Principal’s message

Robert Townson High School was established in 1987 to serve the communities of Raby and St Andrews in the City of Campbelltown. The 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.

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 2005 targets and our targets for 2006.

I certify that 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

Our achievements

The Arts

Ms Clifford, an art teacher acquired a grant to run a special project with a group of gifted and talented students. Approximately 30 students were selected from Years 8 -11 to work on the project to produce a large mural to enhance the school environment. All students worked well over two terms completing three very professional landscape paintings displayed in the top quadrangle. Special congratulations to Sarah Daoud Year 9 and Matthew Attard Year 11 for their extra commitment to the project.

Our Senior Visual Arts and Music students continued to excel in 2005 and the school community celebrated the success of these Year 12 students at a special evening of celebration. On this night in August our Visual Arts students exhibited their artworks along with the Industrial Technology students who displayed their major projects, while we were entertained by the Year 12 Music students performing their HSC performance pieces.

Toni Skerra in Year 11 attended the Dobell Drawing School run by the National Arts School. Douha Ayshan and Mitchell Beauchamp Year 8 attended the Hot House program for junior gifted and talented students. Jasmin Gammage, Samantha Blasanato, Jade Thorouggood and Sarah Abrahams from Year 9 attended the South West Drama camp at the University of Western Sydney. Year 9 Drama performed a play for Year 2 at Robert Townson Primary School strengthening the ties between our two schools.

(part of the gifted and talented mural)

There are many performing arts activities administered by the music department. The band which features brass, woodwind, percussion and keyboard aims to develop gifted and talented musicians at all levels of experience. Integral to the development of the Band as a performing ensemble is its busy calendar of performance engagements.
throughout the school year. The band delivered its latest repertoire at formal assemblies each term as well as performing the Australian National Anthem. It also enhanced the image of the school by performing at such events as the annual Variety Night, Year 12 Graduation ceremony and Presentation night.

The profile of Robert Townson High School in the community has been raised by the Band’s performances at the Year 6 into Year 7 enrolment day assemblies and Variety Night. The highlight of the Band’s year was again entering the Engadine Band Festival and achieving a silver award. A fantastic achievement as we were against some very experienced school ensembles from other regions.

In 2005, a vocal ensemble was started to cater for those students interested in singing as part of a group. They performed at Presentation Night and the Year 10 Graduation.

The annual Variety Night held in August was an opportunity to showcase the considerable talent of musicians and dancers in the school. These included our successful HSC music class, the Year 9 and 10 elective classes and many others from Year 7 -12.

Besides on stage performance ensembles, Robert Townson High School has an experienced and loyal group of students who form the sound, lighting and stage crew. This technical crew formed the backbone to all presentations from school assemblies to Variety Night performance.

Sport

Robert Townson High School enjoyed another high sporting profile in 2005, building on the proud tradition already established at the school. The school entered teams in the following NSWCHS knockout competitions.

Boys: touch, soccer (Bill Turner Cup and Opens) AFL, hockey, basketball, volleyball, cricket, rugby league (Buckley Shield, University Shield and the Arrive Alive Cup) triathlon and netball.

Girls: cricket, triathlon, soccer, basketball, touch, hockey, volleyball and netball.

Robert Townson High School had three teams entered into the Western Suburbs Rugby League knockout. Mr Garland took the 13 years, Mr Innes took the 14 years (this team placed second in the knockout and went through to the State knockout – this involves the top 16 schools in the state) and Mr Child took the 15 years (progressed to the semi finals).

Western Suburbs also hosted the inaugural West Cup (a 14 years week to week competition for schools in South West Sydney Area). After winning a very tight pool, Robert Townson went on to make the final of the competition. Unfortunately we were beaten in a close, exciting game.

Mr Kelava organised and ran the Titan Cup soccer competition for the third consecutive year. Eight schools were invited to participate from the South Western Sydney Area. Robert Townson had one team in the competition who made the finals (but were narrowly defeated). The tournament, under the supervision of Mr Kelava was operated by elective PDHPE students from Year 9 and 10.

Mrs Child ran a very successful Macarthur Zone netball gala day. Ten teams participated in this tournament and all played well. A number of our students were involved in refereeing and in the competition organisation and operation.

Our students compete in NSWCHS Sydney South West Area and Macarthur Zone sporting competitions. The Macarthur Zone competition allows students to compete against other students from nearby schools in a variety of sports.

In the big three carnivals of the year (swimming, cross country and athletics) we had a number of students representing the school at zone, area and NSWCHS level.

The following elite sports people were recipients of Macarthur Zone blues for outstanding achievement in their sport.

Hadi Fatrouni – Cross Country,
Narotha Sar – Athletics

The major sporting awards for 2005 were:

- Sportsman of the Year – shared – Brad Lewis & Blake Keogh
- Sportswoman of the Year – Emma Cairnduff
- Mitchell Bek Sports Award – Skye McParland (hockey)

Robert Townson High School continues to value and promote sport and student participation. We structure our curriculum to enable maximum participation for all abilities to grow and excel. We utilise the experiences of teachers across various faculties and give students a chance to participate in competitions against both public and private schools.

Key evaluations

Educational and management practice

Anti bullying
Background
A review of suspension and expulsion data and records of student incident reports clearly showed that despite an expectation of appropriate social behaviour and an ongoing reminder of appropriate behaviour, some students acted inappropriately towards peers, specifically verbal, emotional and physical harassment. Accordingly our school conducted an Anti Bullying Day where students were surveyed verbally and in writing on whether they have been harassed or harassed others. Seven hundred and twenty nine individual survey results were collected and analysed.

Findings and conclusions
One quarter of the students found the school to be unfriendly, with one fifth feeling unsafe. Eighty two percent said they experienced either verbal or emotional bullying. Twenty seven percent stated bullying occurred once in a while with a further eight percent stating it occurred more often than that.

One third of students stated that at some time they have bullied others. The majority of these incidents occurred within the classroom or moving to or from class. Twenty seven percent stated it happened in the playground.

The two most common ways of dealing with the problem include ignoring it or avoiding it. Forty percent of students sought assistance from a friend first and a teacher second. Thirty five percent said that the school could do more.

Future directions
The school community will be made aware of these findings at relevant venues. All incoming students – year seven and new enrolments will be informed and given our anti-bullying policy. All new teachers will be made aware of strategies and procedures to follow when dealing with issues of harassment. Students will be further consulted in ways to assist them. A quiet area will be established for incoming year seven students.

Curriculum
Area: Reading

Background
Every year some students are identified by school diagnostic tests and student ELLA results as having a reading age several years below students within their cohort. Though there are reasons for this difference upon entering high school it results in these students having to perpetually “catchup” during their time at school. This often results in disengagement from learning. Though support strategies are in place including extra teacher support and peer and parent tutoring it was felt that we needed to assist them at a more fundamental level. Accordingly a program commenced in April 2005 based on a Reading Recovery Model. Four students were withdrawn for one period (55 minutes) three days per week. Due to an inability to work independently when necessary this model was modified and students were split into two sub groups. Where possible a teacher’s aide or parent helper was used to assist the students.

In addition to this each student was assigned a Year 9 peer tutor (who initially undertook a training program) for four fifteen minute sessions per week for twenty weeks.

Findings and conclusions
• Most students improved in all areas tested (single letter sounds, letter combinations, fluency, accuracy and comprehension.)
• Many students mastered all single letter sounds and all letter combinations tested.
• All students after an initial reluctance were more willing to participate in reading words and texts.
• Fluency and accuracy improved.
• Most improved in comprehension with 30% improving their comprehension level by 12 months or more. Students whose comprehension level continued to be below Year 4 have been nominated for a Life Skills program of study.

Although the students have made large gains in their reading and comprehension ability, many have not reached the expected levels for their age and so will need to be supported for some time.

Future directions
The success of the program has resulted in the continuation of this program. Student diagnostic tests will commence as early in the year as is feasible. Students after completing the program will participate in ongoing reading support programs monitored by support staff and classroom teachers. As student confidence grows so will their engagement with learning.

Other programs

Literacy

Background
The literacy team has utilised ELLA results, District STLA support, advice from Primary School Teachers regarding our Year 7 students and other diagnostic
tools to target students with high literacy needs. Results have been encouraging, especially with lower and mid-range students.

Results for ELLA - Year 7 performed comparably to the region with boys performing better than girls in reading, writing and language. The results from 2005 were down compared to the results of 2004.

For Year 8 the boys performed better than the girls with the cohort performing slightly below that of the region. Examining the results from Year 7 2004 with Year 8 2005, we had growth although not as significant as expected.

The Campbelltown District STLA (Support Teacher Learning Assistance) and Robert Townson High School’s STLA collaboratively planned and implemented individual reading programs for a group of struggling Year 7 students. The program continued for fifteen weeks. It is pleasing to report that most of these students improved their reading/comprehension age by 12 months or more.

Other programs implemented in 2005 included:

- Peer reading targeting Year 7 students with trained Year 9 tutors.
- Parents as tutors. This involved a team of parents who gave literacy support to selected Year 9 or Year 10 students.
- A home reading scheme for all Year 7 in terms one and two.
- Daily focus on reading.
- Focus on Language Programs in term 3 and 4. A literacy focus for the week was introduced in roll call, awareness posters were displayed across the school and more detailed posters were displayed in class rooms. Teachers included this aspect of literacy in their teaching programs throughout the week.
- Gender equality strategies in Literacy to encourage boys to be actively engaged in reading through tutoring younger students and by developing/acquiring reading resources suitable for both boys and girls.
- A student literacy database used to track student’s progress. The database is used to select students for literacy support and as a communication tool to assist KLA’s with programming.

Future directions

- Current programs (as mentioned above) will operate in 2006.
- The Literacy Team will implement an additional tutoring program in 2005 where volunteer Year 12 students will tutor junior students in a Learning Centre set-up.
- Coffee Shop initiative – Commonwealth Bank Financial Literacy Grant. The school was successful in gaining a $3,500 grant to establish a Coffee Shop in 2006. The program is across all KLA’s and caters to a variety of special needs and mainstream students by providing real life numeracy and literacy experiences in catering and small business operations.

Numeracy

Background

Numeracy improvement continues to be a whole school priority. This has been addressed by identifying students numeracy areas for development from SNAP data and having each faculty select appropriate skills that can be incorporated into their teaching programs.

A numeracy support group is operating for those individual students who have been identified as having difficulty with basic numeracy skills. The support groups receive daily tutoring from older students.

Results from SNAP:

- Overall Year 7 student results were slightly down compared to last year’s cohort, lying just below the regional average.
- We had a slight improvement in the space strand and performed weakest in measurement.
- Comparing gender, Year 7 boys performed better than the girls.

YEAR 8

- Year 8 student’s SNAP results indicated that while slightly below the regional results, over time we have made improvements to reduce the gap.
- We had a noticeable improvement in the data strand, but space was the area where students performed poorest.
- Again comparing gender Year 8 boys out performed the girls.
- Examining results from Year 7 2004 with Year 8 2005, we have had growth although not as significant as expected.
- We have also been successful in shifting students up the bands from Year 7 into Year 8 our most obvious being in the low and elementary bands.
- In 2005, all students who identified themselves as ATSI, performed above the ASTI students in the region.
Programs/Achievements
- Consultancy support was provided to the school by the DET. It was utilised by Mathematics working with the Maths faculty to focus on the Working Mathematically strand of the syllabus.
- The Numeracy support their valuable programs and resources. The numeracy team worked tirelessly to reproduce and expand on the program. This new program will continue to be utilised in 2006.

Future directions
- The regional Mathematics consultant will in-service staff across all KLA’s on SNAP results and also incorporating numeracy strategies into lessons.
- The Mathematics faculty have worked with other schools in the region to target areas of weakness based on SNAP examinations to generate specific lesson resources to be incorporated into the teaching programs.

Student Welfare
Background
The focus for this year has been to develop well being for all members of the school community in terms of a strengths-based approach to welfare programs and interventions. This approach has a base in family therapy and is finding wide application in schools where the aim is to utilise individual strengths and build on these to further develop skills, knowledge and attitude to enhance the personal development and success at school. Programs have operated on an interagency or school basis.

Interagency Programs
TAFE Career Options for Youth
Students who are underachieving at school have the option of participating in this course which prepares them for the world of work through an intensive program of literacy, numeracy and information technology.

Mission Australia Links to Learning
This course offers students over five weeks the chance to develop intensive study skills through a small group approach. Students return to school to apply these skills after completion of the course.

TraXside
This agency has offered counselling support on a needs basis for students and their families.

Plan-it-Youth
A DET program in its third year of operation at Robert Townson School. Mentors from the community are matched with students in a mentor approach to help students in their decision making and goal setting.

TAFE Students Leadership Program
A new initiative where the Year 11 student leaders and other identified students participated in a mentor training course taught by a TAFE teacher at school as an extracurricular activity.

School Programs
Cooling Conflicts
This program is in the third year of operation and represents a transition link between Robert Townson High School and Robert Townson Primary School where drama is used as an approach to improve conflict resolution issues.

Families Matter
This program is supported by parents and other people from the wider community. This year saw two events in Term 1: “Meet the Teachers Barbeque” for Year 7 Parents in February and “Parenting your Adolescent” which was held in April.

Transition Program
The Transition program has grown in strength due to the strong networks that have developed between Robert Townson High School and the feeder primary schools. Regular meetings are held where information is shared between the schools regarding students and their transition from primary to high school. The number of high support needs students has increased significantly and numerous support structures have been established to help these students. Year advisers conducted a Social Skills program over six weeks where six students with specials needs were mentored and supported in their transition from primary to high school.

Peer Support Training
An established program with fifty students being trained as leaders in 2005. Peer support student leaders work with teachers and students in the Transition Program acting as mentors for special needs students. To facilitate the mentoring program a special roll call class has been established for them.

Gifted and Talented Program
The School’s Conflict Resolution and Mediation Program (SCRAM) was one of the school’s Gifted and Talented initiatives. It is a competition organised by the Law Society of NSW. Robert Townson High School trained ten students for this competition which was conducted over a six month period. The students were very successful and made it through to
the semi-finals. These students form the basis of the school’s peer mediation team.

**Vocational Education & Training**

Vocational education has become an important part of the senior curriculum. Students who successfully completed a two-year VET course could qualify for a TAFE Certificate II, enjoy advanced standing at TAFE and improve their employment opportunities. VET subjects studied at school or TAFE contribute towards the award of the HSC and a University Administration Index if the student undertakes the Higher School Certificate examination.

A total of 37 students attended either Campbelltown, Liverpool, Macquarie Fields or Padstow TAFE to study a range of VET courses including accounting, property services, childcare, aeronautical skills, airbrushing, vehicle maintenance, horticulture, welfare and community services. Three hearing impaired students undertook TAFE courses in discrete classes where extra support was available.

Two students were engaged in part-time traineeships with Big W and McDonalds. This was a work-based program that combined paid work and structured training as part of the HSC qualifications. Students were able to include this retail subject in the calculation of their UAI.

All Year 10 students completed at least one week of supervised work experience in an industry of their own choosing. Students were required to arrange their own work experience placement using their resumes prepared in career education lessons. The school directly assisted a small number of students who were unsuccessful in finding work placement. During their work experience, students were required to keep a work diary and were visited by a member of the teaching staff.

Prior to work experience all Year 10 attended a Macarthur Area Careers Expo where they were able to talk to industry representatives from TAFE, University and private providers. They were also able to attend a variety of lectures, including grooming/presentation skills, industries where there are job shortages and job related skills. Students were able to choose their activities and network with students from other schools.

The School To Work program involved all students in Years 9 and 10. Students were required to compile a summary of work related skills and experiences gained through their studies and extra curricular experiences. This information was kept in their Employment Related Skills Log book which the students were able to take home. This program should ensure that students are well prepared when they apply for employment.

All Year 11 VET students participated in Macarthur VET Industry Showcase where students learned about the importance of flexibility, self-confidence, self-directions and risk taking to be able to succeed in the world of work in the 21st century. Members of Parliament, motivational speakers and industry curriculum framework mentors were actively presenting.

**SCHOOL REPORT 2005**

**School Certificate Results**

**English**

English Literacy Test results showed a different pattern from last year. While we had fewer student scoring Bands 5 and 6, we had a considerable rise in the number of students in Band 4 (42.60%). Once again Band 4 was the most frequently scored Band, followed by Band 3. This follows the State pattern. More students scored Band 2 than Band 5, a reversal of last year. Fewer students scored in Band 1.

Band 6 results all went to boys this year, and boys and girls were evenly represented in Band 1. The boy’s class in English does not seem to have improved performance in English results overall, but the departure of the teacher who had begun this new development will have influenced this result. Literacy test results over time seem to follow an up-and-down pattern year to year. The faculty is investigating using computer technology to assist students to manage their own revision process.

**Mathematics**

One hundred and seventy one students sat the School Certificate Mathematics examination. Nine percent achieved Bands 1 and 2 compared to 25% across the state. Compared with their performance in the BST the majority of students demonstrated an expected academic growth in line with state expectations. This trend was best demonstrated by female students.

**Science**

One hundred and seventy one students sat for the Science School Certificate. Generally, student performance was similar to that of the previous year.

One student achieved a Band 6. Twenty five students achieved a Band 5. This was fifteen percent of the total candidature. Fifty three students achieved a Band 4. This was approximately 31% of the school’s total which is similar to the state’s results.

The number of Band 3 students was significantly greater than the state average. Only 45% of students were in Bands 4 to 5 in science which is lower than the states average. Seventy two percent of the students achieved a Band 3 or 4 which is higher than the state value of 60%.
The majority of the students demonstrated state expected growth compared to their Year 5 achievement in the BST. While the high achieving and middle achieving students continued to achieve at levels similar to previous years, the lower achieving students performed at a lower level compared to previous years. The trend of lower achieving students was highly anomalous with that of previous years.

**Australian History, Civics & Citizenship**

Student results were on average slightly lower than the state across all bands with 89% of students placed between Bands 3 and 5.

Comparing student results their performance in the BST it is evident that students in the middle bands were performing consistently with similar performing students across the state.

These results are consistent with student performance at the school in Australian History, Civics & Citizenship over the past four years and also consistent with student performance in other School Certificate subjects across the school.

2006 sees the introduction of a new School Certificate syllabus for History that may cater for more capable students.

**Australian Geography, Civics and Citizenship**

The distribution of marks across the bands displays a markedly positive skew with 113 students falling in the top three Bands compared with only 45 students falling in the bottom three Bands. Better performing students i.e. those with marks falling in Bands 5 and 6, achieved the greatest value added results whilst those in the middle two Bands achieved the least value added growth. Within the school cohort the Band with the greatest range of value added growth was Band 3.

**Higher School Certificate Results**

**English**

Students continued to perform well in all three of the English courses studied. All group results were above state average. Students in English performed better than students in Mathematics, HSIE and Science.

Only two students attempted Extension 1 English, with one achieving a Band 3 and the other a Band 4 result (the highest band available at this level), the best results we have achieved in this subject to date. Both students were girls.

In advanced English three of the ten candidates achieved Band 5 (this is close to the Stage average) and the other seven achieved Band 4 results. Only four boys attempted this course, and they achieved two of the three Band 5 results. Only 13 marks separated the top and bottom students.

In Standard English our results reflected the State pattern, except that a higher proportion of our students scored in Band 4 than in the state (35.29% for the school, 31.24% for the state). Consequently fewer students achieved Band 3. Our Band 2 results were also better than the state average, but this year we had seven students score in Band 1 which has not occurred for several years.

**Mathematics**

Students sat for mathematics examinations across three subjects (general (74), mathematics (20) and extension 1 (7)). In general mathematics with the exception of eight students all demonstrated positive value added growth consistent with state trends since they sat for the BST.

In mathematics one Band 6 was achieved followed by seven band fives. This comprised 40% of the students sitting the examination and is larger than the state trends. Less students achieved in Bands 1 and 2 than compared with the state.

Seventy one percent of Extension 1 students achieved not less than the second top band which is consistent with state trends.

To help students achieve higher results in the HSC in 2006 we will write and offer a less academically demanding subject for students who find this subject too challenging.

**Science**

Thirty six students sat for the HSC in science in 2005. Ten sat for physics, ten for chemistry and sixteen for biology. Physics students were the most successful, with results comparable to the state average while chemistry and biology performed below the state average.

Physics students achieved results in Bands 3 to 5. A total of 64% of the physics students achieved greater than Band 4 which is similar to the state average patterns. No student achieved less than Band 3.

Chemistry students achieved results in Bands 2 to 5. One student achieved a Band 5 while 90 per cent of students achieved a Band 3 or higher which is similar to the state average. Biology students achieved results in Bands 2 to 5. A total of 62% achieved greater than Band 3.

Physics students performed strongly in examinations compared to other examinations across the school. Compared to their performance in the school certificate, the majority of physics and chemistry students demonstrated state expected growth. Fifty per cent of the biology students performed below the
state expected growth. This significant portion of low achieving biology students reduced the overall performance of science relative to the performance other subjects across the school. Improvement can be facilitated through appropriate subject choice for less academically capable students.

History
Students sat for examinations in ancient history (40), modern history (24) and extension history (1).

Three ancient history students achieved a Band 6, the highest number for any single subject in the school. Students who achieved in the lower Bands in the School Certificate examination generally demonstrated value added growth in their Higher School Certificate results. Modern and ancient history results were marginally below state average patterns, but extension history results were substantially above average.

A change in topics for extension history along with a new syllabus for modern and ancient history should better cater for senior history students.

Business Studies
The results show that the distribution of candidature across the Bands was negatively skewed with more students achieving marks placing them in the bottom three Bands than in the top three Bands. Students achieved higher results in business studies compared with their performances in the other two unit subjects.

Business studies students achieved significantly better than their state counterparts across all Bands. Sixteen of the 23 students achieved marks above the state value added mean. Students who value added most in business studies were found in all Bands but were most significant in Bands 1, 3 and 5.

Legal Studies
Student marks all fell within Bands 2 to 6. The distribution across these four Bands was slightly negatively skewed. On average however, students performed higher in legal studies then they did in several of their other subjects.

The majority of students doing legal studies value added more than their counterparts did across the state. The students who value added most in Legal Studies were found in Bands 3, 4 and 5. Generally speaking the students who value added least were found in Band 2.

Technology and Applied Studies
Students sat for examinations in three TAS subjects. Community and family studies (15 students), industrial technology – timber furnishings (5 students) and software design and development (7 students).

Community and family studies students achieved results across Bands 3 to 5. Five students achieved a Band 5, seven students gained a Band 4 and the remaining three students achieved a Band 3. Industrial technology students gained four Band 4’s and one Band 3 whilst software design and development students achieved four Band 5’s and three Band 3’s. All three subjects were above the state average. Community and family studies students results were particularly noteworthy. Student performance in this area was better than all other subjects with respect to the state performances.

The individual achievements of students in the TAS faculty were most pleasing. For students undertaking subjects in this faculty, 70% of those students had their TAS result as their best overall performance.

Students will be made aware of the rigors of the courses and the necessary commitment that will be required of them. The ongoing development of literacy and numeracy skills will remain a priority.

Creative and Performing Arts
Twenty four students sat for examinations in two subjects, visual arts (seventeen students) and music (seven students).

In Visual Arts, 53% of candidates achieved a result not less than band 5, more than the state result of 50%. No student achieved less than band 3. With the exception of two students, all students met a minimum of state determined growth, with five students well above the state determined patterns of growth since the School Certificate examination.

In music all students achieved Band 4 and above. One student missed out on achieving Band 6 by one mark. Every student achieved at least the state determined growth with three students demonstrating growth well above.

Results in creative and performing arts subjects were consistent with state trends. Students performed better in the Higher School Certificate in visual arts and music compared with all other subjects, except for community and family studies. Future directions to improve on these results include offering visual design as an alternative curriculum choice for students unable to meet the demands of the visual arts course, and encouraging appropriate subject selection for both the visual arts and music courses.

PDHPE
There were nineteen students who sat for the 2 unit PDHPE examination. One student achieved a Band 6, 67% of students scored Band 3 or higher (which is in line with state growth) and no student received a
Band 1. With the exception of one student, all students showed value added growth since the School Certificate and eleven of these students, showed significant value added growth since the School Certificate. Overall, students did better in PDHPE than in any other subject both across the school and within the state.

The PDHPE faculty will continue to assist students by offering an in depth study booklet to compliment class notes and assessment tasks, develop assessment tasks that incorporated elements of the Quality Teaching Model, especially higher order thinking and deep knowledge, offer study and review sessions (outside of normal school hours) and use teachers with specialist skills in certain topic areas to teach certain areas of the syllabus.

VET

Five students elected to sit for the Business Services examination. Two achieved Band 3, two achieved Band 4 and one achieved Band 5. One student, (Kylie Bailey) came fourth in the State in this subject.

Two students elected to sit for the construction examination. One achieved Band 2 and one achieved Band 3.

Six students elected to sit for the hospitality examination. One achieved Band 2, two achieved Band 3 and three achieved Band 4.

To improve student results in the future the VET teachers will encourage only the students who wish to include the course as part of their UAI to undertake the examination. The examination is not compulsory.

Twenty three students elected to sit for the Information Technology examination. Four achieved Band 2, eight achieved Band 3, six achieved Band 4 and five achieved Band 5.

One student elected to sit for the Retail examination and achieved a Band 4.

Our targets

Progress on 2005 targets

Target 1. Improved results for middle and high performing students in ELLA and SNAP examinations.

Our achievements include:
- Individual ELLA and SNAP results were evaluated to determine areas for growth and development with individual needs identified and communicated to all classroom teachers and support staff.
- Whole school training and development on the identification and use of appropriate language utilised in ELLA and SNAP examinations.
- The implementation of a school wide literacy teaching program focusing on areas of student weaknesses and on literacy development in general.

Target 2. All students in years nine and ten will be prepared for the 2006 Computing Skills Assessment (CSA) examination

Our achievements include:
- Students use of computing technology has increased as indicated by the demand for technology resources and the use of software in assessment tasks.

Target 3. Higher levels of safety, security and wellbeing for all students

Our achievements include:
- Appropriate programs for identified students in need of supportive strategies were developed and implemented.
- Non-confrontational student management strategies were developed and implanted for identified “at-risk” students.
- Increased student involvement in school leadership activities. Approximately 30% of the student population was involved in a leadership activity.
- The implementation of the Mind Matters program through the PD/H/PE syllabus.
- Support teacher collegiate were implemented to assist in the development of early career teachers.

Target 4. Improved HSC results

Our achievements include:
- The development and implementation of an alternative senior curriculum line for non-UAI students in all subjects excluding English and Mathematics in Year 11. In Year 12 students having difficulty with Mathematics can now undertake a Board of Studies approved course called Applied Mathematics.
- Early reporting to parents of Year 11 students on the progress of their children.
Targets for 2006

Target 1. To cater for the academic growth of gifted and talented students

Strategies to achieve this target include:

- Identify students with giftedness and talents.
- Develop and implement an appropriate curriculum that utilises higher order thinking, problem solving and open ended problems.
- Trial the program on a large pilot group.

Our success will be measured by:

- The development/implementation of a program.
- The identification of gifted and talented students.
- Community surveys demonstrating the program is engaging and valuable.
- Student outcomes are presented to the school community and students value the work.

Target 2. To develop a continuum of learning from Kindergarten to Year 12

Strategies to achieve this target include:

- The development of K-12 curriculum plan.
- Working towards the development of policies to facilitate transition from Year 6 to Year 7. This includes assessment and reporting.
- Sharing of data sets to enable needs of students to be identified and addressed.

Our success will be measured by:

- The development of a K-12 curriculum plan.
- Staff from primary and high schools working together and evaluating local policies and practice.
- The development of K-12 policies.

Target 3. Improve student Literacy and Numeracy

Strategies to achieve this target include:

- Examining SNAP and ELLA data sets to determine areas for school focus and development.
- Employing motivating speakers to engage students in literacy development.
- Having a school focus on literacy and numeracy development via programs including USSR, peer and parent tutoring, establish curriculum groups and targeting staff development appropriately.

Our success will be measured by:

- The identification of areas for further development in numeracy and literacy.
- The engagement of students in literacy motivational programs.
- The development of teaching programs that incorporate the literacy and numeracy identified areas for development.
- General student growth in literacy and numeracy as determined by the year eight ELLA and SNAP examinations.

Target 4. Higher levels of Safety and security for all of our students

Strategies to achieve this target include:

- Review Occupational Health and Safety practices in terms of current requirements.
- Develop and implement a lockdown procedure.
- Improve efficiency of emergency evacuation procedures.
- Train staff further on carrying out risk assessments.
- Educate the school community on the Anti-Harassment policy.

Our success will be measured by:

- Our OH&S committee evaluating current procedures and communicating their outcomes to the school community.
- A lockdown procedure is developed and trialled.
- The current emergency evacuation procedure is reviewed in line with geographical changes to the school.
- Staff use risk assessments for all relevant variations to routine.
- The school community is made aware of the results of last year’s survey on bullying. New students are made familiar with the policy and all students continue to be educated on their expected behaviour towards others.

Our context

Curriculum Patterns

In the junior school, the curriculum was divided into two modules: 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 and one class of students requiring remediation in each year. In Years 9 and 10, students undertook a core curriculum of English, mathematics, science, PD/H/PE, Australian history, geography, civics and citizenship plus two elective subjects. Classes were streamed in mathematics. All other subjects were of mixed ability. English conducted two top classes with the remainder being 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.

**STAFFING**

There are 70 teaching staff at Robert Townson High School. This includes specialist teachers such as ESL, Counsellor, Librarian, Careers, Teachers of hearing disabilities and Learning Difficulties teachers. Thirteen support staff are also employed to service school community needs.

**Parent and Caregiver Involvement and Participation**

In 2005 we achieved a high level of parent and community involvement through activities that included the following:

- An expansion of our parents as tutors program included training for parents to support students in reading improvement.
- A parent-teacher evening at the end of Term 2 attracted a record number of parents and caregivers to discuss their students’ progress.
- The Parents and Friends Association (P&F) provided a forum for the exchange of ideas on issues related to school management, organisation and planning. Community Projects over 2005 included the installation of a 24 litre water tank as part of the school’s water conservation program.
- The information evenings for parents and students proceeding into Years 9 and 11 were well attended and assisted students in making informed choices of subjects in Year 9 and the preliminary courses for Year 11.
- The school uniform shop operated by the P&F continued to provide uniform items at an attractive price. Negotiations with various suppliers ensured that parents receive optimum value for money.

- We conducted the Families Matters program. Guest speakers discussed relevant issues for parents to support their children at home.

**Enrolment profile**

Student enrolment at the beginning of 2005 was 1021. Student enrolment has declined slightly over several years due to the changing demographics of the population in the surrounding community. This includes families re-locating to other suburbs within and outside of Campbelltown. Forty-nine cultural backgrounds are represented in the school enrolment with the largest being Arabic 7%, followed by Hindi (3%) and Spanish at (2%). Fifty Seven percent of our students were female and fifty-three percent were males. The largest enrolment by year for students was Year 7 with 182 students.

**Attendance Profile**

The general attendance profile for both senior and junior students is above the state average. Junior students had a rate of 90.8% compared with 89.9% across the state. Senior students showed a similar trend. Gender did not demonstrate any significant effect on attendance patterns.

**Post School Destinations**

Surveys are undertaken each year to determine the destinations of students after they leave school.

Typically about 30 per cent of students completing Year 12 proceed directly to University studies. In 2005, 28 students were offered a position at a variety of universities including University of Western Sydney. Students leaving after Year 12 to take up TAFE studies number 30 to 40 per cent. Courses such as Fine Arts, Information Technology, Children Services, Community Services and Graphic Design are some of the courses being studied at a variety of TAFE Colleges. Other graduating students either take
up full time employment, traineeships or apprenticeships.

Each year about 20% of Year 10 students choose not to continue senior study at school, the majority enter into an apprenticeship, many of which originated from the school work experience program or employment.

A small number of students leave before the completion of the School Certificate. Each one of those students has been assisted into employment, labour market program or a specialised TAFE program.

**Financial statement summary**

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

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<th>Date of financial summary:</th>
<th>30/11/2005</th>
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<tbody>
<tr>
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<td>Tied funds</td>
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<td>Canteen</td>
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<td><strong>Total income</strong></td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
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<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>257,285.54</strong></td>
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</tbody>
</table>

A designated regional officer has provided guidance to the school during the self-evaluation process and validated the analysis of student performance data contained in this report.

**Annette Whiley**

School Development Officer

South Western Sydney Region

The school education director has endorsed the targets contained in this report, which will be used to facilitate regional planning and allocation of regional resources.

**Peter Phelps**

School Education Director

Ingleburn

A full copy of the school’s 2005 financial statement is tabled at the annual general meetings of the School parent body. Further details concerning the statement can be obtained by contacting the school.

**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 has determined targets for the school’s future development.

Members of the school self-evaluation committee included:

Warren Parkes Principal
Kim Chapman Deputy Principal
Leanne Hevey P&F Member
Julie Hill P&F Member
Wasim El-Haj School Captain

The school executive team

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