

Conservatorium High School

Annual Report



2018



8147

Introduction

The Annual Report of Conservatorium High School for the school year **2018** is herewith made available to the public. It provides as an account of the school's operations and achievements throughout the year.

The report presents a detailed account of the progress the school has made in providing educational opportunities for its students, as set out in the school plan. It also outlines findings from self-assessment tools; these reflect the efficacy of key school strategies on improving students' learning and the benefits accruing to them from the expenditure of resources, including equity funding.

Dr Robert Curry

Principal

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School background

School vision statement

The Conservatorium High School was established in 1918 at the behest of the inaugural director of the NSW State Conservatorium of Music, Henri Verbrugghen. He firmly believed that *a good general education is as much a necessity to a musician as to a lawyer or a medical practitioner*. One hundred years later, the school remains faithful to this credo.

Through its school-based programs and its collaboration with the tertiary arm of the Conservatorium of Music, Sydney University's School of Music, the Conservatorium High affords intellectually and musically gifted students extensive experience and training in all aspects of music while providing them with a top-notch, broad secondary education.

The Conservatorium High is dedicated to the pursuit of academic and artistic excellence. It esteems the ideals of honesty, integrity and equity, and is committed to providing a supportive and stimulating environment in which students can strive to realise to the full their academic, social and creative musical potential.

School context

The Conservatorium High School is part of the NSW public school network with a net enrolment of 160 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*, the Penrith Symphony Orchestra, the Australian National Choral Association and the Kodaly 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 drawing on 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.

The school continues to deliver effective educational progress but has made significant improvement in some areas. In the LEARNING Element of "Wellbeing" we have moved from *Delivering* to *Sustaining and Growing*. In the TEACHING Element of "Data skills and use" we have moved from *Working towards Delivering* to *Delivering*.

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

Cross Curricular Teaching and Learning

Purpose

To educate our students holistically, the school will promote cross-curricular collaboration amongst staff and students. The school will develop cross-curricular tasks [C-CT] to assist students to identify connections between disciplines, contextualise their learning and extend them creatively and intellectually. By connecting discipline areas, the tasks will also reduce the assessment load, allowing students the time to explore and develop their potential as musicians and scholars.

Overall summary of progress

Despite Professional Learning with the GERRIC Unit of UNSW (staff undertook the Mini Certificate of Gifted Education) progress was not made at the rate envisaged at the beginning of the year. The mid-year review refocused efforts on developing a Rich Task for Yr 7 devoted to the theme of the school's centenary.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The number of assessable tasks will be fewer as consequence of uptake / participation in cross-faculty rich tasks	NIL	The Rich Task that came about achieved some goals but the primary aim, that of fewer assessable tasks, was not met.
Assessment tasks designed to satisfy requirements of more than one subject	NIL	The most productive discussions and greatest progress was made within faculties, especially Humanities. Finding areas of commonality with Maths & Science proved to be the stumbling block

Next Steps

For teachers to be able to work collaboratively on the development of a Rich Task they must have a good grasp of the curriculum demands of subject areas outside their main area of expertise. What proved useful were presentations by teachers on what they believed might be topics and areas of potential common interest in other subjects. Discussion has to take place at a high enough level of abstraction for these areas of common interest to become apparent. And that, in turn, requires more preparedness to become familiar with the curriculum of subjects outside one's area of expertise.

Strategic Direction 2

Peak Performance and Wellbeing

Purpose

Good physical and mental health enables better teaching and learning. By developing and maintaining better health, we enable students and staff to work towards Peak Personal Performance in all areas of endeavour at Conservatorium High School. Developing a 'Growth Mindset' helps develop resilience and is fundamental to meeting the ongoing challenges that face 21st-Century students who strive to work at their peak in a rapidly changing world.

Overall summary of progress

Significant progress has been made in this Strategic Direction in the following Goals:

1. Engage a consultant to assess the current situation at the school and propose a plan of action.
2. Whole-school, stage level and year group psycho-education seminars and focus groups.
3. Engage a School Psychologist as a Peak Performance Coach to work with staff and students (groups and singularly) in an ongoing capacity (currently 2018).
4. Change junior school reporting system from Marks and Ranks (which can be conducive of competition against one another) to Grades and Feedback (which can be more conducive of competition against the standards and collaborative thinking).
5. Re-deploy 2 out of every 3 Assembly times to be Year-Group meetings that address resilience, concentration, peak performance and wellbeing.

Goal 1 has been completed. Goal 2 is well under way with results from the consultant report below. Goal 3 is well and truly underway and is proving very effective. Goal 4 is having a significant effect on the reduction of pressure associated with assessment and reporting. Goal 5 stagnated for about 6 months, even so, Assembly is still not running effectively so we are looking at another set of options for 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in the school mean measurement on a DASS (Depression Anxiety Stress Scale) conducted with all students in the school.	\$36,000	The Report from the Consultant indicates that in the year of this initiative we have had decreases in the number of students reporting severe to extremely severe Depression, Anxiety and Stress: a 13% decrease in Depression, a 30% decrease in Anxiety and a 19% decrease in Stress (based on the DASS).
Provision of additional student psychological and wellbeing services.	\$42,000	School Psychologist, badged as a Peak Performance Coach, has been hired 2 dpw.
Increased uptake of additional student psychological and wellbeing services.	(as above)	200% increase in uptake of Psychological Services
Improved school community perception of overall student wellbeing.	(as above)	Significant improvement in perception of student wellbeing across the whole school community.

Next Steps

Process 1: Completed

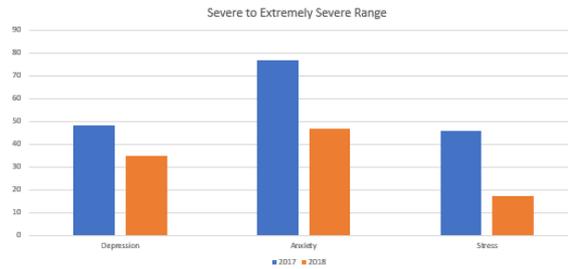
Process 2: May need to alter the Wellbeing committee, Wellbeing team and LaSTeam structures in the school, as there are still some staff experiencing more pressure associated with this undertaking that is reasonable.

Process 3: Stay on target here, and keep Principal fully informed about progress.

Process 4: Need to change Parent/Teacher nights to a Student Conference format.

Process 5: We need a proposal for this Goal or it will fall away due to inaction/inactivity.

DASS Comparative Analysis



Strategic Direction 3

Policies, Procedures and Communication

Purpose

To embed the DoE and CHS Policies and Procedures into workplace routines, communicating effectively with all stakeholders: students, staff, parents, carers, tutors and community groups. To enhance the professional learning of our teaching staff, in particular, with respect to the teaching of gifted students.

Overall summary of progress

The Policies, Procedures and Communication team aim to ensure all staff are aware of and are implementing School and Department of Education Policies. They also aim to review policies and establish an environment where there is a Team Drive containing all faculties assessment, programs, work samples, and other useful resources

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Ensure ease of accessibility to staff of day-to-day procedural policies	There have been two days casual relief expended to work on the Staff Handbook	The 2019 version of the Staff Handbook should be available on Sentral as an electronic copy by July, 2019.
Ensure uniformity of format and version control of all documents	There have been no funds expended to complete this task. One person places a version of Policy Documents on the website using One Drive. This controls the version.	Policies have been uploaded to the website and are version controlled.

Next Steps

The Handbook has been simplified and is now more accessible. The online version needs to be published on Sentral. The Science Team Drive is almost ready to be displayed as a model and critiqued to ensure other faculties are able to use it. Time needs to be allocated in terms of casual relief days to allow for this process to occur.

The school will invest time into the School Website as the public face of the school, ensuring not only accuracy, but currency of information provided therein.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	NIL	N/A
English language proficiency	\$32,284	Learning & Support Teacher engaged. All students of language background other than English are meeting State targets
Low level adjustment for disability	\$27,954	School Learning Support Officer engaged. Students with disabilities are receiving a degree of support but the nature of the need is deepening and outstripping resources available.
Support for beginning teachers	\$12,407	Teachers benefited from training courses and mentoring supported by these monies
CHS Specialist Music Program	\$870, 500	Funds are not tied to student enrolment. Traditionally, the lion's share of the grant goes to Sydney University. Unfortunately, this arrangement is no longer meeting the diverse needs of Con High students; relationships with other tertiary providers is needed. but the school has been stymied in its attempt to strike new tertiary relationships.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	69	69	67	60
Girls	89	90	83	83

Every year the number of applicants for the school increases. For the available 32–35 places, the school has to assess in excess of two hundred auditions. Processing the applications now takes more than a week of the music staff's time.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	97.7	98.1	97.2	96.8
8	96.8	97.2	94.7	96.1
9	95.2	97.6	97.8	97.2
10	97.9	95.3	97.5	94.1
11	97.1	97	94.8	94.4
12	95.6	96.8	96.1	91.6
All Years	96.8	97	96.4	94.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Non-attendance at Conservatorium High School is very low, which we attribute to the quality of education on offer at the school and the level of engagement of our students and staff.

We have been trialling the PXP (period by period) roll marking in SENTRAL in a few faculties but the system and our timetable structure seem to conspire against this working effectively.

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	0
TAFE entry	0	0	0
University Entry	0	0	95
Other	0	0	0
Unknown	0	0	5

Year 12 students undertaking vocational or trade training

No CHS students have gone on to vocational or trade training.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of 2018 Yr 12 Con High students graduated with an HSC.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	10.7
Learning and Support Teacher(s)	0.2
Teacher Librarian	1
School Counsellor	0.4
School Administration and Support Staff	4.78
Other Positions	1

*Full Time Equivalent

We have one staff member who 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	40

Professional learning and teacher accreditation

All teaching staff at Conservatorium High School meet the accreditation requirements of NESAs. Conservatorium High School regularly conducts internal Professional Learning activities and supports staff to undertake external Professional Learning to maintain the high professional standard required to work with our students.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	912,479
Revenue	4,548,083
Appropriation	3,606,940
Sale of Goods and Services	3,413
Grants and Contributions	915,360
Gain and Loss	0
Other Revenue	1,725
Investment Income	20,645
Expenses	-4,767,274
Recurrent Expenses	-4,767,274
Employee Related	-4,014,251
Operating Expenses	-753,022
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-219,191
Balance Carried Forward	693,288

- Conservatorium High School has put aside a substantial sum to upgrade our most frequently

used general performance space to become a high speed/low latency "broadcast" and virtual outreach centre. These works are under the management of DoE ICT, Procurement and Security staff, as well as a number of external agencies and contractors.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,557,650
Base Per Capita	29,044
Base Location	0
Other Base	2,528,606
Equity Total	60,908
Equity Aboriginal	0
Equity Socio economic	669
Equity Language	32,284
Equity Disability	27,954
Targeted Total	18,735
Other Total	41,725
Grand Total	2,679,018

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

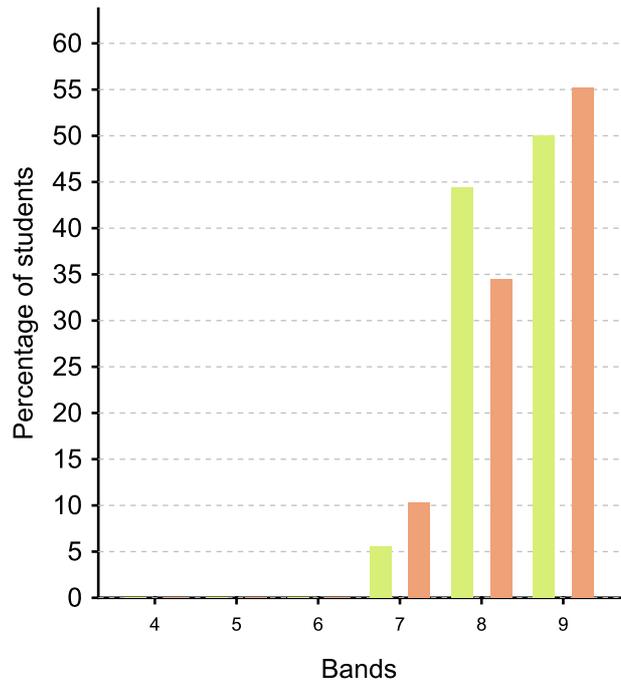
Results for both online and paper formats are reported

on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

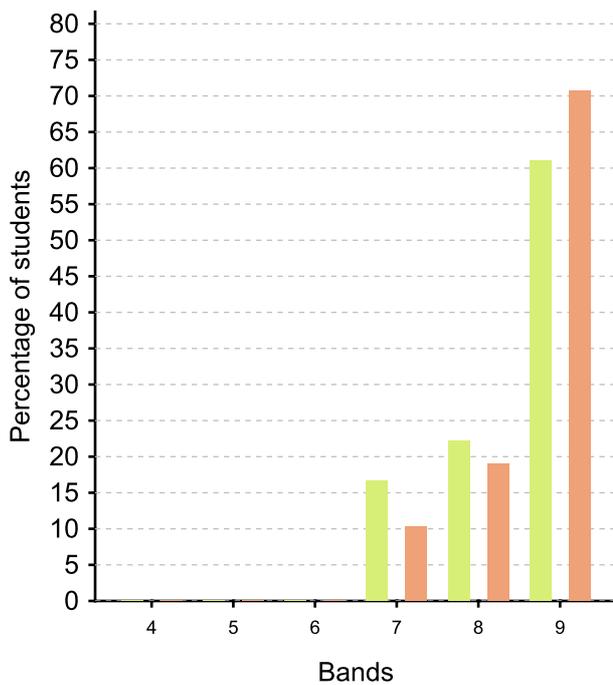
Conservatorium High School continues to exceed State expectations in NAPLAN. In the Premier's Priority Areas of Reading and Numeracy 87.21% of students in Years 7 and 9 achieved results in the top two bands. In Grammar and Punctuation 100% of students in Year 7 and 9 were in the top two bands. Student growth in Writing for Year 7 and 9 exceeded state average and that of statistically similar schools.

As students at Conservatorium High perform at a high level in NAPLAN, growth scores for these students are less meaningful and should be interpreted with extreme caution. A key benefit of transitioning to NAPLAN online will be that the growth scores for these students will be much more precise and accurate than those currently reported.

**Percentage in bands:
Year 7 Reading**



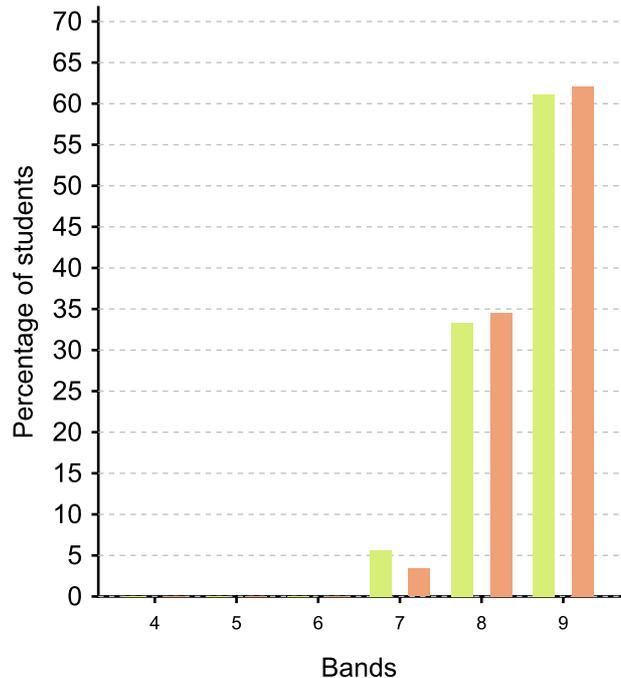
**Percentage in bands:
Year 7 Grammar & Punctuation**



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	5.6	44.4	50.0
School avg 2016-2018	0	0	0	10.3	34.5	55.2

**Percentage in bands:
Year 7 Spelling**



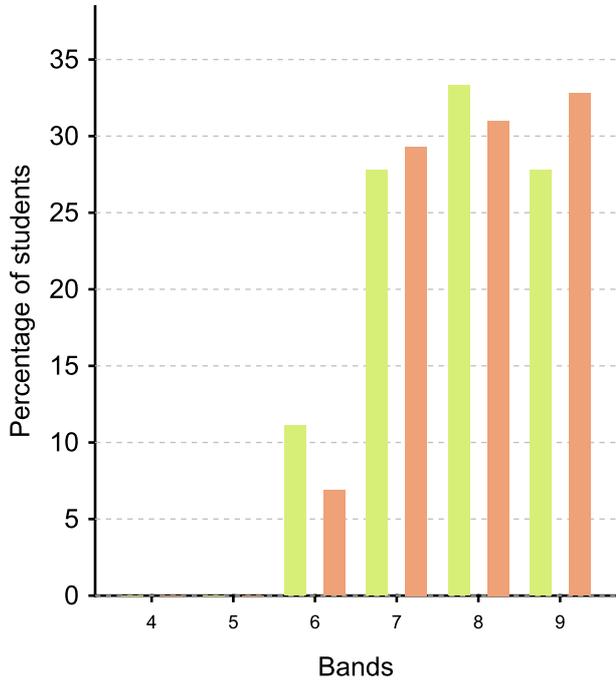
■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	16.7	22.2	61.1
School avg 2016-2018	0	0	0	10.3	19	70.7

■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	5.6	33.3	61.1
School avg 2016-2018	0	0	0	3.4	34.5	62.1

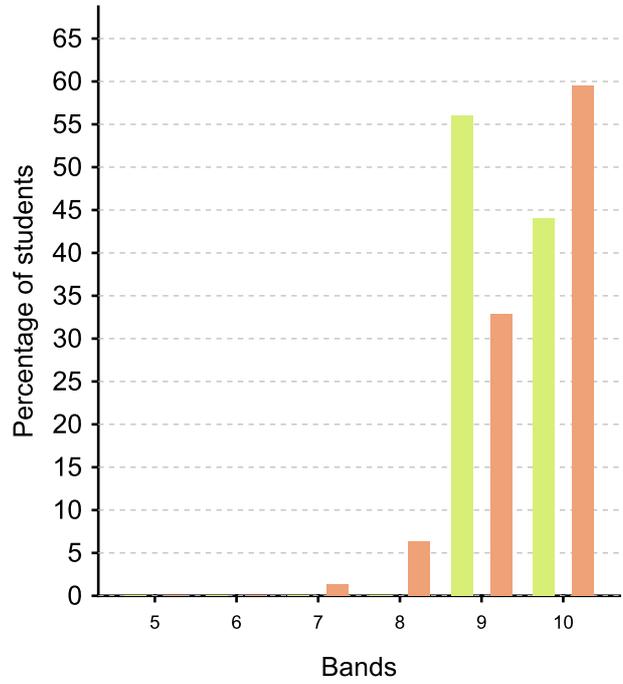
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	11.1	27.8	33.3	27.8
School avg 2016-2018	0	0	6.9	29.3	31	32.8

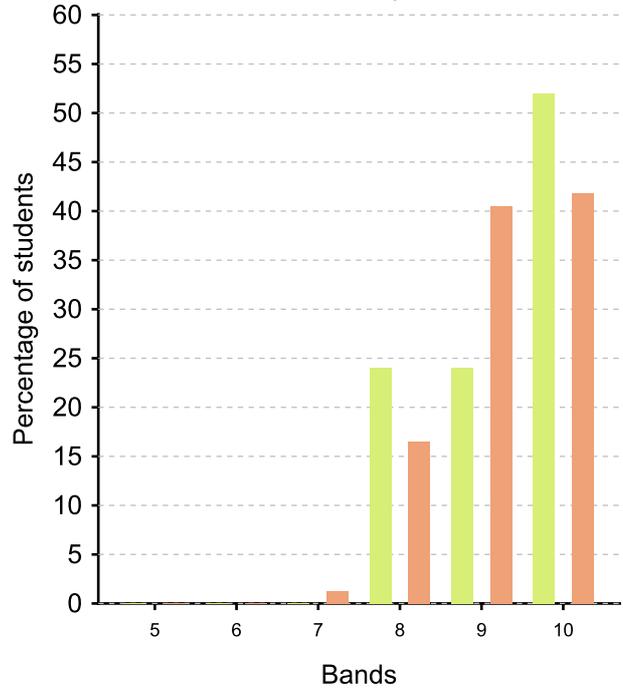
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	56.0	44.0
School avg 2016-2018	0	0	1.3	6.3	32.9	59.5

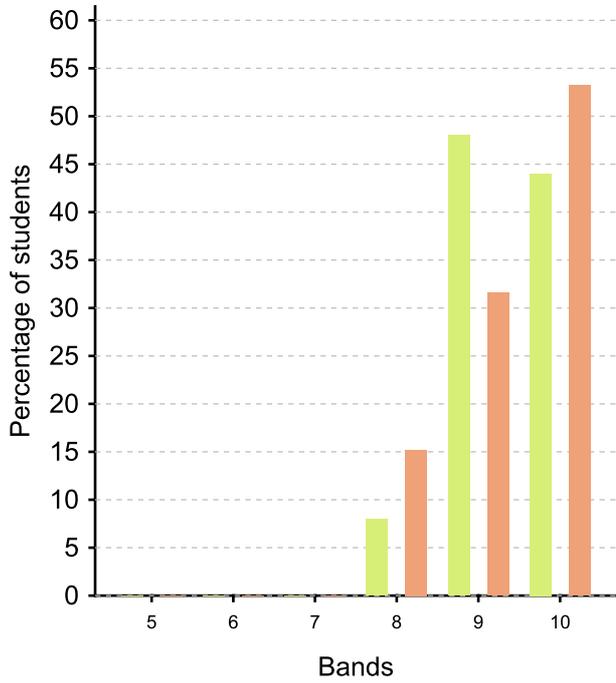
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

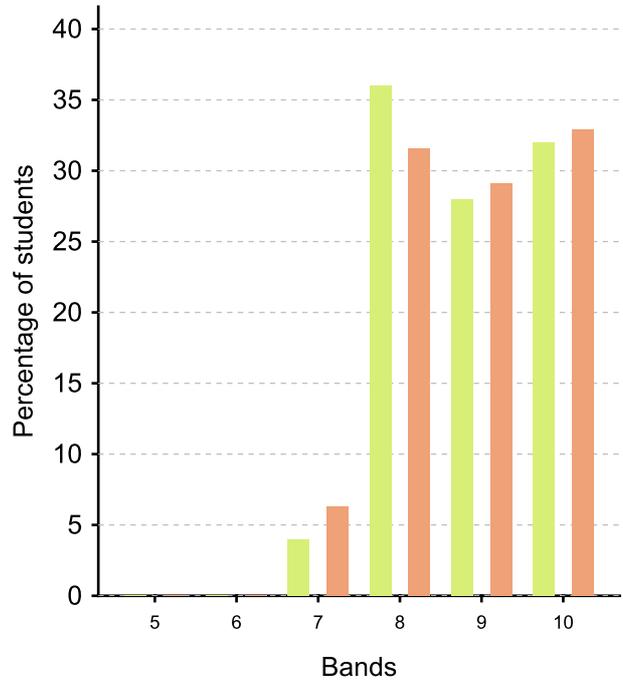
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	24.0	24.0	52.0
School avg 2016-2018	0	0	1.3	16.5	40.5	41.8

Percentage in bands:
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	8.0	48.0	44.0
School avg 2016-2018	0	0	0	15.2	31.6	53.2

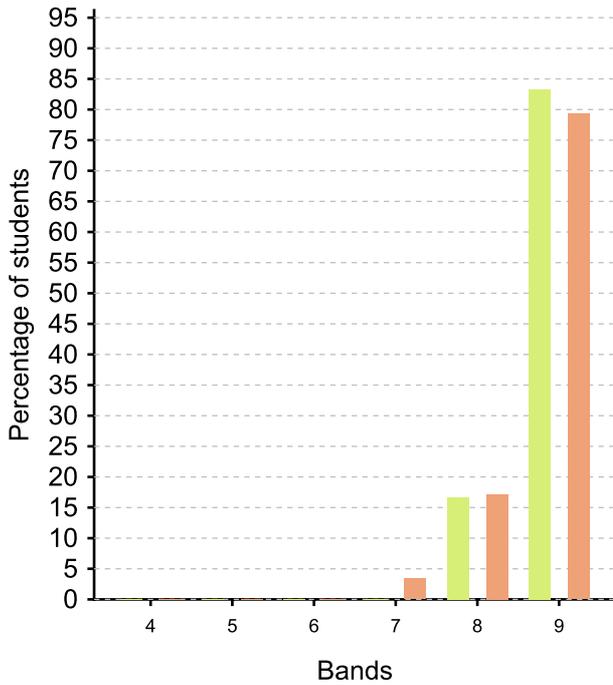
Percentage in bands:
Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	4.0	36.0	28.0	32.0
School avg 2016-2018	0	0	6.3	31.6	29.1	32.9

The numeracy skills of Conservatorium High students continued to improve.

Percentage in bands:
Year 7 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	16.0	24.0	60.0
School avg 2016-2018	0	0	0	11.4	20.3	68.4

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.

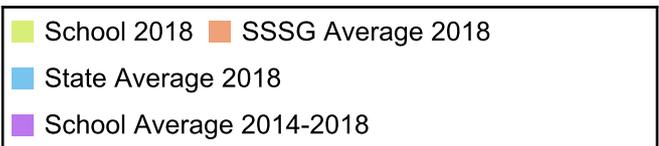
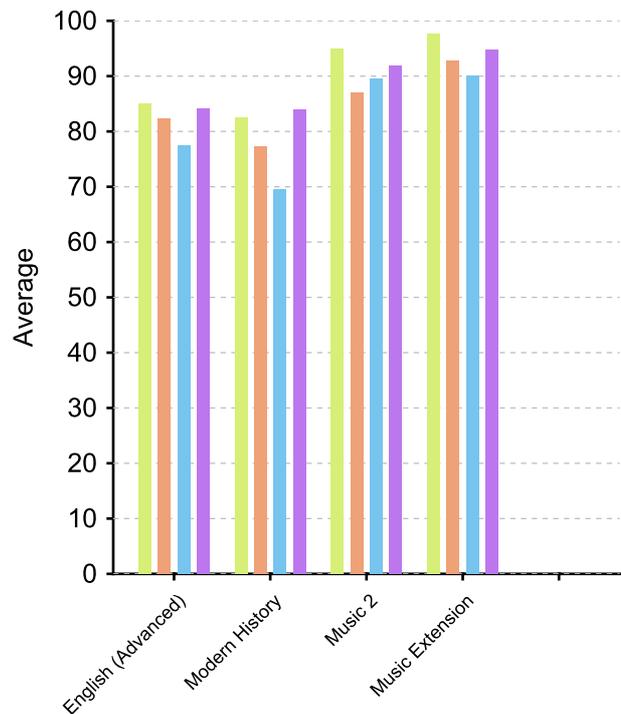
Conservatorium High School operates in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Higher School Certificate (HSC)

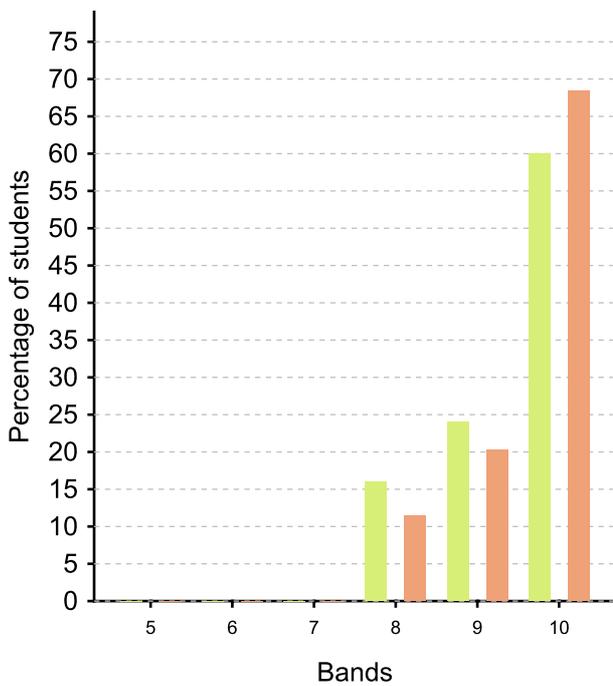
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Every student sitting the HSC in 2018 achieved a Band 6 in Music2



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	16.7	83.3
School avg 2016-2018	0	0	0	3.4	17.2	79.3



Percentage in bands:
Year 9 Numeracy



Subject	School 2018	SSSG	State	School Average 2014-2018
English (Advanced)	85.1	82.4	77.5	84.1
Modern History	82.5	77.2	69.5	83.9

Music 2	94.9	87.0	89.5	91.8
Music Extension	97.6	92.8	90.1	94.8

In 2018 Con High continued its pattern of academic excellence across all subjects in the Higher School Certificate. Measured by the achievement of the proportion of top bands achieved, Con High students performed equal to, or better than the top 10 schools in the State. Students achieved above the state mean in 13 subjects, including rates above the mean of 15.14% in Ancient History, 9.76% in German Beginners, 8.59% in Modern History and 8.18% in Chemistry. In 12 subjects the school's mean exceeded that of a statistically similar school. English results were at their highest level above state average since 2010. In Music2, Music Extension and English Extension 1, all students were placed in the top band. One student was ranked 2nd in the state in Music2 and 19 students were nominated for HSC "Encore".

Parent/caregiver, student, teacher satisfaction

CHS has sought the feedback of our student, teacher and parent body over 2018, with particular reference to Wellbeing and Peak Performance. These surveys (both school-designed and internationally recognised) provided information that informed our staffing mix, processes and practices and led to a significant increase in community awareness and significant decrease in depression, anxiety and stress amongst the student body.

Policy requirements

Aboriginal education

Conservatorium High School engages with the curriculum and, in particular our context/location to enhance the understanding of our students to the culture and significance of our First Nations peoples and their effective stewardship of this continent for 60,000 years prior to European arrival.

Multicultural and anti-racism education

Conservatorium High School is a truly multicultural school. Our students have cultural heritage from each of the planet's continents and have immediate family connections to over 30 countries. Our school reflects the multicultural nature of Sydney, and as musicians, all working in ensemble for the common good, our school is largely harmonious. Our student body and our staff eschew racism and actively promote difference as a resource for greater opportunity.

Other school programs

The Conservatorium High School Music Program

Conservatorium High School runs a comprehensive and extremely high-quality Music Program concurrently with the NESA/NSW Department of Education High School programs of study.

The Con High Music Program comprises several discrete components that nevertheless educationally interact and combine to provide a broad-ranging, comprehensive and high-order developmental music education program that is significantly beyond that available in a normal school and commensurate with the sorts of programs available in many tertiary institutions both in Australia and overseas.

The components covered by the funding under the Non-Tertiary Music Education Program are almost all in the form of subsidies and support. The school provides, in collaboration with our Educational Partners, opportunities, experiences and teaching and learning of the highest quality.

Our Educational partners in 2018 included:

University of Sydney – School of Music (Sydney Conservatorium of Music) Open Academy

Gondwana Choirs – Sydney Children's Choirs

Sydney Youth Orchestra – Tango Academy

KWM Conservatorium Chair in Music Education – Mr Richard Gill (OA)

KMEIA – Kodaly Music Education Institute Australia

ANCA – Australian National Choral Association

Bach Akademie Australia – Madeleine Easton

Repertoire that the student body engaged with included:

A selection of student compositions at Speech Night and

Mouret : Rondeau

Gilbert & Sullivan : Iolanthe

Vaughan Williams : The Old Hundredth

Septimus Kelly : Elegy

Handel : "Utrecht" Jubilate

Haydn : Symphony 100

J Strauss II : "Voslauer" Polka Op. 100

Beethoven : Symphony No. 5

Faure : Cantique de Jean Racine

Dubois : Concerto for Alto Saxophone

Apcar : "Aotearoa"

Constantini : Confitemini Domino

Carissimi : "Plorate, filii Israel" from *Jepthe*

J Strauss Jnr : Kaiser-Walzer

Bairstow : "Let All Mortal Flesh Keep Silence"

Parry : "Crossing the Bar – Freshwater"

Van der Struik : Fanfare for a Century

J Strauss II : Overture to *Die Fledermaus*

Verbruggen : Under the Southern Cross

Dart : Bird Talk