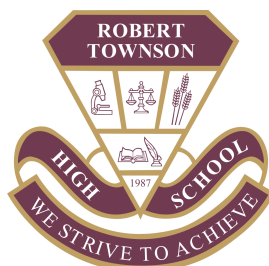


Robert Townson High School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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. Included in our school population are four classes for students with a hearing impairment. We are recognised for our innovative teaching and student wellbeing practices. We work to provide a challenging program for the enrichment of higher performing students in the areas of: academic performance, sporting excellence and leadership.

Our school has a strong commitment towards preparing students for post school life today and tomorrow by implementing teaching and learning practices that have a strong focus on technology, creativity and connections. We celebrate multiculturalism and diversity and work to improve the educational outcomes for all students.

This year was the third and last year of our first 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 local school choice and an ageing local community our student population continues to fall. We are just beginning to experience the effects on enrolments caused by the new suburbs being constructed along Camden Valley Way. Over the next few years, the school should see an upward effect on student numbers. We are working with local bus companies to ensure transport is available to students in these new areas.

Message from the students

Being a senior leader has opened a lot of doors. It has allowed us to make new friends and learn leadership skills. We have participated in workshops on how to be a leader and the different types of leaders. At the Senior Leader training camp we did activities involving on-site related team building skills and individual challenges. We rock climbed, built a tree house in teams, and much more. As a leadership team we all decided to fundraise for school property arrangements such as water coolers for the students. In more recent times the Senior Leaders coordinated and operated the school Harmony Day, providing international food, performances and a school art project with help from the SRC and the hospitality students. The event was successful in all aspects. Having a leading position in the school has been an amazing experience.

School background

School vision statement

Our vision is to equip students with the academic and work ready skills to enter our 21st century society. We will do this through authentic academic challenges provided by skilled and committed staff and student development programs built on student needs. These 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 four support classes for students with a diagnosed hearing impairment and these students come from a much wider drawing area. Together they combine to form a student body of around 760 individuals. Our school is situated inside the drawing area of four private schools and a small distance from three academically selective state schools as well as a performing arts selective school. 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 many individual performances are well above these averages. One reason for the average is that parents exercise their right to choose from many nearby schools.

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. A higher score indicates greater socio-economic needs which are addressed via intervention and support programs. We also have 40 students who identify as being from an Indigenous background.

The school has a strong student wellbeing program and offers a large range of extracurricular activities in: sport, gifted and talented, creative and performing arts and STEM.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Within the *domain* of Learning we have determined that the school is at the overall level of Sustaining and Growing as measured by the School Excellence Framework. This determination indicates that as a school we are doing well but believe we can do even better. Several areas were we believe there is room for growth are "Assessment and Reporting" and "Student Performance Measures". Specifically we should use our internal assessment data better so that a more detailed understanding of each child can be produced. Currently data is held in subject areas and teachers from different disciplines are unaware of other subject information. We believe that by being aware of all data, a better understanding of each student's needs can be determined. Similarly we also believe that we can produce more meaningful student reports to help better inform parents of their child's progress. The area of "Student Performance Measures" refers to students' performance in state tests such as NAPLAN and the Higher School Certificate. We already have an outstanding Literacy program for the early years of high school however we are now introducing a similar program to grow student Numeracy performance. Teachers are also implementing new ways of teaching that lead to better student understanding and improved student outcomes.

Within the overall *domain* of Teaching we determined that we are at the level of Sustaining and Growing with the one exception of "Effective Classroom Practice". For this area we have made a determination that we are Delivering. We believe that we are operating at a higher level but our practices cannot be substantiate beyond teacher judgement. We will address this in the next school plan. Within the area of "Data Skills" we have determined that teachers are using data to inform practice. In relation to the area of "Collaborative Practice", the schools initiative of Professional Learning Circles has built a strong culture of sharing and providing feedback to staff through various topics of interest. Our school's Professional Development program demonstrates the coaching and mentoring nature of the program, which allows staff

to set their own professional goals as well as provide and receive feedback from staff and school leaders.

Within the *domain* of Leading, we have determined that the school overall is at the level of Sustaining and Growing. This is evident in our use of data such as NAPLAN, HSC results and internal data to inform teaching practice combined with our structured leadership development program for staff and students which builds leadership capacity. Our school works to build productive relations internally and amongst the wider community as we seek partnerships to better meet our students' needs. We do this through community forums, surveys and face to face meetings. The development of Learning spaces and our technology plan, teaching practices, communication systems and associated school-funding plan further demonstrate we operate at the Sustaining and Growing level for School Resources and management practices.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

A whole school learning culture

Purpose

We wish to provide an educational pathway for our vocational and academic students in the 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

This year we continued to build on our very successful school Literacy program and to further develop our Numeracy program (which completed its first full year of delivery in 2017). The program is targeted at student growth in both areas from Year 7 to Year 9 (Literacy). There continues to be significant growth in both areas based on internal assessments and externally purchased assessment tests (PAT). NAPLAN Literacy results were lower than expected for poorer performing students this year. Our Numeracy program is still in development and hampered by mathematics teachers undertaking work for the Department of Education at the expense of time with our students. However, data shows students are developing skills in this area.

Over the last 3 years, staff have undertaken various developmental activities aimed at extending student academic performance. This included: having high expectations, using explicit teaching practices giving informative feedback. Concurrently teachers undertook action research in a variety of areas relating to these programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student progress along Literacy Continuum has been mapped for diagnostic purposes. Parents are informed of their children's Literacy development over time.	\$120000 was allocated to employ a Head Teacher Literacy to implement and manage this program \$60000 was used to employ a classroom aide to support the program	All students from Years 7 to 9 had their Literacy abilities mapped to the departmental Literacy Continuum. Parents continued to receive progress report on their child's Literacy and Numeracy progress.
There is clear evidence of growth in student NAPLAN data and student academic performance aligned or exceeds state levels of growth	\$50000 was used to employ a Numeracy aide to support this program alongside mathematics teachers.	Though many students did close their Literacy and Numeracy gap, too many lower performing students did not due to a lack of commitment to the NAPLAN test. This will be addressed in 2018.
As student engagement increases attendance will increase and off-task behaviours will decrease. Suspension figure will show a marked decrease.	\$120000 was used to employ a Head Teacher Teaching and Learning.	All teaching staff are employing innovative practices to raise student academic performance. Suspension did not fall and increased by thirteen percent. Predominantly these focused on Year 9 and 10 students.

Next Steps

We were disappointed with the lower performing students in Year 9 Literacy in the NAPLAN test this year as they made little effort to do well despite doing well in internal school tests. When we asked why, they indicated that the test held no relevance to them. We will put in place some strategies next year to ensure we do not get a repeat of this.

Teachers will continue to refine their practices within the areas identified in the previous 3 years.

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

There has been progress in the update and creation of flexible learning spaces around the school in 2017. This built upon some of the spaces that were updated throughout 2016. Some of the learning environments that were updated in 2017 were in the Mathematics and English departments with new divider doors being installed to allow for large, medium and smaller groups to work together across different KLA's. One of our computer labs received a makeover with the addition of new bench tops to allow for the robotics program to operate smoothly with planning, building and testing equipment installed in the room. The previous desktop computers that were removed have been replaced with portable devices equipped with the software to code, work with robotics and cater for 3D Printing.

The professional development of staff continued throughout 2017 with the three Staff Development Days and five Twilight sessions spanning across the year. This included mandatory training such as CPR and Anaphylaxis as well as building on knowledge in developing explicit teaching strategies and delivering quality feedback to students with the aim of increasing learning outcomes for all students.

An update of assessment policies for students was undertaken with further work to be made in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student curriculum choice has increased. The school's senior and junior assessment booklet and subject choice procedures are updated in line with new procedures and practices. New ways of curriculum delivery were examined and implemented including: cross curriculum planning and alternative learning spaces.	\$100 000	Our assessment team implemented adjustments with the assessment booklets based on feedback received. An assessment and reporting team will be forming to meet and work through some proposed changes in 2018. A team of staff have been working towards the implementation of a cross curricular project which will see students complete two projects by the end of 2019. This project will see the utilisation of some of the new flexible learning spaces.
Staff are trained and implementing strategies around: quality feedback, high order thinking and explicit teaching.	\$5000	Staff at Robert Townson High School were involved in regular professional development sessions to build upon their skills in the areas of quality feedback and high order thinking and explicit teaching. This training was held through regular Twilight sessions throughout the year moving away from the traditional Staff Development Days at the end of the year. More work on explicit teaching will be implemented in 2018.
The school has a plan for the design and implementation of 21st century learning spaces.	\$7000	In 2017 there was a continuation of the development and upgrading of spaces within the school. We have had Bi Fold doors fitted to some of our classrooms allowing students the opportunity to work in large, medium and smaller groups depending on the subject and activities. Also completed in 2017 was the robotics lab in D Block. This room received a complete makeover turning it

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has a plan for the design and implementation of 21st century learning spaces.		into a flexible learning space for coding, robotics, laptop use and other classroom activities.

Next Steps

Further evaluation, proposed change and implementation in the areas of assessment and reporting will take place in 2018. A team will evaluate all areas of assessment and reporting and propose changes to ensure compliance with system and administrative requirements is met.

A team of staff will attend facilitator training on developing explicit teaching strategies within the classroom. This will see the implementation of school wide strategies visible in the classroom as well as one of the key points within explicit teaching which is to build the core foundation skills in literacy and numeracy to build upon the programs already in place at Robert Townson High School. This will particularly focus on students in year 10–12 which provides a transition from the Literacy program in place for students in Years 7–9.

The Schools of the Future (SoFT) team will continue to meet and plan for a Semester 2 implementation of cross KLA project based learning for all Year 7 students. Students in Year 7 will be involved in and complete two projects by the end of Semester 2 in 2018. This will build upon the trial of one class in Year 7 in 2017. All staff will be immersed in this experience in Staff Development Day Two , 2018 in which they will take the place of students and be lead through by the SoFT team what students will experience in the two projects.(SoFT)

Strategic Direction 3

A whole school community of learning

Purpose

We aspire to be seen as the community's 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

We continue to experience healthy traffic on the school website and community members report appreciation of the electronic sign and school App. The employment of a TSO has streamlined information delivery to parents in a timely manner.

A new wellbeing model, focusing on behaviour management in the classroom was communicated to all staff this year to ensure consistency of procedures and language. This model is visibly displayed in every classroom and forms part of the induction process to new staff. Personalised Learning and Support Plans (PLSP's) are frequently updated and significant changes communicated to staff. These plans are available for staff to better understand the individual needs of the children in their care. A Student Support Officer (SSO) is on site twice a week to support all students and remains a popular contact in addition to other support networks across the school.

The first "self select" class began this year in Year 7 with many applications considered. Feedback from the community was very strong and this model will be offered in the future as an option for enrolment. A trial of a "Year 9 Engagement Program" and "Learning Hub" showed positive results in the reduction of negative incidents within the classroom and will also be continued in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Wellbeing initiatives to lead to higher engagement and reduction in suspension rates.	\$10 000	<p>The school continues to engage with 'Links to Learning', run by Marrickville Training Centre (MTC), for students in Years 7–10 who are identified as at risk of disengaging from their learning or at risk of leaving school. 'Bridges to Youth' works individually with students, focusing on education and social development. 'YBrave' addresses abusive behaviour, bullying and online safety for Year 7 and 'DAIR' works with Year 9 on drug and alcohol resilience skills.</p> <p>All year groups participate individually in 'Wellbeing Day' focussing on bullying, anger management and resilience.</p> <p>Breakfast Club, student assistance and the employment of a Student Support Officer (SSO) support our students throughout the year.</p>
Increased parent contact through meetings and off site communication with improved methods of communication leading to increased community school satisfaction.	\$2 000	<p>In Term 4, 2017 the first Community Connect Forum was held on the topic of school planning. Parents and community members were invited to attend and provide feedback and suggestions to inform the school plan for 2018–2020. The event saw parents of primary school students starting in 2018 as well as parents of current students at Robert Townson High School. There are planned sessions for the Community Connect Forum in 2018 with various topics being presented.</p> <p>The Self Select Class was an initiative that was</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent contact through meetings and off site communication with improved methods of communication leading to increased community school satisfaction.		introduced in 2017. It included an application process for Year 6 students in 2016, for a class designed to motivated and committed learners. This class was trialled with the usage of HP Chromebooks and was a success based on feedback from students and teachers. It is planned to continue and build upon this initiative in 2018 with a class in Year 7 and Year 8.

Next Steps

Improvements and updates of our online presence will continue to be made to reflect Robert Townson High School's achievements and activities. A "Community Connect Forum" will be implemented to deliver information to parents, focusing on both curriculum and wellbeing topics. Improved uniform compliance continues to challenge, despite staff efforts.

The future implementation of a Community of Schools program will address the many families opting to enrol in alternate settings by showcasing the technology and facilities available at RTHS. This program will begin by delivering Robotics lessons to our two feeder primary schools.

A "Bring your own device" (BYOD) program will continue to be implemented across both Years 7 and 8 due to positive staff, student and parent feedback.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$30 301	All student have a Personalised Learning Plan. All students are offered tutoring in areas of their choice. An after school homework centre has been established to further aid students in completing school work. All students are invited to participate in cultural growth and leadership programs.
English language proficiency	\$41 004	Identified students had work modified to suit their Literacy skill level and each participated in an individual Literacy and Numeracy Development Program.
Low level adjustment for disability	2.5 Learning and Support teachers where employed and \$107 000 was spent employing School Learning Support Officers	<p>In 2017 Robert Townson High School participated in The Nationally Consistent Collection of Data (NCCD) that identified students with disabilities and the reasonable adjustments and accommodations that best supported their learning. The Learning and Support Team worked collaboratively with the Wellbeing Team in distributing relevant funding and school resources based on the NCCD data. The Learning and Support Team was allocated \$250000 which funded two full time Learning and Support (LAS) teachers and a part time LAS teacher (0.4).</p> <p>The LAS teachers:</p> <ul style="list-style-type: none"> – collaborated with students and parents to develop, implement and review individualised Personalised Learning and Support Plans that aligned with the NCCD levels of adjustment. – developed Behaviour Support Plans and Risk Assessments – worked with staff to build teacher capacity using a range of student data, focusing on differentiation and the effective implementation of adjustments into teaching and learning practices. – delivered individualised student support and targeted Literacy support through a Literacy Program. The school also used \$120000 to employ two Student Learning Support Officers (SLSO'S). SLSO's individually worked with identified students in both class and group settings to meet a diverse range of student learning and wellbeing needs.
Socio-economic background	<p>\$527 476 was used to employ a, Head Teacher Literacy a Head Teacher Learning, SLSO – Literacy and SLSO – Numeracy.</p> <p>\$100 000 of this went into upgrading learning spaces</p>	The bulk of this funding was used to employ staff to improve students Literacy and Numeracy performances and teacher's ability to increase student academic performance.
Support for beginning teachers	Nil	Nil

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	425	415	397	390
Girls	406	407	397	369

As the local population ages, competition for student enrolment continues to be an issue. This is due to three nearby private and independent schools, a performing arts school and selective schools. Accordingly student numbers continue to decline. New housing growth areas currently being constructed nearby are expected to have a positive effect on enrolments. This may not be evident for several years.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.4	91.8	92	91.9
8	91.3	92	89.7	88.4
9	90.9	87.8	87.7	87.2
10	86.8	88.3	84.8	83.6
11	92.4	88.7	87.1	84.9
12	91.4	89.6	89.8	89.6
All Years	90.6	89.6	88.5	87.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Our school uses a daily SMS notification system alerting parents to unexplained lateness and absence. This is followed up via letters to parents when absences remain unexplained. Patterns of students attendance are analysed weekly and meetings are held with the students and parents, when necessary, to ensure student issues are minimised to encourage

good school attendance.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	1
Employment	15	7	21
TAFE entry	2	3	27
University Entry	0	0	49
Other	4	1	2
Unknown	4	3	0

All students are assisted with post school planning through discussions with their year advisors and the extra curricula programs we offer. Approximately half of our leaving students attended university with more than a third seeking other tertiary qualifications. In Year 12, a small percentage undertook full time work however for student leavers in Years 10 and 11 the percentage was higher.

Year 12 students undertaking vocational or trade training

At Robert Townson High School we ran 4 VET Framework Courses. They were Construction (9 students), Information & Digital Technology (20 students), Metals & Engineering (10 students) and Sports Coaching (20 students). Nine students achieved a Certificate II in Construction Pathways. Twenty students achieved a Statement of Attainment towards Certificate III in Information, Digital Media and Technology. Ten students achieved a Certificate I in Engineering and 20 students achieved a Certificate II in Sports Coaching. The following initiatives were also offered, RSA & RCG Responsible Service of Alcohol & Responsible Service of Alcohol (VET) and 25 successfully achieved the RSA and RSG qualification. The students gained valuable employability skills whilst undertaking this training. Thirty three students successfully achieved the White-Card "Work Safely in the Construction Industry unit of Competency" The students gained valuable employability skills whilst undertaking this training.

At Robert Townson High we had 39 students studying VET with external providers. Of these students 33 studied their courses with TAFE which included the campuses of Campbelltown, Macquarie Fields, MBISC, Liverpool and Miller. Six students studied with outside providers which included NSW Health. Students studied a total 7 framework areas which included: 14 in Auto, 1 in Business Services, 1 in Construction, 1 in Electrotechnology, 2 in Health Services, 4 in Retail and 1 in Travel and Tourism. The remaining students

studied courses from 6 non-framework areas. These courses complemented the Vet Subjects which were offered to students at school.

At Robert Townson High we also had 11 students who undertook school-based apprenticeships and traineeships (SBATs). Of these 9 students were in Year 11 and 2 students were in Year 12. Year 11 students SBATs were in the areas of: retail (4 students), auto mechanical (4 students), tiling (1 student). Year 12 SBATs were in the area of Metals and Engineering (2 students). Both of the Year 12 students had their SBATs continue into full-time apprenticeships. Two of the Year 11 students went on to take up full-time apprenticeships.

Year 12 students attaining HSC or equivalent vocational education qualification

One hundred percent of year 12 students were awarded the Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	10
Classroom Teacher(s)	42.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	14.08
Other Positions	1

*Full Time Equivalent

No staff have identified as from an Aboriginal or Torres Strait Islander background.

Workforce retention

No staff members have transferred from Robert Townson High School. Specialist staff have been employed to implement specialist programs. One teacher retired from the teaching service.

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	50

Professional learning and teacher accreditation

At the completion of 2017 over half of the teaching staff had gained accreditation with NESAS. At the commencement of 2018 the number will rise to 100%.

The school allocated \$60 000 towards staff professional development. All teacher staff undertook a range of professional development activities related to their stage of development and experience. There were no beginning teachers. Approximately \$40 000 was used for teacher relief and \$20 000 for course fees.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	414,804
Revenue	9,317,764
Appropriation	9,086,223
Sale of Goods and Services	109,321
Grants and Contributions	116,550
Gain and Loss	0
Other Revenue	0
Investment Income	5,670
Expenses	-9,215,762
Recurrent Expenses	-9,166,940
Employee Related	-8,319,432
Operating Expenses	-847,509
Capital Expenses	-48,822
Employee Related	0
Operating Expenses	-48,822
SURPLUS / DEFICIT FOR THE YEAR	102,002
Balance Carried Forward	516,806

The school's finance committee met to allocate faculty based funding programs, review school fee structures and to plan for a change in the way we allocate teaching resources. This model was introduced at the end of the year for implementation in 2018.

The school allocated \$175 000 towards learning space design and improved safety. We are planning to re-surface the school basketball courts and cover them with an outdoor share area and outdoor learning space. The cost of this endeavour will be in excess of half a million dollars.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	7,017,335
Base Per Capita	124,761
Base Location	0
Other Base	6,892,574
Equity Total	959,617
Equity Aboriginal	30,301
Equity Socio economic	527,476
Equity Language	41,004
Equity Disability	360,836
Targeted Total	890,398
Other Total	140,930
Grand Total	9,008,280

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

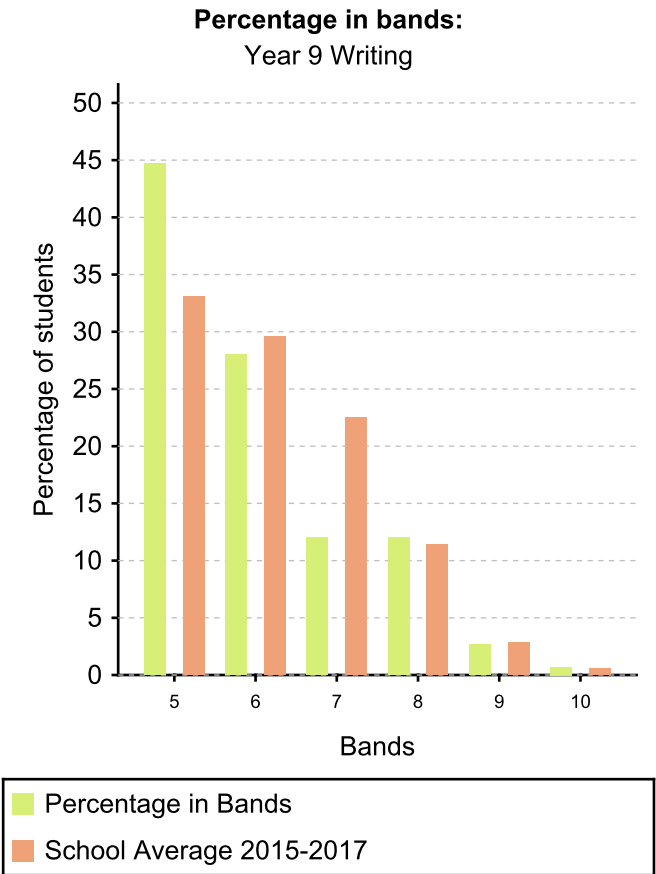
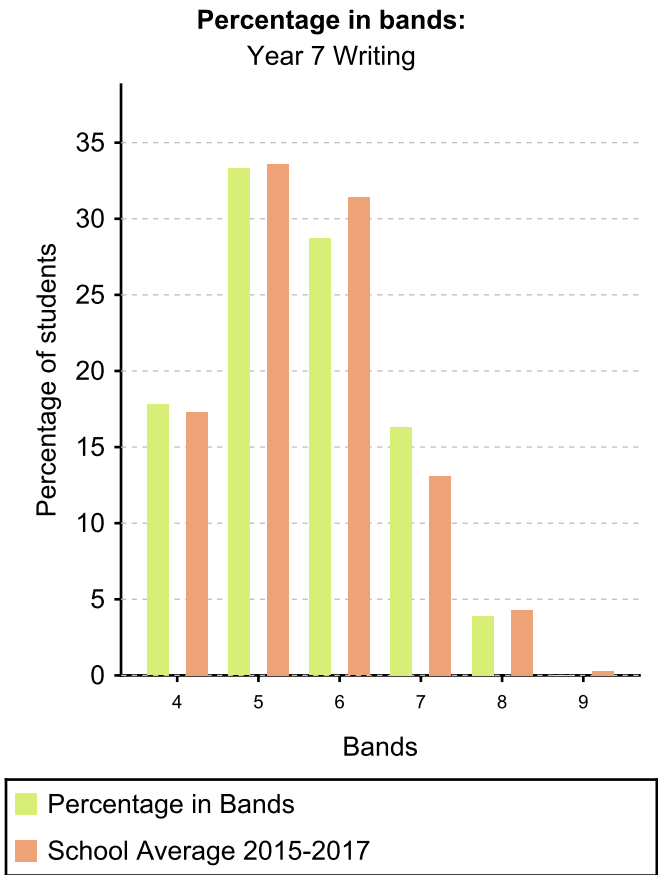
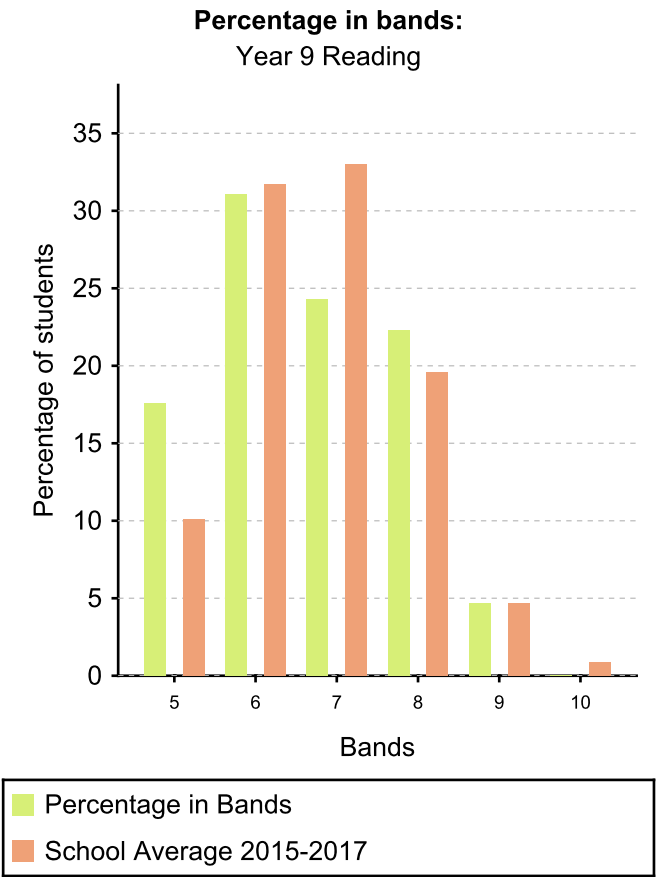
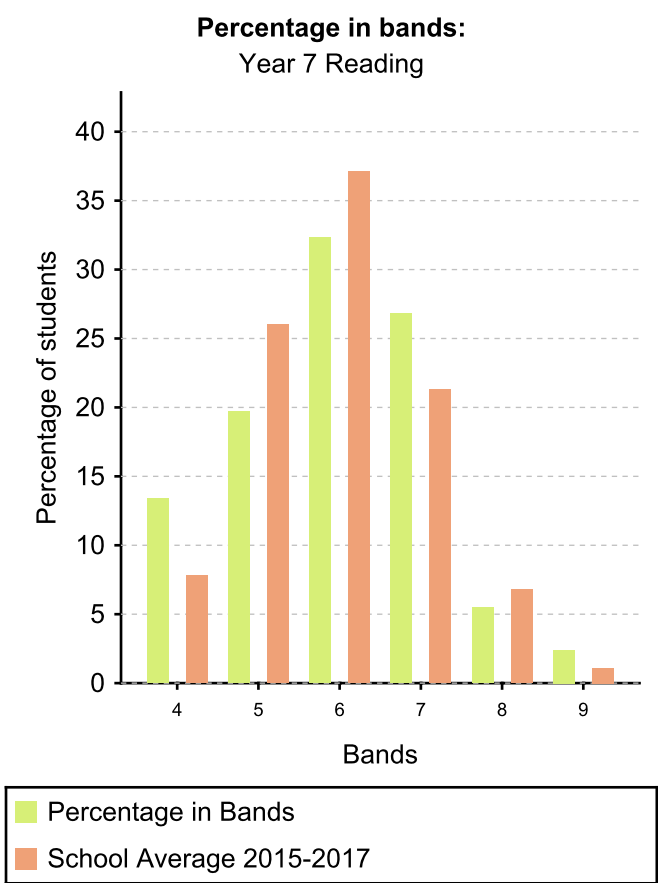
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Robert Townson High School has programs in place that are addressing Literacy and Numeracy growth for all students. These specialised programs involve targeted instruction for students in Year 7 for numeracy and in Years 7 to 9 in Literacy.

The Literacy Program is focused on developing core reading comprehension skills and increasing the capacity of students to construct persuasive, informative and narrative texts. The content is explicitly taught and students receive individualised instruction in a high teacher-student ratio learning environment. Students in Year 9 continue to show higher than expected value added growth with 52% of students improving their reading results by a greater amount than their value added predictions. 34% of students improved their writing results by a greater than expected amount and 62% of students improved their numeracy results by greater than the expected amount.

The last graph demonstrates student growth from

Years 7 to 9. It shows student achievement in Year 7 and the significant growth they achieve in two years in Year 9.



The numeracy program is targeted at consolidating foundational numeracy skills that are then a platform for future mathematical success and increasing student skills in applying numeracy in KLA's other than mathematics.

Analysis of Year 7 students' NAPLAN data shows that many students have skill deficits in basic numeracy

skills when they come to high school. Accordingly all of our year 7 students participate in a program to significantly increase the Numeracy skills ability. This is conducted by Mathematics teachers and supplemented online resources and monitoring.



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

This year, there were 6 students in Advanced English, with one student achieving a Band 5 and the majority receiving a Band 4. The female students in this class performed better in terms of adding value based on the combined NAPLAN predicted results.

In Standard English, we received five Band 5 results in 2017, after failing to achieve any Band 5 results the previous year. There was an increase of 63% from 2016 to 2017 in the number of students who achieved a Band 4 result. The number of students who achieved a Band 1 result was halved when compared to the previous two years, Band 2 results remained roughly the same and there was a significant decrease in the number of students who achieved a Band 3, meaning students at our school are performing at a higher standard and achieving Band 4 result instead. 48.6% of students scored a Band 4 or 5 in 2017, compared to the state average of 44.5% for these bands. Most students performed within 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

In 2017, 66 students sat examinations in the Mathematics(3), Extension 1 Mathematics (1) and General Mathematics 2 (63). Nineteen students complete the non-ATAR General Mathematics 1 course. Some highlights of the results included a student achieving a Band 6 in Mathematics together with an E3 Band for Mathematics Extension 1; two students achieved a Band 5 in General Mathematics 2 and the top 3 quartiles of students achieved results above 50%. Results were evenly spread between genders with no statistical difference in achievement between males and females.

Science

Thirty Students sat for the HSC in Science in 2017. Twenty four sat for Biology. Nine students sat for

Chemistry. Nine students sat for Physics and 11 students sat for Senior Science. Biology students achieved results from Band 2 to Band 6. Seventy one percent of students achieved a Band 3 or higher which was similar to 2016 results. Chemistry Students achieved results from Band 2 to Band 6. Eleven percent of students achieved a Band 6 compared to the state average of 9 percent. Physics students achieved results from Bands 2 to Band 5. Senior Science students achieved results between Band 1 to Band 4. Twenty seven percent of Senior Science students achieved Band 4 compared to the state average of 34%.

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

HSIE

In 2017 students sat for examinations in Ancient History (17), Business Studies (35), Legal Studies (26), Modern History (19), Society and Culture (12) and Business Services (10). Ancient History had very good results in 2017. Three students achieved a Band 5 result and four a Band 4 result. Two students just fell short of a Band 6 result by producing marks of 87 out of 100. Nearly the same percentage of students (23.52%) achieved a Band 4 result as the state (25.02%). A higher percentage of students (41.17%) produced a Band 3 result when compared to the state average (19.46%). Trend data indicated a remarkable improvement in results. Students scaled scores were only .6 below the state average compared to 14.6 below in 2016. Modern History also had some pleasing individual results with nine students achieving a Band four result. The highest mark was 76 out of 100. A higher percentage of students (47.36%) produced a Band 4 when compared to the state average (31.76%). Trend data also indicated a big improvement from being 19.4 below the state average in 2016 to being 4.5 below the state average in 2017. There were also some pleasing individual results in Business Studies. Six students were able to achieve a Band 4 result. The highest HSC mark was 76 out of 100. A higher percentage of students (40%) produced a Band 3 result when compared to the state average (21.35%). Student's scaled trend data scores were 11.2 below the state average. In Legal Studies one student achieved a Band 5 result and seven a Band 4 result. The highest HSC mark was 82 out of 100. The subject had 34.61% of students achieving a Band 3 result compared to 16.33% of the state. Student's scaled trend data scores improved from being 20.5 below the state average in 2016 to 11.7 below in 2017. Society and Culture also produced some pleasing results in 2017. Four students achieved a Band 5 result and six a Band 4 result. The highest HSC mark was 84 out of 100. The subject was above state average in Band 4 results with 50% of students obtaining this result compared to 31.76% of the state. Trend data indicated a remarkable improvement in results. Students scaled scores were only .3 below the state average compared to 14.2 in 2016. There were some impressive results from our Business Services course. Ten students chose to sit the HSC examination. Three students achieved a Band 5 result and five a Band 4 result. The highest mark was

83 out of 100. More students achieved a Band 5 result (30%) than the state (25.52%). Students scaled trend data scores were 2.5 above state average in 2017. In 2018 History staff will be focused on developing engaging teaching and learning programs for the new Year 12 Ancient and Modern History syllabus. We will also be evaluating and modifying the new Year 11 Ancient and Modern History units of work to ensure ALARM strategies, 21st century learning practices and explicit teaching of the dot points are successful at enhancing students writing skills and deep understanding of content. Legal Studies, Society and Culture and Business Studies teachers will be aiming to introduce ALARM strategies into their teaching programs to assist students in recognising the different types of questions that can be asked in HSC examinations and enhance their writing skills especially in regards to extended responses. Special focus will be spent on the teaching of the case studies. Lunchtime tutorials will also be offered to focus on specific HSC questions. The faculty will also be concentrating on using explicit teaching practices in the classroom, ensuring that extended and deep conversations about the content of courses occur regularly. Teachers will also be setting up google classrooms with Year 12 students so that they can maintain regular contact regarding any problems they are experiencing with work during courses.

Creative and Performing Arts General

2017 the CAPA faculty offered subjects in both the visual arts field (Visual Arts, Visual Design, and Photography and Digital Media) and the performing arts area (Drama and Music) Students were provided with many extra-curricular opportunities to extend their learning in The Creative and Performing Arts throughout the year. Drama students in years 10 and 11 auditioned for, and subsequently participated in the National Institute of Dramatic Art's (NIDA) Festival. They also competed in a "Theatre sports" competition. Students attended the plays "Seven Stages of Grieving" at the Sydney Opera House, "Neighbourhood Watch" at Monkey Bar and were able to see the best drama performances of 2016's HSC in the annual "Onstage" performance. Music students attended a number of live performances, including a jazz performance at Riverside Theatre, and participated in a number of workshops at The Australian Institute of Music. This allowed students to experience music at an industry standard level. Year 9 and 10 Visual Arts students participated in a Gifted and Talented workshop in collaboration with the Campbelltown Arts Centre, which saw them create portraits under the guidance of Archibald Prize finalist Abdul Abdullah. Year 11 were given free access to the Senior Study day at C-A-C, thanks to the continuing partnership with our local regional gallery. Year 12 Visual Arts students attended Art Express, seeing first-hand the calibre of the Visual Arts Bodies of Work submitted by students from throughout NSW. Year 11 Visual Arts students visited Cockatoo Island, drawing and photographing the site for a series of artworks they created. Photography students of all years attended photo-shoot excursions in Sydney City, looking at the urban environment and architecture as the subject for their work. Year 12 Photography took part in the VIVID Festival Canon

photography night, being guided in photographing night scenes by professional photographers, using high-end cameras to do so. Two whole faculty excursions ran, with students from all Creative and Performing Arts subjects invited to attend the musicals "Singing in the Rain" and "Aladdin". Students are able to see live music, set design and drama performance at a highly professional level by attending these excursions. Mrs Hogan continued to run a media group, creating presentations that were aimed at promoting the school in the wider community. Students learnt to use technology in creative ways to present images to communicate what our school does to support students.

The Creative and Performing Arts faculty had students complete 2 subjects in 2016; Visual Arts and Photography, Video and Digital Imaging. Of these subjects, Visual Arts students completed external assessment administered by NESA. Visual Arts students complete 2 components: a written exam and a body of work. We saw excellent results in the body of work component, with 2 students awarded 45/ 50, and a further 5 students gaining the mark of 42/50 and above. Results were spread between bands 3–5 with 72% of students receiving a band 4 or 5. Again, the majority of students (72%) received their best results in Visual Arts or second best results in the remainder of cases. Data analysis has shown that the majority of Visual Arts students made gains on their year 9 NAPLAN results close to or exceeding expected growth levels. Comparing results state wide, students compared favourably in mid and upper bands 4 and 5, and received less than state average results in lower bands 1 and 3.

TAS and VET

Community & Family Studies students achieved good value added results and marks were spread amongst the top 4 bands. In Construction no students sat for the Higher School Certificate Examination however nine students achieved a cert II in Construction Pathways Food Technology Food technology students achieved results in the top 5 bands and preformed relative to predicted growth. In IDT Information & Digital Technology (VET) 20 students achieved a Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology. 25% of students opted not to sit for the Higher School Certificate Examination. 75% of students achieved results consistent with predicted growth. In Industrial Technology Timber nine students sat for the HSC Examination, their results were consistent with predicted growth. In Metals & Engineering (VET) 10 students achieved a Certificate 1 in Engineering and 90% of students chose not to sit for the Higher School Certificate Examination. Software Design & development 14 students sat the Higher School Certificate Examination. The value-added data was consistent with expected growth. In regards to the Responsible Service of Alcohol & Responsible Conduct of Gambling (RSA & RCG) (VET) 25 successfully achieved The Responsible Service of Alcohol & The Responsible Conduct of Gambling qualification. The students gained valuable employability skills whilst undertaking this training. The White-Card (Work Cover

Construction Induction Training VET) 33 students successfully achieved the White-Card "Work Safely in the Construction Industry Unit of Competency" The students gained valuable employability skills whilst undertaking this training. In general, TAS students achieved results that were consistent with their individual overall Higher School Certificate performances. In 2018, 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.

ROSA

English

For English there were no students in 2017 who received an A Grade, a slight decrease from two students in 2016. Students have achieved higher results on average with a decrease in students achieving Band Es, dropping from 14 % in 2017 to 9% in 2017.

In terms of performance in English for RoSA, there were no students in 2017 who received an A Grade, a slight decrease from two students in 2016. Students have achieved higher results on average with a decrease in students achieving Es, dropping from 14 % in 2017 to 9% in 2017.

Mathematics

In 2017 we had 93 students finish Stage 5 Mathematics across the three sub-stages with 25 students completing the 5.3 outcomes, 27 completing the 5.2 outcomes and the remainder completing the 5.1 outcomes. Results ranged from E2 to the highest possible grade A10.

Science

Compared to the number of students in the cohort, there was an increase in the number of students achieving Grade A and Grade B from the previous year. As a part of Year 10 requirements in science, students are required to complete an individual Student Research Task. Compared to the previous year, a significantly greater percentage of students submitted the task. This has resulted in fewer overall Grade E results.

HSIE

In 2017 one hundred and thirty four students completed the Australian Geography and History courses. In Geography six students achieved an A grade and a further twenty one a B grade. The average mark increased from 50% in 2016 to 52% in 2017. Students performed well in the literacy essay (average 52.5%) and geography skills (average 50%) tasks. Student's average mark in the final examination was 45.5%. In History one student achieved an A grade and a further

eighteen students produced a B grade. The average mark decreased from 58% in 2016 to 50% in 2017. Students produced good marks in the research task (average 51.5%). Student's average mark in the final examination was 46.5%. In 2017 twenty six students completed the History Elective course. Six students achieved a B grade. The average mark in the course was 56.56%. Students performed well in the research assignment (average 67%), and literacy task (average 60.5%). Student's average mark in the final examination was 56.5%. In 2018 the faculty will be endeavouring to incorporate ALARM strategies within stage 5 history, geography, history elective and commerce courses. This will involve scheduled lessons dedicated to improving student's literacy skills, especially in the area of writing extended responses and essays. The aim is to enhance student's writing skills, especially for senior Stage 6 courses. There will also be further development of pre and post testing tasks that focus on identifying student's capabilities and assisting them to enhance their extended writing skills using higher order thinking strategies. In addition to enhancing students literacy skills for NAPLAN tests and stage 6 courses, this process will give the faculty valuable effect growth measurements to refine its teaching and learning programs. Geography teachers will be spending some time this year team teaching with members of the Mathematics department to support the implementation of key numeracy skills in the Stage 4 and 5 programs. The faculty will also be working on delivering a Project Based Learning initiative with Year 7 classes in 2018 and designing a BYOD program of work for Year 9 students in 2019–2020.

Parent/caregiver, student, teacher satisfaction

In 2017 parents, students and teachers were invited to provide information on the school through the Tell Them From Me survey.

Parents indicated that they felt their children were safe at Robert Townson High School and also that our School supports learning. There was also an increased response from parents indicating our school supports positive behaviour. Over 80% of parents indicated they were satisfied with the range of subjects being offering at our school with over 90% indicating they would recommend our school to Primary School parents.

Students at Robert Townson High School indicated they valued schooling outcomes at a higher level than the average score of students across all NSW government schools. Students at Robert Townson High School also indicated a higher score than the NSW average in the areas of quality instruction, teacher student relations, learning climate and expectations for success. These are all school related factors leading to student engagement.



Policy requirements

Aboriginal education

The focus for Aboriginal Education for 2017 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, Western Sydney University (WSU) and Bangarra dance company. Personalised Learning Plans 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. The plans are available to all teaching staff on the school network. From the SMART data generated from NAPLAN, Year 7 results show that our students are below State averages for both Aboriginal and all students, in most areas of Literacy, but above Aboriginal state average in numeracy. A number of areas of concern have been identified and incorporated into individual student learning plans to address these concerns. Year 9 results were below State averages in both Literacy and Numeracy for all students. A qualified tutor was employed to assist Stage 4 and 5 students in addressing their individual concerns. The Opportunity Hub offers further in-school tuition for all students in Years 9 and 10. Through targeted funding, students in senior years (Years 11 and 12) have been able to access external tuition in their own selected areas. All students in Year 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). Students from Stages 4, 5 and 6 participated in the Artucation and Bangarra dance programs. Students from Years 7 and 8 also attended 'Healthwise' workshops at WSU. Student achievements that were highlights for 2017 include;— One student (starting their HSC in 2018) to receive KARI Education scholarships.— Edward Bache, Bianca Puckeridge, Jake Reid, Mark Streeter and Mia Stuart completed their HSC.— Tyrone Edwards was the Robert Townson Sportsperson of the Year— Tyrone Edwards received the SSW Region Aboriginal Attendance Award for 2017 (100% attendance).



Multicultural and anti-racism education

Multiculturalism and Diversity: In 2017, the school was actively involved in promoting multiculturalism and diversity through a range of whole school events. This included a major whole school event: Diversity Day held on the 1st of September. The event enabled the student population to showcase their cultural heritage and acceptance through an array of culturally diverse food stalls and the creation of a Diversity Wall with positive messages around self and diversity. After lunch, the school community came together to embrace diversity by viewing a number of culturally inspired student performances.

Muslim Mentoring also embraced student diversity and cultural inclusion. Muslim mentoring occurred once a week. In addition to student programs, The Anti-Racism Contact Officer (ARCO) worked alongside the Anti-Racism Policy to liaise with students, staff, parents and community members. The ARCO also conducted mediation, resolution, education and the monitoring of situations regarding racism. Other School Programs Wellbeing Days (targeting individual year groups and their needs) incorporated the Positive Behaviour In School (PBIS) model with community and external support agencies to address issues around the identification and management of bullying, cyber safety, harassment and racism. Senior students saw a greater focus on mindfulness, the management of time, stress and anxiety.

Other school programs

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