



Wollongong High School of the Performing Arts

Annual Report



2017



8143

Introduction

The Annual Report for **2017** is provided to the community of **Wollongong 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.

Paul Ryan

Principal

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Message from the Principal

2017 was an extremely successful year at Wollongong High School of the Performing Arts. Along with outstanding HSC results across the school, we had some incredible results in the Performing Arts. WHSPA received forty-six Callback nominations for HSC Dance with three students selected.

In regards to Aboriginal Dance projects, we had students working with the Bangarra Dance Company – Zoe Brown & Zippy Corser–Anu and students performing in the Southern Stars Indigenous ensemble – Zoe Brown & Zippy Corser–Anu, Ruby Peterlin & Aiva–Lilli Parkes. Five Senior Dance Companies worked with the Lighthouse Dance Project and 17 Companies represented WHSPA in the South Coast Dance Festival. Three Companies then went on to represent the school at the State Dance Festival. Over 100 students performed at Southern Stars and Nekeisha Vos, Soraya Zapata, Katie Haldane, Tara Lide and Zoe Brown performed in the School Spectacular.

Drama Companies were showcased in an inaugural Company Viewing Day, which encouraged students from all our companies to critique the works presented before being submitted for Regional Drama selection. From this, both Adam O'Brien's 'The Little Jewish Girl' and Rosie Goderie's "Orlando" were selected to perform at the IPAC in Wollongong.

Two items were nominated to represent the region at the State Drama Festival. Junior Company C's piece entitled "The Deadliest Sin" was the only item in the entire South Coast Region to be selected. A real testimony to their talent and commitment, particularly as the company comprised of students from Years 7 and 8. Our Drama students were also treated to a week of Drama workshops in Term 1 that targeted skill development, particularly voice and movement. Several of our senior students also gained positions with prestigious professional theatre companies. Harrison Covetz and Kaela Weine were involved in the Young Wharfies program. Alana Maclean–Dowling was Ambassador for the Belvoir Theatre and Keely Honner was Ambassador for the Griffin Theatre as well as gaining a highly sought after position with the STC in their work experience program.

Our Theatre Sports teams flourished and competed in a range of competitions throughout the year with our Intermediate Team marking it to the Grand Finals. We were very proud of our efforts in the Sport for Jove Shakespeare Festival. Drama students were finalists in the Duologue and mash up sections and took out first place in the Dance section, a reflection of their expertise across all facets of the performing arts. This ability to sing, dance and act is very much a feature of the School Musical as well, and presents our highly motivated drama students with an opportunity to develop their talents.

Our Year 12 Drama class survived 3 days of HSC marking and gained 11 OnStage nominations. As a result of their talent and commitment almost 90% of the class received either a Band 5 or Band 6 for Drama in the HSC.

Finally, Term 4 was Showcase time. At the end of the year, exemplary pieces from class work and company items were performed to large audiences. Two of our Senior companies performed extended works that reflected the professional

and high quality skill level of our students. Cosi and A Funny Thing Happened on the Way to the Forum reflected the enormous level of commitment and talent evident in both students and staff.

2017 has been an extremely busy, but rewarding year in our Music department. Our students have participated in numerous activities and represented our school at the regional, state and international levels.

At the school level, we have run 11 ensembles to cater for the varying and diverse needs of our students and have performed at various ensemble nights, presentation ceremonies and special assemblies. We had 10 music nights to allow all music students the opportunity to increase their confidence and performance skills, including an elective night that was held for the first time this year to cater for our elective music students. We ran a very successful camp in May, where industry professionals came and worked with our students and our ensembles. We were also very fortunate to have Jay Laga'aia, from Play School, Star Wars, Xena, Hercules and Nim's Island fame who spent the entire day and night with our students, workshopping, guiding and entertaining them. It was a highlight for every music student present.

At a regional level, we have performed at many community events this year, including Department of Education corporate events. The regional showcase Southern Stars featured a huge number of our music students. They were represented in the orchestra, choir, as backing vocals or centre stage as featured artists. They were true ambassadors for our school and showcased the talent of WHSPA to the wider community. Many students are also part of the Regional Touring Ensemble.

At the state level, two students Kyra Pollard and Brodie Fraser represented us as featured artists at the Schools Spectacular, and Mackenzie Garcia, Chiara Kovac, Zacariah Ellevesen, Lachlan Morgan and Lachlan Moss were part of the Talent Development Project. This is a prestigious program that selects students from across the state and mentors them into the industry. It is a rigorous and difficult programme to be selected into and we are very proud of the achievements of these students. We also received four nominations for Encore – a selection of outstanding Higher School Certificate performances. They were Joshua Hinton, Cate Bridgeford, Brina Gansl and Siena Elchaar.

We continue to work with APRA – Australian Performing Rights Association and AIPA – Australian Institute for Performing Arts. These professional organisations bring a depth of knowledge and expertise to our students and allow access to industry professionals. As a result of this partnership, a group of students from WHSPA travelled to Chicago to participate in the Christmas Day Parade in front of spectators and televised to 10 million people across the world. They also had the opportunity to record at Universal Studios. Another opportunity came when Lisa Beach, a casting director from LA, worked tirelessly with our students from 7am till 5pm earlier in the year, giving valuable feedback on their casting tapes, head shots and insights into the industry. We are looking at continuing and developing these relationships next year, providing more opportunities for our students in the industry.

The school also presented the musical Les Miserables in 2017. The show was a sellout season and celebrated the spectacular talent across the school community. The show received several Canberra Area Theatre Nominations and Awards.

School background

School vision statement

Wollongong High School of the Performing Arts offers a fully integrated academic and arts curriculum that focuses on excellence, providing quality teaching and learning. The school develops creative thinkers for the 21st century, fostering educational partnerships with students, staff, parents, the community, tertiary institutions, educational partners and professional industries. The school cultivates holistic wellbeing through the core values of safety, tolerance, achievement and respect which provide the basis for a dynamic and caring school.

School context

Wollongong High School of the Performing Arts is a culturally diverse, co-educational, high school that focuses on the arts in a specialised environment. The twin goals 'academic excellence' and 'excellence in the performing arts' have succinctly summed up the school's purpose and focus for a number of years. However, the school provides much more than our highly regarded academic and performing arts programs. All students are encouraged to pursue their goals and are given every opportunity to achieve their full potential through a broad and flexible curriculum with an emphasis on quality teaching.

Wollongong High School of the Performing Arts has an enrolment of 1170 students, including 52 Aboriginal students, with 65% of students enrolled at the school by auditioning in Dance, Drama, Music and Visual Arts.

The school also operates a behaviour unit that is located in Wollongong. The Smith Street Unit comprises of three ED classes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This section of the Annual School Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the ongoing processes for delivery in 2017. The Framework supports public schools throughout NSW in their pursuit of excellence in regards to the three domains of Learning, Leading and Teaching. Throughout 2017, staff at Wollongong High School of the Performing Arts spent time discussing the School Excellence Framework and its implications in informing, planning and commenting on the impact of programs operating within the school. Time was devoted at Executive meetings and Staff Team meetings to dissect the School Excellence Framework to gain a greater level of understanding of the fourteen elements across the three domains. It was outlined how the school will assess its practices against the framework to inform the school plan and the annual school report. Time will be devoted at each Executive meeting to discuss achievements across all Learning, Teaching and Leading elements. The Executive also spent time unpacking the School Excellence Framework Version 2 with specific focus on the three domains. In the domain of Learning, throughout 2017, the school was focused on the promotion of a positive learning culture based on excellence across all subjects at the school. Professional learning opportunities for all staff were closely aligned to both the school plan and PDPs. Wellbeing of staff and students at the school was also a focus as the school aimed to promote a developing culture of trust and to value all members of the Wollongong High School community with respect. Overall, students are highly engaged with the learning opportunities offered them at the school. In the domain of Teaching, continued focus has been placed on developing a transparent learning culture where all staff are encouraged to take a shared responsibility in supporting increased levels of student attainment. Our focus was on developing a culture of open lesson observations where a collegial approach to pedagogy becomes an accepted process within the school. Our commitment to provide improved learning outcomes for students where staff can make effective educational decisions that are collegial and data informed. All faculties have also developed their own evidence based practices which support improved learning opportunities for students. Throughout the year, the school commenced evaluating assessment practices across all KLAs. Assessment tasks were streamlined and we will continue this process throughout 2018. In the domain of Leading, the school has continued to develop and then sustain a vibrant and effective leadership culture. High expectations of staff and students, which are closely linked to our three strategic directions, promote a foundation of leadership capacity within the school. The RAM funding model is allowing for a strategic plan to

be developed across the school where all programs are closely linked to the school plan. The school plan has become a cornerstone of everything that occurs at Wollongong High School of the Performing Arts. As a school community, we look forward to developing our plan in close relation to the School Excellence Framework.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

CREATIVE 21ST CENTURY LEARNERS

Purpose

To provide an integrated academic and arts curriculum that focuses on quality teaching, learning and assessment. This is achieved and fostered through a technology rich learning environment where teachers personalise learning for all students. This results in students who are innovative and independent learners who are prepared to make positive contributions in an increasingly complex world. Focus areas: Working technologically and Personalising Learning.

Overall summary of progress

Staff continue to focus on improving Literacy and Numeracy across the school. The restructure of Leadership Teams means that all faculties can be represented on one of these teams. Assessment practices across the school continues to be a major focus with all Head Teachers developing formative assessment practices in their faculties. Effective assessment practices are fundamental at Wollongong High School of the Performing Arts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff will be provided with TPL opportunities that showcase best practice in relation to collaborative learning, assessment and embedding literacy and numeracy into their teaching practices. Accountability structures will be devised to ensure teachers are provided support in making these changes to their teaching practice.	Time allocated at staff meetings – all teachers to develop faculty based assessment practices.	Staff meeting time devoted to outlining strategies in regards to formative assessment practices.

Next Steps

Develop representation from across all faculties on the Literacy Team. Develop entry protocols for the Gifted and Talented G7 class in Year 7. Review assessment practices across the school.

Strategic Direction 2

EDUCATIONAL PATHWAYS AND PARTNERSHIPS

Purpose

An expert teaching staff who engage in satisfying and progressive career pathways which create opportunities for all. This is achieved through high quality professional learning, educational alliances and the establishment of community partnerships for staff and students. This results in a school culture of continuous improvement that caters for the needs of 21st century learners. Focus area: Connected Learning Communities.

Overall summary of progress

The school continues to develop close connections with our Partner Primary schools. We plan to hold a CoS Science Fair where students from Years 5 and 6 can visit WHSPA to participate in a Science demonstration day. We will then continue to roll out other cross faculty CoS connection experiences in TAS and PDHPE.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school wide improvement in teaching practice and student outcomes.	Faculty time and staff professional development time.	Lesson observations established across the school. Collaborative feedback between teachers.
Teachers are actively engaged in planning their own professional development to improve their practice in line with their identified professional learning goals	Faculty PDP meetings – calendar of professional learning to be implemented school wide.	Explicit discussions at faculty level to plan and map professional development needs.
Teachers understand and implement professional standards and curriculum requirements to develop high level expertise of content and teaching practices.	Time allocated at staff and faculty meetings.	Ongoing roll out of professional development in regards to the teaching standards. Staff meeting time allocated throughout the year.

Next Steps

Develop further Community of Schools initiatives including TAS and PDHPE. Evaluate the Community of School Science Fair. Establish a School Prospectus which reflects the high expectations that the community has for the school.

Strategic Direction 3

SCHOOL COMMUNITY WELLBEING – Wellbeing of our people

Purpose

To create and inspire a school community that fosters and values holistic wellbeing through the core values of safety, tolerance, achievement and respect. This is achieved by providing a range of initiatives that target the individual needs of our staff and students. This results in a happy and caring school environment. Focus area: Wellbeing of our People.

Overall summary of progress

The roll out of Mind Matters continues across the school. A focus on staff and student wellbeing is paramount with several initiatives being developed. The Hub will also be refined with various procedures related to student wellbeing to be developed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff will be trained in attendance to give greater understanding of what is required. A new attendance policy will be written to better support student attendance.	Use of Millennium to mark class rolls – including sport and extra curricular activities.	Targeted approach to consistent use of Millennium across all faculties at the school.
Teachers will actively engage in professional learning on MindMatters and begin to implement these strategies in class.	Staff meeting time devoted to the completion of Mind Matters modules.	All modules completed by staff in professional development activities.

Next Steps

All staff to complete Mind Matters modules. Establishment of wellbeing programs that support student wellbeing. Staff supported in wellbeing programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	PLP Relief – Community of School Aboriginal Education Community Officer – \$25,000.00	All students at WHSPA had Personalised Learning Plans developed and/or updated throughout 2017. They were written in a collaborative manner with the parents, teachers and students. A Community of Schools Engagement officer was also funded throughout 2017. This position is based across the entire Community of Schools and works to establish an effective relationship between the school and the home to promote optimal educational outcomes for students.
English language proficiency	EAL/D Relief for programs \$15,054	Students at WHSPA requiring EAL/D Literacy and Numeracy support were targeted throughout the year. The EAL/D teachers worked across all year groups to provide support for students in the Beginning, Emerging and Developing phases. Students from a refugee background are also provided with EAL/D support. The focus at the school is the further development of reading and writing skills and also the development of students' comprehension and grammar skills. An accelerated reading program operated across the school to also provide support to EAL/D students.
Low level adjustment for disability	Literacy and Numeracy Support Teacher – \$29,982.00	Students requiring ongoing adjustments and learning support in class are part of school wide strategies to improve Literacy and Numeracy targets. School Learning Support Officers are employed to support students in the classroom setting.
Socio-economic background	Staffing Homework Centre – \$13,024.00	Wollongong High School of the Performing Arts initiated a series of programs to promote positive academic growth across the school. These included the establishment of a homework centre where funding was used to employ a teacher to support at risk students to complete regular homework and assessment tasks. A HSC success program also ran at the school, a Year 6 into Year 7 transition program, a debating program and Boys Mentoring program. Families who required financial assistance to pay for uniforms and subjects fees were also provided with assistance.
Support for beginning teachers	Beginning Teacher Support Funds \$64,636.74	Beginning Teachers at Wollongong High School of the Performing Arts are provided with a reduced teaching load and ongoing support to develop their teaching skills in a supportive environment. The Head Teacher Teaching and Learning provides mentoring and support to these staff members and regularly conducts workshops to promote a supportive working environment. The Teaching Standards are closely linked to Professional Learning and this continues to provide support to staff in the accreditation process.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	387	418	426	437
Girls	658	673	699	718

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94.4	92.4	93.5	92.1
8	92.1	91.4	90.3	91.2
9	89.4	88.7	90.6	88.4
10	89.6	86.6	89.4	89.4
11	90.5	87.7	86.5	88.5
12	91.2	87.1	90.9	88.2
All Years	91.3	89.2	90.4	89.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

At Wollongong High School of the Performing Arts, SASS are employed to track absence from the school and record the reasons on the system. Parents are contacted and any concerns are raised. Should further issues arise, the Head Teacher Administration liaises with the HSLO to support students and their families. Attendance of students is discussed at each Executive meeting.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	3
Employment	0	1	25
TAFE entry	1	2	4
University Entry	0	0	51
Other	1	0	17
Unknown	0	0	0

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Post-School Destinations

Data collected by the school indicates that 51% of the 2017 HSC Cohort accepted full-time placement in University degree courses. This was a decrease of 6% from the previous year, where 57% of students accepted a university placement. The number of students choosing to attend full-time TAFE decreased significantly to 4% for the 2017 cohort compared to 13% in 2016. The number of students electing to have a gap year/travel/other remained relatively steady from 8% of the 2016 cohort to 7% of the 2017 cohort. The number of students choosing to continue their education with a private provider, particularly those students wishing to pursue a career in the music, entertainment, dance, computer games development and hospitality industries increased slightly from 8% of the 2016 cohort to 10% of the 2017 cohort. Many students are choosing to pursue further education and part-time employment, mainly in the hospitality and retail industries, over full-time employment with 21% of the cohort working full-time, with 5% of these being apprenticeships or traineeships. The number of students choosing to engage in full-time work increased significantly from 2016, up by 11%. The actual unemployment rate is quite low at 3% as most students appear to be actively involved in some form of employment, study and/or part-time work

In terms of university placements, 79% of the 2017 cohort who took up university courses enrolled at UOW (University of Wollongong), which steadied the previously rising trend of 2016 (82%), and 2015 (80%). 12% of students accepted offers to Sydney based universities with the University of Sydney being the most popular. Students also accepted placements at University of Technology Sydney, University of NSW and Macquarie University. 9% of WHPA university students have selected to study interstate. Four students from the school were offered and accepted places into prestigious performing arts programs – Western Australian Academy of Performing Arts, Victorian College of the Arts and the National Institute of Dramatic Art.

Year 12 students undertaking vocational or trade training

17% of Year 12 students undertook Vocational Training in 2017, with many of these continuing to work in their chosen vocational field, either part-time combining with university study or full time, as a trainee or apprentice, or pursuing their education by enrolling in a TAFE course or accepting an offer from a private college/training facility. This overall percentage of students is slightly down to the previous year with some students choosing to study more than one VET course. WHSPA students were represented at the Illawarra Vocational Education Awards where two students were finalists.

Year 12 students attaining HSC or Vocational Education Qualification.

100% of the 2017 HSC cohort who completed Year 12 attained a Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	60.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	2
School Administration & Support Staff	17.37
Other Positions	1

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Throughout 2017, there was a continual focus on teacher professional learning at Wollongong High School of the Performing Arts. All staff are supported in identifying their professional learning needs through the processes within the Professional Portfolio. The professional portfolio incorporates all the mandatory requirements of staff including Professional Development Plans, Lesson Observation Reflection and a Professional Learning log. Major developments throughout 2017 included: Staff were engaged in a variety of professional learning activities throughout the year. All approvals for Professional Learning events were based on an alignment of the staff members PDP and the strategic directions of the school. Assessment practices at Wollongong High School of the Performing Arts was a main focus and this will continue throughout 2018. In 2017, staff were also asked to outline the impact the professional learning will have on the school. This enabled staff to reflect on the reasons why they were looking at attending an event. The major areas in which staff accessed external professional learning were aligned with student wellbeing and quality teaching and learning. All professional learning activities need to be directly related to the goals in the relevant PDP. With a number of curriculum changes across the school in a number of faculties, Professional Learning funds were also used across the school for faculty planning. The development of assessments, programs, group marking and other faculty specific directions, along with the development of staff capacity and the promotion of collaboration and collegiality, were products of the allocation of the funds. Staff were presented with several Professional Learning activities in regards to Teacher Accreditation. Staff from NESA visited the school and presented information sessions on the new Accreditation process. Further information sessions were presented by Kate Stehr – Rel Head Teacher Teaching and Learning. Teaching and Learning programs were further evaluated and reviewed to enhance student feedback strategies. Support for Beginning Teachers generally occurs through a mentoring program established at Wollongong High School of the Performing Arts. This program was implemented to support the professional learning needs of an increasing number of teachers who form part of the Wollongong High School staff. Beginning Teachers were also supported by a structured program to address their professional pathway towards being accredited at Proficient. Mapping of Professional Development activities was carried out across the school by Head Teacher Teaching and Learning.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	787,767
Global funds	573,974
Tied funds	304,802
School & community sources	564,301
Interest	8,802
Trust receipts	22,772
Canteen	0
Total Receipts	1,474,651
Payments	
Teaching & learning	
Key Learning Areas	211,443
Excursions	158,704
Extracurricular dissections	315,632
Library	9,864
Training & Development	0
Tied Funds Payments	386,509
Short Term Relief	75,549
Administration & Office	203,601
Canteen Payments	0
Utilities	73,580
Maintenance	51,368
Trust Payments	15,860
Capital Programs	30,714
Total Payments	1,532,825
Balance carried forward	729,594

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	1,669,192
Appropriation	1,339,819
Sale of Goods and Services	30,968
Grants and Contributions	281,706
Gain and Loss	0
Other Revenue	15,272
Investment Income	1,427
Expenses	-786,681
Recurrent Expenses	-771,410
Employee Related	-412,407
Operating Expenses	-359,003
Capital Expenses	-15,272
Employee Related	0
Operating Expenses	-15,272
SURPLUS / DEFICIT FOR THE YEAR	882,511
Balance Carried Forward	882,511

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	9,601,848
Base Per Capita	174,760
Base Location	0
Other Base	9,427,088
Equity Total	545,919
Equity Aboriginal	32,807
Equity Socio economic	103,267
Equity Language	226,208
Equity Disability	183,636
Targeted Total	931,570
Other Total	242,478
Grand Total	11,321,814

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

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

Percentage in Bands:

Year 7 - Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	5.6	8.6	20.2	34.9	19.2	11.6
School avg 2015-2017	4.4	7.4	20.5	30.7	21.5	15.5

Percentage in Bands:

Year 7 - Reading

Band	4	5	6	7	8	9
Percentage of students	4.5	6.0	23.0	39.0	17.5	10.0
School avg 2015-2017	2.4	7.5	24.4	30.7	23.1	12.0

Percentage in Bands:

Year 7 - Spelling

Band	4	5	6	7	8	9
Percentage of students	5.6	7.1	13.6	30.3	35.4	8.1
School avg 2015-2017	3.6	7.3	15.9	32.2	32.1	9.0

Percentage in Bands:

Year 7 - Writing

Band	4	5	6	7	8	9
Percentage of students	6.6	16.7	34.3	23.2	16.7	2.5
School avg 2015-2017	5.3	15.8	32.7	26.9	15.1	4.3

Percentage in Bands:

Year 9 - Grammar & Punctuation

Band	5	6	7	8	9	10
Percentage of students	3.3	9.9	29.8	36.5	12.7	7.7
School avg 2015-2017	4.6	11.2	29.7	32.5	15.2	6.8

Percentage in Bands:

Year 9 - Reading

Band	5	6	7	8	9	10
Percentage of students	2.2	9.4	26.1	37.8	16.1	8.3
School avg 2015-2017	2.2	10.1	25.4	34.9	19.7	7.8

Percentage in Bands:

Year 9 - Spelling

Band	5	6	7	8	9	10
Percentage of students	3.9	11.1	25.4	29.8	28.2	1.7
School avg 2015-2017	3.2	10.4	22.6	38.9	19.7	5.2

Percentage in Bands:

Year 9 - Writing

Band	5	6	7	8	9	10
Percentage of students	8.8	13.3	29.8	32.6	9.9	5.5
School avg 2015-2017	10.6	17.4	29.7	30.7	8.6	2.9

Percentage in Bands:

Year 7 - Numeracy

Band	4	5	6	7	8	9
Percentage of students	0.5	10.5	27.0	37.5	19.0	5.5
School avg 2015-2017	0.8	11.5	24.3	35.9	20.9	6.6

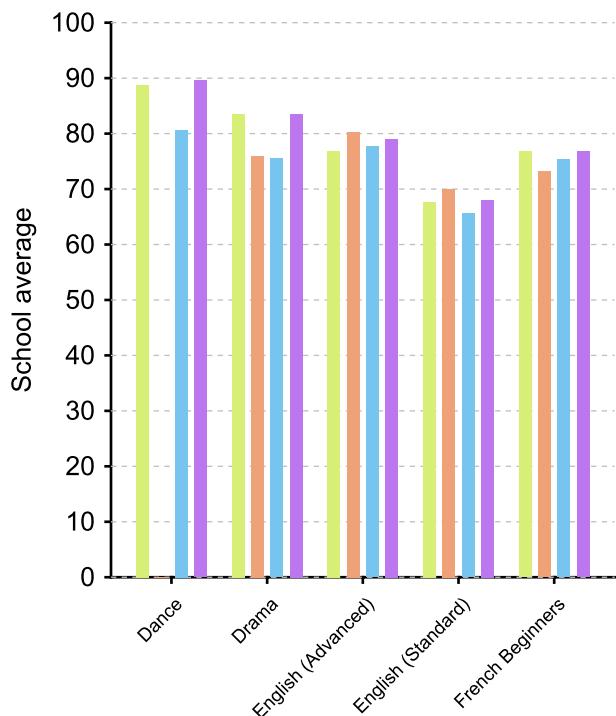
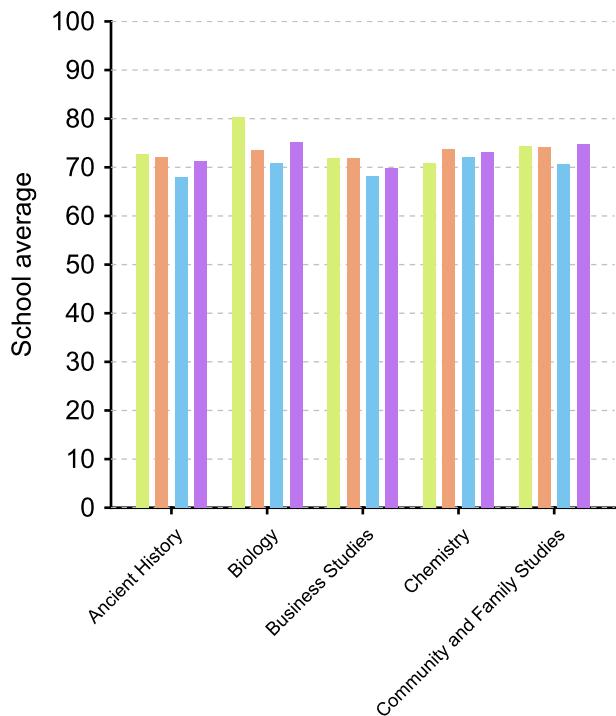
Percentage in Bands:

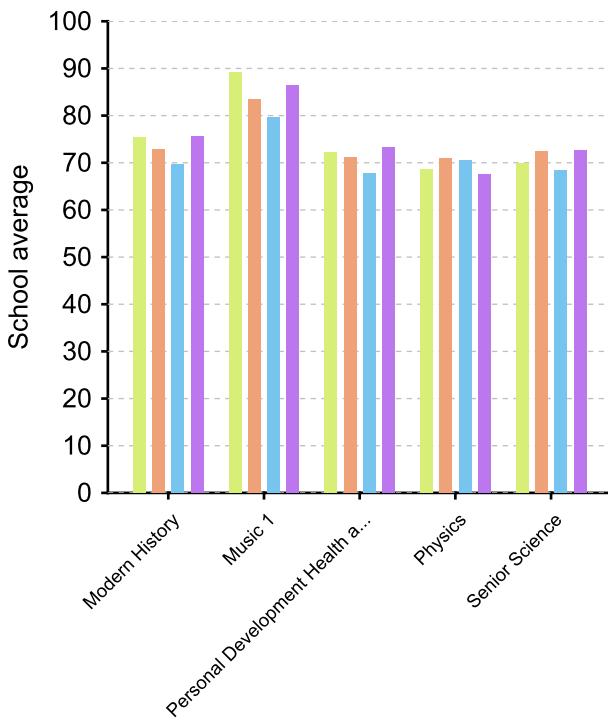
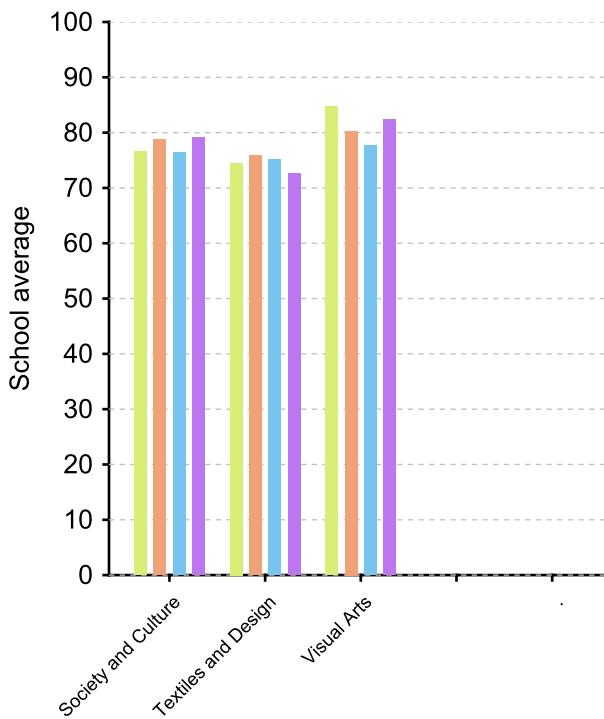
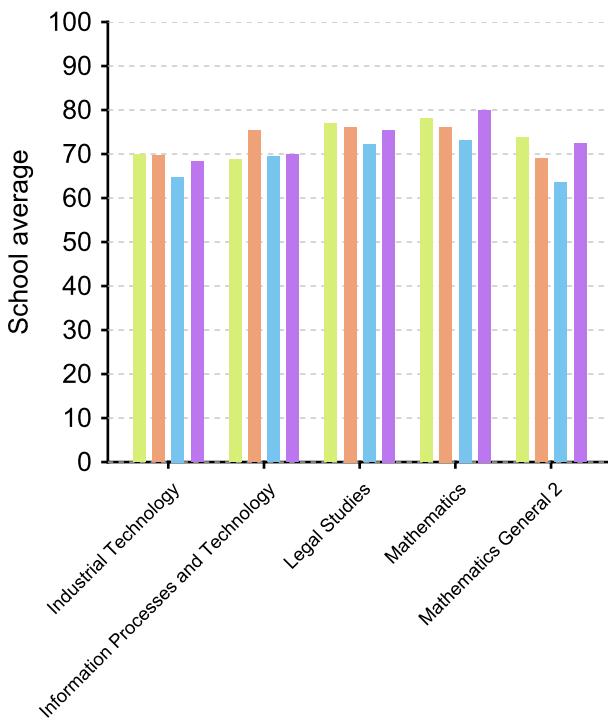
Year 9 - Numeracy

Band	5	6	7	8	9	10
Percentage of students	0.0	7.7	29.3	31.5	23.8	7.7
School avg 2015-2017	0.3	8.0	26.8	34.9	22.7	7.3

Higher School Certificate (HSC)

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





Parent/caregiver, student, teacher satisfaction

Overwhelmingly, levels of staff satisfaction at the school are extremely high. A large percentage of respondents stated that they enjoyed working at the school and felt that they were valued at the school. Similarly, staff felt that they were supported at the school and that their contributions were valued. A large percentage of staff made the comment that they had a pleasant working environment.

Parents were surveyed recently and their responses indicated that they wanted their children to be happy and have a solid academic experience balanced by outstanding experiences in the performing arts. Parents also commented that they wanted their child to have grounded self-esteem, resilience, persistence, humility and curiosity.

Policy requirements

Aboriginal education

Wollongong High School of the Performing Arts received Aboriginal background funding in 2017. Our plan included:

- Strategic support for the Premier's Priorities in regards to Literacy and Numeracy
- The completion of Personalised Learning Plans in conjunction with Parents/Carers and Students.
- High levels of student involvement in the AIME mentoring program.

Throughout 2017 and Aboriginal Community Engagement Officer was employed across our Community of Schools. The role here was to engage with community members to best support the students

at the school. Senior Students identified that they also required extra support in Stage 6 subjects. This support was provided to Indigenous students studying for their HSC.

Multicultural and anti-racism education

In 2017, the school continued to evaluate its teaching and learning programs to ensure that culturally inclusive classroom and school practices were being addressed across the school. Various events held throughout the school year, including Harmony Day, foster an acceptance of cultural, social and racial differences.