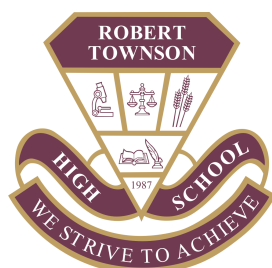


Robert Townson High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Robert Townson High School
Thunderbolt Drive
Raby, 2566
www.roberttown-h.schools.nsw.edu.au
roberttown-h.school@det.nsw.edu.au
9824 7777

Message from the principal

Robert Townson High School 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 in the second year of a three year school plan, moving successfully into the final year in 2020. 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 third year we fully implemented a Bring Your Own Device (BYOD) program 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, better preparing students for life beyond school.

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 continuing to work with local bus companies to ensure transport is available to students in these new areas.

Warren Parkes

Principal

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 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 780 individuals.

Our school is situated inside the drawing area 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 120. 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Our Self-assessment of the Learning domain overall is sustaining and growing. The evidence to support this judgement can be seen in the continuation of work our teachers have undertaken in the areas of Assessment and Reporting. Further development in areas such as improving reporting practices, centralising assessment programs and developing greater skills in student assessment were still evident in 2019. In relation to the domain of Teaching, staff at Robert Townson High School have been involved in the second year of teacher professional development programs targeting "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. Due to these practices, overall a judgement was made at Sustaining and Growing in the domain of Teaching. Across the domain of Leadership, a continued model of distributive leadership has seen another year of staff working 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. This has seen an overall judgement in this area of Sustaining and Growing.

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.

Improvement Measures

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.

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 of one year.

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.

Parent surveys indicate a sense of value for the curriculum direction in which their students are participating in.

Progress towards achieving improvement measures

Process 1: Employ HT Teaching and Learning and Support staff.

Literacy staff transferring our Literacy program towards the Literacy Progressions and work with the COS to ensuring continuity

Cross KLA involvement in matching content to progressions.

Conduct in analysis on internal and external basic skills data for Stage 4 and develop a base line of academic abilities in Literacy and Numeracy for students in Years 7–9.

Redesign Literacy and Numeracy reporting to reflect progressions. Report student growth to parents.

Evaluation	Funds Expended (Resources)
Due to staff turnover our school no longer employs a HT Learning and Support. These responsibilities now fall under key staff within the school. Progress towards milestones was achieved in all areas.	Financial resources were allocated toward relief time for analysing student data collected during Orientation Day.

Process 2: Form a Stage 4 curriculum team to develop curriculum strategies to prepare today's students for tomorrow's world. Values and skills to include Citizenship, Creativity, Communication and knowledge of our place in the world. This will include;

1. Implement a Year 7 BYOD program across core subjects and CAPA plus TAS.
2. Implement a Future Focused Curriculum in Stage 4 focussing on Digital Citizenship and STEM using cross curriculum initiatives.
3. Learning Spaces team meet to plan and budget work.
4. Introduce Minecraft for Education around the BYOD program

Evaluation	Funds Expended (Resources)
The Digital Bootcamp was delivered, evaluated and refined and has been embedded into the 2021 Year 7 Integrated unit of work. BYOD will continue	Key staff were released to assist in the planning and implementation of boot

Progress towards achieving improvement measures

to be implemented for all incoming Year 7 students. A curriculum team has been formed and are currently working on an integrated model for all Year 7 students in 2020. Minecraft has been implemented in some curriculum areas and continues to grow. Flexible Learning Spaces are evident throughout the school and more will evolve in 2020 in preparation for the Year 7 unit of work for 2021.

camp. Funds were also set aside to ensure the technology was available to assist students starting off in Year 7 with a device.



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.

Improvement Measures

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.

Teachers are consistently using school pedagogical practices to improve student outcomes.

Teachers report greater engagement and understanding for students learning.

School walk through data to reflect staff take up of practices relating to explicit teaching and high expectations.

Progress towards achieving improvement measures

Process 1: Targeted programs to be implemented and operate to assist students to develop a greater sense of self worth in educational activities as well as social and emotional programs.

An increased commitment from staff and community members to improve educational and social outcomes .

Evaluation	Funds Expended (Resources)
Students were given opportunities to engage in a variety of co-curricular and extra-curricular activities to improve connection to school and their learning. Most students were engaged in the process of the creation of their individual Student Growth Plan, and were able to set goals and review their progress throughout the year. Student leadership ability was improved through the training and development of senior leaders, the Student Representative Council and Peer Leadership programs.	Access to data; School planning meetings

Process 2: Implement a structured Professional Development program to staff relating to the CESE "What works best" document. A particular focus on High Expectations and Explicit Teaching will be delivered to staff to support implementation across the whole school community. This will improve teacher skills and student academic performance.

Community members will be informed through various community events on the Professional Development staff are involved in to increase understanding and value practices in place for their child's learning.

Evaluation	Funds Expended (Resources)
Two professional development sessions were delivered to staff throughout 2019. Feedback from staff was sought and the sessions were very well received with an overwhelmingly positive response. This was encouraging for Writing For The HSC team and have provided useful suggestions for further discussion. Planning for the remaining two years of the project will be refined accordingly.	Relief time to plan for staff professional development sessions.

Process 3: Design and communicate changes to daily structures and organisation which improve morning attendance. Administrative and well being teams to implement a structured monitoring program which is

Progress towards achieving improvement measures

Process 3: reviewed each term.

Evaluation	Funds Expended (Resources)
<p>The morning structure changed in the previous year. After an evaluation of this it was clear to see the positive impact on student lateness reducing. In 2019 the removal of the second whole assembly helped with clearer communication to students. The new PA/Bell system is working well however we still need to look at improvements to ensure this system caters for all including staff and students in our Hearing Impaired Unit.</p>	<p>A new PA / Bell system was purchased and installed to assist with new structures in place.</p>



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.

Improvement Measures

An alternative curriculum is operating for at risk students.

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.

Increased community participation and engagement reflected in TTFM survey data, parent evenings and reward opportunities.

TTFM data and internal analytical data reflects a greater sense of school commitment to school life, self confidence and preparedness for future years.

A whole school assessment process is developed ready for implementation in 2019.

More meaningful reporting to parents with the inclusion of student voice.

Parents and students report increase satisfaction with new reporting and assessment practices.

Progress towards achieving improvement measures

Process 1: An alternative curriculum program is operating for at risk students. A revised process of managing student behaviour is operating.

Evaluation	Funds Expended (Resources)
Due to staffing changes, a new approach is being devised for 2020. The annual milestones currently listed have not been achieved, due to the closure of the Learning Hub in Term One. These identified areas for growth will be revisited in the 2020 milestones once resources have been confirmed.	Nil

Process 2: A yearly program of parent information sessions is published and running.

A greater opportunity for parent voice is operating.

A learning continuum and learning progressions are established between feeder primary schools and us. Community of Schools program is operating to deliver extended curriculum to feeder primary school students.

Evaluation	Funds Expended (Resources)
During 2019, parents were invited to attend our Community Connect Forums held once per term. Topics included Positive study skills at home, STEM, Senior study skills and Adolescent mental health. These evenings were strongly supported by our community and anecdotal feedback indicated the need to continue with this program for parents and carers.	We continue to release teaching staff to attend sessions at our feeder primary schools and purchase additional specialist equipment to support these programs. (\$3000)
Our Community of Schools program ran successfully with both Primary schools indicating a need for support with STEM classes and specialist teaching in areas such as Visual Arts. Teachers attended sessions with Stage 3 at primary schools, as well as hosting groups coming in to Robert Townson High School to utilise equipment. Feedback was extremely positive from all involved.	

Progress towards achieving improvement measures

Process 3: Improve school assessment programs to include a single school assessment record to inform teaching. Improve whole school assessment practices.

Evaluation	Funds Expended (Resources)
<p>Assessment and Reporting Team led the implementation of Sentral Markbook as a whole school assessment record. Extensive professional development of staff took place, allowing for the implementation of Markbook across all stages and classes. Proformas for use were introduced across the school to promote consistency in data. Further training around the use of data from Markbook and linking to Sentral Reports will occur in 2020.</p> <p>Assessment and Reporting Team worked with the Teacher Quality Advisor team to design and implement the first phase of a professional learning program with staff on improving the use of formative assessment across the whole. Further professional development will occur in 2020.</p>	<p>Relief time for Assessment and Reporting team to review Stage 4–6 policies.</p> <p>Allocation for Sentral Markbook coordinator.</p> <p>(\$6000)</p>

Process 4: Make student reports more meaningful, including teacher comments, content, formation and student input.

Evaluation	Funds Expended (Resources)
<p>Proposed changes drafted and endorsed by the School Executive Team. Reporting templates for Year 7–12 were reviewed, drawing on feedback from staff. This included revised attributes for all reports and the creation of individualised templates for each year group.</p> <p>Further investigation of student data options on reports will take place in 2020.</p>	<p>Nil.</p>

Process 5: Review current assessment practices in line with revised school assessment policies and in response to NESA assessment requirements in Stage 6, to develop a unified approach to using assessment data to inform teaching practice.

Evaluation	Funds Expended (Resources)
<p>Assessment and Reporting Team concluded a review of the Stage 4–6 Assessment policies to be implemented in 2020, consolidating school practices around assessment and the responsibilities of staff and students. Overall number of summative assessment task was reduced in Stage 4, to a maximum of 4 tasks per subject and the inclusion of ongoing, continuous assessment as part of assessment scopes.</p>	<p>Nil.</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Approximately \$30 000 was set aside to allocate teachers to tutor Aboriginal students as well as ensure these students' personalised learning plans were established and being met.	From the previous year, this program has grown into a strong, vibrant group of students, led by a qualified member of staff. Plans for 2020 include a launch of Indigenous programs throughout the year, with external artists and community members working with our students.
English language proficiency	An amount of \$42 000 was made available to employ teachers to specifically address the learning needs of identified students.	Identified students show academic growth commensurate with their abilities. All identified students have a unique program of support and development operating over the year.
Low level adjustment for disability	Additional 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 have a personalised Literacy growth program which teachers link to a continuum.	All students in Years 7, 8 and 9 have an individual Literacy and Numeracy educational program. Targeted students also have a specific plan which includes specific support to assist with engaging and understanding classroom material.
Socio-economic background	\$510 000 was used to employ Literacy and Numeracy staff, upgrade student facilities and educational software licences.	Literacy and Numeracy student results significantly increased. Facilities upgrades include student covered seating, lighting systems for student performances, furniture and student laptops across the school.
Support for beginning teachers	Approximately \$16 000 was spent to support early career teachers in 2019. 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, led by two experienced teachers. This involved, on average, three sessions per term on relevant topics for the staff involved. This time also allowed them to work towards achieving their accreditation at the level of proficient.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	397	390	369	372
Girls	397	369	358	367

Student attendance profile

School				
Year	2016	2017	2018	2019
7	92	91.9	90.5	92.3
8	89.7	88.4	88.7	89.6
9	87.7	87.2	85.2	89.1
10	84.8	83.6	84.5	85.2
11	87.1	84.9	86.8	88.2
12	89.8	89.6	89.3	92.2
All Years	88.5	87.7	87.3	89.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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 and this has continued into 2019.

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to

record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	4	11	6
Employment	2	58	27
TAFE entry	3.9	8	13
University Entry	0	0	36
Other	13	8	15
Unknown	0	15	3

All students are assisted with post school planning through discussions with their Year Advisers and in the creation of their Student Growth Plans.

Year 12 students undertaking vocational or trade training

53.13% of Year 12 students at Robert Townson High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Robert Townson High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

At Robert Townson High School, we had 29 students (16 female, 13 male) studying VET with External providers. Of these students 18 studied their courses with TAFE which included the campuses of Campbelltown, Liverpool, Macquarie Fields, Miller and Wetherill Park. Eleven students studied with outside providers which included NSW Health, Mallee Murray, MacDonalds, Target Retail Training and Yum. Students studied a total of seven framework areas which included: five in Auto, one in Construction, four in Health Services & nine in Retail. The remaining students studied courses from 5 non-framework areas. These courses complemented the Vet Subjects which were offered to students at school.

We had 13 students who undertook SBATs. (School Based Apprenticeships and Traineeships) (7 male, 6 female)

Of these, 3 students were in Year 10, 8 students were in Year 11 and 2 students were in Year 12: Year 10 were in the areas of: retail (1), auto mechanical (1) & construction (1) , Year 11 were in the areas of retail (6), auto mechanical (1), warehousing (1) & Year 12 retail (2).

Two SBAT students (Year 10 & 11 automotive students) progressed on into full-time apprenticeships with the same companies.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	40.9
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	13.68
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	529,842
Revenue	9,992,285
Appropriation	9,794,080
Sale of Goods and Services	69,041
Grants and contributions	119,500
Investment income	2,152
Other revenue	7,513
Expenses	-9,527,343
Employee related	-8,381,891
Operating expenses	-1,145,452
Surplus / deficit for the year	464,942

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,010,629
Equity Total	967,341
Equity - Aboriginal	33,427
Equity - Socio-economic	510,091
Equity - Language	42,210
Equity - Disability	381,613
Base Total	6,970,344
Base - Per Capita	176,340
Base - Location	0
Base - Other	6,794,004
Other Total	543,476
Grand Total	9,491,789

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

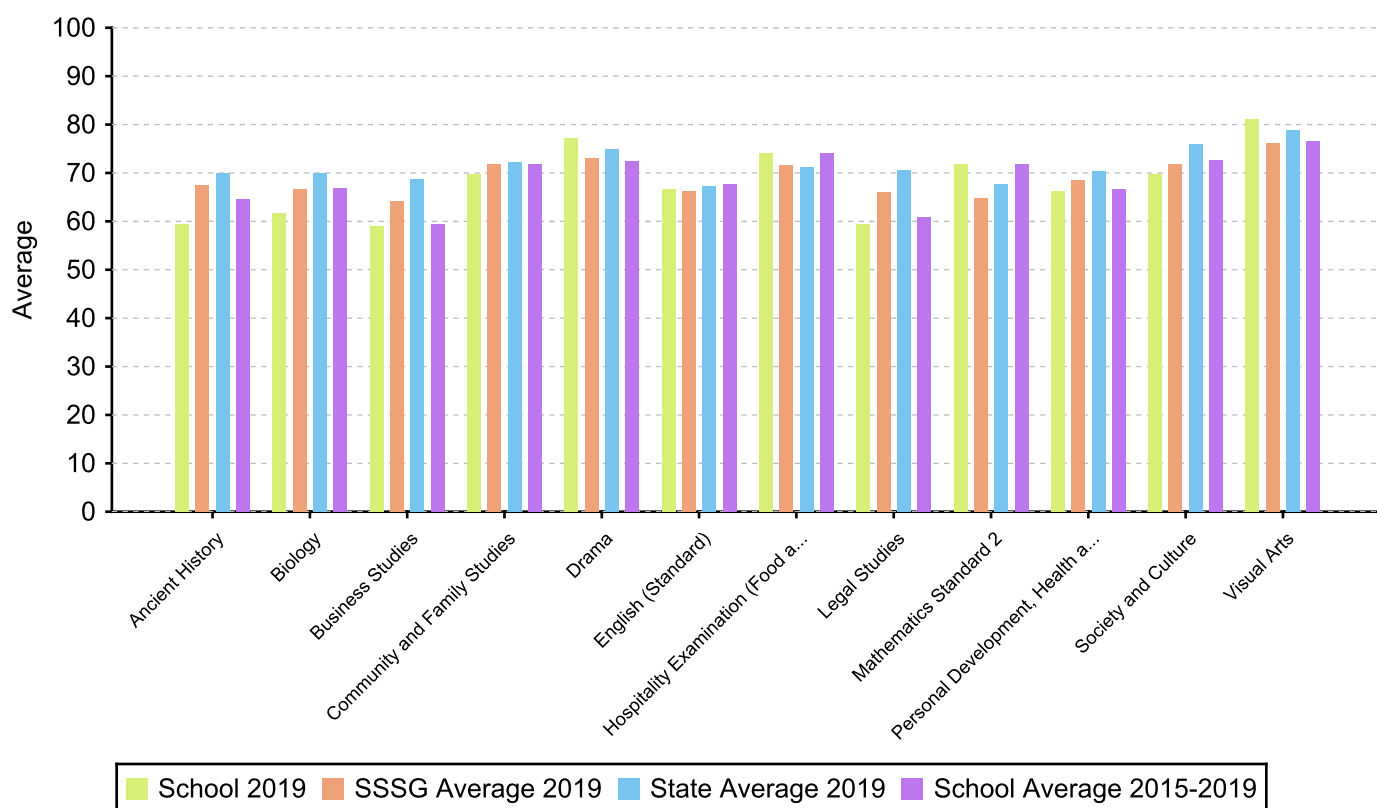
The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 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.



School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	59.5	67.5	69.9	64.6
Biology	61.6	66.6	69.9	66.8
Business Studies	59.0	64.2	68.6	59.5
Community and Family Studies	69.7	71.9	72.2	71.9
Drama	77.2	73.0	75.0	72.3
English (Standard)	66.6	66.2	67.3	67.7
Hospitality Examination (Food and Beverage)	74.0	71.6	71.1	74.1
Legal Studies	59.5	65.9	70.6	60.8
Mathematics Standard 2	71.9	64.8	67.7	71.9
Personal Development, Health and Physical Education	66.3	68.6	70.5	66.7
Society and Culture	69.7	71.8	75.9	72.6
Visual Arts	81.2	76.1	78.8	76.6

HIU:

During 2019 the enrolment in the Hearing Support Unit (HIU) steadily increased, leading to the unit reaching maximum capacity at the beginning of 2020 for the first time since a fourth class was established a decade ago. A permanent teaching position was advertised at the end of the year and Sara Priestley, who has had a long involvement with the Unit, gained this position on merit selection.

In 2019, for the first time in many years, there was no Year 12 HIU cohort completing the HSC. Our large Year 11 group however successfully completed courses in many subjects and participated in Vocational Education opportunities and TVET courses.

Stages 4 and 5 students participate in supported integration into KLA's across the curriculum while also having the opportunity to be in smaller, more targeted classes offering individualised learning outcomes and highly adjusted lessons.

Nine students had the opportunity to participate in a Community Participation Program which saw them visit many places across the wider Sydney area. This instilled much confidence into these senior students, leading to greater success for these students as they transition from school into further study or the workforce. A well sequenced Travel Training Program saw many students become independent travellers to and from school.

Students had the opportunity to participate in many extracurricular activities throughout 2019. Excursions went to Legoland at Moore Park, Camden Show, Sydney Maritime Museum, Students Climate Rally, Lions NSW and ACT Deaf Camp, Refugee in my Backyard Exhibition at Auburn and the Schools Spectacular Matinee Show. Select students had the opportunity to participate in The Shining Stars workshops and showcase at Campbelltown Art Gallery, Spotlight Dance Festival Seymour Centre and were guest performers and stage crew for the Gary Walden Fundraising dinner held at West Leagues Club. Students also participated in the Boys Hip Hop Workshop held at East Hills Boys High School and the Aboriginal Dance workshop held at Tempe which were both offered by The Art Unit.

The staff of the HIU ran a very successful twilight Professional Development evening for the whole staff on all aspects of education for students who are deaf or hard of hearing, and teachers were given support in the provision of assessment adjustments for HIU students. A Stage 5 Auslan Language course was submitted and this was given approval to teach from NESA. All student Learning and Support Plans were updated through Learning and Support team meetings and interviews held with the parents and carers.

We held a High School Taster day for primary school students and, finally in December, a successful year was celebrated with our school/Deaf community at the HIU Family night. Approximately sixty people attended the night that was held in the staff common room. Many students received awards and the performances and slideshow were presented.

HSIE:

In 2019 students sat for examinations in Ancient History (12), Business Studies (23), Legal Studies (17), Modern History (9) and Society and Culture (10).

Ancient History had some good individual results in 2019. The highest mark achieved by a student was 74 out of 100. Two students were able to produce band 4 results. Comparing HSC results to NAPLAN tests in Year 9, students did perform at a level better than expected in some areas. One student was able to produce a HSC mark equivalent to the top two bands for writing despite having not done so in NAPLAN testing.

The highest mark in Modern History in 2019 was 63 out of 100. Another student also achieved a Band 3 result. When comparing HSC results to NAPLAN testing in Year 9, the students in the bottom two bands performed well. They achieved marks of 49 compared to the median of 46 in writing and marks of 46.67 compared to a median of 41 in reading. The average course mark for students was 53.11.

There were also some pleasing individual results in Business Studies. The highest HSC mark was 77 out of 100. The subject had three students achieve a Band 4 result. Students who performed in the middle two bands for NAPLAN tests in Year 9 produced encouraging results in the HSC. They achieved marks of 61.83 compared to a median of 58.50 in reading. In writing they averaged 63.50 compared to the median of 60.50. The average course mark for students at this school was 59. This was 5.28 below the average mark from statistically similar school groups and 9.64 below the state average mark.

In Legal Studies the highest HSC mark was 75 out of 100. A total of 3 students achieved a Band 4 result. Students who performed in the top two bands for NAPLAN in writing produced some pleasing results. They averaged 75.33 compared to the median of 74. The average course mark for students at this school was 59.53. This was 6.16 below the average mark from statistically similar school groups and 11.08 below the state average mark.

Society and Culture produced some impressive results in 2019. There were six students who achieved Band 4 results representing 60% of the cohort. The highest mark was 74 out of 100. Students who performed in the bottom two bands in NAPLAN testing showed some improvement in writing. They achieved marks of 70.75 compared to a median of 70.50.

The average course mark for students at this school was 69.70. This was 2.4 below the average mark from statistically similar school groups and 6.26 below the state average mark.

TAS and VET:

- Community & Family Studies: Students achieved good value-added results with two students achieving results in the top two bands.
- Construction VET: One student sat for the Higher School Certificate Examination and all students achieved a certificate II in Construction Pathways.
- Design & Technology: Six students sat for the Higher School Certificate Examination; their results were consistent with predicted growth with 80% of students achieving results in the top 3 bands.
- Hospitality Food & Beverage VET: 14 students sat the Higher School Certificate Examination. The value-added data was higher than expected with 80 % of students achieving their best result in this subject and one student achieving a Band 6. 60% of students achieved results in the top 3 bands.
- Metals & Engineering VET: All students achieved a Certificate 1 in Engineering, with four students choosing to sit for the Higher School Certificate Examination.
- Information and Digital Technology VET: Nine students sat for the Higher School Certificate Examination, with 75% of students achieving a result in the top 3 bands and all students receiving a Statement of Attainment towards Certificate III in Information, Digital Media and Technology.
- Responsible Service of Alcohol & Responsible Service of Alcohol VET: 30 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: 32 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 the 2019 HSC examinations, TAS students achieved results that reflected excellent student growth. In 2020, we will continue to evaluate and refine our programs and processes to allow continual improvement, focusing on student voice, choice, employability skills and HSC examination performance with student focused learning programs in constructing extended response answers.

CAPA:

In 2019 the CAPA faculty had electives running across both the creative and performing arts subject areas. Drama, Visual Arts and Photography, Video and Digital Media ran in Stage 6. Drama, Music, Photography and Design ran in Stage 5.

HSC Results in our ATAR subjects (Visual Arts and Drama) were both excellent, with Visual Arts students all achieving in the top 3 bands, including over 50% of students attaining a Band 5. Drama results were equally impressive, with 90 % of students attaining results in the top 3 Bands. All students received their highest mark in either Drama or Visual Arts.

The highlights of our year were receiving two nominations for Year 12 Visual Arts students to participate in the Art Express exhibition and Drama students across multiple years successfully participating in the "In The Spotlight" Drama Festival after being accepted through a competitive audition process. To be nominated for Art Express, students must gain a high A grade for their HSC Body of Work, with two students fulfilling this criteria: Danielle El Esber and Kristela Mozo. Kristela was selected to exhibit in the Hazelhurst Gallery in Gympie, exhibition, and her work has featured in promotional material for the exhibition. Drama classes were given the opportunity to audition for the "In The Spotlight" Drama festival, with three Groups accepted into the program, subsequently performing at The National Institute of Dramatic Arts (NIDA) over a number of nights. This gave students the chance to work in a professional, real world setting.

The Creative and Performing Arts faculty continued to engage students in a variety of experiences, enhancing the learning outcomes for our students. Twelve Drama students participated in the School Spectacular performance of public schools from across NSW, in the combined Drama performance. Students from all subjects participated in excursions to a number of performances and exhibitions including to The Art Gallery of NSW, Campbelltown Arts Centre and our twice yearly trips to see musicals.



Parent/caregiver, student, teacher satisfaction

In 2019 parents, students and teachers were invited to provide information on the school through the Tell Them From Me survey. Overall parents again indicated that they felt their children were safe at Robert Townson High School and also that our school supports learning. Higher scores than the NSW means were indicated in the following areas. Parents felt they were informed and parents feel welcome 7–12. Both of these areas have been trending upward over the past two years.

Students were also given the opportunity to provide some information on the school through the Tell Them From Me survey. Two areas that stood out were students responses to how they feel about positive teacher student relationships and their learning climate. In both of these areas, students who participated in the survey indicated higher levels of satisfaction as compared to NSW government school averages. Students also indicated higher satisfaction levels compared to the NSW government school average in Effective Learning Time (important concepts are taught well, class time is used efficiently and homework and evaluations support class objectives) and also in their feelings toward having the opportunity to participate in extracurricular activities.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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 who worked with individual students in identified areas of support.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

We currently maintain three 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 for charities while building awareness of significant societal issues.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.