

Newtown High School of Performing Arts

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Newtown High School of 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.

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Message from the principal

2019 was a year of ongoing school improvement characterised by intensive professional learning, a renewed focus on student engagement and agency coupled with a review of the school's structures and processes. The school ethos of creativity, equity and excellence continued to underpin academic and performing arts programs as well as school wide wellbeing, leadership and sporting initiatives.

Intensive, evidenced based professional learning focused on 21st century skills. Mentored by an expert education team from the University of Sydney, staff explored strategies for the explicit teaching of communication, collaboration, creativity and critical reflection. Redesign of the Year 7 transition program, audition process, timetable and class structure was a feature of the school's new approach to Stage 4 pedagogy. Cross faculty teaching and learning was explored by the leadership team and creative spaces identified to support new teaching methodologies. The use of various technology platforms such as Google classroom resulted in improved communication and shared resources within and across faculties. Staff training in the analysis of data continued and informed decision making across the school.

HSC results continued to be impressive with the majority of subjects above State average. These results reflected students' effort and commitment, the expertise of the staff and the ongoing support of parents. NAPLAN results continued to exceed targets with most students qualifying for the HSC.

Student voice and agency continued to be an area of focus and improvement. In 2019, the SEED (Social, Emotional, and Environment Development) student team and prefect body continued to initiate a range of programs to promote student wellbeing and inclusiveness. Initiatives to highlight significant issues such as World Earth Day, Sorry Day and Multicultural Day continued to be well-supported by students, staff and parents.

Various stakeholders including staff, students and parents contributed to a review of the school's day structure, timetable and curriculum. Findings from this review will inform the 2021 new School Plan.

Students in the performing and creative arts continued to experience a variety of enrichment opportunities to develop their artistic and performance skills. Highlights included: *Byzantium to Zorba: A Musical Odyssey*, *Compleat Female Stage Beauty*, overseas dance tours to China and the USA, Lighthouse Dance Project and a variety of master classes led by expert practitioners in the field of art, music, dance and drama.

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 receive with the best possible opportunities for success at school and in the future. Thank you to our parents and community members who worked to support the school throughout the year. Their interest and involvement has enriched student learning 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 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

Throughout 2019, NHSPA saw a number of collaborative and successful student leadership programs implemented throughout the school community. In particular, a drive for original and deeply relevant initiatives dominated the agendas of both the 2019 Prefect Body and the recently reinvented S.E.E.D team. Importantly, these initiatives were all "passion projects" for the bodies involved. The students behind each event were motivated by own enthusiasm to see a school that is inclusive, evolving and diverse; something integral to the NHSPA ethos.

To start off the year, the NHSPA Prefect Body and S.E.E.D team came together with the P & C to run the much-loved World Earth Festival. Environmental awareness was at the forefront of the day, with the introduction of school water

bottles, keep cups and BYO utensils being added to the event. Having been given the opportunity to brainstorm with ABC's "War on Waste" host Craig Reucassel, the S.E.E.D led for a further eco-friendly change with the initiation of "Environmental Week", a week of education, collaboration and positive environmental change throughout the student body.

As always, Newtown's leadership teams gave light to multiple social initiatives throughout the broader community. The Prefect-run "World Greatest Shave" returned, raising money for the Leukemia Foundation, along with the empowering and all-ages "International Women's Day Panel" carried out in our Studio Theatre. 2019 saw the introduction of "Wear it Purple Day", which raised LGBTQ+ awareness through performances, speeches and a whole-school festival organised through the shared efforts of the Prefects and a dedicated WIP committee. This message of awareness was reciprocated by the S.E.E.D team; coming together to acknowledge the "National Day of Action Against Bullying" with a gold-coin donation breakfast and a schoolwide poster competition. Spreading the message of inclusivity, the 2019 Prefect Body's most notable initiative was the first ever "Multicultural Day", which celebrated NHSPA's cultural diversity through a festival of various traditional foods, dances and games.

Despite differing in purpose and operation, the numerous initiatives lead by both the Prefect Body and the S.E.E.D team in 2019 all reflected NHSPA'S core values; excellence, creativity and equity.

2019/20 School Captains

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 Years 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Learning Domain

The results of this process indicated that in the School Excellence Domain of Learning, Newtown High School of the Performing Arts is sustaining and growing.

The school has a culture of high expectations and a commitment to personalised learning. Individual progress is monitored, differentiation strategies are implemented, and students' learning is underpinned by rich, relevant classroom and industry experiences. To further improve the learning culture, the school has adopted 4C Transformative Learning, a research-based pedagogy designed to equip students with the skills necessary for the 21st century. Staff have been immersed in on-going professional learning focusing on creativity, collaboration, communication and critical reflection and students have benefitted from new and more engaging learning experiences particularly in core subjects.

The school's co-curricular program provides an extensive array of opportunities for both auditioned and non-auditioned students to extend their performance skills, work with students from other year groups and to learn from leading industry practitioners both in Australia and overseas. Parent financial support for these programs has resulted in strong partnerships with a diverse range of institutions and the arts community.

The school has an extensive Wellbeing program to support the cognitive, social, emotional and physical wellbeing of all students. The school has implemented a comprehensive, evidenced-based framework underpinned by Positive Psychology, Coaching, Growth Mindset and Restorative Practices.

Teaching Domain

The results of this process indicated that in the School Excellence Domain of Teaching, Newtown High School of the Performing Arts is sustaining and growing.

Teaching at Newtown is informed by professional dialogue, collaborative practice, lesson observation and critical reflection. Staff have embarked on extensive professional learning to deepen their understanding of 4C pedagogy and to adopt consistent approaches to teaching in all disciplines. Explicit delivery, student centred activities, differentiated instruction and formative feedback drive teaching and learning. There is a systematic approach to the development of Performance and Development goals based on the School Plan, the Australian Teaching Standards and 4C pedagogy.

Differentiation has been a key focus for professional learning. A differentiation team has been formed and professional learning led by team members has been delivered. Staff are now able to confidently use student Individual Learning Plans to adapt their lessons and assessment tasks to meet the needs of all students. The importance of data to inform teaching practice has been a feature of professional conversations. Staff have become skilled in the analysis of student data as a result of the creation of a student data team. There is evidence of increased use of SCOUT and HSC RAP data schoolwide to identify achievements and improve educational outcomes.

Leading Domain

The results of this process indicated that in the School Excellence Domain of Leading, Newtown High School of the

Performing Arts is sustaining and growing in the areas of School Planning, Implementation and Reporting, as well as School Resources and excelling in the area of Management Practices and Resources.

There is a strong culture of distributed leadership across the school to ensure whole-school priorities are initiated and actioned. The annual Executive Conference provides a vehicle for the exchange of ideas, research and planning to support and direct sustained improvement. Professional Learning in 4C pedagogy is designed to improve leadership capacity and foster staff agency. A range of teams including: the differentiation team, data team, school partnerships team and the environment team have been established to foster cross faculty collaboration and continually monitor school improvement.

All staff have a high level of understanding of the school planning process gained through their active involvement in faculty and whole school planning, professional learning and Twilight sessions. Qualitative data is frequently shared with staff and feedback on the school's performance, as evidenced in the school's timetable and curriculum review, is regularly solicited from all stakeholders. The school has streamlined its management practices to ensure improved communication with parents and the wider community.

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.

Improvement Measures

Creativity is taught, assessed and reported on in all courses across all years.

A new flexible timetable structure supports the unique needs of our students

Students recognise and appreciate the co-curricula program as a valuable extension of their creativity and professional practice as measured by student surveys and focus groups

Progress towards achieving improvement measures

- Process 1:** Creative teaching & learning practice through:
- Explicit embedding of creativity in teaching & learning programs
 - Innovative pedagogy
 - The possible expansion of curriculum to include creativity elective line –stage 5

Evaluation	Funds Expended (Resources)
1.1 The Year 7 team of teachers developed a two week transition program where students were introduced to the 4Cs and teachers continue to use 4C pedagogy in their classroom. As a result of 4C learning, 49% of staff indicated that 4C pedagogy enhanced the quality of teaching and learning in their classroom.	Funding Sources: <ul style="list-style-type: none">• (\$91911.00)
1.2 Executive leadership learning continued throughout Term 4 with Head Teachers gaining confidence with embedding the 4Cs learning into teaching and learning programs.	

- Process 2:** Physical resources, structures and systems to support creativity through:
- Innovative learning spaces
 - Professional development, collaboration & observation in innovative learning spaces
 - Improved built and natural environment
 - Flexible timetable

Evaluation	Funds Expended (Resources)
In 2019, the school's built and natural environments continued to be enhanced with internal and external spaces painted, new environment friendly bins in the playground and restoration of the retaining wall. The school purchased outdoor sporting equipment such as ping pong tables and new lockers. The P&C held a working bee focusing on brightening up the school's gardens.	Funding Sources: <ul style="list-style-type: none">• (\$111537.00)

- Process 3:** Extending gifted and talented students through:
- Creative partnerships with external institutions and organisations
 - Refined, supported and funded extra-curricula opportunities
 - Inter-school, international and national opportunities for students

Evaluation	Funds Expended (Resources)
The number of masterclasses and workshops held in Dance, Drama, Music	Funding Sources:

Progress towards achieving improvement measures

and Visual Arts increased by 40% from previous years.

• (\$17881.00)



Strategic Direction 2

Excellence

Purpose

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

Improvement Measures

All students who complete Year 12 qualify for the award of a HSC

To increase by 5% the number of HSC results in the top 2 bands from 556 to 594.

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.

Progress towards achieving improvement measures

- Process 1:** School systems, structures and processes to support student and parental engagement through:
- Consistent Year 7 – 10 assessment notification across all faculties
 - Individualised student reports that incorporates student's strengths, areas for their development and growth focus
 - Review and revise school website

Evaluation	Funds Expended (Resources)
2.2 All student reports include an individualised comment incorporating growth mindset and feedback.	Funding Sources: <ul style="list-style-type: none">• (\$2000.00)
2.3 The school's website has been revamped based on the feedback and recommendations from the community.	

- Process 2:** A culture that all students are challenged and all adjustments lead to improved learning through:
- Review of stage 4, 5 and 6 curriculum
 - Continuation of Literacy and Numeracy program to specifically target students. Review cohort data and update BUMP IT up lessons that incorporate 'plus two strategy' annually.

Evaluation	Funds Expended (Resources)
2.1 The Senior Executive are yet to implement the recommendations of the curriculum review.	Funding Sources: <ul style="list-style-type: none">• (\$2000.00)
2.2 94% of Year 10 and 96% of Year 11 students met the minimum standards.	

- Process 3:** Provide ongoing support and improvement in teaching practices by:
- 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

Evaluation	Funds Expended (Resources)
The school is continuing to develop procedures and processes for staff collaboration based on 4C pedagogy.	Funding Sources: <ul style="list-style-type: none">• (\$79911.00)• (\$1351.00)
All staff have completed the PDP cycle.	

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.

Improvement Measures

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.

All teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

A 10% increase in student engagement and 10% reduction in student behaviour management issues as measured through Sentral data and TTFM.

Progress towards achieving improvement measures

- Process 1:** A culture of respect and empowerment by:
- The establishment of a student led team to be responsible for areas such as wellbeing, the environment and leadership. The team to determine the terms of reference to guide its practice.
 - 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.

Evaluation	Funds Expended (Resources)
1.1 – The new structures of the SEED team increased student agency amongst the student body as evident by the many initiatives that the SEED team implemented.	Funding Sources: <ul style="list-style-type: none">• (\$5000.00)
1.2 – The Year 11 into 12 Transition program was successfully implemented and proved helpful for students as they commenced the HSC year.	
1.3 – A Year 7 transition program has been developed for implementation in 2020.	

- Process 2:** Further explore differentiation strategies through:
- A review of all current KLA programs to ensure that they include activities suited for students of all abilities. Followed by staff collaboration of successful differentiation strategies.
 - Increased usage of student data eg: Sentral in order to obtain a holistic view of individual students' learning and welfare needs
 - Using a common platform (eg:Google Suite) across all KLAs to deliver consistency and to cater for the dynamic nature of the school.

Evaluation	Funds Expended (Resources)
2.1 – Most KLAs have implemented differentiated teaching and learning strategies and all staff continue to develop differentiation strategies to support student learning.	
2.2 – All staff are confident and competent in navigating Sentral.	
2.3 – 80% of staff have implemented the school's preferred online learning platform.	

- Process 3:** Improving student learning outcomes by enhancing student engagement through:
- Establishing a team to investigate the various models and suitability of Project Based Learning for implementation at NHSPA.

Progress towards achieving improvement measures

Process 3: • A consistent approach to the implementation of the Behaviour Management Plan by developing a more explicit set of guidelines for students and teachers.

Evaluation	Funds Expended (Resources)
3.1 – Planning for cross faculty projects incorporating 4Cs was undertaken ready for implantation in Year 7 2020.	
3.2 – The Student Behaviour Management Policy was reviewed, updated and presented to members of the school community.	



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • RAM Equity (\$12 049.00) 	<p>All Aboriginal students have personalised learning plans (PLPs) which were developed in consultation with students and their carers.</p> <p>The school's Aboriginal Education team hosted events such as Sorry day assembly and NAIDOC week celebrations. Team members supported our indigenous students in setting and achieving personal and academic goals.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • RAM Equity (\$33 950.00) 	School Learning and Support Officers (SLSOs) were employed to develop student Individual Learning Plans as well as support students in the classroom and one to one level.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • RAM Equity (\$141 625.00) 	<p>This funding was used to employ a full time Learning and Support Teacher (LaST) to coordinate the Learning and Support program. School Learning and Support Officers (SLSOs) were employed to develop student Individual Learning Plans as well as support students in the classroom and one to one level.</p> <p>ILPs were developed in consultation with students and parents ready for implementation in 2020.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • RAM Equity (\$16 487.00) 	School Learning and Support Officers (SLSOs) were employed to develop student Individual Learning Plans as well as support students in the classroom and one to one level.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • (\$0.00) 	N/A



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	387	394	381	391
Girls	674	645	660	673

Student attendance profile

School				
Year	2016	2017	2018	2019
7	96.7	96.3	95.4	94
8	95	94.1	92.7	92.8
9	94.1	93.5	92.4	90.9
10	93.4	92.3	89.6	91.1
11	94.6	94.6	92.9	91.1
12	96.7	96	94.5	92
All Years	95.1	94.5	93	92.1
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	1	N/A
Employment	N/A	N/A	5
TAFE entry	N/A	3	5
University Entry	N/A	N/A	85
Other	N/A	N/A	5
Unknown	N/A	N/A	N/A

The post-school destinations survey revealed that 85% of students applied for universities either through UAC or directly to individual institutions while others (5%) chose to continue their studies through TAFE. While 5% 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, 5% preferred to seek fulltime employment and or an Apprenticeship.

Areas of study were diverse, reflecting the variety of talents and aspirations of the 2019 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 (predominantly Primary), Marketing and Media, Screen Production, Engineering (sound, environmental), Nursing, 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
- Forensic Science/Creative Intelligence Commerce/Languages
- Event Management/Business
- Science/Law

Popular TAFE/Private College courses included Hospitality, 3D Animation and Game Programming, Fashion / Interior Design, and Events Management.

The majority of our students chose to study at the University of Sydney and the Conservatorium, UTS, UNSW, ANU, Macquarie (where 14 students received unconditional early offers as a result of successful applications through the extra curricula and leadership scheme), UOW and Charles Sturt.

Other universities or tertiary institutions included: Melbourne University & VCA, University of Tasmania, 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) and New Zealand School of Dance.

Year 12 students undertaking vocational or trade training

6.74% of Year 12 students at Newtown High School of Performing Arts undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

97.7% of all Year 12 students at Newtown High School of Performing Arts expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	53.2
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,737,327
Revenue	12,140,926
Appropriation	10,422,915
Sale of Goods and Services	59,021
Grants and contributions	1,632,910
Investment income	26,080
Expenses	-11,979,221
Employee related	-9,944,046
Operating expenses	-2,035,175
Surplus / deficit for the year	161,705

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	98,650
Equity Total	204,110
Equity - Aboriginal	12,049
Equity - Socio-economic	16,487
Equity - Language	33,950
Equity - Disability	141,625
Base Total	9,562,871
Base - Per Capita	244,047
Base - Location	0
Base - Other	9,318,824
Other Total	387,442
Grand Total	10,253,073

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

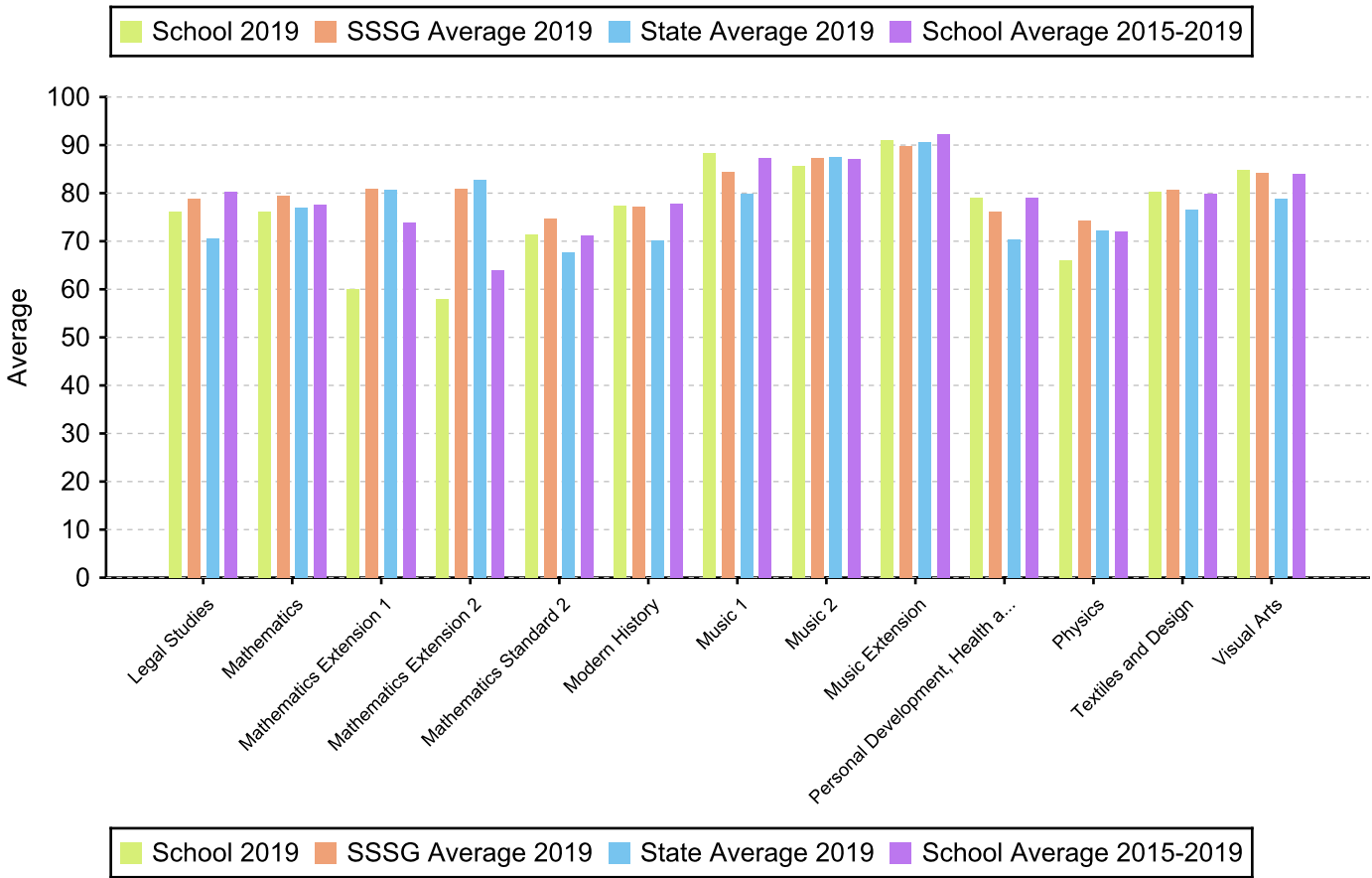
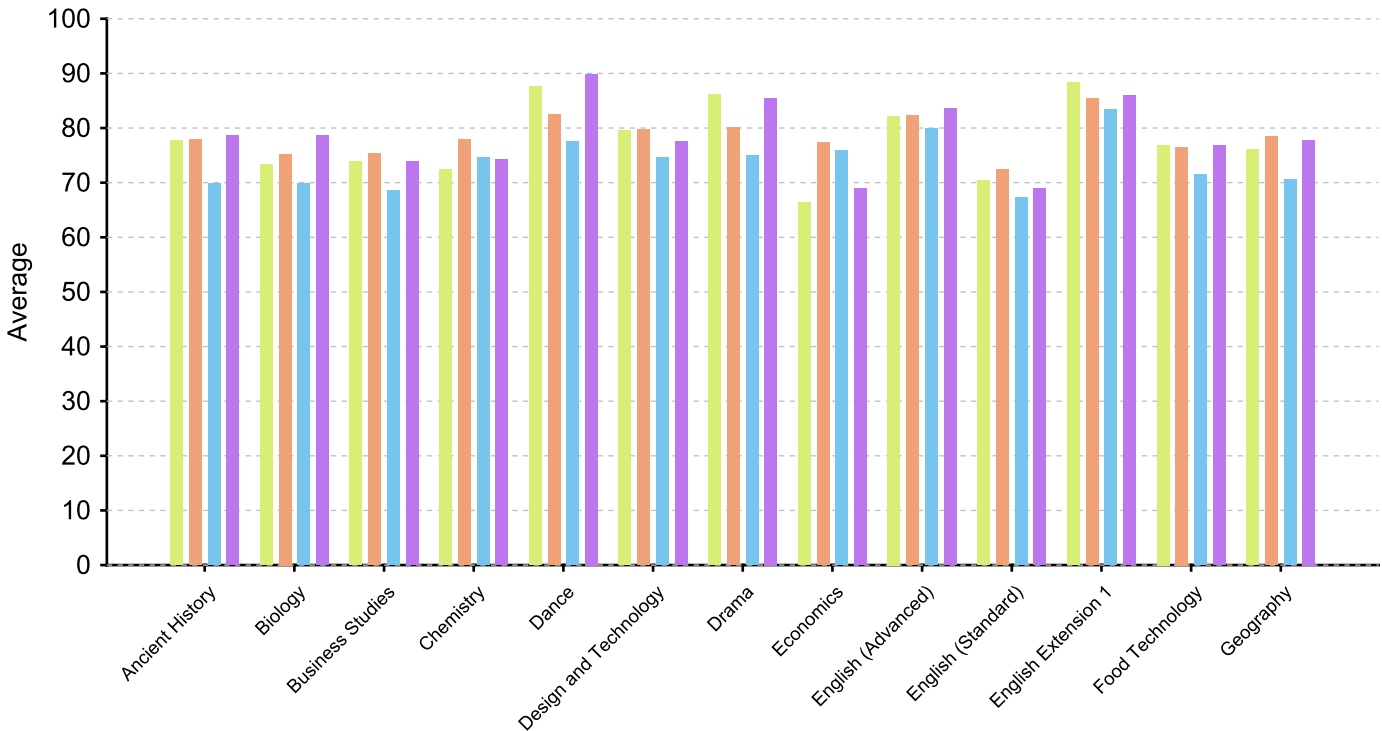
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	77.7	77.8	69.9	78.6
Biology	73.4	75.3	69.9	78.7
Business Studies	73.9	75.3	68.6	73.9
Chemistry	72.4	77.8	74.7	74.2
Dance	87.6	82.5	77.6	89.9
Design and Technology	79.6	79.8	74.5	77.6
Drama	86.2	80.0	75.0	85.5
Economics	66.3	77.3	75.9	69.0
English (Advanced)	82.2	82.4	80.0	83.5
English (Standard)	70.4	72.4	67.3	69.0
English Extension 1	88.4	85.4	83.4	86.0
Food Technology	76.9	76.5	71.4	76.8
Geography	76.1	78.5	70.6	77.8
Legal Studies	76.1	78.9	70.6	80.3
Mathematics	76.1	79.5	76.9	77.6
Mathematics Extension 1	60.1	81.0	80.6	73.9
Mathematics Extension 2	58.0	80.9	82.7	64.0
Mathematics Standard 2	71.3	74.8	67.7	71.3
Modern History	77.4	77.1	70.2	77.9
Music 1	88.4	84.5	79.9	87.3
Music 2	85.7	87.3	87.5	87.1
Music Extension	91.1	89.7	90.6	92.3
Personal Development, Health and Physical Education	79.1	76.2	70.5	79.1
Physics	66.1	74.4	72.1	72.0
Textiles and Design	80.3	80.8	76.6	79.9
Visual Arts	84.8	84.1	78.8	84.0

Parent/caregiver, student, teacher satisfaction

Feedback from the members of the school community through discussions at P&C meetings, Parent–Teacher nights, staff meetings, year meetings and Tell Them From Me surveys were used in determining parent, student and teacher satisfaction. Throughout the year there was a high level of parent participation at events such as the World Earth Festival and showcase concerts. Regular discussion and active participation at the P&C meetings is indicative of a high level of parent involvement and engagement. Throughout the year students have indicated a high sense of belonging and have developed positive relationships with their peers and teachers. Students feel they have had increased opportunity to have their collective voice to be heard and have developed agency in the programs they have initiated. Teachers were willing to adopt a change to pedagogy through embracing 4Cs learning and taking more risks in their classrooms. Greater collaboration and communication was observed and practised amongst the staff.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.