Robert Townson High School
Annual School Report
2011
Our school at a glance

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 2011 targets and our targets for 2012.

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 Annual General Meeting will be held in March at 7pm.

In 2011 our fundraising activities included a BBQ at Bunnings Campbelltown and a Trivia Night at the school. The funds raised were used to purchase a portable P.A. system which is used by many different faculties for curricula and extra curricular activities.

The P&C joined a local P&C Co-operative which allows us to have access to additional fundraising equipment and share knowledge with other P&C groups such as fundraising resources and a bus.

In 2012 the P&C will be under new management and will carry all uniform items and will be open every Tuesday and Friday 10am-2pm.

I would like to take this opportunity to thank all the P&C Committee and Members for their hard work and dedication during 2011 and making it a very successful year. We look forward to a great 2012.

Karen Costello-Grealy - P&C President

Student representative’s message

The SRC meets every Tuesday and discusses fundraising and issues that can enhance student’s well-being and the betterment of the school in general.

SRC members raised funds for Red Cross, the Leukaemia Foundation and for the school by organising events like the 2010 talent quest and the World's Greatest Shave Day.

SRC members attended leadership conferences and were able to use this information to assist the incumbent SRC. The SRC has also financially supported students representing Robert Townson High School in Area, State and Commonwealth sports competitions.

David Campbell SRC Co-Ordinator
School context

Student information

Student enrolment profile

Management of non-attendance
Students whose attendance is causing concern are identified and monitored. Each child is interviewed and parents are contacted to help identify the situation and we then work together to address student needs. The Home School Liaison Officer works as part of our attendance team to better aid communication between the school and parents or caregivers. All parents are informed of attendance requirements through our school newsletters and regular letters home regarding absence.

Structure of classes
In the junior school, the curriculum was divided into two stages: Years 7 - 8 and Years 9 -10. In Years 7 and 8, all students follow a compulsory core curriculum determined by the Board of Studies. Classes were of mixed ability except for one class of higher achievers each year. In years 9 and 10, students undertook a core curriculum of English, Mathematics, Science, PDHPE, History, Geography, plus two elective subjects. Classes were streamed in Mathematics. English and Science operated an extension class. All other subjects were of mixed ability.

The senior school was divided into the preliminary course (Year 11) and the HSC course (Year 12). English is the only compulsory subject. The large size of our senior school ensured that we were able to offer a wide range of traditional and VET courses. This year we introduced four new senior subjects. They were English Studies, Applied Mathematics, Senior Science and Drama.

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 2011, students were offered a position at a variety of universities. Students accepted offers in degrees such as: Medical Science, Pharmacy, Engineering, Design, Commerce, Computer Science, Arts, Journalism/Media Studies, Law 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 Australian Catholic University.

About forty per cent of students completing Year 12 enrol in TAFE studying a variety of courses, including: Accounting, Fitness (personal training), Children’s Services, Graphic Design, Information Technology and Construction. Approximately 10 per cent of students have taken up apprenticeships in fields such as electrical, plumbing, panel beating, construction and wall and floor tiling. Other students have gone to private colleges.

In 2011 about 20 per cent of Year 10 students chose not to continue senior study at school. The majority 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 Technology, Metal and Engineering, Construction, Retail Operations, Sports Coaching and Business Service Operation.

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 in to 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 40%) of students included a VET or TAFE qualification in their HSC.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>49</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>79.8</td>
</tr>
</tbody>
</table>

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

[Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.]

Staff retention

No staff transferred at the end of 2011.

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>
</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>257040.17</td>
</tr>
<tr>
<td>Global funds</td>
<td>454527.44</td>
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<tr>
<td>Tied funds</td>
<td>345539.42</td>
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<tr>
<td>School &amp; community sources</td>
<td>241966.83</td>
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<tr>
<td>Interest</td>
<td>18938.72</td>
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<tr>
<td>Trust receipts</td>
<td>21563.07</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1339575.65</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teacing & learning        |            |
| Key learning areas        | 111769.15  |
| Excursions                | 23289.06   |
| Extracurricular dissections| 128707.89  |
| Library                   | 15863.47   |
| Training & development    | 0.00       |
| Tied funds                | 313478.38  |
| Casual relief teachers    | 79671.21   |
| Administration & office   | 163473.26  |
| School-operated canteen   | 0.00       |
| Utilities                 | 113278.09  |
| Maintenance               | 52841.46   |
| Trust accounts            | 18790.27   |
| Capital programs          | 0.00       |
| **Total expenditure**     | 1021162.24 |

**Balance carried forward** | 318413.41

A full copy of the school’s 2011 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 2011

Achievements

Arts

The senior visual arts students continued to excel in 2011 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.

Nathan Bowen and Holly Craig (Year 11) were accepted into the Intensive Studio Practice Course at the National Art School. With close to 550 applicants, both students went through an extensive selection process by way of a practical portfolio to be accepted with 234 other students from 122 schools around NSW. The National Art School has the longest continuing history as a public art school in Australia and looks for students who are achieving the highest level of excellence in Visual Arts at school, and who demonstrate a mature attitude to their studies.

The 60 hour NSW Board of Studies endorsed course for HSC Visual Arts students which runs in the July and October school holidays, aims to extend the students technically, conceptually and intellectually within their visual arts practice. This studio based methodology of learning assists in informing students’ future artistic practice and their studies of HSC visual arts. Both students received marks of above 40 out of 50 for this course.

Nathan Bowen, Richard Phommaly and Ben Ramsdale (Year 11), were selected to participate in The Dobell School at the National Art School. These students demonstrated a high level of knowledge and skills in visual arts, commitment and involvement in studying visual arts, and a capacity to work independently and with others over extended periods of time. The project is an initiative of the National Art School and the Department of Education and Communities, and offers 75 Year 11 students from 37 government schools in New South Wales a unique experience of working in a tertiary institution in programs.
conducted by practicing artists. The program involves an intensive four day drawing workshop in the April school holidays to complement and extend the students’ art studies, culminating in a final exhibition.

Holly Craig (Year 11) was accepted as one of only sixteen students from over 400 applicants across Australia, into the Summer Art Scholarship. Now in its fifteenth year, the Summer Art Scholarship offers students entering year 12 the opportunity to spend a week at the National Gallery of Australia in Canberra, immersed in the visual arts. Students have the opportunity to relate to their peers in an environment that encourages engagement with many aspects of the visual arts industry. The scholarship includes airfare, accommodation, meals and workshops and provides students entering year 12 with an in depth experience and understanding of the opportunities available in the visual arts.

Shannen Hollist (Year 11) entered the Pixel Prize photography competition which aims to encourage the use of photography as a means of expressing thoughts, feelings and opinions. The competition’s theme for this year was “Community Spirit”, and Shannen’s photograph entitled “Colour the World” is now displayed on the Pixel Prize website.

Geraldine Borland and Jessica Mavroidis (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.

Jessica Castro and Chloe Hughes (Year 7) attended the Hot House Regional Visual Arts Workshop. The aim of the workshop is to expose talented art students in the middle years to new and challenging experiences that they would not normally have in the school situation with assistance from professional practicing artists. Both 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. Emilia Bulloch (Year 8) and Melissa Holt (Year 9) also had their artworks selected for Director’s Choice from the previous year.

This year the Creative and Performing Arts faculty began its Master class series of workshops. This is a new initiative drawing on the expertise of former RTHS students studying in the creative field at a tertiary level or working professionally in the industry. This year, Marwa Charmand (a 2008 RTHS graduate), ran a series of drawing and painting workshops for interested year 11 visual arts students. Students explored Marwa’s artmaking practice before creating their own works, contributing to her exhibition at Casula Powerhouse later in 2012. Kyra Skidmore (a 2010 RTHS graduate) ran a full day workshop for the year 11 photography students. Students learnt how to set up studio lighting, use a digital SLR camera, and edit their photographs on Adobe Photoshop. Maintaining connections with former students has been a vital way to keep both the art staff and our students abreast of current practices in the art industry, particularly in terms of technological advances.

The Year 10 and 11 Drama classes performed for selected Year 7 and 8 students, as well as for parents and friends at a special Drama evening. The Year 10 Drama class performed “Channel Surfing” while the Year 11 class performed “The Beach”. The RTHS Technical Crew of Grant Lewis, Rebecca Fowell, Manal Hallal, Sandra Capote and Ryan Roumieh were invaluable in assisting backstage with the sound and lighting at this
event, as well as other school functions throughout the year.

Seven year 11 Drama students were selected to perform at the South Western Sydney Drama Festival. Jesse Cramp, Jordan Fowell, Angela Johnston, Kailey O'Loughlan, Hayden Parkes, Ben Ramsdale and Jakob Reh performed over three days and nights at Campbelltown Arts Centre, showcasing their talent to the local community. These students were also selected to perform at Director’s Choice, with Jordan Fowell assisting in the backstage organisation of this event. His efforts over the day were recognized by the organizing committee and they sort the school out in bringing this to our attention.

Robert Townson High School was invited to participate in the WotOpera Project, after excellent results in the OperaEd Project in 2009 and 2010. WotOpera (part of Opera Australia) is an education initiative sponsored by Graeme Wood of Wotif.com and challenges eighty students from four schools to create an opera from page to stage in four weeks. Over four intensive days (only twenty hours), twenty of our students in years 8, 10 and 11, were introduced to the concepts of opera, before being mentored through the process of creating their own opera, from character development to writing music and painting the backdrop. Students then performed their opera at Parramatta Riverside Theatre with three other schools. The WotOpera process aims to identify and inspire creativity, as well as incorporate any skills young people may already have in fields such as music, drama, dance, creative writing or design.

Our school, along with eleven other primary and secondary schools in the Ingleburn School district, was involved in the inaugural 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. Robert Townson High School was represented by eight students in years 8 to 10 who performed two items as part of the Stage Band. Five year 11 students performed a drama piece and our junior technical crew assisted backstage. Many more students, from years 7 to 12, had their artworks displayed during a multimedia presentation.

Sport
Students at RTHS 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 2011:

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

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

Outstanding sporting results for the year include:-

- Open Boys FUTSAL State Champions
- 14 yrs Boys FUTSAL State semi-finalist
- Open Boys SOCCER NSWCHS – Regional finalists
- Kellie Weinert – Sydney Southwest Cross Country Age Champion
- Mayeni Paese – Gold medallion at NSWCHS Volleyball
- Ben Cornish – NSWCHS Soccer Representative

The school had two teams in the West Leagues Cup weekly competition. The 13’s, coached by Mr Child, were consistent all year and were semi-finalists. The 15’s, coached by Mr Ross, were also semi-finalists. 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, Touch. They then attended SSW Regional carnivals.

The school had a number of Sydney SW Region representatives. These included Kellie Weinert (Athletics, Cross Country, Triathlon), Chelsea Leeks (Softball), Ashley Paddison (Cricket), Blake Brooker (Soccer), Conor Irwin (Athletics), Kirilee Cook (Soccer), Hannah Bowman (Swimming) and Tayla Kuru (Swimming).

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 2011 were:

**Sportsman of the Year** – Conor Irwin

**Sportswoman of the Year** – Kellie Weinert (second consecutive year)

**Macarthur Zone Blue** – Ashley Paddison (Cricket), Conor Irwin (Futsal), Chelsea Leeks (Softball).
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.

Minimum Standards data

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

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. Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 7

NAPLAN testing shows that reading continues to be an area needing attention when year 7 students arrive at Robert Townson High School. They score significantly below the state in this category in year 7. This performance is reflected in areas of Literacy – Spelling, Grammar and Punctuation. As the writing task was changed last year, writing data, trends are not available. The performance of Aboriginal students was significantly above the local and state level for Aboriginal students in all areas except for spelling. English as a Second Language students need more attention on Reading, and Grammar and Punctuation, but they scored above the state average in Spelling.

The school is continuing its program of reading roll call, peer tutoring and specific lessons for Literacy and other subjects.

Numeracy – NAPLAN Year 7

Students at Robert Townson High School sat for the NAPLAN test with 91.5% of year seven students and 93.8% of year 9 students achieving
at or above the minimum standard. Though only with our school for a few months before the NAPLAN test, Year 7 students were able to achieve across the top bands.

We will continue to work with our community of schools to ensure all students enter high school with numeracy skills which will enable them to succeed. All year 7 students will receive regular homework sheets throughout the remainder of year 7 and when they progress into year 8 their revision will focus on basic skills development where needed, as well as practice NAPLAN questions in an effort to move them up into the next band.

**Literacy – NAPLAN Year 9**

It is very pleasing to report a gradual but significant improvement in Year 9 results since last NAPLAN testing. Reading scores have improved by 15 scale scores and spelling by 3.1. Grammar and punctuation has declined by 3 scale scores. Writing scores were unavailable as the writing test has changed text type, but in 2010 we had already met the state average. Aboriginal students’ scores improved by 6 scale scores in Reading, but not in Spelling, or Grammar and Punctuation. ESL2 students’ scores improved over 50 scale scores in Reading and Spelling, and over 40 scale scores in Grammar and Punctuation. Most impressively, scoring against the trend, boys in year 9 were 5 scale scores above the state average growth in Grammar and Punctuation.

Faculties across the school are continuing to address literacy in their programs. They are working intensively with the Literacy Consultant to address the skills of comprehension in their faculties. The English faculty is continuing its intensive literacy program 7-10 addressing weaknesses identified by NAPLAN. Literacy in information text will continued to be addressed by Science, HSIE and PDHPE faculties working with the librarian. Grammar and Punctuation will be a particular focus.

**Numeracy – NAPLAN Year 9**

One hundred and sixty one students sat the year 9 NAPLAN test. All upper bands results have increased over the two years since entering high school. Twenty-eight of our students scored
bands 9 and 10. The percentage of students in the lower three bands also decreased when compared with year 7 which indicates an improvement across the year.

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

**ESSA (Essential Secondary Science Assessment)**

ESSA is a statewide Science assessment program for year 8 students. One hundred and forty five students sat the test. 2011 saw the introduction of ESSA online which has necessitated a change for the reporting scale of ESSA. This means that 2011 data cannot be directly compared from previous years.

Seventy seven percent of students achieved in the middle bands (3 and 4). Less than one percent of students achieved a band 1 which is similar to the state average. This was a significant decrease in band 1 students from the previous year. Overall boys and girls performed similarly in the overall average although girls achieved a significantly higher number of band 5 results compared to the boys.

Students performed best in the extended response section of the exam and weakest in communicating scientifically. In 2010 students performed best in communicating scientifically.

The faculty will now focus on increasing the number of students achieving the higher bands.

**School Certificate**

**English**

Literacy test results from 2011 showed the best overall results for some years, with exceptional performances in the lower and central bands. No students scored Band 1 and only 8 Students scored Band 2. Bands 5 and 6 were virtually identical to 2010 (33 Band 5 and 3 Band 6). Most impressively, 101 students (61.2%) scored band 4, dramatically above state average (30% better). This means that for two years in a row Band 4 has now become our most common score, and increasingly above the average Band 3. 74% of our students scored Band 4 or above. This is approximately 10% higher than the region and the state. Value-added data shows our top third maintaining its value, and a significant improvement in our middle performing third. Trend data shows that our boys scored above the region and the state, trending upwards. Our girls are above the region and close to the state, trending upwards. Aboriginal students outperformed all Aboriginal students in the region and the state, and scored above the state average for all students. Concentration on our Literacy program for Year 10 and Quality Teaching from the English Faculty has clearly paid enormous dividends.

English students outperformed those in other subjects for the third year in a row.

**Mathematics**

One hundred and sixty six students sat the School Certificate Mathematics Examination, with 18 students achieving a Band 5 or 6, an improvement on last year. Our average score was only 4.9 below the state average, which was also an improvement on last year’s cohort.
Science

One hundred and seventy students sat for the Science School Certificate Paper in 2011. X number of girls and Y number of boys. Students performed better in 2011 than in 2010 with a higher percentage of students achieving Bands 4-6.

Students of School Certificate Science achieved results from Band 1 to 6. Four students achieved band 6 and 25 students achieved Band 5. This was a total of seventeen percent of the total candidature. There were ten percent less Band 5 students compared to the state, this is a significant improvement from 2010 where there was 20 percent less Band 5 than the state. Fifty two students achieved a Band 4. This was 31 percent of the school total and is slightly below the state average. The number of Band 3 students at Robert Townson High School was significantly greater than the state average.

History and Geography (HSIE)

In 2012 students sat for examinations in Ancient History (36), Business Studies (9), Legal Studies (7), Modern History (19) and Society and Culture (6). The school analysis report shows that the HSIE faculty performed very well compared to other subjects within the school. It recorded a 0.03% within school comparison result.

Ancient History was the best performing subject for the faculty. Students performed 6% closer to the state average than in 2010. Scaled trend data indicates the subject was only .9 below the state in 2011 compared to 9.5 in 2010. Two students achieved a band 6 result (more than any other subject in the school). In addition to this eight students achieved a band 5 result and eight a band 4 result. There was value added growth from the School Certificate for students who performed in bands 3 (3.97%), 4 (1.97%) and 5 (2.46%). In fact total value added growth for 2011 Ancient History students (2.44%) was better than any result in this subject over the last four years. The homework program and implementation of new ICT based lessons successfully engaged students. The faculty will continue to implement and modify these practices to ensure future success.

In Modern History trend data indicates that student’s scaled scores were 7.9 below the state in 2011 compared to 7.1 in 2010. Just like the previous year two students achieved a band 5 result. Nearly 37% of students achieved a band 4 result which was above the state average (29.04%). Despite good individual results, overall the student’s in this subject performed 10.68% below the state average in 2011. In addition to continually modifying the new ICT resources and maintaining the homework program and Term 3 lunchtime tuition opportunities for students, the faculty will now be adopting a more long term solution to improve results in this subject. Students are required to write more essays in Modern History than Ancient History. Teachers have noticed for some time that students enter Year 11 with very little formal essay writing skills because in the past these types of responses weren’t required in the School Certificate. With ROSA replacing the School Certificate from 2012 the faculty will be designing and implementing a new mandatory essay writing program in Years 9-10 to better prepare future candidates for this subject.

The results in Business Studies were disappointing this year. Trend data indicates that this subjects student’s scaled score was 14.9 below the state in 2011 compared to 9.2 below the state in 2010. Resources for the new Business Studies course will be acquired to assist teachers in designing and implementing innovative units of work and assessment tasks aimed at increasing student engagement. Lunchtime tutorials and a modified homework program will also be implemented to assist students in developing a study routine for the trial and HSC examinations.
Legal Studies results improved from last year. Two students achieved a band 5 result. Trend data indicated that student’s scaled scores were only 3.2 behind the rest of the state compared to 12 in 2010. The subject was only 5.32% below the state average in 2011 compared to 11.31% below the state average in 2010. The faculty will now be looking to build upon this improvement in Legal Studies by enhancing its homework and assessment program in 2012.

A very small amount of students completed the Society and Culture course in 2011. One student achieved a band 4 result. There was value added growth from the School Certificate for students who performed in band 3 (2.41%). Despite this trend data showed that students scaled scores were 7.4 below the state. No students will sit the 2012 HSC in this subject.

In addition to the initiatives indicated above, the HSIE department has committed itself in 2012 to two whole faculty strategies to help improve HSC results across the board. It will conduct student surveys in 2012 to gain valuable information about curriculum, assessment and engagement in HSC courses. A HSIE Collaborative Teaching Program will also be implemented allowing staff to conduct team teaching and lesson observation experiences. This will provide valuable feedback about teaching and learning strategies adopted within classrooms.

School Certificate relative performance comparison to Year 5 (value-addning)

All teaching subjects improved in performance compared to last year and all approached or exceeded state averages.

Higher School Certificate

English

In 2011 one student selected Extension 1 English and achieved Band E3. Statistics with a group of one are notoriously unreliable, but our one student scored above regional and state average.

Ten students chose Advanced English with all students scoring either a Band 5 or Band 4. Six percent of the students scored a Band 5, all these candidates were girls. Trend data shows our Advanced students improving their performance each year, and now they have moved noticeably above the State average. Value-added data indicates that all sections of the group improved, and that seven students rose above their expected performance. Students in Advanced English scored significantly higher in English than they did in their other subjects. Our requirement that students specifically apply for Advanced is helping to produce results.

In Standard English one student scored Band 5, the same as last year. In the other bands, 32.5%
of students scored in Band 3 and 26.5% scored Band 4, a noticeable improvement over last year. While our school largely follows the state pattern, there is a downward trend, with boys making up the majority of this trend. Aboriginal students outperformed all other Aboriginal students in the region and state. Students in Standard English scored fractionally higher results in English than in some other subjects. This is similar performance to last year. It is expected that the take-up rate for English Studies will improve these results next year.

HSC Mathematics

Fifty students from Robert Townson High School sat for General Mathematics, eight for Mathematics and three for Extension Mathematics. Twenty four students also completed the Board endorsed course (non-ATAR) of Applied Mathematics.

General Mathematics students are now performing above the state average, had no students in the lowest band and had a higher percentage than the state in band 5.

A highlight was a Year 12 student improving their average score difference by 6 points from the 2010 data in the test aspect of Mathematics. Mathematics also increased the percentage of students in each of the top three bands.

Extension Mathematics had no students in the lowest band for the third year in a row and had a higher percentage than the state in the second top band.

Science

Forty six students sat for the HSC in Science in 2011 which was a decrease in students compared to the 2008 HSC candidature. Ten sat for Chemistry, twenty seven for Biology and nine for Senior Science. This is an increase from the total number of science students in 2010 indicating a general trend upwards over the past three years.

Biology students achieved results from Bands 1 to 5. Eighty six percent of students achieved a band 3 or higher which is similar to the state average of Eighty seven percent. Fifty five percent of students achieved a Band 4 or higher which is below the state average of 60 percent. Forty four percent of students achieved Band 4 which is higher than the state average of thirty percent.

Chemistry students achieved results from Bands 1 to 4. Forty percent of students achieved a Band 4 which is higher than the state average of 32 percent. Sixty percent of students achieved Bands 3 and 4 compared to the state average of fifty percent.

Senior Science achieved results from Bands 3 to 4. Eighty nine percent of students achieved bands 4 and above which is higher than the state average of eighty percent. One hundred percent of students achieved bands 3 or higher which is again higher than the state average of ninety three percent.

Compared to their performance in the School Certificate, all students in Senior Science demonstrated a minimum of state expected growth, while the majority of Biology and Chemistry students also demonstrated a minimum of state expected growth.

History and Geography (HSIE)

One hundred and seventy students sat the School Certificate examination in Australian History, Civics and Citizenship in 2011. The faculty is very pleased with its results. Twenty one students achieved a band 5 or 6 result compared to four in 2010. At the other end of the spectrum only forty four students achieved the lowest bands (1 or 2) in 2011 compared to eighty five in 2010. More students achieved bands 3 and 4 as a result (from
The significant improvements demonstrated in students results in both Australian History and Australian Geography was a result of conducting specialised literacy and numeracy programs over the past 3 years in HSIE, the implementation of a faculty revision program for the first time in 2011 and a concerted effort by teachers to increase the amount of 21st century learning in the classroom. In addition to these efforts Geography also made significant changes to one of the topics connected with the mandatory site study. Students found this topic much more engaging and easier to understand being more relevant to their everyday life.

With ROSA replacing the School Certificate in 2012 the faculty will now put in place a mandatory essay writing program for Year 9-10 students in Geography and History classes. This will hopefully assist in developing better writing skills for HSIE HSC courses and extend student’s literacy skills even further than before. In addition to this new strategy a HSIE Collaborative Teaching Program will be implemented in 2012 to enhance teacher’s skills in the classroom. Student surveys will be conducted at the end of the Year 10 course to provide feedback to teacher’s on ways in which student engagement and achievement can be enhanced.

Creative and Performing Arts

Sixteen students sat for the Visual Arts Examination. One student received Band 6, while 38 per cent of candidates achieved Band 5, equal to the state result. 38 per cent of students achieved Band 4, and no student achieved less than Band 3. With the exception of five students, all students met a minimum state determined growth, with six students demonstrating growth well above the state. For 75 per cent of students, their visual arts mark was their highest subject mark in the Higher School Certificate. Overall, Visual Arts results were the best in the school, meeting the state trend.

Visual arts results remain strong as the Creative Arts staff work as a team to utilise their area of

70 in 2010 to 101 in 2011). The faculty successfully pushed student’s results from the bottom bands upwards.

Value added growth analysis and trend data confirms this significant improvement in results. Trend data shows that student’s scaled scores were only down 3.1 from the state average in 2011 compared to 10.8 below the state average in 2010. Value added analysis showed improvement from the Basic Skills Test in the lower (from -0.80 in 2010 to -0.33 in 2011), middle (-1.91 in 2010 to -0.21 in 2011) and higher (-1.02 in 2010 to 0.09 in 2011) performance bands. The School Scatterplot Analysis Report showed that students in Australian History recorded the third highest value added growth amongst core subjects in the 2011 School Certificate.

One hundred and seventy students sat the School Certificate examination in Australian Geography, Civics and Citizenship in 2011. The Social Science faculty is proud of its achievements. As was the case with Australian History the results in 2011 show a substantial increase in the amount of students achieving middle to higher performance bands. More students (sixteen) achieved a band 5 and 6 result than in 2010 (four). A reduced amount of students performed in the lowest bands. Thirty four students achieved a band 1 or 2 result in 2011 compared to sixty five in 2010. As a result more students (116) achieved a band 3 or 4 result than in 2010 (90).

Value added analysis showed improvement from the Basic Skills Test in the lower (-0.67 in 2010 to 0.13 in 2011), middle (-1.81 in 2010 to -0.20 in 2011) and higher (-1.20 in 2010 to 0.13 in 2011) performance bands. Trend data indicates that student’s scaled scores went from being 11 below state average in 2010 to only 2.5 below state average in 2011. The School Scatterplot Analysis Report shows that students in Australian Geography recorded the second highest value added growth for core subjects in the 2011 School Certificate behind English.
expertise when assisting students with their body of work. Staff are continually developing 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.

Technology and Applied Studies

Students sat for Higher School Certificate Examinations in five Technology and Applied Studies subjects; Community and Family Studies (23 students), Food Technology (13 students), Industrial Technology (12 students), Information Processes and Technology (12 students) and Software Design and Development (4 students).

Community and Family Studies students achieved results across performance bands 2 to 6. One student achieved a band 6 and four students gained band 2, with 52% of the students gaining a bands 4. Overall class performance was slightly below the state average.

Food Technology students achieved results across performance bands 1 to 5, with 84% of the candidates scoring either band 3 or 4. The result for this group of students was slightly lower than the state average.

Industrial Technology students achieved results across performance bands 1 to 5 with 90% of the students achieving band 3 or lower. The class performance was at a level significantly below the state average however Industrial Technology continues to attract non-academic students due to its practical component.

Information Processes and Technology students achieved results across performance bands 1 to 5 with 90% of students gaining either bands 1 to 3 or lower. The class performance was well below the state average.

Software Design and Development students achieved results across performance bands 2 and 3. The class performance was at a level well below the state average.

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

To improve the overall standard of the results of students in the TAS faculty, teachers will work to improve their practice in terms of programming assessment and quality teaching. The teaching staff is committed to raising expectations of the students and will continue their professional development in the delivery of the course content and in the management of students. Course content and teaching programs are constantly being evaluated, including stages 4 and 5, so as to provide students with the opportunity to achieve outcomes that are relevant to their needs.

PDHPE

There were 24 students who sat the 2 unit PDHPE Examination in 2011. Over two thirds of candidates achieved a Band 4 or higher. There was one Band 6 student and seven candidates received a Band 5. Students did better in this subject than most other subjects within the school. Students were above both the State and Regional averages.

The PDHPE faculty will aim to continue to improve results through assisting students with appropriate subject selection, study hints,
revision booklets, extension work in additional classes, purchase of new, specific resources, with an aim to challenge student achievements to gain more Band 6 placings.

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

![Graph](image)

This trend graph demonstrates consistent growth over time for our upper and lower performing students in the HSC while our mid-range performing students continue to perform similar to other schools in our groups.

**Significant programs and initiatives**

**Aboriginal Education**

The focus for Aboriginal Education for 2011 has been improving numeracy and literacy skills and building upon existing cultural programs. The Aboriginal Education team, with the aid of additional funding, has again employed an Aboriginal Education Worker on a part time basis.

From the data generated from NAPLAN, Year 7 results show that our students are above state averages for Aboriginal students but are below the overall state average in both Literacy and Numeracy. Year 9 results were again better for 2011, with a shift upwards in the majority of the NAPLAN areas (more students scoring in the upper Bands rather than the lower Bands). In Literacy, students were above the Aboriginal state average in all areas, but below overall state average in Reading. In Numeracy, students were above Aboriginal state averages. There was an overall improvement in NAPLAN results from 2010 to 2011. All students in Year 7, 8, and 9 have had tutoring on a group and individual basis, weekly with the Aboriginal Education Worker, with an aim to improve literacy and numeracy skills and to further engage the student in education.

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

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 annually to meet the changing needs of current students. In 2012, the plans will involve greater parental input.

Culturally, students continued the KooriFlow program they begun in 2010. The KooriFlow program has also been used to make the transition from primary to secondary school more comfortable for Aboriginal students. During Term 3 and 4, students in Yr5 and 6 from feeder primary schools attended the KooriFlow sessions with Aboriginal students in Yr7, 8 and 9. The school was also successful in obtaining an ARTSTART grant through BYDS. The money was used to create a ‘Mob Map’ that looked at the Tharawal area and the students’ individual heritage. Local artists were used to offer guidance in the production of the multimedia art work. Students did all art and photography work. The ‘Mob Map’ has been embraced by the local community and has spent its time on display at various areas in Campbelltown. Student art has
been displayed in the Coffee shop. Students also
attended performances by the Bangara Dance
Company and went to the Message Stick Film
Festival at the Opera House.

Highlights of student achievements include,
Stacie Blayden as Dux of the school for 2011.
Rhiannon Streeter receiving a KARI award for
Culture and was invited to attend Nura Gili winter
school (at the University of NSW) and was
accepted into the Earn, Learn, Legend. WEX
program that saw her work with Ministers at
Parliament House in Canberra. Montana Wink
received a Nanga Mia Award for Academic
Excellence for her NAPLAN results. Jarrod Confoy
received a Sydney Southwest Area award for
Excellence in Literacy and he also received a
Prime Ministers writing award. Dana Matthews
received a Sydney Southwest Area award for
Excellence in Sport.

Stacie Blayden, Rhiannon Streeter and Jackson
Confoy completed their HSC.

Multicultural Education

Muslim mentoring continued in 2011. One period
per week. Two of our former school captains
Ummu Mathews and Zunaid Moosa, run a
mentoring lesson for Islamic students who attend
on a voluntary basis. This adds to the scripture
offered by other faiths, and provides an
opportunity for both Muslims and those with
questions about the Islamic faith to further their
knowledge and understanding. It has proved
popular with students and offers students
mentoring regarding issues that concern them.

Positive Behaviour in School

In 2011 Year 7-10 roll call teachers taught social
skills lessons fortnightly during an extended roll
call period. The lessons covered expectations
identified in the school matrix including being
safe boarding and travelling on buses.

A SET (Schoolwide Evaluation Tool) was
conducted by our Coach and district personnel
early in Term 2. These results were compared to
results in 2010 and indicated significant
improvements in our (i) acknowledgement of
positive behaviours and (ii) recording of data. An
area of improvement included the need for more
signage, which was remedied by the end of Term
2.

Student evaluations collected in November 2011
suggested lessons could be more engaging and
the increased signage was not helpful.

Targets for 2012 include further increases to
positive acknowledgements, expansion of
categories in the data recording system and
further improvements to social skills lessons for
2013.

Other programs

Gifted & Talented

A Gifted & Talented Committee was formed in
term 1 and comprises fifteen members, with a
staff representative from each Key Learning Area.
The Committee reviewed current practices at
Robert Townson High School and developed a
school policy. Gifted and talented students were
identified across all years by way of faculty
nomination and were invited to participate in
various events. Workshops were run each term
for the twenty highest achieving students in years
7 to 11. Excursions were offered to students in
the top year 7 and 8 classes to attend the Art
Gallery of NSW and the Australian Museum. Year
9 and 10 students attended the Sydney
Aquarium. Feedback from students involved was
very positive. Staff members of the committee
have been trained in the DEC Curriculum
Differentiation Support Policy as well as Project
Based Learning so they can assist their faculties in
developing engaging and challenging lessons for
their classes.
The aims for 2012 are to establish a Gifted and Talented roll call group from years 7 to 10 where students will participate in various school and regional initiatives. Students will be identified by faculty nominations and by analysing SMART data. The Committee will also continue to offer excursions and workshops to year groups. Student leadership will be a focus.

Volunteering

The Premier’s Volunteering Scheme is run to encourage students in Years Nine and Ten to take part in volunteering both in the school and the greater community. Many students at Robert Townson High School volunteer in many ways throughout the year and all are worthy of recognition, but only those in Year Nine and Ten qualify for the certificate. The certificate is awarded at various levels depending on the number of hours volunteered, ranging from Bronze for 20 hours of volunteering, to Diamond for 80 hours. Hours are cumulative, so students can continue to work through the two years to accumulate volunteering hours.

Students from Robert Townson High School took part in two major volunteering projects during 2011. One was at Myrtle Cottage at Ingleburn and the other at Robert Townson Primary School. Students also continued to log volunteering hours for many smaller projects throughout the year.

Myrtle Cottage is a community based organisation which provides activities for people who are frail aged and younger people with disabilities. It also provides respite care for people with dementia. During term two and three a group of year nine students visited Myrtle Cottage on Wednesday afternoons to help with the activities. It was a valuable experience for the students involved, as they interacted with a range of people from the infirm elderly to younger people with various disabilities. Every week, two students also volunteered to work with the dementia clients.

While offering the students the chance to experience the satisfaction of interacting with and helping these people, the activity also gave students the opportunity to learn more about their local community and its needs. Students helped to clear away lunch and serve drinks to clients. Later they helped with a variety of leisure activities ranging from carpet bowls to karaoke. One client who was blind and hearing impaired communicated using a Braille typewriter. Students took turns every week to talk with him and he enjoyed having the chance to communicate with different people. Our thanks go to Ingleburn RSL for providing the mini bus to transport students to Myrtle cottage every week.

During term three and four students went to Robert Townson primary school to act as classroom helpers. There they helped to cover books, prepare resources, and help students in the classroom. Interacting with younger students was beneficial to both the primary and high school students and helped to strengthen the bond between the two schools.

At the end of term four volunteers spent a day at two local shopping centres selling ribbons for white ribbon day which supports the campaign against domestic violence. Students also spent several days sorting donations of toys and food items, and wrapping hampers for donation to St Vincent de Paul for distribution at Christmas.

Students from years nine and ten also took part in various other volunteering activities around the school including the reading tutoring scheme, refereeing gala days and book covering.

A total of twenty students from this school qualified for certificates ranging from 20 hours to 90 hours of volunteering. Many more students were also involved in volunteering both within and outside the school, however the Premier’s volunteering scheme only covers years nine and ten so only they could qualify for the official certificate.
The volunteering scheme was very successful last year, but there are still many students in the school who volunteer on weekends and would qualify for a certificate if they logged their hours. These certificates make a valuable addition to resumes and help students when applying for full and casual employment, scholarships, and entry into tertiary institutes of further learning. The volunteering scheme helps to encourage students to volunteer and keep a record of their hours, and students receive benefits such as personal satisfaction, learning new skills, building friendships and an awareness of their community and the needs of people.

Progress on 2011 targets

Target 1

*Improve students’ ability to understand information text and persuasive text*

- All staff were familiarized with the new requirement due to the introduction of persuasive text styles.
- Students were exposed to the genre to develop familiarity and confidence.
- Literacy results in spelling rose in line with similar school groups.
- Grammar and punctuation results also improved.

Target 2

*To developing 21st century teaching and learning skills*

- All staff have undertaken training on the use of laptops in teaching and learning.
- Pilot Program development has commenced for teachers of year 7 in 2012.
- More students are now using laptops and school based learning management systems.

Target 3

*Improve year 9 Numeracy result in NAPLAN*

- Numeracy results in year 9 now exceed similar School Education Groups.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

Educational and Management Practice

SBE - School Based Evaluation - Science

Background

In 2011 RTHS introduced school evaluation teams to conduct audits of areas of the school. Our first area reviewed was the science department. The Science faculty is one of the core teaching and learning areas in the school. All students complete the mandatory Board of Studies Science curriculum for Years 7-10. Science subjects provide a general preparatory or career elective choice for students in Years 11&12 within the specialist areas of Physics, Chemistry, Biology and Senior Science.

The aim of the SBE evaluation was to develop a strategic plan of action that addresses the following areas:-

- Improve student results in ESSA, School Certificate & Higher School Certificate levels.
- Develop teacher capacity building Quality Teaching Practices.
- Appropriate program & assessment strategy development & differentiation that cater for literacy and numeracy development, Gifted and Talented students, Life Skills students and students with a general interest in science.
Findings and conclusions

The EST team consisted of the following members:

- Kim Chapman  
  Deputy Principal

- Predrag Sakic  
  Head Teacher (Science)

- Alice Leung  
  Head Teacher (Science)  
  (Merrylands High School)

- Emma Stevenson  
  Head Teacher (Admin)

- Millie Otieno  
  Teacher (Science)

- Vanessa Garrick  
  Teacher (Science)

- John Warren  
  CEO - South Western Sydney Region

The methodology used for the evaluation consisted of a combination of qualitative and quantitative data collection tools including:

- Surveys of students (Yrs7-12) teachers and parents

- Examination of retention and destination data for students leaving school

- Classroom observation of science teaching practices

- Examination of teaching programs, assessment strategies, faculty policies

- Examination of ESSA, SC & HSC data

- Examination of attendance and TPL for science faculty members

- Focus groups of students and parents

Future directions

The following areas will be focused upon by the science faculty as a part of the management plan for 2102:

- Continue to develop a shared understanding of SMART and internal school data sets and to ensure consistent use across all stages of development within the science faculty.

- Further enhance strategies and programs to develop student engagement with schooling in Stages 4-6, with an emphasis on the Junior School (Yrs7-10).

- Continue to develop, implement and evaluate teaching and learning programs.

Curriculum

Year 7 Transition to High School Evaluation

The move from Primary school to High school is a major transition point for students and parents in terms of life experience and the accompanying adjustments needed by students and their families. Robert Townson High School has implemented a comprehensive transition program to address the move from primary to high school beginning in Term 3 of Year 6. This program is lead by a Transition Team and consists of visits from Year Advisers and the Transition Coordinator, a High School Experience Day & Mini Olympics day, a four week getting-to-know high school program for students with special needs, Indigenous students. Middle Schooling Art and Koori Flow programs and peer support programs.

In December 2011 Year 7 students were surveyed about their transition from primary to high school. The aim of the survey was to determine the effectiveness of the Transition program and necessary adjustments to be made. 87 students were surveyed.

In terms of adjustment to coming to high school, 50% of students reported they were nervous about coming to high school and 71% of students said their visits in primary school were helpful in dispelling such fears about a new learning environment and the associated routines.

Positive comments far outweighed the negative comments from the Year 7 students. The "early school finish times" and "making new friends" were the most positive experiences reported.
about coming to high school, with the next most positive experiences reported as "having different teachers for different subjects" and "using computers". Building on these positive experiences involves further quality teaching around technology use and engagement of our students with student volunteers from the high school working on literacy and numeracy programs using I-pad technology with the primary schools.

"Early school start times" and "bad behaviour of other students" were the most difficult issues reported. Measures taken to address these issues include: class & individual student monitoring, a specialized "Check In" program during roll call to assist organisation and behaviour ready for the day. When asked how to improve our school 30% of respondents said nothing, followed by 14% responding to "stop bullying". The aim will be to continue the Anti-Bullying program during the Orientation to High School program, and the Cyber Use and Misuse programs conducted in later years. Our PBIS expectations of being safe and respectful continue to be reinforced through the school's merit system.

In terms of quality teaching, the feedback from Year 7 students was that the most important quality that helps to make a good teacher is "being calm" closely followed by "interesting, interactive lessons" and "speaks clearly". These issues are being addressed at professional development meetings for all staff in creating a more positive learning environment for all students.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Some feedback from our school community includes:

- Parents are pleased with our Yr6-7 Transition program, the meet Yr 7 teacher BBQ and Year 7 interim reports produced in term 1
- Parents of students effected by the rise in school leaving age expressed their appreciation in determining individual curriculum and school to work programs for disengaged students
- Teachers have expressed concerns that small groups of year 10 girls are behaving inappropriately and do not display the level of maturity consistent with the rest of our students
- Middle school age children state they value their schooling however they find some teachers too confrontational
- Parent stated they are happy that the school sets a high benchmark for student behaviour

Professional learning

All staff are given access to a wide range of professional learning opportunities in line with the School Management Plan and Departmental targets. In 2011 expenditure breakdowns were as follows:

- Beginning Teachers 5.2%
- ICT 6.9%
- Literacy / Numeracy 8.8%
- Quality Teaching 21.1%
- Syllabus Implementation 7.8%
- Career Development 12.5%
- Welfare and Equity 20.4%

Changes in expenditure since 2010 include increased Literacy/Numeracy following school targets based on NAPLAN data. A small increase in Beginning Teachers as early career teachers are required to meet Institute of Teachers Professional Development hours.

Note that about 16% of funds have been held over to 2012 to supplement the needs of staff as the increased schooling age of 17 requires the
incorporation of syllabus changes and implementation as well as development of ICT skills as technology changes. Quality Teaching, welfare and equity continue to be the largest sections of the budget.

The school will adjust budgets to meet staff, school and department needs each year 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

2012 Targets to achieve this outcome include:

Outcomes for 2012-2014

1. Improve student Literacy and Numeracy results in year 9.

Though student results continue to show improvement towards achieving state expected standards our students continue to achieve on average, below expected standards. Student achievement upon entering high school is well below the state cohort and extra effort and resources must be used to raise results even higher. 2012 targets to achieve this outcome include;

- A whole teacher developmental program focusing on developing student reading and comprehension skills.
- Teachers skilled in analysing NAPLAN data and linking this to appropriate student developmental programs.
- Implement teacher collegiate groups to profile a forum for reflective analysis of pedagogical practice strategies.

Strategies to achieve this:

- Use of Regional Literacy consultants to train staff.
- Faculty release time to allow teachers to modify teaching practices
- Provision of I.C.T. resources allowing teachers to share their progress

School priority 2

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
- Further train staff in the use of laptops in learning
School priority 3

3. Improve Student Attendance

Student attendance in the upper years of secondary school continues to be below state averages.

2012 targets

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

Strategies to achieve this:

- All students whose attendance pattern falls below standard will be placed on an individual attendance plan and resources allocated to arrest the trend.
- An SMS system will be introduced to inform parents on the day of the absence of their child’s absence.

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)
Kim Chapman (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:

http://www.roberttown-h.schools.nsw.edu.au

Under “About” on the main title bar.