**School context statement**

Robert Townson High School services the communities of: Raby, St Andrews, Bow Bowing and Varrowville. Students are supported across a range of academic and vocational programs both within the school and utilising teaching sites off campus. Our school has a strong student wellbeing support program and is

Extra curricula programs are conducted in: student leadership, debating, public speaking, science club. Gifted and Talented programs including: art, drama, media production and a multitude of sports.

We are a school committed to student excellence, staff development and the development of engaged polite 21st century citizens.

**Principal’s message**

Sport features strongly in our curriculum program and our local students enjoy athletics, football and rugby league.

Our students are strong competitors in gifted and talented activities such as debating, public speaking, Tournament of the Minds and creative and performing arts to name a few.

Within the body of this report these initiatives will be elaborated and many more described.

**P & C message**

The P&C of Robert Townson High School meet on the second Wednesday of the month throughout the school term.

In 2014 the P&C continue to operate 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.

I would like to take this opportunity to thank the P&C Committee and Volunteers for their hard work and dedication during 2014 and making it a very successful year. We look forward to a great 2015 and welcome all new parents.

**Student representative’s message**

This year the Student Representative Council (SRC) was again flooded with applications of eager students wanting to be involved in the great work and opportunities SRC membership provides. In 2014, 25 students from years 7 to year 11 were selected to represent our school.

Our SRC students attend a meeting once a week generated through a student agenda and minutes record. This time is often dedicated to planning and preparing for upcoming fundraising events, in addition, exposing students to an array of opportunities including youth forums and workshops with other schools and external organisations.

This forum has enabled our students to generate ideas to assist the school and our local community. This included raising much needed financial support for Legacy through the selling of ANZAC biscuits and Rosemary to commemorate ANZAC Day. Students were also active in fundraising for The Children’s Medical Research Institute through Jeans for Genes day and the Kmart Wishing Tree appeal. This was an amazing achievement and we hope to achieve the same if not better in 2015.

In 2015 we are continuing to build alliances with the Senior Leadership Team and Robert Townson High School community to address whole school issues. We look forward to our continued collaboration and to a bigger and better 2015.

**Erin Griffiths and James Dawson**
**SRC Coordinators**
Student information

Student enrolment profile

As can be seen, enrolment is equally split between males and females, however local numbers and enrolments have declined for 2014.

Student attendance profile

Student attendance continues to be a focus for all students in Years 7-12. Regular roll checks through our computerised roll marking system are used to identify students who are attendance concerns, in regards to whole school attendance and partial attendance (e.g. lateness). All staff are also involved in using computerised systems to mark class rolls, which is helping to minimise truancy from class. School based interventions include informing parents, student interviews, parent interviews, in-school attendance monitoring and participation in attending meetings without notice. Students with high absenteeism are identified for the School Attendance Team to provide support in improving attendance. Management of serious non-attendance concerns involves the support of the Home School Liaison Officer who visits the school weekly to assist staff and perform attendance checks. Unexplained absences and ongoing lateness remain focus areas for improvement in 2015.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>employment</td>
<td>10</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>TAFE entry</td>
<td>7</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>unknown</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

Surveys are undertaken each year to determine the destination of students after they leave school. Typically, about 10 per cent of students completing Year 12 proceed directly to university studies. In 2014, 26 students were offered a position at a variety of universities. Students accepted offers in degrees such as: Education, Health, Sciences, Pharmacy, Creative Arts, Policing, Business and others. Most students took up offers within University of Western Sydney, University of Wollongong and University of Notre Dame. Several students took up offers with the University of NSW and the University of Sydney.

About 40% of students completing Year 12 enroll in TAFE studying a variety of courses, including: Fitness (personal training), Children’s Services, Graphic Design, Real Estate, Hair & Beauty and Construction. Approximately 20% 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. Two students have joined the Defence Services

In 2014 about 10 percent of Year 10 students chose not to continue to senior study at school. Most entered into an apprenticeship, many of which originated from the School to Work program or employment. Some entered TAFE to begin their early career training.

Year 12 students undertaking vocational or trade training
Six vocational education and training (VET) frameworks were offered at Robert Townson High School in 2014. These included: Hospitality, Information and Digital Technology, Metals and Engineering, Construction, Sports Coaching and Business Services. Thirty seven per cent of students undertook vocational and/or trade training.

All committed students will achieve a minimum of a Statement of Attainment towards Certificate II. The majority of candidates in the 2014 cohort have achieved a Certificate II in the relevant subject. These achievements give them advanced standing into their chosen trade.

Outside of school, seven students were enrolled in TVET courses such as: tourism and Human Services.

Year 12 students attaining HSC or equivalent Vocational educational qualification
One hundred per cent of students who completed year 12 received their Higher School Certificate.

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

Workforce composition

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

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff reported their Indigenous heritage details for publication.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
All staff were given access to a wide range of professional learning opportunities in line with the School Management Plan and Departmental targets.

The school spent 80% of its allocated budget plus supplementary fund supporting early career teachers. The balance transferred forward will be used to fund priorities developed in the school plan.

It is expected that there will be continued growth in syllabus implementation in 2015 as staff develop programs and resources to meet national curriculum changes.

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

Twenty five teachers are currently accredited with BOSTES. They are all new scheme teachers. Six other staff are currently involved in programs for achieving accreditation at the “Highly Accomplished” and “Lead” levels.
Beginning Teachers

Three teachers were identified as being within their first two years of teaching. They received funding support in school to build their skills as they transition into full school operation. These teachers had reduced teaching loads. This allowed them to meet with their mentors or supervisors and to develop their teaching and learning programs while undertaking a slightly reduced load. All new teachers participate in a school induction program that operates over a six month period. They learn skills in: school policies, practices and operation, student management, responsibilities and team building.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>264077.61</td>
</tr>
<tr>
<td>Global funds</td>
<td>465342.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>498071.45</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>164069.00</td>
</tr>
<tr>
<td>Interest</td>
<td>12275.15</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>51272.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1455108.28</td>
</tr>
</tbody>
</table>

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

A full copy of the school’s 2014 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 2014

Achievements

Arts

The senior visual arts students continued to excel in 2014 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. One student received a Housing NSW Youth Scholarship earlier in the year which greatly assisted in the completion of her work.

As part of International Women’s Day, a group of female gifted and talented year 11 visual arts students participated in art workshops and panel discussions at Casula Powerhouse Arts Centre to celebrate the talents and achievements of four successful female art practitioners. A number of year 11 girls also participated in the Sol LeWitt exhibition in the Kaldor space at the Art Gallery of New South Wales. A pioneer of conceptual art, LeWitt forged a new way of thinking about making art and the exhibition showcased 40 years of his practice, including many works shown in Australia for the first time, one of which our students contributed to creating.

During our school Work Experience week, with the help of parent Sandra Wassell, year 10 students Patrick Bornay, Kylie Mounsey, Lashanna Reyes, Ra’ees Kruyer, Katelyn Jurd, Rebekah De Matos, Hollie Mottershead, Sara Brophy and Sophie Kuru devoted their time to design and paint a mural around the fence of Kids College in St. Andrews to brighten it for the students there. This was a large scale project and was greatly appreciated by the local community.

Students were provided with many extra-curricular opportunities to extend their learning in the Creative and Performing Arts throughout the year. Daniel Myer from the Ultimate Guitar Academy offered guitar tuition to interested junior Music students throughout the year. Many other students participated in activities organised by the faculty including viewing professional exhibitions, drama performances and musicals.
The year 11 Drama class was invited to participate in the Belvoir Theatre Enrichment Program. This free program aims to introduce students with little experience of theatre to live performance and to strengthen their knowledge of writing an engaging script with a series of workshops, including the viewing of several performances. This class also showcased their own performance piece, “Buy It, Sell It. Love It.” at the NSW Public Schools Drama Festival, held at NIDA in Kensington.

The Year 10, 11 and 12 Drama classes performed for selected students, as well as for parents and friends at a number of performance nights. The Year 10 Drama class performed “The House of Bernada Alba”, while Year 11 performed a class piece and Year 12 showcased their HSC items. The RTHS Technical Crew of Grant Lewis, Manal Hallal, Ryan Roumieh and Sandra Capote were invaluable in assisting backstage with the sound and lighting at these events, as well as other school functions throughout the year.

Sport

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

The school entered the following NSWCHS knockout competitions in 2014:

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

**Girls** – Touch, Hockey, Netball, Volleyball, Soccer

The school also entered team in West Leagues Cup (13 and 15 years), Macarthur Zone Netball Championship, NSW Futsal Championship, Rugby League Weight for Age Knockout and Wests Tiger Tag.

Outstanding sporting results for the year include:

- 14 years BOYS 4x100m relay – Gold at NSW All Schools Carnival.
- Open BOYS and 16 years GIRLS FUTSAL – State finalists.
- Jessica Fryer – NSWCHS Hockey team member.
- Year 7/8 BOYS won the West Tiger Tag, as did the Year 9/10 GIRLS.
- Open BOYS Soccer were Sydney SW Regional finalists.

The school also had numerous students represent the school for Macarthur Zone in sports such as Soccer, Rugby League, Netball, Softball, Touch, Hockey, Rugby Union and Basketball. They then attended Sydney SW Regional carnivals.

The school had a number of Sydney SW Region representatives. These included: Bonnie Kuru (Swimming), Jessica Fryer (Hockey), William Mapapalangi (Rugby League), Alexander Kuzella (Squash), Baily McParland (AFL and Athletics), Issam Merhi (Athletics), Michael Prasad (Athletics), William Lois (Athletics) Larry Grieg Williams (Cross Country and Touch) and Liam Ryan (Cross Country).

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 2014 were:

**Sportspersons of the Year** – Jessica Fryer and Larry Grieg Williams

**SW Sydney Blue** – Jessica Fryer - Hockey

**Macarthur Zone Blue** – Alexander Kuzella, William Mapapalangi, Baily McParland.

Information on school sport is available on the school website.

Academic achievements

**NAPLAN**

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>63</td>
</tr>
<tr>
<td>Spelling</td>
<td>84</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

Alternatively:

NAPLAN Year 7 - Literacy

Year 7 have maintained their performance in Reading and Spelling, while improvements have occurred in Writing, Grammar and Punctuation. The mean for Year 7 girls has improved by 14 scale scores in Writing. The following graphs demonstrate the schools’ performance in literacy.
NAPLAN Year 7 – Numeracy

While students continue to underperform, a slight improvement has occurred in 2014. Concentrated Numeracy programs within class are put in place to target areas for development.

NAPLAN Year 9 - Literacy

NAPLAN Testing shows a gradual increase in averages and results to the previous year except for spelling which decreased by 9 scale points. Writing improved by 11 scale points compared to the previous year with boys showing a greater improvement than girls.

Faculties across the school specifically addressed literacy, focusing on SMART data analysis and comprehension/writing strategies. The English faculty is refining the current literacy program to address areas of identified weakness. In addition to faculty programs, students in years 7-9 are actively involved in a Literacy Program which targets student needs identified through school data analysis.
One hundred and sixty six student’s sat the Year 9 NAPLAN test. Six of our students scored Bands 9 and 10. We continue to adjust our program in Year 8 using the data from the students NAPLAN test when they were in Year 7 to target any identified weaknesses. To this end, Numeracy was the most improved domain of the NAPLAN
test with an improvement of 17 scale points. Boys showed a greater improvement than girls.

ESSA (Essential Secondary Science Assessment)

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

Eighty three percent of the student performed at Band 3 level or above. One student achieved a Band 6 result which is consistent with 2013 performance and higher than the previous years.

Students performed best in the extended response questions which is consistent with the school prioritising Literacy across the curriculum. Students performed weakest in communicating scientifically, this trend has not been seen in other years.

Record of School Achievement (RoSA)

English – RoSA

Last year, students received results which were similar to previous years, despite a decrease in the number of students achieving an A grade. There were three A grades awarded, three less than the previous year, but the number of students who received a B grade increased substantially. The number of students who were awarded an E grade is a reflection of the recent need for more places in the senior school English Studies class.

Mathematics RoSA

Students in Year 10 were awarded results from 8 Bands - A9 to E3. Two percent of students were awarded the highest grade and 27% of students were awarded grades from the top four Bands. These students were from the 5.3 and 5.2 mathematics courses. Of students from the 5.1 mathematics course, 55% were awarded the grade D4.

Science – RoSA

One hundred and sixty six students completed Year 10 science in 2014.

The number of students achieving Grade A and Grade B has been consistent with the previous year. The number of students achieving Grade E was higher than the previous years.

As a part of Year 10 requirements in science, students are required to complete an individual Student Research Tasks. The number of students completing the task had decreased from the previous year which reflects the number of Grade E awarded.

History and Geography (HSIE) – RoSA

In 2014 one hundred and sixty seven students completed the Australian geography and history courses.

In geography one student achieved an A grade and a further twenty five a B grade. The average mark declined from 60% in 2013 to 51% in 2014. Students performed well in the skills test and extended response assessment tasks. The average mark was 52%. Student’s performance in the examinations fell from an average of 54% in 2013 to 41% in 2014. Students will be shown different study skill techniques. Refinement of revision lesson materials will also be made to improve student’s results in examinations in 2015.

In history four students achieved an A grade and a further 29 students produced a B grade. The average mark increased from 52% in 2013 to 54% in 2014. Student’s results in source analysis and extended responses increased from 55% in 2013.

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2010-2014</th>
<th>SSG % in Band 2014</th>
<th>State DEC % in Band 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>5</td>
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<td>6</td>
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<tr>
<td>10</td>
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</tbody>
</table>

Percentage in Bands: Year 9 Numeracy
to 61%. Students produced better in the research assignment averaging 53% compared to 46% in 2013.

In 2014 forty nine students completed the history elective course. Two students achieved an A grade and a further fourteen a B grade. The average mark increased slightly from 63% in 2013 to 64% in 2014. Students performed slightly better in tests and examinations averaging 66% in 2014 compared to 64% in 2013. In 2014 students average mark in the research assignment was 61% compared to 53% in 2013.

In 2015 emphasis will once again be placed on improving students essay and extended response writing skills using whole faculty literacy lessons. This will involve modifications to existing resources and assessment tasks using new literacy continuum. Newly created whole faculty work designed for the new NSW Curriculum for Year 8 and 10 history classes will be implemented this year. The faculty will also be placing special emphasis on development and enhancement of the history elective and commerce programs in 2015.

Creative and Performing Arts – RoSA

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

Technology & Applied Studies (TAS) – RoSA

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

Higher School Certificate (HSC)

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

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

Creative and Performing Arts – RoSA

English – HSC

In 2014, we had one Extension 2 student. This student earned wonderful results, earning an E3 grade for her major work. This mark was in line with the state average.

One student chose Extension 1 this year and earned results in the Band 3 range. Value added data shows that they performed below the expected Band.

There were 12 students in the Advanced class this year, with 3 students earning a Band 5. The number of students who scored a Band 4 was well above state average and the girls performed better in terms of adding value.

In Standard English, three students received a Band 5, which is an improvement from last year. 82% of students scored a Band 3 or Band 4, which is well above state average. The average score increased by 3 marks. Most students performed well within their expected Band. English students, in a combination of Standard and Advanced, was the highest performing subject in the school for 2014.

The introduction of English Studies has helped to cater for the student needs more precisely and it
is expected that the increase in students undertaking English Studies will improve Standard results in future years.

**Mathematics – HSC**

Fifty students sat the Mathematics General 2 examination in 2014. One student achieved a Band 5 and 20% of students achieved a Band 4. This cohort were amongst the first to complete the examination for the new Mathematics General 2 course therefore comparison data is not available.

Nineteen students sat the Mathematics examination in 2014. Fifty three percent of students achieved a Band 4 or higher with four students achieving a Band 5. The proportion of students achieving a Band 4 was above the average for other government schools while the proportion of students achieving a Band 5 was slightly less.

Five students sat the Mathematics Extension 1 examination in 2014. All of them achieved a grade of E2.

**Science – HSC**

Fifty nine students sat for the HSC in science in 2014. Twenty six sat for Biology, ten sat for Chemistry, 9 sat for Physics and 14 sat for Senior Science.

Seventy seven percent of students in Biology achieved a Band 3 or above compared to the state average of 87%. Thirty five percent of the students achieved a Band for which is comparable to the state average.

Chemistry students achieved results from Bands 2 to 5. Eighty percent of students achieved Band 3 or above compared to the state average of 91 percent. Thirty percent of students achieved Band 4 which is comparable to the state average of 29 percent. Twenty percent of the students achieved Band 5 compared to the state average of 34 percent.

Physics students achieved results above Band 2. Eighty nine percent of students achieved Band 3 or higher which is similar to the state average of 91 percent.

Senior Science students achieved results between Bands 2 and 4. Seventy nine percent of students achieved Band 3 or higher compared to the state average of 89 percent.

Compared to their performance in the Year 9 NAPLAN, the majority of Biology and Chemistry students performed at or above the state expected growth.

**Creative & Performing Arts (CAPA) – HSC**

Thirty seven students sat for examinations in two subjects, visual arts (22 students) and drama (fifteen students). Students performed better in the Higher School Certificate in visual arts and drama compared with all other subjects.

In visual arts, 36% of candidates achieved Band 5. Over 50 per cent of students achieved Band 4, higher than the state result, with no student achieving less than Band 3. The majority of students met a minimum state determined growth, with visual arts being the highest subject mark in the Higher School Certificate for 77 per cent of students in the course.

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

In drama, 27 percent of students achieved Band 5. 73 per cent of candidates achieved Band 4, higher than the state result, with no student achieving less than this and all meeting a minimum state determined growth. For every student in the course, drama was their highest subject mark. These results are consistent with previous years, with students performing better in the Higher School Certificate for drama compared with all other subjects. Overall, drama
results were the best in the school, slightly above the state trend.

This year’s results were very pleasing for only the second HSC drama class at RTHS and were an improvement on the previous strong results. The faculty will continue to offer this subject in the junior years, as well as provide opportunities for students to participate in drama clubs and camps at school, region and state level. Students need to have opportunities to perform as it allows them to increase their skills and confidence. The faculty 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**

Students sat for examinations in Ancient History (43), Business Studies (6), Legal Studies (9), Modern History (29) and Society and Culture (13).

In Ancient History there were some excellent individual results with three students achieving a Band 5 and eight a Band 4 result. Trend data indicated that student’s scaled scores were 14 below the state average. In 2015 modifications will be made to the homework program to better assist students in adopting effective studying habits at home. Refinement of assessment tasks will be made to assist students in making preparations for examinations. The revision work done before the trial HSC and HSC examinations will also be modified.

Modern History also had some pleasing individual results. Three students achieved a Band 5 and five a Band 4 result. A higher percentage of students (28%) produced a Band 3 result when compared to the state average (15%). Trend data indicated that student’s scaled scores were 10 below the state average. In 2015 scaffolding will be designed and implemented within lesson resources and the assessment task to help students better prepare for the World War One section of the examination. Refinement of the revision and homework programs will also be made encompassing the use of 21st century learning.

A small number of students (6) completed the Business Studies course in 2014. It was encouraging that one student was able to achieve a Band 5 and one a Band 4 result. Disappointingly the other students achieved either a Band 1 or 2 result. Trend data indicated that student’s scaled scores were 12.9 below the state average. The faculty has decided to make significant changes in 2015 to make the Business Studies course more contemporary to our students. Instead of focusing on QANTAS as the case study, students in 2015 will be learning about the iPhone. It is hoped that this change will increase student engagement in class and effort towards home study. Modifications will also be made towards revision work done in terms 2 and 3. Special informal testing will again be incorporated into a revised homework policy to enhance students understanding of business terminology. Study sessions will also be offered in term 3 to help students cope with the trial and HSC examinations.

In Legal Studies one student achieved a Band four result. The subject recorded a high percentage of students in Band 3 (33%) compared to the state average (18%). Trend data indicated that student’s scaled scores were 13.7 below the state average. Teachers will be enhancing the homework program and lesson resources so as to encourage students to read more contemporary media articles for use in examinations.

Some good results were obtained in the Society and Culture in 2014. One student produced a Band 5 result and two a Band 4 result. 38.46% of students achieved a Band three result compared to the state average of 15.66%. Trend data indicated that student’s scaled scores were 11.2 below the state average. In 2014 a new homework program will be used to assist students in preparing for examinations. Study sessions will also be offered during the year.

In 2014 new whole faculty lessons and assessment tasks centred on improving student’s literacy skills will be implemented for stage 4 and 5 programs. This work will be evaluated and refined throughout 2015. This work will enable students to acquire better reading, writing and comprehension skills for our senior courses.

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

Students sat for Higher School Certificate examinations in six subjects; community and family studies (16 students), industrial technology
(12 students), food technology (7 students) and engineering studies (12 students), software design and development (10) and (VET) metals and engineering examination (3 students).

Community and family studies students achieved results across performance Bands 2 to 5. Four students achieved a Band 5 and two students gained Band 2, the remainder were spread throughout Bands 3 and 4. The data indicated the overall class performance was just below the state average and the value added results were consistent with state expectations. Individual results were pleasing when compared to the students overall HSC performance.

Industrial technology students studied timber products and furnishings and achieved results across performance Bands 1 to 4. The class performance was at a level below the state average as were the value added results. Individual results were mixed when compared to the students overall HSC performance.

Food technology students mainly achieved results across performance Bands 2 and 3, with 75% of candidates scoring these two Bands. Two students received a Band 5 in this subject. The result for this group of students was significantly lower than the state average. The value added results were consistent with state expectations. Individual results were consistent with the students overall HSC performance.

Engineering studies students achieved results mainly spread across performance Bands 2, 3 and 4 with one student receiving a Band 1. The class performance was at a level well below the state average. The value added results were below state expectations. Individual results were consistent with the students overall HSC performance.

Software, design and development students achieved results mainly spread across Bands 2 to 4 with one student receiving a Band 1. The value added data was consistent with expected growth.

VET metals and engineering had 3 students sit the HSC examination with a Band 5, Band 4 and Band 1 being achieved. The value added data for two of the students was at or above expected growth.

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

**PDHPE - HSC**

The PDHPE faculty consists of Craig Innes, Rod Child, Ned Kelava, Emily McKenzie, Nicole Waden and Antonio Piscioneri (casual).

In 2014 the faculty offered the following subjects to students:

2 unit PDHPE (2 classes in Yr12 and 2 classes in Yr11)

Sports Coaching VET (2 class in Yr12 and 1 classes in Yr11)

Sports, Recreation and Lifestyle (1 class in Yr11)

Stage 5 PASS (3 classes in Yr9 and 2 classes in Yr10)

Stage 4 and 5 PDHPE

There were 40 students who sat the 2 unit PDHPE examination in 2014. Half of candidates achieved a Band 4 or higher. Seven candidates received a Band 5 and one student scored a Band 6. Students did better in this subject than most other subjects within the school. Students were above SW Sydney Regional average.

17 students completed their Certificate II in Sports Coaching.

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

**VET - HSC**

Hospitality achieved results across performance Bands 3, 4 & 5 with 4 students sitting for the HSC examination. The data indicated that the student’s results were below the state average.

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

Metals and Engineering achieved results across performance Bands 2 and 4 with 1 student sitting for the HSC examination. The data indicated that student’s results were slightly below the state average.
Construction achieved results across performance Bands 2 and 4 with 5 students sitting the HSC examination. The data indicated that student’s results were slightly below the state average.

Business Services achieved results across performance Bands 3 and 5 with 4 students sitting for the HSC examination. The data indicated that student’s results were above the state average.

Sports Coaching was also offered as a subject however there was not a HSC examination for 2014. All students were successful in achieving their VET certificate goals.

Three students and one teacher from Robert Townson High School received VET regional awards as group winners for 2014 in Construction, Metals & Engineering and Hospitality. The awards evening was held at the Liverpool Catholic Club.

Other achievements

Significant programs and initiatives – Policy and equity funding

Aboriginal education

The focus for Aboriginal Education for 2014 has been to meet key DEC targets by improving numeracy and literacy skills, improving student transition from school to work (or further education) and building upon existing cultural programs. The Aboriginal Education Team (AET), with the aid of addition funding, has employed an AEW on a part time basis. At the start of 2014, our long term AEW got a job on the SW Sydney Aboriginal Education and Engagement team and we have employed a new AEW, Nicole Walpole. The team has further strengthened ties with the local community and in particular with the NRL School to Work team and University of Western Sydney (UWS).

From the SMART data generated from NAPLAN, Year 7 results show that our students are below State averages for both Aboriginal and all students, in both Literacy and Numeracy. A number of areas of concern have been identified and individual student learning plans have been adapted to accommodate these concerns. Our AEW has continued tuition for all students in Year 7 and 8 and the Opportunity Learning Hub has been accessed for tuition in both literacy and numeracy. Year 9 results were below the State average for all students but above State Aboriginal averages, in both Literacy and Numeracy. All students in Year 9 have had tutoring on a group and individual basis with the AEW, with an aim to improve literacy and numeracy skills and to further engage the student in education. The school has also entered (with some success) in Sydney SW Area Aboriginal numeracy days.

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

Personal Learning Plans have been developed or updated for all Aboriginal students. The plans cater for individual needs and interests of each student and offer support in areas of concern. The plans are updated each semester, to meet the changing needs and demands of current students. In 2014, the plans assisted the AET in identifying students with an interest in certain trades. SSWI (TAFE) was accessed and a number of students participated in Hands On ‘taster’ courses in areas such as Mechanics, Metal Fabrication, Spray-painting, Floristry, Hairdressing and Beauty. Students are also involved in SBAT’s and TVET courses in Year 11 and 12.

Culturally, students completed workshops in Careers, Mentoring and Leadership and Health related issues at the school, Tharawal and local community centres. The students also participated in a joint school NAIDOC week celebration initiative with local primary schools (organising and running a series of Traditional Indigenous Games). A team, coached by Nicole, was entered into the Tharawal Touch Tournament.
All students in Years 11 and 12 were registered with the Wests School 2 Work program (a NRL initiative to assist in student transition to the workforce) and the Aboriginal Employment Strategy (AES). From the School 2 Work program, four students were selected as a Campbelltown representative to attend the Aboriginal Youth Forum to be held in Brisbane (February 2015). The 4 students are Jacklyn Connor, Jade Buggy-Kennedy, Jai French and Thomas Marshall. Students in Years 7, 8, and 9 were linked with the Opportunity Learning Hub to assist in developing critical literacy and numeracy skills. Two students were also selected to attend the Macquarie Fields Police ‘Good Kids’ program and spent time at the beach learning to surf.

Four students from Year 8, 9 and 10 have been selected by a team from UWS to participate in the Graham ‘Polly’ Farmer program, Ngara Wingara. The program is a GAT based program to assist with students reaching their potential through extension work in certain subjects and mentoring from current UWS students. Samantha from Tharawal spoke to all Year 10 students about culture, Aboriginal history (especially in the Macarthur region) and the Stolen Generation.

Six students from Yr7, 8, 9 and 10 participated in a camp organised by UWS (this camp was in the school holidays and students attended in their own time). The camp was centred on the ‘Walking Tall Together’ program and gave students information on further educational avenues.

Student achievements that are particular highlights include KARI awards for Kelly Stewart Keys (received the very prestigious Milpra Award) and Emma Costello-Grealy (Performing Arts). A number of students were also recognised for their outstanding attendance with Sydney SW Area Attendance Certificates.

Emma Costello-Grealy, Dylan Howell, Dana Matthews, Melanie Marshall and Kelly Stewart Keys completed their HSC.

**Multicultural education and anti-racism**

Each Wednesday a number of our students are involved in a program of Muslim Mentoring. A qualified and approved ex-student of the school works with students to achieve academic improvement and cultural awareness.

**Gifted and Talented**

The Gifted & Talented Committee which was formed at the beginning of 2011, continued to operate this year. Gifted and talented students were identified across all years by way of faculty nomination and analysis of SMART data. A Gifted and Talented roll call group was established with students selected from years 7 to 11. Students were given a range of challenges and personal information projects to work on in this time, culminating in presentations of their work.

Under the guidance of Ms Griffin and Ms Paroz, the gifted and talented roll call students entered two teams into Tournament of Minds (TOM). TOM is a problem solving program for teams of students from both primary and secondary years, where the teams solve challenges from a choice of four disciplines. Tournament of Minds is one of the fastest growing international school programs with the involvement of thousands of participants. TOM aims to enhance the potential of our youth by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a competitive environment. The teams, consisting of Chad Junior El-Esber, Danielle El-Esber, Joshua Virgona, Molly Malone, Vaoita Sene, Sunny Martinez, Rasmine Giles, Ebony Hooper, Shaya Narayan, Ines Rueda, Kaylin Alexander, Tara O’Brien and Luke Martino, competed at the University of Western Sydney.

As part of Education Week celebrations, Year 10 student Rebekah De Matos participated in “Director for a Day”. This program provides opportunities for students to learn about the challenges of working in senior management in the Department of Education by shadowing a senior officer. Rebekah was also able to network with other student leaders from local schools.
The aims of the Gifted and Talented Committee for 2015 are to continue to run the gifted and talented roll call group for all year groups, with a focus on problem solving, presentation skills, team work, leadership and preparation for some local challenging competitions.

**Significant Funded Programs**

As part of the new school funding arrangement, (RAM – Resource Allocation Model) our school received targeted funding support in specific areas. It is a mandatory requirement to report on how this funding was used.

**Aboriginal Programs**

All funds were used to employ an Aboriginal Education Worker three days per week. Her role was to support all students in the achievement of their learning outcomes outlined in their personalized learning plans. Outcomes of this program are listed earlier in this report.

**Socio-economic background**

The school received $312,830 for this area. After community consultation it was determined that a support program for disengaged students would be established. These funds were used to resource an alternative learning environment, a head teacher to oversee the program and a teacher to operate aspects of the program. Identified students had tailored personalised learning plans determined and implemented to meet their learning needs and post school goals.

**English Language Proficiency**

The school was allocated one day per week funding to support identified students. A teacher was allocated with the responsibility to assist these students in reading, writing and resource production.

**Low Level adjustment for disability**

The funding made available in this area was used to employ a teacher one day per week. Their role was to identify all students found to be under achieving and develop their literacy skills in reading, writing, spelling, punctuation and grammar.

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

The school commenced its planning process by reviewing the strengths and areas of further development from the 2012-2014 plan. An extensive data analysis was also performed on past HSC, ROSA, Literacy, Numeracy and ESSA data by staff. This occurred in open staff meetings, after school evaluation teams and school development days. Our school executive team and aspiring leaders undertook further training in the planning process as well as an in-depth analysis of the data, projects and programs that may address our needs.

Concurrently the school employed the Tell Them From Me diagnostic survey to gather anonymous information from parents, students and teachers about the effectiveness of our school to date plus demographic information that helps identify our current clientele. All staff were given the data for evaluation and this was triangulated against school determined information.

The Parents and Citizen body were also consulted and their input was included.

**School planning 2012 - 2014**

**School priority 1**

Student engagement in learning has increased.

**Outcomes from 2012–2014**

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

**Evidence of progress towards outcomes**

- All staff undertook training in differentiated programming and teaching.
- Teachers developed teaching programs that build upon student prior knowledge and skills.
- Negative classroom incident reports decrease.
School priority 2
Student literacy results for Year 7 to 9 will improve.

Evidence of progress towards outcomes

- Student progress along the literacy continuum had been recorded.
- Teachers have modified teaching and assessment practices to develop student literacy skills with respect to the progress along the literacy continuum.
- Student literacy groups are created where students undertake weekly literacy skills development in Reading, Writing, Punctuation and Grammar. Progress is assessed weekly and mapped to the literacy continuum.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
Seventy eight percent of parents feel welcomed when visiting the school.
Seventy per cent of parents state that teachers have high expectations of their students and expect them to be attentive in class.
Seventy four per cent state that school information is clear and in plain language.

Future Directions

2015-2017 School Plan
NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Strategic Direction 1 – Improving students academic performance

- Literacy team construct a Year 7 to 9 targeted literacy program based on individual performance.
- Ensure students are being mapped to the Literacy Continuum.
- Review school numeracy progress over time. Review current practices.
- All staff to review their students Numeracy progress in SMART.
- Introduce a Learning Engagement team.
- Establish whole school protocols for identifying disengaged students.

Strategic direction 2: Fostering a culture of high performance and quality learning

- Form a Curriculum review team linked to our Teacher Professional Learning Plan (TPL) plan to examine the needs of our students.
- Review curriculum offerings and practices in line with students skills and needs.
- Ensure TPL is in line with BOSTES framework.
- Establish the implement whole school protocols for identifying disengaged students and develop appropriate curriculum reforms.
- Ensure staff are trained in 21st century pedagogy with relevant well resourced programs.

Strategic direction 3: Developing student wellbeing and leadership

- Welfare team to conduct review of existing Student Wellbeing programs and processes.
- Identify and develop leadership skill of aspiring leaders.
- Student and staff leadership team work to develop a potential student leadership matrix.
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.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: