

2022 Annual Report

Wollongong High School of the Performing Arts



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Introduction

The Annual Report for 2022 is provided to the community of Wollongong High School of the Performing Arts as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Wollongong High School of the Performing Arts

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School vision

Wollongong High School of the Performing Arts aims to provide quality learning and teaching opportunities that are personalised, differentiated, evidenced based and promote ongoing and rigorous improvement. The school offers a fully integrated academic and arts curriculum that focuses on excellence, providing quality teaching and learning. The school aims to develop confident, empowered life-long learners who have a passion for, and value learning. The school also aims to develop students who value their community and believe in their ability to positively influence their world. The school cultivates holistic wellbeing through the core values of safety, tolerance, achievement and respect which provide the basis for a dynamic and caring school. The school continually strives for high level aspirations and for ongoing and continuous improvement. Wollongong High School of the Performing Arts strives to foster educational partnerships that support student growth and attainment and cultivates holistic wellbeing through the core values of safety, tolerance, achievement and respect which provide the basis for a dynamic and caring school.

School context

Wollongong High School of the Performing Arts is a culturally diverse, co-educational high school that focuses on the arts in a specialised environment. The twin goals 'academic excellence' and 'excellence in the performing arts' have succinctly summed up the school's purpose and focus for a number of years. The school, however, provides much more than our highly regarded academic and performing arts programs. All students are encouraged to pursue their goals and are given every opportunity to achieve their full potential through a broad and flexible curriculum with an emphasis on quality teaching. Wollongong High School of the Performing Arts has an enrolment of 1240 students, including 60 Aboriginal students, with 65% of students enrolled at the school by auditioning in Dance, Drama, Music and Visual Arts. The school enjoys strong support in the local community and there are effective partnerships with the local university and TAFE campuses, local and regional performing Arts companies and has established connections with local community and business groups. Students represent the school at Creative and Performing Arts events both locally and regionally, sporting events at local, regional and state level. The majority of the school's equity funding will be used to support initiatives outlined in the 2021-2024 school plan. These initiatives aim to improve literacy and numeracy results at the school and have a strong focus on the continual improvement of HSC results. The focus on HSC improvement involves all staff being involved in a deep analysis of HSC data to develop both individual and group learning programs. Each faculty will develop a strategic approach of continual HSC improvement. Wollongong High School of the Performing Arts is committed to refining effective classroom practice with ongoing staff professional development underpinning this belief. Staff professional learning will ensure that levels of literacy and numeracy continue to improve through the rigorous evaluation of data to promote enhanced learning outcomes for students. Wollongong High School of the Performing Arts operates an on-site hearing unit as well as an off-site ED Unit known as the Smith Street Unit.

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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

At Wollongong High School of the Performing Arts, we have two goals - Academic Excellence - Excellence in the Performing Arts. We strive to ensure that all students fulfil their potential and that growth in student learning is based on explicit teaching and grounded in relevant and informed research. Teachers at Wollongong High School of the Performing Arts will evaluate teaching programs and reflect on their practice to ensure that all students are provided with high quality learning programs. Teachers will be provided with high quality professional learning and use students' assessment data to inform effective teaching practice.

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.

- Explicit Teaching Practice - Excellence in Teaching and Learning

Resources allocated to this strategic direction

Socio-economic background: \$91,392.01

Professional learning: \$35,000.00

Aboriginal background: \$23,000.00

English language proficiency: \$65,000.00

Low level adjustment for disability: \$70,000.00

Summary of progress

In Strategic Direction 1, our focus for the 2022 school year was to provide all staff with Literacy for Learning professional development opportunities. All teachers have undertaken training at a faculty level and all Head Teachers have been trained at the school Executive level. Faculty Head Teachers monitored and analysed how this program was being embedded into teaching and learning programs with a focus on explicit teaching. We also set the target that 100% of all Aboriginal students would have a PLP including all Year 5 and 6 students at our partner primary schools and that 100% of all HSC Aboriginal students would have attained their HSC. Our aim was that the percentage of Aboriginal students achieving the top 3 bands in Reading, Writing and Numeracy in NAPLAN aligned with the system-negotiated targets. Next year in this initiative, we will continue to provide the Literacy for Learning professional development opportunities to all staff so that initiatives can be embedded in teaching and learning programs across all faculties.

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
Uplift in the percentage of Aboriginal students attaining the HSC credential whilst still maintaining their cultural identity. Aboriginal students are also on track to achieve the system-negotiated lower bound targets	100% of Year 12 Aboriginal students attained their HSC in 2022 while still maintaining their cultural identity.
Uplift of 4.22% of students achieving in the top 3 bands of the HSC.	69.5% of students in the Top 3 bands of the HSC. This shows a slight trend away from the baseline target.
Uplift of 4.32% of students achieving in the top 2 bands of the HSC.	39% of students in the Top 2 bands of the HSC. This is consistent with results in the previous year.
No expected growth reported in NAPLAN reading due to the impact of Covid 19 on the national assessment program in 2020. Expected growth to be monitored by check-in assessments and internal school measures.	Due to Covid, no growth was reported for NAPLAN Reading 2022. Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>4.95% uplift in the percentage of students achieving in the top 2 bands for NAPLAN reading.</p>	<p>2022 NAPLAN data indicates a 6.1% increase from 2021 in the number of students in the Top 2 Bands in NAPLAN Reading in Year 7. NAPLAN data also indicates a 0.6% increase from 2021 in the number of students in the Top 2 Bands in NAPLAN Reading in Year 9. While we did not meet this target, this data does indicate a trend upwards towards the lower bound target.</p>
<p>No expected growth reported in NAPLAN numeracy due to the impact of Covid 19 on the national assessment program in 2020. Expected growth to be monitored by check in assessments and internal school measures.</p>	<p>Due to Covid, no growth was reported for NAPLAN Numeracy 2022.</p> <p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>5.93% uplift in the percentage of students achieving in the top 2 bands in NAPLAN Numeracy.</p>	<p>A 3.2% increase from 2021 in the number of students in the Top 2 Bands in NAPLAN Numeracy in Year 7. While we did not meet this target, the data indicates that there is yet to be seen progress in Numeracy in Year 9 towards the lower bound target.</p>
<p>100% of staff are trained in explicit Literacy teaching strategies that support improved student learning outcomes.</p> <p>100% of faculties have embedded literacy teaching strategies into their faculty plans and teaching programs.</p>	<p>100% of all Executive and Teaching Staff trained in the Literacy for Learning program.</p>

Strategic Direction 2: Authentic Community Connections

Purpose

Authentic Connections with our community underpin a range of programs that we offer. Our Community of Schools is a vital part of ensuring continuity of learning opportunities as we focus on student growth and attainment. This range of programs supports high levels of student engagement and is directly related to the Performing Arts, Leadership, Sport and Cultural initiatives on offer at the school.

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.

- Community of Schools

Resources allocated to this strategic direction

Low level adjustment for disability: \$30,000.00

English language proficiency: \$60,000.00

Socio-economic background: \$1,500.00

Summary of progress

In Strategic Direction 2, the focus was on developing programs of learning that have been developed between teachers in Stages 3 and 4. Our focus was also on surveying all staff who participated in the Community of Schools Art, Maths and Drama programs as well as surveying the community in regards to the 2023 timetable structure. We also conducted an evaluation of the technical capabilities of WHSPAC with the focus of future planning as technology capabilities develop and the seating structures in the WHSPAC. The school also engaged in authentic collaborations between parents, students and the community to inform and support continuity of learning for all students at transition points, including highly mobile students and students with an atypical enrolment. Next year we will continue to provide extra-curricular activities to support successful transition to WHSPA and to provide ongoing professional learning opportunities to staff at our partner primary schools.

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
The roll out of these initiatives across the Community of Schools has been delayed due to Covid-19. These programs will need to be rolled over until 2022.	Orientation Day, Expo Night Community of Schools Art, Science Fair and Drama initiatives have all taken place. Feedback from community stakeholders has been overwhelmingly positive in regards to these events.
While surveys have been drafted for both parents and students, full detailed consultation with all community stakeholders will need to be rolled over until 2022 due to Covid-19.	Timetable consultation has taken place with community stakeholders including students, staff and parents. Actions from the surveys will be implemented for the 2023 school year. Overwhelmingly, there was support to move to a new internal structure of 5 periods a day.

Strategic Direction 3: Inclusive School Culture

Purpose

At Wollongong High School of the Performing Arts we strive to create and promote an inclusive and supportive school culture. We recognise the importance of maintaining a community that celebrates diversity and is rich in the many cultural traditions of our staff, students and parents.

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.

- Wellbeing/Transition

Resources allocated to this strategic direction

Socio-economic background: \$2,000.00

English language proficiency: \$29,000.00

Student support officer (SSO): \$96,058.00

Summary of progress

In Strategic Direction 3, the school collected, analysed and used data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole-school approach to Wellbeing. In 2022, a WHSPA attendance team has been formed consisting of the Principal, Deputy Principal, HT Administration and SASS. Attendance Data is analysed on a weekly basis with the HSLO attending these meetings where possible. The Student Support Officer is now fully operational and visible across the school. Staff and students have clear guidelines in regards to making contact with the Student Support Officer. WHSPA will continue to map all transition activities across the school year and the WHSPA Wellbeing programs will be mapped across the 2023 school 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
7.23% increase in the number of students attending school more than 90% of the time. School wide recognition of the importance of attendance at WHSPA.	Data indicates that 65% of students are attending greater than 90% of the time showing progress that is yet to be seen towards baseline data.
A 2.7% increase in the number of students reporting increased levels of sense of belonging, expectations of success and advocacy at the school as measured by TTFM. Internal WHSPA data analysed in regards to number of students accessing Wellbeing Hub.	79% of students surveyed in Tell Them From Me reported having positive relationships at school. Interestingly, only 21% of students surveyed reported a high rate of participation in art, drama and music groups compared to 24% of the N.S.W Government norm. Internal data indicates that students continue to access the WHSPA Wellbeing Hub.
An upward lift in the number of local area students selecting WHSPA as their school of choice. Standardised WHSPA brand materials to be included in the Year 7 enrolment package.	While numbers are down in regard to local area students applying for Year 7 in 2023, there has been a decline in enrolments in the partner primary schools as well.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$9,150.59</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Release time to engage staff in targeted professional learning <p>Release time for staff to provide targeted support to students, including mentoring and tutoring</p> <p>Engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds.</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>Weekly English as an additional language or dialect (EAL/D) parent/carer workshops, increasing the capacity of parent/carers to connect with student learning, with the use of interpreters and assistive technology being key drivers. Parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Employing a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>Integration funding support</p> <p>\$137,444.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wollongong High School of the 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>

<p>Socio-economic background</p> <p>\$94,892.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wollongong High School of the 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"> • Explicit Teaching Practice - Excellence in Teaching and Learning • Community of Schools • Wellbeing/Transition <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Overview of activities partially or fully funded with this equity loading include: <ol style="list-style-type: none"> 1. Professional development of staff through Literacy for Learning to support student learning 2. Employment of external providers to support students with additional learning needs 3. Employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. <p>The allocation of this funding has resulted in the following impact: Reading NAPLAN results achieving above state average and above statistically similar school groups (SSSG) with an upward trend. Numeracy NAPLAN results achieving above state average and with an upward trend.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Youth Outreach Worker to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$43,772.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wollongong High School of the 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"> • Explicit Teaching Practice - Excellence in Teaching and Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employing additional 1.0 F/T Aboriginal SLSO to support students in mainstream classroom settings. <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal families engaging in the PLP process at WHSPA and conversations have become more authentic promoting a deeper understanding of Aboriginal culture and heritage.</p> <p>After evaluation, the next steps to support our students will be: To further enhance the PLP process to include members of our Community of Schools Partner Primary schools.</p>
<p>English language proficiency</p> <p>\$245,800.60</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Wollongong High School of the Performing Arts.</p>

<p>English language proficiency</p> <p>\$245,800.60</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"> • Explicit Teaching Practice - Excellence in Teaching and Learning • Community of Schools • Wellbeing/Transition • Other funded activities <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 support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$219,299.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Wollongong High School of the 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"> • Explicit Teaching Practice - Excellence in Teaching and Learning • Community of Schools • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: The school has experienced inordinate results in Years 7 and 9 NAPLAN. NAPLAN data now mirrors internal data sources within the school. 98% of students in Years 7 and 9 have met minimum standards.</p> <p>After evaluation, the next steps to support our students will be: To continue to refine the whole school approach to NAPLAN with faculty based professional learning in relation to Spelling and Proportional Reasoning.</p>
<p>Professional learning</p> <p>\$102,555.00</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 Wollongong High School of the 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"> • Explicit Teaching Practice - Excellence in Teaching and Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$102,555.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Employing casual teachers across all school faculties to allow staff release time to embed school wide Literacy and Numeracy initiatives into teaching programs. • Employing casual teachers in all faculties to allow teachers to build the element of recall into assessment tasks. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: to review teaching and learning programs as part of 2023 faculty compliance meetings.</p>
<p>COVID ILSP</p> <p>\$138,060.00</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 2022.</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> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to inform further programs and initiatives of support for students <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals increase in the number of students with positive performances in regards to classroom based literacy and numeracy initiatives</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Wollongong High School of the 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"> • Wellbeing/Transition <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Students Support Officer established in the WHSPA Wellbeing Hub to provide ongoing and targeted support to students • SSO will be employed to support WHSPA International Students. <p>The allocation of this funding has resulted in the following impact: an increased level of wellbeing reported by students at the school international students who report improved levels of engagement socially at the school</p> <p>After evaluation, the next steps to support our students will be: Further refine the role of the SSO at the school to reflect the diverse needs of the student population.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	439	424	401	366
Girls	769	774	777	759

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.3	94.2	90.7	90.0
8	90.4	91.8	88.8	83.4
9	89.1	91.7	85.3	83.9
10	87.8	89.4	84.9	82.0
11	87.9	90.8	85.9	83.1
12	87.6	89.0	89.8	84.5
All Years	89.3	91.3	87.5	84.4
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	N/A	N/A	N/A
Employment	N/A	N/A	N/A
TAFE entry	N/A	N/A	N/A
University Entry	N/A	N/A	50
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Year 12 students undertaking vocational or trade training

32.79% of Year 12 students at Wollongong High School of the Performing Arts undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Wollongong High School of the Performing Arts expected to complete Year 12 in 2022 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)	14
Classroom Teacher(s)	60
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	1.6
School Counsellor	2
School Administration and Support Staff	18.37
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,195,256
Revenue	15,032,962
Appropriation	14,265,789
Sale of Goods and Services	55,187
Grants and contributions	692,814
Investment income	6,017
Other revenue	13,154
Expenses	-15,501,975
Employee related	-13,415,576
Operating expenses	-2,086,398
Surplus / deficit for the year	-469,013
Closing Balance	726,243

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.

	2022 SBAR Adjustments (\$)
Targeted Total	146,595
Equity Total	604,457
Equity - Aboriginal	43,773
Equity - Socio-economic	94,892
Equity - Language	246,079
Equity - Disability	219,713
Base Total	11,920,919
Base - Per Capita	299,446
Base - Location	0
Base - Other	11,621,473
Other Total	766,807
Grand Total	13,438,777

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

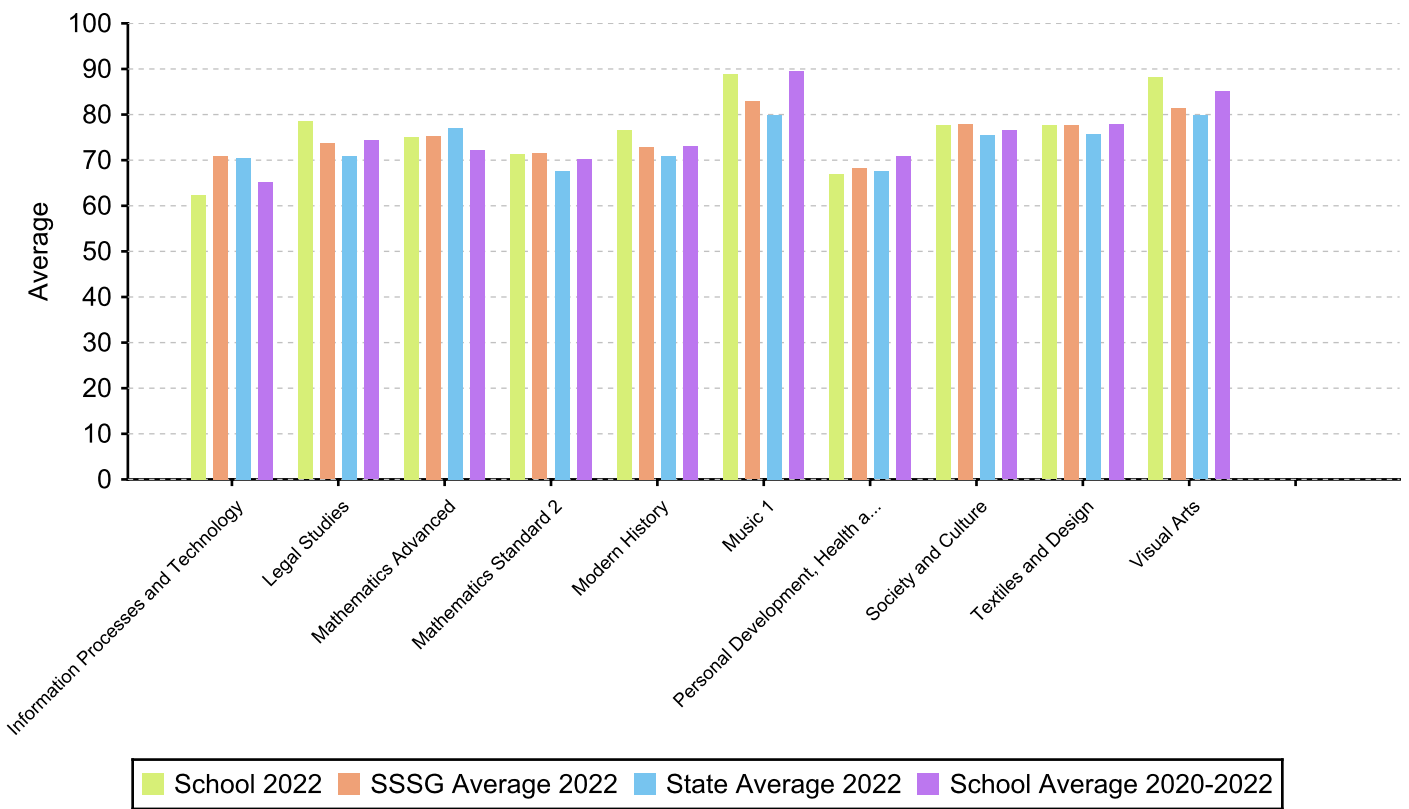
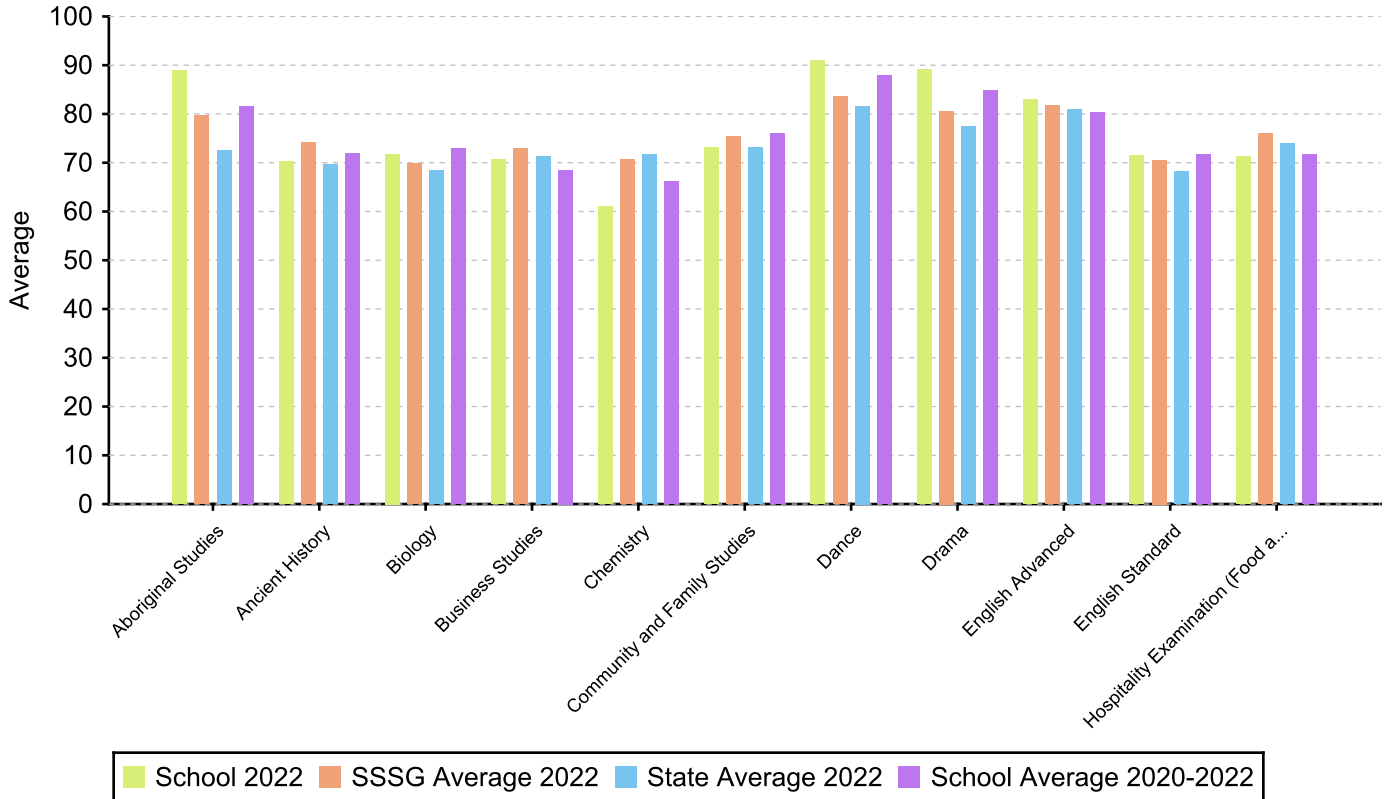
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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 2022	SSSG	State	School Average 2020-2022
Aboriginal Studies	89.0	79.7	72.6	81.5
Ancient History	70.3	74.1	69.6	71.9
Biology	71.8	69.9	68.5	73.0
Business Studies	70.7	73.0	71.2	68.5
Chemistry	61.1	70.6	71.7	66.2
Community and Family Studies	73.1	75.4	73.2	76.0
Dance	91.0	83.6	81.6	87.9
Drama	89.2	80.6	77.5	84.8
English Advanced	83.0	81.7	81.0	80.4
English Standard	71.4	70.6	68.1	71.7
Hospitality Examination (Food and Beverage)	71.2	76.0	74.0	71.7
Information Processes and Technology	62.3	70.9	70.5	65.2
Legal Studies	78.5	73.7	70.8	74.3
Mathematics Advanced	75.1	75.3	77.1	72.3
Mathematics Standard 2	71.4	71.5	67.6	70.2
Modern History	76.6	72.9	70.9	73.1
Music 1	88.9	82.9	79.9	89.4
Personal Development, Health and Physical Education	66.9	68.3	67.5	70.9
Society and Culture	77.8	77.9	75.5	76.5
Textiles and Design	77.6	77.8	75.7	77.9
Visual Arts	88.2	81.5	79.8	85.1

Parent/caregiver, student, teacher satisfaction

Parents have shown support for the school through attendance at the P and C, Expo Nights and Zoom Parent/Teacher meetings, although these opportunities were severely hampered due to the ongoing pandemic in 2022. The P and C continues to be part of merit selection panels and to also organise fund raising events. We also have large numbers of parents attending school performances, showcase evenings, regional Performing Arts and sporting events although this was once again severely affected in 2021 due to the pandemic. The Parent community was extremely positive in regards to the way the school provided communication throughout the 2022 school year. Feedback sought via online social platforms was also overwhelmingly positive. Largely, levels of staff satisfaction at the school are very high. Throughout 2022, the school was flexible in how staff were provided with support - various professional learning opportunities were offered via online platforms allowing staff to work from home.

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.