

# 2020 Annual Report

## Newtown High School of Performing Arts



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Newtown High School of Performing Arts

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## Message from the principal

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2020 was a year characterised by significant disruption due to COVID restrictions and the subsequent pivot to remote learning. Despite this, the school implemented a number of significant initiatives and improvements with regard to teaching and learning and whole school operation.

Teachers continued to undertake professional learning in 4C pedagogy under the guidance of Dr Miranda Jefferson and her team from the University of Sydney. Teachers explored approaches to the embedding of the skills of collaboration, creativity, critical reflection and communication into their practice and implemented new initiatives such as project-based learning, e-learning portfolios and a redesigned, personalised report format. Cross faculty collaboration was successfully embedded into teaching programs with teachers from a range of disciplines collaborating on common topics and themes. Staff engaged fully with the move to remote learning, ensuring all lessons and resources were uploaded to Google classroom and Zoom technology was used to engage students in virtual performances and other activities.

HSC results continued to be impressive with an improvement in overall results from 2019 with well over half the cohort receiving results in the top two bands. Individual results were strong with one student placed third in the state for dance and four students receiving the Premier's Award for all round achievement. Staff continued to use RAP and SCOUT data to reflect on teaching practice and to identify areas for improvement.

In the Performing Arts, the audition process was revamped to include the uploading of online audition performances and student profiles. The online audition component will form part of a new, fully integrated audition system in 2021.

Student voice and agency continued to be an area for focus in 2020. The findings of the Curriculum Review continued to be incorporated into subject offerings with an expansion of the Year 8 elective program and the introduction of English Studies and the VET Entertainment Course in Stage 6. Although opportunities for student voice were reduced due to COVID restrictions, the student S.E.E.D team and prefect body continued to implement wellbeing initiatives to promote a sense of belonging and to lift student morale.

Although opportunities for performances were limited, dance students toured the USA prior to lockdown and the school celebrated its 30th birthday with a range of live performances and events. Students in the performing and creative arts engaged in a variety of master classes and received additional tuition from outside specialists online.

Improvements to school facilities and learning spaces continued. Major building work was carried out on St Georges Hall throughout 2020. This included painting the interior and exterior of the building and stage remediation work. In addition, new stage drapes, lighting and sound equipment was installed in the Studio Theatre. Other areas of focus included the purchase of additional seating for the playground, landscaping and classroom refurbishment.

Despite the significant challenges of 2020, our school achieved substantial progress. I would like to thank the staff and parents for their support, guidance and contribution to improving and enriching the learning experiences for all our students..

## Message from the school community

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Our community P&C is committed to playing an active role in furthering the education opportunities for all the children at NHSPA.

The P&C continues to work collaboratively alongside a strongly supportive school executive and staff led by Principal Sharon Roberts. We would like to extend our sincere appreciation to our entire and dynamic school community for contributing to making our school so special and unique.

2020 presented challenges across the board with the ongoing effects of the Covid pandemic. The P&C, like much of the community, has had to accept that many of the things it would like to undertake have simply not been possible.

Despite the challenges we do have some highlights to share:

### **New Families Welcome**

Each year the P&C hosts a welcome for new families, focussed mainly on the new Year 7. The welcome to new families introduces new parents to the school community and we thank Sharon Roberts and her Heads of Department for making the evening a success. The evening helps to disseminate information and provide networking opportunities for parents as they and their child transition into the school. This year also saw parents involved in some of the same activities that the students were involved in during their transition.

### **30th Birthday Celebrations**

In 2020, we joined the school and the community in celebrating its 30th birthday. It was a day of celebration, multicultural food, rides, fun and entertainment. It was a great day and we were extremely lucky that we were able to have the celebration immediately prior to the lockdown. The P&C worked with the school Birthday Celebrations Committee in the organisation, setting up and running of this day. Thank you to the hard work and dedication of our parent community and school staff to help make this day so successful.

### **Teacher and Staff Thank You**

The P&C would like to thank the teachers and staff for their dedication, resilience and commitment shown to ensure the continuation of the education of our children during the COVID 19 lockdown and throughout the remainder of the year. We note the parent community expressed their gratitude in a practical way by providing them with morning tea and lunches through a local coffee shop. A special thank you to all parents who contributed.

### **School presentation and committees**

The P&C participated in Presentation and Orientation days and merit selection panels. Each year the P&C donates the Year 12 Graduation cake. In 2020, it was a multitude of small cakes due to COVID 19. We hope to return to one large cake when we can.

### **St George's Hall Trust Fund**

In 2020, a P&C member joined the St George's Hall Trust fund Board of Trustees. We contributed to the decision making and distribution of funds. The fund provides much needed resources for our performing arts initiatives. A special thank you to the community for support of this fund.

### **P&C monthly meetings**

The lockdown initially impacted the ability for P&C meetings however once the P&C Association amended the constitution rules, we were able to hold meetings remotely with the magic of Zoom. This had some interesting challenges, particularly during the early meetings and we have now progressed to a combination of face to face and Zoom meetings. We have a geographically diverse community of families and the use of technologies such as Zoom enables a larger number of parents to join our P&C meetings so we hope to refine this process more. Meetings also enjoyed presentations from various Heads of Departments from the school and we look set to continue this. Thank you to the Heads of Department for embracing this initiative. Our meetings provided the opportunity for parents to collaborate, to identify areas of interest, implement specific funding initiatives and generally provide support to the school and student community.

As a P&C we are committed to continuing to build on the strong sense of community currently enjoyed at NHSPA and we look forward to continuing to support our school.

Rodney Pickup

NHSPA P&C President

### **Message from the students**

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In 2020, students at Newtown High School of the Performing Arts, like many other students around the world, had to quickly adapt to the changing educational setting. Students had to navigate through the challenges of working online, Zoom meetings and flexible learning environments. The Prefect body stumbled through a monstrous train-wreck of Covid-19 restrictions and felt the burning necessity to do something dramatic, something great, or at the very least something memorable to remind students to be resilient and future-focussed.

The year began for the Prefects with an over-zealous, panting asthma attack of organisation and administration, planning, replanning, cancelling, finessing, hosting, cancelling again, reorganising, reworking and finally, reaping the fruit of all our many labours. We succeeded with many of our initiatives such as Food Drives, our inaugural Spelling Bee, International Women's Day events, and supporting students coping with the challenges caused by Covid-19 restrictions.

The S.E.E.D. team worked tirelessly throughout 2020. The team organised "Wear it Purple Day" which raised LGBTQ+ awareness through performances, speeches and a whole-school celebrations. This message of awareness was further reinforced with students coming together to acknowledge the "National Day of Action Against Bullying".

The year was also marked by the establishment of the Aboriginal Committee. This team focussed on providing a voice and opportunities for students of Indigenous background to lead change at Newtown High School of the Performing Arts. The team organised events in support of "Black Lives Matter" and NAIDOC week and worked with the school's

Aboriginal Team to embed Aboriginal perspectives across the school.

Despite different perspectives and the challenges of COVID, student led initiatives in 2020 contributed substantially to the high standard we expect of our wondrous school community..

The Prefect Body

## School vision

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. 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.

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>

## 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)
4C Learning pedagogy was embedded into all Year 7 faculty programs and into classroom practice. Year 7 teachers met regularly during the year to reflect on their practice and to collaborate on new initiatives including e-learning portfolios and passion projects.. Teachers engaged in 4C learning which was delivered both online and face to face.. However, COVID restrictions disrupted the continuity of professional leaning during the year.  Year 7 teachers engaged in cross-faculty collaboration and cross-curricular projects were implemented.  Cross faculty lesson observation was implemented and will be an area for further development.	\$20,505

- 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)
COVID restrictions prevented full implementation of identified activities. Teachers worked with available facilities to support 4C pedagogy. An identified a space suitable for collaborative learning was identified however preparatory work was deferred due to the restricted access of appropriate personnel on site. Restoration to St Georges Hall was completed to a high standard. School grounds have been landscaped and a mural installed.	

- 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
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<ul style="list-style-type: none"><li>• Online extra-curricular activities were developed in line with COVID protocols. These included the presentation of personalised interest projects to parents through Zoom, student involvement in virtual music and dance performances and the filming of drama performances.</li><li>• Ongoing successful external partnerships continued however the sourcing of new partnerships with outside organisations was not possible due to COVID restrictions.</li><li>• Despite the challenges of remote learning, students reported increased connectedness to the school evidenced in the TTFM survey. Results also indicated stable attendance and a reduction in negative behavioural entries logged on SENTRAL.</li></ul>	

## Next Steps

- Whole school use of communication, collaboration, creativity, and critical reflection processes.
- The school will nurture and develop the innate creativity of all students, allowing them to become successful, creative performers within the artistic context of our school and in the wider community.
- Develop creative and performing arts electives that challenge and extend students in the performing arts to increase engagement and creative thinking.
- Extend inter-school, national and international learning alliances to ensure students are engaged and challenge.

## 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)
A new reporting format (based on the Learning Disposition Wheel) was developed and implemented to reflect 4C learning pedagogy.	\$6,758

- 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)
Student voice and agency continued to be an area for focus in 2020. The findings of the Curriculum Review continued to be incorporated into subject offerings with an expansion of the Year 8 elective program.	\$2,500

- 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)
Staff from different disciplines engaged in a range of collaborative opportunities across the school. Teaching staff continued to engage in professional dialogue, lesson observation and online 4C professional learning.	\$4,400

### Next Steps

- Classroom practice incorporates consistent formative assessment and student critical reflection to inform practice and meet student learning needs.

- Embed a personalised learning approach that enables students to create, receive feedback, and reflect on their identified learning goals.
- Forge creative partnerships with the Local Aboriginal Education Community Group and other cultural institutions to ensure Indigenous perspectives are reflected in all programs.
- Develop teacher agency to effectively use data to differentiate curriculum, inform teaching practices and provide feedback to students so that learning is maximised.

## 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)
<ul style="list-style-type: none"><li>• Student voice continued to be nurtured through student leadership bodies including Prefects, S.E.E.D. and the newly established Aboriginal Committee. Prefects and S.E.E.D. members participated in a leadership training and developed future action plans. Projects focusing on student wellbeing during COVID were a focus. In 2020.</li><li>• An expanded Stage 6 transition program focused on team building, effective communication and positive psychology provided additional support for senior students.. This resulted in improved student confidence and well-being..</li><li>• Staff continued to engage in professional learning focussing on Positive Psychology and growth mindset. This has resulted in an average of 75% of students reporting a high sense of belonging during the last six years.</li></ul>	\$13,250

- 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)
<ul style="list-style-type: none"><li>• All staff engaged in Professional Learning in 4C pedagogy. Year 7 faculty programs were reviewed and further refined. The school developed new approaches to Stage 4 delivery including an extended Transition Program, revised assessment procedures, the development of student e-Learning Portfolios and Project-Based Learning.</li><li>• Improvements have been made in communication across the school including a revamped school newsletter and Facebook platform.. The school calendar was reviewed and alternative options explored.</li><li>• All teachers uploaded recourses to Google Classroom and developed</li></ul>	\$24,877

## Progress towards achieving improvement measures

confidence in its use during remote learning.. Students engaged fully with online learning which resulted in minimal disruptions to teaching and learning following Covid-19 restrictions.

- 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.
  - 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)
<ul style="list-style-type: none"><li>• Through professional learning and collaborative Hubs, staff have explored, planned and implemented 4C pedagogy resulting in cross-curricular programs that promote deep learning and understanding. Students in stage 4 engaged in project based learning across multiple courses. Year 7 students developed an e-learning portfolio which documented and showcase their learning. Students working with Learning and Support faculty in year 9 engaged in a project based learning focusing on Sustainability which integrated Science, Geography and Mathematics concepts. As a result of implementation of project based learning through the lens of 4C pedagogy, 49% of staff indicated that 4C pedagogy enhanced the quality of teaching and learning in their classroom and 60% of students reported increased engagement.</li><li>• The student behaviour management policy was reviewed and refinements made to provide clarity and improve processes in managing behaviour. A merit system which incorporated community service and volunteering was introduced. As a result, a number of clubs were established and increased in student engagement and voice were identifiable. Mentoring and coaching programs continue to be implemented and staff continued to be in-serviced in utilising Sentral to support whole school monitoring. Positive psychology and restorative practices continue to underpin the school's student behaviour management policy.</li></ul>	\$24,877

## Next Steps

- Classroom practice incorporates consistent formative assessment and student critical reflection to inform practice and meet student learning needs.
- Foster student agency, self-directed learning and critical reflection through the provision of reflective processes such as e-learning portfolios, student led learning conferences and student reflective feedback.
- Transform existing classrooms and designated spaces to create dynamic learning environments to facilitate innovative teaching and independent learning.
- The school will implement the DoE High Potential Policy and the building of high expectations and continual improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• RAM Equity (\$12 049.00)</li> </ul>	All Aboriginal students have personalised learning plans (PLPs) which were developed in consultation with students and their parents/carers. Due to Covid-19, NAPLAN was cancelled. However based on school data, Indigenous students' results are comparable to the performance of all students. 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. Mentoring programs through AIME continued and data from the TTFM survey indicated a notable increase in Aboriginal students' sense of belonging and student voice as a result of the establishment of a student leadership team known as "The Aboriginal Committee".
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• RAM Equity (\$33 950.00)</li> </ul>	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. SLSO's worked in collaboration with English Faculty to further refine literacy support for students. Refinements in literacy programs were made resulting to targeted and explicit support in writing.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• RAM Equity (\$141 625.00)</li> </ul>	<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.. ILPs were developed in consultation with students and parents for students with diagnosed learning difficulties. ILP's were regularly updated and communicated to all staff to ensure coordinated support.</p> <p>Project Based Learning was introduced for students in Year 9. resulting in increased student engagement and attendance. The Learning and Support team collaborated with the English faculty to refine literacy programs resulting in increased targeted and explicit teaching of writing.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• RAM Equity (\$16 487.00)</li> </ul>	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. The Wellbeing Team regularly monitored progress of students and provided targeted support demonstrating a strong collaboration between parents, students and the external agencies. This resulted in continuity in education for students and a culture of ongoing support.
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Beginning Teachers (\$43</li> </ul>	All beginning teachers have engaged in professional learning in-line with their

<b>Support for beginning teachers</b>	443.00)	Professional Development Plan and the Australian Teaching Standards. Support and mentoring have been provided by Faculty Head Teachers and Deputy Principal Teaching and Learning. Through classroom observations and mentoring, beginning teachers have been able to work through their accreditation and refine their practice.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	394	381	391	424
Girls	645	660	673	675

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	96.3	95.4	94	94.6
8	94.1	92.7	92.8	92.7
9	93.5	92.4	90.9	93.3
10	92.3	89.6	91.1	91.8
11	94.6	92.9	91.1	93.7
12	96	94.5	92	93.1
All Years	94.5	93	92.1	93.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	0	0	0
Employment	0	0	3
TAFE entry	2	1	5
University Entry	0	0	88
Other	0	0	4
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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6.25% of Year 12 students at Newtown High School of Performing Arts undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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98.1% of all Year 12 students at Newtown High School of Performing Arts expected to complete Year 12 in 2020 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)	54.5
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	0.8
School Administration and Support Staff	12.97
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,899,032
<b>Revenue</b>	11,994,095
Appropriation	10,968,925
Sale of Goods and Services	66,895
Grants and contributions	949,759
Investment income	8,316
Other revenue	200
<b>Expenses</b>	-11,609,510
Employee related	-10,233,620
Operating expenses	-1,375,890
<b>Surplus / deficit for the year</b>	384,585
<b>Closing Balance</b>	2,283,617

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	74,157
<b>Equity Total</b>	204,784
Equity - Aboriginal	13,901
Equity - Socio-economic	19,569
Equity - Language	25,879
Equity - Disability	145,435
<b>Base Total</b>	10,063,932
Base - Per Capita	255,800
Base - Location	0
Base - Other	9,808,132
<b>Other Total</b>	357,593
<b>Grand Total</b>	10,700,466

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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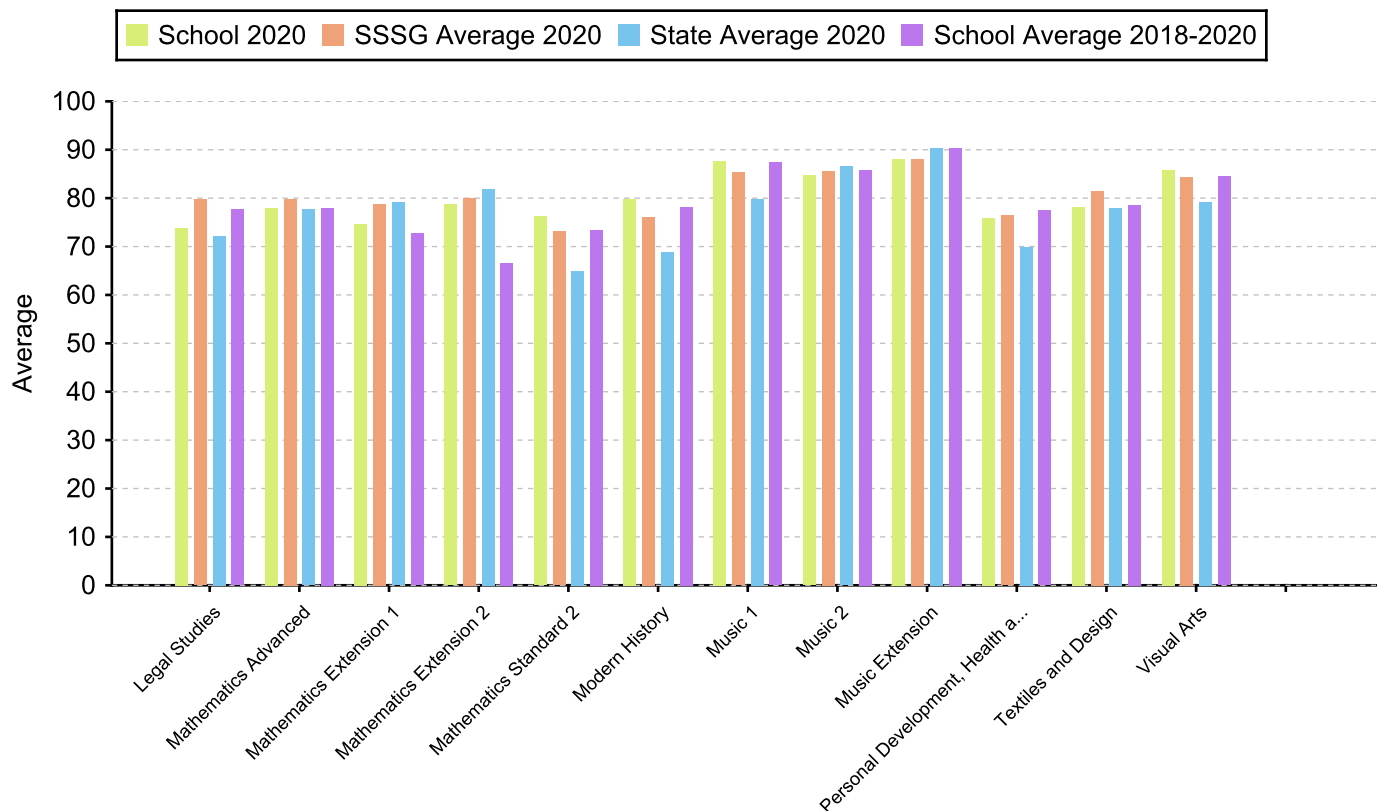
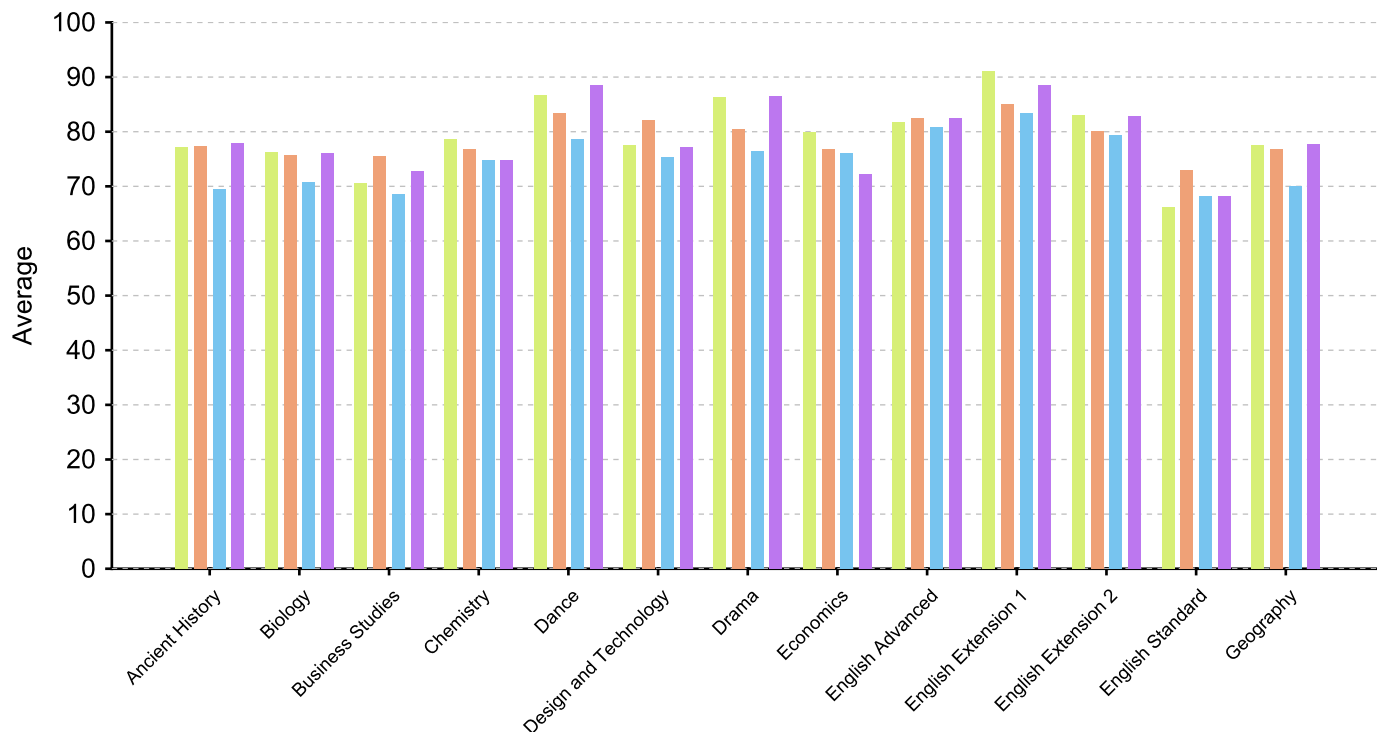
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	77.2	77.4	69.4	77.9
Biology	76.3	75.7	70.8	76.1
Business Studies	70.6	75.4	68.6	72.8
Chemistry	78.7	76.8	74.8	74.7
Dance	86.7	83.4	78.6	88.5
Design and Technology	77.5	82.1	75.4	77.1
Drama	86.3	80.5	76.4	86.6
Economics	79.9	76.7	76.1	72.1
English Advanced	81.7	82.5	80.8	82.5
English Extension 1	91.0	85.1	83.4	88.4
English Extension 2	83.0	80.1	79.3	82.9
English Standard	66.1	73.0	68.1	68.2
Geography	77.6	76.8	70.1	77.8
Legal Studies	73.8	79.7	72.1	77.7
Mathematics Advanced	78.0	79.9	77.7	78.0
Mathematics Extension 1	74.7	78.8	79.1	72.7
Mathematics Extension 2	78.7	80.0	81.8	66.6
Mathematics Standard 2	76.2	73.2	64.9	73.5
Modern History	79.8	76.1	68.9	78.2
Music 1	87.7	85.3	79.8	87.4
Music 2	84.7	85.6	86.6	85.8
Music Extension	88.1	88.1	90.4	90.3
Personal Development, Health and Physical Education	75.9	76.4	69.9	77.5
Textiles and Design	78.2	81.5	77.9	78.6
Visual Arts	85.8	84.4	79.2	84.5

## Parent/caregiver, student, teacher satisfaction

Newtown High School of the Performing Arts continued to engage with the school community to foster a culture of high expectations and personalised learning to effectively cater for the diverse needs of our students. Feedback from the members of the school community via P&C meetings, focus groups, parent forums, parent-teacher interviews, staff meetings, year meetings, student forums and Tell Them From Me surveys were used in determining parent, student and teacher satisfaction.

Due to Covid-19 restrictions, parent participation was limited to online engagement. Regular events such as the "World Earth Festival" and "Showcase" public performances were cancelled and Parent Teacher Nights and P&C meetings were delivered online. The restrictions brought about by Covid-19 contributed to lower levels of parent satisfaction and engagement with the school than in previous years.

Despite limited opportunities for students to perform and interact throughout the year, survey data and feedback indicated they maintained a strong sense of belonging and experienced positive relationships with their peers and teachers. Students demonstrated increased levels of resilience and adaptability which was reflected in an upward trend in the areas of positive relationships, sense of belonging, interest and motivation and valuing school outcomes (TTFM survey results). Students reported increased opportunity to have their collective voice heard and developed agency in the programs they initiated. Student leadership teams (Prefects, SEED, the Aboriginal Committee, Peer Support Leaders and Student Coaches) worked with increased vigor to ensure student voice was highlighted. The co-curricular and extra curricular programs further ensured that students were provided with extensive opportunities to develop their leadership skills.

Staff at Newtown High School of the Performing Arts continued to enhance student outcomes. All staff engaged in professional learning and used the Professional Teaching Standards to reflect on their teaching and learning practices. Staff engaged with a range of data to inform and refine their teaching. Areas for further development include increased collaboration, more effective communication and continued emphasis on developing an inclusive and creative learning culture..



# Policy requirements

## Aboriginal Education Policy

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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.
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- Establishment of the Student Aboriginal Committee to enhance student voice.
  - The Student Aboriginal Committee with the support of the Aboriginal Team hosted events such as Sorry day assembly and NAIDOC week celebrations and Black Lives matter reflection. Team members supported our indigenous students in setting and achieving personal and academic goals.
  - All Indigenous students work with AIME and are provided with mentors to support their academic and social wellbeing.

## Anti-Racism Policy

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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

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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.