

Newtown High School of Performing Arts

Annual Report



2017



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Introduction

The Annual Report for 2017 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.

Stephen Gray

Principal

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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 2017 included exceeding our HSC targets in increasing the number of students achieving results in the top two bands. Our target was 5%, we achieved a 20% increase. We also exceeded our NAPLAN growth targets with Year 9 growth of 5.8 in Reading, 11.5 in Writing and 11.3 in Numeracy. In the area of creativity, all faculties developed classroom activities and assessment tasks that promoted creative and original thinking.

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

2017, what a year... firstly, I would like to acknowledge the hard work of the parents and carers of Newtown High School of The Performing Arts and their continued support of the many initiatives and events that have occurred during the year. By attending and helping out at these events, not only do you support the school, but you are also supporting your child, while meeting other parents who are all proud members of the school community.

Here are some of the 2017 highlights:

- Ongoing support of school productions, such as South Pacific by organising and running Billis' Café.
- World Earth Festival, where so much happened behind the scenes in order to set up the market and food stalls, to highlight the importance of looking after our environment, while enjoying the entertainment provided by our very talented students.
- New Families (Years 7 & 11) Welcome Barbeque. This was a gesture extended by existing parents and carers to welcome new families, who in turn expressed how much they appreciated the acknowledgement and support as they transitioned into the school community.
- Teachers and Staff 'Thank you' morning tea and lunch. This event is held twice a year and is a way for parents and carers to thank all the staff at the school for their hard work by providing them with delicious treats.
- Working Bee – this is a twice yearly event that allows parents to literally get their hands dirty and help tidy up and beautify the physical environment of the school.
- Comedy for a Cause – this is an annual event and is a way of meeting parents in a fun filled atmosphere, whilst raising funds for the school.
- The café in the Studio Theatre where refreshments were made available during the Showcase seasons, along with the mid-year auditions.
- The P&C committees work with the school to target specific initiatives along with providing funds as needed. The committees included: Environment, Faculty, Building, Communications, and Performing and Visual Arts.
- In 2017, focus and effort was put into the design and revamp of the St. George's Hall stage and seating area.
- P&C meetings which are held every month to discuss a range of topics, focussed on supporting the school and therefore, your child.

Dennis Dumlao

P&C President

Message from the students

The NHSPASRC and Prefect body are integral parts of the school community, providing platforms for students to make valuable contributions to school improvement and further their leadership skills. 2017 was a very exciting year for both leadership teams.

In 2017, with Ms. Bivona as the teacher co-ordinator, NHSPA's SRC positioned environmental initiatives at the forefront. They successfully installed Dyson hand dryers in the school bathrooms and implemented moveable garden beds; 'Vegepods'. This initiative was supported by a Landcare Australia and Yates grant, secured by SRC members via the Youth Leading the World forum.

The SRC also co-ordinated a highly successful World's Greatest Shave for the 6th consecutive year, raising \$15 072, and securing a spot as one of the top thirty fundraisers in NSW.

In 2017, NHSPA had a very strong and collaborative Prefect body, with a proactive role in the school community. They successfully introduced a range of events and initiatives supporting their chosen charity, 'Beyond Blue', which has remained the Prefect charity for 2018. They initiated the highly successful, 'Beyond Blues festival', which showcased Newtown's talent and creativity as a strong fundraiser for Beyond Blue. The 2017 Prefects also established the 'Men's Wellbeing Committee', encouraging discourse surrounding men's health and promoting collaboration between male peers – an important initiative to support the school demographic. One of the goals of the Prefect leadership team in 2018 is to extend and improve on this important initiative. Communication relating to initiatives such as weekly busking, the addition of a new water bubbler, the purchasing of new film equipment for the school and community involvement was strengthened via the Prefect Facebook page and regular addresses at school assembly. Overall, the 2017 Prefects raised \$1500 for Beyond Blue.

Ava Kalinauskas

School Captain

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.

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.

Learning Domain

A strong culture of learning that demonstrates the building of educational aspiration and ongoing performance improvement across its community is an integral aspect of success at Newtown High School of the Performing Arts. There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement based on the principles of Creativity, Excellence, and Equity. Positive, inclusive and respectful relationships exist across the school community and underpin a productive learning environment. Students are supported to develop strong identities as learners and to take responsibility for their ongoing learning. Tell Them From Me survey results reinforces this learning culture with Happiness, Optimism, Interest and Motivation indicators increasing on average from 2016 to 2017 and higher than state average.

Student wellbeing is strongly supported through a strategic and planned approach to support the cognitive, emotional, social and physical wellbeing of all students. A comprehensive, responsive and inclusive framework is in place to support the wellbeing of students underpinned by Positive Psychology, Growth Mindset and Restorative practices.

Extensive curriculum provision allows for students to develop their creativity and artistic pursuits with substantial numbers of students engaged in extra curricular and co-curricular programs. Systematic and ongoing evaluation of co-curricular programs are evident, a Performing Arts Co-ordinator position established to support collaboration between Performing Arts faculties, and increased focus on developing industry professional links as evidenced by the Dance Lighthouse Festival.

The school has implemented systematic and reliable assessment information, allowing for efficient communication of student performance through online publishing of academic reports. Student performance in internal and external assessments are readily available through the Parent and Student Portal for teachers and parents to monitor progress. A School Project Coordinator (SPC) was created to research best practice in assessment and feedback and lead professional learning and implement strategies to improve assessment and reporting. As a result, individualised feedback based on growth mindset has been implemented in most stage 6 reporting.

Students at Newtown High School of the Performing Arts consistently perform at high levels on external and internal school performance measures. Performance for equity groups is comparable to the performance of all students in the

school. Increasing numbers of students have taken up tertiary opportunities interstate or overseas as a result of industry and professional partnerships established by Newtown High School of the Performing Arts.

Teaching Domain

Student learning at Newtown High School of the Performing Arts is underpinned by professional and committed teaching staff. Teachers provide explicit, specific and timely formative feedback based on growth mindset and positive psychology. Restorative practices underscore behavioural management practices to develop students into resilient, collaborative and committed students. Evidence-based teaching strategies utilised by staff in their daily pedagogy ensure students are engaging in productive and effective learning.

Staff effectively use data to evaluate student understanding, inform planning and modify teaching practice. The Wellbeing team reviewed current programs and practices, feedback from student forums, and results from the Tell Them From Me survey to inform future practices. The Creativity team conducted a student focus group to assess the relationship between connectedness and extra and co-curricular programs. All staff routinely review SMART and RAP data with internal measures to build consistent and comparable judgement of student learning.

The school leadership team identifies expertise within staff and draws on this to further develop its professional community. Teachers evaluate the effectiveness of their teaching practices, including learning growth and outcomes, to plan for the ongoing learning of students in their care. All teaching staff have engaged in the Professional Development Framework to plan their professional growth and has utilised the range of professional learning opportunities including Teacher Professional Learning (TPL), Teacher Creative Learning (TCL), Cross Faculty forum, and in school professional learning during staff development days and meetings. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for pedagogical improvement as evidenced by the work of the Bump It Up team, Aboriginal team and Learning Support team.

Leading Domain

Through collaboration, the school leadership team promotes a culture of high expectations and continuous ongoing evaluation and reflection of practices. All staff proactively seek to improve their performance by engaging in the Professional Development Framework. Professional learning in the school is aligned with the school and faculty plans. Teachers actively engage in internal and external professional learning through applications for Teacher Professional Learning (TPL) and Teacher Creative Learning (TCL). Staff have purposeful leadership roles based on professional expertise and where possible is committed to the development of leadership skills in staff and students as evidenced through the establishment of two School Project Coordinators (SPC).

Staff at Newtown High School of the Performing Arts use research, evidence based strategies and innovative thinking in designing and implementing the school plan. The school community uses the school's strategic directions and practices to focus resources with accompanying timelines and milestones to direct these activities towards effective implementation of the school plan. Teams are established and individual expertise identified to lead Teams to implement strategies to achieve key objectives and achieve improvement measures.

School resources are strategically used to maximise student outcomes and enhance student engagement. Through infrastructure grants, the school community has an opportunity to implement innovative practices at a local level. Examples of grants included, funding for STEAM Project Based Learning, flexible learning space in Mathematics, acquisition of professional multimedia recording instruments and acquisition of outdoor furniture.

Strategic long-term financial management is used to maintain the resources and facilities to a high standard, within the constraints of the school budget, and provide a safe environment that supports learning. Physical learning spaces are used flexibly, and technology is accessible to staff and students throughout the school and from home.

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

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

Newtown High School of the Performing Arts continues to support high expectations for student learning through enhancing the co-curricular programs which enrich student professional learning through local and international industry links. All performing arts faculties planned and implemented a professional workshop schedule which included masterclasses, music and dance festivals, professional workshops, and overseas tours. 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 masterclasses as well as attend the Tertiary Information lecture and Open Day and perform at the evening performance. 50% of students participated in extra-curricular programs as evidenced by the Tell Them From Me survey up from 43% in 2016 and 20% in the state.

Embedding Creativity into curriculum and learning culture was a key focus achieved through the establishment of a Creativity Team, development and implementation of a creativity task in stage 4 by all faculties and professional learning for all staff on Creativity. Feedback from the student creativity forum indicated a high level of engagement and increased understanding of the skills that promote creativity.

Teacher Creative Learning (TCL) was well supported in 2017 with 51% of staff taking up opportunities to broaden teacher understanding of creativity in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% increase in the number of students involved in extra-curricular activities from 106 to 212.		Significant progress has been made towards increasing extra-curricular opportunities for students with the school exceeding the target of a 100% increase in the numbers of students involved in these activities. Students consistently reported through the Tell Them From Me survey superior levels of participation in extra-curricular activities with 50% of students in year 7–12 in comparison to 43% in 2016 and across NSW at 20%.
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	Resources \$30,000	All Performing Arts faculties implemented a professional workshops schedule incorporating Drama UK tour, Lighthouse festival, Music and Dance China tour, Essential Ellington Cantable festival, Manly Jazz festival and Visual Arts exhibitions. All students involved in the co-curricular program participated in at least one professional workshop.
Classroom activities that promote creative and original thinking are designed and embedded across all Key Learning Areas.	Teacher Creative Learning \$11,170	Establishment of a Creativity Team to lead professional learning and implementation of strategies to embed Creativity into teaching and learning. Establishment of a creativity task in stage 4 across

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classroom activities that promote creative and original thinking are designed and embedded across all Key Learning Areas.		all faculties. Feedback through the Creativity focus group indicated that there was a high level of success and increased understanding of Creativity dispositions.

Next Steps

- Explicit embedding of creativity in teaching and learning programs.
- Consistent provision of Innovative pedagogy.
- Investigation of the possibility of expansion of curriculum to include creativity elective line –stage 5.
- Professional development, collaboration and observation in innovative learning spaces.
- Flexible timetable.
- Creative partnerships with external institutions and organisations.
- Refined, supported and funded extra-curricula opportunities including Inter- school, international and national opportunities for students.



Purpose

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

Overall summary of progress

Timely and accurate reporting practices with 50% of faculties adopting positive and growth mindset feedback within year 12 reports. Students receive explicit feedback to support further progress and achievement which further enhances existing systems and structures implemented for Positive Psychology. A record 199 entries from 84 individual students were placed on the NSW Distinguished Achievers list for receiving 90+ in at HSC course. An impressive 36% of students achieved marks of 80 or more in 10 or more units compared to 24% in 2016.

Students in years 7–10 showed improvement in their results with 4% increase of students achieving grades A or B in their final school based assessments. Results from the Tell Them From Me survey indicated that students in years 7–10 on average demonstrated a higher intellectual engagement in comparison to the state.

All staff participated in professional learning throughout the year. Teachers actively evaluated, shared and discussed learning from targeted professional development with other staff as evidenced in the cross-curricular STEAM project in stage 5.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase by 5% the number of HSC results in the top 2 bands from 472 to 496.		<p>Sustained increase in the number of HSC results in the top 2 bands from 472 in 2015, 534 in 2016 to 566 in 2017 resulting in an overall increase of 20% from 2015.</p> <p>A Feedback team was established and reviewed best practice in student feedback. This led to the introduction of Growth Mindset into reporting and assessment practices.</p> <p>Improved delivery of stage 6 assessments and feedback through use of ICT.</p>
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.	Teacher Professional Learning \$3,000	<p>Most faculties implemented feedback procedures that emphasise growth mindset in stage 4 and 5 leading to a sustained increase of 4 percent in the number of students in year 7–10 achieving grades A or B in school based final assessments.</p> <p>There has also been ongoing implementation of the coaching program in stage 5 and improved delivery of student reports through the student and parent portal. As result there has been improvements in the information provided to students for further progress and achievement in student learning across the curriculum.</p>
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	Beginning Teacher funding \$22,977	In 2017, the school continued to embed practices for collaboration and modelling of effective practice and feedback to improve teaching and student outcomes. All staff engaged in cross faculty meetings, implemented the Professional Development Framework and collaboratively engaged in Teams including Bump It Up, Creativity,

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 and the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student		Technology, Aboriginal Education, and Feedback and Growth Mindset. A cross-curricular STEAM program in stage 5 was also implemented allowing for professional dialogue, collaboration and modelling of effective practices that support student outcomes.

Next Steps

- Individualised student reports that incorporates student's strengths, areas for their development and growth focus.
- Review of stage 4, 5 and 6 curriculum.
- Continuation of Bump It Up program to specifically target students. Review cohort data and update Bump It Up lessons that incorporate 'plus two strategy' annually.
- Negotiated teacher collaborative programs/opportunities.
- Explicit systems for research of innovative and creative teaching methods that include team teaching, classroom observations and feedback.
- Use of professional standards and PDP's to identify and monitor specific areas for development or continual improvement.



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

Building on strong wellbeing initiatives implemented in the last three years, the Wellbeing team embarked on evaluating existing programs to support strategic and planned approaches to support the wellbeing of all students so that they can connect, succeed, thrive and learn. The Tell Them From Me survey was collated and analysed by the Wellbeing Team. In addition, a Wellbeing Conference was held to review and plan wellbeing initiatives.

A Bump It Up team was established, which reviewed best practice and implemented school-wide strategies to support literacy and numeracy across the school. Members of the team assisted staff in identifying students achieving below the minimum standard and modelled explicit teaching and learning strategies to support students. The Team also support a culture of high expectations by engaging in strong collaboration between parents, students and the community to inform and support students in navigating changes as a result of reforms in HSC requirements.

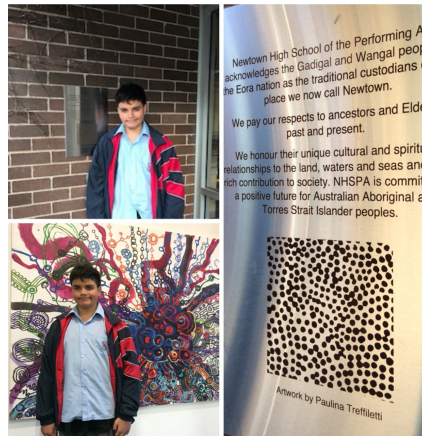
Students in equity groups were identified and all students had an ILP developed. As a result, students performed at high levels with equity gaps closing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To develop a wellbeing program that creates a more positive school culture through improved student engagement as measured by Tell Them From Me survey	Wellbeing \$10,000	Current wellbeing support provisions were collated and mapped by the Wellbeing team to begin the process of a gap analysis. Data was collected on student wellbeing using Tell Them From Me student survey to inform review of wellbeing practices.
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%	Teacher Professional Learning \$3,000	The number of students achieving in the top 2 bands for Writing increased from 51.9% in 2016 to 63.4% in 2017. Increased integration of strategies into programs aimed at improving the performance of students with lower performances in writing as identified via NAPLAN data.
Performance in literacy and numeracy for equity groups is comparable to the performance of all students	\$12, 180 equity funding	Establishment of Aboriginal Team in consultation with the Learning Support team ensured that all indigenous students have an Personalised Learning Plan (PLP). All students with learning difficulties have an Individual Learning Plan (ILP). Establishment of Bump It Up team to analyse student NAPLAN data to identify students requiring extra assistance. Learning Support Team led professional learning to ensure consistent implementation of differentiation strategies for equity groups.

Next Steps

- Developing a Stage 6 transition program to incorporate the two phases of transition, Year 10 into 11 and Year 11 into 12.
- Staff training in the language and practice of positive psychology in a classroom.
- A review of all current KLA programs to ensure that they include activities suited for students of all abilities.
- Using a common platform (eg:Google Suite) across all KLAs to deliver consistency and to cater for the dynamic nature of the school.
- Establishing a team to investigate the various models and suitability of Project Based Learning for implementation at NHSPA.
- A consistent approach to the implementation of the Behaviour Management Plan by developing a more explicit set of guidelines for students and teachers.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12, 180 equity funding	<p>All aboriginal students have personalised learning plans which were developed with the students and their carers to set out their goals for 2017. Students received ongoing learning support throughout the year and at the end of the year the PLP's were reviewed with all students achieving their goals.</p> <p>The school also continues to have an Aboriginal team to support indigenous students as well as host events and develop programs that integrate Aboriginal education into the curriculum.</p>
Low level adjustment for disability	\$119, 637 equity funding	The Learning Support staff provided and arranged ongoing learning support for targeted students, developed Individual Learning Plans with students and their carers, facilitated the modification of curriculum and co-ordinated the disability provisions program. Additional counsellor support was provided.
Socio-economic background	\$16, 829 equity funding	The Learning Support team comprising of LAST, Deputy Principal, Year Advisors and Counsellor developed ILP for all targeted students with explicit literacy and numeracy strategies. Students received ongoing one on one learning support as well as support in the classroom. BYOD devices were provided. The performance of targeted students was comparable in literacy and numeracy to the performance of all students.
Support for beginning teachers	\$22, 977 Beginning Teacher funding	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, Beginning Teacher Co-ordinator and Deputy Principal Teaching and Learning.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	377	380	387	394
Girls	648	670	674	645

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	2014	2015	2016	2017
7	95.4	95.2	96.7	96.3
8	93.7	91.8	95	94.1
9	91.4	92.9	94.1	93.5
10	92.4	90.6	93.4	92.3
11	93	92.7	94.6	94.6
12	91.6	91.1	96.7	96
All Years	92.9	92.4	95.1	94.5
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

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	1
Employment	0	1	3
TAFE entry	1	3	6
University Entry	0	0	82
Other	0	0	3
Unknown	0	0	5

Post-school destinations survey revealed that 80% of students applied for Universities either through UAC or other individual institutions, while others chose to pursue study through TAFE (5%), smaller private colleges or go directly to fulltime work (3%). 27% of students indicated that they preferred to take a GAP year deferring their study till 2019, to work, travel or enrol in a *Volunteer Abroad Program*.

Areas of study were diverse, reflecting the variety of talents and aspirations of the 2017 cohort. Some of the most popular areas of intended study included:

- Arts/Humanities (13%)
- Fine Arts/Design (9%)
- Communications (6%)
- Dramatic Arts/Theatre, Music, Dance (15%)
- Education (7%)
- Health: Nursing Paramedics (5%)
- Science: Bio, Vet, Medical, Sports (18%)

Popular TAFE/Private College courses included Music Industry related courses, 3D Animation, Fashion Design and Carpentry. The majority of our student chose to study at The University of Sydney, University of Technology Sydney, Macquarie University, University of New South Wales and University of Wollongong. Other universities or tertiary institutions included Australian National University, University of New England, University of Western Sydney, Charles Stuart University Bathurst, Melbourne University (VCA), WAPPA, The National Art School and University of 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 2017, 7% of Year 12 students were enrolled in an TVET course at various TAFE campuses. Areas of study included Hospitality, Human Services Health, Animal Studies, Early Childhood and Entertainment. One student completed a school based apprenticeship and Traineeship in Retail Operations.

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
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	51.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.8
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	100
Postgraduate degree	20

Professional learning and teacher accreditation

A significant amount of professional learning was undertaken by Newtown High School of the Performing Arts staff in 2017.

In 2017 there were 210 applications for professional learning activities approved with an average expenditure per staff of \$1,046. A total school expenditure on teacher professional learning for the year was \$73,221. 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 various Professional Learning.

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

Five 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 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	2,571,248
Revenue	11,151,410
Appropriation	9,282,911
Sale of Goods and Services	147,900
Grants and Contributions	1,677,468
Gain and Loss	0
Other Revenue	0
Investment Income	43,131
Expenses	-11,925,631
Recurrent Expenses	-11,925,631
Employee Related	-9,254,008
Operating Expenses	-2,671,623
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-774,221
Balance Carried Forward	1,797,028

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	8,955,632
Base Per Capita	162,149
Base Location	0
Other Base	8,793,483
Equity Total	157,187
Equity Aboriginal	12,180
Equity Socio economic	16,829
Equity Language	8,541
Equity Disability	119,637
Targeted Total	46,658
Other Total	86,681
Grand Total	9,246,158

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 Year 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.

In 2017, the school established the Bump It Up Team to implement explicit systems for improving reading, writing and numeracy. The Team analysed SMART data and internal assessment data to identify areas for improvement. The Team developed school-wide strategies and led professional learning to support student outcomes. Analysis of all year 9 student NAPLAN results showed an increase of 11% in students achieving Band 8 or higher in numeracy, 11% increase in the number of students achieving a Band 8 or higher in writing and 6% increase in the number of students achieving a Band 8 or higher in reading.

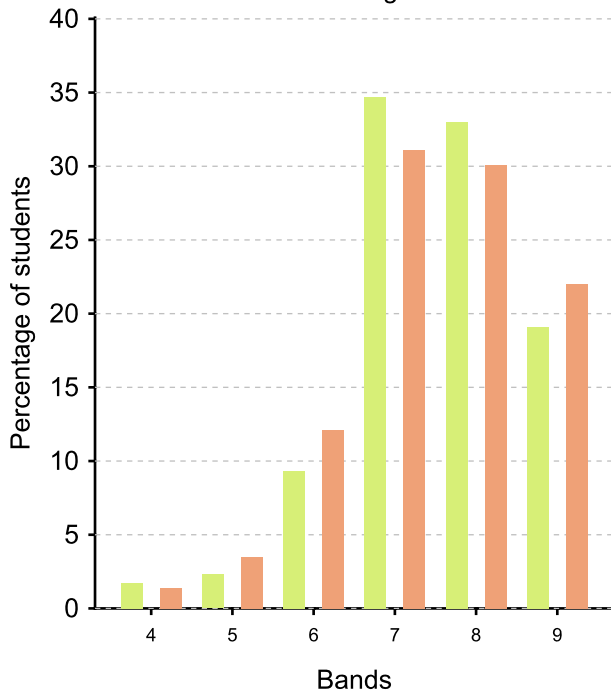
In the 2017 reading section, 96% of Year 7 students performed above the minimum standard (above band 5 level) and 63.5% of Year 7 students exceeded the expected growth. 86.7% of Year 7 students were placed in the top three bands compared to 81.5% in 2016 and 53.2 % in the state. This level of improvement maintains an upward trend over the past years.

Year 9 reading results was also impressive with 96.4% of Year 9 students above the minimum standard (above band 6 level) compared to 95.8% in 2016 and 73.3% in the state. 65.5% of Year 7 Students exceeded the expected growth. 82% of Year 9 students achieved the HSC minimum standard in Reading

In the spelling component 63.5% achieved expected or higher growth with 96% of Year 7 students achieving above the minimum standard. 96.4% of Year 9 students achieved a result of Band 8 or higher.

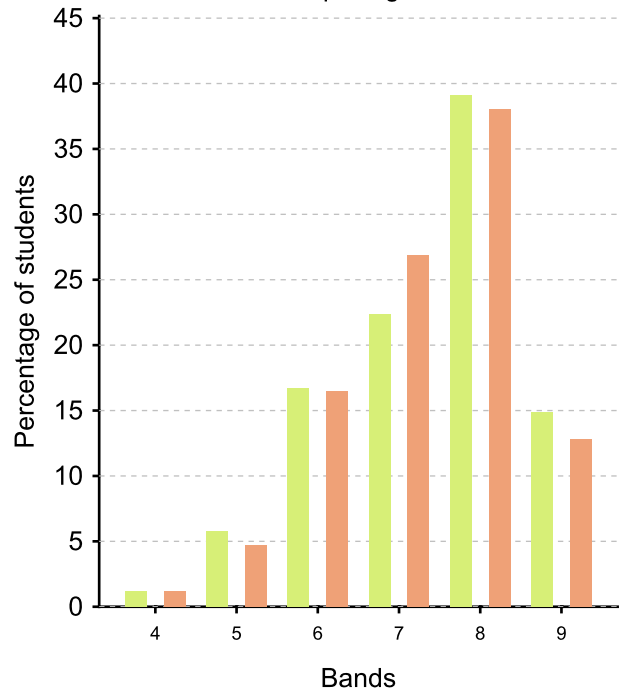
In the Grammar and Punctuation section, 94.3% of Year 7 students performed above the minimum standard compared to 81.7% in the state. 92.9% of Year 9 students achieved above the minimum standard with 61% achieving beyond their expected growth from year 7 to year 9.

Percentage in bands:
Year 7 Reading



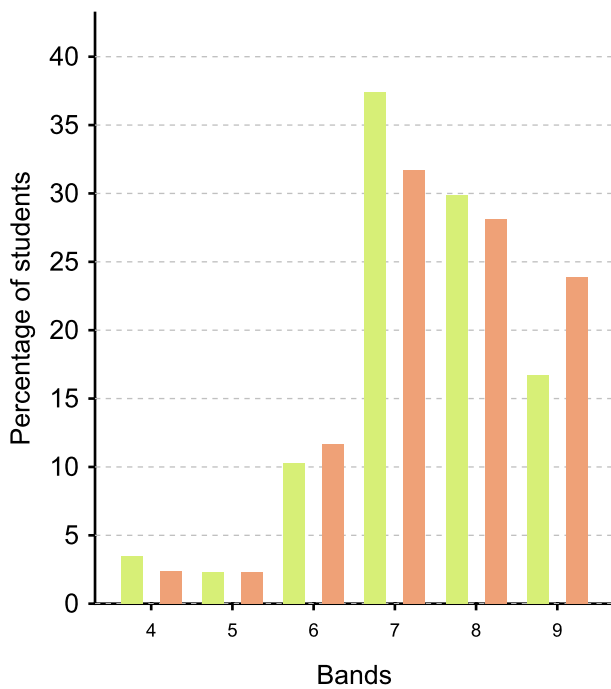
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling



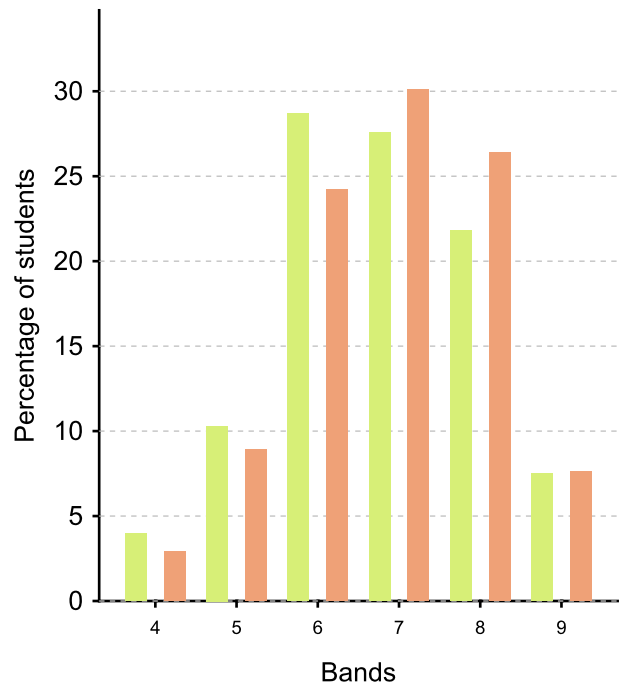
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Grammar & Punctuation



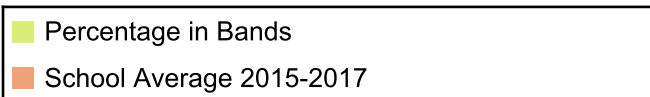
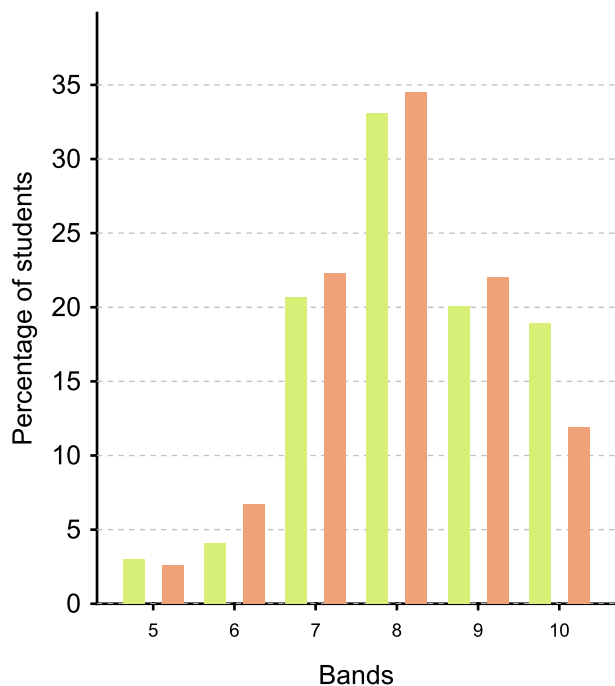
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing

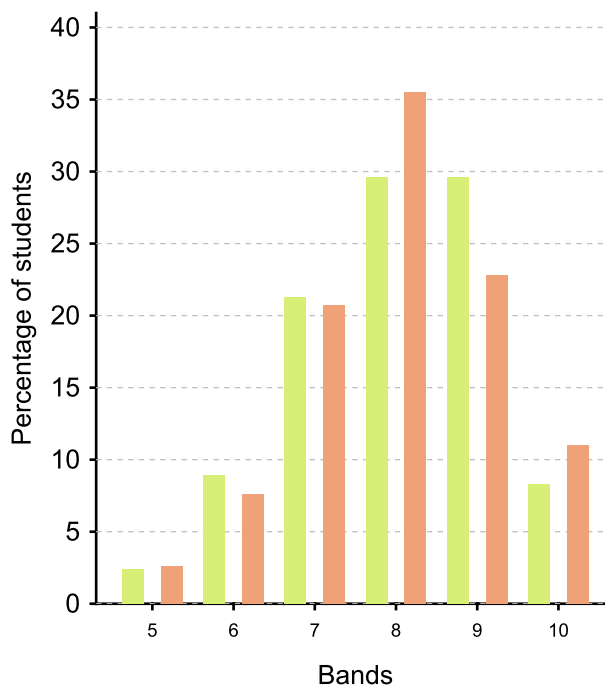


Percentage in Bands
School Average 2015-2017

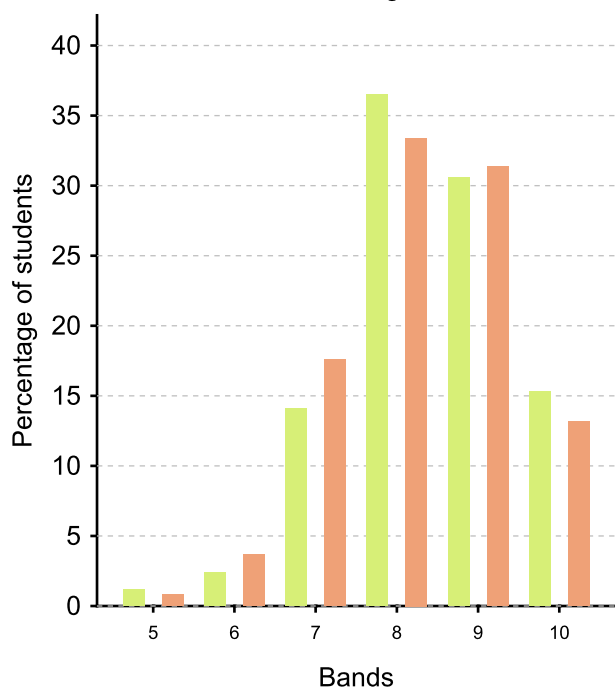
Percentage in bands:
Year 9 Grammar & Punctuation



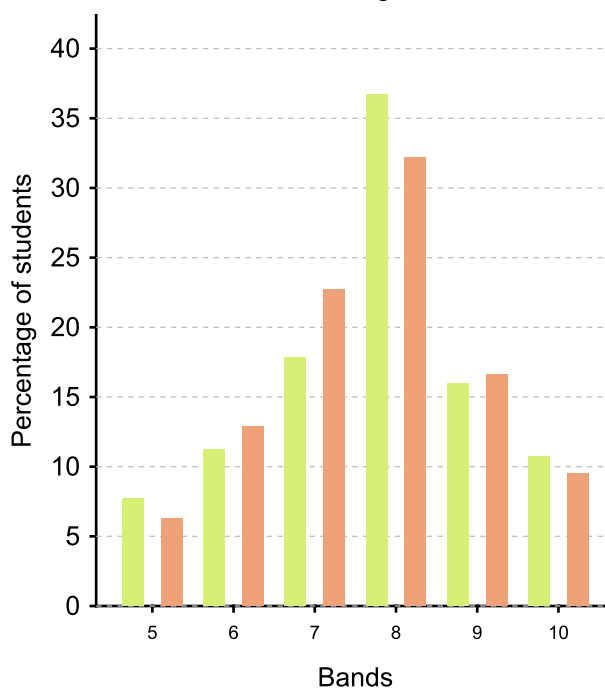
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



In numeracy 94.1% of Year 7 students performed above the minimum standard (band 5 or higher). 83.8% if students were in the top three bands.

Year 9 Numeracy results were outstanding with 81% of students achieving the HSC minimum standards and 78.5% of students exceeded the expected growth. 95.9% of Year 9 students performed above the

minimum standard (above band 7) with 13.6% of Year 9 students in the top band compared to 4.8% in 2016. 78.1% of student results were the top three bands compared to 66.8% in 2016 and 50.7% in the state.

testing. Go to <http://www.myschool.edu.au> to access the school data.

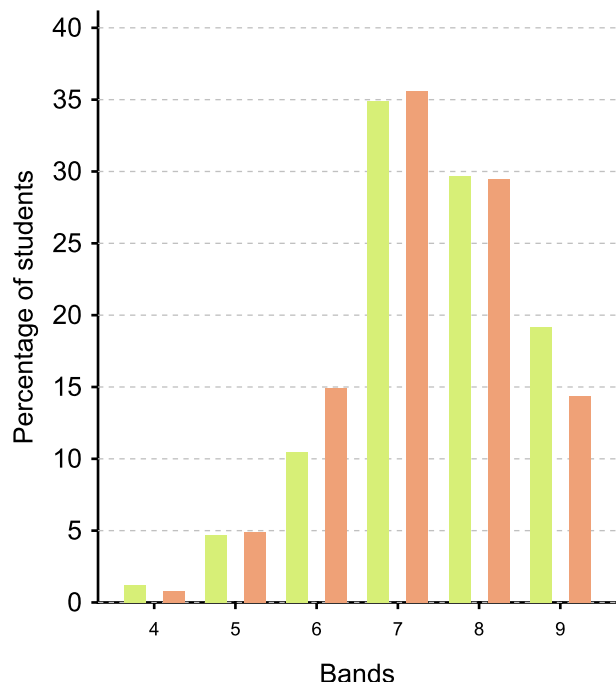


Higher School Certificate (HSC)

The outstanding trend of outstanding HSC results seen at Newtown High School of the Performing Arts over recent years has once again continued with the HSC class of 2017. Congratulations to the students, teachers and families whose achievements include:

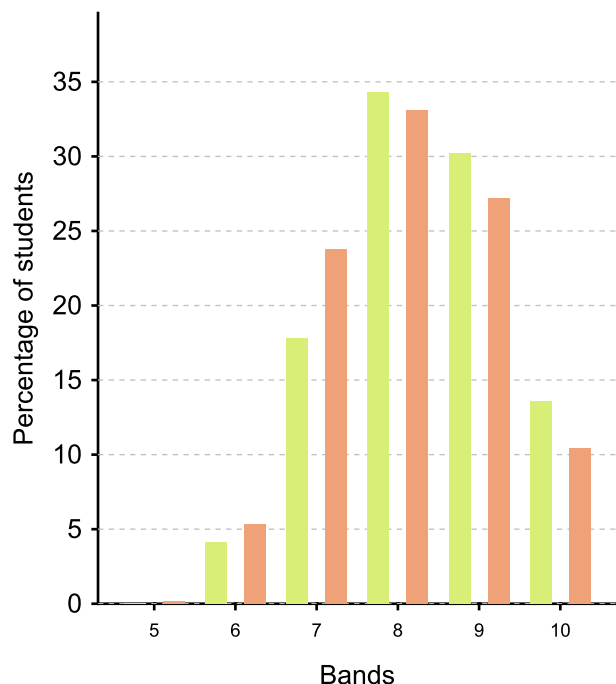
- Students of Ancient History achieved an average 7.4 marks greater than the state mean with 64% of students receiving band 5 or 6 (over 80 marks) compared to 36% state-wide.
- In Biology, 68% of students achieved 80 or more, compared to 35% state-wide.
- 53% of Chemistry students achieved a band 5 or 6 compared to 42% state-wide.
- Dance results were simply stunning. Our students achieved a remarkable 11.7 marks above state average, 61% received 90 plus compared to 13% state-wide and 100% in the top 2 bands compared to 48% state-wide.
- In Design and Technology, 58% of students achieved a mark of 80+ compared to 43% state-wide.
- In Drama, students achieved an average of 5.3 marks greater than the state mean with 20% of students receiving a band 6 (over 90 marks), compared to 13% state-wide and 69% of students received 80+ compared to 42% state-wide.
- English Advanced results saw an average of 83% with 84% of students receiving marks over 80 compared to 69% in 2016 and 63% state-wide.
- With an average mark of 42/50 our Extension 1 English results saw 32% of students in the top band.
- 31% of Extension 2 English students received marks in the top band compared to 21% state-wide.
- 37% of Food Technology students achieved a mark of 80+ compared to 30% state-wide and 19% in 2016.
- Geography results showed 54% of students in the top 2 bands compared to 42% state-wide.
- With an average mark 6 above the state, 24% of Legal Studies students achieved 90+ marks compared to 13% of the state, and 68% achieved a mark of over 80 compared to 43% state-wide.
- Our top Mathematicians showed pleasing

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy

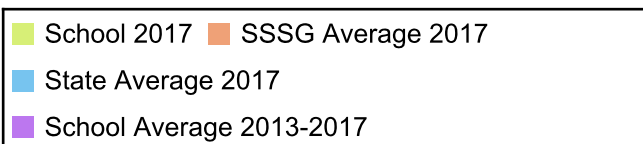
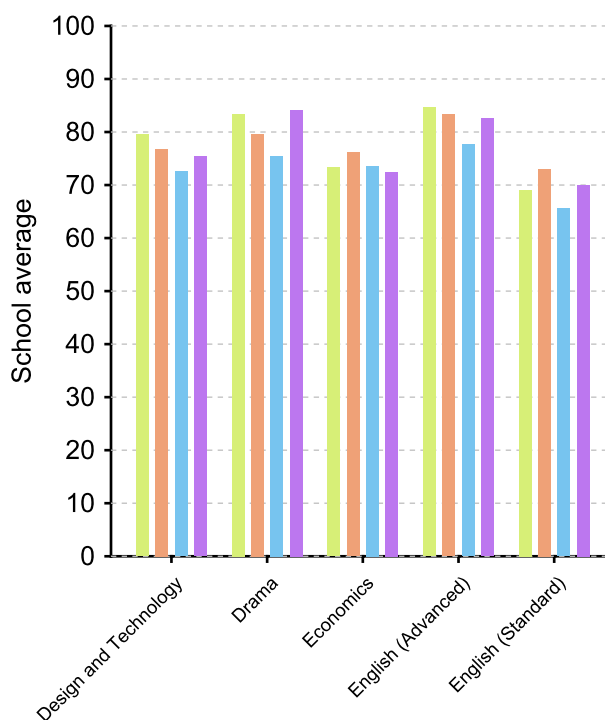
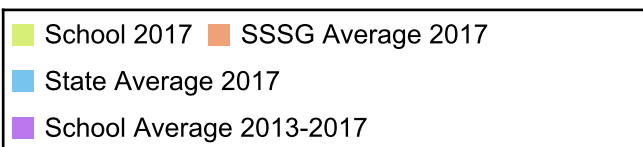
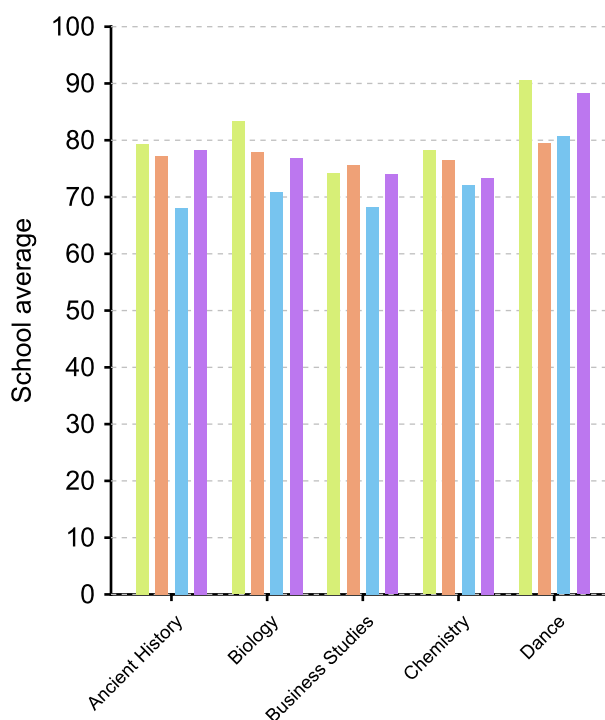


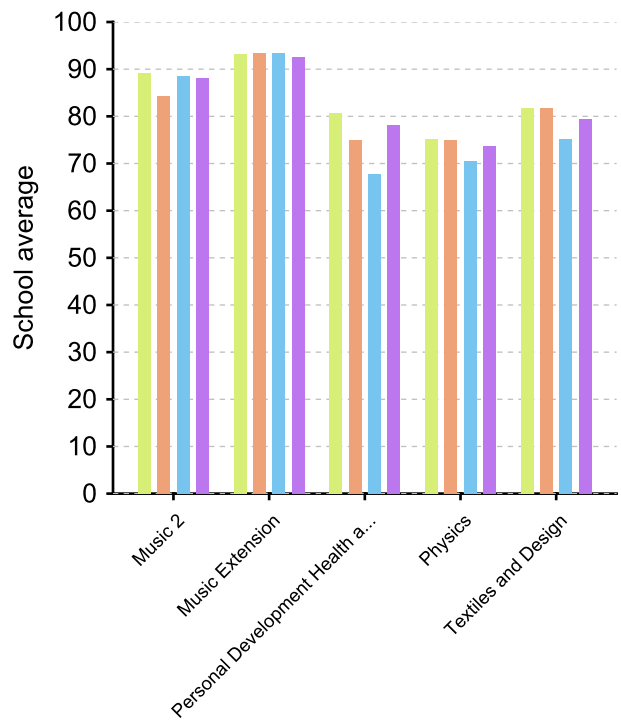
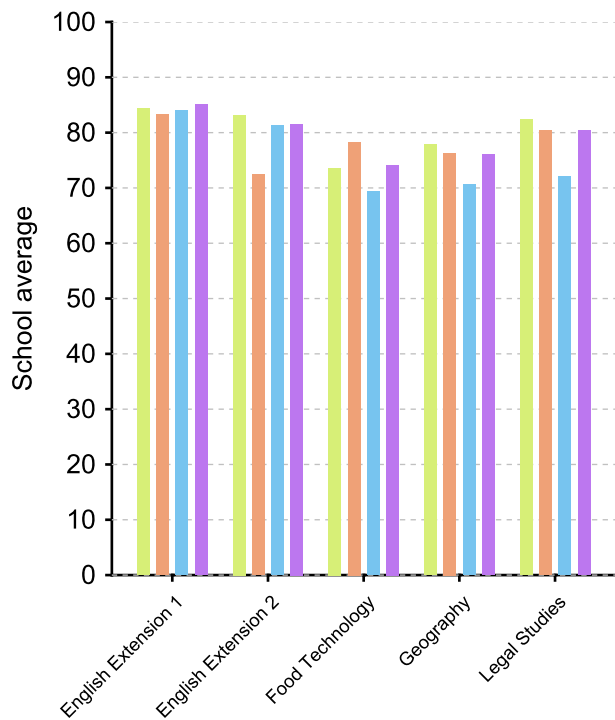
Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy

improvement in 2017 with 71% achieving results in the top 2 bands in Extension2 compared to 50% in 2016 and 33% state-wide.

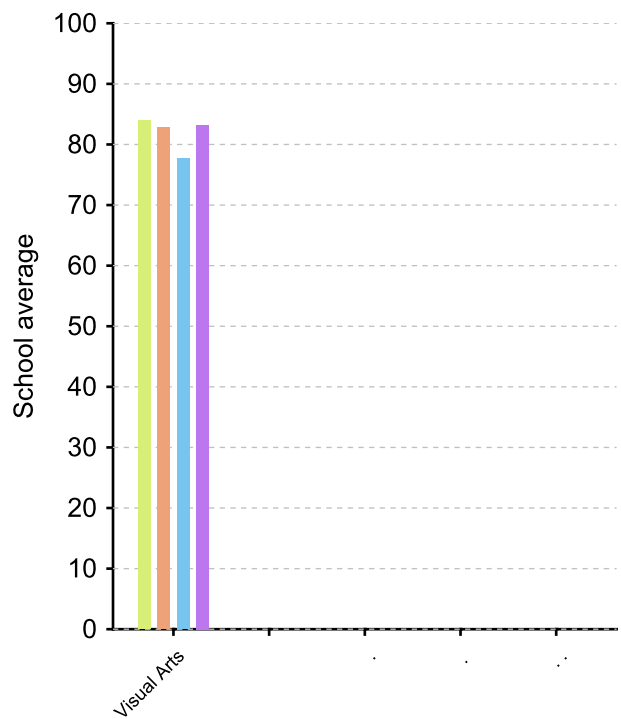
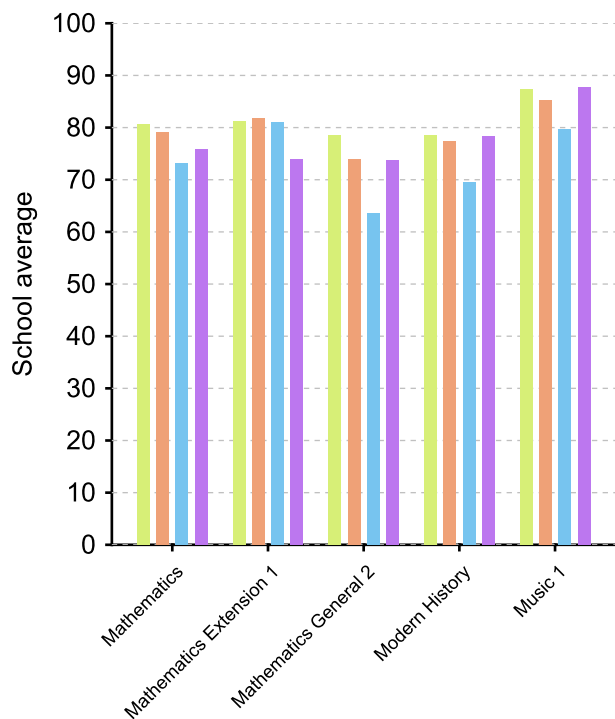
- In Extension 1 Mathematics, 87% of students achieved a mark of 80 or more compared to the 52% in 2016 and 82% state-wide.
- The average mark in Mathematics 2 unit course was 81% with 30% achieving a mark of 90 or more compared to 23% state-wide.
- 26% of our Modern History students achieved a mark of 90 or more, compared to 9% state-wide and 9% in 2016.
- Music 1 results were again excellent this year with an average of 87%, 6% above state average, and 94% in the top 2 bands compared to 65% of the state.
- Our Music 2 results were equally impressive with an average of 89, and 100% of students gaining marks of 80 or more.
- Music Extension results were again pleasing with an average of 46/50 and 75% in the top 2 bands compared to 63% state-wide and 50% in 2016.
- Our PDHPE results, continued the outstanding improvement of recent years with 9.3 marks above state average, 21% achieved band 6 compared to 9% state-wide and 55% in the top 2 compared to 31% state-wide.
- Our Physics results showed very pleasing improvement this year with an average of 75% and 38% in the top 2 bands compared to 24% state-wide and up from 14% in 2016.
- With an average mark of 81.3, an outstanding 74% of our Textiles and Design students achieved marks of 80 or more up from 35% in 2016 and 40% state-wide.
- Finally, Visual Arts students achieved very pleasing results with an average of 81% which was 4 above state, 29% achieving 90+ marks compared with 13% state-wide, and 71% in the top 2 bands compared to 55% state-wide.





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

Once again our students have achieved results with which we can feel very proud. This is further evidenced by a record number of students receiving the prestigious HSC All Rounders award. Congratulations to Gabe Burke, Joseph Dwyer, Kiara Jones, Irene Lewis, Lucy Lock, Imogen Russell and Eugenia Watson achieving over 90% in all of their courses. A record 199 entries from 84 individual student were placed on the

NSW Distinguished Achievers list for receiving 90+ in at HSC course. An impressive 59 students (up from 43 in 2016, 37 in 2015 and 33 in 2014) achieved marks of 80 or more in 10 or more units. Lucy Lock was also placed on the Top Achievers list, being placed 4th in the state for Extension 2 English. The HSC improvement measure we set ourselves 3 years ago was to increase by 5% the number of HSC results in the top 2 bands from 472 to 496. We are very proud to say that we have achieved a 20% increase from 472 to 566. The 2017 results reflect the ongoing commitment of students and teachers and a relentless focus on creating a strong, inclusive and creative learning environment.

Parent/caregiver, student, teacher satisfaction

Ongoing feedback from the school community through discussions at P&C, school forums, staff, team, faculty and year meetings, parent-teacher nights, and the Tell Them From Me survey were collated throughout 2017. 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 and inclusive place where a culture of positive behaviour and learning is evident.
- 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.

During all assemblies and major functions an Acknowledgement of Country is delivered and the National Anthem is sung in language to recognise our connection to Indigenous culture.

The Aboriginal Team worked with indigenous students to coordinated NAIDOC celebrations. As part of NAIDOC week, all faculties integrated indigenous perspectives into their lessons. Key highlights included a NAIDOC exhibition showcasing indigenous works on loan from Jeffery Hassell's collection. The works was used as a study guide for stage 4 Art and Belief Unit. Drama students also participated in master classes. Indigenous dance students participated in the workshops through the Arts Unit as well as Bangarra.

The school also recognised Reconciliation week with Aboriginal Elders invited to address the school and smoking ceremony held.

All indigenous students have an Personalised Learning Plan (PLP) develop in consultation with the Aboriginal Team, Learning Support Team, student and careers to support student learning needs.

Multicultural and anti-racism education

Teaching and learning programs have strong multicultural focus with opportunities for student to explore multicultural issues offered through the curricular and co-curricular 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.



Policy requirements

Aboriginal education