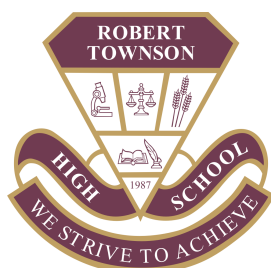


Robert Townson High School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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 we are commencing a new school plan after completing the last three year cycle. We are continuing our progressive work in Literacy, Numeracy and Future Focused Learning. We are also implementing more ways to gather student views and improve their facilities – seating, play spaces, hall sound system, classroom equipment and other areas. This year was also the first year we fully implemented a Bring Your Own Device (BYOD) into year 7. Over 95% of parents purchased a laptop for their students to use and teachers have modified their practices to maximise their use to better prepare students for life beyond school.

Due to a large diversity of local school choice and an ageing local community our student population remains at it's lowest level since the school was built over 30 years ago. 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.

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 programs 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 four support classes for students with a diagnosed hearing disorder. These students come from a much wider drawing area. Together they combine to form a student body of around 750 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 many 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. 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 being 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

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.

The new 2018–2020 School Plan saw the development and implementation of programs specifically designed to improve upon areas outlined in the School Excellence Framework (SEF) tool. This was conducted across three domains; Learning, Teaching and Leadership. Though there some changes to the assessment tool over the two years, changes were minimal.

Across the domain of Learning, our teachers have undertaken significant training and accordingly developed new programs and process in the areas of Assessment and Reporting. This training included improving reporting practices, centralising assessment and developing greater skills in student assessment. Accordingly both areas have moved from Delivery to Sustaining and Growing.

Across the domain of Teaching, our teacher professional development programs targeted "effective classroom practice". Teachers are increasing implementation of proven effective practices across all years. This includes the knowledge and understanding of the measure of appropriate standards of effective practice.

Across the domain of Leadership, through a model of distributive leadership, staff have worked to improve the school learning facilities in and outside of classrooms for improved student engagement. They have done so using transparent management and communication practices made available to all staff.

Our self-assessment 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

Culture of Learning

Purpose

Our goal is to ensure students are being challenged to push the boundaries of their achievement in Literacy, Numeracy and overall academic outcomes as well their personal level of physical wellbeing. We will do this using non-traditional curriculum practices that better prepare our students for the world after school.

Overall summary of progress

Across the Strategic Direction, we concentrated on improving teaching and student learning in three areas; Literacy, Numeracy and new ways of teaching we call "Future Focused Learning".

Our Literacy and Numeracy programs are both individually tailored programs, building upon current students skills and then providing new skills and challenges to extended students further. We are delighted to say that yearly student growth has been outstanding with students commonly attaining greater than a years growth per year.

Within the area of Future Focused Learning, we moved beyond our pilot BYOD programs to a full year 7 BYOD program which will continue each new year until all students are suitably equipped. Our year seven students undertook six months of integrated Project Based Learning and STEM programs both of which were well received by students and the community in general.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Our Literacy and Numeracy programs now reflect the Progressions rather than the Continuums. Student reports in Literacy and Numeracy will reflect progressions. Faculties have mapped learning content to relevant progressions.	Staff employed to operate this program include: a Head Teacher, administration staff and the use of school Learning and Support teachers	Student growth on average was well in excess of a year's growth. Growth reports were presented to all parents of year 7 through 9 twice per year along with community information evenings to outline the program and student results. Staff training on the new Progressions commenced with implementation into classwork and reports.
All students in stage 4 have their baseline mathematical and Literacy abilities measured. They will participate in weekly Literacy and Numeracy skill building lessons and have their growth measured and monitored. All students will experience Numeracy growth in excess on 1 year.	All students were provided with free access to an online mathematics support program which not only supplements classroom teaching and learning but also provides and diagnostic tool to monitor growth.	Student growth was, on average greater than a greater than a single year's growth. Students participated in Numeracy classes as part of their normal timetable. All year 7 were internally assessed using the "PAT" test to assist with mapping against the Numeracy Progressions.
All year 7 students will participate in a computer based learning program that features PBL and STEM practices. All year 7 will have a BYOD device as part of normal teaching and learning. Teaching and Learning programs will change to incorporate BYOD use. Year 7 students will indicate an appreciation of learning using in our STEM/PBL program.	A full time technical support officer was employed (\$70,000) to support students and teachers. Online learning programs and support packages were purchased for student use. A financial arrangement between parents and HP was established to provide a competitive BYOD purchasing program.	All year 7 had access to a BYOD program. Student programs were moved into an online teaching and learning environment. Student and parent support was supportive around the use of ICT across our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent surveys indicate a sense of value for the curriculum direction in which their students are participating in.		All year 7 had access to a BYOD program. Student programs were moved into an online teaching and learning environment. Student and parent support was supportive around the use of ICT across our school.

Next Steps

In 2019, we will begin moving the diverse range of online teaching resources to a single online learning management system. BYOD will continue to be rolled-out into new year 7 cohorts. More teacher training will occur around Future Focused Learning.

Our Literacy programs will operate using the Learning Progressions, phasing out the older Continuum criteria. This will also be reflected in the twice yearly reports we send to our parents of years 7, 8 and 9.

Our numeracy program has been beneficial however we will be evaluating its current format to see if alternative processes are more effective for the same cost.



Strategic Direction 2

Building strong leaders

Purpose

Our teaching staff will continue to develop their practices to ensure professional currency and curriculum relevance. We will achieve this through peer leadership programs and distributing school leadership practices. Concurrently we will implement increase opportunity for students voice in school operation as well as leadership growth programs across all years of schooling.

Overall summary of progress

As part of the team looking at the processes to increase students value on learning, building upon extra curricular activities and developing leadership in students there were a number of organised extra curricular activities for whole school and/ or year groups:–Harmony Day, SRC and senior leaders leadership camps/ workshops, Talent Quest, Year 7 "Art Pathways" workshops/ excursions, fundraising, Drama Showcase, Remembrance Day 100th Anniversary. A Scope of all the extra curricular activities that are held each year has been created to be able to effectively monitor, prepare for and review events that are run within the school and wider school community. This has already enabled a number of events to be reviewed/evaluated for 2019.

A team is working on planning for and implementing a range of explicit teaching strategies to roll out in 2019 designed to develop both staff and students across a range of areas. One strategy that has already started is the usage of Learning Intentions and Success Criteria. Across every classroom in the school there have been magnets which allow for all students to understand what the Learning Intentions are for their lessons and the Success Criteria, how they know they have learnt what was intended. Also in the planning phase is the implementation of the development of staff in continuing to build upon foundations in the areas of Literacy and Numeracy by examining the generic indicators for Stage 5. Questioning also has been a topic where executive staff have received the initial training which will roll out for all staff in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student morning punctuality improves significantly Students and staff report that the mentored success program has a positive effect on improved educational and social outcomes. A similar response should be evident with our extra curricular activities. School culture survey data to show improvement.	Staff employed during the blocks of time allocated for year groups to meet with mentors to create student growth plans. This has required the employment of extra teachers while this program was operating (\$15,000)	All senior students had a finalised student growth plan at the end of the year and a process in place to review early in 2019
Teachers are consistently using school pedagogical practices to improve student outcomes. Teachers report greater engagement and understanding for students learning.	Funds allocated toward professional development for a team of staff leading the explicit teaching project (\$5,000). Also relief time throughout the year for planning to be conducted leading up to the delivery of project.	Planning has commenced for the roll out of professional development on the theme of explicit teaching. This will start with a twilight session for staff in Term 1, Staff Development Day Term 2 and a twilight session in Term 2 for 2019.
School walk through data to reflect staff take up of practices relating to explicit teaching and high expectations.	Funds allocated to the purchasing of prompts for each classroom which will lead to a more efficient and consistent approach to teachers using Learning Intentions and success	Continued usage of Learning Intentions and Success Criteria as part of explicit teaching practices across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School walk through data to reflect staff take up of practices relating to explicit teaching and high expectations.	Criteria (\$3000).	Continued usage of Learning Intentions and Success Criteria as part of explicit teaching practices across the school.

Next Steps

Review of the extra curricular Scope that has been created from 2018 in order to ensure minimal disruption to curriculum time and examination and assessment periods throughout the year.

Reiteration of Learning Intention and Success criteria as well as the implementation of the "Writing for the HSC" explicit teaching projects will be undertaken in 2019 and 2020. This will involve strategies for both staff and students in different areas of explicit teaching.



Strategic Direction 3

A Learning Community

Purpose

We will work to ensure ours is a community school where students can grow to be valuable members of society.

Overall summary of progress

A greater focus has been placed on communication to our school community. Our school website has been updated and is maintained by two members of staff. Content, contacts and general information is updated frequently and usage data suggests a healthy trend of viewers. Our school Facebook page is maintained by a small team of staff who are committed to reporting on student achievements and experiences on a daily basis. We currently have 1258 followers who regularly like and/or comment on content. Our school newsletter is managed by staff and a team of students who generate a vibrant overview of positive information to families and publish on our school website. Anecdotal feedback from our school community also reveals satisfaction with our electronic sign board, school app and text message systems.

A review of the school reporting and assessment policies has been completed by a team of representatives from many KLA's and in consultation with the school executive. Revised policies have been endorsed by the senior executive and distributed to staff and students at the beginning of 2019. School reporting templates have been updated with further changes to be implemented for Semester One 2019, adding more personalised information to capture student's participation in whole school activities and initiatives. The school invested in Sentral Markbook and implementation of this has begun with some faculties in 2018. All faculties will use this system as the common markbook for all stages in 2019 to populate student reports and ensure consistent recording of assessment data. The assessment team will continue working on refining assessment task proformas in Term 1, 2019 and begin work on developing staff in the use of formative assessment.

In 2018, an alternative curriculum was built into the timetable of identified students in Stage 5 to increase attendance and engagement at school. Sentral wellbeing data clearly demonstrates the positive impact that this strategy had. Many of the participants were successfully transitioned to trade apprenticeships, taking with them the skills learned from these classes. Also in 2018, the school appointed a Head Teacher Engagement to operate the Learning Hub which is used for a variety of purposes. Students returning after long absences, students returning from suspension, those requiring intensive assistance and those requiring independent support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An alternative curriculum is operating for at risk students.	\$5000 School timetabling has been adjusted to allow for qualified teachers to facilitate this program.	For the second year, the Withdrawal Engagement Program has been embedded into the curriculum to support those students who are disengaged from their learning, or seeking a pathway to construction apprenticeships. Staff qualifications and school resources have enabled this to successfully run.
The number of incident report notifications begins a downward trend. The number of student positive recognitions begin an upward trend. Our PBL set reflects an improvement based on past SET measures.	Staff have begun working through the effective use of increased Student Management apps. Training was delivered to all staff in 2018 (\$15000).	In 2019 staff will begin rationalising the effective used of Sentral entries and analysis of data.
Increased community participation and engagement reflected in TTFM survey data, parent evenings and reward	A new committee was formed to oversee school presentation day assembly and funds were used on the	There was a marked increase in parent responses to the TTFM survey in Term 3. Parent participation at Community Connect Forums is increasing and anecdotal evidence suggests that our community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
opportunities.	hire of portable stages, decorations, medallions for prize winners and a parent morning tea (\$3000).	appreciates these opportunities to share information regarding their children. Reward opportunities have been very positive, with strong attendance at leadership morning tea's and our annual school presentation assembly.
TTFM data and internal analytical data reflects a greater sense of school commitment to school life, self confidence and preparedness for future years.	We continue to release teachers to operate the TTFM survey for teachers, students and community members as a measure of school performance (\$3000)	ongoing analysis of identified areas. Student growth plans, leadership courses and increased opportunities to effectively monitor students.
A whole school assessment process is developed ready for implementation in 2019. More meaningful reporting to parents with the inclusion of student voice.	The school subscription to Sentral was extended to include Sentral Markbook to allow for streamlined data collection when printing reports (\$8000).	Training for all staff occurred in 2018 with implementation to take place from Semester One, 2019.
Parents and students report increase satisfaction with new reporting and assessment practices.	\$0	Still in design with implementation planned for 2019. The school will continue it's commitment to community forums and TTFM survey data.

Next Steps

In 2019, we will continue our commitment to student and community programs, giving our families a greater voice and connection to the school. Sentral functions will be implemented school wide and assist with reporting to parents and carers.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Approximately \$30000 was set aside to allocate teachers to tutor Aboriginal Students as well as ensure these student's personalised learning plans were established and being met.	Though this program was implement, due to a shortage of appropriate staff, this program was inconsistently applied.
English language proficiency	An amount of \$37,000 was made available to employ teachers to specifically address the learning needs of identified students.	Identifies students that show academic growth commensurate with the abilities. All identified students had a unique program of support and development operating over the year.
Low level adjustment for disability	Two point two Learning and Support staff were employed to assist students with their overall Literacy, Numeracy and Learning needs. Each student in years 7, 8 and 9 now have a personalised Literacy growth program which teachers link to subject specific content.	All students in years 7 through 9 had an individual Literacy and Numeracy educational program. Targeted students also had developed a specific plan which included specific support to assist with engaging and understanding classroom material.
Socio-economic background	\$480,000 was used to employ Literacy and Numeracy staff, upgrade student facilities and educational software licenses.	Literacy and Numeracy student results significantly increased. Facility upgrades include student covered seating, sound system for student performances, furniture, removable classroom walls and student laptops across the school.
Support for beginning teachers	Approximately \$18,000 was spent to support early career teachers in 2018. This went towards purchasing resources, professional development and release time to support the two staff members.	The early career teachers were able to participate and engage in the Beginning teachers program at our school. This involved on average three sessions per term on relevant topics for the staff involved. This also allowed them to work towards achieving their accreditation at the level of proficient.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	415	397	390	369
Girls	407	397	369	358

Our student population was at its lowest level in 2018. Though only a small percentage lower it is projected that student numbers will now rise significantly over the next few years. Gender split is almost equal with slightly more boys than girls. Approximately 40% of our children come from homes with a language background other than English with the islands of the Pacific nations and Arabic cultures occupying approximately 12% of this number, followed closely by Spanish speaking cultures.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.8	92	91.9	90.5
8	92	89.7	88.4	88.7
9	87.8	87.7	87.2	85.2
10	88.3	84.8	83.6	84.5
11	88.7	87.1	84.9	86.8
12	89.6	89.8	89.6	89.3
All Years	89.6	88.5	87.7	87.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Our school utilises daily and period by period marking. Patterns of non-attendance can readily be identified. Our parents are informed daily of unexplained absences and facilities are provided for an immediate collection of parent explanations should they require it. In 2018 we delayed the start time of our school in a bid

to minimise the morning punctuality issues.

Our process of managing non-attendance continue to be supportive in nature but increasingly utilises more resources if non-attendance issues are not rectified to our satisfaction. We start with notification to parents followed by interviews and period by period monitoring. Punitive action may follow if required. If needed this will escalate to daily "check-ins" and reward/punishment systems. If the issue is ongoing, following further parental contact, attendance plans are constructed and implemented. This may involved the use of Home School Liaison officers.

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	50
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 multiple students studied VET with external providers. Students studied their courses with TAFE which included the campuses of Campbelltown, Macquarie Fields, MBISC, Liverpool and Miller. Students studied with outside providers which included NSW Health. Students studied multiple framework areas which included, Auto, Business Services, Construction, Electrotechnology, in Health Services, Retail and Travel and Tourism. These courses complemented the Vet Subjects which were offered to students at school.

At Robert Townson High we had students who undertook school-based apprenticeships and traineeships (SBATs). Year 11 students SBATs were in the areas of: retail, auto mechanical, tiling. Year 12 SBATS were in the area of Metals and Engineering. Many students transitioned into 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(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	40
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.68
Other Positions	1

*Full Time Equivalent

At the time of publication of this document, no staff had volunteered information outlining possible traditional heritage.

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

All teaching staff have achieved at the Proficient Teacher Accreditation level. A further six are currently participating in achieving higher levels of accreditation in Highly Accomplished and Lead.

Financial information

Financial summary

The information provided in the financial summary

includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	516,806
Revenue	9,524,097
Appropriation	9,292,822
Sale of Goods and Services	93,017
Grants and Contributions	121,513
Gain and Loss	0
Other Revenue	10,765
Investment Income	5,981
Expenses	-9,511,061
Recurrent Expenses	-9,511,061
Employee Related	-8,537,629
Operating Expenses	-973,432
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	13,036
Balance Carried Forward	529,842

Our school finance committee meet to monitor school spending and financial allocations. In 2018 we moved from our historic model of faculty funding application to a per-capita faculty allocation. Our school has been saving money for over five years to fund the resurfacing of our basketball courts and a metal cover to protect students in poor weather. We are hoping to begin that process in 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,933,596
Base Per Capita	151,756
Base Location	0
Other Base	6,781,840
Equity Total	923,084
Equity Aboriginal	29,424
Equity Socio economic	481,431
Equity Language	36,862
Equity Disability	375,366
Targeted Total	914,016
Other Total	144,562
Grand Total	8,915,257

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, timetabled Literacy and Numeracy lessons occurred for students across years 7 to 9. Students attended 2 x 50 minute literacy lessons each week while numeracy lessons were scheduled for 1 x 50 minute period each week for year 7. Both Literacy and Numeracy lessons were staffed by 2 classroom teachers and an SLSO. The intention of the program continued to be to collect and analyse base line assessment data then deliver a needs based literacy

and numeracy program to address identified areas of weakness – both individually and as a cohort.

Students were assessed in Literacy and Numeracy using PAT testing, NAPLAN data and using the Literacy and Numeracy Progressions (year 7) and the Literacy Continuum (year 8). Their progress was measured by end of year assessments using the same tools. Student growth and achievement was reported to parents each semester.

NAPLAN and PAT data indicated that more than 90% of year 7 students at Robert Townson High School in 2018 were at or above the National Minimum Standard for year 7 (Band 5) in Reading, Spelling, Grammar and Punctuation. However, year 7 skills in NAPLAN writing remain significantly lower – with 17% of students in year 7 not attaining the expected minimum standard.

Post program assessment and analysis of year 9 NAPLAN data indicates the ongoing success of the school's literacy intervention program. In year 9, the percentage of students achieving expected growth was on par with state average results in reading, writing, and numeracy. In spelling 52% of students achieved expected growth while across the state, 57% of students achieved this. Students far exceeded state achievement levels in grammar and punctuation growth – 70% of students compared to 56% of students across the state.

Year 9 students achieved state average growth in writing, a considerable improvement compared to their level of attainment in year 7 and their growth in writing scores was significant. Students at the school averaged a growth of 41 points in NAPLAN writing, compared to growth of 34 points for students across the state.

An explanation of our practice for supporting student growth in Numeracy is outlined above in the Literacy section.

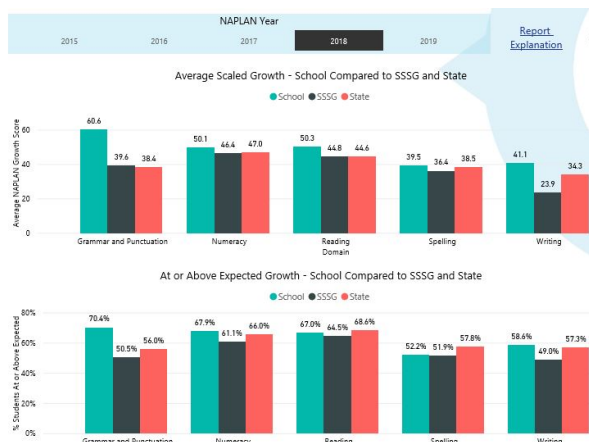
Ninety percent of year 7 students at Robert Townson High School in 2018 were at or above the National minimum standard for year 7 (band 5) in Numeracy.

Students achieving expected growth in NAPLAN year 7 were below that of similar schools and the state in all domains except that our NAPLAN results indicate that 75% of students achieved at or above expected growth, a 10% improvement on state average achievement.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is

reflected on the myschool website.

All of our students sat the NAPLAN tests online. Results indicate that our students produced results well above the state expected patterns of growth in all areas.



Higher School Certificate (HSC)

English:

In 2018, the results for each course indicated an improvement in the bands achieved for English Standard. There were no Band 1 results, as opposed to one student in the previous year, and the Band 2 results were 3% less than the average percentage of students in the state. This decrease of lower band results can be attributed to the increased number of students completing the English Studies course. Our results for Band 3 and Band 4 were significantly higher than the state percentage, with 87% of students falling into this range, as opposed to 68% for the state. There were no Band 5 and Band 6 results. The results for English Advanced were significantly higher than the state percentage and improved from 2017 when the lowest result was a Band 3. There were seven students in 2018, six of whom achieved a Band 4 result. As with the previous year, we received one Band 5 result.

Mathematics:

In Mathematics, students participated in Mathematics and Mathematics General 2 at Higher School Certificate level. Only three students sat the Higher School Certificate examination in the Mathematics course, attaining Band 3 results. 38 students selected Mathematics General 2. Of these students, there were no Band 6 results but 29% of the cohort achieved a Band 5 result, a significant increase on the previous year when 22% of students achieved Band 5 results. Results in this Mathematics course are strengthening with only 23% of students receiving results in the bottom two bands, compared to 51% in the previous year.

Science:

In 2018, 27 students completed a HSC Science subject, courses run were Biology, Chemistry and Senior Science. The average HSC Science mark across the three subjects has increased when

compared to the previous four years. Overall, Science performed well compared to other faculty areas within the school and performed similarly to or better than SSSG schools. Senior Science achieved a higher average course mark than the state average.

HSIE:

In 2018 students sat for examinations in Ancient History (17), Business Studies (35), Legal Studies (26), Modern History (19) and Society and Culture (12).

Ancient History had some good results in 2018. One student just fell short of a band 6 result by producing a mark of 89 out of 100. Four students achieved a Band 5 result in this subject. It was encouraging to see that when comparing HSC results to NAPLAN tests in Year 9, the majority of student results either showed that they performed at the level expected or better than expected. The 5 students who achieved the bottom 2 bands in NAPLAN testing did remarkably well. On average they achieved marks of 55.6 compared to the median of 51 in reading and marks of 60.14 compared to the median of 54 in grammar and punctuation. In the middle two bands, the median was 65 in reading with our 14 students achieving an average of 65.93 and the median for writing was 56 with our students achieving an average of 58.50. The average course mark for students at this school was 64.64. The results were 1.5 below the average mark from statistically similar school groups and 5.17 below the state average mark in 2018.

Modern History also had some pleasing individual results. The highest mark was 76 out of 100. Another student also achieved a band 4 result by producing a mark of 71 out of 100. It was worth noting that only 1 student in the cohort performed at a level below expectation when comparing their HSC result to NAPLAN testing. In regards to spelling, the average score for the three students in the bottom two bands was 55 compared to the median of 53. The average course mark for students at this school was 58.80. This was 5.83 below the average mark from statistically similar school groups and 11.74 below the state average mark.

There were also some pleasing individual results in Business Studies. The highest HSC mark was 81 out of 100. The subject also had four students achieve a Band 4 result. The majority of students in this course produced HSC results that were either expected or above what expected when compared to NAPLAN results. The 11 students who achieved the bottom two bands in grammar and punctuation for NAPLAN averaged 58.36 compared to a median of 57. In writing the 12 students who achieved middle bands in NAPLAN also performed above the median. They averaged 63.92 compared to the median of 62.50. The average course mark for students at this school was 61. This was 6.17 below the average mark from statistically similar school groups and 9.7 below the state average marks.

In Legal Studies the highest HSC mark was 77 out of 100. A total of 4 students achieved a Band 4 result. Most students performed either as expected or better than expected when comparing NAPLAN to HSC

results. For instance, students who performed in the bottom and middle bands for NAPLAN in writing produced better than median results. The 8 students in the bottom to bands averaged 59 compared to the median of 57.50. The 9 students in the middle two bands averaged 61.56 compared to the median of 60. The average course mark for students at this school was 60.78. This was 6.43 below the average mark from statistically similar school groups and 11.46 below the state average mark.

Society and Culture also produced some pleasing results in 2018. One student achieved a Band 5 result by producing a mark of 83 out of 100. The subject also had 50% of students (5 students) achieve a Band 4 result compared to the state average of 30%. It was pleasing that all students performed either as expected or above expectations when comparing their HSC to NAPLAN results. In regards to writing, the 4 students who achieved the middle two bands in the NAPLAN test in Year 9, averaged 70 compared to the median of 69. The six students who achieved the middle two bands for spelling in NAPLAN, averaged 71 compared to the median of 69.50. The average course mark for students at this school was 70.90. This was 1.21 below the average mark from statistically similar school groups and 5.46 below the state average mark.

CAPA:

In the 2018 HSC, the Creative and Performing Arts faculty had students enrolled in 3 subjects: Drama; Photography, Video and Digital Media, and Visual Arts, with both Drama and Visual Arts being ATAR subjects that were externally assessed.

10 Students completed the Drama course, performing at a sound standard. The majority of students received bands 3 and 4. Students complete three components for their HSC examination (written, group performance and either an individual project or performance). Students received the best results in the group performance.

14 students completed the Visual Arts course. Students performed well in comparison to their other subjects, all receiving their highest mark in Visual Arts, comparing favourably to their peers within the school. All students received a band 3 or higher, with 14% receiving a band 5, and 65% of students receiving band 4 or above. Students complete two components for their examination; practical (a body of work) and written (a written examination). Students overwhelmingly performed best in the practical component of the course.

TAS:

Community & Family Studies students achieved good value added results and results were spread among the top four bands. No Construction VET students sat for the Higher School Certificate Examination however, all students achieved a certificate II in Construction Pathways. Design & Technology students sat for the HSC Examination, their results were consistent with predicted growth. In Food Technology, 60% of students achieved results in the top 3 bands and preformed

relative to predicted growth. In Metals & Engineering VET all students achieved a Certificate 1 in Engineering and 90% of students chose not to sit for the Higher School Certificate Examination. Hospitality Food & Beverage VET 5 students sat the Higher School Certificate Examination. The value-added data was higher than expected growth and 75 %achieved their best result in this subject. RSA & RCG Responsible Service of Alcohol & Responsible Service of Alcohol (VET) 27 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) 35 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.

PDHPE:

There were 45 students who sat the 2 unit Personal Development, Health and Physical Education examination in 2018. Areas of strength noted were ten candidates achieving a mark greater than 80 percent with the highest mark being 88 percent. The data indicated the overall class performance was just below the state average and the value-added results were consistent with state expectations. An area for further development is to implement strategies to increase the level of achievement or students in the lower bands.

VET:

At Robert Townson High School we ran four VET framework Courses. They were Construction (9 students) Metals & Engineering (10 students) Hospitality Food & Beverage (20 students and Sports Coaching (12 students). Nine students achieved a Certificate II in Construction Pathways. 10 students achieved a Certificate I in Engineering and 20 students achieved a Certificate II in Hospitality Food & Beverage.

<You may choose to use this text box to comment on relative performance comparison (average difference) and statistical information from Business Intelligence>

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Parent/caregiver, student, teacher satisfaction

In 2018 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 90% of parents indicated they

were satisfied with the range of subjects being offering at our school.

Overwhelmingly, parents felt communication from the school is very strong, particularly with the use of reports, school website, emails, text messages and school newsletters.

Students at Robert Townson High School indicated they are interested and motivated 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 effective learning time, teacher student relationships, learning climate and expectations for success. These are all school related factors leading to student engagement.

Policy requirements

Aboriginal education

At Robert Townson High School we have 39 self identified students of an Aboriginal or Torres Strait Islander background. The school received \$29,000 to support these students. This money was used to assist students with school fees, excursions, uniform and various supporting events. A homework centre was made available for them two afternoons a week as well as a tutor that worked with individual students in identified areas of support.



Multicultural and anti-racism education

We continue to maintain two trained Anti Racism contact officers who work with our students, guiding them and informing them at appropriate key stages of their school life.

Each year the school operates various multicultural student led events, culminating in our school's Harmony day. The community raises funds while build awareness of significant societal issues.