Rutherford Technology High School Annual School Report

2012
Our school at a glance

Students

Rutherford Technology High School draws its students from rural, urban and mining communities. It is located within the fastest growing government area in New South Wales. The school is continuing to experience growth as a result of parents choosing our school to educate their children. The school has a dedicated focus on technology in learning and teaching.

Staff

The staff at Rutherford Technology High is a balance of very experienced staff and young staff in their first few years of teaching.

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

All beginning teachers and teachers in the first five years of teaching are registered with the Institute of Teachers.

Significant programs and initiatives

1. Positive Behaviour for Learning (PBL)

After a year of planning throughout 2011, 2012 saw the launch of the Positive Behaviour for Learning, or PBL, program at Rutherford Technology High School. Mr Rick Stone from the Newcastle Knights was guest speaker at the Launch Assembly in early term 1 where he spoke of the importance of core values to the Newcastle Knights organization and how they impact upon club culture and the making of outstanding footballers.

Similarly, PBL is about helping young people at RTHS to be successful at school, in their future workplace and in their relationships with others. We all now recognize that:

- having RESPECT for all
- being RESPONSIBLE for our actions
- and having a COMMITMENT to learning

are key ingredients to this success. Key initiatives for this year have included:

1. Expanding the opportunities to seek recognition for student endeavours at school through an enhanced merit and commendation scheme that incorporates multiple pathways.

2. Celebrating student success through celebration assemblies each term. Student achievements in 100% term attendance, faculty awards, PBL Bronze/Silver/Gold, sport, peer nominations and school service were established as criteria for acknowledgement.

3. The PBL team was expanded to included two members from the SRC attending meetings which are held in weeks 2, 5 and 8 of every term. Their input has proved highly valuable. Parents and community are also represented through Mrs Lexi Fitzgibbon and Mrs Maryka Gibson (Community Liaison Officer).

4. A dedicated PBL lesson is built into every student’s fortnightly timetable in years 7 to 10. All content is underpinned by the core values of Respect, Responsibility and Commitment

5. A PBL affirmation is now recited at each assembly. This serves to maintain our focus on what PBL is designed to achieve

Some noteworthy outcomes of the first year of implementation include: 6,135 positive commendations issued to students to recognize their achievement; approximately one student in 12 achieving platinum awards status (12 positive commendations in a year); and, a 9.9% reduction in suspensions compared to the year before.

2. Middle School Initiative

What was our school trying to achieve?

Innovation and improvement in pedagogy

Short term student outcome

Students engage in a variety of learning activities drawn from middle years’ pedagogy.

Long term, sustainable student outcome

Students develop learning goals that provide focus to learning, sustain engagement and improve achievement.

Short term teacher outcome

Implementation of consistent teaching strategies and practices to engage students in learning.
**Long term, sustainable teacher outcome**

Teachers engage students in learning through the use of a variety of open ended, technology infused, integrated and challenging learning tasks.

**Short term learning community outcome**

Partner school communities collaborate on raising expectations of student achievement and performance.

**Long term, sustainable learning community outcome**

Students, parents and teachers of middle years are partners in a culture of high expectations and continuous improvement.

**Existing Initiatives and Learning Community projects**

Our goal over the past 5 years has been to strengthen literacy and numeracy skills across all schools. We have worked consistently to embed that message that all teachers are teachers of literacy and numeracy. This goal has been implemented in a number of ways.

- Stage 3 and High School teachers combined School Development Day in Term 2 2012 on “Understanding Students in the Middle Years”
- 2012 Term 3 school development day to develop common framework in positive student management and behaviour for learning. The guest presenter was Christine Richmond.
- Professional learning days on reading, writing, and technology. The focus on reading was to develop a Stage 3 unit of work and completing this in the first few weeks of Year 7.
- Teacher Exchange Days modelling the teaching of specific literacy or numeracy skills by Stage 3 and 4 teachers. Professional conversations on high expectations, engaging students and assessment strategies then took place.
- Quality teaching committee established to drive initiatives for the Rutherford Community of Schools. The current focus is to develop a series of initiatives that will focus on developing and increasing student engagement across the middle years.
- Combined partner schools project on improving numeracy teaching through professional learning provided by the local consultancy team and funded by individual schools. An action plan has been developed with particular reference to middle year’s achievement in mathematics.

**Transition Activities**

*These included:*

- Series of GATS lessons in 4 learning areas in Terms 2 and 3 for Year 6 and Year 5 students from all partner schools.
- High school teacher visits to partner primary schools to share subject expertise with Stage 3 classes.
- Middle Years Sports Gala Days where Year 7 and 8 students lead Year 5/6 students through a series of games in a variety of sports.
- High School Open Days, evenings and tours for parents of year 6 students.
- Orientation Day and Taster lessons for all Year 6 students.
- Aboriginal students have tailored Orientation session that includes “Sista Speak” and mentoring partners.
- The Aboriginal Boys Dance Group performs throughout the partnership of schools and at regional functions. This is a highly valued and respected part of our Community of Schools. Expertise is shared with dance groups in partner primary schools.
- Individualised transition for students with identified disabilities.
- Middle Years Science and Engineering Day.

*To achieve the first stage of change within our community of schools in the middle years, we:*

- Conducted a school development day with stage 3 teachers and all high school teachers on “Understanding Middle Year Learners” in term 2 2012 This initiative was a direct result
of our attendance at the Middle Years Symposium in Term 4 2011.

- Identified current teaching practices within Stage 3 and Stage 4 classrooms across the partner schools to identify expertise, engagement strategies, strengths and areas in need of improvement.

- Reflected on transition unit of work (2011 – 2012) evaluations and the identified areas of strength, success and areas in need of improvement. This information can feed into Professional Learning sessions.

- Planned a series of professional learning opportunities for stage 3 and stage 4 teachers (cross faculty) that share quality practices for students in the middle years.

- Identified a team to work on developing an integrated unit of work to trial in year 7 in Term 4.

- Established a teacher exchange model where stage 3 and stage 4 teachers collaborate on a team teaching action to share their skills in different school contexts and to together implement a specific middle years strategy or teaching practice.

- Ensured there is consistent feedback to Partner School leaders and managers so that they are aware of what teachers are undertaking and the infusion of additional resources to support the work of these teachers as required throughout the year.

- Evaluation team established to plan measurement of initiatives and the impact on student learning outcomes, student engagement, teacher professional learning and the changes to classroom practice.

Evidence and data

What data / evidence was produced, gathered and evaluated?

For students

- Pre and post assessment data on reading and numeracy skills.

- Student work samples and student engagement.

For teachers

- Current practices and post practices.

- Record of new strategies used in classes

- Teacher reflections

For the learning community:

- Common practices or strategies used across partner schools.

Student achievement in 2012

Literacy and Numeracy – NAPLAN

There was a focus in 2012 on a Key Learning Areas approach to literacy and numeracy moving away from the timetabled Stage 4 Literacy and Numeracy classes we had run previously. Priority Schools Program funding, also, enabled the purchase of additional Support Teacher Learning Assistance time.

Overall, our NAPLAN results for 2012 were disappointing and a re-focusing of our approach is needed for 2013.

RoSA

2011 saw the last School Certificate in NSW. In 2012 it was replaced with a Record of School Achievement (ROSA).

Higher School Certificate

There were no students attaining a Band 6 and 25 students attaining Band 5 in a subject. A significant number of our Band 5 and 6 capable students are obtaining trade employment and apprenticeships in the mining industry before the completion of Year 12.

Principal’s message

Rutherford Technology High has fully embraced Positive Behaviour for Learning (PBL) in 2012. Our core values of “Respect, Responsibility and Commitment” underpin all activities in the school.

The commitment of our students and staff is highlighted in the academic, sporting and cultural achievements outlined in this report.

I would like to express my thanks to our local community through our many business partners, parents, and particularly our P&C, for the strong support throughout 2012.

We have an outstanding relationship with our partner primary schools (the Rutherford Learning
Community), and are working closely on a Middle School initiative.

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.

Michael Whiting

P&C message

The P&C at Rutherford Technology High School is a dynamic, friendly group that meets monthly to support the school and assist with fundraising. Office bearers are elected at the AGM held at the start of the year.

A sincere thank you goes to all those who have been involved with the P&C and the Canteen during 2012. Our Canteen Supervisor, Jenny Brazier, and the volunteers who give their time and energy are to be congratulated – without them the Canteen could not operate. Proceeds from the Canteen provide a welcome contribution to fundraising efforts.

During 2012 the P&C was involved in a number of fundraising activities, including a Bunnings BBQ, Christmas Gift Wrapping at Masters, and the school’s annual Golf Day which is a major fundraising event, raising over $4,000 for the school, while at the same time providing a great social networking event for the entire school community. The profits from P&C fundraisers have raised money for a number of programs including the purchase of covered student seating, curtains for the MPC, a new bell system and support for the Business Lunch which is a major promotional event for the school.

The P&C was delighted to continue sponsoring the $500 Art Prize at the end of the year to purchase an HSC Artwork for the school, and $500 of book prizes for students as part of the annual Presentation Day awards.

A number of parents have been trained during the year as members of interview panels for staff recruitment. This allows us as parents/community members to have an input into the selection of new staff and ensure quality teachers are employed in our school.

An open invitation is extended to all parents and carers to come along and be involved in the school, helping to ensure that our children have the best education available. P&C meetings are held on the 3rd Tuesday of each month at 6.30 pm in the Staff Common Room. Our heartfelt thanks go to all who have contributed during 2012.

Keiran Hall P&C President

Student representative’s message

It’s been a great year for SRC though one of many transitions. Mrs. Michelle Pipe took on the role of Coordinator and we had a change of School Captains with Alex Cichon and Will Domas inducted as Captain and Vice-Captain respectively.

The year began with a fantastic SRC planning and conference day held at Merewether Surf House at Newcastle. It was an amazing venue with the most inspirational of vistas forming the backdrop to a day of getting to know each other and organising our activities for the year. Former student Matt Lantry, who is now Community Development officer with the Newcastle Knights was our guest speaker for the day and he encouraged us to live up to our potential, work hard and be the very best we can be.

Fundraiser highlights for the year were the Starchild day raising money for Cayden Chapman, a little boy in our community suffering from mitochondrial disease. The SRC leaders dressed up as Superheroes for the day and had a great time inviting the school to paint a star for Cayden on wonderful sky blue boards that are now displayed along the lower corridors of building A. We also had fundraisers for Jeans for Genes Day, Footy Colours Day and Pink Day for Breast Cancer Awareness.

Year 9 and 10 school leaders had opportunities to attend SRC regional workshops and conferences where they networked with students and teachers from other local schools and discussed SRC activities from all over the region. Students returned to school very inspired and armed with fantastic ideas which we hope to develop in the school over the next year.

Student leaders have also been involved in raising student voice in the school by participating in the Student Equity Advisory Team (SEAT) program and attending the staff meetings for the Positive Behaviour for Learning (PBL) team. Other events
included ANZAC Day Commemorations, NAIDOC Week celebrations, Maitland City Council Education Week Breakfast, RTHS Open Days and Year 7 Presentation Afternoon where our newly elected Year 7 leaders hosted the event.

Student leaders Phoebe Ferguson Year 11 and Daniel Gibson Year 9 had the amazing opportunity to shadow the SED (School Education Director) for a day and represented our school with great distinction. Phoebe and Daniel accompanied Mr. Rob Farley the SED for Hunter and Central Coast region on a busy day of events around the Hunter region. The feedback has been extraordinary with Phoebe and Daniel representing our school to the highest standard. Their presentation, manners and enthusiasm impressed Mr. Farley immensely and we are very proud of these two exceptional student leaders.

Overall it’s been a fantastic year and congratulations must go to the Student Leaders for their hard work and commitment. Thank you to all staff and parents who have generously supported the SRC throughout 2012. The newly elected student leaders are very energetic and prepared for a full year of activities in 2013, and will continue on the very proud tradition of Student Representative Council at Rutherford Technology High School.

Michelle Pipe

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

<table>
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<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
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<td>512</td>
<td>523</td>
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<td>546</td>
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Management of non-attendance

Rutherford Technology High school is committed and values the importance of students attending school every day. During 2012, the school introduced positive incentives for students who attended school regularly. These included a BBQ during week 10 of each term for students with 97% and above attendance, 100% attendance awards each term at PBL assemblies, an end of year excursion for students who achieved 97% attendance for the whole year and finally a raffle prize at the schools end of year merit assembly for students who achieved 100% attendance for the year.

The school notifies families daily via SMS or email if a student is absent from school. Parents/Carers can reply to explain the student’s absence with an explanation.

The Head Teacher of Welfare, SASS Administration staff and Assistant Year Advisers monitor student’s attendance closely. Students who are identified as being an attendance concern are interviewed and support structures and plans are devised, in order to help the student and family. The school collaborates weekly with the Home School Liaison Officer to ensure that student attendance percentages are above 85%. The Home School Liaison Officer, works with the school and community to help students improve their attendance.

Retention to Year 12

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<th>Number</th>
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<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
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<tr>
<td>Head Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>55</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Mod Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Behavioural Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>3.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>24.1</td>
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<tr>
<td>Total</td>
<td>108.3</td>
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</table>

Year 12 students undertaking vocational or trade training

28% of the year 12 cohort were enrolled in vocational and trade training courses.

Year 12 students attaining HSC or equivalent vocational educational qualification

Eighty-nine percent of all Year 12 students attained the HSC or equivalent vocational education.

Staff information

Staff establishment

The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012 the school employed an Aboriginal In Class Tutor through Norta Norta funding, an Aboriginal SAS worker and two teaching staff.
Staff retention
As a result of retirement, promotion and transfer, 13% of staff moved to other schools. 87% of existing staff continued serving the Rutherford community.

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>
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<tr>
<td>Degree or Diploma</td>
<td>90</td>
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<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary  30/11/2012

**Income**
- Balance brought forward  576,332.64
- Global funds  689,836.82
- Tied funds  680,678.25
- School & community sources  293,741.72
- Interest  30,253.44
- Trust receipts  42,356.39
- Canteen  0.00
Total income  1,736,866.02

**Expenditure**
- Teaching & learning
  - Key learning areas  116,870.08
  - Excursions  71,582.13
  - Extracurricular dissections  73,841.45
- Library  7,095.35
- Training & development  1,794.26
- Tied funds  764,302.64
- Casual relief teachers  197,921.55
- Administration & office  189,599.14
- School-operated canteen  0.00
- Utilities  168,614.99
- Maintenance  48,411.53
- Trust accounts  -2,453.39
- Capital programs  0.00
Total expenditure  404,172.27
Balance carried forward  620,152.12

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Creative and Performing Arts: Music
The year began with the launch of the new P.B.L initiative. Year 11 student Mikeala Bergstrom sang a solo to help promote positive behaviour for learning in our school. The PBL assembly also brought forward the new look weekly assemblies and where possible, time permitting, we had a music, dance or drama performance. We thank our numerous volunteer musicians for coming forward to play and sing to kick start our Monday weekly assemblies– Maximus Priest, Alex Cichon, Jade Walton, Ryan Paton, Hillary Chatimba, Natasha Selkridge, Josef Pemberton, Sofia Betham. Tiffani, Sofia and Peter Betham entertained our whole school with a Samoan song and dance to promote cultural diversity and awareness.

The introduction of term celebration assemblies for PBL has allowed the CAPA students to showcase their skills. Term one began with combined group meetings, but soon moved to individual year groups. We have heard the talents of Ethan Meers, Thomas Marquet, Alex Cichon, James Malone and Max Priest (yr 12), Natasha Selkridge (yr 10), Eliza Langham (yr 9), Bellina Pannowitz (yr 7), Eula Pacamalan & Emily Lambourne, Ryan Paton, Tahj Perry and Jack Williams (yr 8) to name a few.

We continued our concert band into its 24th year. This now large group is full of multi-instrumentalists from across year 7-12. Term one had us meeting twice weekly to learn new instrument techniques and organise, plan and establish the music program the year. Our members for 2012 are: Sky Fitzsimmons, Kate Butler, Jocelyn Ware, Meridyth Barbie, Rachel Swan, Emma Woodbridge, Montanna Groves-Showman, Grace Quilty, Emily Lambourne, Eula Pacamalan, Amy Brown, Zarni-Rose Clarke, Briana Sampson, Sinead Darby, Jade Vink, Stephen Batcheldor, Ryan Peters, Paula Langenbach, Jack Williams, Ryan Paton, Lara Butler, Luke Hall, Lily Crockett, & Ethan Meers.

Mr Avery and Ms Hornery took members of the yr 9, 10, 11, 12 elective classes and the Concert Band to the annual presentation of “Encore” – the exemplary HSC performance pieces from 2011. The concert was held at the Sydney Opera.
House, which was made all the more special as we were present to witness the Harbour Bridge celebrate its 75th birthday.

The bi-annual Performing arts festival was again hosted by Francis Greenway High School. This event features choirs, dances, musicians and actors from across the Maitland district public schools. Representing our school was Maximus Priest of Year 12 who sang and played guitar, the Aboriginal Dance group and the Combined High/Public School Concert band.

The reintroduction of the M.A.D.D showcase at the end of term two was a great success. This year we introduced both a matinee and evening performance with two different programs running to allow for more students to be involved. Our MC’s were Mason Brett, Alex Cichon, Nadine Clancy and Brad Walker all sharing the roles. Our soloists were Luke Hall (yr 9), Bellina Pannowitz (yr 7), Hayley Newstead (yr 11), Kiara Kelleher (yr 11), Hillary Chatimba (yr 9), Natasha Selkri (yr 10), Emma Moore (yr 11). We were extremely fortunate to be entertained by the three Betham girls, Tiffani, Sofia and Sobhian, who dressed in traditional Samoan fashion for a song and dance piece.

Our school hosted the Education Week Awards and besides our technicians and stage hands assisting with the evening, Emma Moore, Claire Anderson, Travis Bentley and Ms Hornery performed the National anthem.

The highly successful annual Business Lunch was on August 24th. With limitation at the new venue we only sent two performers this year, Natasha Selkri (yr 10) & Ryan Paton (yr 8).

Mr Avery organised an African Music concert – Eddie Quansah came and entertained Year 7 and elective music classes on May 10th. “African Rhythm” is always well received at the school as Eddie enjoys getting the students involved in the singing and music making. They enjoyed his numerous African drums that he allows the students to use.

Trial HSC afternoon was held on August 15th in the Staff Common Room. Year 12 presented three of their four HSC pieces to Mr Avery and Ms Hornery for marking. Supporting Tamara Heta, Alex Chicon, Maximus Priest and James Malone were Year 10 student Lane Southern, Year 8 student Ryan Paton and Year 11 student Adam Hall. Sofia Betham brought her two sisters Tiffani and Genevieve to sing and accompany her in some beautiful Samoan pieces.

Ms Hornery has begun a music link with Rutherford Public school. Music GATS students were identified by their amazing teacher Mrs Bridge. The instrumentalists from stage 3 play an array of concert band and orchestral instruments. They have been a delightful addition to our concert band and have joined us at performances at MADD showcase, Performing Arts Festival and the Education week assembly at Rutherford Public School. The students meet weekly for rehearsals and we welcome this relationship between the two schools to continue.

The Education Week open school in term 3 was another great opportunity for students to rehearse, meet and greet our Parents and partner Primary school students. Year 12 student Alex Cichon and Ryan Patton of year 8 entertained our visitors with a technical guitar duet on their arrival into music.

Lunchtime activities have continued with a vengeance. Our budding rock bands from across the elective classes have been regular visitors during recess and lunch. The multi-instrumentalists from the concert band are in the department daily playing and singing. We enjoy hearing their skills improve and like the positive environment they foster while here with us.

Term Four began with the PBL assemblies and once again we were represented with music performances.

The Year 7 Showcase Afternoon was a great success and two of our budding musicians from 7K stepped up to perform with Mr Newham.

In late December Ms Hornery and Ms Martin took volunteers from the School Band and elective classes to perform to the stage 2 students at Rutherford Public School. This informal activity was an opportunity to have a fun interactive sing along with the younger and very enthusiastic students. From school to community as the group then ventured down the road to Maitland Nursing Home to perform carols to the residents.

The school band continued to rehearse and entertain right up until the end of term. The combined band performed at both the Rutherford Public School and the High schools presentation day.
Performing Arts students from across the school volunteered to perform at the inaugural Ruddo’s Got Talent event during the last week of term.

Creative and Performing Arts: Visual Arts, Photography and Visual Design

Staff teaching Visual Arts, Photography and Visual Design in 2012 were Mr Matthew Fean, Ms Amy Martin, Mrs Barbara Wolff, Ms Nella Clarke and Mr Daryl Wood, Mrs Tonia Gardner (term 2), Mrs Rebecca Squires (term 3) and Ms Anea Dixon (term 4).

The Visual Arts class of year 12 completed their major works with great personal success – Jade Walton, Madeleine Bannister, Ruby Saunders-Mills and Casey Wade.

HSC student Madeleine Bannister’s collection of works based on the theme of female body image, was selected as the P&C’s 2012 Art work.

Mr Wood assisted in the Beacon Foundation’s presentation by assisting with the painting of the display boards and then helping Year 10 painting their handprint on them. These were later displayed in the School Hall.

We had the pleasure of two interns over terms 3, Ms Sigourney Nicholson working with Mr Fean and Ms Anea Dixon working with Mrs Wolff. Both student teachers were a great asset to the faculty and presented engaging and invigorating lessons to their classes.

Mr Fean’s year 10 Visual Design class produced the outstanding school magazine. The idea for 2012 was that each faculty was represented by a famous album cover from an LP.

Ms Martin and Mr Fean held an excursion to the Biennale Expo in Sydney for elective Art students in years 9-12. The gallery at Cockatoo Island was inspirational to both the students and staff who attended.

Ms Clarke joined Sistaspeak in 2012 to assist Mrs Elliott. With the assistance of the girls involved she designed and then assisted students in painting the Indigenous students of RTHS totems on the external wall of the new toilet block which faces the main quad of the school.

The MADD showcase at the end of Term 2 was an outstanding success. With all classes and years represented, it was a display of the various art forms that the students had designed in the first two terms. Included in the display was animation, pencil sketches, paintings and clay designs. Visitors to the expo were very vocal in their compliments of the high level of work on display.

Throughout the year elective students from the Photography classes have been on hand to take images of the various school functions.

Ms Clarke was selected to work with Stage 3 Art GATS in the area of Art. With buddying artists at the ready she taught them the finer skills of drawing for Year 6 whilst the Year 5 students designed highly creative clay owls.

Ms Clarke and Ms Martin demonstrated to their classes the skill of paper making which they then peer taught the rest of the Art staff. The students and staff embraced this and produced their own designs of paper.

During the year, stage four class focus included being taught the intricacies of working with clay to design various products. Most successful was 7 I class work on Canoptic jars which had highly decorative lids.

Year 8 were engaged in the unit of work on cartooning with investigations into the various art forms used to produce this medium.

As part of the Indigenous unit in year 8, Mrs Wolff’s students produced art works painted onto paper then shellacked to look like the bark of trees. The finished designs were then displayed in the Art Department foyer.

Mrs Wolff’s Year 11 Visual Design class were successful in presenting their final T-shirt designs on a personal theme of their choice.

Mr Fean, accompanied by Mr O’Callaghan, did a field trip to Newcastle to teach the Photography students in the art of landscape photography.

Creative and Performing Arts: Drama

Mr Andrew O’Callaghan has headed up an impressive Drama Department with the assistance of Ms Nella Clarke with many invigorating performances throughout the year.

The successful audition process fielded a Drama ensemble consisting of year 11 students Adam Hall, Sophie Bannon, Phoebe Ferguson and Emma Moore; Year 10 students Brittany Lucas, Ryan
Hall, Jade Snoeck and Hannah Wheeler and Year 9 was represented by Kellie Taylor whilst the successful candidate in year 8 was Caitlin Bailey. The Drama Ensemble participated in numerous external activities including the world’s largest short play festival, “Fast and Fresh” Short Play Festival in Sydney. For the sixth consecutive year the ensemble has won the people’s choice award. Their performance “Hidden” written by Jade Snoeck and performed by the Year 10 students of the ensemble was extremely well received by the audience on the night. Accompanying the group to watch the ensemble perform at this festival was a vocal sixty strong student supporters from across the various year groups. Throughout the year the Drama Ensemble provided numerous performances at school assemblies including a parody based on ‘school photo day’ The Year 10 Drama presented plays in which they had written the scripts, completed blocking, directing, producing and acting in roles. The various groups within the class filmed their plays on site at beautiful and historical Paterson. Year 11 Drama students Adam Hall, Phoebe Ferguson, Sophie Bannon, Hayley Osmond, Brianna Pilton and Erin Armstrong competed in The Hunter Region Mindplay Mental Health Festival. They performed a self-devised play titled “Invisible Wounds” about Post Traumatic Stress Disorder. They were well received by the judges and the audience and made the final of the festival. Twelve students from various year groups across the school were selected to attend the week long Hunter Region Public Schools. These students were Phoebe Ferguson, Sophie Bannon, Brooke Winter, Jemima Cashen, Chelsea Crittenden, Annabelle Mulligan, Ebony Thomas, Hannah O’Brien, Melissa Travis, Jasmine Anderson, Isabelle Moy and Letisha Phillipps. The week culminated in a highly successful and entertaining performance evening.

Chelsea Crittenden, Annabelle Mulligan, Melissa Travis, Jasmine Anderson, Isabelle Moy and Letisha Phillipps were selected to perform at the prestigious Hunter Region Drama Showcase Evening in Newcastle.

The Drama classes from Years 7 – 12 and The Drama ensemble performed at the MADD showcase at the end of Term 2.

The Year 8 Drama class performed their Christmas Pantomime to over one hundred and twenty Stage one students at Rutherford Public School.

The Year 9 Drama class visited Telarah Public School to perform their excellent clown Show.

The Year 12 Drama class presented numerous performances throughout the year including their Trial HSC evening which was attended by their parents and friends from Year 10 and 11 Drama classes.

Mr O’Callaghan was again accepted to be a member of the Board of Studies Itinerant Marking team for HSC Drama.

**Sport**

Many students from RTHS have tasted success in varied sporting pursuits over the course of 2012. We have entered school teams in sports such as Basketball, Cricket, Netball, Touch Football, Futsal, Rugby League, Horse Sports and Tennis. Many of our students have also competed in these sports and others outside of school, achieving much success and representing our school in a positive light across the sporting fields of the Hunter and further abroad.

Our Swimmers and Athletes have achieved many successes at both local, zone and regional level with a select few even making their way through to state carnivals. RTHS has also performed admirably in all Coalfields Zone Carnivals; in particular there were excellent performances at the Cross Country Carnival and Athletics Carnival.

Students to gain selection to the CHS State Level were Michael Donegan and Jake Robinson (Swimming) as well as Marissa Morey, Eric Morey and Joshua Payne (Athletics).

**Swimming House Champions: Hungerford Hornets**

**Age champions:**

12 Years: Troy Snoeck and Sophie Hunter / Zoe Fletcher
13 Years: Michael Donegan and Isabelle Moy
14 Years: Joshua Payne and Brittany Goddard

10
15 Years: Jake Robinson and Amber Dennis
16 Years: Ben Loss and Helena Moy
17+ Years: Nick Russell and Jaimie Dennis

**Athletics House Champions: Dalwood Dolphins**

**Age Champions:**
12 Years: Dion Graham, Sophie Hunter
13 Years: Justin Miller, Brooklyn Widdrington
14 Years: Isaac York, Teagan Allsop
15 Years: Eric Morey, Amber Dennis
16 Years: Ben Watt, Marissa Morey
17+ Years: Sam Pilton, Tayla Barrett

Records to be broken on the day were Brooklyn Widdrington 13 Girls High Jump, Isaac York 14 Boys High Jump, Alex Munro 17 Girls 400m and 800m and Jacob Golding 15 Boys 400m.

**Representative Sport**

This year saw some pleasing results in certain sports while other teams struggled to perform to the levels they have in previous years. Once again our Lawn Bowls team (Alex Hannah, Kallan Egar and Sean Parsons) progressed well into the later stages of the draw and narrowly missed making it through to the State Carnival. Our U14 Girls Netball team also performed admirably and made it through to the regional finals where they lost to the eventual champions on the day. We had success at various Futsal tournaments over the course of the year as our students again showed their competence in this sport as well. Our Cricket, Football, Rugby League, Basketball, Touch and Tennis teams all competed well in their respective competitions but failed to progress into the later stages of the draw.

We had two students gain representative selection in Hunter Region teams. They were Ryan Merrick (AFL) and Jake Robinson (Water Polo). Jake also went on to gain selection in a NSW All Stars team that was selected and the completion of the NSW CHS Carnival.

**School Sport**

Thursday school sport again saw many students participating enthusiastically in a variety of school and off site sports with favourites such as Ten Pin Bowling, Genesis Gym, Laser, Tag and Go Karts as popular as ever while we also had the addition of Aqua Golf and Table Tennis to our roster and the return of Archery.

A new Sports Instructions Booklet was developed to enable staff to better understand their roles and responsibilities for each sport that is offered.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 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)

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.
Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.6</td>
</tr>
<tr>
<td>Writing</td>
<td>72.2</td>
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<tr>
<td>Spelling</td>
<td>86.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.0</td>
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<tr>
<td>Numeracy</td>
<td>89.3</td>
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<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81.6</td>
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<tr>
<td>Writing</td>
<td>55.9</td>
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<tr>
<td>Spelling</td>
<td>83.4</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>81.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85.6</td>
</tr>
</tbody>
</table>

Higher School Certificate

Significant programs and initiatives
Aboriginal education

2012 saw us continue our affiliation as a Stronger Smarter Learning hub.

The SistaSpeak program was again in operation. The program aimed at supporting young Aboriginal and Torres Strait Island girls to be strong and proud young women. For the first time in 2012 we also introduced the Brospeak program to support our young Aboriginal and Torres Strait Islander men.

The Birrawol Aboriginal boys’ dance group has been in high demand again. The boys must be commended for the leadership they have displayed, with some difficulties in maintaining a dance teacher.

A Yarning Circle has been established near the Bush Tucker garden. During the first term 2013 this will be enhanced with a firepit and seating.

In term 4 all staff part in a School Development day aimed at enhancing Aboriginal education across the school.

It was pleasing to see that many of our senior students took advantage of the Norta Norta Individual Sponsorship program for tutorial assistance throughout the year. Many of our younger students were involved in Norta Norta tutoring, mentoring and leadership programs that provided support for Aboriginal students in the middle years.

In Term 1 2013 the “Dare To Lead” team are conducting a snapshot of Aboriginal Education in the school. This will be our guide to the future.

Student Welfare

Student Welfare focus areas for 2012 were:

Continue to develop and align the Learning Support Team structure with Department protocols in order to provide greater support for students experiencing difficulties. Weekly Learning Support Teams for individual students meetings will be timetabled to provide an integrated approach to addressing students’ needs and provide coordinated case management for students experiencing difficulties at school.
The implementation of a whole school approach to student wellbeing PBL using the core values of Respect, Responsibility and Commitment. The LAW program will be overhauled to align with PBL and will be renamed.

Specific Wellbeing programs and presentations to be implemented in Year groups to best meet student’s needs and concerns.

**Our achievements in this area include:**

The Learning Support Structure was revitalized with weekly meetings involving Head Teachers Welfare, Deputies, SLSO, LAST and counselling staff. A new referral system was developed utilising SENTRAL which aligned the Learning Support Team structure with Department protocols in order to provide greater support for students experiencing difficulties. The formalised process allowed continued support to referred students by relevant staff’s input into their specific needs and goals. Action plans were individualised thus allowing for greater support within the school.

PBL lessons conducted by Year Advisers in years 7-10 continued to enhance the school policies of bullying, building resilience and having students develop the ability to understand Mental Health and Wellbeing issues utilising the Mindmatters and Sensibility frameworks.

Plan It Youth Mentoring program operated for Year 10 students who are contemplating leaving school and do not have a clear pathway to employment, training or other education was successfully completed by 12 students in 2012. The re-engagement of students in their learning and a stronger commitment to themselves is a positive outcome for the program.

Annual Stage 3 into Stage 4 Transition Program for students with social skills and /or behaviour difficulties was conducted by the Head Teacher Welfare, Year 7 Adviser 2013 and LAST. This program was developed to address specific issues of the incoming identified vulnerable students and allowed for detailed planning to be put in place to meet the individual needs for all students and in particular for funding support and vulnerable students. Partner School visits were conducted to prepare students for secondary school and a successful Transition Day was held. Consequently, more confident and less anxious students are commencing High School.

Increasing numbers of staff have been trained in the numerous Mind Matters Modules, Drug Awareness, and Head Teachers Welfare participated in HCC / Maitland District Head Teacher Welfare Network Days as well as the PSP Home School and Community Partnership Conference.

The school continued with the Healthy Schools Healthy Futures program. The programs purpose is to examine the effectiveness of resilience initiatives for Years 7-10 students. The program this year has focused on developing wellbeing initiatives in curriculum, teaching and learning and developing partnerships and services. A case manager was assigned to the school in 2012 who conducted a community forum, worked with executive to incorporate wellbeing aspects into all school programs and raised awareness of the wellbeing of students at Rutherford Technology High School.

Guest speaker Sam Cawthorn spoke to the student body about goals and aspirations and building resiliency skills and “I Risk”, a multimedia presentation, was delivered by Motivational Media covering drug awareness, resilience and relationships.

Immunisation programs were held for Year 7 (Chickenpox, Hepatitis B and Gardasil). Immunisation programs were held for Year 10 (Gardasil).

The Head Teachers Welfare along with the bullying coordinator evaluated and revised the Anti-bullying policy which is to be launched to the school community in 2013. After the welfare team was up-skilled in drug awareness the Head Teachers Welfare in partnership with the Drug Education Consultant devised a new smoking policy for Rutherford technology High School. As part of the welfare review the Head Teachers Welfare evaluated the current welfare policy and created a new policy and procedures to be implemented in 2013.

The Aspirations program has been designed to enable students from high needs schools to engage in the workplace. It also allows students to start to build an understanding of the skills which will be required of them in a modern work environment. Twenty Year 11 students...
participated in Aspirations during Term 3. This program was supported financially through the Australian Business Communication Network. They identify Year 11 as a critical time for students in determining their pathways beyond high school. Students’ choices beyond school are often influenced by factors such as a lack of confidence. This can be compounded by a lack of knowledge about the different career pathways that are available to them. The program was a success with 100% of the students learning more about themselves and their strengths.

Genesis Rutherford has agreed to adopt Rutherford Technology High School in a community partnership. This means that Genesis Rutherford will partner with Rutherford Technology High School to provide us with access to fitness facilities and qualified staff to educate students about the benefits of regular exercise in a fun and non-intimidating environment. The aim is to get "More children More active More often" and to build regular exercise into their daily routine by encouraging children to take positive action.

The LOVE BiTES program was delivered to all Year 10 students in Term 1. The LOVE BiTES program includes a one-day workshop that is delivered by a group of service providers who have been trained in the program and team up with teachers to run the workshop. The workshop ends with a creative afternoon session to consolidate the material learnt during the day. Respectful relationships between males and females are consistently modelled in LOVE BiTES. In the afternoon session participants can write, perform and record a hip hop song, radio advertisement or drama piece, as well as develop art works for posters and other resources focusing on the prevention of gendered violence. These creative works are then used to develop local campaigns, led and delivered by young people, to challenge relationship violence in their communities. Rutherford Technology High School had an artwork from this session selected to be part of a National campaign against violence towards women.

Peer mediation training was undertaken by a group of Year 9 students who self-nominated for the program. Peer Mediation is both a program and a process where students of the same age group facilitate resolving disputes between two people or small groups. This process has proven effective in schools, changing the way students understand and resolve conflict in their lives. Changes include improved self-esteem, listening and critical thinking skills, and school climate for learning, as well as reduced disciplinary actions and less fights. These skills are transferable outside of the classroom. The trained mediators will be utilised in resolving conflict between students in 2013.

Looking forward to 2013 our focus will be:

Provide Social Development programs to continue, that have a greater number of students in all stages becoming stronger and smarter adolescents who understand the consequences of choice and action.

Continue to develop the concept of Wellbeing for students and staff, facilitating a number of opportunities to explore the concept of Wellbeing.

To further develop the transition program for Year 6 into 7, implementing a number of strategies to engage Primary Partner Schools and the community to strengthen the process.

To provide the welfare team with opportunities to up-skill by undertaking online learning opportunities

Conduct training in Restorative Justice practices for the welfare team to utilise when dealing with conflict.

Gifted and Talented Program

Gifted and Talented students at Rutherford Technology High School are offered a wide variety of experience in all KLAs. Individual students and small groups are targeted and given support and opportunities to develop and achieve their potential – whether it be academically, sporting, artistic or socially.

For the past 10 years Rutherford Technology High School has offered Year 6 students the opportunity to apply for a position in the Year 7 Independent Learning class. This group of students are provided with a wide variety of teaching strategies and experiences to foster their development as independent learners. Teaching staff have been provided with training and development through the Teams structure to
increase their knowledge and expertise in teaching these students.

Students again successfully took part in the Australian Schools English Competition with several outstanding results. A group of year 10 students again acted as mentors/tutors at the Maitland Baptist Pre-school. The Year 5/6 Primary feeder school’s Gifted and Talented workshops again operated during terms 2 and 3. Students from 8H (Independent Learning class) prepared an entry for the Newcastle Morning Herald School’s newspaper competition. Their efforts were outstanding, and they were awarded second place.

The Enrichment Committee was formed in 2012. While this group took some of the responsibility of overseeing Gifted and Talented programmes, it also has a broader role to provide enrichment activities and opportunities for all students at our school. Staff are able to apply to this committee for funds to support initiatives which may also include the area of Gifted and Talented.

The Year 12 Band 6 strategy took place but was met with a disappointing involvement from other participating High Schools. This organisation will be reviewed in 2013.

Maitland Tutorial Centre

In its tenth year of operation since being formally recognised as a district resource the Maitland Tutorial Centre continues to evolve according to the demands of an ever changing community, staffing disposition and fiscal disbursement.

The MTC is located off campus in historical Telarah (nee Holmsville), a leafy, serene and semi rural locale seemingly perfectly appropriate to cater for students with challenging behaviours and learning difficulties. A contributing factor to the success in maintaining a healthy student equivalency is directly related to the schools physical separation from its mainstream counterpart.

Junior high school students and occasionally primary school students are referred to the Centre from drawing areas which include about 12 high schools and their respective drawing area Primary schools. Students from as far as Karuah, Lemon Tree Passage, Dungog, Singleton, Cessnock and the northern reaches of Lake Macquarie are often taxi transported to school. Some of the students are accompanied by escorts during the commute to school. Most often the students develop an autonomy or ownership of the Tutorial Centre which eventually resolves issues of absenteeism.

As at December, 2012 from a student body of 37, 18 students will continue through to next year, 16 students have and will transition to their home school or alternative placements and three have yet to be confirmed of a continuation of placement.

Maitland Tutorial Centre is a major spoke in the wagon wheel of each of its client’s stakeholders. The student’s High School, Family, Health Professionals, FACS, DOCS, DADAC, Juvenile Justice, the Police Service and the Family Law Court, Advocates, Foundations and Corporate Vocational Support Networks all combine to provide opportunities for students to continue their education. Five year education programs are scrutinised as essential criteria to meet the design of care plans prepared and registered through children’s court. More recently however, alternative corporate vocational institutions actively recruit students who are at risk of “dropping” out of public education settings therefore supplementing placement options.

Special Education

The Support unit of RTHS consists of three classes each with a teacher and Student Learning Support Officer (SLSO) that cater for the needs of up to 46 students. The senior IM class has 15 students, junior IM class, 16 students and an IO class of 10 students. Students placed in these classes primarily have an intellectual disability; many students have additional needs, which include vision impairment, mobility concerns, A.S.D, a mental health diagnosis or a combination of the above.

Support unit students begin integrating into mainstream classes in year 8 through inclusion into mini elective with their peer group. Integration is increased through to years 11 and 12 where the students can attend up to 3 subjects with their mainstream groups.

The classes are taught as a core group, the subjects of English, Mathematics, HSIE, PDHPE, and Work and Community Studies. These
subjects are taught by their class teachers in their homeroom. Science, Physical Education and Technology are taught by specialist mainstream teachers. These subjects, where possible, are taught in purpose built labs and workshop facilities to ensure the students have equal access to the school’s facilities.

The teachers of IM Junior and Senior classes have reported on the excellent progress in Maths and English, with all students meeting some independent learning outcomes. Both classes have also introduced Art Therapy to assist in creating a calm learning environment and a creative outlet for their thoughts and feelings. The art works the students have created have resulted in a noticeable improvement in students’ self-esteem and pride in their work.

Two staff have commenced training in Restorative Practises and are currently introducing these strategies into their discipline procedures. Early signs are that this is proving to be very useful in resolving conflict and encouraging students to take responsibility for their actions.

SLSO’s are assigned to individual classes where they assist students with their classwork and personal care and help teachers with the preparation and delivery of lesson content. They also spend a significant amount of time out of the support classes supporting students and teachers in mainstream elective subjects. Wherever possible SLSO’s from all three classes share responsibility for students in the support unit allowing maximum access to the curriculum in the mainstream.

The support unit staff ensure that each student has an individualized education plan. In the senior years careful collaborative planning between the school, parents and outside agencies is undertaken to ensure there is a smooth transition between school and further training or work placement.

Each class carries out community participation projects around the school. The junior class is responsible for the school’s recycling of waste paper products. The I.O. class has a weekly cake/slice run and the senior class has a successful luncheon menu for staff. The profits from these activities are utilized within the unit to buy additional education resources.

**Technology Team**

The Technology team have worked together to drastically change the face of the school’s network over the past year. Our previously independently managed network is now a part of the Department of Education and Communities’ Hunter domain. As a part of this shift to the hunter domain for our local computer logins, Staff Sentral accounts have also undergone a complex conversion to allow logins using the DEC login accounts.

Transition to the Hunter domain has made our privately hosted SharePoint server untenable, which has given us an opportunity to design a new site for internal use using SharePoint 2010. Data from the existing SharePoints has been transferred across to this new site as a part of the transition. As a part of these replacement proceedings, a new external website has been designed and created using the DEC’s Schools Website Service and is currently awaiting approval for final deployment.

As part of the developing an ongoing technology plan for the school, our computer hardware has been audited and examined at length, with recommendations made for a replacement and improvement scheme. Basic ICT skills have also been audited across both staff and students, to identify areas of greatest need for further staff training and development. Printers across the school have also been audited as part of a proposal for transition to a Pay as You Go printing system. A survey has been constructed to establish future hardware needs across the school and construct a picture of the ideal technological classroom.

A new computer lab has been installed into the library and a management system for use of this lab has been established and the network infrastructure required to support this new facility has been installed. With the windup of the Digital Education Revolution project, a plan is in development to ensure ongoing equitable computer access to students.
Senior Study

The Senior Study is a unique initiative which after 5 years is fully embedded in the RTHS senior school culture. The support offered to HSC students through the Senior Study is as wide ranging as its outcomes. This initiative not only supports students academically, it also provides vital emotional and social support to students as they endeavour to meet the demands of senior schooling, whilst at the same time juggling the critical transition from school to work. The support provided by the Senior Study and the resultant student outcomes are not measureable just by HSC results.

The Senior Study caters to a diverse range of students with a diverse range of individual needs. A comprehensive Year 11 into Year 12 transition program, which included interviews and surveying, took place at the beginning of Term 4 to support and assist students. Data collected during the transition process was used to develop programs to meet individual student needs. These programs included formal 'Study Skills' sessions conducted during sport time, the employment of a maths tutor on a weekly basis, a mentoring program, as well as school holiday tutorials. Staff and student commitment was clearly evident when 36 students attended HSC Exam Revision tutorials which were held during the Term 3 school holidays. The tutorial sessions were based on student demand and covered 15 HSC subjects delivered by 14 different members of staff.

The Year 12 Student Review process was used to report progress and provide regular feedback to staff, students and parents. Data from this reporting process was crucial to identifying student strengths and weaknesses and assisted with the development of support strategies. Importantly the Student Review process also helped to strengthen communication between the school and parents. These lines of communication were further enhanced by fortnightly articles in the school newsletter.

During 2012 the Senior Study provided a fully resourced and fully staffed learning space for HSC students for 40 periods a fortnight. This level of support clearly demonstrates our commitment to enhancing and improving the academic, social and emotional learning outcomes for our senior students and sends a clear message regarding school ethos to students, parents and the wider community.

Community Liaison

Rutherford Technology High School places great emphasis on the importance of Home, School and Community partnerships, which is the focus of the role of the Community Liaison Officer (CLO). This role has been held by Maryka Gibson since 2006, providing an important link between the school and its community. There is a wealth of research to indicate that where families are involved in their child’s learning, educational outcomes are improved. Family members have a significant role to play in supporting their child through high school. It is important to be familiar with the type of work that children are doing in class and to support what is happening at school in order to achieve the best possible learning outcomes for students.

The support of the local community is very much appreciated. Throughout 2012 we have enjoyed strong support from the business and industry community for activities such as the Career Choices Workshop, Impressions10 Mock Interviews, and Plan-it Youth Mentoring, where community members play a significant role in the success of these events.

The school’s strong relationship with The Beacon Foundation school continues to create a range of opportunities for students. Rutherford Technology High School is recognized as a Beacon Foundation Alumni school in recognition of the depth and range of its programs. These programs primarily target our Year 10 students with a view to supporting their transition into further education, employment or training.

The CLO also maintains strong links with our partner primary schools to ensure a smooth transition from primary to high school, co-ordinating Year 6 parent information sessions at the start of the year and providing a series of newsletters to keep Year 6 students and their families informed about the ongoing transition process throughout the year.
Progress on 2012 targets

Target 1
Leadership and Management

- “Quality Systems – a Guide for Schools” matrix is met at each level of school administration.

Our achievements include:

- Staff orientation processes strengthened and a staff welfare structure introduced.
- Staff meeting and professional development program consolidated.
- Technology networking moved to the Hunter Domain, and a new computer work space established in the Library.

Target 2
Wellbeing and Engagement

- Increase overall attendance rate from 86% in 2011 to 88% by 2012
- Increase Year 11 attendance rate from 81% in 2011 to 85% in 2012
- Decrease overall number of student suspensions from 455 in 2011 to less than 400 in 2012
- Double the number of positive student referrals each year from 516 in 2011 to 1000 in 2012

Our achievements include:

- Increased Year 11 attendance rate from 81% in 2011 to 85.3% in 2012
- Decreased overall number of student suspensions by 11% from 2011 to 2012.
- Increased number of positive student referrals to over 6,000.

Target 3
Literacy and Numeracy

- Increase average NAPLAN numeracy growth (Year 7 to 9) from 32 in 2011 to 36 by 2012
- Increase average NAPLAN reading growth (Year 7 to 9) from 32 in 2011 to 36 by 2012
- Decrease the number of students below the National Minimum Standard in NAPLAN writing (Year 9) from 34% in 2011 to 25% in 2014.
- Decrease the number of students below the National Minimum Standard in NAPLAN reading (Year 9) from10% in 2011 to 8% in 2012.
- Decrease the number of students below the National Minimum Standard in NAPLAN numeracy (Year 9) from 14% in 2011 to 12% in 2012.
- Increase the number of students at the proficient level in NAPLAN writing (Year 9) from 9% in 2011 to 11% in 2012
- Increase the number of students at the proficient level in NAPLAN reading (Year 9) from 9% in 2011 to 11% in 2012
- Increase the number of students at the proficient level in NAPLAN numeracy (Year 9) from 9% in 2011 to 11% in 2012
- Increase HSC value – added data for students at the upper levels.

Our achievements include:

- Targets were not reached and a review of cross KLA practices will take place in 2013

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of our Anti-bullying policy.

Background

It is the policy of this school that bullying will not be tolerated.

Rutherford Technology High School (RTHS) is a safe, supportive and respectful teaching and
learning community that promotes student well-being. Student safety and wellbeing is a prerequisite for effective teaching and learning.

The school has always had a strong anti-bullying policy with the provision for students to report incidents on-line.

With a number of new staff, parents and students, plus the increasing use of social media it was felt we needed to re-visit our procedures. It was, also, thought that there was an increasing misconception about the definition of bullying.

We, also, wished to incorporate the school’s core PBL values—Respect, Responsibility and Commitment.

Findings and conclusions

There was some misconception about the definition of bullying, especially between students and parents.

Bullying was found to occur, but in many cases education on resilience strategies was the major need.

Current data indicates that most bullying incidents occur in years 7-9. It can be seen that most incidents recorded are not patterns of repeated bullying (as per definition). Far more students were recorded for bullying only once, twice or less than 4 times.

A new anti-bullying plan was developed in consultation with staff, parents and students.

Future directions

In 2013, the school will focus on implementing the anti-bullying plan with a renewed focus on the use of Sentral data to gain more accurate information about bullying incidents. School staff will be inserviced on how to accurately record incidents using Sentral. The school intranet “Report a bully” data will be more accurate as a new sharepoint was established in 2012.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school through Schoolmap surveys, PBL surveys and anti-bullying surveys, as well as student focus groups.

Encouraging responses were:

- All groups saw students as being the school’s main focus.
- The curriculum was seen as relevant with good formal reporting processes to students.
- There are many positive Aboriginal programs, such as NAIDOC, Boy’s Dance, and SistaSpeak.
- There was positive feedback on transition processes and innovative programs, such as the Senior Study and Foundations for the Future.
- Student recognition through the positive commendation system. Parents enjoyed the positive contacts.
- SMS contact on attendance
- The continuing push as a uniform school.
- On-line booking system for parent/teacher evenings
- The positive attempts of staff to deal with bullying

Improvements were suggested in:

- Changing lessons to make them more interesting and engaging
- Classroom management strategies
- The quality of student work samples and homework practices
- The school’s focus as a technology high school
- Communication of welfare follow-up.
- The physical surrounds of the school, including shelter, seating, and the number of demountables.

Professional learning

In 2012, the professional learning focused on:

- Leadership and management
- Wellbeing and engagement
- Literacy and Numeracy

All staff participated in 5 School Development days across the year supporting these areas.
The Professional Learning Teams met three times per term to support improvement in pedagogy in Stage 4 classes.

The Rutherford Learning Community, consisting of Rutherford High School and its partner primary schools, continued to flourish. The middle school initiative was a major outcome of this group. Two joint school development days were held for the learning community, Term 2 focusing on middle schooling strategies and term 3 with Dr Christine Richmond the major presenter.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1: Leadership and Management

Outcome for 2012–2014

- School management systems designed to maximise staff performance and student outcomes.

2013 Targets to achieve this outcome include:

- “Quality Systems – a Guide for Schools” matrix is met at each level of school administration.

Strategies to achieve these targets include:

- Establish mentoring programs for staff based on the implementation of “lesson study”
- Implement a cycle of mandatory staff development and accreditation practices.
- Establish a systematic plan to upgrade and maintain school facilities.

School priority 2: Wellbeing and Engagement

Outcomes for 2012–2014

- Increased ethos of high expectations by students
- Students prepared to be 21st century learners

2013 Targets to achieve this outcome include:

- Better utilisation of alternative pathways by students
- Improved transition processes for students

School priority 3: Literacy and Numeracy

Outcomes for 2012–2014

- Increased literacy and numeracy growth from Year 7 to Year 9
- Improved student writing skills
- Improved student reading skills
- Improved student numeracy skills
- Improved HSC results

2013 Targets to achieve this outcome include:

- Increase average NAPLAN numeracy growth (Year 7 to 9) from 30 in 2012 to 37 by 2013
• Increase average NAPLAN reading growth (Year 7 to 9) from 30 in 2012 to 37 by 2013
• Decrease the number of students below the National Minimum Standard in NAPLAN writing (Year 9) from 46% in 2012 to 25% in 2013.
• Decrease the number of students below the National Minimum Standard in NAPLAN reading (Year 9) from 21% in 2012 to 10% in 2013.
• Decrease the number of students below the National Minimum Standard in NAPLAN numeracy (Year 9) from 16% in 2012 to 10% in 2013.
• Increase the number of students at the proficient level in NAPLAN writing (Year 9) from 3% in 2012 to 10% in 2013
• Increase the number of students at the proficient level in NAPLAN reading (Year 9) from 8% in 2012 to 11% in 2013
• Increase the number of students at the proficient level in NAPLAN numeracy (Year 9) from 5% in 2012 to 10% in 2013

Strategies to achieve these targets include:
• Embed literacy and numeracy strategies identified by the literacy and numeracy action team into KLA teaching programs.
• Learning Support Teachers identify students and risk and develop strategies and teacher development to assist these students.
• Norta Norta support for Aboriginal students
• Whole school focus on writing.

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.

Michael Whiting, Principal
Greg Archbold, Deputy Principal
Simone Hughes, Deputy Principal

Maryka Gibson, Community Liaison Officer
Mrs Lexi Fitzgibbon SAM & Parent Representative
Mr Robert Thomson Head Teacher English
Mrs Kylie Fabri Head Teacher Student Welfare
Mrs Louise Smailes Head Teacher welfare
Mrs Kristine Turner
Mrs Michelle Hunter Head Teacher Maitland Tutorial Centre
Miss Loretta Hornery Relieving Head Teacher CAPA.

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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: