

2021 Annual Report

Newtown High School of Performing Arts



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Message from the principal

Despite a significantly disrupted year, the school embarked on the first phase of the Strategic Improvement Plan with its three strategic directions: Student Growth and Attainment, Innovative Practice and Learning Culture. To ensure authentic staff participation in the implementation of the plan, cross faculty hubs were established. Staff received targeted professional learning in a range of identified areas including formative assessment, data analysis, literacy and numeracy improvement initiatives and High Potential and Gifted education.

The school continued to focus on embedding the 4C capabilities-communication, creativity, collaboration, and critical reflection into learning activities and school operation. Extensive, ongoing professional learning provided by the 4C Transformation Team and the Head Teacher Learning and Innovation, enabled staff to gain greater insight into this pedagogy and in particular its application to online lesson delivery. Staff were supported to trial innovative and future focused practices particularly in Stage 4 subject disciplines. This resulted in greater staff confidence and knowledge particularly in the online space.

New partnerships with industry in creative and performing arts were explored however due to COVID restrictions, additional opportunities to form new partnerships as well as to experience live productions were limited. Future partnerships with arts organisations such as The Australian Theatre for Young People and The Sydney Fringe Festival will be explored in 2022.

The delivery of student wellbeing programs during the school's period of lockdown was severely impacted by the cancellation of excursions, camps and opportunities for face-to-face interaction. Nevertheless, the school successfully trialed the implementation of the Love Bites Respectful Relationships program and took part in a five-year study of youth mental health devised by the Black Dog Institute. It is anticipated that the employment of a Student Support Officer in 2022 will have a positive impact on student wellbeing, engagement, and connectedness to the school.

2021 was a year of considerable challenges for both students and staff. The disruption to learning and wellbeing programs caused by COVID resulted in reduced student morale and a significant increase in teacher workload. Despite this, our school community remained supportive of school initiatives and new endeavours. I would like to thank our staff for their tireless work, our students for their resilience and optimism as well as the parent community for their unstinting support of the school during an unprecedented time..

Message from the school community

NHSPA's strong community P&C is committed to playing an active role in furthering the educational opportunities for all students at NHSPA so as to ensure parents are partners in the education process. The P&C works collaboratively alongside a very supportive school executive and all staff, led by the principal Sharon Roberts. We extend our sincere appreciation to our dynamic school community for their generous contributions and the strong partnership with school staff, which contributes to making NHSPA so special and unique.

2021 has again presented many challenges because of the effects of the Covid pandemic. The P&C, like much of the community, has had to accept that many of the things it would have liked to undertake were not possible.

Despite the challenges, we would like to highlight the following:

Staff Thank You The P&C would like to sincerely thank the teachers and staff for the innovation, dedication, resilience and commitment shown to ensure the education of our children, particularly with the difficulties of remote learning during the long lockdown, and throughout the remainder of the year. We note that the P&C expressed their gratitude in a practical way by providing the teachers with individual vouchers to use at a local bakery. We also support teachers in their quest for better working conditions.

Grants In 2021, NHSPA P&C were successful in being awarded two grants to fund the cost of installing a safety intercom, PA and bell system in the school. We were awarded \$31,547 from the NSW Government's 2021 Community Building Partnership Grant program and \$10,000 from the WestConnex Community Grant Program. We are very grateful to receive both these grants and to be able to fully fund and support the school with this important initiative.

New Families Welcome Each year the P&C hosts a catered welcome for new families. This introduces new parents to the school community and we thank principal Sharon Roberts, the year advisors, the Heads of Department and everyone involved for making the evening a success. The evening helps to disseminate information and provide networking opportunities for the P&C and new parents as they and their child transition into the school.

Performance Cafes and Art Gallery Every year, the P&C coordinates volunteers to run the Studio Theatre Café. Refreshments are made available at Showcase performances.. This year, due to COVID, we could only hold the first semester Showcase and would like to congratulate all the students and staff involved in organising such a

spectacular event. The P&C also coordinates volunteers to assist with supervising the Art Exhibitions in our art gallery.

School Committees In 2021, the school conducted workshops for the parent body to enable them to provide input into the School Strategic Improvement Plan 2021-2024. The P&C are grateful for this opportunity. The P&C also worked with the school by participating in merit selection panels and the school uniform tender panel.

St George's Hall Trust Fund The P&C continues to have a member sit on the Board of Trustees for this Fund and through this we contribute to the decision making of the trust and fund distribution. The Fund provides much needed resources for our performing arts initiatives. A special thank you to the community for support of this fund and the generous donations.

Other Initiatives The P&C subsidised the cost of a parent information session on teenage drug and alcohol use to provide parents with the important information discussed in the student sessions. Also, each year the P&C donates the Year 12 graduation cake, and this year we provided individual cupcakes because of COVID.

P&C Meetings Due to the pandemic, most meetings this year were held remotely by Zoom. Our meetings provide 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. NHSPA P&C are committed to continually complement the strong sense of community currently enjoyed at NHSPA and we look forward to continue to support our school through our strong partnership.

NHSPA P&C EXECUTIVE

Message from the students

Student agency continues to be nurtured and showcased at Newtown High School of the Performing Arts. The Prefect team, S.E.E.D. team and Aboriginal team have sought to extend and nurture the ongoing passion for the performing arts and create a welcoming environment for all students following the easing of Covid19 restrictions.

Initiatives to celebrate and showcase the diverse range of talents included Friday lunch time busking and NHSPA's Annual Talent Quest.

The student leadership team also celebrated key events including festivities for International Women's Day which included a breakfast panel of prominent women, lunchtime festivities, and participation with the 'Its in the Bag' campaign for Share the Dignity. Students were also involved in the very successful and much anticipated Worlds Greatest Shave raising both money and support for the Leukemia foundation. The student leadership team also held a Christmas food drive which supported vulnerable people in the Inner-West community.

A welcoming environment for all students has been a key priority for the student leadership team. Events were held for National Day of Action against Bullying and Violence as well as Wear it Purple. This allowed the school to come together and support one another even in such difficult times.

The Prefects, S.E.E.D team and Aboriginal team have shown that they can really achieve anything, when encouraged and supported. It is hoped that their initiatives will continue to build a strong school community, forging a way into new spaces and allowing student voices to be heard.

Sophie Whitehead / Nona Walne

(School Captains 2020/21)

School vision

At Newtown High School of the Performing Arts we empower and inspire our community to explore its creativity and imagination; to strive for educational excellence and celebrate diversity.

Our aim is to develop independent, lifelong learners, critical thinkers and problem solvers through the provision of dynamic, authentic learning experiences in an inclusive school community where the arts are fostered in a climate of collaboration and mutual respect.

We seek to continually innovate to meet the needs of all learners whilst evaluating and measuring the impact of initiatives to drive continual improvement.

School context

Newtown High School of the Performing Arts 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. The school is located in the inner west suburb of Newtown and has a student enrolment of 1124. The school enrolls students from both the local area and auditions students from all over NSW in dance, drama and music for intakes in Years 7 and 11.

All members of the school community are invested in 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.

Through our Situational Analysis, we have identified a need to use evidence-based practice to ensure all students are challenged and motivated learners with a greater focus on literacy and numeracy.

The ongoing implementation of innovative teaching and learning practices will enable us to consistently improve academic and performing arts outcomes whilst developing student agency and engagement. This will result in skilled, creative and self-motivated students ready to meet the challenges of an increasingly complex society.

Self-reflection and data analysis inform the school's ongoing pursuit of excellence.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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: Student growth and attainment

Purpose

To ensure that all students demonstrate expected academic growth and achievement through the provision of rich learning experiences, quality assessment and feedback as well as evidence based practice to promote creative, independent learners capable of critical reflection.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Formative Assessment
- Collaborative Evidence Based Practice

Resources allocated to this strategic direction

Professional learning: \$45,000.00

Low level adjustment for disability: \$170,219.00

Integration funding support: \$10,000.00

Summary of progress

In 2021, organisational structures were developed to create a collaborative learning culture in the school to facilitate professional discussion, sharing of expertise, modelling of effective practice in driving schoolwide improvement in teaching practice and student results. The collaboration hubs included a Literacy and Numeracy hub and a Formative Assessment hub. Members of the hub met regularly to discuss, plan, analyse data and share findings. This has enabled development of staff leadership capabilities and enhanced collaboration, resulting in an informed professional culture within the school community. Working in conjunction with our literacy and numeracy advisors multiple workshops were conducted for staff earlier in the year which provided a range of teaching strategies and techniques which have now been embedded in teaching and learning programs.

Staff have undertaken targeted Professional Learning in assessment and data analysis, which has supported them to embed formative assessment into their programs, and identify individual student achievement targets. The Literacy and Numeracy hub has analysed Year 7 Best Start, Check-in assessment and Naplan data to identify students needing additional support. The hub members have worked with the Learning and Support team in developing strategies to improve literacy and numeracy for students.

Due to the disrupted year, the collaboration hubs were unable to achieve as much as they had hoped and hence the hubs next year will build on the work commenced this year. At the first SDD next year, the literacy and numeracy hub will facilitate a workshop with a focus on literacy and numeracy and data analysis using SCOUT. This will support teachers in refining Literacy and Numeracy practices and using quality assessment to identify student learning needs.

As a school we have identified that data use and analysis requires greater attention. In 2022, we will continue to explore and refine quality teaching practices with a specific focus on reading and numeracy as well as review the whole school approach to track and monitor student achievement with attention to assessment, data and differentiated learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
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| Staff confidently use classroom practice which incorporates consistent formative assessment. Consistent school wide practices for assessment and feedback established. | Through professional learning targeting formative assessment, assessment is used flexibly and responsively as an integral part of daily classroom instruction as evidenced in Stage 4. Each student has an Individual Learning Portfolio which allows students to reflect on and share their learning journey with other students, teachers and their parents. Stage 4 reports have been refined to focus on the language of the Learning Disposition Wheel and positive psychology. |
| Staff participate in professional learning | Throughout the year staff participated in numerous professional learning |

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| that builds skills in analysis, interpretation and use of student progress and achievement data. | workshops focussing on data informed evidence based practice. The executive team participated in a SCOUT workshop delivered by the Capability Lead - Data and Information team. Two collaboration hubs were established, the literacy and numeracy hub and the assessment hub. The members of both hubs did online PL in collecting and analysing literacy and numeracy data. They worked collaboratively in upskilling the hub members in developing procedures and systems to track student progress and achievement. A school development day has been planned that will focus on literacy and numeracy data analysis, identifying students at risk and developing targeted strategies. Members of the executive team also participated in the LEED workshop on assessment, as well as Data informed evidence based workshop. These sessions complemented additional professional learning sessions run in-house as well as through external agencies. |
| Improvement in the percentage of students achieving expected growth to be above the system-negotiated target baseline in reading of 63.6% and numeracy of 66.6%. | <p>There has been a marked improvement in the percentage of students achieving expected growth in reading from 59.60 to 74.85 in 2021. This has been achieved through targeted professional learning, analysis of student performance data, development and implementation of reading programs in core KLA's. such as the Renaissance Reading Program in Stage 4.</p> <p>There has however been a decline in the number of students achieving expected growth in numeracy from 58.65 in 2019 to 55.65 in 2021. This is below the system negotiated target baseline of 66.6 percent. This will be a major school-wide focus for 2022 and beyond.</p> |
| Improvement in the percentage of students in the top two bands to be above the system-negotiated target baseline in reading of 41.9% and numeracy of 44.5% | There has been an increase in the number of students in the top two bands in reading from 33.13 percent in 2019 to 46.51 percent which is above the system negotiated target of 41.9 percent. Work continues to address numeracy which is below the system negotiated target currently at 38.10 percent despite the slight increase from 37.42 percent in 2019. |
| Improvement in the percentage of HSC course results in the top two bands from 62.3% baseline trending towards the lower bound target 68% | Student achievement in the HSC is improved through explicit teaching and learning experiences. Data will be finalised in January following the release of HSC results due to delays caused by Covid 19. |
| The school identifies growth targets for individual students, using internal progress and achievement data. | The staff in the literacy and numeracy hub along with the Learning and Support team members have undertaken comprehensive data analysis of NAPLAN results, Year 7 Best Start and Year 9 Check In assessment data to identify and set individual student growth targets. These targets were communicated with all faculties in supporting students meet their literacy and numeracy targets. |

Strategic Direction 2: Innovative Practice

Purpose

Our purpose is to imagine learning differently and transform our practices through innovative and responsive approaches. The school community is confident to engage in its own creative, reflective and collaborative practice and is committed to creating dynamic and challenging learning environments.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective and innovative practice
- Innovation in Performing Arts Education

Resources allocated to this strategic direction

4C Transformative Learning (6101): \$15,000.00

Professional learning: \$25,000.00

Technology: \$10,000.00

Maintenance/Furniture (6101): \$20,000.00

Summary of progress

Extensive, ongoing professional learning provided by the 4C Transformative Team has enabled staff to gain a greater understanding and insight into the 4C approach to teaching and learning. Classroom activities designed to foster creative and original thinking are being embedded across all Key Learning Areas to challenge our students and to enable them to understand the curriculum at a deeper level.

At the start of 2021, a Head Teacher Learning and Innovation position was established. This role in conjunction with members of the Innovative Teaching Practice hub is charged with driving the 4C transformations at the school. The hub has this year started exploring further initiatives such as Deep Noticing Action (DNA) and Collaborative Classroom Visits (CCV) as well as a book club. This will be further developed and implemented across the school next year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|---|
| Staff use evidence based teaching practice and innovation to enhance student learning. Through the establishment of an Innovative Practice hub, staff are supported to trial innovative and future-focused practices. | The school's focus on pedagogical transformation is progressing by evaluating current programs and engaging learning experiences based on the evidence-based 4Cs approach. Through collaboration, cross-KLA project-based learning programs were implemented in Stage 4 which led to students developing deep content knowledge as well as critical thinking, collaboration, creativity and communication skills. A more personalised Stage 4 report model framed embedding the Learning Dispositions was developed that reflect upon the student's cognitive, interpersonal and intrapersonal skills as well as areas for development. This new model provides a holistic understanding of the student's learning progress with specific steps for growth and improvement. Students in Stage 4 have maintained their individual e-Learning portfolios (e-LPs). They were guided and supported by mentor teachers in developing and maintaining their portfolios throughout the year to showcase key pieces of their work that encapsulated their learning journey. As part of the learning portfolio students provided their reflection as evidence of their learning and progress. |

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| <p>Staff use evidence based teaching practice and innovation to enhance student learning.</p> <p>Through the establishment of an Innovative Practice hub, staff are supported to trial innovative and future-focused practices.</p> | <p>The ownership over their learning culminated in a student-parent conference, where using the Learning Disposition Wheel as a basis for the conversation, students shared their e-learning portfolios with their parents and identified their strengths and areas for development.</p> |
| <p>The school establishes support structures to promote and assist interested staff in attaining higher accreditation .</p> | <p>Interested staff were given time to engage in collaborative learning and support. Initially staff completed the online NESA course on Understanding Higher levels of accreditation. In developing the school's capacity to support teachers undergoing Higher Accreditation, interested staff went on to further their knowledge and understanding by undertaking targeted workshops. This was presented to all other interested staff by sharing the knowledge and resources. This group of staff will continue their process of seeking higher accreditation next year.</p> |

Strategic Direction 3: Learning Culture

Purpose

To sustain and nurture an inclusive and connected teaching and learning environment that challenges students to become creative, engaged, thriving citizens.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Creative and Performing Arts
- High Potential & Differentiation

Resources allocated to this strategic direction

Aboriginal background: \$19,587.00
Socio-economic background: \$17,939.00
Beginning teacher support: \$16,841.00
Refugee Student Support: \$923.00
Professional learning: \$10,000.00
High Potential/Gifted Education (6101): \$10,000.00
Integration funding support: \$89,928.00
English language proficiency: \$33,000.00

Summary of progress

In 2021, the High Potential and Differentiation hub was established. Professional learning on the DoE High Potential and Gifted Policy was provided by the hub which gave staff a thorough understanding of the policy and provided teaching methods and strategies to implement in the classroom to support all students. To further extend students in performing arts and to increase engagement new creative and performing arts electives were explored and changes made to Stage 4 and 5 electives.

To increase student engagement and further extend students, new partnerships with industry links in creative and performing arts were established, giving students greater performance opportunities. Due to COVID the performance/showcase opportunities were reduced however further partnerships for 2022 are being explored with like schools and other industry links. This is to ensure students continue to feel motivated, challenged and connected to the Creative and Performing Arts Industry.

The year six to seven transition program was evaluated, refined and ready for implementation for 2022. Key changes include condensing the program, students commencing their course studies earlier, and induction of the Learning Disposition Wheel and 4C Pedagogy embedded throughout the year. This should lead greater understanding of 4C Pedagogy and smoother transition to high school practices.

The disruptions to the delivery of wellbeing programs resulting from Covid-19 restrictions had an impact on wellbeing measures.. Although new wellbeing initiatives were implemented their full impact could not be delivered in 2021. One initiative implemented this year included the Black Dog Future Proofing Study involving year 8 student volunteers. This five-year study uses data to build a comprehensive picture of youth mental health and aims to help prevent symptoms of mental illness in young people. In addition, the Love Bites Respectful Relationship education program which focusses on equipping young people with the knowledge needed to have respectful and positive relationships was successfully implemented in 2021 for the Year 10 students. After evaluation, this program will continue in 2022.

In 2022, the Wellbeing team will continue to collaboratively design and continue to deliver initiatives to enhance student wellbeing. The employment of a Student Support Officer in 2021, will also provide greater scope in implementation of wellbeing programs to keep wellbeing target on track. Next year we will review the role of the Student Support Officer in enhancing proactive strategies to improve student engagement. Fostering links with external agencies and one on one monitoring will complement existing structures to establish high levels of attendance. Work done in refining curriculum delivery and a focus on student choice and agency will also contribute to the suite of interventions to support further improvement in student engagement across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
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| <p>Explore further creative and performing arts electives to extend student engagement.</p> <p>Further partnerships and programs in Creative and Performing arts explored.</p> <p>The school evaluates the current transition programs to ensure students' successful transitions into high school and the senior school.</p> | <p>A new Year 8 elective Musica Vitae, was introduced in 2021 which was a successful strategy in differentiation and HPGE. Following executive discussions, the Stage 4 structure has been reviewed and necessary changes made. to the elective line. New electives are being offered for Stage 5 in 2022.</p> <p>As part of the TVET course, Entertainment Industry placements for students were provided to gain industry experience. The first HSC cohort at the school for this course went through in 2021 achieving much success.</p> <p>Partnerships with APRA linking to industry and like schools is being explored for 2022.</p> |
| <p>Tell Them From Me (TTFM) data in the areas of advocacy, belonging and expectations increases above the school's baseline of 73.5%.</p> | <p>Sense of belonging decreased markedly from 77 percent to 70 percent, well below the base line of 73.5 percent. Advocacy at school decreased from 59 percent to 56 percent well below the base line of 73.5 percent. This is despite programs such as check-ins during lockdown and online wellbeing support and initiatives. The wellbeing team continued to run year meetings, run initiatives to maintain connection with students through online platforms including google classroom and social media, and to attend to student referrals. Data was collected to identify students experiencing difficulties adapting to remote learning and support structures developed. These incorporated individualised support delivered by the Learning and Support Team, mentoring support from the Year Advisers and Deputy Principal and specialised support provided through the Student Support Officer and counselling team. The lack of face to face interaction, inability to run wellbeing programs and limitations in hosting performances has had a negative impact on student wellbeing. Despite the challenges, the students displayed resilience and growth mindset with expectations for success, rising slightly from 81 percent to 82 percent well above the base line of 73.5 percent.</p> <p>To reverse the decline in wellbeing outcomes, a greater focus on revitalising wellbeing programs is required to ensure students grow and flourish. An audit of programs that target the emotional, spiritual, physical and cognitive elements are underway. Appropriate resourcing will be allocated to further support student wellbeing.</p> |
| <p>Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students.</p> | <p>Our focus for 2021 was to the review systems and structures to monitor student attendance and identify individual or groups of students requiring intervention. Currently NHSPA has 76.1 percent of student attendance at or above 90 percent compared to state average of 65.6 percent but well below the system negotiated target of 87.4 percent. Focusing on school refusers, the wellbeing team identified students of concern and developed individualised action to support students. Interventions included case conferences, referrals to HSLO, alternative educational settings explored and daily monitoring by members of the wellbeing team including school counsellors, Student Support Officer, Year Advisers and Deputy Principals. The interventions led to some improvements in attendance however the impact of prolonged lockdown and lack of face to face contact limited the success of the interventions. The school also maintained regular attendance record's throughout the remote learning period to capture student attendance. Students who failed to attend online lessons was referred to the wellbeing team for follow up. Regular data was shared to the executive team for follow up. As a result, student engagement were routinely monitored and concerns followed up by the Wellbeing Team and executive.</p> |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$99,928.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Newtown High School of Performing Arts in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Evidence Based Practice • High Potential & Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing including employment of a fulltime Learning and Support co-ordinator and three fulltime Student Support Officers to assist students with additional learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Individual Learning Plans (ILP's) • staffing release to build teacher capacity around differentiation <p>The allocation of this funding has resulted in:</p> <p>Integration funding key goal is that every student improves every year through low-level adjustments and support for students with disabilities. Funding has been used to recruit a full time Learning and Support Coordinator as well as three Student Learning and Support Officers (SLSO). The Learning and Support Team comprising of the Deputy Principal Wellbeing, school counsellors, Learning and Support Coordinator and Student Support Officer meet weekly to case manage students who require additional support to access the curriculum. Comprehensive Individualised Learning Plans and Health Care Plans are developed and strategies for additional support communicated to relevant staff. In addition, SLSO's work with individuals and small groups to assist in the classroom and in small group settings.</p> <p>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.</p> <p>The staff in the Literacy and Numeracy hub along with the Learning and Support team have undertaken comprehensive data analysis of the NAPLAN results, Year 7 Best Start and Year 9 Check in assessment data to identify students requiring remedial support. Small group tuition or one on one remedial support has been provided resulting to a moderate improvement overall in outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Annual review of student Individual Learning Plans to refine support. Ongoing professional learning led by the Literacy and Numeracy hub to improve staff proficiency in data analysis to quickly identify patterns and trends and students requiring remedial support.</p> |
| <p>Socio-economic background</p> <p>\$17,939.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Newtown High School of Performing Arts who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creative and Performing Arts <p>Overview of activities partially or fully funded with this equity loading include:</p> |

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| <p>Socio-economic background</p> <p>\$17,939.00</p> | <ul style="list-style-type: none"> • supplementation of extra-curricular activities • equitable access to specialist resources • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: One of the key goals of the Department of Education's 2018-2022 strategic plan is to ensure that our education system reduces the impact of disadvantage. NHSPA is committed to supporting all students to participate in the full range of curricular, extra-curricular and co-curricular opportunities available at the school.</p> <p>Funding has been used to ensure all students are able to attend excursions, master classes and school camps. Student wellbeing was supported through the provision of canteen and uniform assistance for families experiencing economic hardship. The school also assisted families with the cost of subject course fees and costs associated with excursions and co-curricular programs. Wellbeing programs including workshops and excursions were subsidised to ensure every student had access.</p> <p>The Bring Your Own Device (BYOD) approach to technology integration in classrooms is supported by an extensive pool of equity loan devices available to students. Wireless internet devices were also made available to families in need during the period of remote learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Recruitment of an additional Student Support Officer (SSO) has been finalised which will provide opportunities to expand support for students from a low Socio Economic background. As part of the school wellbeing team, the SSO will be assist in linking external providers with students and parents to expand the suite of support provided.</p> |
| <p>Aboriginal background</p> <p>\$19,587.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Newtown High School of Performing Arts. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creative and Performing Arts • High Potential & Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • Establish an Aboriginal Education Hub <p>The allocation of this funding has resulted in: Relief was provided to allow the school's Aboriginal coordinator to lead and oversee the implementation of the Department of Education Aboriginal Policy. This action ensured that Aboriginal Education was seen a key priority and allowed for greater collaboration across the school in refining programs to support Aboriginal and Torres Strait Islanders students. In addition, a Aboriginal Student Learning and Support Officer was recruited to provide one on one support for Indigenous students. All Indigenous students were provided with coaching and mentoring support. However, the impact of these initiatives were limited within a wider context of school disruptions resulting from disrupted learning. There was a 4 percent decline in students reporting teachers have a good understanding of my culture. There was also a 22 percent decline is students reporting that they feel good about my culture when I am at school.</p> <p>After evaluation, the next steps to support our students with this</p> |

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| <p>Aboriginal background</p> <p>\$19,587.00</p> | <p>funding will be: Review of existing support for Indigenous students is required and greater engagement with external agencies including NSW Aboriginal Education Consultative Group to inform future practices.</p> |
| <p>English language proficiency</p> <p>\$33,000.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Newtown High School of Performing Arts.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Potential & Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of suitable curriculum to support student engagement at all levels of proficiency • establishment of the Differentiation Hub and Numeracy and Literacy Hub to lead professional learning • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Introduction of English Studies in stage 6 curriculum has increased student retention and improved engagement. Students now have access to a wider range of English curricula in stage 6.</p> <p>The Literacy and Numeracy hub has analysed Year 7 Best Start, Check-in assessment and Naplan data to identify students needing additional support. To ensure consistency in teaching and learning, Individual Learning Plans have been developed for students requiring remedial support. The hub members have worked with the Learning & Support team in developing strategies to improve literacy for students.</p> <p>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 programs for students resulting in targeted and explicit support in writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue targeted interventions to further refine and implement across the school.</p> |
| <p>Low level adjustment for disability</p> <p>\$170,219.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Newtown High School of Performing Arts in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Evidence Based Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The Low Level Adjust Disability funding was used to employ three School</p> |

| | |
|--|--|
| <p>Low level adjustment for disability</p> <p>\$170,219.00</p> | <p>Learning and Support Officers (LSO) to assist students in class or through one on one support. Students were provided with assistance with remedial numeracy and literacy support, organisational skills and disability provisions.</p> <p>A Project Based Learning program was also implemented to support identified students in year 9. This program supported student learning in Science, PDHPE and HSIE allowing students to work at their own pace.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning to support staff with referral process to improve service delivery including support provided through the newly established Student Support Officer.</p> |
| <p>Professional learning</p> <p>\$80,000.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Newtown High School of Performing Arts.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Formative Assessment • Collaborative Evidence Based Practice • Highly effective and innovative practice • Creative and Performing Arts <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Establishment of Hubs including Literacy and Numeracy; Innovative Pedagogy, High Potential; Assessment; and Innovative ICT. <p>The allocation of this funding has resulted in: Organisational structures were developed to support a collaborative learning culture. Staff engaged in professional discussion, sharing of expertise, and modelling of effective practice to drive schoolwide improvement in teaching practice and student outcomes. Staff met regularly to discuss, plan, analyse data and share findings. This has enabled development of staff leadership capabilities and enhanced collaboration, resulting in an informed professional culture within the school community. Effective teaching and learning strategies were identified and embedded in teaching and learning programs. There has been an increase in staff confidence in identifying and analysing student data following targeted Professional Learning in assessment and data analysis. All staff are proficient in using SCOUT, RAT and school based data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Future focus for Professional Learning will build on the work commenced in 2021 and will continue to focus on literacy, numeracy and data analysis. We will explore and refine quality teaching practices with a specific focus on reading and numeracy as well as review the whole school approach to track and monitor student achievement with attention to assessment, data and differentiated learning.</p> |
| <p>COVID ILSP</p> <p>\$23,054.52</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> |

| | |
|--|---|
| <p>COVID ILSP</p> <p>\$23,054.52</p> | <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were experiencing difficulties in numeracy and literacy. • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: COVID ILSP was utilised to provide remedial numeracy and literacy support through small group weekly tuition.</p> <p>The program mainly targeted students in stage 4 for numeracy support which sought to address gaps in student learning. As a result of this intervention, there was a noticeable increase in student engagement and a improvement in student results in school based assessments.</p> <p>Literacy support was directed to students in stage 5 and 6 with a combination of one on one tutoring in the school's study centre and small group tuition targeting understanding and creating texts to support writing. Supported students reported an increase in confidence in engaging with different text types and constructing extended responses which is essential in success in the High School Certificate.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding for CISLP has been confirmed for 2022. Recruitment of staff and identification of students requiring remedial support will be a key step in ensuring this program is implemented.</p> |
| <p>Refugee Student Support</p> <p>\$923.00</p> | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creative and Performing Arts <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students • provision of tuition and support to effectively engage in the extra curricular and co-curricular program <p>The allocation of this funding has resulted in: Identified student has successfully achieved their Higher School Certificate credential and is undertaking further tertiary education. Student sense of belonging and agency have been supported resulting to high levels of student retention and engagement in various school programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: There are no identified students for a refugee background for 2022. Systems are in place to support students from a refugee background should this change.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 381 | 391 | 424 | 438 |
| Girls | 660 | 673 | 675 | 677 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| 7 | 95.4 | 94 | 94.6 | 94.1 |
| 8 | 92.7 | 92.8 | 92.7 | 91.9 |
| 9 | 92.4 | 90.9 | 93.3 | 90.9 |
| 10 | 89.6 | 91.1 | 91.8 | 90.1 |
| 11 | 92.9 | 91.1 | 93.7 | 91.4 |
| 12 | 94.5 | 92 | 93.1 | 91.1 |
| All Years | 93 | 92.1 | 93.2 | 91.6 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| 7 | 91.8 | 91.2 | 92.1 | 89.7 |
| 8 | 89.3 | 88.6 | 90.1 | 86.7 |
| 9 | 87.7 | 87.2 | 89 | 84.9 |
| 10 | 86.1 | 85.5 | 87.7 | 83.3 |
| 11 | 86.6 | 86.6 | 88.2 | 83.6 |
| 12 | 89 | 88.6 | 90.4 | 87 |
| All Years | 88.4 | 88 | 89.6 | 85.9 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 | 1 | 3 |
| TAFE entry | 1 | 3 | 5 |
| University Entry | 0 | 0 | 89 |
| Other | 0 | 0 | 3 |
| Unknown | 0 | 0 | 0 |

Year 12 students undertaking vocational or trade training

18.56% of Year 12 students at Newtown High School of Performing Arts undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

98.9% of all Year 12 students at Newtown High School of Performing Arts expected to complete Year 12 in 2021 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) | 55.1 |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 2,283,617 |
| Revenue | 12,608,615 |
| Appropriation | 11,303,716 |
| Sale of Goods and Services | 156,815 |
| Grants and contributions | 1,144,614 |
| Investment income | 3,470 |
| Expenses | -12,316,199 |
| Employee related | -10,811,735 |
| Operating expenses | -1,504,464 |
| Surplus / deficit for the year | 292,416 |
| Closing Balance | 2,576,033 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 128,165 |
| Equity Total | 211,772 |
| Equity - Aboriginal | 13,409 |
| Equity - Socio-economic | 17,939 |
| Equity - Language | 33,075 |
| Equity - Disability | 147,349 |
| Base Total | 10,289,354 |
| Base - Per Capita | 270,700 |
| Base - Location | 0 |
| Base - Other | 10,018,654 |
| Other Total | 458,721 |
| Grand Total | 11,088,012 |

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 to access the school data.

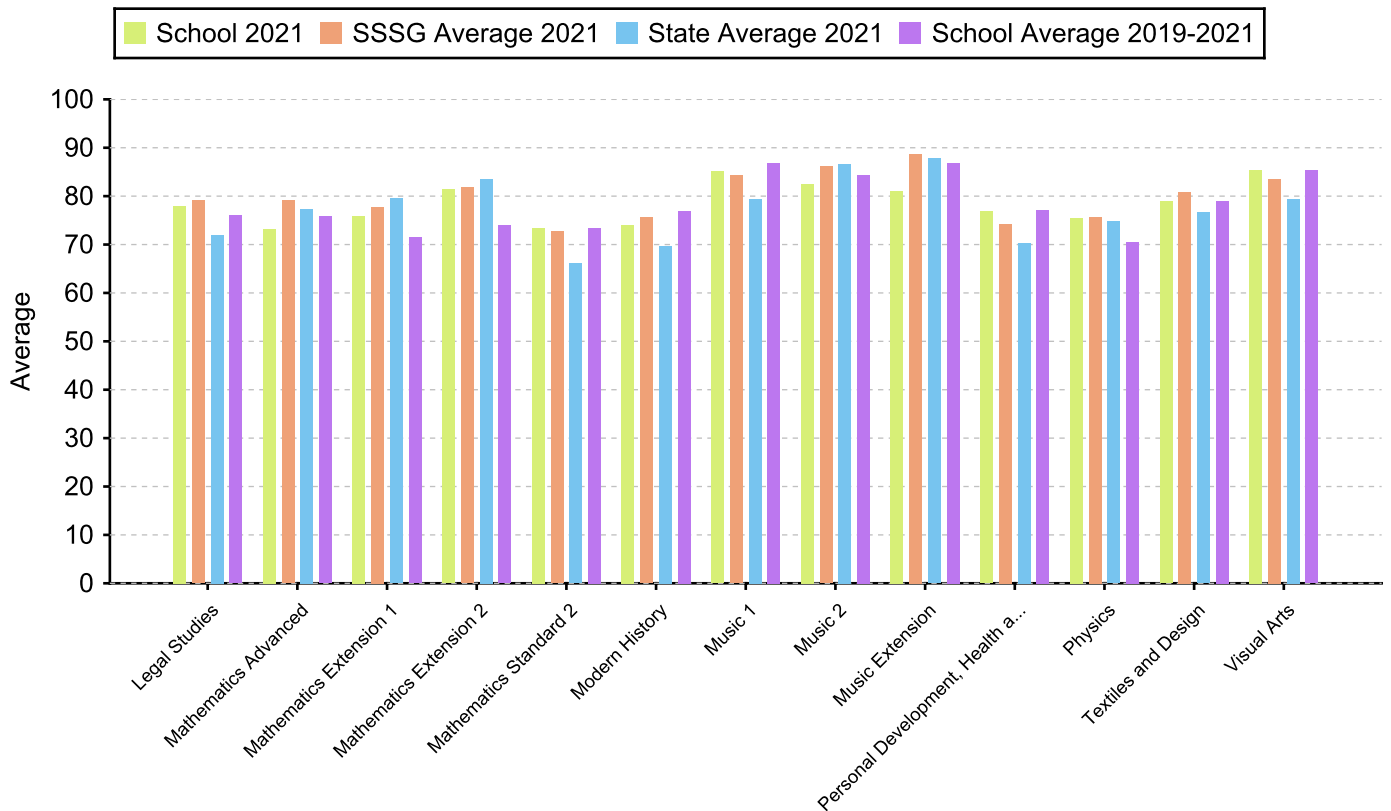
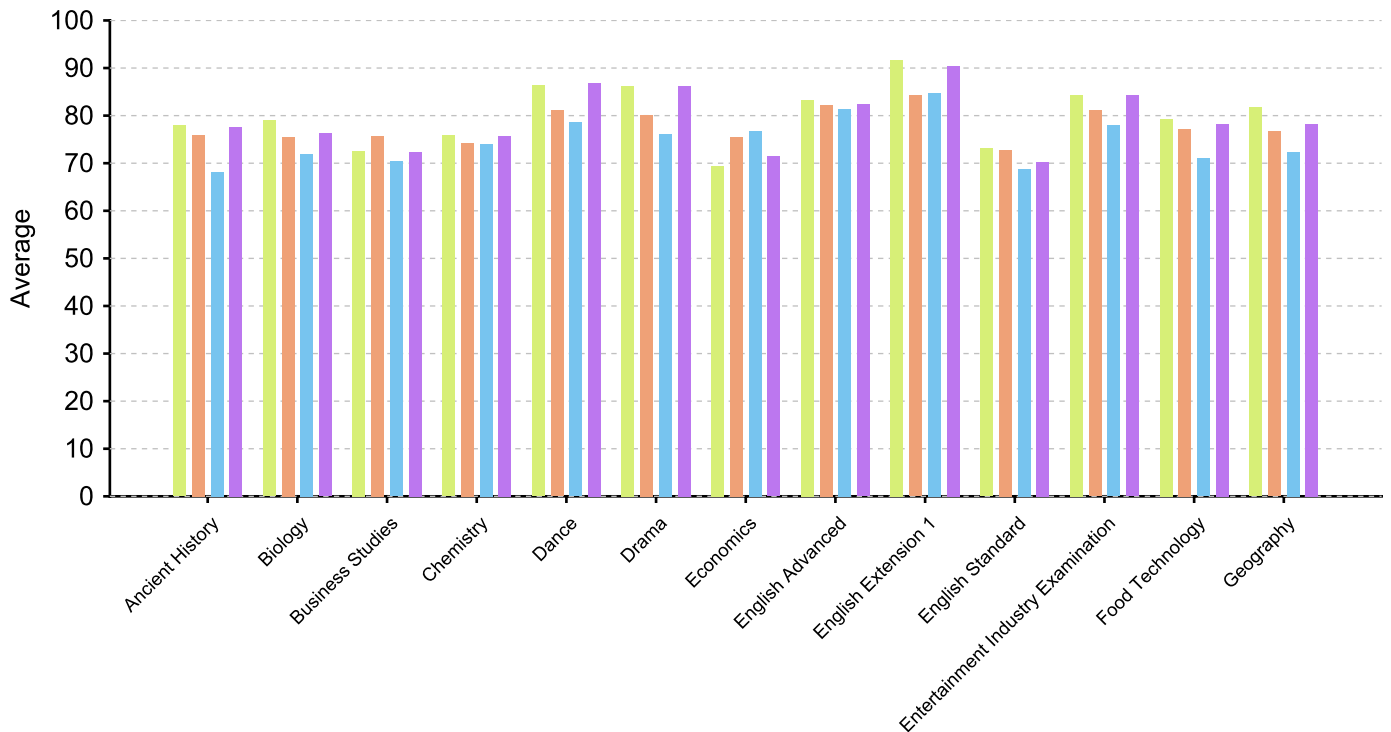
Analysis of Year 9 data indicate that in all domains students are consistently above state average and above the State and Statistically Similar School Group (SSSG) in Reading, Writing, as well as Grammar and Punctuation. In Reading, 46.5 percent of students are in the top two bands compared to 21.5 percent in the state. In Writing, 27.6 percent of students achieved in the top two bands compared to 12.5 in the state. In Grammar and Punctuation, 37.4 percent of students are in the top two bands compared to 21.2 percent in the state. In Spelling 35.7 percent are in the top two bands compared to 24.2 percent in the state. In Numeracy, 38.1 percent of students are in the top two bands compared to a state average of 22.9 percent. Student performance consistently demonstrate the majority of students are performing at or above expected growth in all domains. Reading, Spelling and Numeracy value added results are well above the state mean and SSSG. Highlights include 73.3 percent of students at or above expected growth in Reading compared to 53.6 in the state and 63.8 in the SSSG. In Spelling, 67.7 percent of students at or above expected growth compared to 57.9 in the state and 64.3 in the SSSG. In Numeracy, 59.5 percent of students at or above expected growth compared to 49.6 in the state and 50.4 in the SSSG. Improvements in NAPLAN results reflect a focus on 4C Pedagogy (critical thinking, communication, collaboration, and creativity) over the last three years. These include explicit teaching strategies, improved use of student data and focus on student feedback.

Trends with year 7 NAPLAN results were consistent with a higher percentage of students achieving in the top two Bands compared to the state and SSSG. In Reading, 14.1 percent of students are in the top two bands compared to 10.4 percent in the state. In Writing, 9.4 percent of students achieved in the top two bands compared to 6.1 in the state. In Grammar and Punctuation, 20.6 percent of students are in the top two bands compared to 14.3 percent in the state. In Spelling 8.5 percent are in the top two bands compared to 14.1 percent in the state. In Numeracy, 21.2 percent of students are in the top two bands compared to 8.1 percent in the state.

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 2021 | SSSG | State | School Average 2019-2021 |
|--|--------------------|-------------|--------------|-------------------------------------|
| Ancient History | 77.9 | 76.0 | 68.1 | 77.6 |
| Biology | 79.0 | 75.5 | 71.9 | 76.3 |
| Business Studies | 72.5 | 75.7 | 70.4 | 72.4 |
| Chemistry | 75.8 | 74.3 | 74.1 | 75.7 |
| Dance | 86.3 | 81.1 | 78.6 | 86.8 |
| Drama | 86.2 | 80.1 | 76.1 | 86.2 |
| Economics | 69.4 | 75.6 | 76.7 | 71.4 |
| English Advanced | 83.3 | 82.3 | 81.4 | 82.4 |
| English Extension 1 | 91.7 | 84.2 | 84.8 | 90.4 |
| English Standard | 73.1 | 72.8 | 68.8 | 70.2 |
| Entertainment Industry Examination | 84.3 | 81.0 | 77.9 | 84.3 |
| Food Technology | 79.3 | 77.2 | 71.0 | 78.2 |
| Geography | 81.7 | 76.6 | 72.4 | 78.3 |
| Legal Studies | 78.0 | 79.1 | 72.0 | 76.0 |
| Mathematics Advanced | 73.2 | 79.1 | 77.4 | 75.8 |
| Mathematics Extension 1 | 75.9 | 77.8 | 79.5 | 71.5 |
| Mathematics Extension 2 | 81.4 | 81.8 | 83.5 | 73.9 |
| Mathematics Standard 2 | 73.4 | 72.7 | 66.1 | 73.4 |
| Modern History | 74.1 | 75.6 | 69.7 | 77.0 |
| Music 1 | 85.1 | 84.3 | 79.4 | 86.8 |
| Music 2 | 82.5 | 86.1 | 86.6 | 84.4 |
| Music Extension | 81.1 | 88.7 | 87.8 | 86.9 |
| Personal Development, Health and Physical Education | 76.8 | 74.2 | 70.3 | 77.2 |
| Physics | 75.5 | 75.7 | 74.8 | 70.6 |
| Textiles and Design | 78.9 | 80.8 | 76.6 | 78.9 |
| Visual Arts | 85.4 | 83.5 | 79.4 | 85.3 |

Newtown High School of the Performing Arts students again achieved excellent results in their HSC Examinations. A total of 163 students sat 873 HSC exams.

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

138 results (16 percent) in band 6 or E4 which was slightly lower compared to 17 percent in 2020.

382 results (44percent) in band 5 compared to 40 percent the previous year.

A total 60percent of all results were in the top 2 bands compared to 57 percent in 2020.

A total of 30 courses were offered at NHSPA. A noticeable trend was an increase of 20 percent of courses achieving an average mark greater than the state average.

Results in Biology continue to improve with 18 percent of students achieving a band 5 or 6 compared to 7 percent in the state.

Dance results continued to be exceptional. 44 percent of students achieved a mark of 90 plus compared to 12 percent state-wide.

Drama results showed improvement. 43 percent of students achieved band 6 compared to 12 percent in the state. 78 percent of students achieved results in the top 2 bands.

100 percent of English Extension 1 students achieved in the top two bands with 79 percent of students achieving the highest band compared to 39 percent in the state.

Entertainment Industry was introduced in 2020 to provide a wider range of curricula for students. A total of 16 students sat the exam. 81 percent of students achieved in the top two bands compared to 50 percent of the state. 19 percent of students achieved a band 6 compared to 13 percent in the state.

In Modern History, 50 percent of students achieved results in the top 2 bands compared to 30 percent state-wide. 14 percent of students achieved a band 6.

Two students completed the History Extension course. The average course mark was 97 compared to 78 in the state.

Music 1 results showed a marked improvement with 38 percent of students achieving band 6 compared to 14 percent in the state. 79 percent of students achieved results in the top 2 bands.

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

Our students are to be congratulated on some very fine results. Newtown High School of the Performing Arts was ranked third overall in non-academically selective public schools in New South Wales.

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.

Parent/Caregiver

Parent satisfaction with the school as measured through the TTFM survey, participation in parent teacher nights and support for extra curricular and co curricular program with the school has shown improvement since 2020. Engagement with the teaching staff through parent teacher evenings is evident in the very high levels of attendance. Despite disruptions resulting from lockdown, the school was able to host some concerts which were well supported by the school community.

Positive trends were reported in the TTFM survey with improvements in the following domains: parents feel welcome, parents are informed, School supports learning, School supports positive behaviour, Safety at school, Inclusive school. There was a decline in the domain of Parents supporting learning from home. Despite the positive trend, results from TTFM survey across all domains are below the NSW Government norm.

Students

Sense of belonging decreased markedly from 77 percent to 70 percent, well below the base line of 73.5 percent. Advocacy at school decreased from 59 percent to 56 percent well below the base line of 73.5 percent. This is despite programs such as check-ins during lockdown and online wellbeing support and initiatives. The wellbeing team continued to run year meetings, run initiatives to maintain connection with students through online platforms including google classroom and social media, and attend to student referrals. Data was collected to identify students experiencing difficulties adapting to remote learning and support structures developed. These incorporated individualised support delivered by the Learning and Support Team, mentoring support from the Year Advisers and Deputy Principal and specialised support provided through the Student Support Officer and counselling team. The lack of face to face interaction, inability to run wellbeing programs and limitations in hosting performances has had a negative impact on student wellbeing. Despite the challenges, the students displayed resilience and growth mindset with expectations for success, rising slightly from 81 percent to 82 percent well above the base line of 73.5 percent.

Teachers

Teacher satisfaction is expressed through the TTFM survey. There was slight increase in the domain of Collaboration and Learning Culture. Teachers were appreciative of the opportunities for professional learning, developing cross-curricular programs and share teaching and learning strategies. The relationships between students and teachers are very positive and this is a source of professional fulfilment for all. Staff have been provided with opportunities to lead and present workshops at staff meetings and school development days, as well as contribute to hubs supporting staff agency and celebrating staff expertise. As a result, there was an increase of 10 percent in the number of staff reporting improvement in staff morale.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.