Our school at a glance

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

Our curriculum offers a diverse range of subjects and we cater for lifeskills, vocational and academic subjects. Within our school is a specialist unit for hearing impaired students in which were 24 students ranging from Year 7 to Year 12.

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

The purpose of this report is to inform you of the achievements of the school, some significant programs and aspects of student performance. The report also includes information on the achievement of our 2010 targets and our targets for 2011.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development

Warren Parkes

P & C and/or School Council message
Our Parents and Citizens (P & C) group meet every second Wednesday of the month during school terms. Our Annual General Meeting takes place in March of each school year.

The elected committee oversaw the general operation of the P & C which included general school input, community feedback, fundraising and representation of the community. During the year funds where raised through BBQs and various fundraising events. The P&C also sponsored student awards which are presented yearly at the school presentation night in December.

We had a great year in 2010 in terms of fundraising, working together as a team and in conjunction with the Robert Townson Primary School P&C. The highlights of 2010 were as follows:

- Federal election BBQ which we operated with the Robert Townson Primary School and a BBQ at Bunnings Campbelltown
- We organized our first trivia night which raised over $1,000.00.
- Frozen cookie dough was a significant fundraiser.

I must also acknowledge the hard work put in by the other executive and non executive members of the P&C. We look forward to a productive year in 2011.

Carlos Bielli P&C President

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

Funds were raised for Red Cross, Leukaemia Foundation and the 40 Hour Famine.

SRC members played a greater role in assisting the junior school come to terms with issues and how to assist their peers.

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

Ross Barker SRC Co-Ordinator

School context

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

Student enrolment profile
Enrolments remain equally split between males and females. Total numbers remain similar to previous years however there is a slight decreasing trend.

**Student attendance profile**

Management of non-attendance

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

**Structure of classes**

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

The senior school was divided into the preliminary course (Year 11) and the HSC course (Year 12). English is the only compulsory subject. The large size of our senior school ensured that we were able to offer a wide range of traditional and VET courses.

**Retention to Year 12**

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

**Post-school destinations**

Surveys are undertaken each year to determine the destination of students after they leave school. Typically, about 30 per cent of students completing Year 12 proceed directly to university studies. In 2010, students were offered a position at a variety of universities. Students accepted offers in degrees such as: Business, Commerce, Health Education, Engineering, Design, Forensic Science, Policing, Industrial Design, Medical Science, International Studies, Law and others. Most students took up offers within University of Western Sydney and University of Wollongong. Several students took up offers with the University of NSW and University of Technology Sydney.

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

In 2010 about 20 per cent of Year 10 students chose not to continue senior study at school. The majority entered into an apprenticeship, many of which originated from the School to Work program or employment.

Year 12 students undertaking vocational or trade training

Seven VET frameworks are offered at school. These include: Hospitality, Information Technology, Metal and Engineering, Construction, Retail Operations, Sports Coaching and Business Service Operation.

All committed students will attain a minimum of Certificate II and some will begin their Certificate III competencies. These achievements give them advanced standing in to their chosen trade.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the one hundred per cent of students who elected to achieve a HSC all were successful. All students who elected to achieve a HSC were successful.

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

<table>
<thead>
<tr>
<th>Staff establishment</th>
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<tbody>
<tr>
<td><strong>Position</strong></td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
</tr>
<tr>
<td>Head Teachers</td>
</tr>
<tr>
<td>Classroom Teachers</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
</tr>
<tr>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Teacher of ESL</td>
</tr>
<tr>
<td>Counsellor</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

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

No staff reported their Indigenous heritage details for publication.

Staff retention

At the conclusion of the year all permanent staff positions had remained unchanged.

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>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

Staff information

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>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>192,089.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>438,418.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>334,709.80</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>247,227.80</td>
</tr>
<tr>
<td>Interest</td>
<td>16,330.47</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25,250.13</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1,254,026.49</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>119,469.13</td>
</tr>
<tr>
<td>Excursions</td>
<td>28,006.78</td>
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<tr>
<td>Extracurricular dissections</td>
<td>135,676.20</td>
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<tr>
<td>Library</td>
<td>16,100.26</td>
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<tr>
<td>Training &amp; development</td>
<td>10,399.49</td>
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<tr>
<td>Tied funds</td>
<td>290,514.00</td>
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<tr>
<td>Casual relief teachers</td>
<td>39,740.32</td>
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<tr>
<td>Administration &amp; office</td>
<td>169,201.36</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>119,266.47</td>
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<tr>
<td>Maintenance</td>
<td>43,366.05</td>
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<tr>
<td>Trust accounts</td>
<td>25,246.26</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>996,986.32</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>257,040.17</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the school P&C. Further details concerning the statement can be obtained by contacting the school.

### Achievements

#### Arts

The senior Visual Arts students continued to excel in 2010 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.

For the fifth year running, year 11 photography students won awards in the Ingleburn Alive Photographic Competition. The theme for this year’s competition was “Faces of Ingleburn”, marking the anniversary of the appointment of Lachlan Macquarie as the fifth NSW Governor. Johanna Borland won the High School Category with a photograph of her sister and Rachael Abrahams was Runner-Up for her work titled “Mirror Image”.

Pouteang Ros (Year 10) was a finalist in The Pixel Prize, having her work exhibited at the Australian Catholic University Strathfield campus. The Pixel Prize photography competition is run by the Australian Catholic University and provides students with an opportunity to develop their skills as photographers, have their work displayed in a public gallery and attend an awards night with industry professionals. Students had to address the theme of community spirit in their photographs, before being short listed for exhibition.

Holly Craig (Year 10) represented the school by entering artworks completed in class into the Fishers Ghost Art Award at Campbelltown Arts Centre, winning the high school ceramic section with her clay dragon.

A number of students from Years 8-10 were selected to attend a range of gifted and talented visual arts workshops throughout the year. Year 10 students Jakob Reh and Zachary Bennetts attended a University of Western Sydney Digital Master Class which was held in partnership with the NSW Department of Education and Training and ArtExpress. During the workshop program the students met and worked with experienced digital media academics and students from the School of Communication Arts which is a leading educator in the fields of digital arts and convergent media.

### School performance 2010
Year 7 students Emilia Bulloch and Bailey Dymitriw, along with Year 8 students Kate Geering and Melissa Holt attended the Hot House Regional Visual Arts Workshop. The aim of the workshop is to expose talented art students in the middle years to new and challenging experiences that they would not normally have in the school situation with assistance from professional practising artists. Emilia, Kate and Melissa also had their works selected for the Director’s Choice Exhibition at Homebush which is the South Western Sydney Regional celebration of student, staff and community achievements.

Linda Dudek and Kyra Skidmore in Year 12 participated in the South Western Sydney region “Homage to Boyd” residential senior visual arts camp. This camp provides senior students with the opportunity to develop their skills in preparation for the Higher School Certificate in a variety of art forms by working with experienced tutors in a series of workshops at the Boyd Education Centre. Both Linda and Kyra were also selected to exhibit their work at Director’s Choice.

The year 9 and 10 Drama classes performed a selection of plays for parents and friends at a special evening. The Year 9 Music class also performed a number of group and class items. Year 8 students who form the school’s technical crew assisted with sound, stage and lighting. Kailey O’Loughlan, Angela Johnston, Jordan Fowell, Jesse Cramp, Hayden Parkes and Ben Ramsdale were selected from the Year 10 drama class to attend a regional gifted and talented camp to further develop their skills in performance.

Year 7 student Bailey Dymitriw participated in Voiceworx which was a two day vocal workshop followed by a concert held at Campbelltown Performing Arts High School. Bailey also performed with Bryan Pakulski in Year 8 at a charity event held by women’s networking group Business Relations At Sunrise at Campbelltown Catholic Club.

Tiahne Paulo in year 11 worked behind the scenes with the stage crew on the musical “Reach” at Campbelltown Arts Centre, and was also understudy for the role of “Hope”. The musical was inspired by the true story of how one young man’s death inspired many to embrace life. “Reach” was produced, written and directed by Pacific young people from Campbelltown.

Selected Year 10 Visual Arts and Drama students participated in the final part of the OperaEd Project. They were invited to Opera in the Domain, and also saw the opera, La Traviata at the Sydney Opera House, which was completely funded by Opera Australia and its patron Fred Street.

Sport

Students at RTHS participate in sport from Year 7 through to Year 12. Students have opportunities to participate in grade, recreational and house sport on a weekly basis and also in Carnivals (swimming, Cross Country, Athletics), NSWCHS knockouts, Zone/Regional/State sporting trials and competitions.

The school entered the following NSWCHS knockout competitions in 2010:

- Boys – Rugby League, Touch, Soccer, Hockey, Basketball, Cricket, Triathlon, Volleyball
- Girls – Cricket, Triathlon, Soccer, Hockey, Netball, Touch, Volleyball

Outstanding sporting results for the year include:

- 16 yrs Boys FUTSAL State finalist
- 17 yrs Boys FUTSAL State finalist
- 16 yrs Girls 4x50m FREESTYLE RELAY (NSWCHS)
- Open Boys SOCCER NSWCHS Semi-finalist
- Open Girls HOCKEY NSWCHS Quarter-finalist
- Kellie Weinert – NSWCHS Cross Country
- Jessica Fryer – NSWCHS Cross Country
- Reece Halicek – NSWCHS Athletics

The school had two teams in the West Cup Rugby League weekly competition. The 13’s, coached by Mr Ross, were consistent all year and were Division 1 Grand-finalists. The 15’s, coached by Mr Heap, were Division 2 semi-finalists. Miss McKenzie took various age group teams to the Macarthur Netball Championship and each team participated to the best of their ability.

The school had a number of Macarthur Zone and Sydney SW Region age champions at Swimming,
Athletics and/or Cross Country. These included Reece Halicek, Kristian Crockett, Kellie Weinert and Joshua Symons.

Students also helped out at PSSA Gala Days, acting as Referees and Officials and senior students were pivotal in the operations of feeder public schools major carnivals. The major awards for 2010 were:

Sportsman of the Year – Reece Halicek
Sportswoman of the Year – Kellie Weinert
Macarthur Zone Blue – Ben Cornish (Soccer), Reece Halicek (Athletics), Blake Moore (BMX), Aaron Gunn (Wakeboarding)

Academic

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

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

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

NAPLAN testing shows that Year 7 students performed at a similar level to 2008. The best performance was in grammar and punctuation which has improved relative to the state and on the 2009 performance. The area which needed most attention is reading. ESL students need most attention on spelling whereas Aboriginal students were 15 scores above the state in writing. The following graph demonstrates the schools’ performance in grammar and punctuation.

Literacy – NAPLAN Year 7
The school’s reading roll call program will be revised in order to improve reading. Spelling, punctuation and creative writing is being addressed in English. Specialised reading roll call groups specifically targeting poorer readers will be established.

**Numeracy – NAPLAN Year 7**

Students at Robert Townson High School sat for the Numeracy NAPLAN test with 96% of Year 7 students and 87% of Year 9 students achieving at and above the minimum standard.

NAPLAN testing shows that while Year 9 student’s performance in reading has declined in line with the state and local area, scores in spelling, writing, grammar and punctuation have all improved since 2009. Particularly encouraging is the improvement in writing which matches that of South West Sydney. Here the most noticeable improvement was in the performance of ESL students which was 37 scores above the state average. The following graph demonstrates the schools’ performance in writing. The regional aim is a 5 percent improvement in writing over three years. Our results show that we are well on the way to achieving that aim.

Our 164 Year 7 students will receive regular homework sheets for revision and guided practice throughout Year 7 and Year 8 as we work to move them towards a higher band.
Faculties across the school are continuing to address literacy in their programs. The English faculty is continuing its intensive 7-10 literacy program addressing weaknesses identified by NAPLAN. Literacy in information text using persuasive language will be addressed by science, HSIE and PDHPE faculties in 2011.

**Numeracy – NAPLAN Year 9**

One hundred and seventy students sat the year 9 NAPLAN test and scored on par with the state average across bands 7. Eighteen of our students scored bands 9 and 10 which are greater than our historical school average and close to the performance of identified similar schools.

![Percentage of students in bands: Year 9 numeracy](image)

**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>Percentage of Year 7 students achieving at or above the minimum standard in 2010</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.6</td>
</tr>
<tr>
<td>Writing</td>
<td>89.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.8</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.6</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above the minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.0</td>
</tr>
<tr>
<td>Writing</td>
<td>82.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.5</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86.5</td>
</tr>
</tbody>
</table>

**School Certificate**

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

**English**

English-Literacy test results from 2010 showed a similar performance to 2009, with exceptional value-adding in the top third of the students. Again four students scored Band 6, but this year 23 students scored Band 5 and 74 students scored Band 4 (46½%). This means that Band 4 has now become our most common score, above the average Band 3. Value-added data shows the best performance for three years in our top third, and a significant improvement in our lower performing third. Students in the middle third have not performed well this year. This will be where we concentrate our year 10 literacy program for 2010. We scored eleven Band 2s and six band 1s. This is not a significant figure overall. Total numbers of students in the top 2 bands exceeds those in the lowest two bands. Our students noticeably exceeded the state results for Band 4, as they did in 2009.
Boys and girls score similar results except for a significant preponderance of girls in the top bands. Boys have slightly improved their overall results this year.

English students again outperformed those in other subjects across the school.

Mathematics

One hundred and fifty nine students sat the School Certificate mathematics examination, with fifteen students achieving a Band 5 or 6, an improvement on last year.

Students have improved on last year’s performance as shown by the decline in students achieving Bands 2 and 3 and increasing in Bands 4, 5 and 6. The Numeracy roll group which targets the top mathematics students continues to show the worth of the program as seen in the NAPLAN data. It will continue to operate in 2011.

Science

One hundred and fifty nine students sat for the School Certificate examination in Australian History, Civics and Citizenship in 2010. One student achieved a Band 6 result and three a Band 5 result. Seventeen per cent of students in Year 10 obtained results in the top three bands. Despite this, students performed below the state average in this course.

In 2011 the social science staff will be focused on trying to improve value added data by implementing a revision unit of work for all classes to complete in term 4. Emphasis will also be placed on the development of ICT lessons and improved assessment tasks. A more engaging and meaningful site study unit of work will be developed for completion in 2011 in a bid to improve student engagement and a deeper understanding of the course content.

Australian History, Civics and Citizenship

One hundred and fifty nine students sat the School Certificate examination in Australian History, Civics and Citizenship in 2010. One student achieved a Band 6 result and three a Band 5 result. Seventeen per cent of students in Year 10 achieved the top three bands in the School Certificate examination.

The faculty will now focus in 2011 on trying to improve student’s results from the BST. In 2010 the faculty will be designing a revision topic specifically aimed at improving student’s knowledge and skills in completing the final School Certificate examination. There will also be a concerted effort by staff to enhance engagement by creating more ICT presentations and activities in the classroom.

One hundred and fifty nine students sat the School Certificate examination in Australian Geography, Civics and Citizenship. Two students achieved a Band 6 result in this course. In fact, eighteen per cent of students in Year 10 obtained results in the top three bands. Despite this, students performed below the state average in this course.

In 2011 the social science staff will be focused on trying to improve value added data by implementing a revision unit of work for all classes to complete in term 4. Emphasis will also be placed on the development of ICT lessons and improved assessment tasks. A more engaging and meaningful site study unit of work will be developed for completion in 2011 in a bid to improve student engagement and a deeper understanding of the course content.

The HSIE faculty has put an enormous amount of effort into developing faculty literacy lessons in Years 7 to 9 over the last couple of years. It is hoped these efforts will start to aid in the acquisition of better School Certificate results. In 2011 the HSIE faculty will remain committed to implementing specialised Literacy and Numeracy lessons for Years 7-9 students in a bid to improve the writing skills of our students.
**Higher School Certificate**

**English**

Eleven students chose advanced English and one of those students scored Band 6. Two students scored Band 5. These students were boys. The remaining 8 students scored Band 4. This is an improvement over 2009 results. Trend data shows our advanced students improving their performance each year, and are approaching state average results. Value-added data indicates that three students rose far higher than their previous results would indicate, and all the others performed in accordance with previous testing. Students in advanced English scored significantly higher in English than they did in their other subjects. Our requirement that students specifically apply for advanced is helping to produce results.

In Standard English one student scored Band 5, one fewer than last year. In the other bands, 43% of students scored in Band 3 and 23.8% scored Band 4, a slip from last year. While our school largely follows the state pattern, an increased number of students scored in the lower bands this year. Two thirds of these students were boys. Standard results are now almost on state average.

Combined English marks showed students were in the middle of the school’s performance range.

**Mathematics**

Students performed well in all four mathematics courses studied. Students sat for General Mathematics (68 students), Mathematics (13 students), Extension 1 Mathematics (4 students) and Extension 2 Mathematics (1 student). We also had a group of students who selected to study the Board Endorsed Course of applied mathematics.

General Mathematics performed better than past years with an average of 68.8%, which is 0.8% better than the statistically similar group. Our results could be better, however some students chose for this course for reasons such as gaining an ATAR rather than attempting Applied Mathematics. We have decreased students in the lower bands and increased the proportion of students in higher bands.

The Mathematics students had an average of 65.4 %.

The Extension 1 students showed improvement over last year compared to all students. We had no students scoring a Band E1 or Band E2. Fifty per cent scored Band E3 and fifty percent scored the highest Band E4.

**Science**

Thirty seven students sat for the HSC in Science in 2010 which was an increase in students compared to the 2009 HSC candidature. Eight sat for Chemistry, 26 sat for Biology and three sat for Physics

Biology students achieved results from Bands 2 to 6. Forty two per cent of students achieved Bands 4 or higher. Thirty eight per cent of students achieved a Band 3 and only 23% per cent achieved Band 2. No students achieved a Band 1.

Chemistry students achieved results from Bands 1 to 6. Sixty three per cent of students achieved Band 3 and higher, with one student achieving Band 6.
Physics students achieved results from Band 3 to Band 6. Two students have achieved Band 3 and Band 4 respectively and another student achieving Band 6. The school result is seven per cent above the NSW DET schools. An overall improvement of 23.7 per cent has been observed in the physics results when compared to 2009.

**HSIE**

Students sat for examinations in Ancient History (35), Business Studies (31), Legal Studies (12) and Modern History (14). Despite some students gaining pleasing final marks in all HSIE subjects, overall the faculty was disappointed with its results in 2010. Modern History was the best performing subject for the faculty.

In Ancient History two students achieved a Band 5 result. Nine students (261% of the candidature) produced a Band 4 result which was just below the state average of 264%. Despite these results the students as a whole performed below the state average. Modifications will be made in regards to the homework program and a concerted effort will be made to design ICT activities and presentations to enhance student engagement in the classroom.

Once again Modern History (for the third year in a row) achieved pleasing results. As in 2009, two students achieved a Band 5 result. This year however the subject was nearly two per cent closer to the state average than in 2009. Nearly 35.71% of students received a Band 4 result which was just above the state average. There was also value added growth from the School Certificate for students who performed in Band 3.

In 2011 the faculty will concentrate on improving student achievement. Modifications will be made to the homework program begun in 2010 to continue to improve student’s application towards study. Special tuition sessions will also be run at lunchtime in term 3 to improve student’s examination skills. Improvements to classroom lessons to enhance engagement will be made particularly in regards to the integration of computer technology resources.

Four students achieved a Band 5 result in Business Studies. Four students also achieved a Band 4 result. Despite these good results the students in this subject performed below the state average. In a bid to improve results teachers in this subject will be conducting lunchtime tutorials. The subject will also introduce a homework program to encourage students to study regularly at home.

In Legal Studies one student achieved a Band 5 result. A further 2 students obtained a Band 4 result. Overall however students performed below the state average in this course. To improve results, in 2011 the faculty will also be introducing for the first time a homework program for Legal Studies to enhance engagement and encourage the students to maintain regular study.

**Technology and Applied Studies**

Students sat for Higher School Certificate examinations in five subjects; Community and Family Studies (17 students), Engineering Studies (eight students), Food Technology (10 students), Information Processes and Technology (11 students) and Textiles and Design (six students).

Community and Family Studies students achieved results across performance bands 1 to 5. One student achieved a Band 5 and two students gained Band 1, the remainder (14 students) were evenly spread throughout bands 2, 3 and 4. The data indicated the overall class performance was well below the average state.

Engineering studies students achieved results across performance bands 2 to 4 with 87% of the students achieving band 3 or lower. The class performance was at a level significantly below the state average.

Food Technology students achieved results across performance Bands 1 to 5, with 70% of candidates scoring either Band 3 or lower. The result for this group of students was lower than the state averages.

Information Processes and Technology students achieved results across performance Bands 2 to 5 with 45% of students gaining either Bands 4 or 5. The class performance was at a level below the state average.

Textiles and Design students achieved results evenly spread across performance Bands 3 and 4. The class performance was at a level below the state average.
In general, TAS students achieved results that were consistent with their individual overall Higher Schools Certificate performances.

To improve the overall standard of the results of students in the TAS faculty teachers will participate in peer evaluations. The teaching staff is committed to raising expectations of the students and will continue their professional development in the delivery of the course content and in the management of students.

Creative and Performing Arts

Fourteen students sat for the visual arts examination. All students but one achieved state determined growth, and all achieved results of Bands 4 and 5. Students improved their average score from 2009. Thirty six per cent of candidates achieved Band 5, up from 18% in 2009. The majority of students (64%) achieved Band 4. Students studying visual arts received an average score higher than any other subjects studied by those students.

The faculty will continue to look into how to better prepare senior students who have not completed the Visual Arts course in Stage 5, including changes to programs and assessment tasks. The faculty will continue to offer the Photography, Video and Digital Media course and Visual Design as subjects which further extend our Visual Arts students, and also act as alternative subjects for non visual arts students.

Vocational Education and Training

Six students elected to sit for the hospitality examination. Three scored Band 5, two Band 4 and one Band 3 was achieved.

One student elected to sit the Information Technology examination and achieved a Band 4.

One student elected to sit the construction examination. One Band 3 was achieved.

Three students elected to sit for the Metal and Engineering examination. One scored Band 4, one Band 2 and one Band 1 was achieved.

Three students elected to sit for the Business Services examination. All achieved a Band 3 result.

Higher School Certificate relative performance comparison to School Certificate (value-adding)
Significant programs and initiatives

Aboriginal education

The focus for Aboriginal Education for 2010 has been improving Numeracy and Literacy skills and building upon existing cultural programs. The Aboriginal education team also reviewed current practice and with the aid of additional funding, an Aboriginal Education Worker (AEW) was employed on a part time basis.

From the SMART data generated from NAPLAN, Year 7 results show that our students are above state averages for Aboriginal students but are below the overall state average in both Literacy and Numeracy. Year 9 results were slightly better for 2010. In Literacy students were above both the state average and the Aboriginal state average in all areas except reading (below overall state average). In Numeracy, students were above Aboriginal state averages but below the overall state average. There was a significant improvement in NAPLAN results from 2009 to 2010.

All students in Year 7, 8, and 9 have had tutoring on a group and individual basis weekly with the AEW, with an aim to improving Literacy and Numeracy skills and to further engage students.

Students in senior years have been able to access external tuition in their own selected areas. Six students have either started or continued tuition from outside the school through 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 annually to meet the changing needs of students. In 2011, the plans will involve greater parental input.

Culturally, students continued the art program they begun in 2009. An Elder visited the school and led students through Art and Aboriginal Tools and Weapons workshops. This knowledge was then used by the students to lead visiting Japanese students in Aboriginal art workshops (everyone came away with a boomerang they had painted themselves). The student’s efforts are displayed in the school. Students also visited the Jumbulla Cultural Centre at Bulli tops and attended the Bangara dance performance at the Opera House.

Student achievements include: Alichia Connor speaking at the AES Business Breakfast and also completing her traineeship at Westpac Bank, Montana Wink receiving a Sydney South West Region Aboriginal Education Award in Academic Excellence for her NAPLAN results and Dana Matthews making the Under 15 NSW Aboriginal netball squad.

Multicultural education

Muslim mentoring continued in 2010. One period per week, two of our former school captains – Ummu Mathews and Zunaid Moosa – run a mentoring lesson for Islamic students who attend on a voluntary basis. This adds to the scripture offered by other faiths, and provides an opportunity for both Muslims and those with questions about the Islamic faith to further their knowledge and understanding. It has proved popular with students and offers students mentoring regarding issues that concern them.
Respect and responsibility

Our community had identified that our children need to further develop the values of respect and responsibility. Explicit teaching of these social skills and values was undertaken on a daily basis by the teachers and incorporated into everyday lessons.

In 2010 Year 7-10 roll call teachers taught social skills lessons. The lessons covered expectations identified in a community evaluation. A coach was appointed early in 2010, and conducted a School Evaluation Tool (SET) where representative student and staff groups were interviewed.

The results indicate we have an adequate system for responding to students with behavioural issues. As a result of this SET we implemented (i) a Mini Merit playground system to reward safe & respectful behaviour in the playground, (ii) more visual and verbal reminders, (iii) facility to record place and time of incidents so data can be collected and analysed in a more meaningful way.

In 2010 parent and community representation was sought, but was not forthcoming. The targets for 2011 include: student created worksheets and use of art and drama to support the learning. A PBIS school team, including the Home School Liaison Officer as Coach/Mentor will continue to meet every 3 weeks in 2011. A student representative group and a SET will be undertaken in Term 2, and will inform our future school practices in the area of student management.

Other programs

Year 7

Year 7 were involved in a new initiative by Claymore Youth Centre called The Mercy Program with approximately 10 students attending the program. This program helped increase self esteem in students and develop their social skills. This program will continue to be offered in 2011.

All Year 7 classes participated in three sessions of a Rock and Water program. Two targeted small groups undertook a more intensive Rock and Water program. These groups were conducted by two trained staff members.

Year 7 camp was a successful bonding and socialising experience for all students. They were ably accompanied and assisted by the Year 10 Peer Leaders.

Year 8

In Year 8, 24 students received Numeracy support in a specialized roll call class, with approximately half the students receiving Literacy support through the Support Teacher Learning, student peer tutors or School Learning Support Officers.

Year 8 students were involved in the Links to Learning program conducted off site by the school community partner, Burnside. Seven students were involved in this weekly program for a semester. Some changes to the frequency of communication and parent involvement are expected in 2011.

Year 8 girls were also involved in a weekly Girls Group run by Uniting Care Burnside. 10 students were involved every term. This program will continue to be offered to Year 8 girls in 2011.

Year 9

Nominated Year 9 students were given the opportunity to participate in leadership activities and a camp in 2010. The Year 9 students work on an intensive transition to high school program with incoming Year 6 students. Peer Leaders are involved in peer support activities, anti-bullying workshops, cyber-bullying and behaviour management programs.

Volunteering

Volunteer projects such as the Wirrimbirra grounds program successfully engaged young people in Work Education classes and a small group of other students in work related skills. This project will continue in 2011.

Students participated in the Premier’s Volunteering Award Scheme where any volunteering adds to the hours to be recorded in their log books. This culminates in awards based on the number of hours they accumulate. In 2010
over 100 students were working towards these awards.

**Seminars**

All students were involved in the Drug and Alcohol awareness seminars conducted by Mission Australia. Approximately twelve students completed an eight week pilot program for young people to quit smoking. Five students received vouchers for their participation and completion of the follow up questionnaires. These programs will be run again in 2011.

Camp Quality performed their drama piece called “The Teenage Alchemist” for Years 7-10. The Brainstorm production was viewed by Year 10. Year 11 students helped students reflect on bullying behaviours and mental health issues.

**Asperger’s Support Group**

The monthly Asperger’s support group meets in the Townson Café and continues to provide support for parents. Students with special needs gain valuable work and social skills serving, setting up or working in the Townson Café. Four Year 7 students with special needs were involved in the baking program run by the School Learning Support Officers.

**Community Liaison Officer**

The employment of a Community Liaison Officer in 2010 expanded the links with our school and community. An inaugural Community Services Day was held with parents and students able to peruse available services, ask questions and collect information. The purchase of goggles to support student awareness of issues of the use and misuse of drugs and alcohol in the community was enabled through a community grant.

Stress management and various informative workshops were conducted with Year 12 students in 2010. These workshops will continue in 2011.

**Hearing Impaired Unit**

At the start of 2010 the Department of Education increased the total number of students that could be enrolled to 27. With the increase in size came the entailment of a head teacher and one permanent staff member.

The HIU unit runs a highly flexible program that offers an individual education plan for each student. The program for each student is delivered through individual and small group instruction, as well as integration into mainstream classes. Based on individual educational needs students participate in regular, stage appropriate curricula as well as Life Skills programs which include community access, participation and travel training, work experience and job coaching and TAFE delivered programs.

The most exciting change for the HIU classroom this year was the purchase and installation of our interactive whiteboard. This useful resource for deaf and hearing impaired students as new concepts can be presented to class groups visually.

The ground breaking trial of the in class live captioning that had started in 2009 and continued throughout 2010 with our students being featured in the Sydney Morning Herald and on the ABC New Inventers Program. This continues to be an innovative program that is producing great outcomes for our students.

Through the hard work of the very dedicated staff, the Townson Campus Coffee Shop provided another year of great service in 2010. Established in 2006; this shop not only provides staff and students with food and drink but has again proven to be a fabulous opportunity for students to develop work skills and to build their confidence and independence. This year our staff established AUSLAN sign classes and this has help create an inclusive atmosphere in the coffee shop and across the school.

On Thursday 9th December we held the first HIU family nights. It is hoped that these nights will develop closer links with our community and to share knowledge and information in regards to deafness and deaf education.

Ten students attended the annual deaf camp that is sponsored by the Lions Club of NSW. This year the camp was held for the first time at Point Wolstoncroft on Lake Macquarie and the students spent a fantastic week participating in a range of indoor and outdoor activities. This camp is the highlight of the year for many of our students as it brings together deaf students from all over NSW and is an opportunity to establish
great new friendships and to re-establish some old ones.

**Progress on 2010 targets**

**Target 1**

*Improve student Literacy results in line with a State expectation of growth.*

Our achievements include:

- NAPLAN scores in spelling, writing and grammar and punctuation have all improved.
- Mean Year 9 Writing scores now equal regional means.
- Peer reading groups operating each day.
- Whole school reading focus is conducted every roll call. A staff team will be formed to ensure greater focus in 2011 on this target.
- Teachers have access to NAPLAN via SMART and analysed individual and class group results.
- Time allocated from English classes which explicitly taught spelling, punctuation, grammar and creative writing skills.

**Target 2**

*Improve student numeracy results in line with a State expectation of growth.*

Our achievements include:

- In 2009, 93% of Year 7 students met NSW DET minimal standards. That rose to 95% in 2010.
- With one exception all targeted low achieving numeracy students demonstrated growth in Numeracy. Some individuals have achieved results in excess of state expectations.

**Target 3**

*Improve student attendance rates*

Our achievements include:

- Written notification to parents of attendance requirements for students identified as causing concern.
- The formation of two roll classes specifically targeting students with attendance concerns from 2009. Students were monitored and mentored through two roll teachers.
- A teacher was allocated to check attendance, whole school and partial, and lateness to liaise with parents to help improve attendance rates.
- A measurable improvement of attendance rates of about 1% was achieved in the first 6 months.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of: the rise in school leaving age, reading and improving Year 9 Numeracy.

**Educational and management practice**

**Rise in the School Leaving Age**

**Background**

As of 1 January 2010, young people must stay at school until they complete Year 10 and they will be required to participate in approved education, training or employment up until the age of 17 years. Once a young person has completed Year 10, they will be required to participate in at least 25 hours per week of education, training or employment (or combination) until they turn 17. The “Learn or Earn” package introduced by the Federal Government in 2009 for young people affects all income support payments such as Youth Allowance and Family Tax Benefit and will have an effect upon the numbers of students remaining at school in Years 11 and 12.

The school has endeavoured to provide alternative pathways for students in curriculum structure, subject selection, mentoring, work skills and employability programs. The aim of all the programs has been to support students in the school to work transition by increasing their knowledge of available pathways to work and further training and to provide more relevant subject choices and curriculum structures for students choosing to remain at school.

Early identification of students at risk of disengaging from school or requiring supportive
teaching and learning programs is made by the Learning Support Team as students complete Year 8 and make their subject selections for Years 9 and 10. Consultation with parents and students at information evenings and preparation of individual education programs for each identified student has been the major focus of transition programs in Years 8 to 9 and 10 to 11. The establishment of a transition team within the school has been instrumental in supporting students during transition periods.

**Findings and conclusions**

The major curriculum support offered is through the Work Education elective in Year 9 and 10. This elective focuses on individual support of students through mentoring, interagency support programs that focus on employability skills, work placement and voluntary work in the local community. Strong links with Macquarie Fields TAFE have provided pathways to further training for students through short courses undertaken during Year 10 across the trades such as Tiling and Sign Writing and Certificate 1 in Business Studies for students which was undertaken after the School Certificate.

A well organised work placement program offered students the opportunity to experience work in a one day per week format over one to three terms. As a result numerous students were able to gain apprenticeships and traineeships or employment after completing Year 10. Parents supported the work placement program and employers stated that the one day per week format allowed them the opportunity to provide for continuity in skills and knowledge development on the job. Students were also able to take advantage of casual work offers from employers as their skills improved over the work placement period.

Voluntary work placement has been a new feature of the School to Work Transition program with a trial undertaken in 2010 and supported by the school’s community partner, Uniting Care Burnside. Teams of students worked at a local flora and fauna sanctuary and were eligible to participate in the NWS Premier’s Volunteer Award Scheme.

Mentoring support provided by community organisations and agencies is an important source of support for students and their families. These agencies provide individual support for students, identifying specific areas for development in terms of employability skills. The school currently has links with six community organisations and agencies. Senior students in Years 11 and 12 are mentored through a series of visits to business network meetings in the Macarthur area.

**Future directions**

The seeking out of community grants to enhance the quality of the School to Work Transition programs will be a major focus of the school over the next 12 months. The employment of a work education teacher and the consolidation of the transition team within the school should provide considerable support for students making the school to work transition. Consolidation of links with community agencies, TAFE and other Registered Training Organisations are the focal areas for the transition team and the school over the next twelve months.

**Curriculum**

**Whole School Reading**

**Background**

NAPLAN results over the past 3 years in reading have been below state average. Further, anecdotal evidence and teacher observation has determined that students have little interest or motivation in reading as a leisure activity or as a research tool. Students in years 10 were identified as being the most problematic when being asked to read. Accordingly they were surveyed as to their impressions and understanding of the school reading program to help determine weaknesses that need to be addressed.

**Findings and conclusions**

- Approximately 50% of the year cohort participated in the survey (83). We found:
  - 81% of students regularly failed to bring reading material.
  - 78% stated teachers did not check that a book had been brought.
  - Most stated they did not understand the aim of the school reading program.
Future directions
The school will raise the profile of the importance of reading across the school. Roll call will be a clearly designated reading period of 20 minutes each day with students and teachers responsible for providing quality reading material. Staff will model good reading practice and use effective discipline procedures in roll call. Staff development on appropriate strategies for developing effective reading habits will be conducted.

Parent, student, and teacher satisfaction
The school conducted a survey as a part of our self-evaluation, to seek out the opinions of parents and caregivers on different areas of school life. School Culture was identified as the area of investigation to measure the level of satisfaction among the parents/caregivers. The survey results guide school priorities.

A pleasing outcome from the survey was the fact that the School Community values various aspects of teaching and learning. It is also pleasing to know that the parents/caregivers believe that students are the main focus of the school and the parents support what is happening at school. All the participating parents/caregivers are proud of the school.

Some of the results from this survey include:

- All parents believe that school knows about the families and community in which it serves.
- All parents agree that the school often praises and rewards individuals who are successful.
- Parents (95%) understand that school is flexible and able to make changes to suit its students.
- Parents (90%) indicated that school leaders have a positive influence on the school culture.
- Parents (93%) knew that the school is continually finding ways to cater for the needs of all students.
- All parents understand that the school encourages new students and their families to be involved in school activities.

Professional learning
All staff are given access to a wide range of professional learning opportunities in line with the School Management Plan and Departmental targets. In 2010 expenditure breakdowns were as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>3.8%</td>
</tr>
<tr>
<td>ICT</td>
<td>7.7%</td>
</tr>
<tr>
<td>Literacy / Numeracy</td>
<td>2.6%</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>27.2%</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>13%</td>
</tr>
<tr>
<td>Career Development</td>
<td>24.2%</td>
</tr>
<tr>
<td>Welfare and Equity</td>
<td>21.4%</td>
</tr>
</tbody>
</table>

The large increase in expenditure for welfare and equity reflects the school and department priority. In line with new legislation for compulsory schooling until the age of 17, welfare and equity as well as syllabus implementation funds are being used to provide appropriate teacher training to meet future student needs.

The school will adjust budgets to meet staff, school and department needs each year through the professional learning team.

School development 2009 – 2011

Targets for 2011

Target 1

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

Recent modifications to the NAPLAN assessment package have resulted in a move from narrative to persuasive text types. Students need to develop their familiarity of this form of language across all subjects.

Strategies to achieve this target include:
• Staff development on persuasive text types using information text.
• Staff will develop Literacy activities on information text as part of normal faculty programming.
• Students skill level will be assessed for growth over the year.

Our success will be measured by:
• Persuasive text types activities are developed.
• Students’ skills in using persuasive text types increases.
• Literacy NAPLAN results increase in spelling, grammar and reading.

**Target 2**

*To developing 21st century teaching and learning skills*

Utilising laptops and software provided by the Digital Education Revolution (DER) and resources made available due to the DET state priorities, staff need to be developed and resourced to enable them to be effective providers of 21st century teaching methods.

Strategies to achieve this target include:
• Enhanced staff training on the use of DER laptops, software, connected classrooms technology and electronic whiteboards.
• Develop 21st century ICT based lessons and activities.
• Provide school resources to facilitate teaching changes to engage 21st century learners.

Our success will be measured by:
• Most staff utilising DER laptops in teaching and learning programs.
• Greater lesson engagement by students in Year 9 through 12 using technology.
• Students reporting greater use of technology within and outside of their classrooms.

**Improve year 9 Numeracy result in NAPLAN**

Our staff have been working on different ways to improve student Numeracy results in NAPLAN. Despite some gains students continue to under achieve compared with their growth in Literacy.

Strategies to achieve this target include:
• Investigate curriculum structures that maximize Numeracy teaching.
• Work with feeder primary schools in developing Numeracy skills before students enter secondary schools.

Our success will be measured by:
• Structure developed to increase student time spent developing Numeracy skills.
• Assistance is provided to feeder schools to develop Numeracy skills.

**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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:
http://www.roberttown-h.schools.nsw.edu.au

Under “About” on the main title bar.