

Newtown High School of Performing Arts Annual Report



2016



8530

Introduction

The Annual Report for 2016 is provided to the community of Newtown High School of the Performing Arts 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.

The Annual Report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

School contact details

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Message from the Principal

Newtown High School of the Performing Arts is a dynamic, caring and creative school established in 1990.

NHSPA specialises in the performing and creative arts and is committed to excellence in student education by providing a challenging curriculum that enhances the talents of its students. The school's comprehensive programs strive to instill discipline and self-esteem, and to encourage creativity, enabling students to develop to their fullest potential and to excel in their chosen endeavours. This report reflects the consolidated energies and efforts of the staff, students and the parent body.

Each year in Term 2 the school auditions students from all over NSW in music, dance and drama for intakes in Years 7 and 11. The school continues to enjoy an international and national reputation for excellence in the performing arts.

The school enhances student motivation and achievement through learning support and well-being structures and programs, and by establishing close working relationships within the community.

Highlights of our achievements in 2016 included exceeding our HSC targets in increasing the number of students achieving results in the top two bands, an increase in the number of students engaged in extra and co-curricular programs, achieving our NAPLAN targets in writing growth, and the successful implementation of a growth coaching model for all students in Year 9 and 10.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Stephen Gray

Principal

Message from the school community

2016 was an active and exciting year for NHSPA P&C. We achieved many of our goals and progressed towards achieving more. As a major advance in 2016, the St Georges Hall upgrade is underway: retractable seating in the hall has been ordered, while the stage refurbishment is expected to be completed later in 2017. These changes will provide a flexible larger performance space option for the school, and more comfort and amenity for audiences.

This will be my last term as President of the P&C. I have been lucky to have had two years as President and it is time to

pass the baton. I have enjoyed meeting other parents at the annual World Earth Festival, at the Studio Theatre Café and laughing our heads off at Comedy for a Cause. It has been a privilege to get to know all the other parents on the P&C Executive over the years. It has been wonderful to work closely with the school executive team.

I must give a huge thank you to all those parents who get involved in big ways and small: from running or volunteering or baking for WEF, to helping out on working bees, to contributing food for lunches for the teaching and admin staff, to organising events, to volunteering on the café during Showcase or Orientation, to being a P&C year rep or involved in one of our Sub-committees or on the Executive, to counting the cash or writing the minutes, to coming to our meetings or just responding on Google Groups to a request for a flute tutor. The P&C is a community, so thank you all for being involved and making it so strong.

Achievements for 2016 include:

Performing and Visual Arts Sub-committee:

The Performing and Visual Arts Sub-committee asked for submissions in 2016 from the school Dance, Drama, Music and Visual Arts faculties. The aim of the sub-committee was to supply additional resources and equipment in order to advance educational outcomes and foster maximum student participation. Some of the main acquisitions included:

- Music: Instruments and additional equipment
- Drama: Master classes and sound system
- Dance: Master classes and storage
- Technical company: Lighting equipment
- Visual Arts: Modular display boards

Environment Sub-committee:

- Conducted a working bee around the school grounds with many parents, teachers and students in May including planting plants, pruning, clearing rubbish and weeding.
- Conducted a school working bee in November with parents, teachers and students, who did weeding, pruning, mulching, planting and cement cleaning around the school grounds.

Communications Sub-committee:

- Participated in updating and modify the parent teacher night information pack.
- Suggested the surveying of the parent/teacher/staff community for communications preferences and improvements.
- Polled year 7 parents for feedback of the communications content for enrolment/orientation, first weeks of school and the parent teacher night.
- Working with the school to implement the key issues highlighted in the 2016 communications survey of parent needs. So far this has included:
 - establishing a new structure for parent communications including fortnightly email bulletins of upcoming events and issues thus changing the newsletter to a quarterly review of student highlights.
 - creating a new process for communicating directly to teachers via email through a new portal on the website

Faculty Sub-committee:

Provided financial support via faculty grants to school faculties including:

- HSIE for teaching materials and equipment including maps and geography resources
- Science for physics and biology resources, allowing teachers to demonstrate the collection of data and the application to real world phenomena
- Maths for teacher resources to further develop the successful STEM (Science Technology Engineering and Maths) program
- TAS for a renovation to the Design and Technology and Textiles classrooms to enable better use of these spaces and therefore optimal learning outcomes
- The Library for ebooks and for the creation of a filmed teacher and learning studio.
- Partially funding a permanent sound system in the gym.

Building Sub-committee:

- Organised for drawings for the refurbishment of St Georges Hall.
- Working with the school on the refurbishment of St Georges Hall, including the retractable seating modules and organising work on lowering of the stage.
- Organising the repainting and refurbishment of the dance costume storage room.

General support:

- Held two lunches for school teaching and admin staff, one in July and one in November.
- Scores of parents gave up their time through assisting with catering and staffing the Studio Theatre Café for

auditions and Showcase performances throughout the year.

- Organised the fabulous Comedy for a Cause social event for the school in September, with over 100 parents and teachers attending and laughing uproariously.
- Participated in the tender selection panel for a new school canteen provider in October.
- Supported a Year 7 parents/carers social event in December.
- Supported the World Earth Festival in March 2017, including assisting students plan the event and organising dozens of parent volunteers to help the festival on the day.
- Welcomed new parents through a welcome BBQ after the World Earth Festival in March.
- Supported the staging of the all-school spectacular South Pacific in March 2017.
- Participated on school selection panels for head teachers.

In 2017, the P&C will continue to support the school, especially in formulating a new School Plan and finalising the refurbishment of St Georges Hall. We welcome and encourage all parents and carers to get involved in the NHSPA P&C in 2017, which is already proving to be another active and vibrant year for the P&C and the whole school community.

Emma Walters

P&C President

Message from the students

The NHSPA SRC is an integral part of the school community, allowing students to be able to experience the opportunity to lead and contribute to the school, which offers training for student leaders and a forum to discuss initiatives from the students. In 2016, the SRC continued with Ms Spirovska as our teacher co-ordinator and 5 new Year 7 members. The SRC successfully ran the World's Greatest Shave for the fifth year in a row, raising \$16 500, landing a spot in the top thirty fundraisers in NSW.

The SRC's communication throughout the school improved through use of our Facebook page, suggestion box and regular contact through the school assembly. We also participated in World Earth Festival with a candle stall, allowing the SRC representatives to meet and communicate with other students and members of the wider community in Newtown.

In 2016, Year 8 and Year 9 continued the initiative of 'Warm Fuzzies', allowing students to send positive messages with a small gift. This initiative helped to continue the NHSPA message of mindfulness and positivity. The SRC chose at the end of the year to change our charity for our five year plan, moving from the Exodus Foundation to Beyond Blue, hoping to continue the message of mindfulness.

Rhian Turner

SRC President

School background

School vision statement

We will empower and inspire our community to passionately explore its creativity and imagination; to strive for educational excellence and celebrate its diversity.

School context

NHSPA is one of the leading specialist performing arts high schools in Australia enjoying a national and international reputation for excellence in the creative and performing arts. Each year the school auditions students from all over NSW in dance, music and drama for intakes in Year 7 and 11 as well as enrolling in-area students. All members of the school community are committed to the core values of the school which are creativity, excellence and equity. The school is committed to excellence in student education by providing a challenging curriculum and a range of co-curricular and extra-curricular activities that enhance the talent of its students. Co-curricular programs are an extension of the curriculum in the performing arts. The school runs approximately 50 co-curricular activities with companies or ensembles in dance, music, drama and visual arts. Students are also offered a range of opportunities to participate in extra-curricular activities such as debating, mock trial and a range of sporting events. The school aims to develop skilled, creative and self-motivated students who thrive in a tolerant, supportive and creative school environment.

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.

Our school undertook a 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.

In the domain of Learning, our efforts primarily focused on wellbeing, curriculum and learning as well as assessment and reporting. In 2016, we further embedded our Positive Education program by introducing the Year 9 and Year 10 Goal Setting program. This program focused on positive psychology and growth mindset. Students were introduced to character strengths and SMART goals. Students then worked with their assigned coaches in developing short and long term stretching goals. As part of the program, students met with their coaches once a term where they evaluated their progress and discussed further steps in order to achieve their goals. Most Year 9 and 10 students successfully completed the Goal Setting program, with 63% of Year 9 and 69% of Year 10 students achieving their goals. The school continued to provide individual learning support to students based on the individual learning needs identified. Individual learning plans were developed in consultation with students and their parents. The school has successfully catered to the individual needs of its students providing a differentiated curriculum, quality feedback, learning support and mentoring. The school dedicated a School Development Day where staff participated in professional development around differentiated curriculum. Strategies were shared with the staff for them to use in their classroom.

The major focus in the domain of Teaching has been on learning and development as well as collaborative practice for staff. Cross faculty teams were established which allowed staff to collaborate in areas of assessments and feedback through sharing of ideas to improve quality teaching practice. In 2016 all faculties incorporated creativity in the classroom and assessment tasks. Pilot class tasks promoting creativity were developed in all subject areas for Stage 4 or 5. As part of the school plan staff were given more opportunities to enhance their professional learning through the Teacher Creative Learning initiative. Staff actively engaged in developing their professional development through setting their goals as part of their professional development plan (PDP).

In the domain of Leading, our priorities have been in putting in place practices and processes that have been in response to the feedback from our school community in particular in improving communication and other school resources. The school piloted the use of Sentral for online roll marking and reporting. Further research was undertaken in innovative school structures and practices leading to more effective use of space in the school. A new learning space was created in the Library providing our students with a safe, interactive learning area.

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

For more information about the School Excellence Framework:

Strategic Direction 1

CREATIVITY

Purpose

To foster, refine and develop the innate and learned creativity of all students to allow them to become successful students, performers and members of the wider community.

To nurture and develop the creativity of our gifted and talented students within the artistic context of our school.

Overall summary of progress

Students in the co-curricular program were given opportunities to widen their professional experiences and industry links through international tours to the US and China along with Master class programs and workshops. The Music faculty worked with composers in residence and conducted song writing workshops. All Year 9–12 students involved in the co-curricular dance program participated in Lighthouse Dance Project which gave them the opportunity to participate in three master classes as well as attend the Tertiary Information lecture and Open Day and perform at the evening performance.

Teacher Creative Learning (TCL) was well supported by staff in 2016 with 82% of staff taking up opportunities to broaden teacher understanding of creativity in the classroom. With the support of the creativity team, all faculties incorporated creativity in the classroom and in assessment tasks. Pilot class tasks promoting creativity were developed in all subject areas for Stage 4 or 5.

TTFM survey was conducted and there was an improvement in the number of students feeling more connected to the school through their involvement in extra curricular activities. The Tell Them From Me survey data indicated 43% students participated in extra-curricular activities which was a 10% increase on 2015.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% increase in the number of students involved in extra-curricular activities from 106 to 212.	Extra curricular opportunities were exceeded with 117% increase in 2015 as shown in Annual Report. The Tell From Me survey data indicated 43% participated in extra-curricular activities 10% increase on 2015 and is twice the participation level of the state average.	NA
All students involved in the co-curricular program participate in at least one professional workshop per year as measured by a co-curricular calendar of events and student survey	All students involved in the co-curricular program participated in at least one professional workshop. The professional workshops were well supported and helped develop students skills. It enhanced engagement in the classroom and in the co-curricular programs.	\$9,100 P&C program supporting PA
Classroom activities that promote creative and original thinking are designed and embedded across all Key Learning Areas.	All faculties incorporated a creativity task and assessment and reported high levels of student engagement. This process needs refinement across faculties to achieve consistency in 2017 in the area of assessing and feedback. TCL targets were met with anecdotal reports indicating positive impact on staff, students and school but structures need further refinement to formalise feedback at an executive meeting level.	\$9,101 Teacher Creative Learning

Next Steps

- 50% of all staff to participate in Teacher Creative Learning
- All faculties to develop a second creativity task in Stage 4 or 5

- Maintain a 100% increase in the number of students involved in extra-curricular activities
- Assess the impact of the creativity tasks in Stage 4 and 5
- All students in the co-curricular program to participate in at least one professional workshop

Strategic Direction 2

EXCELLENCE

Purpose

To enhance the quality of teaching and learning to support all our community in achieving success.

Overall summary of progress

In 2016, HSC results target for increased number of students achieving in the top 2 bands was well surpassed. Students received these results across a number of subject courses.

Students in Years 7–10 showed improvement in their results with 4% increase of students getting grades A or B in their school based assessments.

The school implemented Sentral, an online student management system, to improve communication and collaboration for all members of the school community. Online roll marking, reports and easy access to learning plans. Collaborative professional learning structures were established including cross faculty meetings, sharing of best practice and classroom observations as part of the 'observe and be observed' initiative.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase by 5% the number of HSC results in the top 2 bands from 472 to 496.	There has been an increase of 13% in the number of HSC results in the top 2 bands from 472 to 534. A senior assessment pro-forma was developed and implemented in 2016 Term 4 to ensure consistency in delivering assessment related information to all senior students.	\$20,752 TPL funds
To increase by 5% the number of students in Years 7–10 achieving grade A or B in school based final assessment from 4628 to 4860.	An increase of 4% in the number of students in Years 7–10 achieving grades A or B in school based final assessments. Implemented reporting on Sentral to improve monitoring of student performances.	\$14,679 TPL funds
The school has embedded explicit systems for collaboration and the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.	In 2016, cross faculty teams were established that allowed for a collaborative approach in improving teaching and learning. All staff engaged in professional learning through the sharing of best practices by all teams such as ICT, Differentiated Learning, Creativity, Positive Education and Learning Support. Teaching, learning and venue (TLV) spaces plan was developed and is ready for implementation in 2017.	\$14,389 TPL funds \$2,416 TCL funds

Next Steps

- Continue with cross faculty meetings to promote collaboration of best practice
- In 2017, a feedback team to be established to develop language around growth mindset in giving students valuable feedback
- Implementation of student and parent portal on Sentral to enhance communication within the school community
- Grants offered to students and staff for improving school facilities and amenities
- In 2017, a Bump It Up team to be established to improve literacy and numeracy outcomes in Stages 4 and 5

Strategic Direction 3

EQUITY

Purpose

To further develop and sustain an inclusive, engaging teaching and learning environment offering support, challenges and opportunities for all our community to be empowered citizens.

Overall summary of progress

Through the Goal Setting program students successfully set short and long term goals which led to increased student engagement.

All faculties embedded writing strategies to improve literacy skills in Years 7–10.

In 2016, an ICT audit was conducted and as a result additional wireless was installed to ensure every learning space had access to wifi. Professional development workshops in ICT were conducted at School Development Day. Now, 50% of staff regularly use ICT in the classroom including Google Suite.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To develop a wellbeing program that creates a more positive school culture through improved student engagement as measured by Tell Them From Me survey (baseline data to be established in 2015)	Most Year 9 and 10 students successfully completed the Goal Setting program, with 63% of Year 9 and 69% of Year 10 students achieving their goals.	\$10,000 Wellbeing
To increase the percentage of students in Year 9 who achieve or exceed expected growth in writing results in NAPLAN from 58.5% to 63.5%	All faculties included in their faculty plans, strategies for improving writing skills. Most recent NAPLAN results show that instead of 63.5%, 70.6% of students have achieved greater than or expected growth in writing.	\$2,450 TPL funds
Performance in literacy and numeracy for equity groups is comparable to the performance of all students	Aboriginal students' performance in numeracy and literacy is comparable to non-Aboriginal students.	\$24,570 RAM equity funding

Next Steps

- Year 9 and 10 Goal Setting program to be evaluated and implement required changes
- Impact of Positive Education program to be assessed and recommendations to be implemented
- An Aboriginal Education Team to be established
- A co-ordinated approach to be taken to develop students' literacy and numeracy skills
- All teaching and learning spaces to be equipped with adequate ICT infrastructure

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All aboriginal students have personalised learning plans which were developed with the students to set out their goals for 2016. Students received ongoing learning support throughout the year and at the end of the year the PLP's were reviewed with all students meeting their goals.	\$24,570 RAM equity funding
Low level adjustment for disability	The Learning Support staff provided and arranged ongoing learning support for targeted students, facilitated the modification of tasks and co-ordinated the disability provisions program. Additional counsellor support was provided.	\$118,249 RAM equity funding
Socio-economic background	Individual Learning Plans were developed for all targeted students with explicit literacy and numeracy strategies included. They received ongoing learning support throughout the year. BYOD devices were provided. The performance of targeted students was comparable in literacy to the performance of all students.	\$16,267 RAM equity funding
Support for beginning teachers	Beginning Teachers received ongoing support and mentoring throughout the year from their supervisors and a Beginning Teacher Co-ordinator. They participated in an induction program and through the year engaged in peer observation, professional learning opportunities and regular professional dialogue with their supervisor and Beginning Teacher Co-ordinator.	\$48,929 GTIL funding

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	367	378	380	387
Girls	622	649	670	674

The school has a total enrolment of 1061. Each year auditions take place for Years 7 and 11 resulting in enrolments from across the state. The school also enrolls students from the designated local area.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	95.5	95.4	95.2	96.7
8	92.5	93.7	91.8	95
9	93	91.4	92.9	94.1
10	88.5	92.4	90.6	93.4
11	91.4	93	92.7	94.6
12	91	91.6	91.1	96.7
All Years	92.1	92.9	92.4	95.1
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

A concerted effort on improving student engagement as well as targeted attendance policies has maintained attendance rates above state average across all years of the school.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	3
TAFE entry	0	0	4
University Entry	0	0	85
Other	0	0	8
Unknown			

The graduating Year 12 class of 2016 featured 188 students with HSC units attempted ranging from 6 to 14.

Survey results revealed that 85% of students applied for Universities either through UAC or other individual institutions, while others chose to pursue study through TAFE (4%), smaller private colleges or go directly to fulltime work. 16% of students chose to take a GAP year deferring their study till 2018, to either work or travel (many opting for volunteering experience). Areas of study were diverse, reflecting the variety of talents and aspirations of the 2016 cohort. The most popular areas of study included:

- Fine Arts/Design (4%)
- Communications (7%)
- Dramatic Arts/Theatre, Music, Dance (16%)
- Health/Nursing/Sport and Exercise Sciences (6%)
- Science/Mathematics related courses (8%)
- Arts/Humanities (11%)
- Engineering (2%)

Popular TAFE/Private College courses included Music Industry related courses, Business, Design, 3D Animation, Fashion Design and Hospitality. The majority of our student chose to study at The University of Sydney, UTS and UNSW. Other universities included ANU, Macquarie University, UNE, UWS, Wollongong University, CSU Bathurst, Australian Catholic University, Melbourne University (VCA), WAPPA, The National Art School and Notre Dame.

One student chose to pursue Dance at a tertiary level in the USA, two in New Zealand and one at Sydney Dance Company.

Year 12 students undertaking vocational or trade training

In 2016, 6% of Year 12 students were enrolled in TVET courses at TAFE, in areas such as: Hospitality, Entertainment, Design Fundamentals, Hairdressing, Health Services and Plumbing, with two student completing a School Based Traineeships.

Year 12 students attaining HSC or equivalent vocational education qualification

All Year 12 students successfully completed the HSC or equivalent vocational education qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal	1.4
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	52.9
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	0.5
School Administration & Support Staff	12.57
Other Positions	1

*Full Time Equivalent

No members of the permanent staff identified as aboriginal, however throughout the year a small number of aboriginal casual and volunteer staff worked in a range of capacities across the school.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Newtown High School of the Performing Arts staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

In 2016 there were 249 applications for professional learning activities approved with an average

expenditure per staff of \$1,128. A total school expenditure on teacher professional learning for the year was \$90,282.52. Staff engaged in numerous professional learning including attendance to professional associations meetings, workshops, conferences, classroom observations and regular dialogue with other teachers. School Development Day and Professional Learning evaluations indicated priorities for incorporating Creativity into teaching and learning, embedding ICT in the classroom, developing strategies for differentiation, using student HSC and Naplan data and the professional development framework. These priorities were addressed throughout the year during Staff Development Days and participation in varied Professional Learning.

The Professional Learning team continued to organise School Development Days. Topic areas covered were HSC data analysis, ICT, Understanding Creativity, effective classroom practice, Tell Them From Me survey data analysis, Child Protection and Work Health and Safety. Conferences were held for the executive and well-being teams. School Project Coordinator roles were created to build staff capacity, whereby, key priority of Positive Psychology was addressed.

Six staff members were supported throughout the year in maintaining their accreditation at the Proficient teacher level. Beginning teachers were supported through mentoring, relief time and professional development. The staff induction program again included a performing arts orientation day. All new scheme teachers attended regular meetings, and successfully completed their accreditation portfolios.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	2 482 298.01
Revenue	10 722 031.65
(2a) Appropriation	9 316 058.26
(2b) Sale of Goods and Services	77 792.79
(2c) Grants and Contributions	1 276 270.66
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	51 909.94
Expenses	-10 633 081.18
Recurrent Expenses	-10 633 081.18
(3a) Employee Related	-9 025 342.86
(3b) Operating Expenses	-1 607 738.32
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	88 950.47
Balance Carried Forward	2 571 248.48

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	8 952 246.81
Base Per Capita	71 908.76
Base Location	0.00
Other Base	8 880 338.06
Equity Total	159 086.32
Equity Aboriginal	24 570.29
Equity Socio economic	16 266.57
Equity Language	0.00
Equity Disability	118 249.47
Targeted Total	26 035.06
Other Total	60 167.44
Grand Total	9 197 535.64

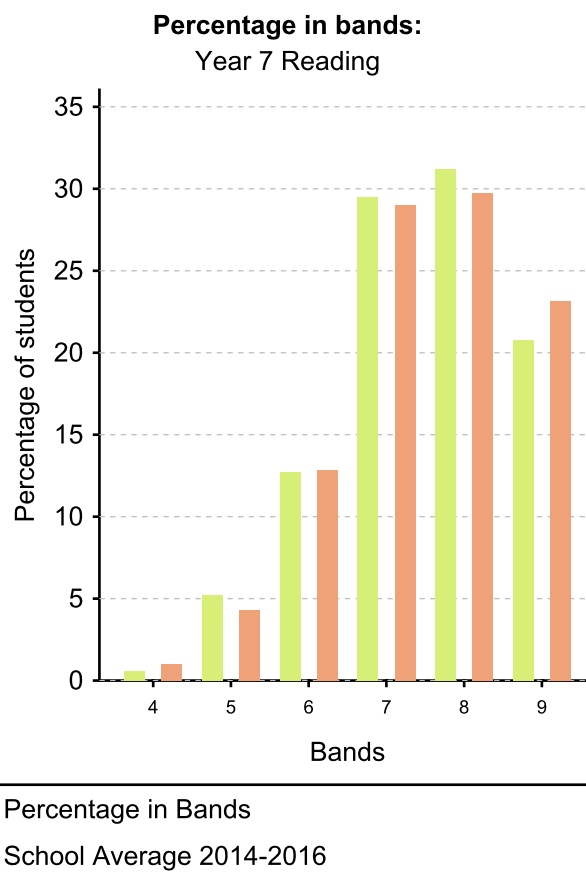
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or

community groups. Further details concerning the statement can be obtained by contacting the school.

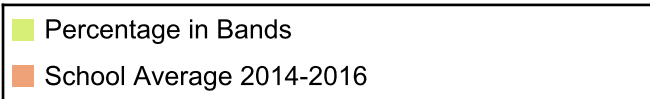
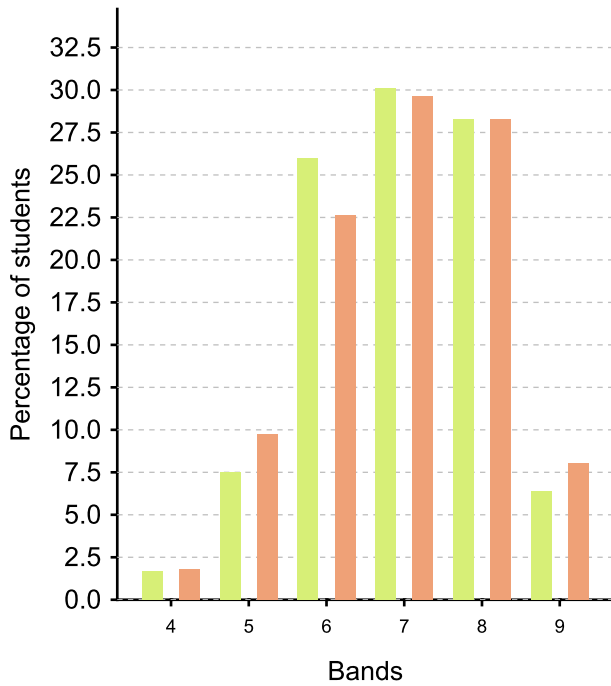
School performance

NAPLAN

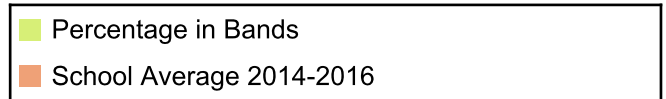
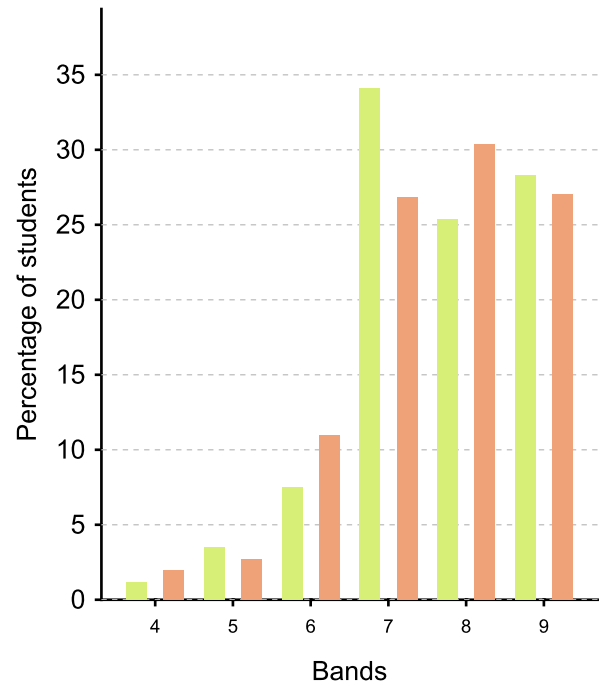
In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



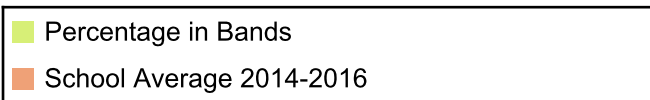
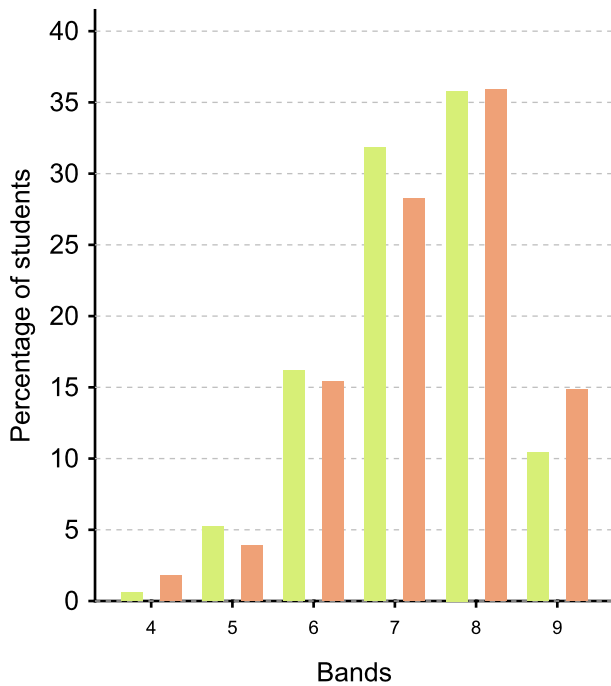
Percentage in bands:
Year 7 Writing



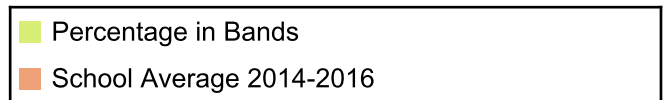
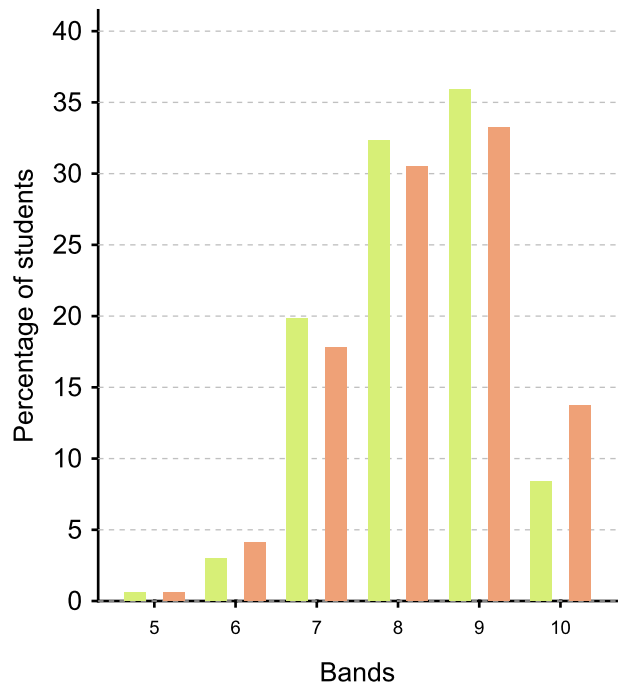
Percentage in bands:
Year 7 Grammar & Punctuation



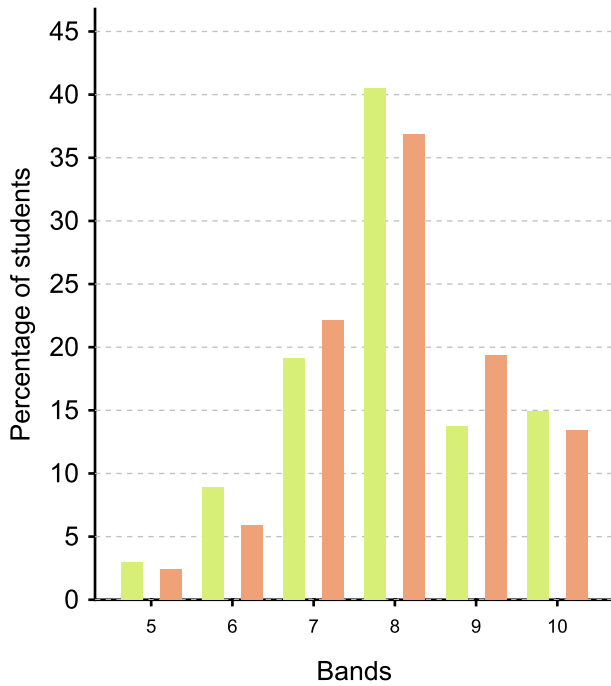
Percentage in bands:
Year 7 Spelling



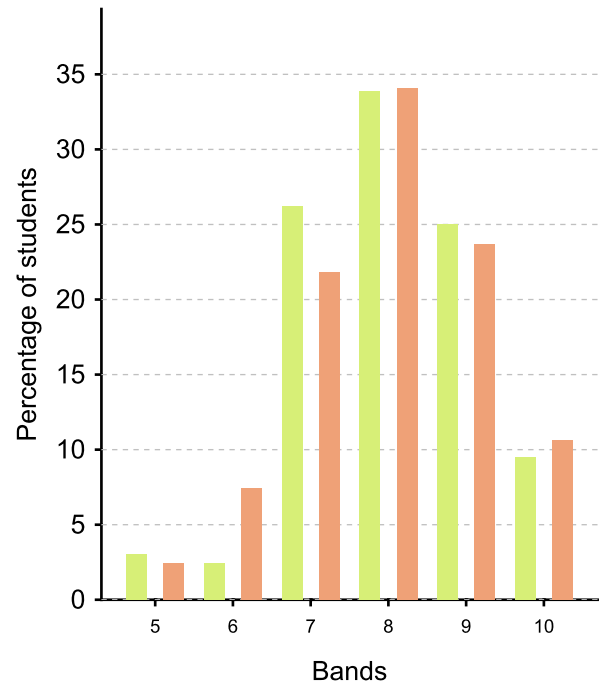
Percentage in bands:
Year 9 Reading



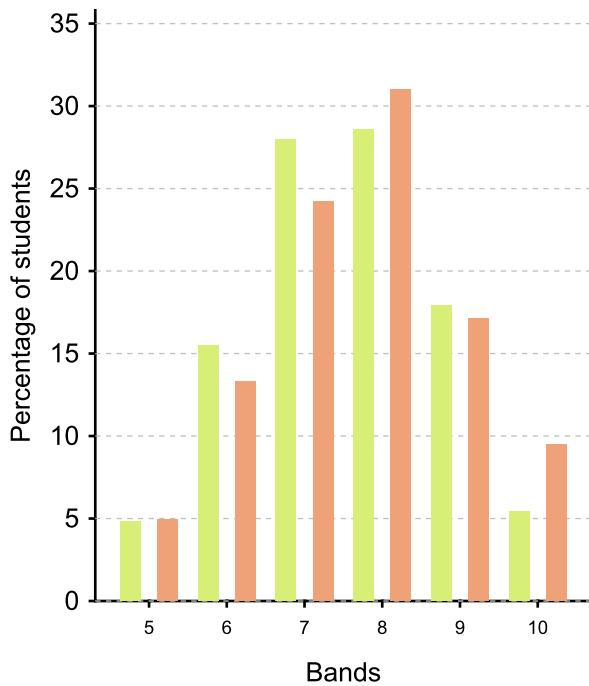
Percentage in bands:
Year 9 Spelling



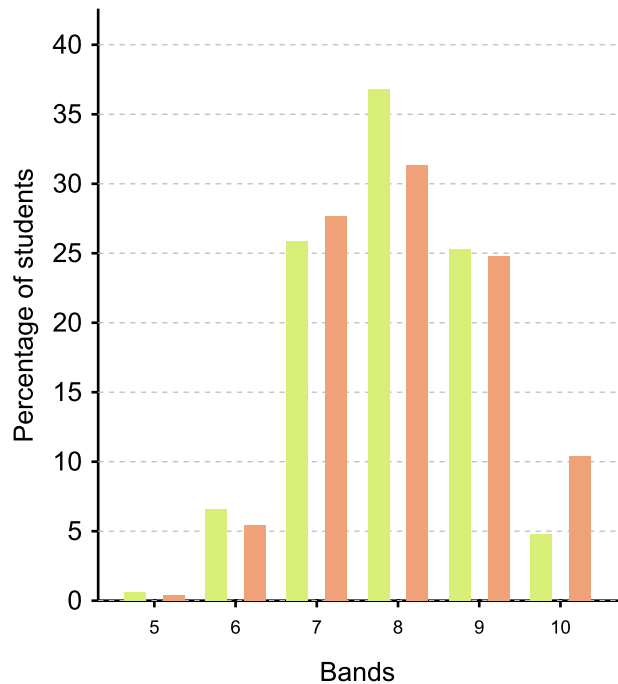
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in bands:
Year 9 Writing



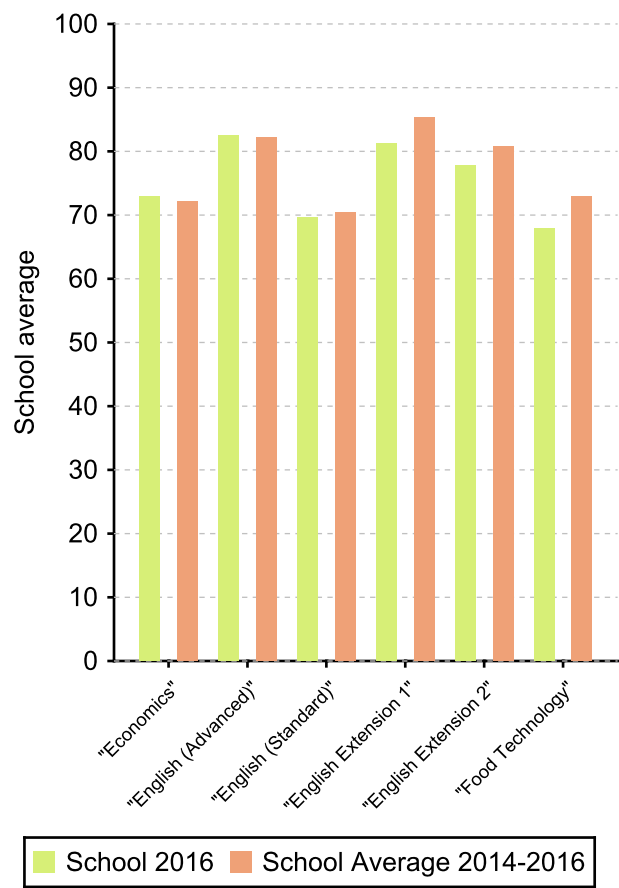
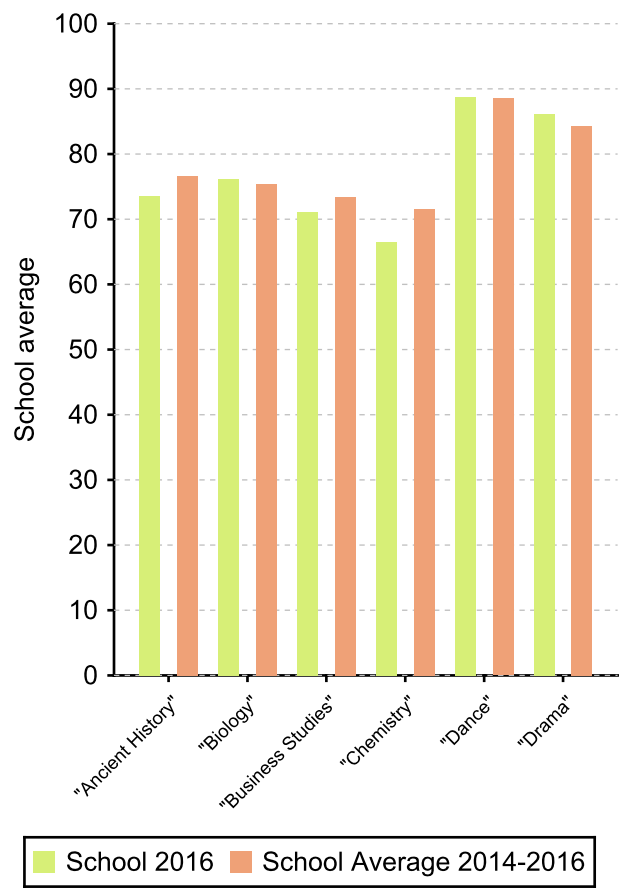
Percentage in bands:
Year 9 Numeracy

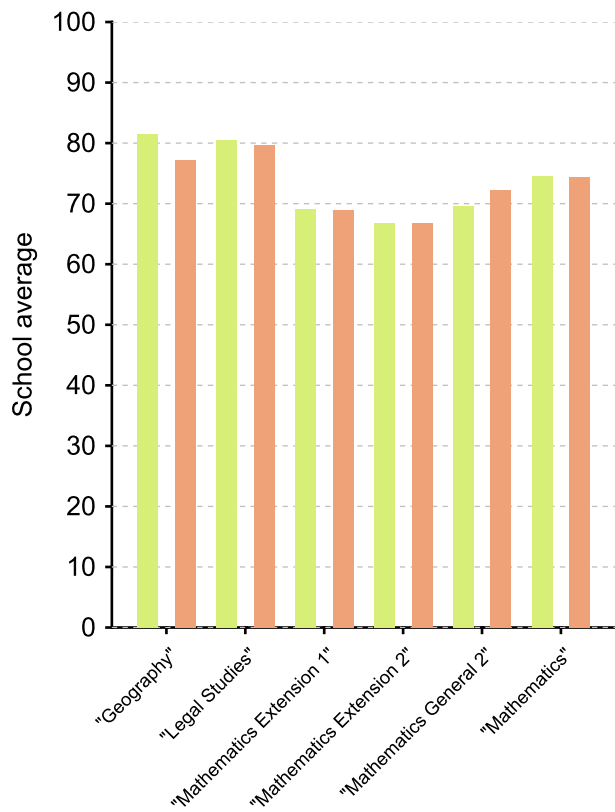


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

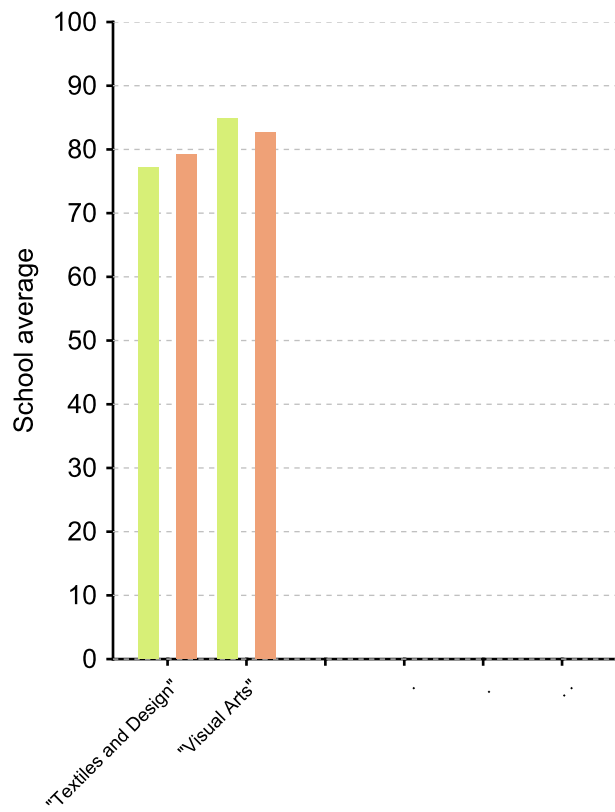
Higher School Certificate (HSC)

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

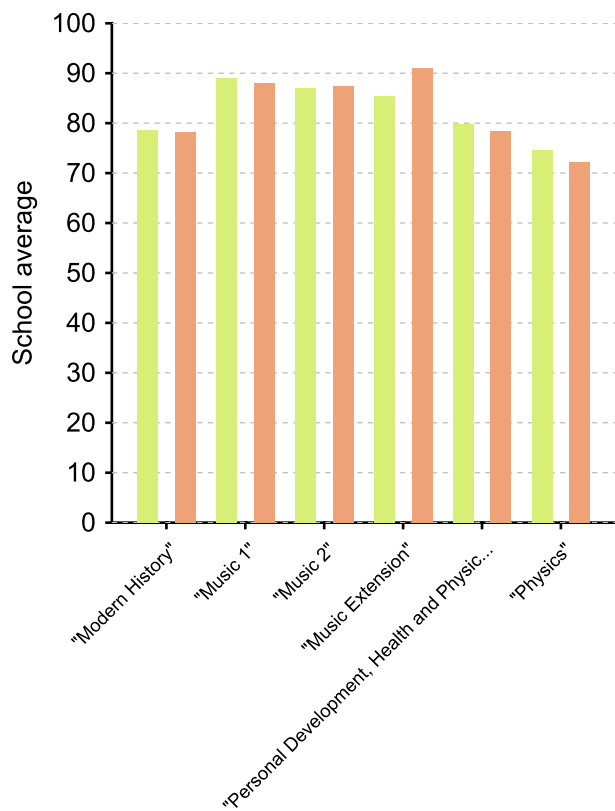




■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016



■ School 2016
 ■ School Average 2014-2016

Our HSC class of 2016 has once again continued the trend of outstanding HSC results seen at Newtown High School of the Performing Arts over recent years. Congratulations to the students, teachers and families whose achievements include:

Students of Ancient History achieved an average 2 marks greater than the state mean with 42% of students receiving band 5 or 6 (over 80 marks) compared to 32% state-wide

40% of students in Biology achieved 80 or more, compared to 35% state-wide

In Dance, our students achieved results a remarkable 11.3 marks above state average, 42% received 90 plus compared to 9% state-wide and 97% in the top 2 bands compared to 48% state-wide

Our 2016 Drama results were simply stunning; 8 marks above the state mean, 41% of students achieved a band 6 (over 90 marks), compared to 14% state-wide and 82% of students received 80+ compared to 57% in 2015 and 43% state-wide. 2016 was the first year of our accelerated drama program which has clearly been an outstanding success with students achieving an average mark of 92 (15 marks above the state mean)

In English Standard 14% of students achieved in the top two bands up from 11% last year and 8% in 2014

English Advanced results saw an average of 82% with 69% of students receiving marks over 80 compared to 64% in 2015 and 62% state-wide

With an average mark of 40/50 our Extension 1 English results saw 30% of students in the top band, up from 12% in 2015

94% of Extension 2 English students received marks in the top 2 bands compared to 79% state-wide

With an average mark of 81% (6 marks above the state and up from 75% in 2015), Geography results showed 67% of students in the top 2 bands compared to 41% state-wide and 47% in 2015

With an average mark 5 above the state, 26% of Legal Studies students achieved 90+ marks compared to 12% of the state, and 62% achieved a mark of over 80 compared to 42% in 2015 and 42% state-wide

Our top Mathematicians showed pleasing improvement in 2016 with 50% achieving results in the top 2 bands in Extension 2 with average results up 14 marks compared to 2015

With an average of 4 marks over the state 57% of our Modern History students achieved a mark of 80+, compared to 42% state-wide and 41% in 2015

100% of our History Extension students achieved marks in the top 2 bands, with an average of 40/50

Music 1 results were again excellent this year with an average of 89% (8% above state average and up from

85% in 2015), 94% in the top 2 bands (compared to 84% in 2015 and 63% of the state)

Our Music 2 results were equally impressive with an average of 87, and 95% of students gaining marks of 80 or more

Music Extension results were again pleasing with an average of 43/50 and 84% in the top 2 bands

Our PDHPE results, continued the outstanding improvement of recent years with 7 marks above state average, 27% achieved band 6 (compared to 16% in 2015 and 11% state-wide) and 52% in the top 2 bands up from 47% last year and 32% in 2014 and compared to 34% state-wide

Our Physics results showed very pleasing improvement this year with an average of 73% (now above the state mean), and 71% in the top 3 bands compared to 67% state-wide and up from 38% in 2015

With an average mark of 77, 35% of our Textiles and Design students achieved marks of 80+

Finally, Visual Arts students achieved very pleasing results with an average of 84% (5 above state average and 4 above 2015), 32% achieving 90+ marks compared with 14% state-wide and 11% last year, and 77% in the top 2 bands compared to 54% state-wide and 62% in 2015.

So, once again our students have achieved results with which we can feel very proud. This is further evidenced by the following successes:

Amelia Caley and Olivia Gordon received the prestigious HSC All Rounders awards for achieving over 90% in all of their courses

A record 99 students were placed on the NSW Distinguished Achievers list for receiving 90+ in at least one course

An impressive 43 students (up from 37 in 2015 and 33 in 2014) achieved marks of 80 or more in 10 or more units

Parent/caregiver, student, teacher satisfaction

Ongoing feedback from the school community through discussions at P&C, staff, team, faculty and year meetings, parent-teacher nights, and the Tell Them From Me survey were collated throughout 2016. Their responses are presented below:

- Overall parents, teachers and students were very supportive of the school.
- The Tell Them From Me survey reflected that most parents considered the school to be a safe place and the school supported positive behaviour and learning.
- Teachers reflected that the school provides an inclusive and collaborative learning environment where a wide range of teaching strategies are

used to support student learning,

- Students reflected that they have a high sense of belonging and had established positive relationships which encouraged them to make positive choices.
- Most students have found a high level of relevance to the work they do at school and believe it will have a strong bearing on their future.

Policy requirements

Aboriginal education

The school continued to support Aboriginal students, to raise awareness of Aboriginal culture and to develop resources to support Aboriginal perspectives across all KLA's. Through the Aboriginal team and Learning Support team, every indigenous student at the school had a personalised learning plan developed to identify and better meet their learning needs. In 2016 the school celebrated NAIDOC week with Year 8 lessons in all subjects having an Aboriginal theme. Maddison Paluch of Year 12 was presented with a "DeadlyKids" Award. The student leadership team proposed and was adopted by the school to include Acknowledgement of Country in all formal functions and meetings. A plaque incorporating Paulina Treffelitti's original artwork formally recognising the traditional custodians of the school was erected in the school foyer. Maddison Paluch and Emma Clancy were selected to be members of the NSW Public Schools Aboriginal Dance Ensemble. They performed at various events, including the Schools Spectacular. Seven of our indigenous students were members of the co-curricular companies and ensembles and had the opportunity to perform at the Showcase concerts and formal school functions.

Multicultural and anti-racism education

Multicultural perspectives are a compulsory component of all teaching programs. This is evidenced in many curricular and cocurricular programs including the choice of repertoire for all performing and creative arts faculties, texts set for study in English and option topics in HSIE.

In his role as AntiRacism Contact Officer, Brenton Fletcher continues to provide timely and professional responses to complaints regarding racism.