

Conservatorium High School

Annual Report



2017



8147

Introduction

The Annual Report for **2017** is provided to the community of **Conservatorium High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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Message from the Principal

2017 saw a number of strategic initiatives that were trialled:

- * a change to the Assessment and Reporting system, removing ranks and marks from junior school reports and replacing them with grades and feedback, with the plan to enhance intrinsic motivation and promote a more collaborative milieu.
- * a whole-school wellbeing initiative designed to enhance student resilience and engender a growth mindset in our students so as to work more effectively towards peak performance in all endeavours.
- * a school outreach program working with Syrian and Iraqi refugees in Sydney schools and with less fortunate music students in remote and regional areas to provide music lessons via "distance ed" technology.

Con High also successfully secured six permanent staff, five of whom had been working at the school in temporary positions, providing a more stable workforce and more effective transitions between stages of education for the students.

Ian Barker

Relieving Principal 2017

Message from the school community

I'd like to begin by saying what an honour it is to lead the P&C of such an incredible school community. It's a privilege to be here with you all at the start of our Centenary year, during which we are honouring and celebrating our rich history of achievement and the contributions of staff and students, both past and present.

A small school with a big voice is the strap line for our Centenary celebrations: Our student body is incredibly small. This means we have a limited group of parents and carers we can call on for expertise, volunteering and fundraising. We have all the same functions required of a typical school P&C, as well as some additional services we offer to meet the unique requirements of Con High.

In addition to this, we are all time-poor, working professionals in our respective fields. However, despite all the commitments we have, there is a level of emotional investment in our special school that drives us forward, to do everything we can to benefit our children and our school community. There is a saying that if you want something done, give it to someone busy. Well that certainly sums up our P&C.

Over the past year we have continued to run:

- Soloist concerts for every year group where each student is offered the opportunity to rehearse and perform solo with a professional accompanist.
- An orientation BBQ for new families to the school prior to the house concerts
- 2nd hand uniform stalls each term
- An offsite canteen service with online ordering and deliveries to the school
- Dinner box distribution for student dinners prior to concerts and performances
- A welcome dinner to all families at our new venue the Pullman Hotel
- A community engagement presence on AMEB Saturdays through our Café Cantata

In late 2017 the school decided to trial an onsite canteen. The P&C has worked very closely with the school and the providers Lucy Pickworth and Leili Gressel, by offering support and advice on paperwork, promotion, insurances, accounting and sourcing volunteers. Almost all of the food and drinks are organic and cooked from scratch. We appreciate their continuing efforts in fuelling our hard-working children and staff.

We have also continued to provide funding to the school for additional student services and the purchase of instruments and other equipment.

In mid 2017 we partnered with the school to fund a very exciting new initiative –a Peak Performance Program. Run by a coaching psychologist, this integrated program is being rolled out to the school leadership team, teachers and other staff, tutors, parents and students through series of interactive sessions, information workshops and supporting resources. The intention with this program is to equip our students and those around them with the tools and confidence to flourish in both musical and academic performance.

We are a small school with a big voice, and we are also a small parent community with a big voice.

Lisa Elias

CHS P&C President

School background

School vision statement

The Conservatorium High School was established in 1918 as the secondary arm of the NSW State Conservatorium of Music. It remains the State's only specialist music high school dedicated to the education of the whole musician. The school affords students a breadth of experience and training in all aspects of music while providing them with an excellent broadly based secondary education.

School context

The Conservatorium High School is part of the NSW public school network with a net enrolment of 165 students. They are drawn from the greater Sydney region and from around the State. The composition of the student body reflects the cultural and ethnic diversity of our region.

Staffed and administered by the NSW Department of Education, the school also avails itself of the pedagogical expertise of top professional musicians and teachers, resident and visiting, many of whom are employed by the Conservatorium's tertiary arm, the Faculty of Music of the University of Sydney. In addition to its special relationship with the University, the Conservatorium High also has strategic partnerships with such music & educational institutions as *Gondwana /* Sydney Children's Choir, Sydney Youth Orchestras, the Penrith Symphony Orchestra, the Philharmonia Choirs, the Australian National Choral Association and the Kodály Music Education Institute of Australia.

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.

Improvements in the Learning domain were facilitated in the junior school by removing extrinsic motivational factors such as direct competition between students as the result of reporting using Ranks and Marks and subsequently increasing intrinsic motivational factors of competing together against a standard as the result of reporting using Grades and feedback.

Improvements in the Teaching domain were facilitated by providing more collegial support time and time for collaborative practice and engagement between and amongst staff. Staff were also engaged in professional learning that effectively supported and enhanced their classroom teaching practice.

Improvements in the Leading domain were facilitated in 2017 by the competitive processes for staff Relieving in Higher Duties, and the fulfilment of those duties throughout the year. As a result, seven staff members were provided with the opportunity to develop new skills and experience in leading and managing areas of the school.

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

Literacy teaching and learning

Purpose

To ensure maximum effectiveness in the teaching of literacy it must be done systematically and explicitly in all Key Learning Areas and the approach staff adopt must be consistent.

If all students are to achieve the literacy standards stipulated in Stage 6 the requisite skills must be inculcated systematically starting in Year 7, i.e., students must be given appropriately sequenced scaffolding.

Students must be equipped with the requisite literacy skills that will enable them to write, comprehend and orally explicate intellectually challenging texts of a standard comparable with those used at the top academically selective schools.

Overall summary of progress

All staff undertook the TELL (Teaching English Language Learners) Professional Learning. Programming and Assessment Proforma that include Literacy Markers have been developed and employed for years 7 – 10. Literacy Data Wall has been used to track Yr 7 & 8 student progress. The chart has now been moved onto SENTRAL for easier access and more regular updates. Quality Teaching Support Document is yet to be finalised.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff trained in TELL.• 100% of staff engaging in sharing the development of proformas in 'Executive Sharing'.• All KLAs use Programming and Assessment Pro-formas in Stage 4.• 80% of staff seeking assistance from EAL/D LaST teacher to modify programs and assessments.• CHS achieves 80% of the 'Sustaining level' targets in the DoE Literacy Matrix.	\$3400 on training and on release time related to this initiative.	Significant increase (85%) in staff engagement with Literacy support from EAL/D LaSTeacher. "Sustaining" level target reached. All KLAs using Pro-forma.

Next Steps

Contextualising learning (through more holistic activities and more cross-curricular assessment) will help to provide the impetus for more intrinsic motivation in students. Literacy; reading, writing, grammar, spelling, for their own sake has only taken our students so far. Our focus must now broaden to include Numeracy and the General Capabilities of the new Syllabus being rolled out by NESA.

Literacy will continue to be an issue in a school where around 70% of the student population is of a non-English speaking background.

Programming and Assessment Proforma that capture more of the General Capabilities, and more use of reflective practices with student conferences (as opposed to Parent/Teacher interviews) could be clear avenues for improvement.

Confirmation of the QT practices required of teachers at this specialist school would also go some way to supporting this improvement.

Strategic Direction 2

21st century teaching and learning skills

Purpose

For 21st-century learners 'being literate' entails more than just general conversance with technology. It means engaging creatively to the full with Information Communication Technology [ICT] pedagogy and the ever-expanding potential of the digital environment. It entails broadening the scope of programs to include critical thinking and collaborative skills designed to equip students for a broad spectrum of post-secondary destinations.

Overall summary of progress

The school has established a strong foundational base of 21st Century teaching and Learning skills, in particular Critical Thinking, Collaboration, Communication and Creativity. We have established a BYOD Policy for the school and had a number of staff trained in working with Fullans's 6 Cs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
65% increase in student use of the Learning Centre	\$4345 spent on furniture and materials to update and enhance the Learning Centre environment.	Goal met.
100% of staff consciously exploiting the potential of the school's BYOD policy for the purpose of teaching & learning	\$14045 spent on Smartboards, Chromebooks, iPads and docking/charging stations to complement and capitalise on the BYOD policy.	85% met.
40% increase in staff TPL relating to 21st century learning	Funds expended in previous years.	Goal met.
Staff survey to monitor confidence in 21st century teaching and learning	Nil	35% increase in confidence in 21st Century teaching and learning

Next Steps

As 21st Century Teaching and Learning techniques become embedded in school practice, the need to explicitly focus our attention on them becomes attenuated. Into the future, the school is focussing on our community outreach and this will pick up the baton of critical and creative thinking, as well as engaging with the most recent developments in technology for distance learning.

The new strategic direction of Cross Curricular Teaching and Learning is in many ways the successor to this SD, and picks up where that one left off, developing more collaborative approaches to Teaching and Learning, as well as asking "the big questions" of students, rather than largely delivering content.

Strategic Direction 3

School organisational policies and procedures

Purpose

As the number and complexity of school accountabilities increase, the greater the need for consistency in organisation, management, archiving and retrieval of policies and procedures. Lack of consistency leads to a waste of time and hampers the effectiveness of the teaching program.

Consistency in whole-school policies and procedures will provide clear processes to guide staff in their work. It will also provide greater clarity in the articulation of outcomes expected of staff, students, and of the responsibilities of parents/carers and stakeholders. More consistent policies and procedures will streamline time-management practices, galvanise purposefulness and liberate creative thinking, all to the improvement of educational outcomes for our students.

Overall summary of progress

This has been the most difficult of our SDs to fulfil. One significant reason is that many of the DoE policies and systems that we relied on to undertake this work have been either updated, altered or entirely re-vamped. Also, momentum that had been gathering in the first two year was somewhat lost with the variety of staff who were acting in Higher Duties in the third year of the plan, no longer able to continue in their previous roles due to the work required of their Relieving roles.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff trained in Restorative Practices.	Funds expended in previous years, but training not "held" in the school due to staff turnover.	Due to staff turnover over the three years of this plan, this goal has not been met.
All policies and procedures are in Document Warehouse and are understood by all staff.	Nil	This goal was too aspirational and has been rolled over into our 2018–20 plan so that we can work towards it's effective realisation.
The following of discipline and welfare policies and procedures is reflected by a 10% increase in Sentral reporting.	\$500 on new SENTRAL modules.	Goal met.
10% increase in staff satisfaction with organisational procedures (from SurveyMonkey).	Nil.	Staff satisfaction recognised in TTFM Survey.

Next Steps

This Strategic Direction has been enhanced and rolled over into our 2018–20 Plan as Policies, Procedures and Communication.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Nil	Nil
English language proficiency	\$24,827	Over the three years of our School Plan (culminating in 2017) the funding supported our Literacy Teaching and Learning Strategic Direction. Over 30% of the Yr 7 students of 2015 only achieved Band 6 & 7 in the Writing component of NAPLAN. By 2017, those same students in Yr 9 were ALL Band 8 or above.
Low level adjustment for disability	\$12,457.90	These funds subsidised the hiring of staff (SLSO & LaST) to support the students in our school with disability. Gifted students with disability (twice exceptional) are able to effectively access high quality and rigorous education at Con High.
Socio-economic background	\$869.96	This sum subsidised the school outlay of over \$4000 to 9 students granted means-tested bursaries to defray their Music Program costs.
Support for beginning teachers	\$12,242	These funds supported the mentoring and professional development of several beginning teachers at Conservatorium High School. 3 of these beginning teachers were not only deemed proficient but were appointed permanently to the school in 2017.
Conservatorium High School Music Program	\$959,113	<p>These funds supported the implementation of the CHS Music Program. The most significant products of the year include:</p> <p>Speech Night (2016)</p> <p>Richard Kram Fanfare No. 4</p> <p>Mendelssohn For He Shall Give His Angels from <i>Elijah</i></p> <p>Student Comps. Amy Lee Piano Trio No. 1, Op. 4</p> <p>Oliver Golding Miniature</p> <p>Guian Balan Kalampág</p> <p>Calvin Abdiel String Quartet No. 1 – excerpt</p> <p>Aleks Mitsios J. S. Bach Fugue from Toccata and Fugue in Dm, BWV565</p> <p>Mendelssohn <i>Denn Er hat seinen Engeln befohlen</i></p> <p>Term 1 Concert – A Venetian Vacation</p> <p>Respighi Ancient Airs and Dances – 3rd Suite</p>

<p>Conservatorium High School Music Program</p>	<p>\$959,113</p>	<p>Rossini William Tell Overture Tchaikovsky Capriccio Italienne, Op. 45 Pergolesi Magnificat</p> <p>Annual Concert – A Bernstein Story Bernstein Symphonic Dances Excerpts from <i>West Side Story</i></p> <p>Valedictory Concerts – Celebrating 500th Anniversary of the Reformation</p> <p>Paul Terracini Zoë Loxley Slump Gump Swamp and Bird Hide</p> <p>House Concerts.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	78	69	69	67
Girls	77	89	90	83

Student attendance profile

School				
Year	2014	2015	2016	2017
7	98.3	97.7	98.1	97.2
8	95	96.8	97.2	94.7
9	96.7	95.2	97.6	97.8
10	98.9	97.9	95.3	97.5
11	97.8	97.1	97	94.8
12	93.7	95.6	96.8	96.1
All Years	96.7	96.8	97	96.4
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

With an overall attendance rate of 96.40%, Conservatorium High School is clearly doing a good job of ensuring student attendance. We use an SMS system and then follow-up letters home to parents to alert families of attendance concerns.

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	1
TAFE entry	0	0	0
University Entry	0	0	18
Other	0	0	0
Unknown	0	0	2

Year 12 students attaining HSC or equivalent vocational education qualification

ALL eligible students in Yr 12 2017 attained the HSC.

No Yr 12 students in 2017 undertook Vocational education.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	3
Classroom Teacher(s)	11.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.4
School Administration & Support Staff	4.78
Other Positions	1

*Full Time Equivalent

One staff member at Conservatorium High School identifies as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements

for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50

Professional learning and teacher accreditation

All Conservatorium High School staff have completed mandatory training as required and meet both DoE and NESA compliance measures.

Conservatorium High School has undertaken targeted Professional Learning selected to meet student learning needs and school strategic directions.

Conservatorium High School staff continue to take up and complete relevant postgraduate degrees that will benefit the students at our school.

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	1,453,102
Global funds	107,037
Tied funds	866,615
School & community sources	896,433
Interest	17,049
Trust receipts	36,636
Canteen	0
Total Receipts	1,923,770
Payments	
Teaching & learning	
Key Learning Areas	46,440
Excursions	54,740
Extracurricular dissections	320,279
Library	5,470
Training & Development	2,857
Tied Funds Payments	702,241
Short Term Relief	7,500
Administration & Office	63,466
Canteen Payments	0
Utilities	2,669
Maintenance	16,075
Trust Payments	36,820
Capital Programs	131,215
Total Payments	1,389,769
Balance carried forward	1,987,103

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	2,230,165
Appropriation	2,100,876
Sale of Goods and Services	156
Grants and Contributions	125,896
Gain and Loss	0
Other Revenue	0
Investment Income	3,237
Expenses	-1,317,686
Recurrent Expenses	-1,317,686
Employee Related	-390,499
Operating Expenses	-927,188
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	912,479
Balance Carried Forward	912,479

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	2,543,459
Base Per Capita	24,361
Base Location	0
Other Base	2,519,099
Equity Total	41,192
Equity Aboriginal	0
Equity Socio economic	870
Equity Language	24,827
Equity Disability	15,495
Targeted Total	0
Other Total	40,636
Grand Total	2,625,287

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.

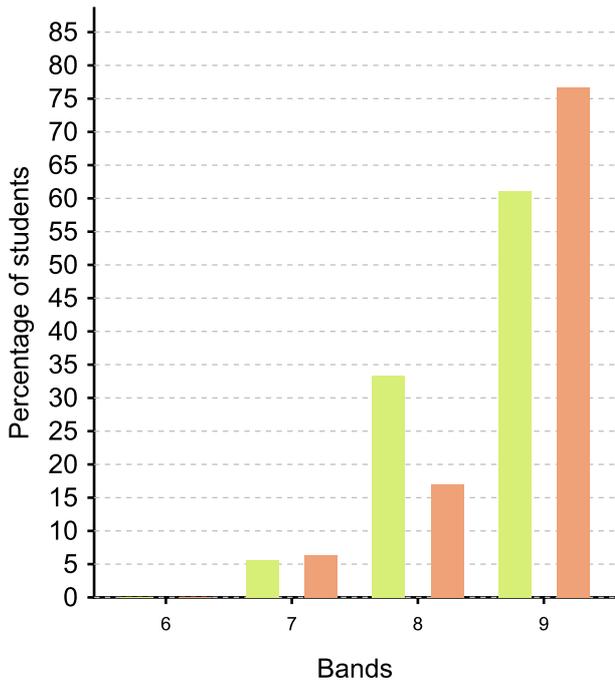
School performance

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.

Conservatorium High School continues to exceed State expectations in NAPLAN.

Percentage in bands:
Year 7 Grammar & Punctuation

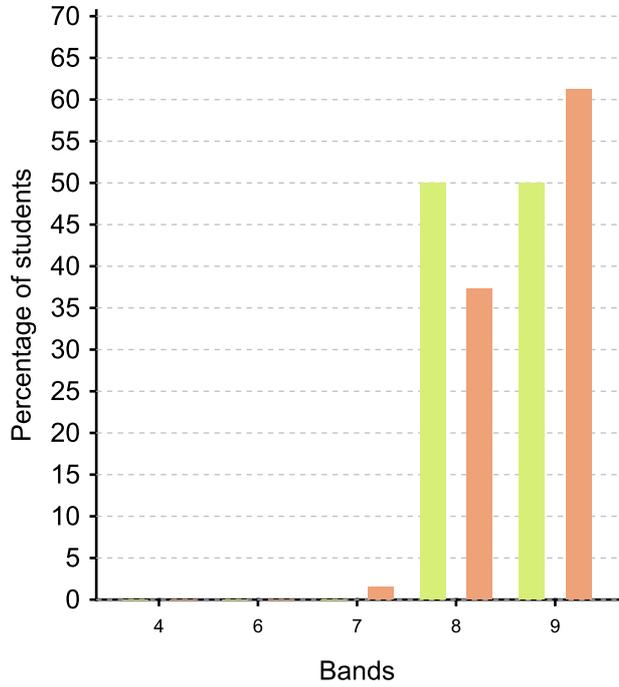


■ Percentage in Bands
■ School Average 2015-2017

Band	6	7	8	9
Percentage of students	0.0	5.6	33.3	61.1
School avg 2015-2017	0.0	6.4	17.0	76.7

Band	5	6	7	8	9
Percentage of students	0.0	0.0	11.1	44.4	44.4
School avg 2015-2017	0.0	1.4	9.6	34.8	54.2

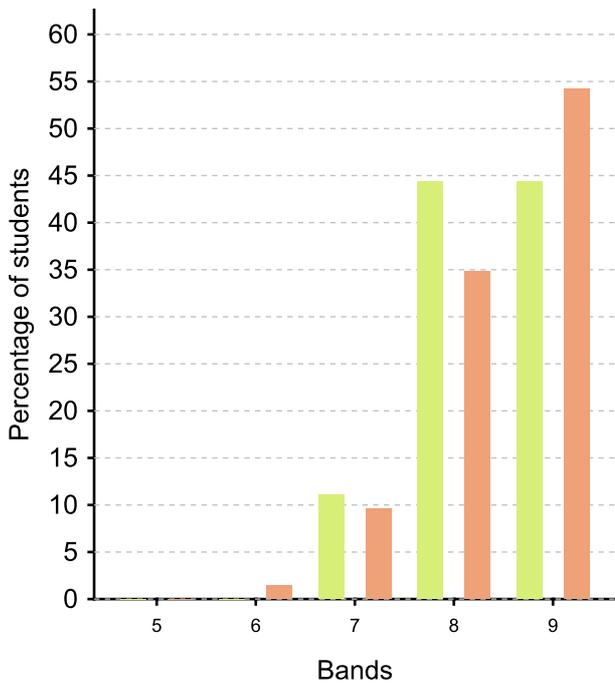
Percentage in bands:
Year 7 Spelling



■ Percentage in Bands
■ School Average 2015-2017

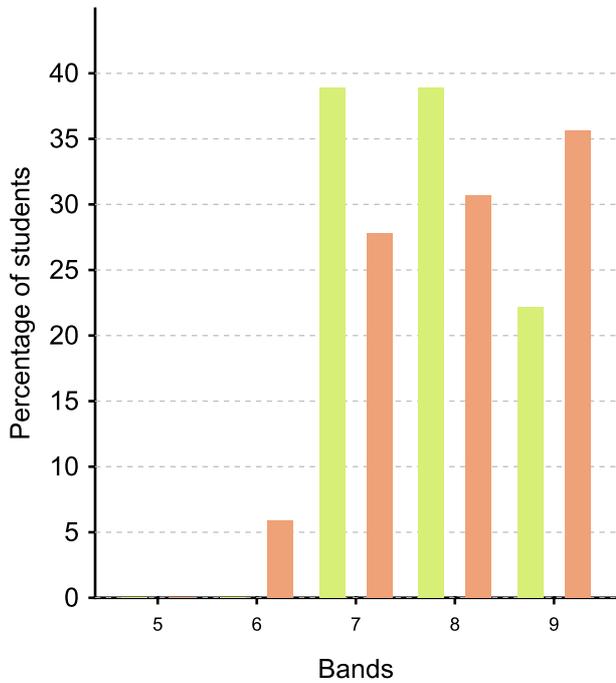
Band	4	6	7	8	9
Percentage of students	0.0	0.0	0.0	50.0	50.0
School avg 2015-2017	0.0	0.0	1.5	37.3	61.2

Percentage in bands:
Year 7 Reading



■ Percentage in Bands
■ School Average 2015-2017

**Percentage in bands:
Year 7 Writing**

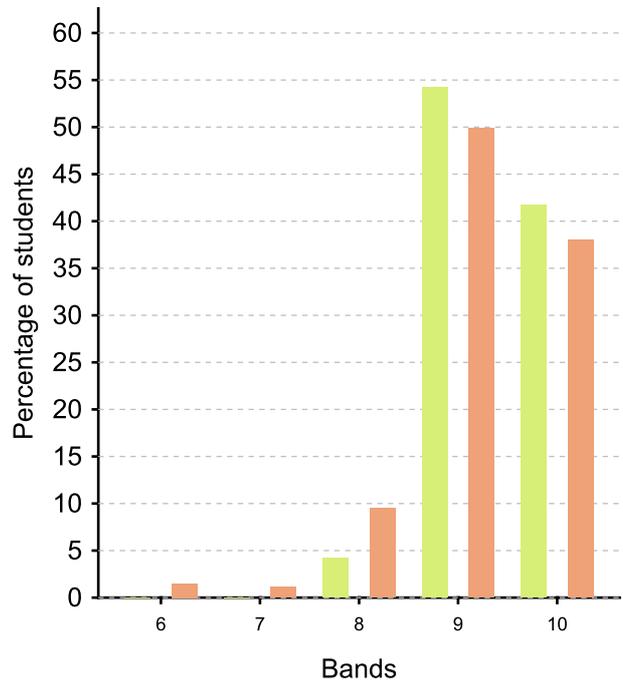


■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9
Percentage of students	0.0	0.0	38.9	38.9	22.2
School avg 2015-2017	0.0	5.9	27.8	30.7	35.6

Band	5	7	8	9	10
Percentage of students	0.0	0.0	8.3	16.7	75.0
School avg 2015-2017	1.5	2.6	11.9	33.3	50.8

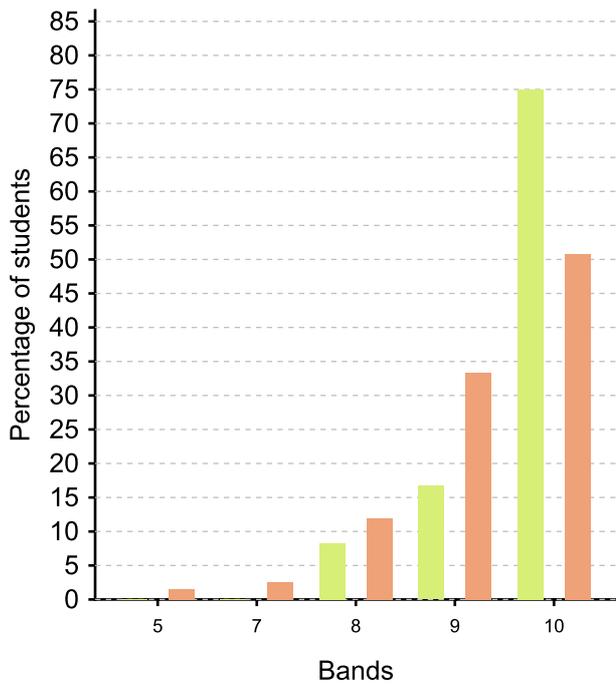
**Percentage in bands:
Year 9 Reading**



■ Percentage in Bands
■ School Average 2015-2017

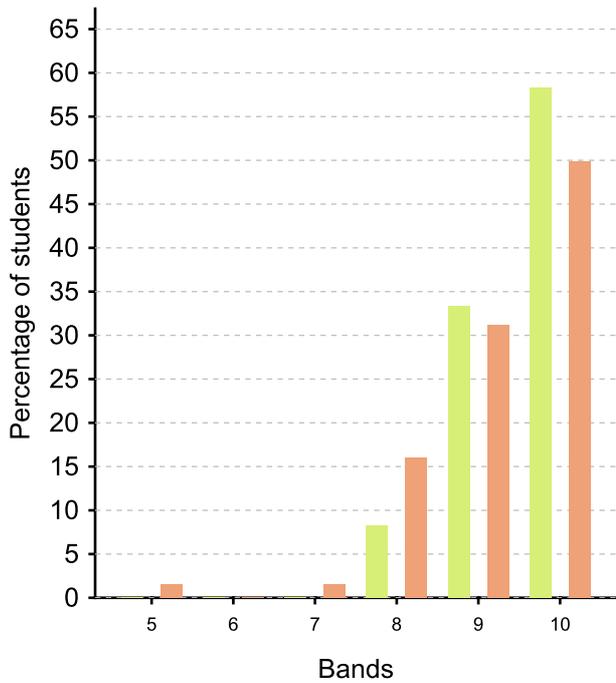
Band	6	7	8	9	10
Percentage of students	0.0	0.0	4.2	54.2	41.7
School avg 2015-2017	1.5	1.1	9.5	49.9	38.0

**Percentage in bands:
Year 9 Grammar & Punctuation**



■ Percentage in Bands
■ School Average 2015-2017

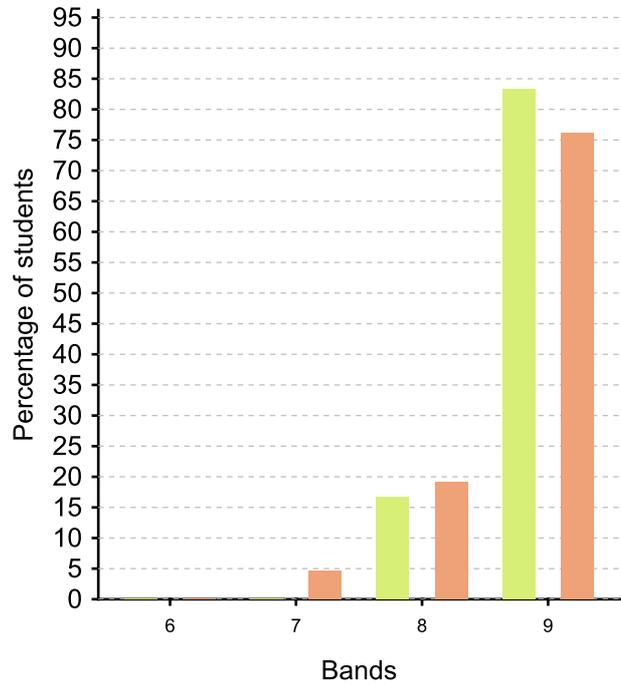
Percentage in bands:
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	8.3	33.3	58.3
School avg 2015-2017	1.5	0.0	1.5	16.0	31.2	49.9

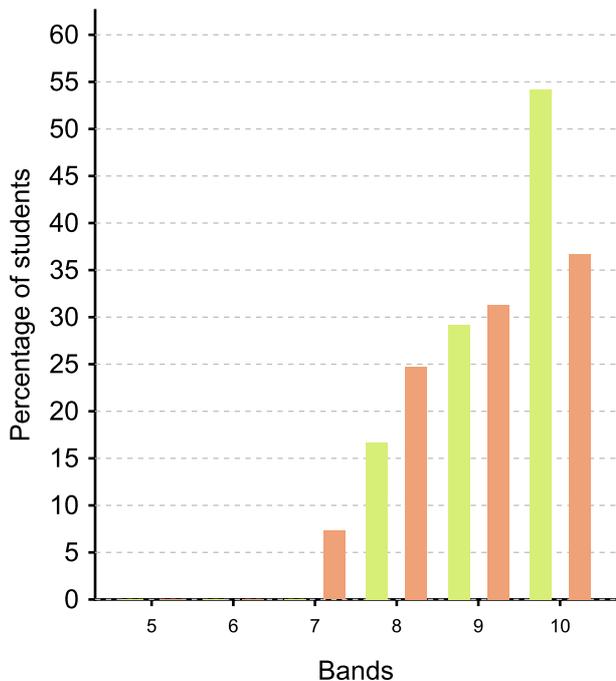
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	16.7	29.2	54.2
School avg 2015-2017	0.0	0.0	7.3	24.7	31.3	36.7

Percentage in bands:
Year 7 Numeracy

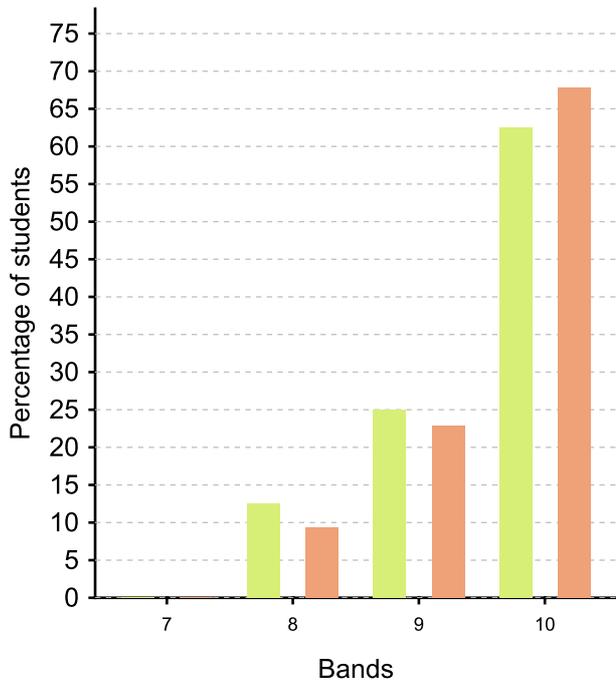


Band	6	7	8	9
Percentage of students	0.0	0.0	16.7	83.3
School avg 2015-2017	0.0	4.6	19.2	76.2

Percentage in bands:
Year 9 Writing



**Percentage in bands:
Year 9 Numeracy**



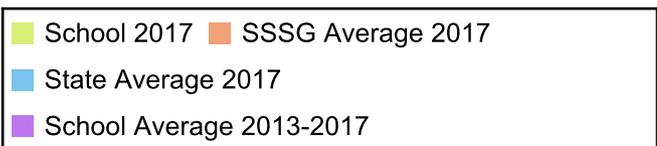
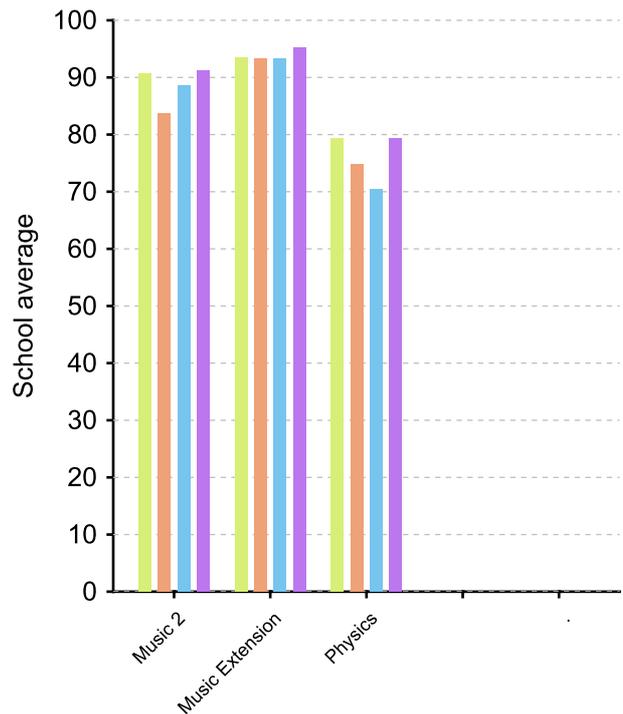
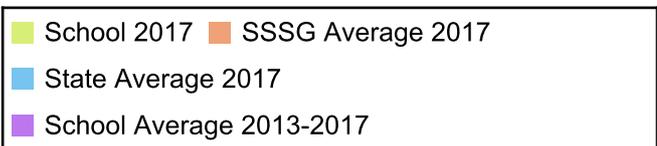
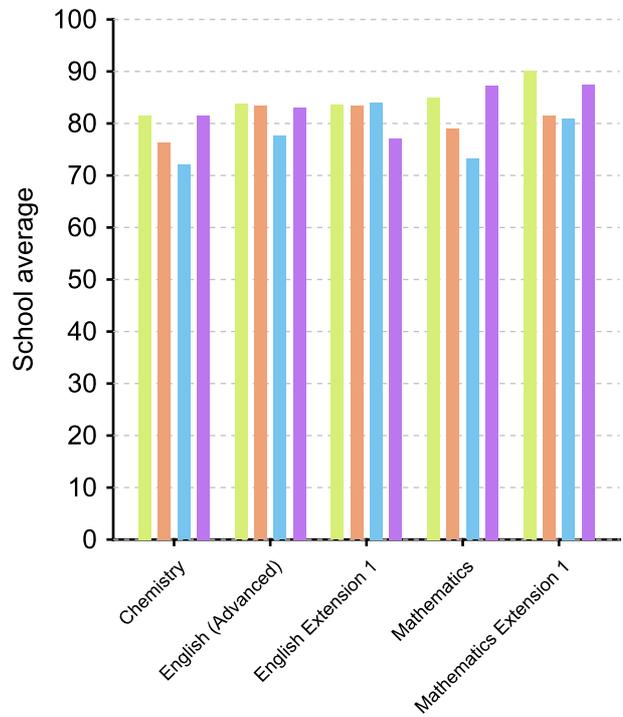
Band	7	8	9	10
Percentage of students	0.0	12.5	25.0	62.5
School avg 2015-2017	0.0	9.3	22.9	67.8

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

There are no students at Conservatorium High School in 2017 who identified as Aboriginal or Torres Strait Islander.

Higher School Certificate (HSC)

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



Subject	School 2017	SSSG	State	School Average 2013-2017
Chemistry	81.5	76.3	72.1	81.5

English (Advanced)	83.7	83.4	77.6	83.1
English Extension 1	83.6	83.4	84.0	77.1
Mathematics	85.0	78.9	73.2	87.3
Mathematics Extension 1	90.1	81.6	81.0	87.5
Music 2	90.7	83.7	88.6	91.2
Music Extension	93.4	93.3	93.4	95.3
Physics	79.4	74.7	70.4	79.4

Parent/caregiver, student, teacher satisfaction

In 2017 the school undertook the Tell Them From Me surveys. Due to the small number of students in each year group, the very small number of parent participants and the attendant privacy concerns, we will not publish the results here. Please contact the school if interested and we may be able to provide limited access to some of the data.

Informal/school based surveys were also conducted early in 2017 which confirmed school results similar to the nation-wide trend of increased reporting of anxiety and depression amongst young people. A decision was taken to initiate a whole-school Wellbeing program dedicated to enhancing student resilience and instilling a growth mindset. The aim of the program is to enable students to continually improve and work towards Peak Performance.