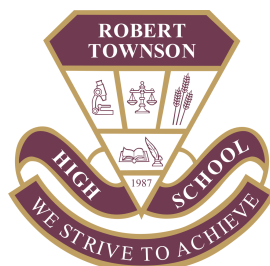


Robert Townson High School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Robert Townson High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Warren Parkes

Principal

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Message from the Principal

Robert Townson is a comprehensive coeducational high school. We celebrate multiculturalism, diversity and work to improve the educational outcomes for aboriginal students as we do for all of our students.

We are recognised for accelerating the academic growth of underperforming students but also work to provide a challenging program for higher performing students in the areas of: academic performance, sporting excellence and leadership.

This year was the second of our current three year plan. Our priorities have been: to improve academic performance, develop staff and student leadership opportunities and develop closer ties with our wider community. These will be addressed within this document.

Due to a large diversity of school choice and an aging demographic our student population continues to fall. We are however just beginning to experience the effects on enrolments caused by the new suburbs being constructed along the Camden Valley Way. Over the next few years the school should have an upward effect on student numbers.

Next year we will conclude our three year plan and begin to establish priorities for the next three years.

School background

School vision statement

Our vision is to equip our students with the academic and work ready skills to enter our 21st century society. We will do this through authentic academic challenge provided by skilled and committed staff and student development program built on student needs. This will be provided in a learning environment that is valued and reflective of the 21st century world of work.

School context

Our school services the communities of Raby and St Andrews. The smaller adjoining communities of Bow Bowling and Varroville also add to our total student population. Our school also has 4 support classes for students with a diagnosed hearing disorder whose students come from a much wider drawing area. Together they combine to form a student body of around 830 individuals.

Our school is situated inside the drawing of four private schools and within a small travel distance of three academically selective state schools as well as a performing arts selective schools. Together they provide a range of choice for parents of year 6 students.

Upon entering our high school students on average have literacy and numeracy results below state averages though any individual performances are well above these averages.

NSW state schools are partially funded based on their designated Family Occupation Education Index(FOEI). The average FOEI is 100 and our school is currently 123 where a higher score indicates greater socio-economic needs which are addressed via intervention and support programs. We continue to have around 40 students who identify as from an Indigenous background. Collectively they achieve results in excess of state literacy and numeracy results.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Overall our school has assessed itself as aligning closet with the Sustaining and Growing domain. Though the school continues to demonstrate success at many indicators of the Excellence domain we believe that not all teacher are compliant all of the time and thus assess ourselves more severely. Having all staff compliant will be a priority for 2017.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

A whole school learning culture

Purpose

We wish to provide an educational solution for our vocational and academic students in our local community that prepares them for the 21st century world of work in an environment that instils the values of respect, harmony, cooperation and diligence.

Overall summary of progress

In this planning area we concentrated on improving student Literacy, Numeracy and commitment to learning skills. In our second years both Literacy and Numeracy results have improved from years 7 to 9. There is a significant growth in the value added graph in both areas. Our work in Numeracy development is still in its infancy however we have been working to improve student Literacy for over 2 years for years 7, 8 and 9 student and here the growth is most notable. With respect to "student learning" we have tried a range of strategies. These have included: targeted learning programs for disengaged and engaging teaching strategies. Though there is no testing regime for this area short term anecdotal evidence shows disengaged behaviours have declined and learning remains a priority. Academic data is being gathered to qualitatively support the finding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student progress along Literacy Continuum has been mapped for diagnostic purposes. Parents are informed of their children's Literacy development over time.	All students from year 7 through to 9 are mapped to the Literacy Continuum. This data is available to all teaching staff for appropriate lesson differentiation. Parents are receiving Literacy reports twice yearly demonstrating progress over time and a comparison to state performance levels.	\$56,000 support staff to collate data
There is clear evidence of growth in student NAPLAN data and student academic performance aligned or exceeds state levels of growth	Increasing over the last three years there has been a marked value added growth towards state averages for the whole student cohort.	\$72,000: a Head Teacher Literacy employed, support staff and resources
AS student engagement increases attendance will increase and off-task behaviours will decrease. Suspension figure will show a marked decrease.	Short suspension data has shown a 20% from 2015 to 2016. Students exhibiting off task behaviours have individual support structures to remediate behaviours.	\$125,000: a Head Teacher Teaching and Learning was employed.

Next Steps

The Literacy program will continue in its current form targeting individual growth. The Numeracy and mathematics' program will implement regular pre and post testing to monitor student growth while simultaneously implement intervention programs to boost student understanding.

The staff are continuing to work on employing recognised teaching strategies to lift academic results and gather numerical data to measure the effect such as found in effect sizes.

Strategic Direction 2

High performing – distributive leadership

Purpose

Our teachers are committed to professional growth throughout their career that is aligned to enhancing student: academic and social growth, engagement in authentic learning and effective preparation of the mind and social being.

Overall summary of progress

In this area of the school plan there was a focus on four areas. They were in curriculum structure for stage 5, flexible learning spaces and Stage 6 curriculum, assessment design and extending teachers skills through leadership opportunities.

Planning was undertaken for significant change with the design and structure for Stage 5 students.. The development of a new stage 5 course was initiated designed to build up the skills of our students in Careers, skills for the workforce and further study, technology skills and Vocational Education. Changes were also planned for in regards to Stage 5 electives where traditionally students would study an elective course over two years in Year 9 and 10, however to maximise opportunity and engagement the introduction of 100 hour electives will mean that Year 9 students will elect to choose new electives to study in year 10 for 2018 thus broadening their educational outcomes.

A team was formed to look at building up flexible learning spaces around the school. To enable students to engage in 21st century learning opportunities more regularly training and research was undertaken to identify learning environments across the school that could be transformed to maximise engagement and create for better learning spaces for our students. As a result five different areas of the school were transformed with innovative furniture, technology and increased space to allow for increased learning opportunities for our students. The library, a computer lab, two entry areas to blocks and a classroom were transformed.

Planning for change by the Stage 6 curriculum and assessment team saw the introduction of new processes in 2016 relating to Stage 6. An academic review team formed to meet with students and parents of Stage 6 to support them in both assessment and curriculum planning . This occurred in both Semester 1 and 2 in 2016. The Stage 6 team in combination of the Welfare team developed a program for Year 12 students around relevant issues such as stress management, mindfulness, Goal setting and HSC assessment practices. A newly designed assessment policy resources was also created for Year 11 and 12 with changes set to reduce the workload and provide a clearer timeline for assessment and examinations in each course.

Teachers were encouraged to develop their leadership skills by running ongoing teacher development programs over the year. In teams they developed material and led programs that the remainder of staff undertook as part of their own development. This program will continue to run in 2017 and will include evidence based practices to measure the effect of teaching and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• The school has a plan for the design and implementation of 21st century learning spaces.• The school's senior and junior Assessment booklet and subject choice procedures are updated in line with new procedures and practices.• Student curriculum choice has increased.• Staff are trained and implementing strategies around: quality feedback, high order thinking and explicit teaching.• New ways of curriculum delivery were examined and implemented including: cross	<p>Over the year there have been 4 spaces identified for redesign and they will be completed in 2017.</p> <p>New subject choice procedures have been implemented including updating of policies and practices.</p> <p>Students will have increased subject choice options as part of their curriculum.</p> <p>Aspiring teacher leaders operated a leadership development program over the year including the delivery of material to all staff over four meetings.</p>	\$100,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
curriculum planning and alternative learning spaces.	<p>Over the year there have been 4 spaces identified for redesign and they will be completed in 2017.</p> <p>New subject choice procedures have been implemented including updating of policies and practices.</p> <p>Students will have increased subject choice options as part of their curriculum.</p> <p>Aspiring teacher leaders operated a leadership development program over the year including the delivery of material to all staff over four meetings.</p>	

Next Steps

An Evaluation of the impact that changes to the design and structure of Stage 5 curriculum will be undertaken. This will inform the team of any adjustments that will need to be made moving forward into 2017 and 2018.

The flexible learning spaces team will continue to identify areas/learning environments within that school that can be reformed to look at maximising learning opportunities for our students across year 7–12.

The Stage 6 team will be working in collaboration with faculties that will be introducing the new Stage 6 Curriculum and Assessment changes. A consistent approach by all faculties involved will ensure resources are provided in the planning and delivery phases to meet the requirements and deadlines for these changes.

Strategic Direction 3

A whole school community of learning

Purpose

Weaspire to be seen as the communities' natural choice for a secondary school for their children. To do so we will provide a competitive and engaging curriculum that features a diverse range of challenging subjects and extra-curricular activities to develop citizenship and leadership for our students.

Overall summary of progress

Over 2016 there were three areas we focused upon to develop a whole school community of learning.

In the first area we wanted to improve our school image within the community. Here, after surveying parents of incoming year 7 students we introduced a school app which has allowed for instant information to be communicated to students, staff and parents. We also redesigned and refreshed our website to ensure a more user friendly website with essential information that could be navigated more easily. We also had a sub committee of staff reviewing procedures for improved uniform compliance within the school.

The second area focused upon systems for improved student well-being. An Evaluation of well-being procedures took place as a new model of classroom management was implemented. Slight adjustments were made after the school team undertook an evaluation of the new model. Students with specific needs were supported through the creation of Personalised Learning and Support Plans (PLSP) in consultation with parents, students, staff and external agencies. A Student Support Officer was also employed to assist in student well-being delivering topics to students on resilience, building positive relationships and digital citizenship.

The third area looked at attracting highly motivated and high achieving students from our local Primary Schools who have been applying to other schools include private and independent. One strategy including the early delivery of year 7 content lessons for Primary School on a regular basis in our classrooms. Lessons, on Coding, Robotics, Science, History, Fitness and Numeracy were conducted throughout Semester 2 of 2016. Planning was also undertaken to establish processes for a "Self Select" class to operate in 2017 which would see Year 6 students submit an application to obtain a position in this class. The idea was well received in the community with a high number of applications which meant a class could be operated in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Wellbeing initiatives to lead to higher engagement and reduction in suspension rates	With new processes being implemented by the Welfare team, Human Resources employed in the form of a Student Support Officer and adjustments being made to current practices there was a reduction in short suspensions by 24 percent in 2016.	\$30,000 flexible wellbeing funding used to employ Student Support Officer – Part time.
Increased parent contact through meetings and off site communication with improved methods of communication leading to Increased community school satisfaction	The new method of communication through the school app was introduced in 2016 with a healthy number of community members signing up for the free app.	\$2000 for purchase of school app software

Next Steps

Our uniform procedures will continue to be refined as we move into 2017.

Processes for the continuation of improved communication between school and community will continue to be evaluated to ensure community satisfaction with methods used by the school.

We also intend on building upon the Self Select class in 2018 by evaluating the processes and practices of the group

who complete Year 7 in 2017. With a wider variety of lessons run for our local Primary School students in 2017 we hope to attract more students to apply for a Self Select class in year 7 and 8 in 2018.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Refer to "Policy" requirements towards the end of this document.	\$22,061
English language proficiency	<p>New resources were acquired to assess the year by year progress of students in Literacy and Numeracy. This funding provided the time for specialist staff to analyse the results of all students and provide them with an individual program of study through the Literacy program. The implementation of this assessment has lead to a better understanding and more immediate knowledge of students' current skill levels and areas of weakness. This knowledge has been used to inform teaching across all faculties.</p> <p>Funding allocations also enabled classroom teachers to be trained to utilise explicit teaching strategies to improve English Language Proficiency. Teachers observed demonstrations of explicit and engaging teaching and worked with specialist Literacy teachers in the Learning and Engagement Centre with their own classes. This has provided classroom teachers with the skills to implement explicit and contextually appropriate literacy teaching in their classrooms.</p> <p>Teachers were given training to access SMART data through the Learning and Support Team and assisted to differentiate subject based content based on this knowledge. This support has enabled classroom teachers to determine the skills of their students and use this information to inform their teaching on a daily basis.</p>	\$8,311
Low level adjustment for disability	<p>Two and one half teachers were employed to support learning for students identified requiring assistance. Specific Literacy and Numeracy assistance was provided on a one to one basis.</p> <p>Two Learning and Support officers were employed to assist targeted students at school who may exhibit a range of learning needs.</p> <p>Robert Townson High School was actively involved in The Nationally Consistent Collection of Data (NCCD) to identify the number of students with a disability. This collection was based on the professional judgement of teachers about their students and the level of reasonable adjustments provided to access the curriculum. To facilitate this process staff were involved in various teacher professional development on The Disability Discrimination Act 1992, the Disability Standards for Education 2005 and the NCCD Guidelines. Staff were allocated time to identify, record and collect samples of reasonable adjustments made in their</p>	\$343,776

Low level adjustment for disability	<p>teaching and learning programs and practice. This information was collated and submitted for NCCD processing. In supporting the NCCD, the school openly invited the Department to review school policy, process and view a collection of documented student adjustment samples. This process dramatically improved teacher understanding of low level adjustment for disability and improved teaching practice. The Learning and Support team continued to work collaboratively with students and parents to develop, implement and review individualised Personalised Learning and Support Plans (PLSP), Behaviour Support Plans and Risk Assessments. In 2016, the Learning and Support team redesigned the PLSP template to align with the NCCD nationally recognised levels of adjustment. Planning and programming time was allocated to the Learning and Support Team to reformat and upload all updated PLSP's to school systems for staff to access. This process provided all staff with low level adjustments for all identified students with a disability. Furthermore, the Learning and Support team worked with staff to build teacher capacity in using a range of student data for differentiation and the effective implementation of adjustments into teaching and learning practices. Additional support was utilised through the Learning and Support team working with identified students through withdrawal, in class support and teacher support and individualised curricula. Furthermore, access to emergency funding (USSF), Integration Funding, RAM funding allowed the employment of additional teaching staff, Student Learning Support Officers (SLSO's) and the Learning and Engagement Centre to meet a diverse range of student needs.</p>	<p>\$343,776</p>
Socio-economic background	<p>Funding was utilised in the employment of a specialist Head Teacher Literacy and Head Teacher Teaching and Learning.</p> <p>A learning space committee was established to coordinate school learning space designs and funds allocated to implement changes. Spaces include: the school hall, library, three classrooms and a specialist learning space.</p> <p>Teaching staff undertook training on implementing research based practices to improve student academic performance. This included: feedback to improve understanding, explicit teaching practices and setting high expectations.</p> <p>Numeracy teacher training to raise results for low Numeracy performing students was undertaken for implementation in 2017.</p>	<p>\$328,000</p>
Support for beginning teachers	<p>Two Early Career Teachers (ECT) were give time to participate in mentoring sessions and to develop resources and planning for their</p>	<p>\$8160.00</p>

Support for beginning teachers	teaching programs. They were also part of an induction program meeting regularly with the supervisor of ECT's.	\$8160.00
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	462	425	415	397
Girls	434	406	407	397

As the local population ages, competition for student enrolment for us continues to be an issue due to: the three surrounding private and independent schools, the performing arts school and the selective schools. Accordingly student numbers continue to decline. New housing growth areas currently being constructed around us and this will have a positive effect on enrolments however this will not be evident for several years.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.4	92.4	91.8	92
8	90.9	91.3	92	89.7
9	88.7	90.9	87.8	87.7
10	89.3	86.8	88.3	84.8
11	90.1	92.4	88.7	87.1
12	89.9	91.4	89.6	89.8
All Years	90.3	90.6	89.6	88.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

Attendance patterns remain consistent with the NSW state patterns. Attendance intervention programs continue to be a priority at Robert Townson High School. Daily SMS notification, meetings with students and parents as well as other more serious interventions are implemented when needed.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			1.5
Employment	3	5	52
TAFE entry	5	2	20
University Entry	0	0	25
Other			
Unknown			

Workforce information

Workforce composition

Position	FTE*
Principal	1.2
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	42.2
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	14.48
Other Positions	3.9

*Full Time Equivalent

There is an error in the principal data that is submitted to this document. It should read principal 1.0.

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. No staff has identified they are Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	3

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 01 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	904 486.88
Revenue	9 263 998.78
(2a) Appropriation	9 028 250.88
(2b) Sale of Goods and Services	91 622.96
(2c) Grants and Contributions	137 509.21
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	6 615.73
Expenses	-9 753 681.48
Recurrent Expenses	-9 775 400.08
(3a) Employee Related	-8 794 426.43
(3b) Operating Expenses	-980 973.65
Capital Expenses	21 718.60
(3c) Employee Related	0.00
(3d) Operating Expenses	21 718.60
SURPLUS / DEFICIT FOR THE YEAR	-489 682.70
Balance Carried Forward	414 804.18

Funding commitments were made to a number of areas across the school. These include: facility upgrades both building and grounds, educational material provisions made available to enhance learning and safety and increased technology to all classrooms.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	7 176 060.88
Base Per Capita	56 904.04
Base Location	0.00
Other Base	7 119 156.84
Equity Total	770 707.47
Equity Aboriginal	55 966.01
Equity Socio economic	304 383.97
Equity Language	34 576.57
Equity Disability	375 780.93
Targeted Total	864 370.66
Other Total	108 807.88
Grand Total	8 919 946.90

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

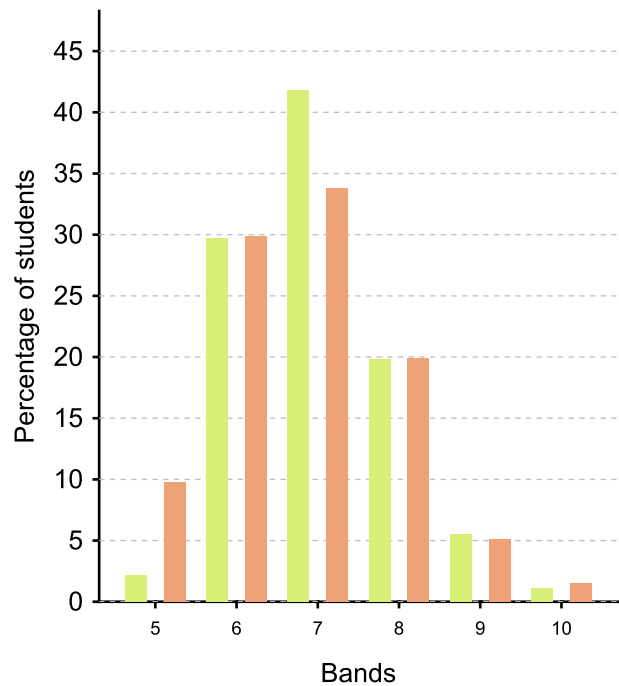
NAPLAN

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.

Robert Townson High School has programs in place that are addressing Literacy growth for all students. These specialised programs involve individualised instruction for students in years 7 to 9 to ensure they are receiving Literacy instruction at the appropriate level for their skills. This program has led to substantial growth in Literacy outcomes for students in year 9 2016, as measured by NAPLAN. In addition to the focus on Literacy, targeted Numeracy programs have been introduced to address deficiencies that students bring with them to year 7.

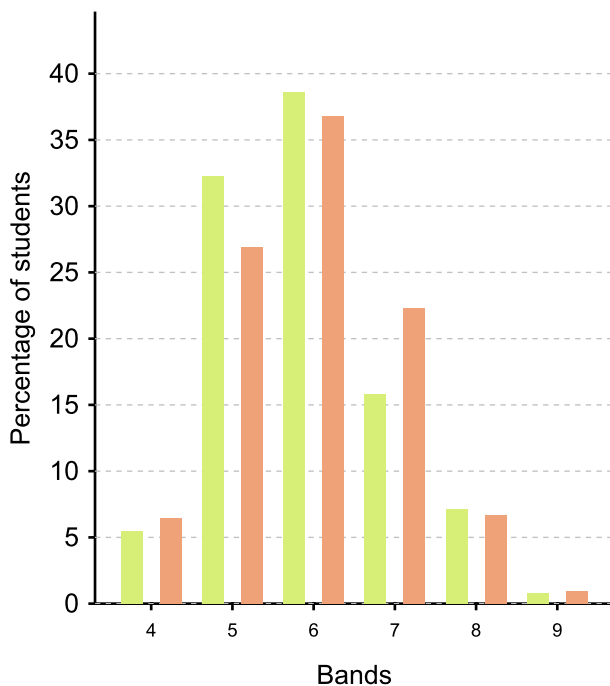
Percentage in bands:

Year 9 Reading



Percentage in bands:

Year 7 Reading

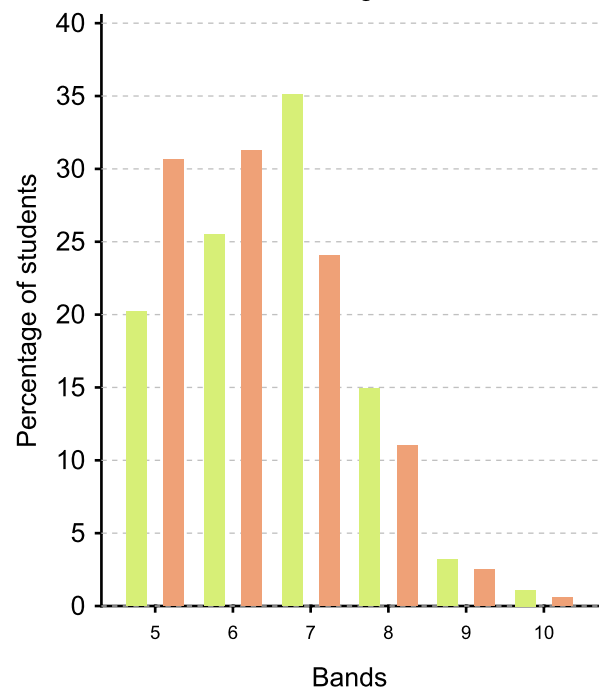


Percentage in Bands

School Average 2014-2016

Percentage in bands:

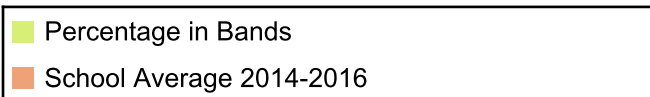
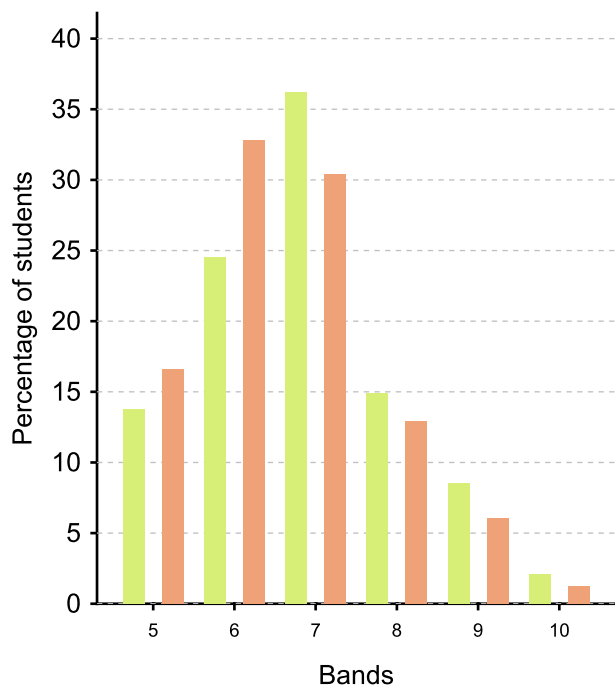
Year 9 Writing



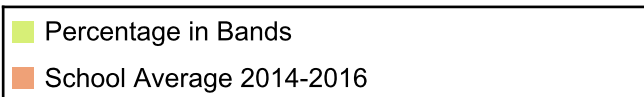
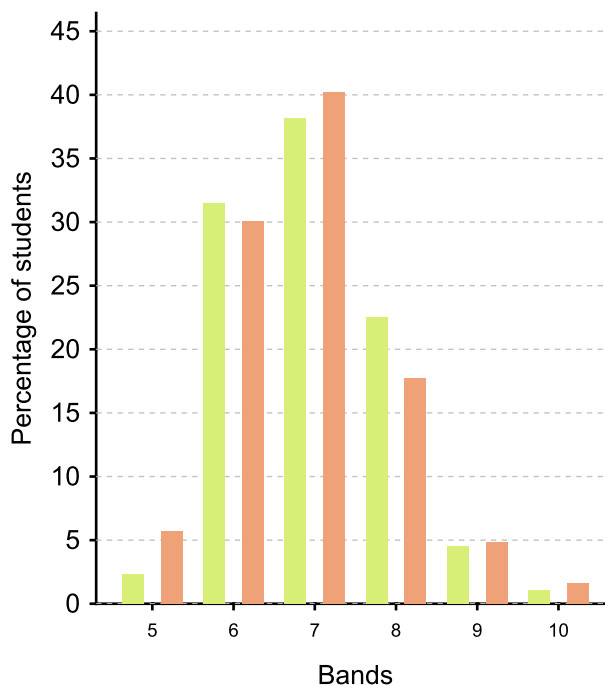
Percentage in Bands

School Average 2014-2016

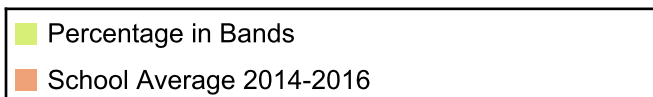
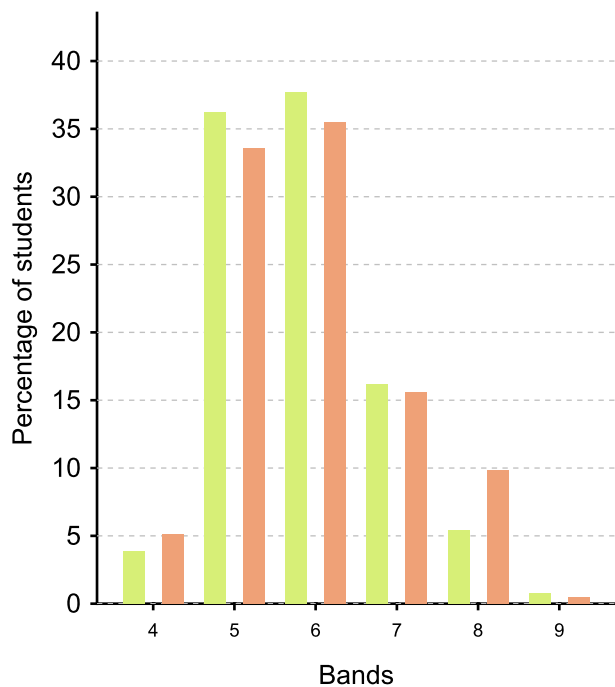
Percentage in bands:
Year 9 Grammar & Punctuation



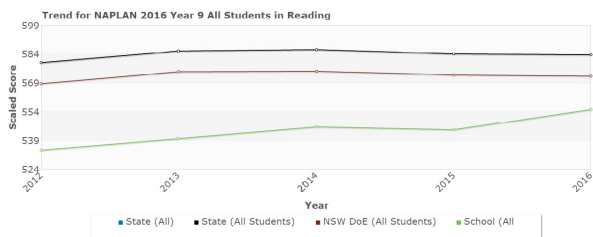
Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy

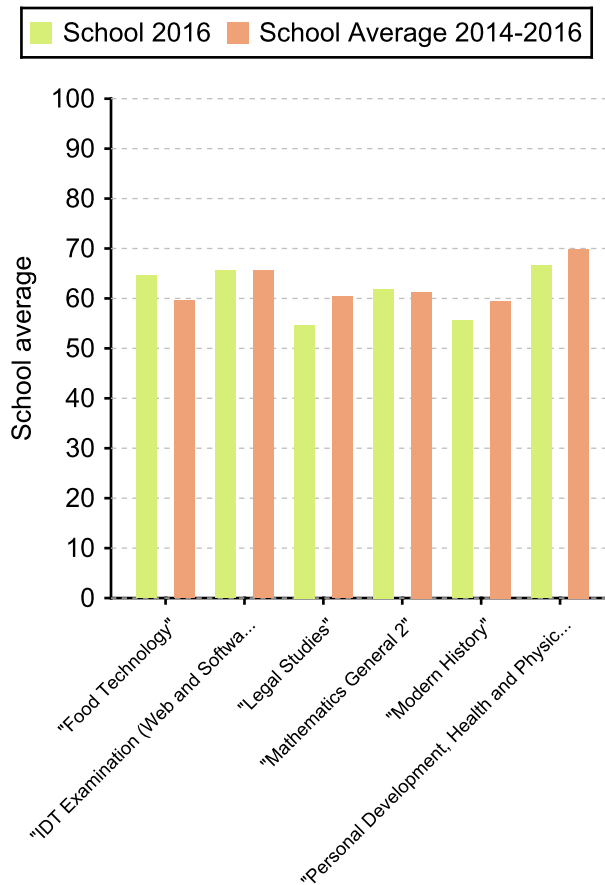
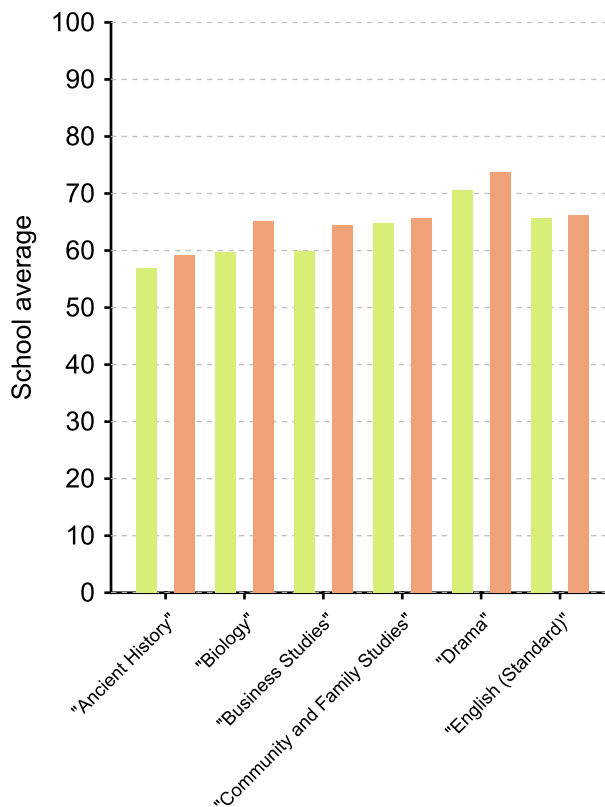


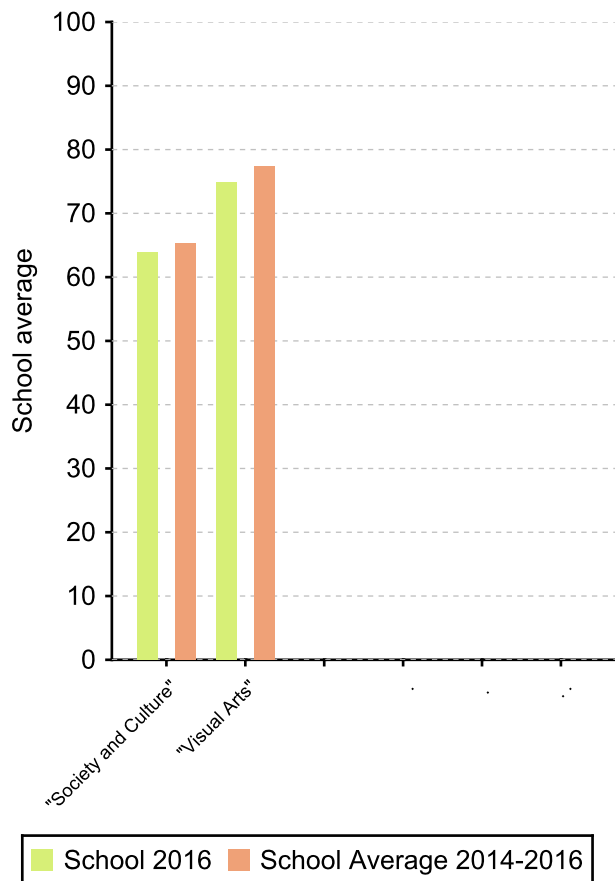
In 2016 year 9 students completing the NAPLAN reading exam improved by an average of 33.2 marks. Year 9 students at Robert Townson High School improved an average of 44.1 marks. In Numeracy, the school average growth was 44 marks while the state average was 40.7.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





English

There were 9 students in the HSC Advanced English class this year, with 7 students achieving a Band 4. The female students in this class performed better in terms of adding value.

In Standard English all students received a Band 4 or below which is a drop in performance compared to past years. The Band 2 and Band 1 determinations have decreased, with our figures indicating results half that of the state average, meaning that students at our school are performing at a higher standard and achieving Band 3 results instead. Eighty-nine percent of students scored a Band 3 or Band 4, which is 17% above the state average for these bands. Most students performed within, or slightly below, their expected band. The introduction of English Studies has helped to cater for the student needs more precisely and it is expected that the increase in students undertaking English Studies will improve Standard results in future years.

Mathematics

Forty-six (46) students sat the Mathematics General 2 examination in 2016. Five students achieved a Band 5 which represents continued improvement in the representation of students in this band level. Twenty percent (20%) of students achieved a Band 4. Four students sat the Mathematics examination in 2016. All students in this course achieved a Band 4.

Science

30 Students sat for the HSC in science in 2016. Twenty-four sat for Biology Two students sat for Chemistry and 4 sat for Physics through Distance Education.

Biology students achieved results from Bands 1 to Band 4. Seventy-one percent of students achieved a Band 3 or Higher.

Compared to their performance in the Year 9 NAPLAN, a significant amount of Biology students performed at or above the state expected growth.

HSIE

In 2016 students sat for examinations in Ancient History (27), Business Studies (31), Legal Studies (12), Modern History (23), Society and Culture (31) and Business Services (1).

In Ancient History there were some excellent individual results with three students achieving a band 4 result. The highest HSC mark was 77 out of 100. A higher percentage of students (29.62%) produced a band 3 result when compared to the state average (23.74%). Trend data indicated student's scaled scores were 11.3 below the state average.

Modern History also had some pleasing individual results. Three students achieved a band 4 result. The highest HSC mark was 79 out of 100. A higher percentage of students (21.73%) produced a Band 3 result when compared to the state average (13.76%). Trend data indicated that student's scaled scores were 15.8 below the state average.

There were some excellent results in Business Studies. Seven students were able to achieve a band 4 result. The highest HSC mark was 79 out of 100. A higher percentage of students (32.25%) produced a band 3 result when compared to the state average (22.66%). Student's scaled trend data scores were 10.5 below the state average.

In Legal Studies it was encouraging to see two students achieve a band 4 result with the highest HSC mark being 79 out of 100. The subject was close to state average in regards to band 3 results with 16.66% of students achieving a band 3 result compared to 17.44% of the state. Student's scaled trend data scores were 17.3 below the state average.

Some good results were obtained in Society and Culture in 2016. One student obtained a band 5 result and nine students achieved a band 4 result. The highest HSC mark was 81 out of 100. The subject was close to state average in band 4 results with 29.03% of students obtaining this result compared to 30.72% of the state. Trend data indicated that student's scaled scores were 13.2 below the state average.

In Business Services we had one student sit the HSC examination. This student achieved a pleasing band 4 result.

In 2017 the faculty has three focus areas aimed at improving HSC results. Research has shown the benefits of ensuring students are exposed to explicit teaching within the classroom. As a faculty we will be making it a priority to incorporate this teaching method within all of our Year 7–12 classrooms.

The faculty will also be focused on providing quality feedback to our students. Our staff will be using Google classrooms and Microsoft 365 for the first time with stage 6 students. This will be used to provide students with timely advice on enhancing their understanding of content and ability to communicate responses.

Last year the faculty began using ALARM strategies within its Ancient and Modern History programs. This year specific extended writing lessons using ALARM strategies will also be developed and implemented within the Business Studies, Legal Studies and Society and Culture programs.

In 2017 the faculty will also be placing a lot of emphasis on developing engaging teaching and learning programs in regards to the new Ancient and Modern History syllabus. We will be focused on producing lesson sequences that incorporate explicit teaching of the HSC dot points, ALARM strategies to enhance writing skills and 21st century learning practices.

Technology and Applied Studies (TAS) – HSC

Students sat for Higher School Certificate examinations in seven subjects in the TAS area; Community and Family Studies (30 students), Food Technology (18 students), Industrial Technology (10 students), Software Design and Development (8 students). Vocational Education subjects included: Construction where nine students achieved a Certificate II in Construction Pathways, Hospitality Food & Beverage where ten students achieved a Certificate II in Hospitality and Information and Digital Technology where thirteen students achieved a Statement of Attainment towards Certificate III in Information, Digital Media.

Community and Family Studies students achieved results across performance Bands 1 to 5. 17% of students achieved a high Band 5 and 27% of students gained a Band 4. The data indicated the overall class performance was just below the state average and the value-added results were consistent with state expectations. Individual results were pleasing when compared to the student's overall HSC performance.

Thirty-nine percent of students received results in the top three Bands in Food Technology with the remainder of candidates achieving results across performance Bands 2 and 3. The value-added results were consistent with state expectations.

Industrial Technology students studied Timber Products and Furnishings and achieved results across performance Bands 2 to 4. With 27% of students achieving a Band 4. The class performance was at a level below the state average as were the value-added results.

Thirty-eight percent of students received a result in the top 3 Bands in Software Design and Development the remainder of students achieved results spread across Bands 2 and 3. The value-added data was consistent with expected growth.

VET Construction had 2 students sit the HSC

examination with both students achieving Band 3. The value-added data for three of the students was at or above expected growth.

In VET Information & Digital Technology thirty-one percent of students achieved results in the top three Bands. The value-added data was consistent with expected growth.

In general, TAS students achieved results that were consistent with their individual overall Higher School Certificate performances. In 2017 we are working towards improving the overall performance within the faculty by reviewing programs and increased Teacher Professional Development in HSC Examination performance with student focused learning programs in constructing extended response answers.

PDHPE

In 2016 the PDHPE faculty offered the following subjects to students: 2 unit PDHPE (2 classes in Yr12 and 2 classes in Yr11), Sports Coaching VET (2 classes in Yr12 and 2 classes in Yr11), Sports, Recreation and Lifestyle (2 classes in Yr12 and 1 class in Yr11) and Senior Crossroads

There were 25 students who sat the 2 unit PDHPE examination in 2016. 40% of candidates achieved a Band 4 or higher. Three candidates received a Band 5. Students were just below State average.

Five students completed their Certificate II in Sports Coaching.

Nineteen students completed the non ATAR Sports, Lifestyle and Recreation course.

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

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The areas in which parents were surveyed include: Parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviour, safety at school and an Inclusive school.

Some of the responses are summarised below:

- Eighty four percent of parents that responded indicated they were satisfied with the general communication from our school (e.g., newsletters, emails, school website, school app, social media, etc.).
- Overall parents suggested Robert Townson High School had a good reputation within the community with only seventeen percent of parents indicating they think the school did not have a good reputation in the community. This extended into 90% of parents having no issues with recommending our high school to other members in the community
- Eighty percent of parents indicated the subjects that their child wanted to study was available at the school.
- Student reports and informal meetings scored highly as very useful means of communication of student progress.
- Parent perception of their children feeling safe at school and on the way to and from school scored higher than the average for the area of "safety at school".

Students

In 2016, 558 students completed the Tell Them From Me Survey. There were four school-level factors consistently related to student engagement: quality instruction (averaged across students and three key subjects), teacher-student relations, classroom learning climate, and teacher expectations for success. In 2016 students at Robert Townson High School indicated above NSW Government norms in all of the above mentioned four elements related to student engagement. Students indicated they felt there was quality teacher instruction in 2016, positive teacher-student relations, the learning environment in the classroom was positive and teachers held high expectations for student success.

Staff

In 2016, sixty nine staff members at Robert Townson High School complete the self-evaluation survey. Staff were questioned in 8 areas being: leadership, parental involvement, inclusive school, technology, teaching strategies, data informs practice, learning culture and

collaboration.

In the area of school leadership staff indicated its highest score in leadership since 2014. This included increased reports of school leaders:

- Helping establish challenging and visible learning goals for students.
- Helping create new learning opportunities for students.
- Provide staff with useful feedback about their teaching.
- Supporting staff during stressful times.

In the area of Technology there has also been an increase in levels of technology being used and available for:

- Students to be able to describe relationships among ideas and concepts
- Immediate feedback on their learning
- Analyse, organise and present subject matter

Policy requirements

Aboriginal education

The focus for Aboriginal Education for 2016 has been to meet key DoE targets by improving numeracy and literacy skills, improving student transition from school to work (or further education) and building upon existing cultural programs. The Aboriginal Education team has further strengthened ties with the local community and in particular with the NRL School 2 Work team, the Opportunity Hub and Western Sydney University (WSU). Personalised Learning Pathways have been developed or updated for all Aboriginal and/or Torres Strait Islander students. The plans are aspirational and cater for individual needs and interests of each student, and offer support in areas of concern. The plans are updated each semester to meet the changing needs and demands of our current students. From the SMART data generated from NAPLAN, Year 7 results show that our students are below State averages for both Aboriginal students in Numeracy and most areas of Literacy. A number of areas of concern have been identified and individual student learning plans have been developed to accommodate these concerns. Year 9 results showed our students were above State Aboriginal averages in most areas of NAPLAN. The Opportunity Hub offers in-school tuition for all students in Years 9 and 10. In terms 1 and 2, funding supplied through the Norta Norta program was used to employ an Aboriginal Educational Worker (AEW). The AEW used community links to get the students involved in cultural and well-being programs. In terms 3 and 4, a tutor was employed through the Norta Norta funding to work on student PLP and areas the students themselves had identified as an area of concern. Students in senior years (Years 11 and 12) have been able to access external tuition in their own selected areas. Nine students have either started or continued tuition from outside the school through Norta Norta Individual Sponsorship funding. All students in Years 11 and 12 were registered with the NRL "School 2 Work program" (a NRL initiative to assist in student transition to the workforce) and the Aboriginal Employment Strategy (AES). From the School 2 Work program, one student was placed in an apprenticeship and another was linked to an SBAT. Four students from Years 7, 9, 10 and 11 participated in the WSU based Graham 'Polly' Farmer program, Ngara Wingara. The program is a GAT based program to assist with students reaching their potential through extension work in certain subjects and mentoring from current WSU students. Student achievements that were highlights for 2016 include;— Two students (starting their HSC in 2017) to receive KARI Education scholarships.— Jacklyn Connor, Jai French, Brittany Harrison and Stephanie Ward completed their HSC.— Jai French was the Qantas National Trainee of the Year for 2016.

Multicultural and anti-racism education

In 2016, the school was actively involved in promoting multiculturalism, diversity and acceptance through our involvement in White Ribbon Day (25th of November), the Muslim Mentoring Program, timetabled

Scripture lessons and the employment of a school Chaplain (throughout the year). Multiculturalism was also showcased and celebrated through the annual Talent Quest hosted by our Senior Leaders and the Student Representative Council (SRC) in term 2.

Positive Behaviour In School (PBIS) lessons operated every fortnight on a Tuesday during roll call. The scheduled PBIS lessons addressed issues of bullying, risk taking, harassment, racism and leadership. These lessons were prepared by the PBIS team and delivered by all staff across the school. The Anti-Racism Contact Officer (ARCO) followed the DoE Anti-Racism Policy to liaise with students, staff, parents and community members. The ARCO conducted mediation, resolution, education and the monitoring of situations regarding racism.

Other school programs

Sport

Robert Townson High School enjoyed a high sporting profile in 2016, building on the proud tradition already established at the school

The school entered teams in the several NSW CHS knockout competitions. Most teams progressed to the second round, with the majority of teams making it all the way to area finals or semi-finals. The highlight of the knockout competitions was the Open Girls Hockey team making the top 16 in NSW.

In the big 3 carnivals of the year (swimming, cross country and athletics) we had a number of students represent the school at zone, area and state level. Highlights include:

Swimming:

—Bonnie Kuru competed at the NSW CHS swimming carnival in 100m Breaststroke and Backstroke.

Cross Country:

—Ashleigh and Troy Weinert competed at the NSW All Schools Cross Country Carnival.

Athletics:

—The 15's boys 4x100m relay team in athletics broke the record at the zone carnival and placed 2nd at the NSW CHS athletics carnival. The team consisted of William Louis, Bailly McParland, Michael Prasad, and Issam Merhi.

—Jackson Ropata was Macarthur Zone Age Champion and Sydney South West Age Champion in the 12 year boys.

—Michael Prasad placed 4th in 16 boys shot put at the NSW CHS carnival.

–CHSNSW representatives in Athletics: Tiarne Faddy, Sherritta Sengmanithong, Victoria Mavroidis, Izabella Martin, Jemma Adams, Jackson Ropata, William Louis, Baily McParland, Michael Prasad, Mohamad Kanj, Issam Merhi.

–Mohamad Kanj compete at the NSW All Schools competition and placed 6th in the 100m final.

Rugby League:

In the West League Cup competition the 13's and 15's boys made the grand final. The 15's boys won the Division 1 grand final against Eagle Vale High School. The 13's won the Division 2 grand final against Miller High School.

The 16's boys made the NSW All Schools semi finals.

The open boys won the Rugby League 9's grand final in the Sydney South West region.

Students who were selected in Sydney South West Teams; Jessica Tillack (Cricket), Mara Fuli (Volleyball)

115%">mso-fareast-language:EN-US">Sport at Robert Townson would not be successful without the support and dedication of the students, parents, teachers, PSSA gala day referees, and sport coaching students. Thank you all for your involvement and efforts throughout the year, we look forward to continued success in 2017.

Wellbeing Programs

In 2016, community partnerships saw increased student involvement in meaningful welfare based programs that actively address student wellbeing needs.

Programs description and providers.

Year 7

- Year 7 Wellbeing Day: 1st September 2016. The day focussed on: anti bullying, anger management, resilience and developing positive relationships.
- MDSI Dove Group (culturally and linguistically diverse female students)
- MDSI Respect Group (post suspension and anger management).
- Uniting Care– Links to Learning– workshops to address social competence, positive relationships and re engagement and Bridge for Youth– individual caseload.
- Police Youth Liaison class and small group talks around bullying

Year 8

- Year 8 Wellbeing Day: 13th of October 2016. The day focussed on: Cyber Bullying and resilience.
- MTC Youth Frontiers Mentoring– one on one mentoring with youth workers.

- YWCA– Y. Brave: violence prevention workshops.
- Uniting Care– Links to Learning– workshops to address social competence, positive relationships and re engagement and Bridge for Youth– individual caseload.
- Police Youth Liaison class and small group talks around bullying

Year 9

- Year 9 Wellbeing Day: 29th of August 2016. The day focussed on: positive health and wellbeing.
- MTC Youth Frontiers Mentoring
- Youth Solutions: Drug and alcohol resilience skills training.
- YWCA YQuest– female leadership program.

Year 10

Break Thru– Disability/ NDIS parent sessions and individual student sessions for transition into senior school and school to work.

Year 11 & 12

- Study Skills Days
- U Turn the Wheel

Whole School

- Wellbeing meetings once a fortnight.
- Transition meetings (year 6 into 7, year 10 into year 11 and transition to work).
- Year meetings
- Welfare room/ sensory corner.
- PBIS lessons in roll call
- Counsellor Days– year advisers provided cover to assist with additional student welfare needs.
- Boxing Club– supervised boxing sessions to allow students (in a safe and monitored environment) to alleviate everyday stresses and excess energy.