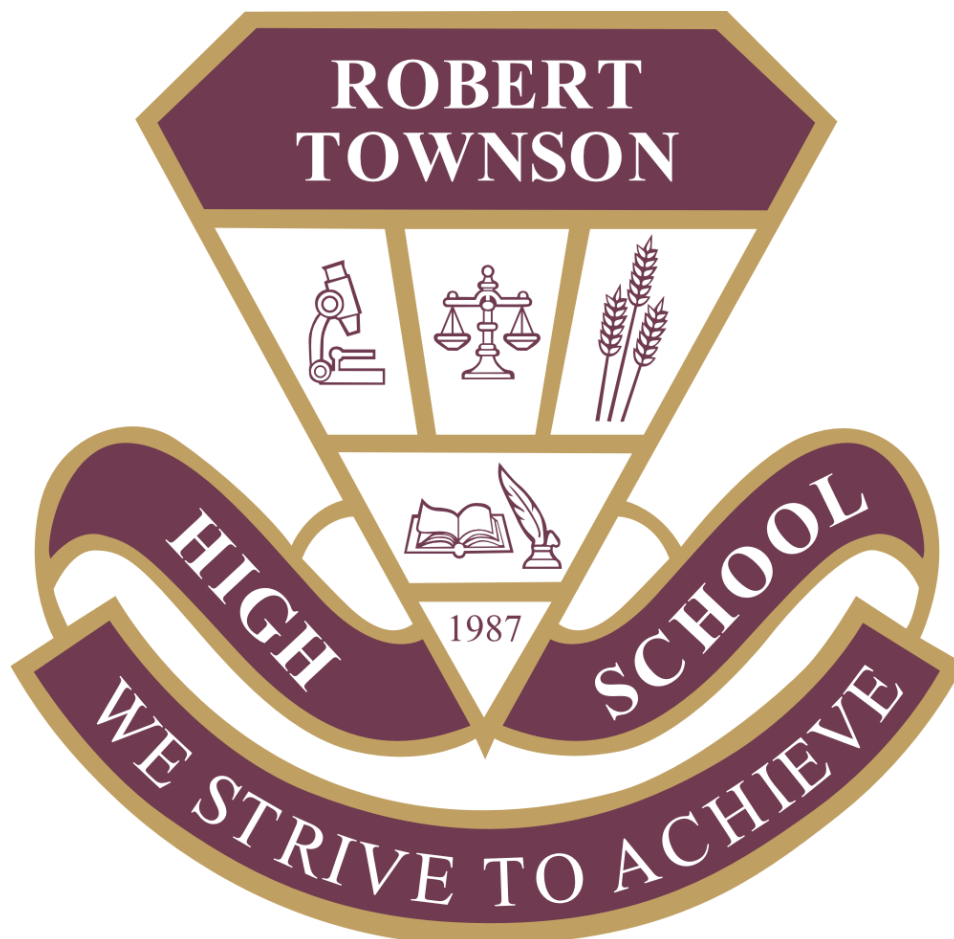


2020 Annual Report

Robert Townson High School



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Introduction

The Annual Report for 2020 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.

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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 final year of a three year school plan. 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 fourth year we fully implemented a Bring Your Own Device (BYOD) program into Year 7. Over 98% 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 have begun planning for an fully integrated curriculum to deliver to Year 7 students in 2021. A dedicated team are meeting regularly through 2020 to plan ready for implementation by 2021.

We are continuing to experience the effects on enrolments as a result of the new suburbs being constructed along Camden Valley Way. Over the next few years, the school should continue to 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.

Mr Luke Farthing

Relieving Principal

School vision

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
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

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)
Literacy and Numeracy reports are much clearer and provide a more improved snapshot of student progression.	Learning and Support team staff TSO Sentral Coordinator

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)

Progress towards achieving improvement measures

The Year 7 BYOD program was delayed due to the integrated curriculum being implemented in 2021 for Year 7's. The planning time was shifted to focus on the setup of the integrated curriculum rather than the BYOD program.

A repurposing of learning and office spaces took place with a change of the school Library. The old Library space was converted into a flexible learning space to cater for 150 students as part of the integrated curriculum.

\$5,000 casual relief funds to release a team on a regular basis to meet and plan.

\$90,000 on flexible furniture to create dynamic and engaging learning environment.

\$138,000 HT curriculum

Next Steps

The next steps will be to evaluate the implementation of the integrated curriculum for Year 7 2021 in relation to impact on engagement and internal school data. Results will influence either a Year 7 and 8 integrated curriculum for 2022 or Year 8 integrated curriculum for 2022.

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)
<p>Students were provided some co-curricular and extra-curricular activities prior to March 2020. However due to COVID-19 restrictions other initiatives were restricted for 2020 and unable to run. Staff, including non-teaching staff, checked in regularly with students during remote learning to maintain their connection to school and learning.</p> <p>Due to COVID-19 restrictions in 2020, Year 7 2020 have not had a Student Growth Plan meetings to establish a plan.</p> <p>Staff and students have responded positively to the House System launched in Term 4, 2020. Further work integrating House points into school rewards systems will take place in 2021.</p> <p>Student leadership ability was improved through the training and development of senior leaders, however many school-based and community leadership opportunities were restricted in 2020.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Relief Time for Student Growth Plans (\$6000.00)• (\$0.00)

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)

Progress towards achieving improvement measures

Professional Learning focus in 2020, particularly during remote learning was on developing staff skills in online learning and associated technologies. Professional Learning, delivered online in 2020, continued to focus on elements of 'What Works Best'. Further work on this will take place in the new school plan for 2021-2024.

Communication via school platforms updated the school community on catering for students during remote learning in 2020. Due to COVID-19 restrictions, opportunities for face-to-face community events were reduced.

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 reviewed each term.

Evaluation	Funds Expended (Resources)
Further evaluation on the impact of changes to daily structured took place in 2020, with a reduction in lateness to school. Changes remain into 2021 with existing structures continuing.	

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 restrictions and COVID, this program did not occur in 2020.	\$0

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)
Due to our inability to welcome external parties on site for the majority of 2020, Community Connect Forum sessions did not occur. Departmental opportunities and information was disseminated through our website and social media platforms. Regular updates and organisation for the school was also communicated in this way.	\$0
COVID restrictions also meant that feeder primary school support did not take place.	

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)

Progress towards achieving improvement measures

All staff were given professional learning to ensure that 100% of teachers record summative and formative results through Sentral Markbook. Assessment schedules were adjusted as per advice from DoE in Semester One to support students through online learning.

\$0

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

Evaluation

Funds Expended (Resources)

Reporting procedures continue to be monitored by Senior Executive and communicated to all staff by the Assessment and Reporting team. 100% of reports are distributed to families through our Sentral Parent Portal.

\$0

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)

This process was scheduled to be implemented by the Assessment and Reporting team in 2020. Due to limitations of face to face meetings and disruptions caused by COVID, this did not occur.

\$0

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$25,000 - ATSI program \$13,000 - Tutoring	This program could not run in 2020 due to the restrictions around COVID. It has been planned to commence in 2021. Afternoon tutoring re-commenced in August 2020 due to the restrictions around COVID.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	390	369	372	392
Girls	369	358	367	368

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.9	90.5	92.3	92.4
8	88.4	88.7	89.6	89.3
9	87.2	85.2	89.1	91
10	83.6	84.5	85.2	86.2
11	84.9	86.8	88.2	85.4
12	89.6	89.3	92.2	90.2
All Years	87.7	87.3	89.2	89.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	3	12
Employment	0	5	20
TAFE entry	0	10	21
University Entry	0	0	38
Other	0	0	3
Unknown	0	2	6

Year 12 students undertaking vocational or trade training

59.60% of Year 12 students at Robert Townson High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

92.3% of all Year 12 students at Robert Townson High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	42.8
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher ESL	1
School Counsellor	2
School Administration and Support Staff	14.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	994,784
Revenue	10,649,236
Appropriation	10,466,393
Sale of Goods and Services	59,575
Grants and contributions	108,273
Investment income	685
Other revenue	14,310
Expenses	-10,422,223
Employee related	-8,976,040
Operating expenses	-1,446,183
Surplus / deficit for the year	227,013
Closing Balance	1,221,797

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.

	2020 Approved SBA (\$)
Targeted Total	129,743
Equity Total	1,187,006
Equity - Aboriginal	38,357
Equity - Socio-economic	588,373
Equity - Language	164,555
Equity - Disability	395,721
Base Total	8,373,635
Base - Per Capita	183,938
Base - Location	0
Base - Other	8,189,697
Other Total	538,331
Grand Total	10,228,714

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.

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.

2020 NAPLAN

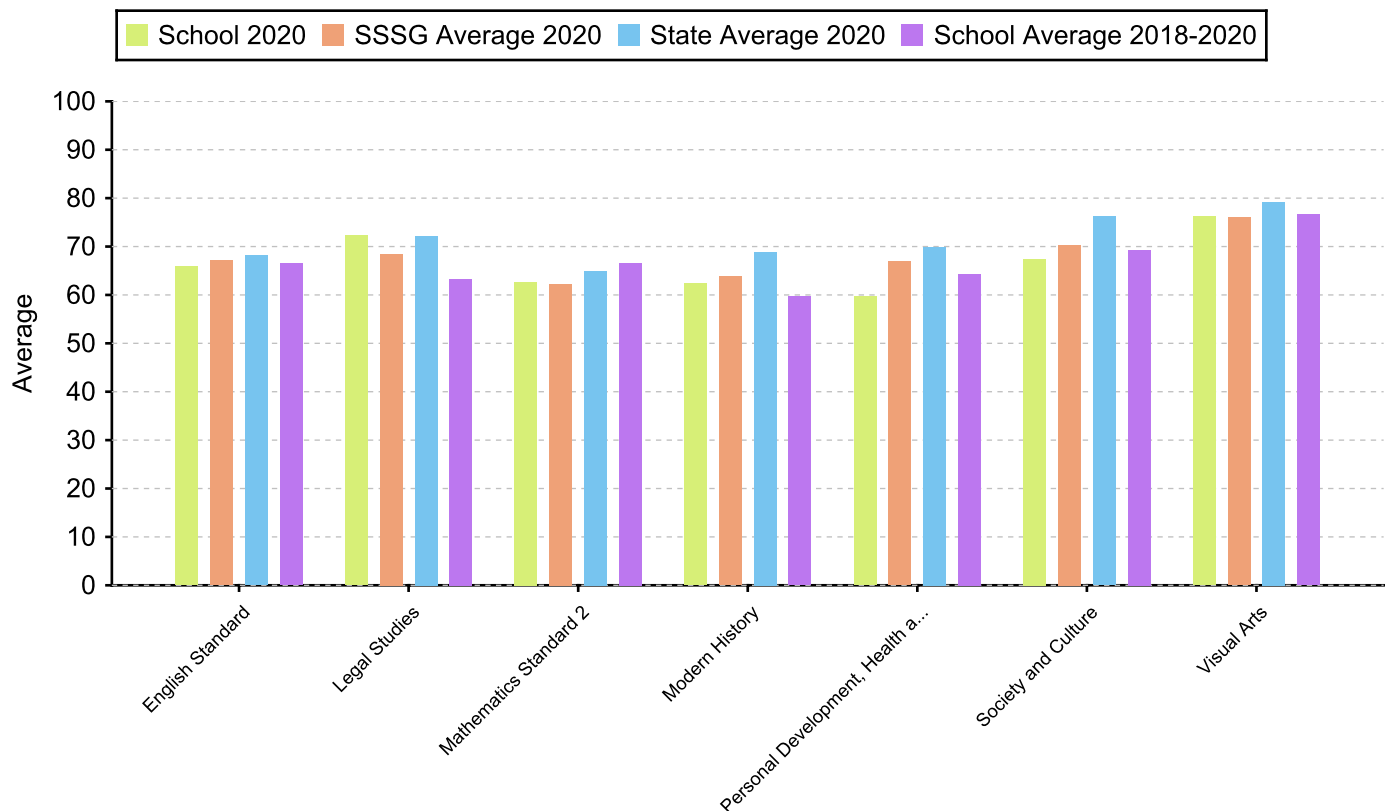
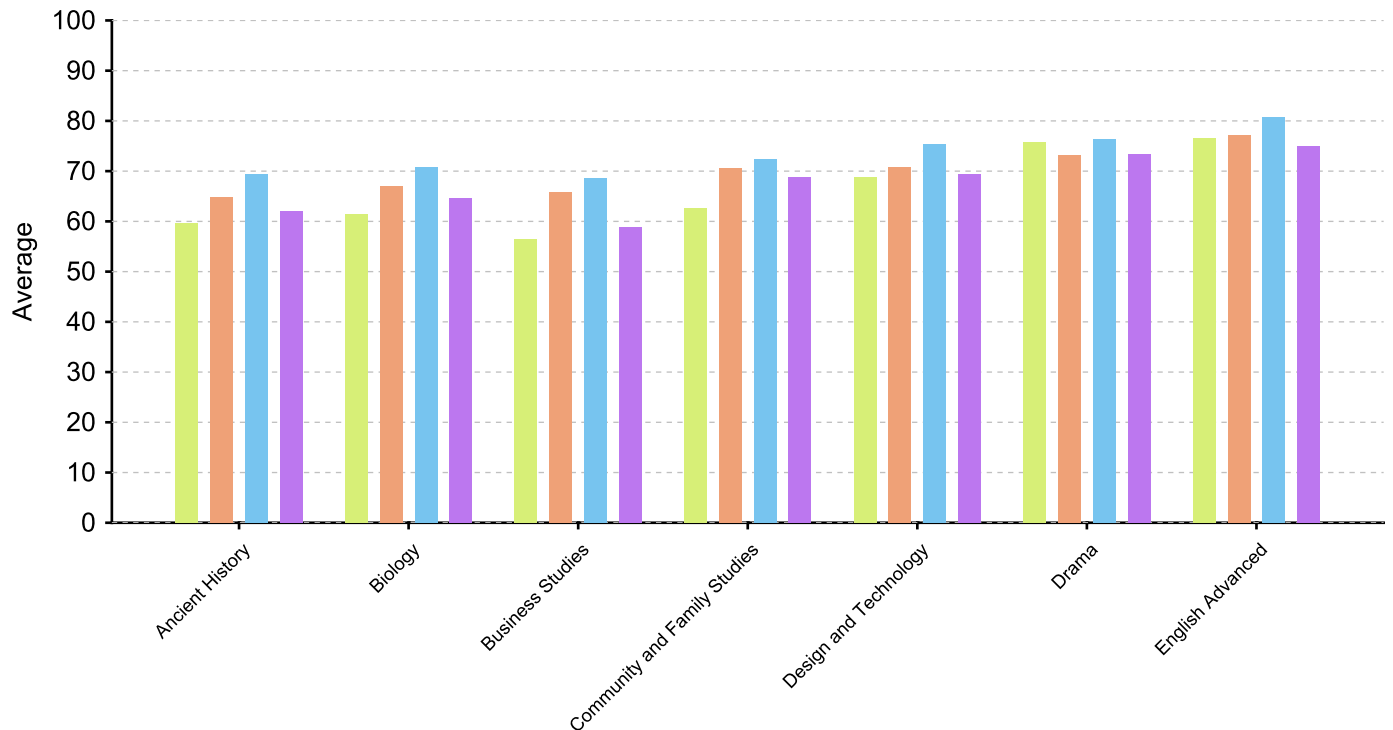
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Ancient History	59.7	64.9	69.4	62.0
Biology	61.4	67.0	70.8	64.5
Business Studies	56.4	65.9	68.6	58.8
Community and Family Studies	62.7	70.7	72.4	68.8
Design and Technology	68.8	70.7	75.4	69.3
Drama	75.7	73.1	76.4	73.4
English Advanced	76.5	77.2	80.8	74.9
English Standard	65.9	67.1	68.1	66.5
Legal Studies	72.3	68.4	72.1	63.3
Mathematics Standard 2	62.7	62.3	64.9	66.6
Modern History	62.4	63.8	68.9	59.7
Personal Development, Health and Physical Education	59.7	67.0	69.9	64.3
Society and Culture	67.4	70.4	76.2	69.3
Visual Arts	76.2	76.0	79.2	76.6

Parent/caregiver, student, teacher satisfaction

Sense of belonging has slightly decreased over the past three years and plateaued in the last 12 months. On average boys have reported a higher sense of belonging than girls. Our Junior students also report a higher sense of belonging than our Stage 5 Year 9/10 and Stage 6 11/12

Girls are reporting increasing positive relationship compared to boys.

Expectations for success has remained steady over the past three years with results similar to state and SSSG. Again males seem to indicate higher than females across all year groups

Advocacy at school scores indicate lower results than state and SSSG. Results do not vary significantly between boys and girls.

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.

An Aboriginal and Torres Strait Islander team was formed at the end of 2020 with the view to develop an action and reconciliation plan in 2021. A student Aboriginal and Torres Strait Islander ambassador was selected to represent the student body.

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.

Three staff members at Robert Townson High School have been trained as Anti Racism contact officers.

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.