

2022 Annual Report

Newtown High School of Performing Arts



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Introduction

The Annual Report for 2022 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

Newtown High School of the Performing Arts is a dynamic, caring and creative school established in 1990.

NHSPA specialises in the performing and creative arts and is committed to excellence in student education by providing a broad, challenging curriculum that enhances the talents of its students. The school's comprehensive programs strive to instill discipline and self-esteem, and to encourage creativity, collaboration, critical reflection and communication, enabling students to develop to their fullest potential, excel in their chosen endeavours and to engage in a changing world, where problem solving, evaluating, working in teams, communicating ideas, creating and innovating are essential skills, attributes and capabilities.

This report reflects the consolidated energies and efforts of the staff, students and the parent body. Student motivation and achievement is enhanced through learning support and wellbeing structures and programs, and by establishing close working relationships within the community.

Each year in Term 2 the school auditions students from all over NSW in music, dance and drama for intakes in Years 7 and 11. The school continues to enjoy an international and national reputation for excellence in the performing arts.

Students in the performing and creative arts continued to experience a variety of performance opportunities to further develop their artistic skills. Highlights of our achievements in 2022 included the music Big Night Out and Vivo Concert seasons and the Animato and Con Brio concerts in Term 4. The Lighthouse Dance project resulted in several students gaining scholarships and placements in tertiary dance institutions in Australia as well as internationally. In partnership with ATYP, we held the world premiere production of 'The Chapel, the Fire and the Dead Cat' which featured auditioned Year 10 drama students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Nilaufer Rajwar

R/Principal

Message from the school community

NHSPA P&C is committed to playing an active role in furthering the education opportunities for all our students. We are a strong community P&C which aims to ensure that parents are partners in the education process of our children. NHSPA P&C works collaboratively with all the dedicated staff and a very supportive school executive, headed by the principal.

We extend our sincere appreciation to our entire dynamic school community for their generous contributions and

continual support and for the strong partnership with school staff, which together contribute to making NHSPA such a special and unique school.

It has been an exciting and eventful year for NHSPA P&C. These are the highlights of the year:

Performance Cafes

The P&C is committed to supporting the performing arts at the school. Congratulations to all students and staff involved in the spectacular and unique Showcase events and the Film night. The P&C coordinated the volunteers and ran the Studio Theatre and St George's Hall Cafes at the Showcase performances and Film night and provided refreshments and home baked goodies, which added an ambiance and theatre vibe to the Showcases.

Staff Thank You

The P&C sincerely thank all teachers and staff for their hard work, dedication, and commitment to ensure the best possible education of our children.

The P&C expressed their gratitude in a practical way by providing staff with a Thank You Lunch. The school community set up a banquet of a huge array of home made delicious treats for the teachers and staff. We also supported the teachers in their quest for better working conditions.

Sweeney Todd Trivia Night Fundraiser

A huge thank you to parents, friends, staff and students for generously supporting the school's Trivia Night held to raise funds for the 2023 musical

production of Sweeney Todd. The P&C enthusiastically sourced prizes, organised the raffle, assisted with the silent auction and assisted with the set-up and general running of the event to help make this night a success. Thanks to everyone who donated a prize, made a donation and attended the extremely successful trivia night.

Funding

The P&C worked with the school to identify and implement specific funding for a variety of initiatives. One initiative was the purchase of mega decking, consisting of stage legs and braces, which will be used for the 2023 production of the musical Sweeney Todd and into the future. This resulted in a substantial capital improvement to the school's staging capabilities in St George's Hall.

We also funded individual cupcakes with the school logo for each Year 12 student at their Graduation Ceremony.

St George's Hall Trust Fund

The P&C continues to have a representative on the Board of Trustees. Through this we contribute to the decision making of the trust. The fund provides much needed resources for our performing arts initiatives. A special thank you to the community for your generosity and support of this fund.

New Families Welcome

The P&C hosted a catered Welcome for new families, focussed mainly on the new Year 7 families. This introduced new parents to the school community and we thank the principal, year advisors, Heads of each Department and all involved for making the evening a success. The evening helped to disseminate information and provided networking opportunities for the P&C and new parents as they and their child transitioned into the school.

Second Hand Uniform Sale

This year we initiated the NHSPA P&C 2nd Hand Uniform Sales in order to provide a sustainable and affordable option for our students and carers. While promoting a Reduce, Reuse and Recycle economy for students and the community, we were also able to raise funds for the P&C. After a successful year, the plan is to continue to offer this service to our school community. A huge thank you for the support of all helpers and for the uniform donations from the community which contributed to making this initiative a great success.

Multicultural Day

The P&C supported the Multicultural Day, which was run by the student leadership teams to celebrate diversity. We supported the students by running the BBQ at the event. There were also performances, activities, and other food stalls. Congratulations to the students and staff involved.

Other Initiatives by the P&C

*subsidised the cost of a parent information session on teenage drug and alcohol use to inform parents of the important information presented to students during their sessions.

*supported new parents and spoke at the Year 7 Orientation.

*supported the Year 12 Graduation and Presentation Day Assemblies.

*provided parent representatives to participate in several merit selection panels.

*Representatives of the P&C attended a morning tea for community volunteers hosted by our local member of parliament, where we were presented with a certificate.

P&C Meetings

Our well attended meetings were hybrid, where they were held by Zoom and in person. 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 complementing the strong sense of community currently enjoyed at NHSPA and we look forward to continue to support our school through our strong partnership with all staff.

Marina Pieri

NHSPA P&C President

Message from the students

2022 was the first year of uninterrupted schooling for Newtown High School of the Performing Arts since the COVID-19 outbreak. This enabled the students to return to the experience of traditional events and initiatives that shape life at NHSPA. Many of these events were organised and initiated by the 2021-22 Student Leadership team who lead the school from Term 4 2021 to Term 3 2022.

The inaugural task of the team was creating Prefect portfolios which were showcased in an introductory video on social media. Creating these roles allowed the team to maximise their output and contribution by delegating specific areas of expertise across the prefects.

The prefect team also increased the interactions between students and the school through an active online presence on Instagram. One initiative shared with students through this platform was 'Wellbeing Wednesdays', which was a weekly video from different staff and students regarding wellbeing tips. These were well received online and it was a simple initiative with a meaningful impact.

The leadership team celebrated key events including International Women's Day, which included a breakfast with the school community and was followed by a panel discussion with female guests who represented a multitude of industries and experiences.

NHSPA's first Multicultural Day was a success, with stalls run by the Prefect and S.E.E.D teams, to celebrate the cultural diversity of our school community.

Students were also involved in the World's Greatest Shave, raising both money and support for the Leukemia foundation. Wear It Purple Day was another event which increased school engagement and awareness for the LGBTQIA+ community.

The school population was also encouraged to celebrate love on Valentine's Day by purchasing roses from a Prefect team stall.

Amity and Oscar (2021-22 School Captain and Prefect), had the privilege to attend the NSW Parliament Leadership day. It was an opportunity to develop their knowledge of our system of government and parliamentary proceedings and engage with other schools from across the state.

The Pride Club was founded in 2022 to further the voice of LGBTQIA+ students at NHSPA. Their initiatives included a bake stall for Mardi Gras, raising money for the youth organisation '2010', and hosting performances in celebration of Wear It Purple Day.

Thanks to the work of the Aboriginal Committee, ATSI students were able to participate in activities which allowed them

to deepen their connection to their cultural backgrounds. These activities included watching a performance by Bangarra Dance Theatre, attending an Indigenous Exhibition at the Museum of Sydney and creating a 'First Nations' Garden. This initiative involved researching and planting native edible plants that are traditionally used for cooking or medicinal purposes. The team also partnered with IndigiGrow, a First Nations native plant nursery.

The Prefect leadership team, S.E.E.D, Pride Club and the Aboriginal Committee have consistently dedicated their time from Term 4 2021 to Term 3 2022 to foster a strong sense of community, a safe space and a proud culture at NHSPA. It is hoped that initiatives of this nature will continue into the future, shaping the schooling experiences of our peers.

Annabel Wu and Oskar Smith

School Captains 2022-2023

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>

Self-assessment using the School Excellence Framework

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

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: \$75,000.00

Summary of progress

There was an enhanced focus in 2022 on the understanding and use of formative assessment in all KLAs through a number of initiatives led by the Formative Assessment Collaboration Hub. This was achieved through evidence based professional learning focused on the different forms and uses of assessment in teaching and learning. Through modelling of quality practice and cross KLA collaboration, staff are able to confidently use a range of assessments to monitor student progress and inform future teaching and learning practices.

An explicit focus on student reflection was incorporated into the Stage 4 Learning Project notifications. This further supported the school's implementation of 4Cs pedagogy and focus on equipping students to be more active and reflective learners. Student reflections have been used by teachers to assess student engagement and achievement to refine teaching and learning practice. Enhancing student reflections through a focus on growth mindset and positive psychology has allowed for increased student engagement and assisted teachers in the collection of evidence of learning.

Collaborative and evidence based practice was promoted by the Literacy and Numeracy Hub, which delivered professional learning on data analysis and the implementation of explicit literacy and numeracy teaching strategies. A regular Data Bulletin focused on SCOUT and other data sources was published by the hub contributing to a greater staff understanding of student achievement and learning needs. The Literacy and Numeracy hub also led workshops during staff meetings and School Development days which focused on providing staff with skills in utilising the National Literacy and Numeracy Progressions to determine student literacy and numeracy development levels. This has contributed to an increased staff understanding of the literacy and numeracy progressions and strategies to target areas for improvement. In conjunction with these strategies, regular faculty meetings with a focus on literacy and numeracy has been implemented to promote the development of explicit literacy and numeracy teaching and learning strategies. A whole school approach that targets deficiencies in literacy and numeracy skills in stages 4 and 5 through targeted explicit teaching and consistent delivery of these interventions in all KLAs will be a focus for 2023.

A range of cross curricular projects were implemented in 2022 in order to promote student achievement and drive innovation in teaching and learning. The school has established whole school structures to foster increased collaboration between faculties and to develop innovative practices to nurture deep engagement and deep understanding in Stages 4 and 5. At an executive, whole school and faculty level, staff have identified connections and shared focus across stage 4 and 5 syllabuses and have created units of work and programs to allow students to build connections between courses and allow for experiences that support deep understanding.

Some of the Stage 4 Cross KLA programs/projects developed and implemented in 2022 included the Year 7 Sydney Park project involving the Dance, Mathematics, HSIE and TAS faculties. This project generated overwhelmingly positive responses from staff and students. Through this project students developed an authentic understanding of syllabus outcomes as well as recognised the value of interdisciplinary approaches to problem solving.

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
Consistent school wide practices for assessment and feedback implemented to facilitate the school wide delivery of qualitative formative assessment.	Under the leadership of the Formative Assessment Collaboration Hub, staff knowledge and understanding of formative assessment has been enhanced. Staff in Stage 4 consistently use formative assessments to monitor student learning and use data to inform future teaching and learning. Students in Stage 4 have been provided with a Learning Booklet which provides course outlines and a detailed description of formative and summative assessments for each course. As a result of the use of a range of assessments students are engaged and have flexibility in demonstrating their learning.
Staff demonstrate confidence in the analysis and use of student assessment data to effectively evaluate student understanding of lesson content.	Through coordinated professional learning delivered by the Literacy and Numeracy Hub, staff are confident in using SCOUT data to analyse student performance and use the information to inform teaching and learning practices. Further, all faculties engage in analysing HSC data using RAP and internal school assessments. Analysis was shared at an executive level and key themes are identified with effective strategies implemented at a whole school level.
Increase in the percentage of students achieving in the top 2 NAPLAN bands to be at or above the school's system-negotiated target in reading of 48.1% .	2022 NAPLAN data in Year 9 Reading demonstrates that 44% of students are in the top two NAPLAN bands, indicating that the school did not meet the system negotiated target. Trend data shows that there is a slight drop in the number of students achieving in the top two bands in Reading in 2022, down 3% from 47% in 2021. A whole school approach towards explicit teaching and teacher professional learning will be a focus for 2023.
Increase in the percentage of students achieving in the top 2 NAPLAN bands to be at or above the school's system-negotiated target in numeracy of 53.9%.	2022 NAPLAN data in Year 9 Numeracy demonstrates that 35% of students are in the top two NAPLAN bands, indicating that the school has not achieved the system negotiated target. There was a slight decrease of 4% from the previous year. Embedding numeracy strategies across Stages 4 and 5 curriculum will be a focus led by the Literacy and Numeracy Hub for 2023.
Improvement in the percentage of students achieving expected growth to be between the system-negotiated target baseline and lower bound target in reading.	Student growth is not able to be assessed due to cancellation of NAPLAN in 2020.
Improvement in the percentage of students achieving expected growth to be between the system-negotiated target baseline and lower bound target in numeracy.	Student growth is not able to be assessed due to cancellation of NAPLAN in 2020.
Increase in the percentage of HSC course results in the top 2 bands to be at or above the system-negotiated target of 68%.	In 2022, 55% of HSC course results were in the top two bands. This was below the systems negotiated target and shows a slight decrease over the last three years.
Students are aware of and are showing expected growth on internal school progress and achievement data.	Through goal setting and coaching interviews, all students in Stages 5 and 6 developed SMART goals which they work towards during the year. Each term students meet with their coach to monitor progress towards their goals and discuss their academic attainment. Coaching interviews are central to ensuring all students in Stages 5 and 6 are able to set goals, develop an action plan and reflect on progress.



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): \$20,000.00

Maintenance/Furniture (6101): \$40,000.00

Professional learning: \$9,900.00

Flexible Staffing Variation: \$93,000.00

Summary of progress

Professional learning has led to the implementation of a range of cross-curricular projects that fostered deep learning across subject areas. This initiative will be expanded in 2023 following an evaluation of each project.

Embodied learning that takes advantage of student performing arts skills is embedded as a tool throughout all KLAs to promote engagement. This was demonstrated in the Stage 4 Sydney Park Project, which required students to use cross KLA skills in creative responding, physical expression, visual design and presentation in time and space. Following the implementation of this project, more than 50% of students indicated that they were highly engaged and saw clear connections between KLAs.

The e-Learning Portfolio has been an effective tool for students to digitally curate and reflect on their learning progress. It has created a consistent space, approach and language for students to report on their achievement for a parent and teacher audience. Recent survey data has shown that 90% of parents support the continued implementation of e-Learning Portfolios, whilst 78% of students report feeling proud of the evidence of learning they have included in their portfolio.

The Head Teacher of Learning and Innovation and Leaders of Learning Hub developed staff expertise in 4C practice through the Collaborative Classroom Visit (CCV) and Deep Noticing and Action (DNA) practices. The Leaders of Learning Hub have developed increased staff confidence and expertise in employing innovative pedagogical practices through the provision of professional learning, whilst also fostering a positive school learning culture.

A number of classrooms have been transformed into innovative learning spaces. The reconfiguration of these learning spaces has enhanced teacher capacity to flexibly deliver lessons focused on student collaboration and communication.

The Innovative ICT Hub has investigated the efficacy and application of online platforms that enhance formative assessment, creativity in learning activities, student choice and engagement. The hub also created resources to promote greater student engagement in learning activities and deepen student understanding and skills in all KLAs.

The investigation of Higher Accreditation for staff is still a priority for the school. This will be investigated further in 2023 in order to meet staff demand.

Students in performing arts courses are taking agency in their own learning through peer teaching, peer assessment and project based learning models, as evidenced by teaching and learning programs and assessment tasks in the performing arts and Visual Arts faculties. Specifically, assessment in Stage 5 Film Studies have been designed to ensure deep relevance and connections to industry through entry of student work into film festivals.

New and existing creative partnerships between the school and performing arts industry and professional institutions were established following the impacts of COVID-19 for delivery in 2023. This will enhance student development and learning and maximise opportunities for high potential and gifted students in the performing arts.

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 school identifies expertise within its staff and draws on this to further develop innovative and future-focused practices such as 4C pedagogy.	Innovative pedagogy was supported through the creation of a HT Innovation and Learning. The role works collaboratively with the Deputy Principal Teaching and Learning to drive transformation across the school. Through mentoring of new and beginning teachers, and the Leaders of Learning Hub (LOL), staff were able to develop expertise in 4C practice. Collaborative Classroom Visits (CCV) and Deep Noticing and Action (DNA) practices are models used to enhance teacher practice. LOL members developed increased confidence and expertise resulting in leading professional learning for the whole staff in pedagogical practices and developing a positive school learning culture.
Interested staff commence the process of attaining higher accreditation and are supported by the school.	A number of staff investigated processes for higher accreditation however, no staff have committed to pursuing higher accreditation at Highly Accomplished or Lead levels. Feedback from staff consistently indicates interest in attaining higher levels of accreditation.



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: \$12,100.00
Student support officer (SSO): \$96,058.00
Integration funding support: \$165,419.00
Low level adjustment for disability: \$148,987.00
English language proficiency: \$7,504.00
Socio-economic background: \$20,000.00
Refugee Student Support: \$831.00

Summary of progress

In 2022, the High Potential and Differentiation Hub drafted and presented the NHSPA High Potential and Gifted Education policy. The hub delivered professional learning for staff and collated feedback to refine the policy and plan for its implementation. As a result, staff have developed a thorough understanding of the policy, teaching methods and strategies to support high potential and gifted students in the classroom. Implementation of the policy and specifically the identification of high potential and gifted students needs to be consolidated for consistent whole school approach.

The school continued to nurture partnerships with external industry experts to extend students in the performing and creative arts. Whilst COVID limited the scope of inter-school, national and international opportunities, students participated in master classes in Dance, Drama, Music and Visual Arts. Expanding opportunities for students fostered deeper engagement which enhanced student creative practices.

The Year 7 transition program was evaluated and refined. Key changes included condensing the program, embedding student reflection and goal setting, introduction to the Learning Disposition Wheel and innovative pedagogy. This led to an increase in the understanding of innovative pedagogy and a smoother transition to high school. The Year 10 to 11 and Year 11 to 12 transition programs were updated and implemented incorporating stage specific wellbeing, academic and vocational activities. Review of transition programs have highlighted a to include a post school transition program which will be developed in 2023.

The Wellbeing team collaboratively designed and implemented initiatives that focused on attendance and student wellbeing. The employment of a Student Support Officer enabled the use of proactive strategies in supporting student wellbeing. Links with external agencies and student monitoring has enhanced and complemented existing support structures for student wellbeing. The school's attendance policy was updated focusing on whole school interventions to lift attendance rates.

Improving the delivery of Aboriginal Education across the curriculum and improving outcomes for First Nations students was the central focus of the Aboriginal Education Hub. The Aboriginal Education Hub has overseen key events including Sorry Day, NAIDOC week and assisted with Multicultural day to increase knowledge and understanding of Aboriginal history and culture. The team has led professional learning for staff to enhance understanding of the Aboriginal Education policy and its implementation in all key learning areas. All First Nations students had a Personalised Learning Plan and regular mentoring through AIME. The students met on a weekly basis and participated in various initiatives including excursions, establishing a native edible garden and coordinating whole school events such as Sorry Day and NAIDOC celebrations. Through a coordinated approach that seeks to nurture leadership, engagement and belonging, students reported increased sense of belonging with 64% of First Nations students reporting they feel connected to their culture, an increase of 11% from the previous year and 32% of student reporting that teachers understand their culture continuing an positive upward trend. The school will continue to work on lifting outcomes for First Nations students and improving the delivery of Aboriginal Education by further engaging with the local First Nations community and establishing links to deliver authentic learning experiences for all students.

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
Identified changes implemented to enhance student learning at transition points.	The Wellbeing team reviewed and updated the Year 6 to 7 transition, Year 10 to 11 transition and Year 11 to 12 transition programs. All transition programs integrate wellbeing initiatives, study skills and stage appropriate content.
TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 75.3%.	Sense of belonging, which refers to students' perceptions of being accepted, valued and included in their school setting, in the Tell Them From Me data 74% of students indicated a positive response, which is an upward trend and above the state average of 66%. As per the data, 84% of students reported positive relationships at school while 63% of students indicated they valued school outcomes an increase of 2% from the previous year. 95% of students reported positive behaviour at school, continuing an upward trend and well above the NSW government norm of 87%. Areas for improvement include homework behaviour where 50% of students responding that they complete homework in a timely manner. There has also been a downward trend in the number of students indicating that they set challenging goals for themselves in their schoolwork which is below the NSW government norm. Overall, Wellbeing data is 72.4% which is below the systems negotiated target.
Student attendance rates of >90% are at or above the system-negotiated lower bound target of 87.4%.	The wellbeing team reviewed and refined the school's attendance policy to embed whole school interventions to support student attendance. 49% of students attended school 90% of the time compared to 46% across the state, reflecting challenges in maintaining attendance rates due to disruptions following COVID related absences. Systematic interventions including Student Support Officer monitoring of student absences, improved communication with the Home School Liaison Officer and whole year group attendance targets have been implemented which will be extended for 2023 to lift attendance rates and work towards the systems negotiated target.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$165,419.00</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"> • 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 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 • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Integration Funding Support (IFS) allocations support eligible students in mainstream classes who require moderate to high levels of adjustment. Through in class support and one on one tuition, students have been provided with differentiated learning enabling them to access the curriculum. Student attendance is high, demonstrating increased engagement and students feeling supported with their learning.</p> <p>After evaluation, the next steps to support our students will be: Greater focus on negotiating numeracy and literacy targets for Stage 4 and 5 and embedding them into Individual Learning Plans will ensure a whole school approach towards lifting student learning outcomes.</p>
<p>Socio-economic background</p> <p>\$20,000.00</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"> • High Potential & Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: 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 expenses associated with excursions and co-curricular programs. Wellbeing programs including workshops and excursions were subsidised to ensure every student had access. Students have access to after school tuition at the school Homework Centre.</p>

<p>Socio-economic background</p> <p>\$20,000.00</p>	<p>After evaluation, the next steps to support our students will be: The school will continue to ensure students requiring financial assistance are supported to enable them to fully engage with all activities and programs that support student learning and engagement.</p>
<p>Aboriginal background</p> <p>\$12,100.00</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"> • 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 • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: NHSPA is committed to improving the outcomes of First Nations students and effectively implementing the Department of Education Aboriginal Education Policy. Funding has been used to employ an SLSO to support the academic and wellbeing needs of First Nations students. Further, the Student Support Officer and Deputy Principal Wellbeing ensured that all First Nations students had access to regular mentoring sessions through Australian Indigenous Mentoring Experience (AIME). First Nations students have been involved in various excursions throughout the year to support continual development of deep understanding of culture. Through targeted support, First Nations students' sense of belonging and pride in their culture continue to improve. In the Tell Them From Me survey, 32% of students reported that teachers have a good understanding of their culture. 64% of these students reported that they feel good about their culture which is an increase of 11%. Funding has also been utilised for Professional Learning to improve the delivery of Aboriginal Education across the curriculum. Engagement with the wider First Nations community has also been a focus with key events including Sorry Day and NAIDOC week celebrations including guest speakers and a smoking ceremony to allow for deep understanding and genuine engagement with First Nations people, culture and history.</p> <p>After evaluation, the next steps to support our students will be: Targeted professional learning will be a focus in 2023 to support staff in developing their understanding of First Nation history, culture and perspectives to further embed Aboriginal perspectives into teaching and learning. Greater focus on building links and engaging with First Nations communities and organisations will allow for authentic partnerships to lift outcomes for First Nations students and lead to deep understanding of Aboriginal culture across the school community.</p>
<p>English language proficiency</p> <p>\$7,504.00</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>

<p>English language proficiency</p> <p>\$7,504.00</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"> • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: School Learning and Support Officers (SLSOs) were employed to develop student Individual Learning Plans as well as support students in the classroom and at an individual level. Through targeted interventions, individual support, students have been able to better access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: The Learning and Support team will seek to increase collaboration with the English faculty to refine existing programs that support EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$148,987.00</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"> • High Potential & Differentiation <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 <p>The allocation of this funding has resulted in the following impact: The Low Level Adjust Disability funding was used to employ four School Learning and Support Officers (SLSO) to assist students in class or through individual support. Students were provided with assistance in remedial numeracy and literacy support, organisational skills and disability provisions. Through targeted interventions, students have engaged with the curriculum and provided with extra support during periods of stress and disrupted learning.</p> <p>After evaluation, the next steps to support our students will be: Professional learning to support staff with referral process to improve service delivery and support the whole approach towards explicit numeracy and literacy lessons.</p>
<p>Professional learning</p> <p>\$84,900.00</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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact:</p>

<p>Professional learning</p> <p>\$84,900.00</p>	<p>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 school wide improvement in teaching practice and student outcomes. Staff met regularly to discuss, plan, analyse data and share findings through Hubs which included Numeracy and Literacy Hub, Aboriginal Education Hub, Student Voice and Choice Hub, High Potential and Talent Hub. This has enabled development of staff leadership capabilities and enhanced collaboration, resulting in an informed professional culture within the school community. Staff members were provided with opportunity to lead professional learning throughout the year. Effective teaching and learning strategies were identified and modelled in order to allow staff to embed them 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, RAP and school based data to inform practice.</p> <p>After evaluation, the next steps to support our students will be: Our future focus for Professional Learning will build on the work commenced in 2022 and will continue to focus on literacy, numeracy and data analysis. Investigating and refining quality teaching practices with a specific focus on explicit teaching of literacy and numeracy will be a focus for 2023. Support for beginning and new teachers as well as professional learning for all staff to enable them to confidently implement new syllabus will be a focus for Professional Learning across the school.</p>
<p>COVID ILSP</p> <p>\$17,939.00</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 • providing intensive small group tuition for identified students • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: COVID ILSP was utilised to provide remedial literacy and numeracy support through weekly small group tuition. The program 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 an improvement in student results in school based assessments. Literacy support was directed to students in Stages 5 and 6 with a combination of individual tutoring in the after school study centre and small group tuition targeting understanding and creating texts to support writing. Students reported an increase in confidence in engaging with different text types and in constructing extended responses, which is essential for the High School Certificate.</p> <p>After evaluation, the next steps to support our students will be: Early identification of students requiring remedial support will be a key step in ensuring this program is implemented effectively.</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 Newtown High School of Performing Arts</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • attendance monitoring • mentoring and supporting First Nation's students <p>The allocation of this funding has resulted in the following impact: The Student Support Officer (SSO) regularly monitored student attendance and provided specialised support to individual or small groups of students. SSO support complimented other school strategies such as improved communication with parents and the Home School Liaison Officer resulting in 49% of students attending school 90% of the time compared to 46% across the state.</p> <p>After evaluation, the next steps to support our students will be: The Student Support Officer (SSO) will continue to work with students and their parents in supporting their attendance at school. Other strategies to improve attendance rates will be developed and implemented.</p>
<p>Refugee Student Support</p> <p>\$831.00</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"> • High Potential & Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact: Through individual tuition students were provided with differentiated learning enabling them to access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continued support will be provided to refugee students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	391	424	438	464
Girls	673	675	677	661

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.0	94.6	94.1	89.5
8	92.8	92.7	91.9	86.4
9	90.9	93.3	90.9	87.5
10	91.1	91.8	90.1	84.1
11	91.1	93.7	91.4	87.5
12	92.0	93.1	91.1	88.3
All Years	92.1	93.2	91.6	87.2
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	0	0	5
Employment	0	0	10
TAFE entry	1	2	10
University Entry	0	0	68
Other	0	0	7
Unknown	0	0	0

In 2022, 171 students received their Higher School Certificate . 68% of students either accepted offers to study at universities, deferred for the future travel or engage in employment.. There was a focus on degrees such as Communications, Journalism, Law, Economics, Commerce, Engineering, Health Sciences and Education. Several students chose double degrees across different disciplines, bringing their differing passions and strengths together for a future career. 7% of students have taken up offers to pursue further training in the Creative and Performing Arts through private institutions. 10% of students have enrolled in TAFE and have secured apprenticeships. Many of these students were engaged in TAFE courses as part of their Higher School Certificate pattern of study.

Year 12 students undertaking vocational or trade training

22.56% of Year 12 students at Newtown High School of Performing Arts undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

98.3% of all Year 12 students at Newtown High School of 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)	11
Classroom Teacher(s)	56.3
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.97
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 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	2,576,033
Revenue	13,469,645
Appropriation	11,802,640
Sale of Goods and Services	103,714
Grants and contributions	1,521,992
Investment income	40,647
Other revenue	652
Expenses	-13,302,942
Employee related	-11,408,237
Operating expenses	-1,894,705
Surplus / deficit for the year	166,702
Closing Balance	2,742,735

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	166,251
Equity Total	188,595
Equity - Aboriginal	12,100
Equity - Socio-economic	20,002
Equity - Language	7,505
Equity - Disability	148,988
Base Total	10,661,689
Base - Per Capita	281,864
Base - Location	0
Base - Other	10,379,825
Other Total	594,613
Grand Total	11,611,148

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 the Year 7 NAPLAN results indicate that student performance is consistently above the state average and Statistically Similar School Group (SSSG) in Reading and Writing. In particular, students demonstrated strengths in interpreting and analysing character's perspectives in imaginative texts. Students performed consistently above the state in Spelling, Grammar and Punctuation and Numeracy. Students demonstrated strengths in number, algebra, statistics and probability. In Reading, 14.1% of students are in the top two bands compared to 10.4% in the state. In Writing, 9.4% of students achieved in the top two bands compared to 6.1% in the state. In Grammar and Punctuation, 20.6% of students are in the top two bands compared to 14.3% in the state. In Spelling 8.5% are in the top two bands compared to 14.1% in the state. In Numeracy, 21.2% of students are in the top two bands compared to 8.1% in the state.

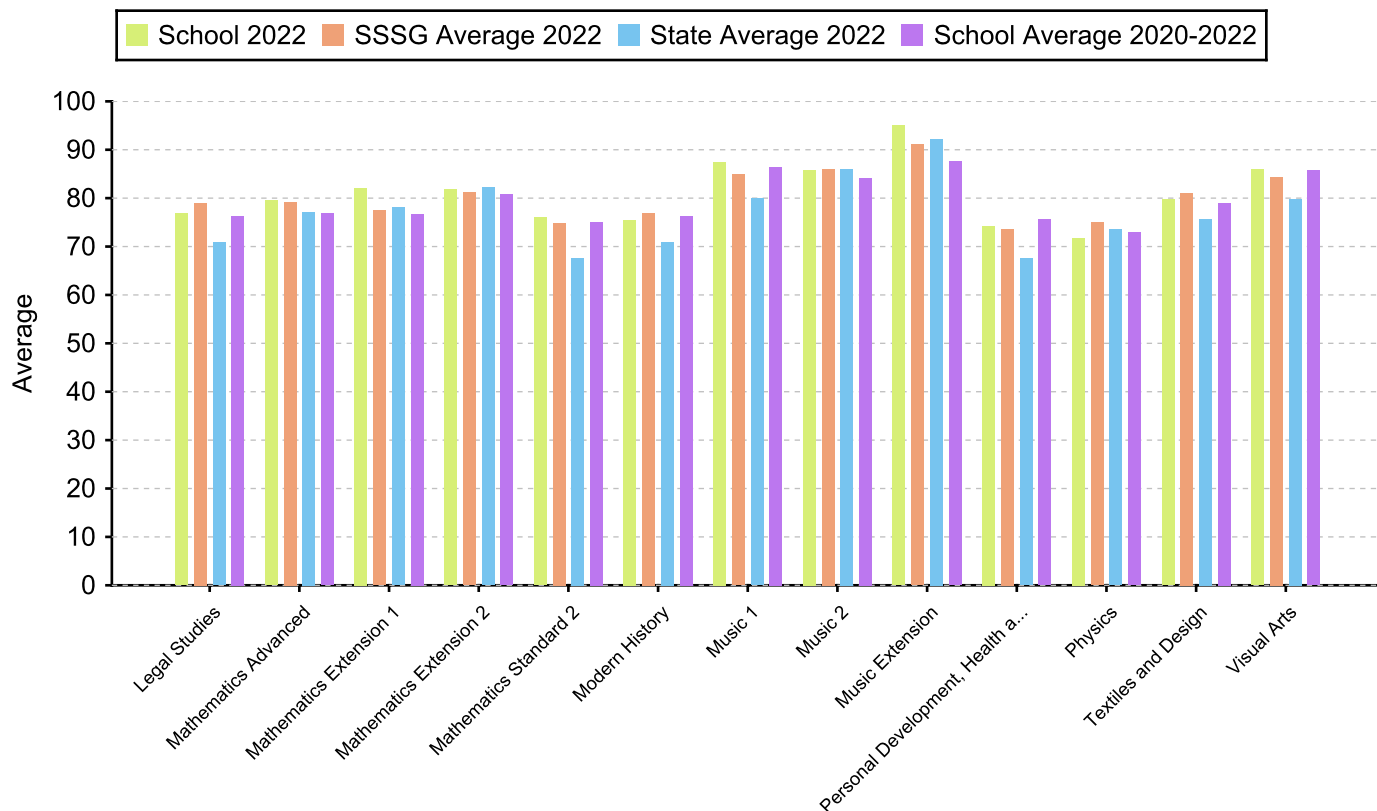
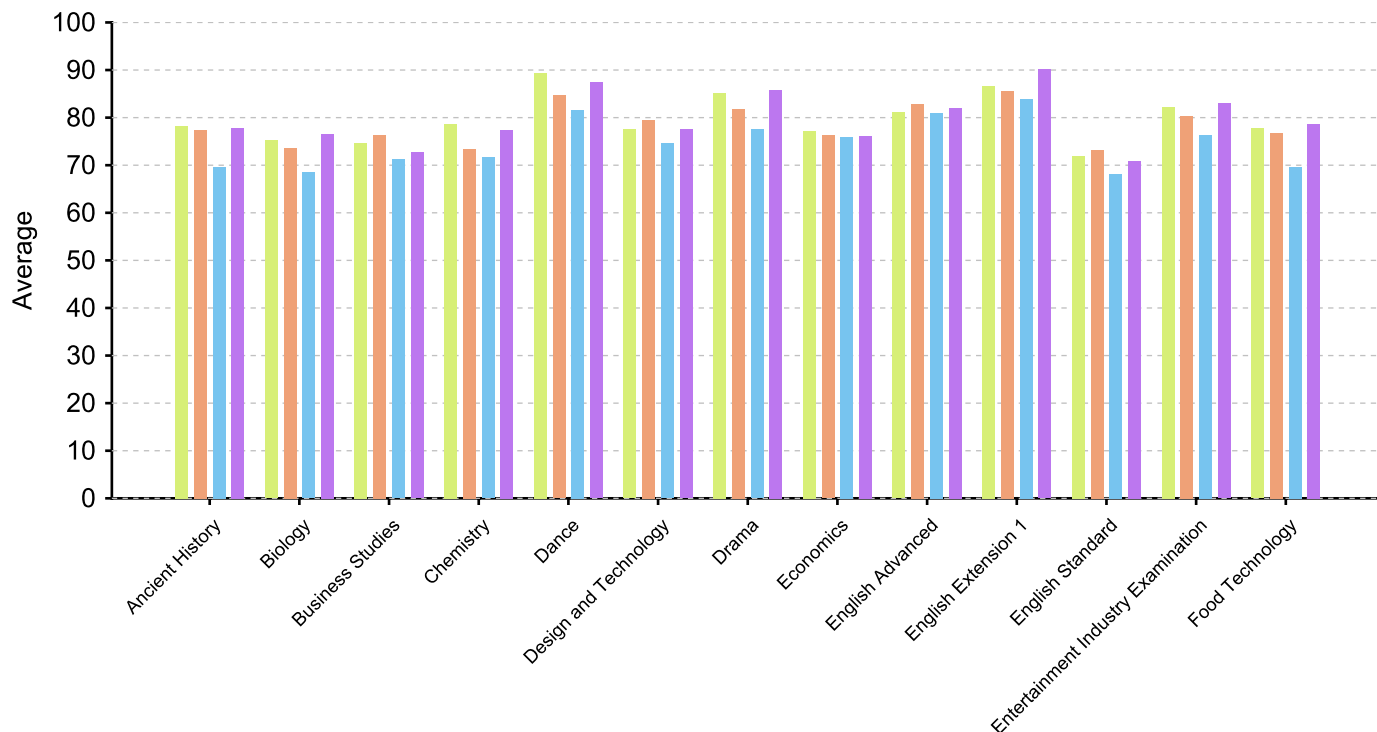
Analysis of Year 9 data indicate that in all domains students are consistently above state average and above the State and Statistically Similar School Group (SSSG) in Reading and Writing. Reading is an area of strength for our students, who are adept at locating specific pieces of information from texts in a range of different forms. Year 9 students also contain great strength in interpreting information found in imaginative and informative texts. 44% of students are in the top two bands in reading compared to 23% in the State. In writing, students performed well above their state peers in creating character and setting, as well as structuring extended texts and using a broad vocabulary. 31% of students were in the top two bands compared to 17% in the state. For numeracy our Year 9 students performed best in the Number and Algebra strand of the syllabus, particularly solving problems involving factors. 35% of students were in the top two bands compared to 24% in the state.

To further improve student performance in NAPLAN, the school through the Literacy and Numeracy hub is developing a whole approach to target areas of weakness by focusing on explicit teaching of numeracy and literacy. This will be supported with ongoing commitment to teacher professional learning and greater use of student data to evaluate progress.

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
Ancient History	78.3	77.4	69.6	77.9
Biology	75.2	73.6	68.5	76.5
Business Studies	74.7	76.3	71.2	72.7
Chemistry	78.6	73.4	71.7	77.4
Dance	89.4	84.7	81.6	87.4
Design and Technology	77.5	79.5	74.6	77.5
Drama	85.2	81.8	77.5	85.9
Economics	77.2	76.3	76.0	76.1
English Advanced	81.1	82.9	81.0	82.1
English Extension 1	86.6	85.6	83.9	90.1
English Standard	71.9	73.2	68.1	70.9
Entertainment Industry Examination	82.2	80.4	76.4	82.9
Food Technology	77.7	76.7	69.7	78.6
Legal Studies	76.8	79.0	70.8	76.3
Mathematics Advanced	79.5	79.2	77.1	76.8
Mathematics Extension 1	82.1	77.5	78.0	76.8
Mathematics Extension 2	81.8	81.1	82.2	80.8
Mathematics Standard 2	76.0	74.8	67.6	75.1
Modern History	75.5	76.9	70.9	76.3
Music 1	87.5	84.9	79.9	86.5
Music 2	85.8	86.0	86.0	84.2
Music Extension	95.0	91.1	92.2	87.6
Personal Development, Health and Physical Education	74.2	73.6	67.5	75.6
Physics	71.8	75.0	73.5	72.9
Textiles and Design	79.7	81.1	75.7	78.9
Visual Arts	85.9	84.4	79.8	85.7

2022 Higher School Certificate Results

Our students have achieved results with which we feel proud. Congratulations to the students, teachers and families whose achievements include:

- Students of Ancient History achieved an average 5.73 marks greater than the state mean with 56.3% of students receiving band 5 or 6 (over 80 marks) compared to 26.5% statewide
- Biology students achieved an average 4.80 marks greater than the state mean with, 35.7% of students in Biology having achieved 80 or more, compared to 23.7% state-wide.
- Our Chemistry results were very strong with average 5.34 marks greater than the state mean with 45.5% of students receiving 80 or more, compared to 32.1% statewide
- In Dance, our students achieved 7.12 marks above state average, 42.3% received 90 plus compared to 18.9% statewide and 100% in the top 2 bands compared to 51% state-wide
- Our Drama results were 4.22 marks above the state mean, 83.4% of students achieved a band 5 or 6, compared to 61.7% statewide.
- In English Standard, 62% of students achieved in the top two bands as compared to 45.6% statewide.
- Our Extension 1 English results saw 100% of students in the top 2 bands.
- Extension 2 English students achieved 4.17 marks above state average, with 100% of Extension 2 English

students receiving marks in the top 2 bands compared to 83% statewide.

- With an average of 5.14 marks over the state 53.9% of our Food Technology students achieved a mark of 80+, compared to 22.3% statewide
- Legal studies students achieved 2.84 over the state mean with 50% achieving a mark of over 80 compared to 31.9% statewide
- Our Mathematic Standard students achieved 4.80 over the state with 33.9% achieving results in the top 2 bands as compared to 19.7% statewide
- Our Mathematic Extension 1 students achieved 2.86 over the state with 93.4% achieving results in the top 2 bands
- Music 1 results were again excellent this year with students achieving 4.73 marks above state and an average of 50% achieved 90+ and 81.8% in the top 2 bands compared to 60% statewide
- In PDHPE, students achieved 4.23 marks above state average, 34.6% of student results in the top 2 bands compared to 20% statewide.
- In Physics, 50% of students achieved in the top 2 bands compared to 39.2% statewide.
- Textile & Design results showed 61.3% in the top 2 bands compared to 44.6% statewide.
- Visual Arts students achieved 4.21 above state with an average of 31.8% achieving 90+ marks compared with 11.3% statewide, and 81.8% in the top 2 bands compared to 55.7% statewide.
- Finally, our Entertainment students scored 3.68 above state with 60.7% of students who sat the exam achieving 80+ marks compared to 36.5%.

Parent/caregiver, student, teacher satisfaction

In 2022, Newtown High School of the Performing Arts participated in the Tell Them From Me survey. The survey was available for all students, staff and parents. The survey provided the school with valuable data to assess student engagement and wellbeing. In Sense of Belonging, which refers to students' perceptions of being accepted, valued and included in their school setting, 74% of students indicated a positive response, indicating an upward trend and above the state average of 66%. 84% of students reported positive relationships at school while 63% of students indicated they valued school outcomes up 2% from the previous year. 95% of students reported positive behavior at school continuing an upward trend, well above the NSW government norm of 87%. Areas for improvement include homework behavior where 50% of students indicating that they complete homework in a timely manner. There has been a downward trend in the number of students indicating that they set challenging goals for themselves in their schoolwork which is below the NSW government norm.

Teachers also use a range of strategies to help students achieve their personal best learning goals and to provide feedback on progress. Teachers reported they work collaboratively with other staff to improve teaching practice and assessment strategies. The Tell Then From Me data indicated that we need to improve teacher knowledge of Aboriginal Culture and Histories and further collaborate with parents in student learning.

2022 Parent and Carers data from the TTFM surveys indicated that 62% of parents and carers were satisfied with communication from the school. 72% of parents and carers have indicated that NHSPA is a culturally safe place for all students and 84% believe that the school has a good reputation. There continues to be an upward trend for parents and carers reporting that the school supports positive behavior. The survey also indicates areas for improvement including a focus on making the school a more welcoming place for parents.



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.

Other School Programs (optional)

The Co-Curricular Program provides a wide range of extension performance opportunities in Dance, Drama, Music, Film Studies and Visual Art. The Co-curricular program continues to foster a culture of excellence in High Potential and Gifted Performing Arts students whilst ensuring equitable inclusive participation in the program for all students at our school. This is achieved through the delivery of professional practice by department faculty who additionally employ industry professionals to support and compliment the delivery of programs across all art forms. Processes and structures in place in 2022 have resulted in professional standard processes and performance opportunities for all students. Some of these include:

Dance

- 13 Companies and Ensembles including 3 Dance Companies, 6 Dance Ensembles, 1 Boys Dance Ensemble, 3 Classical Ballet Companies. 12 choreographers and artist directors from both department faculty and industry with approximately 150 students involved in total.
- Performance opportunities at School Showcase events, Regional and State level Dance festivals providing invaluable experience performing for a live audience.
- Participation in and selection for featured artist at the Schools Spectacular resulting in televised performance

experience, connections to other dancers across the state including regionally.

- Lighthouse Dance Project resulting in year 12 students gaining scholarships and placements into tertiary dance education degrees and diploma courses around Australia, New Zealand and USA with further professional links to professional companies.

Drama

- 13 Companies and Ensembles including 3 Year 7 Drama companies, 2 Year 8 Drama Companies, 2 Year 9 Drama Companies, 2 Year 10 Drama Companies, Year 10 Production Company, Senior Drama Company as well as ensembles from Drama extension courses. 11 directors engaged from both department faculty and industry catering for approximately 155 students across the year.
- Performance opportunities at a range of school based events including Showcase, Gala Night, HSC Showcase, Presentation assemblies and Year 7 Orientation Day.
- Partnership with ATYP resulted in world premiere production of 'The Chapel, the Fire and the Dead Cat' that featured auditioned students from Year 10. Students were also involved in the development of the script leading up to publishing and production.

Music

- 16 Music Ensembles regularly including Symphony Orchestra, two string ensembles, two symphonic wind ensembles, two guitar groups, six choirs, two percussion ensembles. Ten Musical Directors from both professional faculty and external sources with approximately 250 students involved in total.
- Term 2 Big Night Out and Vivo Concert seasons
- Term 3 Spring Prom
- Term 4 Animato and Con Brio, Gala Performance with the standout performance of Carmina Burana and excerpts from Sweeney Todd Company and Orchestra
- Students from Music also provided event based ensembles: NAIDOC performance, Orientation Day, Yr 12 Graduation, Presentation Day
- The quality of each of these concerts was HPGE aimed, with significant repertoire from the upper secondary to tertiary level programmed and presented

Film Studies students entered the following festivals with outstanding results:

- SF3 Smart Phone National Students Film Festival with 6 film finalists and 3 wins.
- DET Arts Unit 'Film By The City Festival' with 5 film finalists and 3 wins,
- BLOODFEST international Student horror Short Film Festival, 8 Films finalists and 2 wins
- V Festival Student Film Festival, 3 films finalist and 2 wins
- MyState Film Festival with 2 films finalists.