

2023 Annual Report

Wollongong High School of the Performing Arts



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Introduction

The Annual Report for 2023 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>

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

Professional learning
Socio-economic background
Beginning teacher support
Integration funding support
Per capita
English language proficiency

Summary of progress

In Strategic Direction 1, our focus for the 2023 school year was to continue 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. Staff participated in professional learning opportunities which provided further support. Faculty Head Teachers continue to develop programs where these initiatives became embedded. We continued with our target of 100% of all Aboriginal students having a PLP including all Year 5 and 6 students at our partner primary schools and 100% of all Year 12 Aboriginal students attaining their HSC. Our aim that the percentage of Aboriginal students achieving the top 3 bands in Reading, Writing and Numeracy in NAPLAN aligned with the system-negotiated targets was realigned with the new NAPLAN reporting bands.

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
5% increase in the number 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 all Year 12 Aboriginal Students achieved their HSC in the 2023 school year, while still maintaining their cultural identity.
Uplift of 4.22% of students achieving in the top 3 bands of the HSC.	74.75% of students attained results in the HSC top 3 bands demonstrating progress toward the lower bound target.
Data indicates that there has been an ongoing uplift in the percentage of students achieving in the top 2 bands of the HSC.	41.67% of students attained results in the HSC top 2 bands demonstrating progress toward the lower bound target.
An increased proportion of 2023 Year	An increased proportion of Year 10 students have attained a 'C' or above for

<p>10 students attaining a 'C' or above in English, compared with Year 9 in 2022.</p>	<p>English, compared with Year 9 in 2022.</p>
<p>An increased proportion of 2023 Year 10 students attaining a 'C' or above in Mathematics, compared with Year 9 in 2022</p>	<p>An increased proportion of Year 10 students have attained a 'C' or above for Mathematics, compared with Year 9 in 2022.</p>
<p>Individual learning goals are mapped by all staff and the majority of students are on track to achieving targeted goals.</p> <p>Results for Aboriginal and EAL/D students are equivalent to the levels of achievement of other students in the school.</p>	<p>Head Teachers map all staff individual learning goals as outlined in the PDP program. Further work is to be completed on the use of data for the 2024 Twilight sessions.</p> <p>In Year 7, Aboriginal students consistently achieved Strong results across all NAPLAN domains. In Year 9, results were varied. The vast majority of Aboriginal students achieved Strong and Developing across the NAPLAN domains. EAL/D students were generally equal to other mainstream WHSPA students.</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

Socio-economic background

Per capita

Aboriginal background

Summary of progress

In Strategic Direction 2, the focus for the 2023 school year was on developing programs of learning that have been developed between teachers in Stages 3 and 4. The Community of Schools Maths Lesson Observation program was developed and implemented across all partner primary schools. WHSPA Maths staff observed Year 6 lessons and in return, Year 6 teachers observed Year 7 Maths lessons. We plan to develop this program further with combined program writing in the 2024 school year. 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.

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
<p>The Elite Performing Arts Program has been embedded across WHSPA and all students participating in the program have had their personal learning goals mapped. This in turn supports the achievement of high level performing arts outcomes.</p> <p>There has been a 10% uptake in the number of students participating in WHSPA performing arts initiatives.</p>	<p>In 2023, 152 students auditioned for the performing arts program. 121 students were successful and were offered a place at the school. Of these 121 students, 94 accepted the offer. For the 2024 school year 186 students auditioned for a place in the performing arts program. 135 students were successful and were offered a place at the school. Of these 135 students 107 accepted the offer.</p>
<p>100% of WHSPA Maths teachers have established a scope and sequence that maps student learning outcomes between Stages 3 and 4. There has been a significant increase in the number of local area students participating in Art and Drama programs at WHSPA.</p>	<p>The scope and sequence section of this initiative will be moved to the 2024 school year. 2023 saw the development of the WHSPA Community of Schools Drama initiative in conjunction with the Community of Schools Art program. This means that all partner primary schools will now be participating in both programs.</p>

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

Aboriginal background

Student Support Officer

Per capita

Low level adjustment for disability

Summary of progress

In Strategic Direction 3, the school collected, analysed and used data including valid and reliable student, parent and staff surveys and feedback to monitor and refine a whole-school approach to Wellbeing. In 2023, a WHSPA attendance team continued to operate and also focused on the Smith Street Unit attendance information. The Head Teacher Smith Street joined the WHSPA Attendance team along with the HSLO. 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 2024 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.	The number of students attending greater than 90% or more of the time is 51.17% indicating progress toward the lower bound target.
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.	Tell Them from Me data shows 66.54% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the lower bound target. In the 2022 school year 793 students were reported to have attended the WHSPA Wellbeing Hub. In the 2023 school year 1480 students were reported for the same time period. This data would indicate that as students moved out of the Covid world, accessing Wellbeing support became more important for them. The student Support Officer developed programs of support for the 2023 school year. Further analysis of data to be carried out.
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	There has been a significant increase in the number of students attending WHSPA in the 2024 school year. In 2023, there were 151 students in Year 7. In 2024, there will be 195 students in the Year 7 cohort. This is an increase of around 45 students. In 2023, there were 61 local area students enrolled at the school. In 2024, this number has increased to 90 students.

package.

An updated enrolment package is to be provided to incoming families and students for the 2024 school year.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,545.94</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 to support students with mentoring and tutoring. <p>The allocation of this funding has resulted in the following impact: Weekly homework club support for English as an Additional Language or Dialect (EAL/D) students which has increased the capacity of EAL/D students to gain support with ongoing assessment and class tasks. Overall, students have felt a greater sense of support and have gained significant time-management skills.</p> <p>After evaluation, the next steps to support our students will be: To continue to offer the homework club and employ an School Learning Support Officer (SLSO) to map student assessment and class tasks across each term. The school will also provide ongoing 1:1 support to improve student learning outcomes.</p>
<p>Integration funding support</p> <p>\$263,209.00</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"> • Explicit Teaching Practice - Excellence in Teaching and Learning • 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 and to release staff for targeted professional learning <p>The allocation of this funding has resulted in the following impact: All eligible students showing significant improvement towards their personalised learning goals. Personalised Learning and Support Plans (PLPs) were regularly reviewed and updated ensuring that eligible students were provided with opportunities to optimise their learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: To adjust integration funding throughout the year to ensure that student support is continually addressed.</p>
<p>Socio-economic background</p> <p>\$86,588.57</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 • Other funded activities

<p>Socio-economic background</p> <p>\$86,588.57</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Literacy for Learning to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: A significant percentage of both Year 7 and Year 9 students achieving in the top 2 reporting bands of 2023 NAPLAN - all domains. NAPLAN results are above our statistically similar school groups (SSSG) schools.</p> <p>After evaluation, the next steps to support our students will be: To continue to refine the WHSPA NAPLAN Improvement Initiative with the employment of a FASTSTREAM teacher. The school will continue to focus on continual improvement.</p>
<p>Aboriginal background</p> <p>\$51,933.00</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"> • 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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: 100% of all HSC students attaining their HSC while maintaining their cultural identity. There was a significant uplift in a closer more authentic connection to our Aboriginal families.</p> <p>After evaluation, the next steps to support our students will be: To increase the release time for our Aboriginal Teacher Supervisor to further develop programs that support both our Aboriginal students and their families.</p>
<p>English language proficiency</p> <p>\$171,676.62</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>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"> • 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 • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds

<p>English language proficiency</p> <p>\$171,676.62</p>	<p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and are taking risks with their use of language. An increase in the number of EAL/D students with close social support within the school.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ an additional EAL/D teacher to support ongoing classroom activities that provide direct support to EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$256,154.78</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"> • 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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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: A significant number of students achieving in the top two reporting areas of NAPLAN in both Years 7 and 9 in all domains. Trend improvement data is not available due to the new reporting format.</p> <p>After evaluation, the next steps to support our students will be: To continue to implement the WHSPA NAPLAN improvement initiative in the 2024 school year. The school will provide additional support to students after consultation and identification with the Learning Support Team.</p>
<p>Professional learning</p> <p>\$97,860.10</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 <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: All teachers have embedded effective practices in relation to reading and numeracy into teaching programs and units of work.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning in regard to data analysis for all staff in the 2024 school year.</p>
<p>COVID ILSP</p> <p>\$102,512.90</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 2023.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>COVID ILSP</p> <p>\$102,512.90</p>	<p>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 targeted, explicit instruction for student groups in literacy/numeracy - NAPLAN. <p>The allocation of this funding has resulted in the following impact: Significant reduction in the number of students requiring additional support in reading, writing, spelling, grammar and punctuation and numeracy.</p> <p>After evaluation, the next steps to support our students will be: To focus on improving multiplicative thinking tasks in Maths and continue to offer small groups tuition to identified students.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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 include:</p> <ul style="list-style-type: none"> • Employment of Student Support Officer that be stationed in the WHSPA Wellbeing hub. <p>The allocation of this funding has resulted in the following impact: Increased awareness by students of support programs on offer in the WHSPA Wellbeing Hub. A greater variety of support programs will be on offer to the diverse students population of the school.</p> <p>After evaluation, the next steps to support our students will be: To continue to refine student programs and investigate liaising more with outside agencies to support student wellbeing at the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	424	401	366	359
Girls	774	777	759	719

Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.2	90.7	90.0	90.7
8	91.8	88.8	83.4	87.2
9	91.7	85.3	83.9	83.5
10	89.4	84.9	82.0	83.5
11	90.8	85.9	83.1	81.4
12	89.0	89.8	84.5	85.0
All Years	91.3	87.5	84.4	85.0
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	1	4
Employment	1	7	6
TAFE entry	1	13	8
University Entry	N/A	N/A	65
Other	3	1	17
Unknown	1	12	0

Year 12 students undertaking vocational or trade training

22.70% of Year 12 students at Wollongong High School of the Performing Arts undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

96% of all Year 12 students at Wollongong High School of the Performing Arts expected to complete Year 12 in 2023 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)	13
Classroom Teacher(s)	56.7
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher EAL/D	1
School Counsellor	2
School Administration and Support Staff	17.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	675,073.63
Revenue	15,000,849.48
Appropriation	14,022,940.39
Sale of Goods and Services	57,485.12
Grants and contributions	886,234.16
Investment income	20,054.81
Other revenue	14,135.00
Expenses	-14,884,059.44
Employee related	-13,463,958.00
Operating expenses	-1,420,101.44
Surplus / deficit for the year	116,790.04
Closing Balance	791,863.67

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.

	2023 SBAR Adjustments (\$)
Targeted Total	159,664
Equity Total	566,353
Equity - Aboriginal	51,933
Equity - Socio-economic	86,589
Equity - Language	171,677
Equity - Disability	256,155
Base Total	11,621,980
Base - Per Capita	297,717
Base - Location	0
Base - Other	11,324,264
Other Total	771,104
Grand Total	13,119,102

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

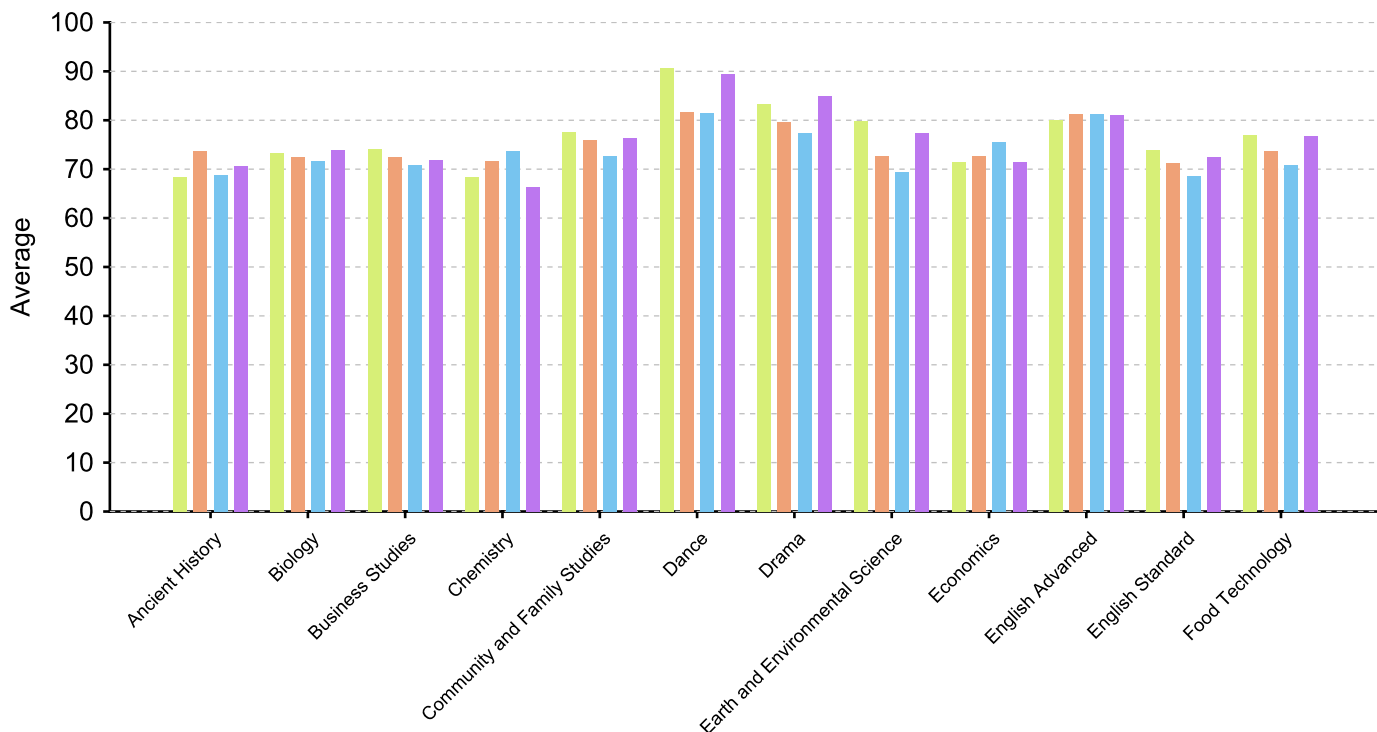
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.

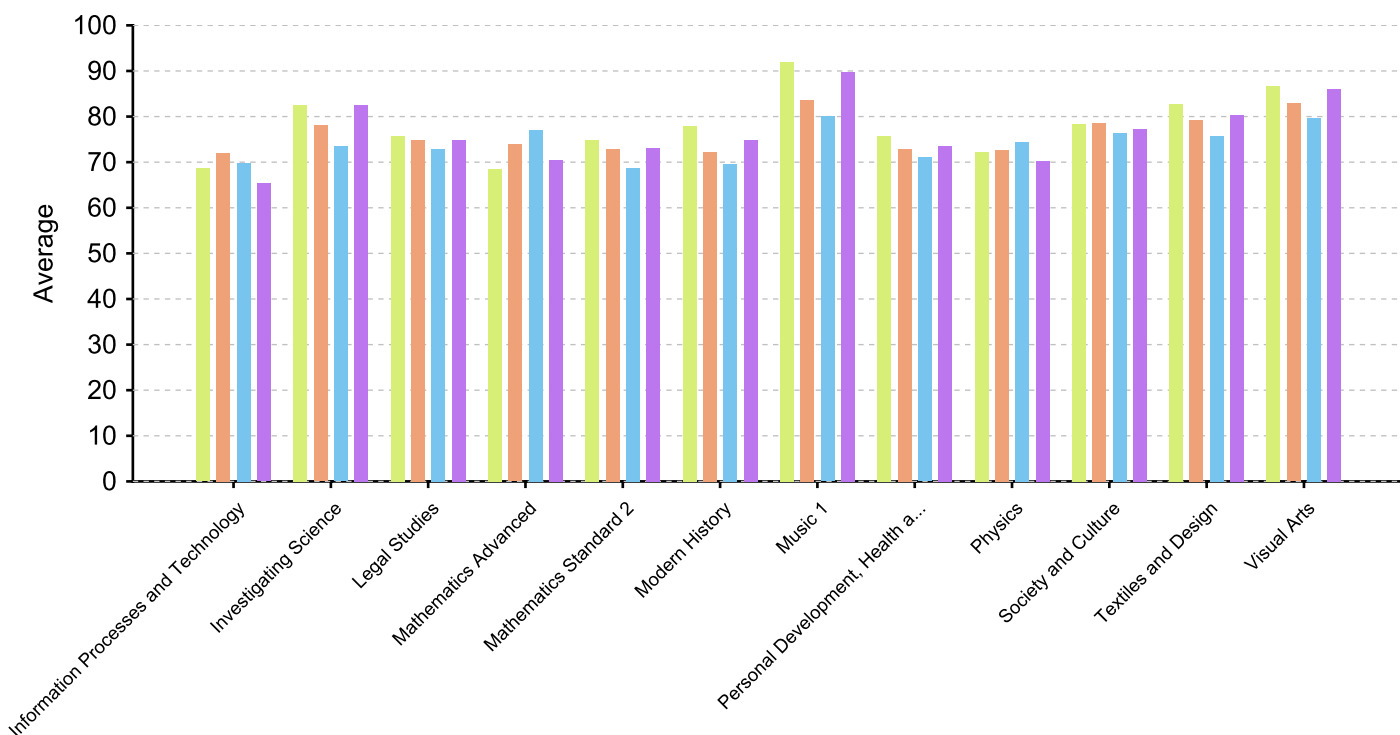
School performance - HSC

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.



Legend: School 2023 (Light Green), SSSG Average 2023 (Orange), State Average 2023 (Light Blue), School Average 2021-2023 (Purple)



Legend: School 2023 (Light Green), SSSG Average 2023 (Orange), State Average 2023 (Light Blue), School Average 2021-2023 (Purple)

Subject	School 2023	SSSG	State	School Average 2021-2023
Ancient History	68.3	73.6	68.7	70.7
Biology	73.4	72.4	71.8	73.9
Business Studies	74.1	72.4	70.9	71.9
Chemistry	68.3	71.8	73.7	66.3
Community and Family Studies	77.6	76.0	72.7	76.4
Dance	90.7	81.6	81.5	89.4
Drama	83.4	79.6	77.3	85.0
Earth and Environmental Science	79.8	72.8	69.4	77.4
Economics	71.4	72.6	75.5	71.4
English Advanced	80.0	81.2	81.2	81.1
English Standard	74.0	71.3	68.5	72.5
Food Technology	76.9	73.6	70.8	76.8
Information Processes and Technology	68.6	72.0	69.8	65.3
Investigating Science	82.6	78.1	73.4	82.6
Legal Studies	75.7	74.9	72.9	74.9
Mathematics Advanced	68.5	73.9	77.0	70.6
Mathematics Standard 2	74.9	72.8	68.7	73.1
Modern History	78.0	72.2	69.6	74.8
Music 1	91.9	83.7	80.0	89.8
Personal Development, Health and Physical Education	75.8	72.9	71.0	73.5
Physics	72.2	72.7	74.4	70.2
Society and Culture	78.4	78.7	76.3	77.3
Textiles and Design	82.8	79.2	75.7	80.3
Visual Arts	86.7	82.9	79.8	86.1

Parent/caregiver, student, teacher satisfaction

Parents have shown support for the school through attendance at the P and C, Expo Nights, Uniform Sale Days and Zoom Parent/Teacher meeting throughout the 2023 school year. 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. The Parent community was extremely positive in regards to the way the school provided communication throughout the 2023 school year. Feedback sought via online social platforms was also overwhelmingly positive. The student SRC and Sports Committees continue to be very active within the school. These student leadership groups participate in organising R U OK Day, Harmony Day, WHSPA Day and other student centred days at the school. Largely, levels of staff satisfaction at the school are very high. Throughout 2023, 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 to complete various online professional learning opportunities. In the 2023 staff survey 95.5% of staff were overwhelmingly positive in their enjoyment of working at the school and 88.7% expressed their positive sense of being valued at the school. 93.2% of staff outlined that they generally have a pleasant working environment.

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.