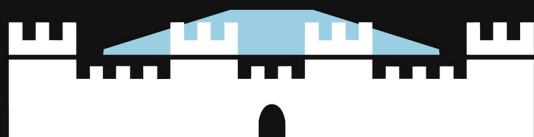


2024 Annual Report

Conservatorium High School



CONSERVATORIUM
HIGH SCHOOL

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Introduction

The Annual Report for 2024 is provided to the community of Conservatorium High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Conservatorium High School is dedicated to the pursuit of musical and academic excellence. We esteem the ideals of integrity, respect and compassion and are committed to providing a supportive and stimulating environment in which students can strive to fully realise their music, academic, social and creative potential. Through our school-based programs and collaborations with the tertiary arm of the Conservatorium of Music, (Sydney University's School of Music), the broader Music Industry and other Educational partnerships, the Conservatorium High School affords musically and intellectually gifted students extensive experience and training in all aspects of music while providing them with an excellent secondary education.

School context

The Conservatorium High School was established in 1918 at the behest of the inaugural director of the NSW State Conservatorium of Music, Henri Verbrugghen. He firmly believed that a good general education is as much a necessity to a musician as to a lawyer or a medical practitioner. One hundred years later, the school remains faithful to this credo. The Conservatorium High School (part of the NSW public school system) has a net enrolment of 160 students. They are drawn from the greater Sydney region and from around the State. The composition of the student body reflects the cultural diversity of our region.

Staffed and administered by the NSW Department of Education, the school also avails itself of the pedagogical expertise of top professional musicians and teachers, many of whom are employed by the Conservatorium's tertiary arm, the Faculty of Music of the University of Sydney. In addition to its special relationship with the University, the Conservatorium High also has strategic partnerships with such music & educational institutions as: the Kodaly Music Education Institute of Australia., Bach Akademie Australia, the Australian Romantic and Classical Orchestra (ARCO), the Penrith Symphony Orchestra, the Modeste Orchestra, Selby & Friends, Voces Caelestium, and the Australian National Choral Association.

The school will continue to focus on The Whole Musician as a Strategic Direction, and will further develop the initial work done on Proficiency and Differentiation, to enhance the potential success, and subsequent pathways available to our students.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2024 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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

As the school, both staff and students, strive for continuous improvement, we acknowledge our relative weaknesses. While our overall "external" results are laudable, we continue to strive for excellence, and see further areas for improvement.

Strategic Direction 1: Student growth and attainment

Purpose

The school will implement school-wide process and practices to create opportunities for learning within and beyond the classroom to maximise learning progress and achievement for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Inclusive Practice
- High Potential & Differentiation
- Attendance Monitoring

Resources allocated to this strategic direction

Professional learning
Refugee Student Support
Low level adjustment for disability
Small group tuition (SGT)
English language proficiency
Socio-economic background
Per capita

Summary of progress

Inclusive Practice: In 2024, the focus for this Initiative was to enhance teaching methods in order for ALL students (regardless of background, disability or initial levels of development) to access a broad, rigorous and challenging curriculum.

This involved two staff being trained in "Steplab" Instructional Coaching, and those teachers working with 2 colleagues as fellow/reciprocal coaches.

The school has seen some impact at a faculty level demonstrated through shared classroom teaching practices, and more "drop-in" classroom observations across different faculties (STEM, Languages, CAPA)

When considering future school planning, implementation and reporting, the school will continue to build on this shared approach and build collective efficacy in classroom teaching and learning strategies which will support greater consistency in T&L across the school.

High Potential and Differentiation: In 2024, the focus for this Initiative was to increase teacher capacity and enhance collective pedagogical practice, to ensure differentiated teaching and learning.

This involved developing a shared language around the Marzano Proficiency Scales and how those Scales can assist with the differentiation required in both teaching and assessment, to meet the needs of our students.

The school has seen some impact at a stage & faculty level demonstrated through the use of Focus Questions and Big Ideas in Unit Plans and classroom projects, as well as on a task-by-task level through the implementation of the F.E.E.L. (Focus, Explain, Example, Link) writing structure for paragraphs.

When considering future school planning, implementation and reporting, the school will consider implementing this approach in Stage 5 as well as Stage 4 which will support further improvement in value-add in Literacy.

Attendance Data Completeness: In 2024, the focus for this Initiative was to achieve 100% data completeness. Scout Data shows us that SENTRAL needs to be modified to reflect School Development Days... otherwise 100% data completeness has been achieved.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improved reading outcomes An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023	The school has seen an 11.8% increase in mean scaled score for reading in Yr 7 between 2023 and 2024. This equates to an 8% increase compared to the State. The school has seen a 1% increase in mean scaled score for reading in Yr 9 between 2023 and 2024. This equates to a 1.4% increase compared to the State.
Improved numeracy outcomes • An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.	The school has seen an 1.3% decrease in mean scaled score for numeracy in Yr 7 between 2023 and 2024. This equates to a 3.3% increase compared to the State. The school has seen a 3.2% decrease in mean scaled score for numeracy in Yr 9 between 2023 and 2024. This equates to a 2.4% increase compared to the State.
Attendance Our school aims to achieve 100% data completeness for attendance every day, so that we know which students are not attending and why.	The school has made progress towards 100% data completeness for attendance, which has enabled the identification of improved administration practices.

Strategic Direction 2: The Whole Musician

Purpose

To sustain and nurture an inclusive and connected musical community that challenges students to become creative, engaged, flourishing citizens.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Flourishing Citizenship
- Community Engagement

Resources allocated to this strategic direction

Student Support Officer

Summary of progress

Flourishing Citizenship:

In 2024, the focus for this Initiative was to enhance participation in community-oriented volunteering to consolidate school values and complement existing learning opportunities.

This involved developing a Charity Calendar so as to contribute to Charities in an ongoing manner, and students working with our partner Public School.

Staffing and funding shortages have meant that the partner Public Schools in our Network, have been reduced from 4; Plunkett St, Fort St, Alexandria Park, Paddington, to 1; Plunkett St PS.

The school has seen some impact at a stage and student level demonstrated through small-scale concerts held at Plunkett St (performed by our Stage 4 students for and with PSPS students) and large-scale concerts here at the Conservatorium for several stage-groups from a number of Public Schools.

When considering future school planning, implementation and reporting, the school will continue with the Kodaly-based Primary Program in Plunkett St, but also consider larger-scale workshops run at the Conservatorium for groups of students from across our network which will broaden and deepen our connections with larger groups of fellow students.

Community Engagement:

In 2024, the focus for this Initiative was to challenge and engage Con High students to achieve their educational potential within our school and in the wider community. (HPGE Policy) by increasing opportunities for talent development and vocational awareness.

This involved students attending a number of extra-curricular Concerts held by our Educational Partners (Bach Akademie Australia, Modeste Orchestra, ARCO), AND Students participating in a number of extra-curricular Concerts/Workshops/Training programs run by our Educational Partners (Bach Akademie Australia, KMEIA, Voces Caelestium, ARCO.).

The school has seen moderate impact at a whole-school level demonstrated through a 10% increase in student attendance in extra-curricular Concerts and Workshops

When considering future school planning, implementation and reporting, the school will be developing a "residency" partnership with Bach Akademie Australia, to enhance this collaboration, which will support opportunities for our students to work in the industry.

By building stronger community partnerships (with International Women's Day conference, local orchestras, local public

schools such as Plunkett St PS, local community services such as St Steven's Church, Government House, Parliament House) Con High students continue to enhance the school's community engagement.

Strategic Direction 3: Advanced Learning Pathways

Purpose

To value student voice and promote engagement in all aspects of school life by empowering them to develop transferable skills and build resilience to become lifelong learners.

To enable students to contribute their vision, abilities, and energies to initiatives and creative industries as productive citizens in their community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Continuity of Learning
- Opportunity Pathways

Resources allocated to this strategic direction

Student Support Officer

Summary of progress

Continuity of Learning & Opportunity Pathways:

In 2024, the focus for this Initiative was to determine relative strengths and weaknesses, and develop an HPGE Advanced Learning Pathways policy.

This involved data analysis, policy and procedure review and re-writing.

The school has seen significant impact at a staff level demonstrated through totally re-designing the HPGE Advanced Learning Pathways Policy and a re-designed Application and Audition process.

When considering future school planning, implementation and reporting, the school will trial the new policies and procedures in 2025, with a focus on Stages 4 & 5, which will prepare the next generation of students for a more successful HSC and pathway through the school and into further educational and professional opportunities.

All students at Con High School maintained continuity of learning, including students transitioning into and out of the school, with successful transitions into the school in Yr 7, 8, 9, 10 and 11, a few students moving out of Yr 10 2024 into selective schools in 2025 and 100% of Yr 12 2024 moving into Tertiary study in 2025.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Pathways Social and emotional needs of the student body are assessed and responded to in a timely and professional manner.	Con High HSC results for 2024 were excellent, with the average of all HSC scores for the year at 89.2% Relative weakness continues to be the highest-order inferential thinking and meta-cognition of nuance required for English. This is also our greatest area for potential growth. The school is developing an integrated HPGE Advanced Learning Pathway Policy to be published early 2025.

Funding sources	Impact achieved this year
Refugee Student Support \$961.37	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. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Inclusive Practice Overview of activities partially or fully funded with this targeted funding include: • release time for staff to provide targeted support to students, including mentoring and tutoring • strengthening orientation and transition program for identified students • release time for staff to provide targeted support to students, including mentoring and tutoring The allocation of this funding has resulted in the following impact: Student has integrated very successfully and is beginning to reach her potential. Student was provided with home-internet service (dongle) so as to be able to complete homework, study, preparation and submission of assignments. After evaluation, the next steps to support our students will be: Determine need to continue to provide Internet service. Look at Music-focussed requirement of student, not funded by this funding source.
Socio-economic background \$2,357.16	Socio-economic background equity loading is used to meet the additional learning needs of students at Conservatorium High School who may be experiencing educational disadvantage as a result of their socio-economic background. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • High Potential & Differentiation Overview of activities partially or fully funded with this equity loading include: • employment of additional staff to support HPGE program implementation. • resourcing to increase equitability of resources and services The allocation of this funding has resulted in the following impact: Students of a low socio-economic background at Con High have all been provided equitable access to our advanced and co-curricular programs. After evaluation, the next steps to support our students will be: Re-design of our Scholarships program to enhance student access.
English language proficiency \$71,974.50	English language proficiency equity loading provides support for students at all four phases of English language learning at Conservatorium High School. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • High Potential & Differentiation Overview of activities partially or fully funded with this equity loading include: • 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 • additional teacher time to provide targeted support for EAL/D students and for development of programs The allocation of this funding has resulted in the following impact: All students of EAL/D background moving effectively through the phases

English language proficiency \$71,974.50	and towards meeting minimum standards. After evaluation, the next steps to support our students will be: Reassess our program of sitting HSC Minimum Standards in Yr 10, and have re-sits in Yr 11 to ensure all students comply.
Low level adjustment for disability \$45,291.49	Low level adjustment for disability equity loading provides support for students at Conservatorium High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Inclusive Practice • High Potential & Differentiation Overview of activities partially or fully funded with this equity loading include: • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students The allocation of this funding has resulted in the following impact: Students with disability have equitable access to advanced learning and high-order co-curricular programs at Con High After evaluation, the next steps to support our students will be: Build a stronger research-based collaboration (VR project with UNSW) to reduce depression, anxiety and stress of high-performing students.
Professional learning \$24,780.50	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 procedures at Conservatorium High School. Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Inclusive Practice Overview of activities partially or fully funded with this initiative funding include: • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops The allocation of this funding has resulted in the following impact: Staff were trained in the Steplab "Instructional Coaching" program. New staff members have undertaken the GERRIC Mini Certificate in Gifted Education. Staff have undergone training in Kodaly-based Music Education skills Staff have undertaken re-training for the S-VET course in Entertainment to meet the needs of our students. After evaluation, the next steps to support our students will be: Continue to build staff capacity to work with HPGE students across the curriculum.
Student Support Officer \$103,930.00	These funds have been used to support improved outcomes and the achievements of staff and students at Conservatorium High School Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Flourishing Citizenship

Student Support Officer \$103,930.00	• Opportunity Pathways Overview of activities partially or fully funded with this Staffing - Other include: • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. The allocation of this funding has resulted in the following impact: Greater understanding of the need to better prioritise time and use existing structures and programs to meet several needs simultaneously. As a HPGE school, running two full educational programs (NESA and Con High Music Program) concurrently, time is an ever-more precious commodity. After evaluation, the next steps to support our students will be: Simplify our approach to Wellbeing and Citizenship, by embedding MyStrengths and Citizenship building into more pre-existing structures and activities, rather than adding extra activities onto an already bulging program.
Small group tuition (SGT) \$8,165.00	These funds have been used to support improved outcomes and the achievements of staff and students at Conservatorium High School Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including: • Inclusive Practice Overview of activities partially or fully funded with this targeted funding include: • Study Club - small groups of students, targeted by formative and summative assessment are "invited" to Study club to work with individual teachers (focussing on Literacy and Numeracy) • Music Theory and Aural Skills Remediation - small groups of students work with our Kodaly Music Education expert to remediate music literacy weaknesses. The allocation of this funding has resulted in the following impact: Clearer understanding of the levels of subjects required to meet the needs of students (previously we rarely offered Maths 5.1 or Maths Standard) Greater engagement in the classroom and overall improvement in Statewide results. After evaluation, the next steps to support our students will be: Establish the need for a "Core" Maths pathway through the school, (as well as the Advanced pathway)

Student information

Student enrolment profile

Students	Enrolments			
	2021	2022	2023	2024
Boys	61	64	68	68
Girls	96	87	80	81

Student attendance profile

School				
Year	2021	2022	2023	2024
7	97.8	96.4	96.0	97.9
8	96.7	94.3	94.9	96.2
9	95.3	93.1	96.2	94.7
10	95.0	93.9	94.7	94.1
11	95.3	92.6	94.6	93.5
12	94.9	91.5	92.9	92.9
All Years	95.9	93.5	94.8	94.5
State DoE				
Year	2021	2022	2023	2024
7	89.7	85.5	87.9	87.2
8	86.7	82.1	84.6	83.7
9	84.9	80.5	82.8	82.1
10	83.3	78.9	81.1	80.4
11	83.6	80.0	81.7	81.6
12	87.0	83.9	86.0	85.5
All Years	85.9	81.7	83.9	83.3

Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	100
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Conservatorium High School undertook vocational education and training in 2024.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Conservatorium High School expected to complete Year 12 in 2024 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	11.3
Learning and Support Teacher(s)	0.3
Teacher Librarian	1
School Counsellor	1.4
School Administration and Support Staff	5.78
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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2024 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 Actual (\$)
Opening Balance	910,199.17
Revenue	5,757,855.22
Appropriation	4,798,477.17
Sale of Goods and Services	-690.00
Grants and contributions	897,369.94
Investment income	62,698.11
Expenses	-5,553,681.13
Employee related	-5,101,256.85
Operating expenses	-452,424.28
Surplus / deficit for the year	204,174.09
Closing Balance	1,114,373.26

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.

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

	2024 SBAR Adjustments (\$)
Targeted Total	961
Equity Total	119,623
Equity - Aboriginal	0
Equity - Socio-economic	2,357
Equity - Language	71,975
Equity - Disability	45,291
Base Total	3,146,943
Base - Per Capita	25,302
Base - Location	0
Base - Other	3,121,641
Other Total	1,388,280
Grand Total	4,655,807

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.

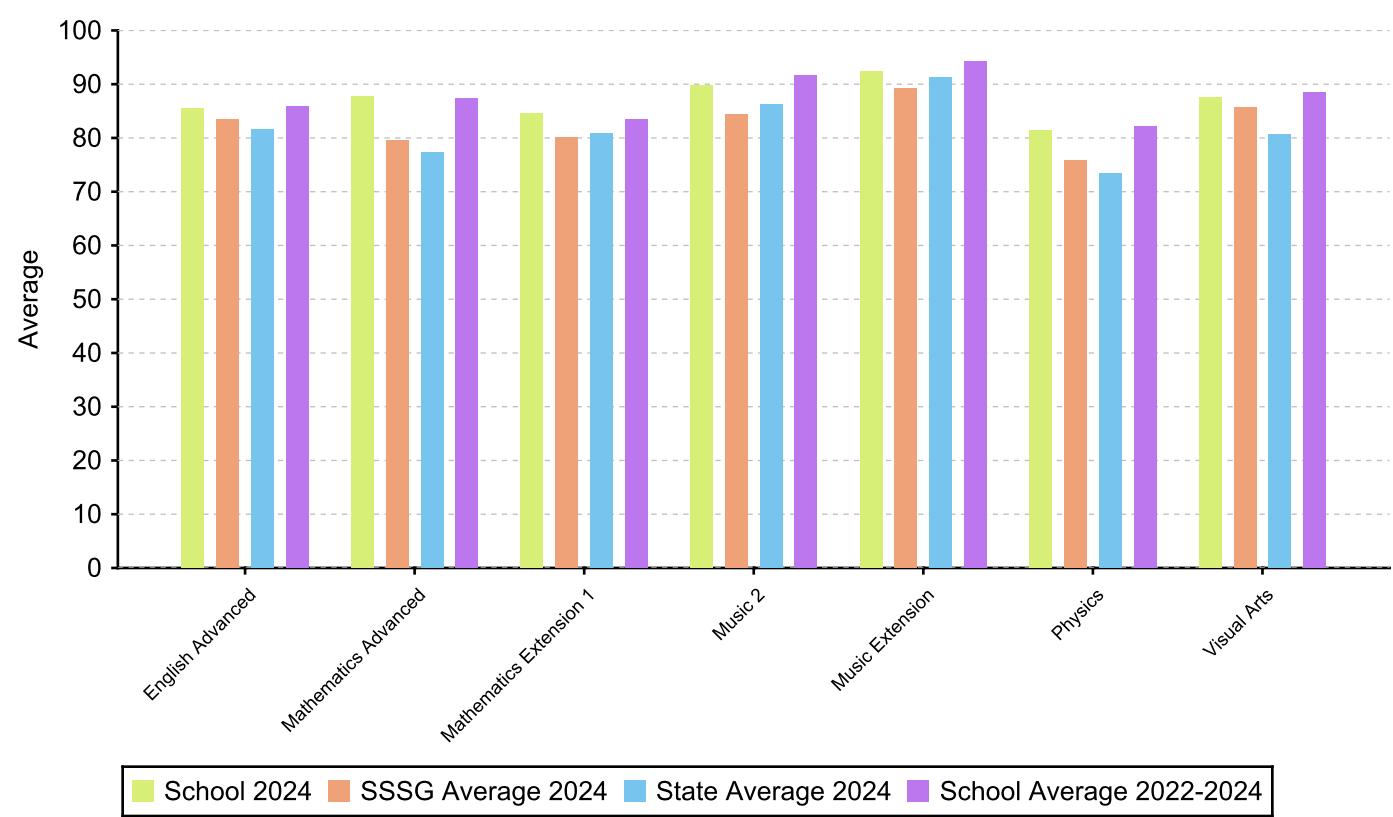
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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.



Subject	School 2024	SSSG	State	School Average 2022-2024
English Advanced	85.4	83.5	81.7	85.8
Mathematics Advanced	87.7	79.6	77.3	87.3
Mathematics Extension 1	84.5	80.1	80.9	83.4
Music 2	89.8	84.4	86.2	91.7
Music Extension	92.4	89.2	91.2	94.2
Physics	81.3	75.8	73.4	82.1
Visual Arts	87.6	85.6	80.6	88.5

Parent/caregiver, student, teacher satisfaction

Parents, caregivers, students and staff were surveyed, interviewed or consulted about their satisfaction with Conservatorium High School. One of the best measures of satisfaction is our retention rate. 97.54 % of students in Yr 7 - 11 in 2024 returned to the school in 2025. The three students who left moved to Selective Schools.

The school sought Parent/Caregiver feedback through a survey on our 2024 performance based on the School Excellence Framework. Parents felt the school's greatest strengths were the Learning Culture of High Expectations and High Attendance with 74% of respondents selecting Excelling and in Reporting (Parent Engagement) with 69% of respondents selecting Excelling. Parents felt our greatest area for growth was in Differentiation, with only 48% of respondents selecting Excelling and 33% of respondents selecting Sustaining and Growing.

The school sought Student feedback on our 2024 performance in the area of High Potential and Gifted Education, in particular focus groups discussing co-curricular and extension opportunities. The enormous breadth of interests has meant that no single area of opportunity was overwhelmingly favoured, apart from Music. As such the SRC and further focus groups will be approached in 2025 to determine which specific musical opportunities (Sydney Youth Orchestra, Australian Youth Orchestra, School Spectacular, Arts Unit etc.,) and most favoured, and how we can ensure they intersect with Con High programs and provide the greatest advantage to all students.

The school sought Staff feedback through a survey on our 2024 performance, based on the School Excellence Framework.. Staff considered our greatest strengths to be Wellbeing (Caring for students), with 78% of respondents selecting Excelling and Student growth and performance (Internal and external measures (NAPLAN, HSC) against the syllabus standards) with 70% of respondents selecting Excelling. Staff considered a number of areas equally requiring the greatest improvement: Transitions and continuity of learning , Individual learning needs, Parent engagement in Reporting, Data Analysis, and Improvement of practice.

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.