey data in relation to Intellectual Quality and Significance by 5% and Quality Learning Environments by 3%. Further student surveys will be conducted in 2013 to evaluate the faculty’s progress in accomplishing these goals.

The second whole faculty initiative to improve HSC results concerns the implementation of mandatory Stage 5 essay writing lessons. Lessons were trialed in Year 10 classes in 2012 and will now be used across all geography and history
classes. This will ensure students who enroll in HSIE subjects from 2014 onwards will have a good understanding of how to write essays, a crucial skill required for HSC examinations.

In 2013 the HSIE faculty will also be reviewing senior assessment task schedules to ensure students meet course requirements and are prepared in such a way that their results are enhanced in the HSC. The HSIE faculty also remains committed to ongoing professional development. Last year some staff participated in team teaching and lesson observation experiences under a Collaborative Teaching Program. This year two members of our staff are participating in a Collegial Observation program to improve their teaching and learning practices within the classroom.

Technology and Applied Studies (TAS) - HSC

Students sat for Higher School Certificate examinations in four subjects; community and family studies (12 students), industrial technology (9 students), food technology (9 students) and textiles and design (10 students).

Community and family studies students achieved results across performance Bands 2 to 5. Five students achieved a Band 5 and three students gained Band 2, the remainder were spread throughout Bands 3 and 4. The data indicated the overall class performance was in line with the state average and displayed pleasing value added results.

Industrial technology students studied timber products and furnishings and achieved results across performance Bands 1 to 5 with 78% of the students achieving Band 4 or higher. Although the class performance was at a level slightly below the state average the value added results were well above state expectations.

Food technology students achieved results across performance Bands 2 to 5, with 70% of candidates scoring either Band 3 or lower. The result for this group of students was significantly lower than the state average with 78% of students achieving Bands 2 or 3. The value added results were consistent with state expectations.

Textiles and design students achieved results evenly spread across performance Bands 2, 3 and 4. The class performance was at a level well below the state average with 80% of students achieving Bands 2 or 3. The value added results were below state expectations.

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

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

Progress on 2012 targets

Target 1

*Improve student Literacy and Numeracy results in year 9*

- School reading in roll call program has become more effective with students supplying and reading appropriate material each morning
- Continued specialist reading and numeracy roll call classes targeting students with Naplan scores significantly below state norms
- Literacy consultants plus staff expertise used in Teacher professional Learning inside and outside school
- ICT resources accessed and teachers have shared their progress with colleagues
- The school is developing collegiate groups through a teacher mentor
program which will include Literacy and Numeracy goals in classroom settings.

- As each cohort has its own specific needs, year 9 data analysis of growth in literacy and Numeracy has been compared to the same cohort in year 7 rather than the previous year group. As such growth targets are improving but as yet not at state norms. Numeracy continues to be an area where more focus is required.

**Target 2**

**Develop a 21st Century Curriculum**

In 2014 all NSW schools will begin implementation of the Australia Curriculum. We will use this as an opportunity to modify our teaching practices to incorporate more 21st century practices.

**2012 targets to achieve this outcome include;**

- Pilot programs incorporating 21st century skills operating across a range of subjects
- Teacher facilitating the delivery of Web 20 teaching tools
- Students producing projects based outcomes using 21st century teaching methods

**Strategies to achieve this:**

- A regional consultant will train teachers in 21st Century teaching skills
- Teachers will be released to develop year 7 programs
- Students will be training in 21st learning styles and present project based work to the community

**Our achievements include:**

Teacher training has occurred in the use of technology in teaching and pilot programs utilising 21st century skills were implemented into every faculty.

Students have reported positively about their involvement in these new programs.

**Target 3**

**Improve Student Attendance**

Increase the percentage of students achieving or exceeding state averages in years 10, 11 and 12.

There were two main strategies implemented to achieve this target. The first step in the process was to identify all students whose attendance fell below 100%. These students were interviewed by an attendance review panel consisting of the Deputy Principals, Head Teacher Administration and Home School Liaison Officer (HSLO). It was determined whether an individual plan of support for improved attendance was appropriate for these students, including referral to the Learning Support Team, parental interviews and daily attendance monitoring. Regular review dates for the plans were established to maintain close monitoring and support. The HSLO team carried out their interviews once per term as well. An SMS system was established in late 2012 to notify parents of student daily absences, thereby increasing communication between school and home regarding absences.

The outcome of the individual attendance plans was that student attendance in Years 10, 11 and 12 held steady. Importantly, unexplained absences and truancy were reduced in Years 10, 11 and 12. As the SMS alert system was implemented, parents responded very positively to the SMS alert system and were able to respond immediately or on the same day so that follow-up action could be taken by the school.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of [Enter text here].

In 2012 our school carried out an evaluation of the PDHPE faculty.
Background

The PDHPE faculty is one of the core teaching and learning areas in the school. All students complete PDHPE subjects from Years 7-10. PDHPE subjects provide a general preparatory or career elective choice for students in Years 11 & 12: PDHPE 2unit, Sports Coaching and 1unit sport related courses.

The value added data for the HSC & School Certificate over the past five years has consistently reflected performances in literacy and numeracy below state averages.

Findings and conclusions

Junior programs needed significant development and structures have been put in place to improve this area. Results in stage 6 courses have been consistently strong as 2 experienced members of staff have developed effective programs for these courses. However the continuity of this program is limited by the possibility of staff transfer or promotion and training and access to these resources must be developed for other members of the faculty.

Future Directions

Timetable and organisational changes have allowed the faculty greater access to the hall as a teaching area. Time has been allocated for program development and the appointment of a new full time member of the faculty has necessitated training and growth in professional learning to facilitate the continuity required.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Strong teacher centered teaching styles were observed and this has had a mostly positive effect in stage 6 courses as evidenced by high levels of HSC achievement. This approach is not as effective as a teaching style in junior courses as student surveys indicate almost 35% of the students do not feel encouraged to participate in lessons and over 50% not feeling rewarded for their achievements or effort in class.

In most other areas students had had a positive response (agree or strongly agree) to questions involving the variety and purpose of lessons.

Data indicated that over 60% of students did not feel literacy, numeracy and technology were given clear priority. In survey data, overall students liked the subject but parents and students did not feel it was important to do well.

Parent survey results

Our school improvement process include an in depth analysis of the PDHPE department where parent and student surveys were used to ascertain vital feedback. The data analysed gave the following Insights.

In most other areas students had had a positive response (agree or strongly agree) to questions involving the variety and purpose of lessons.

Data indicated that over 60% of students did not feel literacy, numeracy and technology were given clear priority. In survey data, overall students liked the subject but parents and students did not feel it was important to do well.

Staff surveys indicated a strong capacity to change and the acceptance they were not challenging themselves in their profession learning.

Professional learning

All staff have been given access to a wide range of professional learning opportunities in line with the School Management Plan and Departmental targets. In 2012 expenditure breakdowns were as follows:

- Beginning Teachers 5.1%
- ICT 7.9%
- Literacy / Numeracy 7.6%
- Quality Teaching 37.4%
- Syllabus Implementation 10.1%
Career Development 14.2%
Welfare and Equity 17.7%

The largest expenditure for quality teaching reflects the school and department priority. In line with legislation for compulsory schooling until the age of 17, welfare and equity as well as syllabus implementation funds are being used to provide appropriate teacher training to meet future student needs. Note that Beginning Teacher training is also funded by a separate grant.

It is expected that there will be an increase in syllabus implementation in 2013 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.

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

Outcome for 2012–2014

To improve overall student learning outcomes a semester one pilot group of staff will be trained in conducting peer assessment reviews utilising the New South Wales Quality Teacher Framework. This group will establish appropriate practices and give feedback to the whole staff on their progress during this program. In semester two this program will be opened up to all teaching staff.

2013 Targets to achieve this outcome include:
• Improve teacher quality and student learning outcomes

Strategies to achieve these targets include:
• Train teachers in peer assessment utilising the New South Wales Quality Teacher Framework (NSWQTF).

• Develop and implement a collegial peer observation model utilising the NSWQTF.
• Provide teacher training and teacher feedback at staff meetings and school development days.

School priority 2

Outcome for 2012–2014

Implement the Australian Curriculum

2013 Targets to achieve this outcome include:
• The school will prepare for the implementation of the relevant 2014 Australian Curriculum

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.

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)
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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: