

Newtown High School of Performing Arts

Annual Report



2018



8530

Introduction

The Annual Report for 2018 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.

Sharon Roberts

Principal

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Message from the Principal

The 2018 school year was a significant year of achievement at Newtown High School of the Performing Arts. The school ethos of creativity, equity and excellence was evident in our academic and performing arts programs as well as wellbeing, leadership and sporting programs across the school.

A renewed focus on creativity in all faculties resulted in staff undertaking action research into new pedagogies such as Project Based Learning. Creative and innovative learning spaces were established to enable students to develop and hone their skills in problem solving and critical and creative thinking. Staff engaged in a review of their teaching and learning programs in stages 4 and 5 to ensure creativity tasks were embedded into course delivery and assessment tasks. Report comments were also reviewed to ensure they reflected the school's focus on the creativity disposition and growth mindset.

Our students continued to achieve impressive results in the HSC. These results were the culmination of the students' effort and dedication, the guidance and expertise of their teachers and the ongoing support of their parents. Our NAPLAN targets continued to be exceeded with all students qualifying for the award of an HSC.

Student voice and agency continued to be an area of focus and improvement. In 2018 the SRC (Student Representative Council) was rebranded and restructured to become SEED (Social, Emotional, Environment Development) reflecting a more contemporary approach to student leadership and greater student agency and involvement in a range of programs and events.

Our commitment to student wellbeing saw the development and implementation of a new anti-bullying plan in line with Department of Education policy and guidelines. Consultation with all stakeholders including students, staff and parents was undertaken and feedback from all parties was used to inform the plan.

Students in the performing and creative arts continued to experience a variety of enrichment opportunities to further develop their artistic and performance skills. Highlights included the senior drama production of "The 39 Steps", US Dance tour to Pittsburgh as part of the National High School Dance Festival, master classes including a dance master class with acclaimed choreographer Garfield Lemonius whose work was featured as part of our Showcase dance concert and a joint dance/music tour to Beijing.

I wish to thank our dedicated executive and teachers who work tirelessly supporting our students. Our teachers and non-teaching staff generously devote their time and expertise to ensure our students are provided with the best possible opportunities for success at school and in the future. Thank you also to our parents and community members who have worked enthusiastically to support the school throughout the year. Their interest and involvement has enhanced student learning opportunities and enabled improvements to our building infrastructure and to the school's environment.

Sharon Roberts

Principal

Message from the school community

It has been another exciting, busy and eventful year at NHSPA. Our P&C continues to work collaboratively alongside a strongly supportive school executive and staff led by new principal Sharon Roberts. We thank all those who contribute to the sense of creative community which makes our school so unique. These are the P&C highlights of the past year:

World Earth Festival

Held annually, the festival aims to raise money for school based environmental initiatives. The focus this year was to reduce single use plastic bags. The P&C continues to contribute to the setting up, organisation and running of this day.

Comedy for a Cause

An annual night of comedy to raise funds for the P&C and contribute to the school community. A fun event for all and well worth attending.

Welcome Barbeques

Every year the P&C hosts welcome barbeques for new families with students entering Year 7 and Year 11. These events are designed to introduce new parents to the school community and to provide information and networking opportunities with transition into the school.

Studio Theatre Cafe

During the year the P & C coordinates volunteers to run the Studio Theatre Cafe. Refreshments are made available at Showcase performances and auditions for new students to the school.

St Georges Hall

The installation of the new retractable seating in St Georges Hall was completed and unveiled this year. It has allowed the flexibility of the large performance space to be maintained while improving the functionality and versatility of the area as a whole. The comfort and amenity of the audience has been greatly enhanced.

Teacher and Staff Thank You Morning Tea

The P&C hold morning tea/s as a way for the wider school community to thank the teachers and staff for their hard work. A tempting array of delicious treats are brought together by parents and carers in appreciation of the dedication of all staff.

Specific Initiatives

The P&C works with the school to identify and implement specific funding for a variety of initiatives.

Monthly Meetings

The P&C continues to meet on the second Tuesday of each month during school terms to identify and address ongoing ways to support the school.

As we move forward my focus will be on continuing to build on the strong sense of community currently enjoyed at NHSPA.

Rodney Pickup

NHSPA P&C President 2019

Message from the students

The NHSPA Prefect body and SEED team are a vital aspect of the school community as they allow students to express their experiences and passions, whilst providing a platform for relevant issues to be discussed. 2018 was a year of change for both leadership teams.

The SEED team was initiated at the start of 2018, focusing on the social, emotional and environmental development of the school. This team of year 7–12 students were selected by their peers for their motivation and willingness to improve the school. The team was under the professional guidance of Ms Hindmarsh and Ms Gray, who used their personal enthusiasm for social and environmental issues to drive the SEED team's initiatives. Our annual World Earth Fest was SEED's first event in which they raised \$3000 2018. This provided funding for the installation of two new water refill stations, which was brought to the attention of SEED by the student body. They co-ordinated a highly successful World's Greatest Shave fundraiser, raising \$7000 for the Leukaemia Foundation. They also established an open mic project to allow students to broaden their performance opportunities outside of the classroom. The progress of the SEED team highlights the necessity of student voice being advocated through diligent young leaders.

In 2018 the school had an engaged and collaborative prefect body who sought to enhance the creative opportunities of students, allowing them to instil change within our community. The most notable change in 2018 was the prefects decision to elect school captains based on merit and not on gender. This push from the prefect body resulted in a genderless-based voting system. Along with this change, the prefect body registered NHSPA as a White Ribbon school to raise awareness about domestic violence against women. The White Ribbon mini fest raised \$1370, which was donated to the White Ribbon Foundation. The 2018 prefects introduced a Q&A style International Women's Day panel, which provided students with an avenue to discuss gender equality issues with inspirational women, as well as each other. The prefect body also established a creative writing competition and short film competition, which allowed students to develop their creative skills and showcase their talents. These extensive and innovative contributions demonstrate how integral the prefect body is in establishing NHSPA's sense of culture and community.

Charlie Pilcher

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.

In 2018, 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 results of this process indicated that in the School Excellence Framework domain of **Learning** the school has continued to focus on the elements of Assessment and Reporting, Wellbeing and Curriculum and Learning. The school continued to foster a strong culture of learning that demonstrates educational aspiration and ongoing improvement. 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.

The school continued pedagogical improvements with a gifted and talented focus in a creative learning environment. In 2018, the cross faculty creativity team collaborated with all faculties to develop programs and assessment tasks that promoted creativity in Stages 4 and 5. Classroom activities were designed to foster creative and original thinking. The creativity team continued to embed creative teaching and learning strategies and resources in the classroom and reported creativity outcomes for Stages 4 & 5.

In 2018, the school defined the terms of reference for a curriculum review which will be conducted throughout 2019. The review seeks to identify ways to best cater for the learning needs of all students, foster creativity and excellence and enhance student engagement through curriculum choice.

The School's wellbeing focus for 2018 was to empower students by providing them with an opportunity to contribute to a thriving, supportive, positive school culture. Based on the findings from the school forum and the data from the 2017 Tell Them From Me survey, students expressed the need for greater student voice and advocacy at the school. The Student Representative Council (SRC) was restructured and renamed as the Social (leadership), Emotional (wellbeing) and Environmental (physical and sustainable) Development Program (S.E.E.D). This dynamic student leadership initiative resulted in students having a greater voice, agency and participation in the school. The team comprises of 36 elected student representatives interested in leadership, promoting student voice, working on projects within the school and getting the student body involved in issues that are important to them. Some of the achievements of the S.E.E.D. team have been to raise \$7000 for vital research into leukaemia as part of the World's Greatest Shave, grant submission for sustainable projects at the school and installing water fountains.

Under the **teaching** domain, the school continued to investigate and implement modules of Sentral to access holistic information about each student's wellbeing and learning needs. *Teachers and parents are able to access student NAPLAN results to identify areas of strengths and areas of improvement.* The school's executive team used the school's

strategic directions processes and practices to focus resources with accompanying timelines and milestones to ensure the school was on track to meet the improvement measures of the 2018–2020 School Plan.

The school's Bump It Up team developed teaching and learning strategies to enhance the performance of middle achieving students in improving their reading, writing and numeracy. The Bump It Up team members undertook professional learning which assisted them to analyse the NAPLAN data, identifying students who needed additional support, and to develop specific strategies to support those students as well as the rest of the cohort.

Under the **leading** domain, staff developed their individual Performance and Development Plans (PDPs). Through mentoring and coaching conversations staff set clear directions for their career goals and aspirations as well as recognised the responsibilities, support and resources they required to help achieve those goals. Student learning at Newtown High School of the Performing Arts is underpinned by professional and committed teaching staff. Evidence-based teaching strategies utilised by staff in their daily pedagogy continues to ensure that students are engaging in productive and effective learning.

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

As part of the Creativity strategic direction, all faculties developed and implemented a Creativity based assessment task in Stages 4 and 5. All faculty plans across all KLAs show evidence of creativity strategies and resources which promoted creativity. In 2018, report comments for Stages 4, 5 and 6 were revised based on creativity and growth mindset.

The Library, English and Mathematics classrooms were upgraded with flexible furniture to create collaborative and innovative learning spaces.

As part of the school's co-curricular program: 45 dance students performed at the National High Schools Dance Festival, in Pittsburgh where they performed and auditioned for scholarships to American Universities. All students were successful in gaining offers of scholarships for a number of prestigious institutions. In collaboration with the Arts Unit, our music students performed at the Idea of North Festival as well as professional workshops with Essentially Ellington. Both junior and senior Drama students participated in workshops facilitated by the National Institute of Dramatic Arts (NIDA) and our senior drama students performed "The 39 Steps" by Patrick Barlow. Year 8 students attended the Beijing Joy Dancing Cultural and Art Exchange Week hosted by the Beijing Foreign Affairs Office. This experience provided students with a rich cultural, performing and learning opportunity

In collaboration with the P&C, the school conducted master classes to give students opportunities to participate in at least one professional workshop. An international dance choreographer, Mr Garfield Lemonius conducted a Dance master class and choreographed "Traverse" which was performed by our students as part of the Semester 1 Showcase concert season.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Creativity is taught, assessed and reported on in all courses across all years.	TPL \$35,000	Assessment tasks which embed Creativity have been developed for Stage 4 and outcomes reflect elements of the Creativity Wheel which were reported on students academic reports. Staff knowledge and understanding of creativity continue to develop and school wide practices embedding creativity are implemented. The executive conference focussed on further enhancing knowledge of creativity. The executive team continued to develop and plan further implementation of creativity and changed pedagogical practices that place creativity at the centre of teaching and learning.
A new flexible timetable structure supports the unique needs of our students	NA	The curriculum review was delayed to allow for a considered approach in line with changes in management and the acknowledgement of the complex nature of the review.
Students recognise and appreciate the co-curricula program as a valuable extension of their creativity and professional practice as measured by student	TPL \$4,000	An audit of industry partnerships and networks was completed allowing for a whole school analysis of areas of strong links and areas for further investigation. Strong links were evident in performing arts at a local, national and international

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
surveys and focus groups		scale. Progress has been made by non-performing arts faculties in strengthening existing partnerships and work has begun to establish partnerships with the local community and tertiary sector.

Next Steps

The curriculum review team investigate flexible timetable and curriculum options foster creativity and excellence and student engagement while maintaining the performing arts nature of the school.

The executive to seek feedback regarding possible locations for expansion/development that can be used for future innovative learning spaces.

The executive team to work on transforming teaching and learning through the 4Cs learning model based on embedding creativity, collaboration, critical reflection and communication in classroom practice. In 2019, staff will participate in professional learning with Dr Miranda Jefferson and Professor Michael Anderson from the University of Sydney to look at ways of transforming the school in line with current research aimed at ensuring students develop the skills necessary for the 21st Century.

The 2019 budget to allocate funds to support identified extra-curricula opportunities to allow students to become successful within an artistic domain.



Strategic Direction 2

Excellence

Purpose

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

Overall summary of progress

Our students are actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

In 2018, students achieved excellent HSC results with nearly 60% of all results in the top 2 bands, with 191 results (20%) in band 6 and 357 results (38%) in band 5. These results reflect the effort, commitment and determination of our students to do their best and to make the school and the community proud.

In Stages 4, 5 and 6 individualised student reports incorporated Growth Mindset language with student strengths and areas for development highlighted.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students who complete Year 12 qualify for the award of a HSC	TPL \$4, 000	95% percent of Year 10 students, after completing NAPLAN exams and the HSC Minimum Standards online exams, have demonstrated the minimum reading, writing and numeracy standards exceeding the 75% target.
To increase by 5% the number of HSC results in the top 2 bands from 556 to 594.		60% of all HSC results were in the top 2 bands.
The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practise and the provision of specific and timely feedback between teachers.	TPL \$2,500 PDP \$16,940	PDP funds were used to support staff members to meet with their supervisors to set their initial PDP goals. Head Teachers used PDP funds to conduct ongoing observations.

Next Steps

Students academic reports to be reviewed and refined to incorporate strengths, areas for development and growth focus.

80% of Year 10 students and 95% of the remaining Year 11 students to meet the HSC minimum standards in reading, writing and numracy.

The school to develop systems and processes that facilitate teacher collaboration.

The website to be refined to reflect the needs of the school community.

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

The Student Representative Council (SRC) was restructured and renamed as the Social (leadership), Emotional (wellbeing) and Environmental (physical and sustainable) Development Program (S.E.E.D), a dynamic student leadership initiative. This has resulted in students having a greater voice, agency and participation in the school. Some of the achievements of the S.E.E.D. team have been to raise \$7000 for vital research into leukemia as part of the World's Greatest Shave, grant submission for sustainable projects at the school and installing water fountains

A new Anti-Bullying plan was developed and implemented by the school that reflects the DoE Anti-Bullying policy. The plan was developed collaboratively with students, staff and parents. The process involved consulting all stakeholders to get their feedback on bullying. Student focus groups were held and staff and parents were surveyed. The feedback was shared with the wellbeing team at the school's annual wellbeing conference. The purpose of the conference was to develop the plan based on the feedback and to incorporate strategies to prevent bullying. Two members of the wellbeing team attended the NSW Anti-Bullying Strategy 2018 conference where they learnt preventive strategies being implemented in schools both in Australia and around the world. The anti-bullying plan has resulted in shared understanding across the whole school community of what bullying is and the roles and responsibilities of students, staff and parents in preventing and responding to bullying behaviours.

Staff participated in professional learning on the use of Google platforms in particular Google Forms and Google Classrooms in order to have a comprehensive uniformed approach to its use.

The PBL team conducted action research into Big History (HSIE, Science).

The executive reviewed and refined the school's Behaviour Management Plan for implementation in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A culture of respect and empowerment for staff and students has been built by practising positive psychology strategies and establishing a student-led team. This is measured by survey data and focus groups.	Wellbeing \$1,402	The S.E.E.D. team has been established with renewed focus based on feedback from student surveys and focus groups. The emphasis on Social Development, Emotional development, Environmental Sustainability and Student Leadership has resulted in a wide range of initiatives across the school including World's Greatest Shave, World Earth Festival, Sustainability initiatives, 'warm and fuzzies', and engaging with White Ribbon Foundation.
All teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.	Equity \$12,773 TPL \$5,500	Head Teachers in consultation with their staff reviewed all Stage 4 and 5 programs with clear differentiated teaching and learning activities embedded.
A 10% increase in student engagement and 10% reduction in student behaviour management issues as measured through Sentral data and TTFM.	TPL \$5,000	Project Based Learning team conducted research into the possibility of implementing PBL. Suggestions presented to all staff during a Staff Development Day. The Behavioural Management Policy reviewed with recommendations presented to senior executive

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 10% increase in student engagement and 10% reduction in student behaviour management issues as measured through Sentral data and TTFM.		staff. Greater clarity and streamlined procedures identified.

Next Steps

SEED team to develop a vision statement in terms of what they wish to achieve this year.

Clear links identified and staff resources developed that link positive psychology strategies to the 4Cs.

All KLAs to implement differentiated teaching and learning strategies, that are outlined in each of the course programs.

A refined behaviour management plan to be implemented and communicated to staff, students and parents.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM Equity – \$11,016	<p>All Aboriginal students have personalised learning plans (PLPs) which were developed in consultation with students and their carers to set out their goals for 2018.</p> <p>An indigenous part-time Learning and Support Officer was employed. Students received ongoing learning support throughout the year and at the end of the year the PLPs were reviewed.</p> <p>The school 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>
English language proficiency	RAM Equity – \$10,090	<p>School Learning and Support Officers (SLSOs) employed to review and update Individual Learning Plans (ILPs) as well as provide individual one on one support with students.</p> <p>SLSOs with support from Year Advisers and Administration staff identified Year 6 students enrolled for 2019 requiring support. School visits and interviews with carers completed and a ILPs developed ready for implementation in 2019.</p>
Low level adjustment for disability	RAM Equity – \$135,595	<p>This funding was used to employ our Learning and Support Teacher (LaST) to manage our Learning and Support program.</p> <p>School Learning and Support Officers (SLSOs) employed to review and update Individual Learning Plans (ILPs) as well as provide individual one on one support to students.</p>
Socio-economic background	RAM Equity – \$14,326	School Learning and Support Officers (SLSOs) employed to review and update Individual Learning Plans (ILPs) as well as provide individual one on one support to students.
Support for beginning teachers	Beginning Teachers – \$4,164	In 2018, the school received funding for one teacher in their second year. Funds were used for casual relief, conduct peer observations, professional learning opportunities and regular professional dialogue with their supervisor.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	380	387	394	381
Girls	670	674	645	660

The school has a total enrolment of 1041. 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	2015	2016	2017	2018
7	95.2	96.7	96.3	95.4
8	91.8	95	94.1	92.7
9	92.9	94.1	93.5	92.4
10	90.6	93.4	92.3	89.6
11	92.7	94.6	94.6	92.9
12	91.1	96.7	96	94.5
All Years	92.4	95.1	94.5	93
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

A concerted effort to improve school attendance and student engagement 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	6
Employment	0	0	0
TAFE entry	0	0	6
University Entry	0	0	84
Other	0	0	33
Unknown	0	0	0

The post-school destinations survey revealed that 84% of students applied for Universities either through UAC or directly to individual institutions while others (6%) chose to continue their studies at TAFE.

While 33% of students indicated that they preferred to take a GAP year in order to work/travel or enter a Volunteer Abroad Program, before continuing their tertiary studies, 6% preferred to seek fulltime employment and or an Apprenticeship.

Areas of study were diverse, reflecting the variety of talents and aspirations of the 2018 cohort.

Some of the most popular areas of intended study included: Arts and Humanities, Fine Arts, Design & Architecture, Business and management, Dramatic Arts/Theatre, Music, Dance, Education (Primary and Secondary), Engineering, Health & Fitness and the Sciences (Clinical, Human, Health, Marine, Sports).

Many students opted to do combined degrees such as:

- Arts combined with: Law, Science, Advanced Studies, Sound Design, Musical Theatre, International Relations
- Communications/International Studies
- Commerce/Languages
- Event Management/Business
- Science/Law

Popular TAFE/Private College courses included Hospitality, 3D Animation, Cert III in Design and Hotel management.

The majority of our students chose to study at the University of Sydney, the Conservatorium, UTS, UNSW, ANU, Macquarie and UOW.

Other universities or tertiary institutions included: Melbourne University & VCA, NIDA, WAPPA, The National Art School, Torrens University, AFTRS, AIE and JMC.

Some of the International Universities our students applied for were:

Berklee College of Music (Boston), Royal College of

Music (London), Royal Northern College (Manchester), American Musical and Dramatic Academy (NY), New Zealand School of Dance, (for the performing arts) and Leiden University (Netherlands).

Two students applied for the **Dual Arts Degree**, at USYD and Science PO University in France, with one student being offered a position.

Year 12 students undertaking vocational or trade training

In 2018, 14 students were enrolled in a TVET course at various TAFE campuses. Areas of study included: Construction (Trades), Design Fundamentals 3–D Animation, Electrotechnology (Trades), Hospitality and Human Services Health Assistant.

One student completed a TVET Plumbing course at Randwick, as well as a School Based Traineeship (Cert. II in Warehouse Operations) with the Mallee Training Co. Ltd.

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(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	52.3
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	0.8
School Administration and 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

Staff professional learning throughout 2018 continued to enhance teaching and learning. Key themes included 4C's Creativity, Collaboration, Critical Reflection, Communication; Embedding ICT in the classroom; strategies for differentiation; Analysing HSC and NAPLAN data; Literacy and Numeracy; Feedback; Syllabus Implementation; Positive Psychology; and Student Wellbeing. There were in excess of 150 approved professional learning applications with an average expenditure of \$1040 per staff member. The total school expenditure on teacher professional learning for the year was \$88,424.

Staff engaged in numerous professional learning opportunities including attending professional associations meetings, workshops, conferences, classroom observations and regular dialogue with other teachers. The teaching staff have continued to develop strong connections through professional learning focused on collaboration, instruction and improving student learning. Staff have also completed all Department of Education Mandatory Training including Child Protection, Code of Conduct, CPR and Anaphylaxis Training, Fraud and Corruption.

Conferences were held for the Executive and Wellbeing teams. The Executive Conference's focus was on 4C's and the Wellbeing Conference focused on developing the Anti-Bullying Plan and Transition Programs. The School Project Coordinator (SPC) role was created to build leadership capacity, and support the key priority of Information Literacy to assist students in developing skills to locate and critically evaluate information.

All teaching staff have engaged with the Department of Education Performance and Development Framework (PDF). Using the Australian Professional Standards for Teachers, the School Plan and Faculty Plan, each teaching staff have established Professional Development Plans. Each staff member has enhanced teacher engagement with reflection and evaluation. The classroom observation component of the PDF has significantly contributed to teacher learning through collegial conversations and authentic feedback to improve teaching practice. Staff have been supported in the PDF process through access to professional learning as well as access to financial resources to allow for observations and collegial discussions. The total school expenditure on supporting PDF for the year

was \$40000.

All staff members were supported throughout the year in maintaining their accreditation at the Proficient level. Early career teachers were supported through mentoring, relief time and professional development. In 2018 three teachers successfully completed their accreditation at Proficient. All teaching staff are working on maintaining their accreditation and five teachers completed a five year cycle and submitted a report.

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	1,797,028
Revenue	11,425,684
Appropriation	9,920,992
Sale of Goods and Services	62,038
Grants and Contributions	1,407,264
Gain and Loss	0
Other Revenue	0
Investment Income	35,389
Expenses	-11,485,385
Recurrent Expenses	-11,485,385
Employee Related	-9,573,707
Operating Expenses	-1,911,678
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-59,701
Balance Carried Forward	1,737,327

In 2018, the school called for submissions from staff and students for enhancing teaching and learning programs and the school's physical spaces. Successful submissions included: new collaborative and innovative furniture in classrooms and the Library, Science laboratory equipment, dimmer racks to enhance the school's performance spaces, basketball court re-surfacing and the refurbishment of the Dance change rooms to cater for additional student facilities.

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	9,316,438
Base Per Capita	200,814
Base Location	0
Other Base	9,115,624
Equity Total	171,026
Equity Aboriginal	11,016
Equity Socio economic	14,326
Equity Language	10,090
Equity Disability	135,595
Targeted Total	64,294
Other Total	88,430
Grand Total	9,640,188

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 for Year 7 literacy and numeracy assessments are reported on a scale from Band 1 to Band 9 and for Year 9 from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2018, the Differentiation Team continued to develop and implement explicit systems for improving Reading, Writing and Numeracy. The team analysed SCOUT data and internal assessment data to identify areas for improvement. The team developed school-wide strategies to support student outcomes. In addition, the Learning and Support team provided remedial support for students with learning difficulties.

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.

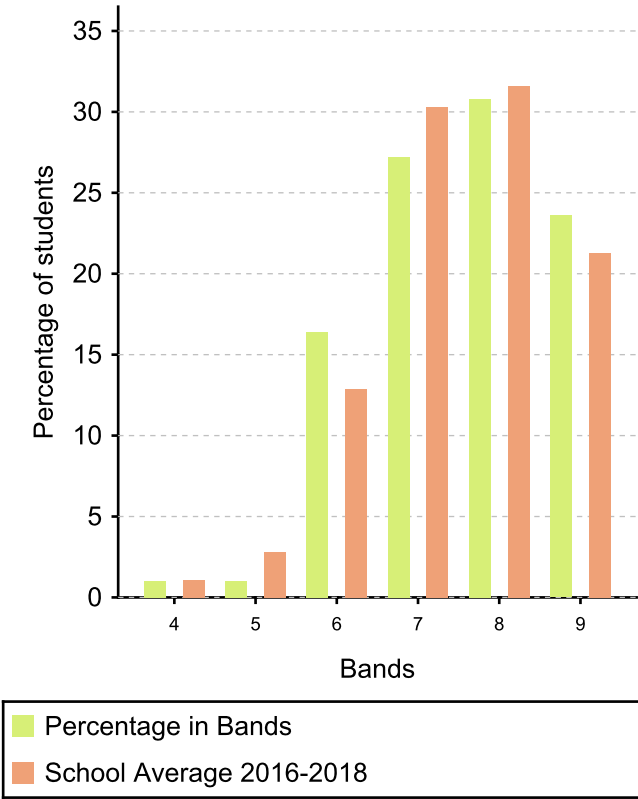
Analysis of Year 9 data indicate that in all domains students are be consistently above state average. In Grammar and Punctuation, 31.4 percent of students are in the top two bands compared to 13.3 percent in the state. In Reading, 37. 8 percent of students are in the top two bands compared to 21.2 percent in the state. In Spelling 34.3 percent are in the top two bands compared to 24.4 percent in the state. In Writing, 23.9 percent of students achieved in the top two bands compared to 12.6 in the state. Results in Grammar and Punctuation, Reading, Spelling and Writing in the top two bands has been steady between 2016 to 2018.

Average Writing results have been higher than the State and Statistically Similar School Group (SSSG) however there has been a small decline in the last three years. Writing skills will need to be supported to improve students' ability to understand and express themselves.

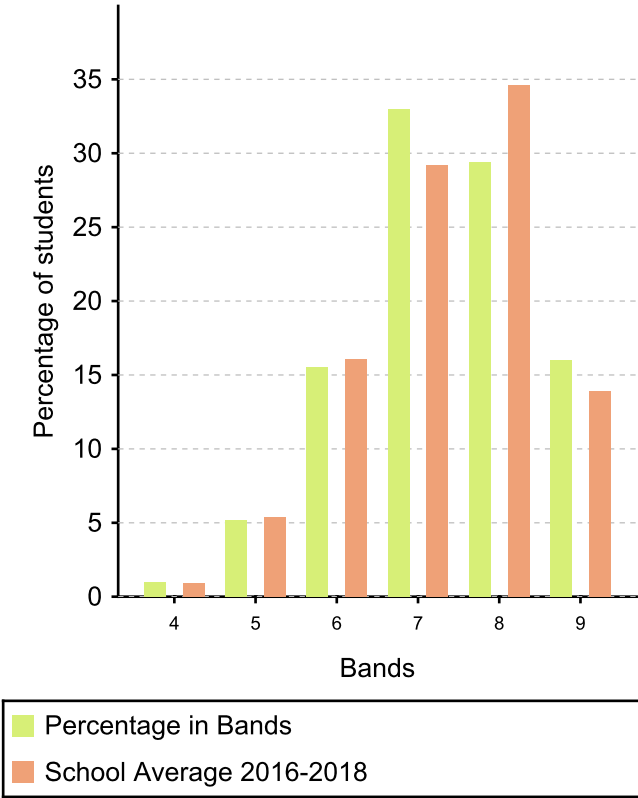
Year 7 NAPLAN results were consistent with higher percentage of students achieving in the top two Bands compared to the state and higher results in Grammar and Punctuation, Reading and Writing compared to SSSG. In Grammar and Punctuation, 50.5 percent of students are in the top two bands compared to 26.6 percent in the state. In Reading, 54.4 percent of students are in the top two bands compared to 26.4 percent in the state and 45.3 with SSSG. In Spelling 45.4 percent are in the top two bands compared to 31.6 percent in the state. In Writing, 36.1 percent of students achieved in the top two bands compared to 16.4 in the State and 27.8 in SSSG.

In Reading, 61.8 percent performed at or above expected growth. In Spelling, 58.1 percent performed at or above expected growth. In Writing, 61.3 percent achieved at or above expected growth compared to 57.3 in the State. In Grammar and Punctuation, 48.4 percent achieved at or above expected growth compared to 56 percent.

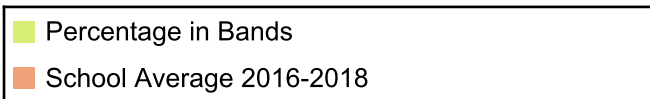
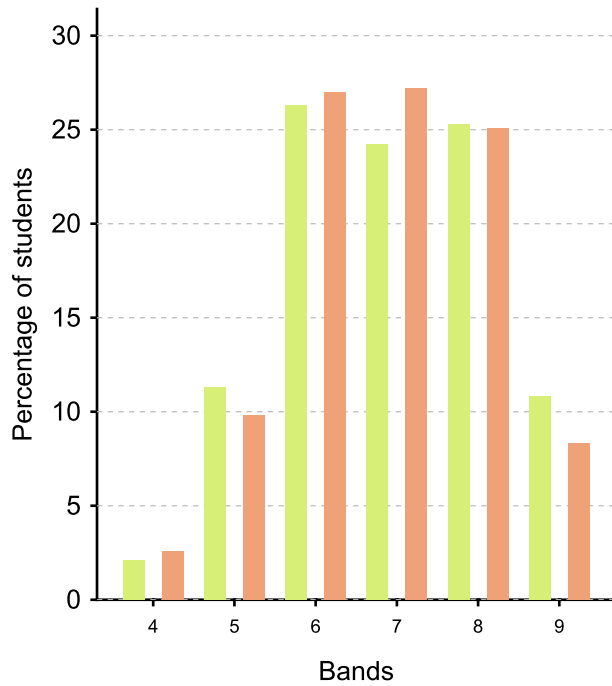
Percentage in bands:
Year 7 Reading



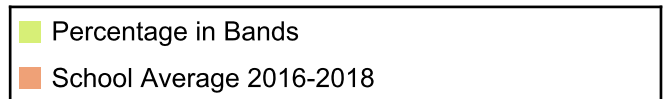
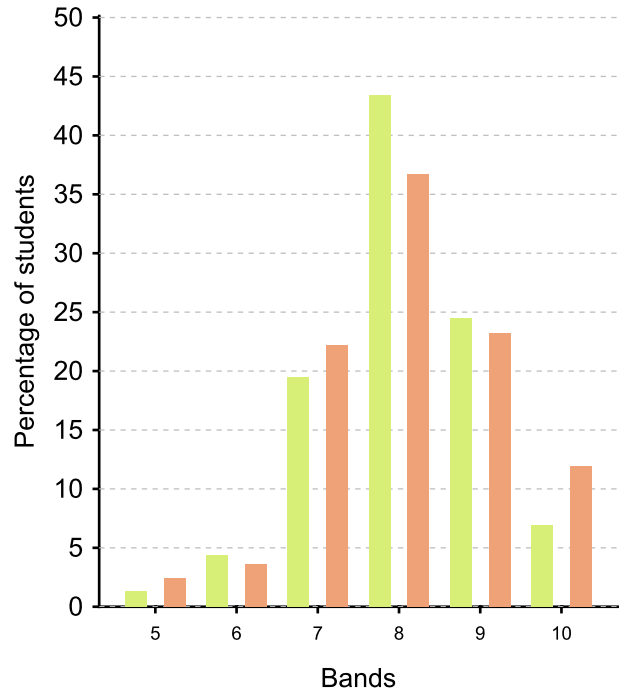
Percentage in bands:
Year 7 Spelling



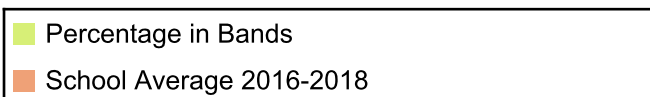
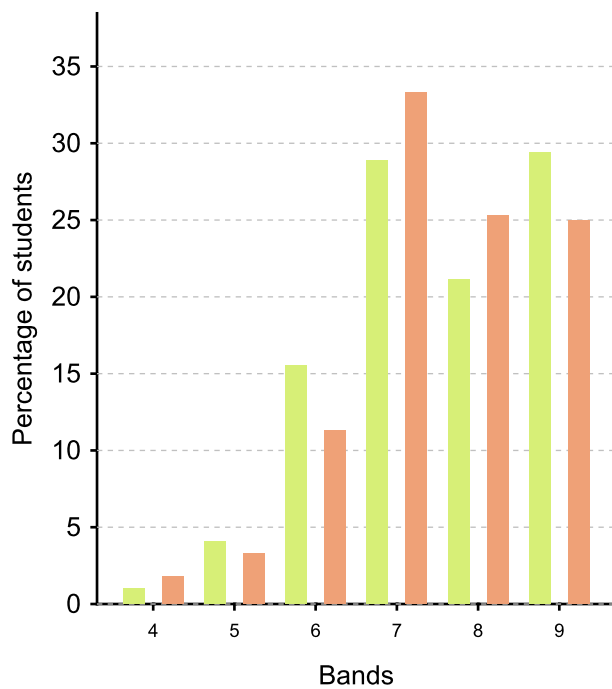
Percentage in bands:
Year 7 Writing



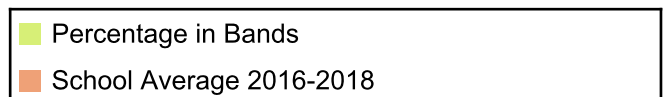
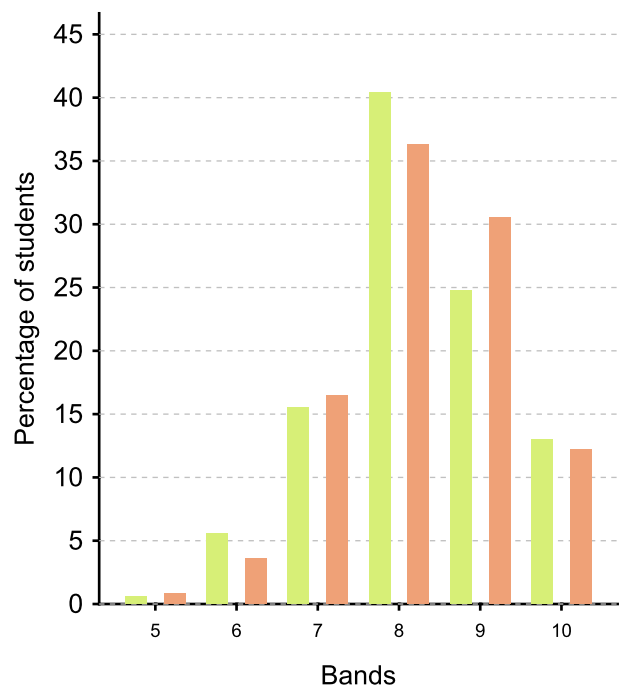
Percentage in bands:
Year 9 Grammar & Punctuation



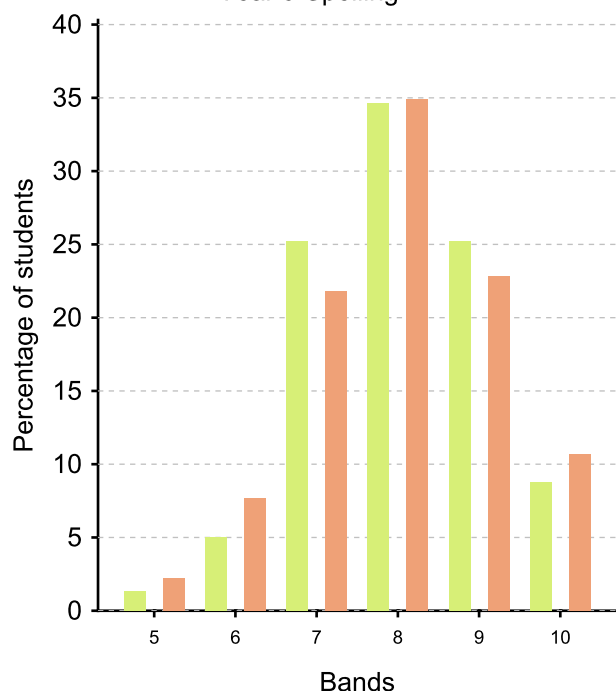
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in bands:
Year 9 Reading

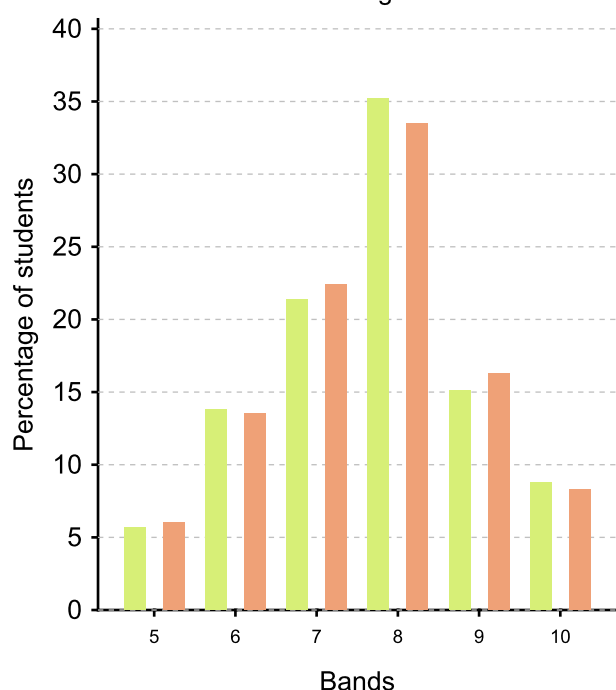


Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Analysis of the Year 9 Numeracy data indicated that there has been a huge improvement in student results as a result of programs implemented in the last two years. In Numeracy, 45.2 percent of students were in the top two bands compared to 26.2 percent in the state. There has been a noticeable increase in percentage of students achieving in the top two bands in Numeracy from 29 percent in the top two bands in

2016 to 45 percent in 2018.

In response to trend data, the executive team reflected critically on NAPLAN performance and felt that students could achieve at a higher level in Numeracy. This resulted in a focus on numeracy in the junior years as a means of improving students' problem solving and reasoning skills in number and algebra; measurement and geometry; and statistics and probability. Those students who required numeracy assistance were targeted in Mathematics classes and skills consolidated in other Key Learning Areas. In addition, extra support Mathematics tutorials were provided before and after school. The Differentiation team led Professional Learning for staff and developed resources for all staff to embed numeracy strategies into their programs. Year 9 NAPLAN numeracy results exceeded expectations with 72.5 percent of students at or above expected growth compared to 66 percent in the state. Since 2016, numeracy results have seen an upward trend with an average numeracy score of 604.3 in 2016 compared to 586.3 in the state rising to 632.1 in 2018 compared to 593.98 in the state and 629.94 for Statistically Similar School Group (SSSG).

In Year 7, 42 percent were in the top two bands compared to 26.6 percent in the State and 43.6 percent in SSSG. In terms of expected growth, 72.5 percent of students in year 7 performed at or expected growth in Numeracy compared to 66 percent in the State and 66.7 percent in SSSG.

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.

Premier's Priorities: Improving education results aim to improve student performance as measured by the number of students in the top two bands in Literacy and Numeracy (NAPLAN). Students have been supported through targeted support, whole school literacy and numeracy programs and the establishment of the Differentiation Team. In 2019, 45.18% of students were in the top two bands for Reading and Numeracy up 3.21% from 2016 but 2.48% lower from 2017. In year 9, the number of students in the top 2 bands in Numeracy was 45.22% and in Reading, 37.89%. In Year 7, 41.97% were in the top two bands in Numeracy and 54.36% in Reading. These results are well above the Premier's target of 35.2% by 2019. Continuation of the Differentiation team in 2019 will further support student outcomes and enhance student performance in external assessments.

The State Priorities also include a 30 per cent increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019. In 2018, 33.33% of Aboriginal students were in the top two bands up from 7.14% and 12.5% in 2017. All Indigenous students have a Personalised Learning Plan and the school has established an Aboriginal Team to support Aboriginal students and embed Aboriginal Education in the curriculum.



Higher School Certificate (HSC)

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

Newtown High School of the Performing Arts students again achieved very impressive results in their HSC Examinations continuing the trend in previous years.

Highlights of Newtown High School of the Performing Arts HSC results include:

191 results (20%) in band 6

357 results (38%) in band 5

A total 58% of all results were in the top 2 bands and 83% of all results were in the top 3 bands.

In Ancient History 28% of students achieved band 6 compared to 9% of the state. 53% of students achieved results in the top 2 bands.

In Biology students performed above state average in the top 2 bands. 15 students achieved a score of 80 or more and 4 scored over 90%.

Results in Business Studies continued to improve. 10% of students achieved band 6 compared to a state average of 8%.

22% of Chemistry students gained results in the top 2 bands and 72% of students gained results in the top 3 bands.

Dance results continued to be exceptional. 56% of students achieved a mark of 90 plus compared to 14% state-wide. 96% achieved a result in the top 2 bands compared to 53% state-wide. One student was placed first in the state.

In Design and Technology 75% of students achieved marks of 70 or above. For 46% of the cohort this subject was their top performing subject or their second highest performing subject.

Drama results showed significant improvement. 46% of students achieved band 6, this was more than double previous years. 82% of students achieved results in the top 2 bands and were 9% above state average. All students in accelerated drama, with one exception, achieved a band 6 result.

English Advanced results saw the highest ever number of band 6 results with 25% of the cohort awarded a mark of 90 plus. 72% of students achieved results in the top 2 bands.

97 % of English Extension 1 students achieved in the top 2 bands with 45% of students achieving the highest band compared to 32% in 2017.

92% of English Extension 2 students achieved a mark in the top 2 bands, well above state average.

In Food Technology 18% of students achieved a band 6 result compared to 9% for the rest of the state. 49% of students achieved a result in the top 2 bands.

Geography results continued to improve with 68% of students achieving a mark of 80 plus.

Legal Studies results were similar to 2017 with 23% of students gaining a band 6 result compared to 12% of the state. 63% of students achieved a result in the top 2 bands.

In Modern History, 56% of students achieved results in the top 2 bands compared to 42% state-wide.

In History Extension results were 6.08 points above state mean with one student achieving a mark of 100%.

Music 1 results showed a marked improvement with 41% of students achieving band 6 compared to 29% in 2017. This result was 20% higher than state-average. 76% of students achieved results in the top 2 bands.

In Music 2 25% of students achieved results in the top band and 96% of students achieved results in the top 2 bands.

In Music Extension 84% of students achieved results in the top band, 17% above state average. 100% of students achieved results in the top 2 bands, with 2 students achieving a mark of 100%.

Results in Mathematics General continued to show improvement. 20% of students gained a band 6 compared to the state average of 6%. More than half the cohort received a mark above or equal to 80%.

In Advanced Mathematics 46% were placed in the top 2 bands, receiving a mark above 80.

In Extension 1 Mathematics 81% of students achieved marks in the top 2 bands.

In Extension 2 Mathematics the highest score was 92%. 33% of students achieved a mark of 80 plus placing them in the top 2 bands.

Physics results were in line with the state average. 35% of students achieved results in the top 2 bands and 74% of students were awarded a mark of 70 plus – 8% above state average.

In PDHPE 41% of students were placed in the top 2 bands. This is similar to previous years and well above

state average.

In Textiles and Design 48% of the cohort achieved marks of 80 or above, this was above state average.

Finally, in Visual Arts 24% of students attained a mark of 90 or above compared to 12% of the state. 61% of students achieved a result in the top 2 bands.

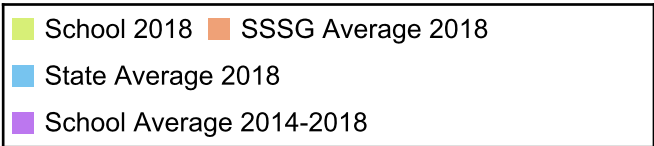
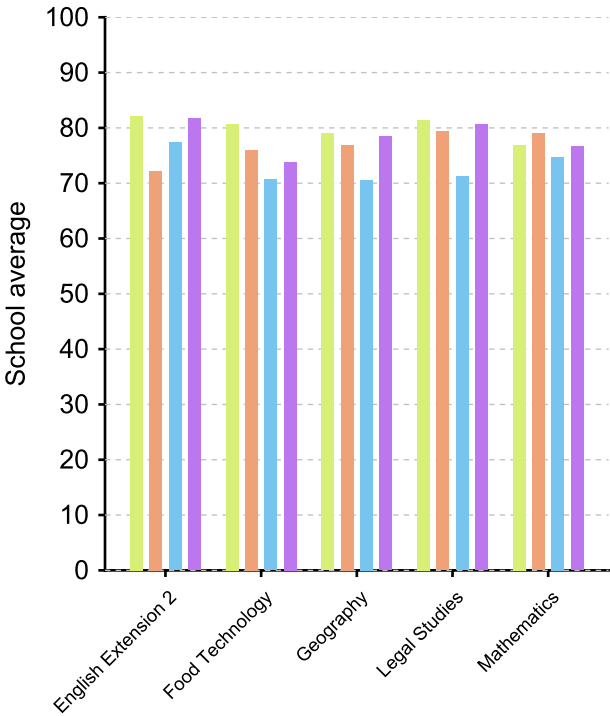
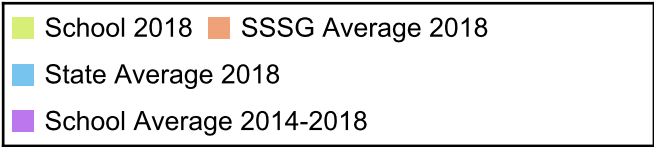
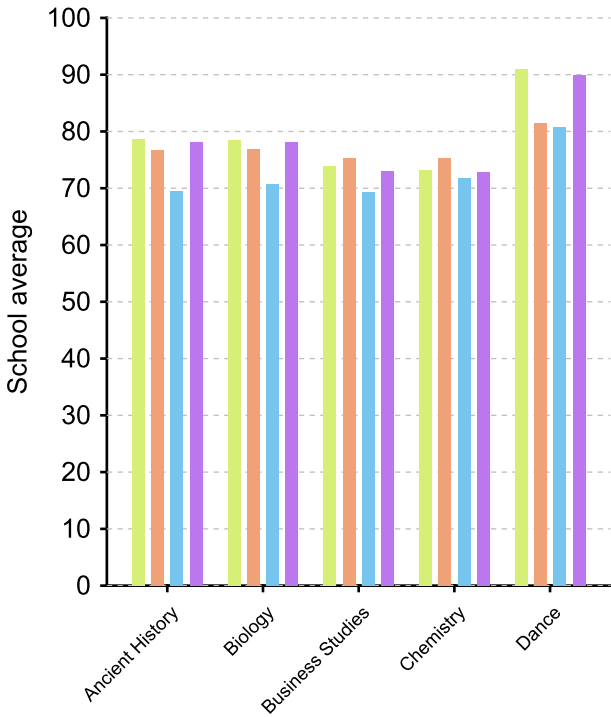
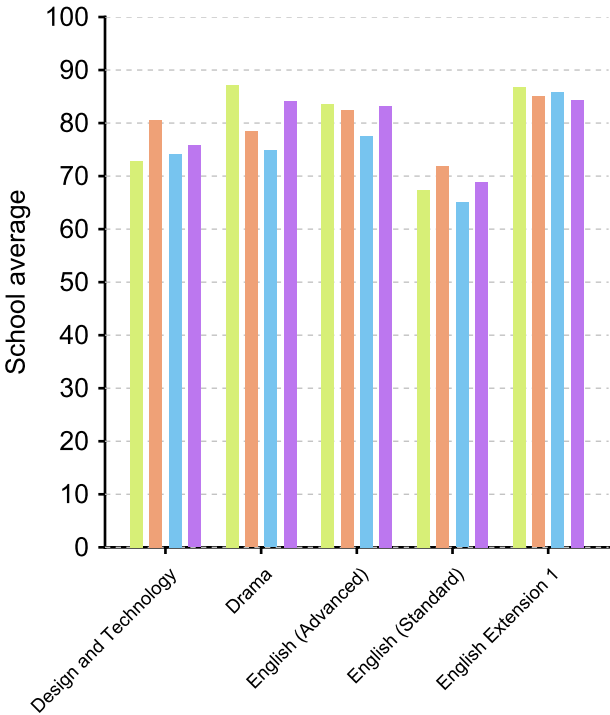
Our students are to be congratulated on some very fine individual results:

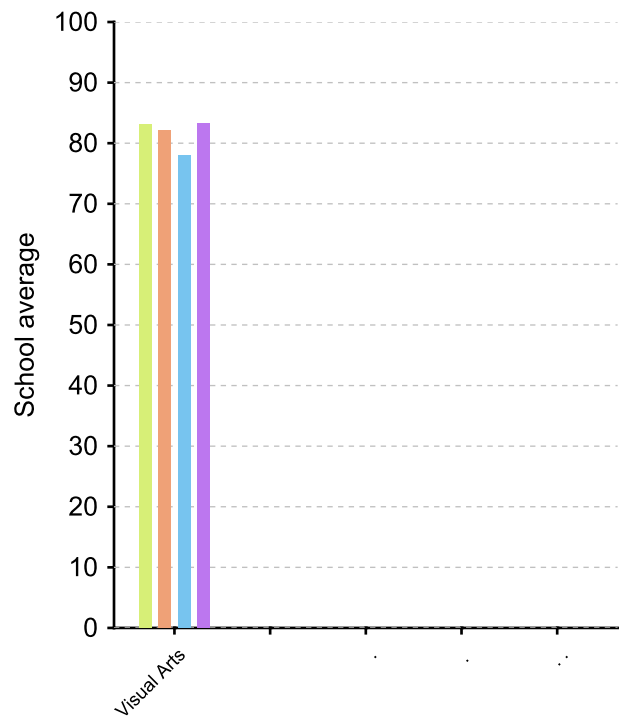
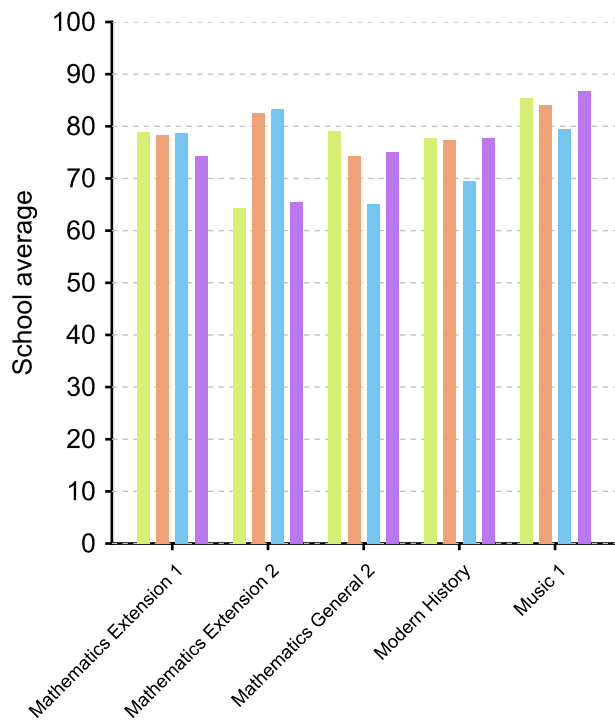
2 students were placed first in the state for Dance and Korean.

7 students achieved band 6 for all their subjects.

2 students gained 100% in a subject (History Extension and Dance).

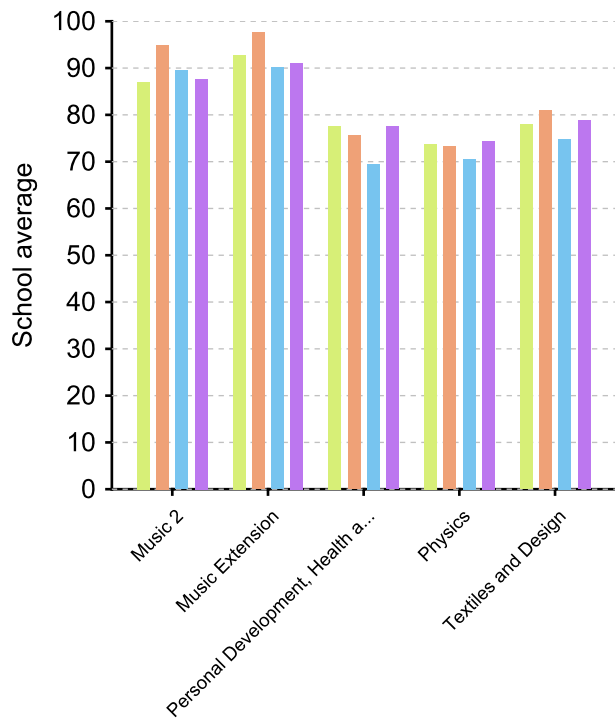
91 students were placed on the Distinguished Achievers List for gaining band 6 in one or more subjects.





■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

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 Tell Them From Me survey were collated throughout 2018. 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. 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. The parent involvement and high level of participation at events such as the World Earth Festival, Showcase concerts and the musical highlighted the commitment of the school community. Overall parents, teachers and students were very supportive of the school.

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.



Policy requirements

Aboriginal education

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

The Aboriginal Team worked with Indigenous students to coordinate NAIDOC celebrations. As part of the NAIDOC week, all faculties integrated Indigenous perspectives into their lessons. Key highlights included a special assembly with the NAIDOC theme **Because of her we can**. The assembly included a performance of Bayini by Gurumul as well a former student, Darren Bell as guest speaker. Darren is a Ngunnawal and Yuin man and the leader of Aboriginal employment at the Department of Education.

Multicultural and anti-racism education

Brenton Fletcher as the Anti Racism Contact Officer, continues to provide timely and professional responses to complaints regarding racism.

Teaching and learning programs have a strong multicultural focus with opportunities for students to