

# Hunter School of Performing Arts Annual Report



2016



8819

## Introduction

The Annual Report for 2017 is provided to the community of Hunter 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 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.

Jo Gray

Principal

### School contact details

Hunter School of Performing Arts

Lambton Rd

Broadmeadow, 2292

[www.huntperfor-h.schools.nsw.edu.au](http://www.huntperfor-h.schools.nsw.edu.au)

[huntperfor-h.school@det.nsw.edu.au](mailto:huntperfor-h.school@det.nsw.edu.au)

4952 3355

### Message from the school community

2016 was a time of great change at HSPA and I am thankful to have had the opportunity to contribute in the role of P&C President. It has been a privilege, for the past two years to work alongside Kathryn O'Connor (Secretary) and Lynne Guy (Treasurer) as the P&C Executive.

Early in 2016 Principal Richard Jennings announced his retirement to be effective as of the end of term 2. Richard was Principal for 5 years and was a staff member at HSPA for 17 years in total having been Science Head Teacher and Deputy Principal before taking up the position as Principal. Richard always made himself available for the monthly P&C meetings and his reports on the happenings around the school were always well received. On behalf of the P&C we wish Richard all the best in his retirement.

Marcus Neale took the Acting Principal role for Term 3 and I would like to acknowledge his work during this period.

The process of appointing a new Principal took place during Terms 2&3 and we were very pleased to welcome our new Principal Jo Gray at our final meeting of Term 3 prior to Jo commencing her position at the beginning of Term 4. It has been a pleasure working with Jo at the end of 2016 and so far in 2017 at a very busy time for the school.

The P&C, through its various subcommittees donated in excess of \$55,000 dollars to the school in 2016, which assisted in the purchase of many items to progress the school such as the state of the art multimedia suite. These funds were raised primarily through the P&C-operated school canteen, but also its P&C Primary Subcommittee and P&C Music Subcommittee.

In looking forward for the school, the P&C shares a commitment to the School's strategic plan in particular Strategic Direction 3 (Quality Relationships). The partnership between the school and parents has been strengthened by the communication and consultation with the P&C throughout 2016 and I hope that this will continue into the future.

The committee meets on the first Monday of each (excluding holidays) and serves as an excellent communication link between the staff and parents. Throughout 2016, members of the school executive and teaching staff have been very generous with their time. Presentations by staff provide an insight into school operations and allow enquiry and input from attendees at the meetings. Presenters in 2016 included all members of the School Senior Executive, Faculty Head Teachers and our School Librarian.

At HSPA, parents and caregivers are part of an active and engaged community, supporting students and teachers. Communication with parents is strong and parents are regularly consulted in an open and transparent manner. Topics for consideration are welcomed from all families at the school. These can be forwarded, at any time, to the P&C Executive at [hspa.pandc@gmail.com](mailto:hspa.pandc@gmail.com)

With exciting changes planned for our school we look forward to continuing with existing P&C members and meeting new parents, together making a positive contribution to HSPA.

John Tessier, P andC President

## School background

### School vision statement

Hunter School of the Performing Arts provides a creative learning environment where excellence is nurtured to enable all students to perform at their best.

### School context

Hunter School of the Performing Arts is a community school (K–12) which offers a comprehensive curriculum with a performing arts specialty. The school has an enrolment of 1158 students across junior, middle and senior years, including 43 Aboriginal or Torres Strait Islander students. Enrolment is by audition only. Students are enrolled from the Hunter Region, Central Coast, Port Stephens and beyond.

A wide range of student abilities is catered for, while student interests and skills in dance, music and drama are emphasised. The school is unique being the only public school in NSW where entry is gained through an audition process.

Students at the school are supported by a staff of 80 teachers and 20 support and administrative officers.

The school community believes that the school should provide freedom and support for individuals to make responsible choices and that the school will provide a quality learning environment that promotes and develops skills for learning in the 21st Century.

The key initiatives and programs in the school focus on student well-being and values education; quality teaching and learning and teacher accountability through structured professional development.

Hunter School of the Performing Arts works closely with Merewether High as a local management group and has links with The Newcastle University Conservatorium of Music, the National Institute of Dramatic Art and Civic Theatre Newcastle.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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 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.

Hunter School of the Performing Arts is committed to nurturing, guiding, inspiring and challenging students to find joy in their learning, to build their skills in understanding and to make sense of their world in the 21st century.

This year, members of our school executive undertook self assessment using the elements of the School Excellence Framework and its implications for informing, monitoring and validating the school's journey of excellence.

**In the domain of Learning** our efforts have been primarily focused on the elements of learning culture, wellbeing and curriculum and learning. We have also made a start on reviewing assessment and reporting. We have trained the majority of staff in the use of the Quality Teaching Framework and trained in quality classroom observations. We have focused on the development and retention of quality relationships and the creation of positive teaching and learning environments. The wellbeing of students is fundamental to all aspects of their life at school and beyond, and the Tell them From Me survey results indicate strong sense of belonging and ability to form positive relationships.

**In the domain of Teaching**, the school has concentrated on data skills and use, collaborative practice and professional standards. Staff have continued their work in Productive Pedagogical Partnerships and worked on collaborative lesson planning and structured review through observation and reflection. All staff have collaboratively analysed HSC results using Smart data and the RAP package and collaboratively planned next steps in delivery improvement based on these results. Teaching staff take responsibility for improvements in practice required to meet school improvement targets and

monitor the effectiveness of their efforts.

**In the domain of Leading**, the school fosters productive relationships with universities, business and industry and community organisations. The school has focused on leadership and resourcing with succession planning, leadership development and workforce planning designed to drive whole school improvement. The school regularly solicits feedback on its performance through the three learning bar surveys for students, staff, and parents and community.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To create a quality learning environment catering for the needs of students with gifts and talents in the performing arts. To provide opportunities to support staff to develop quality teaching skills. To ensure our students are literate, numerate and equipped with the creative, collaborative, communication and critical thinking skills necessary for success in the 21st Century. To provide opportunities for students to leave HSPA as confident and successful learners with clear goals and aspirations for the future.

#### Overall summary of progress

In the area of literacy and numeracy, The "Plus 2 Numeracy" Program ran with take up from most faculties across the school. A tool for greater accountability is required to ensure full benefit is gained for students. 2016 Milestones have been partially achieved. Targeted initiatives such as "Maths and Milo" and "Kick Start" have shown positive growth for students involved. 89.5% of Year 9 students who regularly attended Maths and Milo showed greater than or equal to expected growth in NAPLAN numeracy results. In HSC Mathematics, regular attendees of the program demonstrated an 8.03 average difference from state. a Teachers across the school have been introduced to the "Super Six Comprehension Strategies" and the K–10 textual concepts frame work has been implemented in English. The percentage of students in the top two NAPLAN bands in year 5,7 and 9 is 50% greater than the state equivalent in 9 out of 15 measures, with particularly strong performance in Year 7 where 4 out of 5 measures meet this target. Progress on Improvement Measures indicates that 2016 HSC mean scores meet or exceed HSPAs mean score average for the past 3 years in 17 out of 35 subjects and 2016 HSC mean scores meet or exceed state 3 year averages in 21 out of 35 subjects. The strongest performing subject using this measure is Aboriginal Studies with HSPA students achieving an 11.4 difference from state.

Collaborative, evidenced based teaching practice has become firmly embedded into the professional learning schedule of the school. The focus on Quality Teaching and Learning is continuing. In 2016, two groups that included all Head Teachers have been trained in the processes of QT Rounds and QT for assessment. All teaching staff have undertaken professional learning in coding assessment tasks and there has been a resulting change to assessment practices across the school.

The implementation of the CANVAS Learning Management System across the school has been supported by explicit instruction for "CANVAS Gurus" and student leaders to provide train the trainer sessions for teaching staff and student groups. The successful implementation and use of this system will enhance collaborative learning and creative thinking opportunities in classrooms.

Tell Them From Me(TTFM) survey data shows levels of student engagement that are on par or above state averages in most areas. The greatest discrepancy is in the measure of students valuing schooling outcomes with HSPA 16% below state averages. The introduction of Project Based Learning in the Z elective in Year 8 and 9 has led to more opportunity for students to engage with and develop skills around the General Capabilities. 32% of students indicated in the TTFM Survey that they used technology to collaborate on tasks whilst 27% indicated that they worked collaboratively with other students to find innovative solutions to real world problems.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School annual HSC average performance in each subject matches or exceeds the school average for the past three years.	2016 HSC mean scores meet or exceed HSPAs mean score average for the past 3 years in 17 out of 35 subjects.	\$2000
The school's past 3 year HSC average performance in each subject matches or exceeds the State's average for the past three years.	2016 HSC mean scores meet or exceed State 3 year averages in 21 out of 35 subjects. The strongest performing subject using this measure is Aboriginal Studies with HSPA students achieving an 11.4 difference from state.	\$2000
The percentage of students in the top two NAPLAN bands (Years 5,	The percentage of students in the top two NAPLAN bands in year 5,7 and 9 is 50% greater than the	\$3000

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
7, and 9) is 50% greater than the state equivalent.	state equivalent in 9 out of 15 measures, with particularly strong performance in Year 7 where 4 out of 5 measures meet this target.	
Survey data shows strong levels of student engagement with opportunities to develop skills around the General Capabilities.	Tell Them From Me(TTFM) survey data shows levels of student engagement that are on par or above state averages in most areas. The introduction of Project Based Learning in the Z elective in Year 8 and 9 has led to more opportunity for students to engage with and develop skills around the General Capabilities. 32% of students indicated in the TTFM Survey that they used technology to collaborate on tasks whilst 27% indicated that they worked collaboratively with other students to find innovative solutions to real world problems.	\$5000

## Next Steps

In 2017 the focus of Teacher Collaborative practice will focus on the Quality Teaching Rounds model, with the remainder of teaching staff engaging in Professional Learning in this area and all staff undertaking QT Rounds throughout 2017. The Literacy and Numeracy Team will focus on the +2 strategy that targets specific areas of weakness in our students based on past NAPLAN data as well as a focused whole school literacy and numeracy tool box that can be adapted for cross KLA usage. The further development and use of CANVAS as a key learning management tool will be a continued focus in 2017.

## Strategic Direction 2

### Quality Systems

#### Purpose

To continuously develop school resources, facilities and systems management to ensure that the quality of the teaching and learning leads to improved outcomes for all students. To facilitate strong communication that utilises technology effectively to engage with the school community. To work collaboratively as a school community to develop quality, sustainable leadership and strong organisational practices that support creativity and innovation. To expose students to a range of opportunities by expert teaching staff to ensure they are informed and active citizens and who are prepared for a changing future.

#### Overall summary of progress

The overall progress of this Strategic Direction is very positive. The **Induction Program** for new staff was further refined with specific aspects of school operation being assigned to the relevant senior executive. The Staff Orientation Handbook was updated and streamlined to align with the school's website and new systems such as Sentral. **Sentral**, an integrated online student management system, was introduced in 2016, replacing Millennium. Staff, students and parents received ongoing training and support in using Sentral. The use of Sentral greatly improved communication between stakeholders and provided a 'source of truth' for staff. Sentral Reports, Markbook and the Student//Parent Portal modules were opened earlier than originally planned due to the success/ease of Sentral and frustration with the former SBSR reporting system.

Teachers' understanding of **AITSL's Professional Standards for Teachers** continued to improve. Each goal on teachers' Professional Development Plans was directly linked to the Standards and the school plan. The Standards were regularly referenced at whole staff meetings and faculty meetings. Applications for professional development continued to require direct alignment with one or more of the Standards. Several teachers achieved Accreditation or maintain their Professional Competency status.

A number of **key policies were reviewed**, revised or written including: Student Attendance; Expressions of Interest for Relieving in a Higher Position, Student Leadership, Student Commendation, Assessment, Homework (with considerable community involvement) and Emergency Evacuations. The Visual Arts and Primary faculties underwent a formal review in 2016 (the latter will continue into 2017).

As part of the **review of the school's curriculum design**, a major innovation in 2016 was the successful introduction of **Project Based Learning** across all Year 8 and 9 electives (the mini-elective and 100hr electives respectively). Big History ran as a 1 unit course in Year 11, as well as a GAT withdrawal program for identified students in Stages 4/5. Planning and development began for the introduction of new Stage 5/6 courses in 2017 such as Industrial Technology Multimedia, Multimedia Production and Future Focused Inquiry. Senior Science was offered and ran in Year 11. The TAS faculty reviewed and re-wrote many of its classroom programs with a greater focus on project design. In addition, much planning, research and discussion took place to change the streaming/mixed ability structure of classes in Years 7–10. Staff and students underwent training in preparation for the introduction in 2017 of **Canvas**, the new school-wide learning management system.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers meet accreditation and maintenance requirements as per BOSTES' Australian Professional Standards for Teachers.	Teachers' understanding of AITSL's Professional Standards for Teachers continued to improve: each goal on teachers' Professional Development Plans was directly linked to the Standards and the school plan. The Standards were regularly referenced at whole staff meetings and faculty meetings. Applications for professional development continued to require direct alignment with one or more of the Standards. Several teachers achieved Accreditation or maintain their Professional Competency status.	\$17000
100% of faculties have undergone a review of faculty policy and procedures to support best practice and drive	The Visual Arts Faculty was reviewed. The Primary Faculty commenced a review using the new School Excellence Framework as the review tool. The TAS faculty underwent an informal review throughout	\$2500

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
improvement in teaching and learning.	Semester 2 as it reviewed its programs and practices.	
100% of teachers regularly use the school's learning management system (LMS) to support quality teaching and learning.	Considerable research and planning in 2016 led to decision to adopt Canvas as the school's new school-wide learning management system. 100% of staff and students underwent training in Canvas throughout Semester 2. Representatives from each faculty were specifically trained as 'gurus' to provide support to their faculty; students were trained by staff and student leaders; Canvas was a regular topic for discussion and training at whole staff meetings. In Term 4, teachers began building course/faculty pages and uploading resources. MOODLE resources were either archived or transferred to Canvas. To further support the successful integration of Canvas in 2017, an expression of interest process resulted in a staff member taking on the role of Canvas coordinator and receiving a concessional period allowance in their teaching allocation.	\$12500

## Next Steps

As part of mandatory accreditation requirements with the NSW Institute of Teachers by 2018, all teachers must submit their 5-year Working With Children Check by March 31st. Ongoing professional development will be needed regarding requirements for initial accreditation at Professional Competence and maintenance and Professional Competence. The school will need to consider appointing an executive member of staff to coordinate the accreditation process and training across the school. Ongoing training and development will be provided to staff for Canvas and Sentral. One or two more faculties should undergo a formal review using the School Excellence Framework as the review tool. A focus of staff development will be on curriculum differentiation considering the new streaming/mixed ability structure of classes in Years 7–10. Key policies will need to be reviewed. Planning will take place to integrate a PBL approach across other subjects in Years 7–10.

## Strategic Direction 3

### Quality Relationships

#### Purpose

To create a sense of belonging in a nurturing environment where student voice is valued, individuality is encouraged and there is mutual respect. To ensure the principles of fairness, justice, respect and acceptance are practiced and promoted. To build resilience; and celebrate difference and diversity. To recognise and value the strength of partnerships between parents and carers and community organisations. To develop personal and social responsibility and intercultural understanding. To accept our responsibilities as global citizens and act locally to achieve change in the world.

#### Overall summary of progress

The schools Quality Relationships strategic direction has shown positive improvement this year, with progress in most areas. Student leadership has been a focus, with the leadership continuum being formalised, and the roles of student leadership consolidated. There is a clear progression for students wishing to embark on a leadership journey and opportunities for them to succeed are promoted, supported and valued by students and staff. Secondary students leaders engaged in the process of electing Primary student leaders for the first time, which was a positive step in the whole school working together. The peer support program was also revised with the successful implementation of the improved program generating that new students were being strongly supported during their transition. Staff leadership was also an area of growth with staff capacity and capability being recognised and utilised in leadership positions and opportunities throughout the school.

Curriculum opportunities were explored with a sport coaching VET course implemented and the Big History Project immersion classes being successful. Assistant Dance Teaching, Music Industry and Entertainment have maintained enrolments, and the classical ballet elective has had a positive impact by reducing the number of students leaving the school to pursue full time dance. The Gifted and Talented Students policy was reviewed and endorsed by the Teaching and Learning Committee, with positive feedback and a clearer understanding of identifying and catering to academically gifted students. The Distance Education program has increased in numbers and now has a designated tutor room to support students in this process. A highlight of 2016 was the Primary musical which enabled all Primary Students to extend their knowledge and skills in all areas of performing arts to produce a show of exceptional quality.

Aboriginal Education is continuing as a strong focus with a successful Indigenous celebration of Yarnup now being seen as part of our school culture. The majority of staff were trained in 8 ways of learning, where links could be made to improve the delivery of programs to ensure all staff were catering for and engaging Indigenous students. The engagement of a Community Liaison Officer to support students has continued, as have the didgeridoo, Milabah dance groups and linguistics classes, all demonstrating positive outcomes. The Creative Arts Aboriginal Education Program (CAAEP) was reignited with primary students from across the region engaging in dance, drama, music and visual arts lessons over two days of intensive workshops and lessons. The climax for 2016 was the establishment of a Junior Aboriginal Education Community Group (AECG) being an exceptional achievement which was greatly anticipated and appreciated across the school community.

A focus on student and staff wellbeing was commenced with baseline data collected from staff and parents to help inform future planning and programs. Staff also continued with training in MindMatters and KidsMatters in Secondary and Primary respectfully, with a focus on building a sense of belonging through a whole school approach, and developing resilience and social and emotional learning (SEL), which focuses on supporting both students and staff at school and at home. The SEL program has been successfully implemented within the Primary through a launch day with students, parents and staff participating in a variety of activities focused on building a positive school community and social and emotional awareness. Crossroads programs and year group camps were successful again this year with students building strong relationships with their peers and developing teamwork and collaborative skills to use in all areas of life.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School community surveys indicate social and emotional outcomes and sense of belonging equal or exceed state norms*	<p>The Tell Them From Me survey tool measures 38 indicators of social and emotional health for secondary students and 20 indicators for primary students.</p> <p>Ninety-one per cent of Primary Students and eighty-five per cent of Secondary Students reported having positive relationships at school. These figures are above the state norm by 6 per</p>	\$2500

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School community surveys indicate social and emotional outcomes and sense of belonging equal or exceed state norms*	<p>cent and 7 per cent respectively.</p> <p>Primary Students reported that seventy–eight per cent had a positive sense of belonging at school, which is three per cent below the state norm, with sixty six per cent of Secondary Students feeling accepted and valued by their peers. This is equal to the state norm.</p>	
10% increase in the number of students recognised at the highest level through the school's commendation system.	In 2015, only two students were recognised at the highest level through the schools commendation system. In 2016, this figure grew to eleven students achieving this goal and being recognised. This increase far exceeds our anticipated goal but will continue to be a focus in 2017.	\$1000
Aboriginal students agree or strongly agree that teachers have a good understanding of their culture.*	<p>Fifty–seven per cent of Primary and thirty–eight per cent of Secondary students strongly agree that they felt good about their culture when at school.</p> <p>Sixty–seven percent of Primary Students strongly agreed that their teachers have a good understanding of their culture, with twenty–three per cent of secondary students agreeing.</p>	\$3000

## Next Steps

A focus on developing and implementing the Passport Leadership Program and an increase in student led leadership training opportunities will be a priority. All staff will undergo training in the Disability Standards for education and continue training in MindMatters and KidsMatter. A consolidation of separate Aboriginal Education programs into one holistic program to benefit students will begin.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>A Community Liaison Officer(Aboriginal) continued to be employed for one day per week, assisting in the development and sustainability of cultural programs within the school, including dance, art and didge group as well as working with students an families on study skills and organisation. WE worked in collaboration with Murrook Cultural Centre to develop a Culture Class that included students learning The Hunter River/ Lake Macquarie Language.</p> <p>In collaboration with the local and state AECG, students were trained in and developed a Jnr AECG. One of their successful events was the organisation of NAIDOC week celebrations at the school.</p> <p>The annual school Yarn Up was once again successful with high attendance from families to complete student PLPs.</p> <p>The Creative Arts Aboriginal Education Program saw Primary students from across the region attend HSPA to work with our expert teachers in the performing arts.</p> <p>Three qualified tutors were employed for the equivalent of 1.5 days per week to work with senior students in developing literacy and numeracy skills, organisational skills and to work on specific subjects as requested by the senior students and their families through the PLP process.</p> <p>Year 9 NAPLAN results indicate that Aboriginal students at the school are achieving in the top 3 bands at a higher level than All students (at State Level) in all literacy measures.</p>	<p>\$22093.00 Aboriginal Background Funding</p> <p>\$27369.00 Individual Sponsorship (Norta Norta)</p>
<b>English language proficiency</b>	Funding used to provide individual support from the Learning and Support Teacher.	\$705.60
<b>Low level adjustment for disability</b>	Learning and Support Teacher employed for two additional days per week. Specialist text to braille software purchased.	\$47277.00
<b>Socio–economic background</b>	<p>Student financial assistance made available to selected students to participate in a range of school activities.</p> <p>Participation by students in a range of gifted and talented initiatives including chess, public speaking, debating, students leadership and boys dance.</p> <p>Student Leadership programs.</p> <p>Regional Bandwidth program</p> <p>Student Learning Platform infrastructure</p>	\$42588.82
<b>Support for beginning teachers</b>	Eight teachers received additional funds to support their career induction program. Three teachers were in their first year. All staff were	\$17458.62

<b>Support for beginning teachers</b>	given relief from face to face and release time for planning. Professional learning opportunities were sought and time with mentor was provided.	\$17458.62
---------------------------------------	--	------------

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	327	326	303	306
Girls	830	848	851	833

### Student attendance profile

School				
Year	2013	2014	2015	2016
2	94.9			
3	95.6	96.1	93.7	97.6
4	95	95.4	96.4	93.2
5	94.6	95.1	94.7	95.7
6	94.8	95.1	95.2	95.1
7	92.5	95	94.3	93.8
8	92.2	91.9	93.5	93.2
9	92.4	92	90.8	93.2
10	91.1	91.6	91.3	90.5
11	89.4	91.3	92.2	90.9
12	90.1	88.8	91.2	92.4
All Years	91.8	92.3	92.6	92.7
State DoE				
Year	2013	2014	2015	2016
2	94.7			
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	92.7	93	92.3	92.3

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	34	26	19
TAFE entry	50	66	18
University Entry	16	8	63
Other			
Unknown			

Six students left the school from the year 10 cohort, twenty four from year 11 and one hundred and fifty five students graduated after completing year 12.

### Year 12 vocational or trade training

Eighty-five vocational courses were undertaken by Year 12 students as part of their HSC studies. Eight students participated in school based traineeships or apprenticeships. Thirty nine students undertook VET subjects at school, including ten students in Entertainment Industry, seven students in Music Industry, eight students in Assistant Dance Teaching and fourteen students in Hospitality. Twenty-five per cent of students engaged in external courses.

### Year 12 attaining HSC or equivalent

One hundred and fifty five Year 12 students achieved the Higher School Certificate credential in 2016.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	53.59
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
School Counsellor	1
School Administration & Support Staff	13.79
Other Positions	2

\*Full Time Equivalent

Three members of staff at Hunter School of the Performing Arts identify as Aboriginal.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

## Professional learning and teacher accreditation

A significant proportion of Professional Learning funds were targeted into collaborative teaching and learning experiences (P3 and QTIP). As well as this the school continued its development of staff skills in the Mindmatters and Kids Matter Programs. All mandatory training required by the department was completed by staff and included Child Protection Training, CPR, Anaphylaxis and e emergency care.

All teaching staff were involved in focus teams related to the school's strategic plan and worked collaboratively around these areas to develop, implement and review programs aimed at meeting the goals of the plan. These included new syllabus implementation, improving literacy and numeracy outcomes, reviewing school procedure, student leadership, the Well Being Framework, exploring opportunities for the development or introduction of new subjects to meet student and community demand, improving outcomes and engagement of boys in the performing arts,

technology for student engagement and communication

The Primary department undertook a faculty review process based on the School's Excellence Framework which has become the preferred method of faculty review within the school.

At the end of 2016 29 teachers were accredited at Proficient. 3 were newly accredited and 4 achieved their 5 year maintenance period.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <insert30/11/2016 date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 290 040.30</b>
Global funds	993 564.87
Tied funds	433 891.99
School & community sources	1 340 539.08
Interest	23 985.44
Trust receipts	371 105.93
Canteen	0.00
Total income	4 453 127.61
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	229 954.67
Excursions	301 580.55
Extracurricular dissections	652 679.35
Library	9 914.43
Training & development	147 372.69
Tied funds	401 162.70
Short term relief	233 473.38
Administration & office	432 604.57
School-operated canteen	0.00
Utilities	176 157.84
Maintenance	90 107.41
Trust accounts	632 077.86
Capital programs	69 407.61
Total expenditure	3 376 493.06
<b>Balance carried forward</b>	<b>1 076 634.55</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

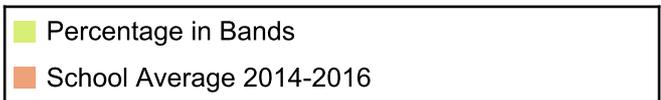
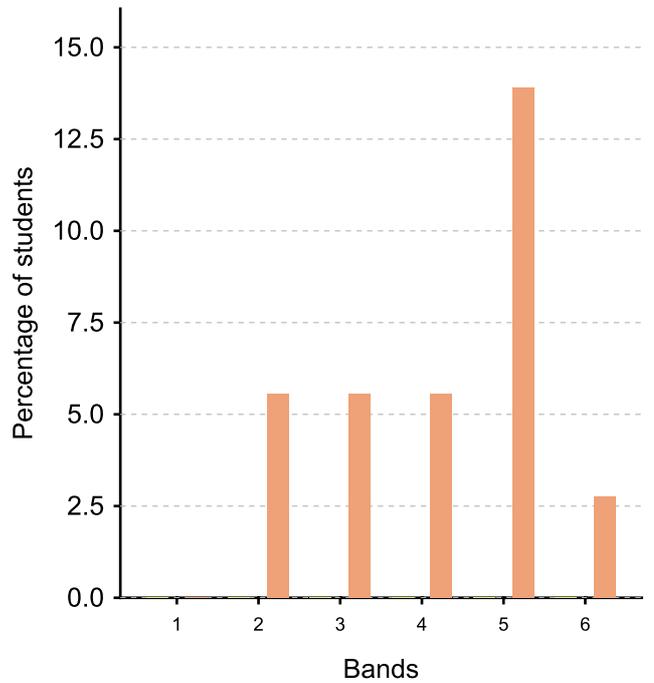
## School performance

### NAPLAN

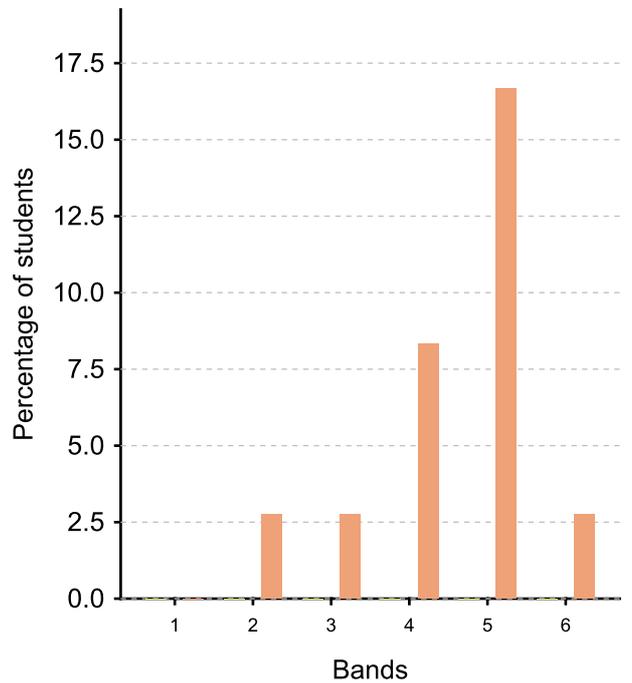
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The percentage of students achieving above proficiency in all areas of NAPLAN is above state percentages of the same measure for year 3,5,7 and 9. In Reading, Writing, Grammar and Numeracy HSPA students achieving in the top two bands exceeds those achieving at the same level across the state in Year 3,5,7,and 9. In Spelling HSPA students in year 3,5, and 7 are achieving in the top two bands above State levels. In Year 9 Spelling, 23.6% of students achieved in the top two bands as compared to 25.5% at State.

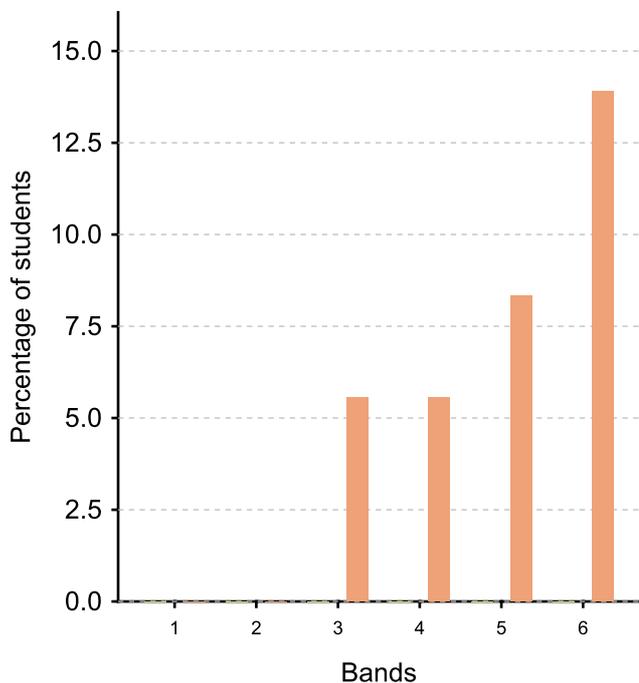
Percentage in bands:  
Year 3 Spelling



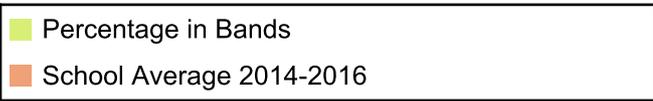
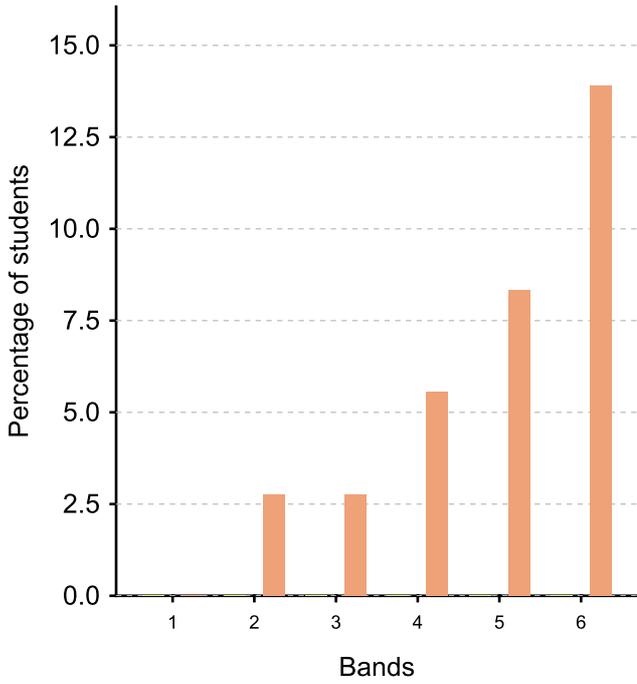
Percentage in bands:  
Year 3 Writing



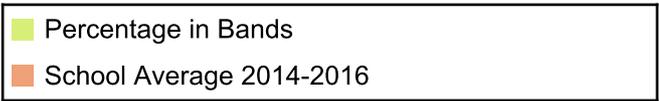
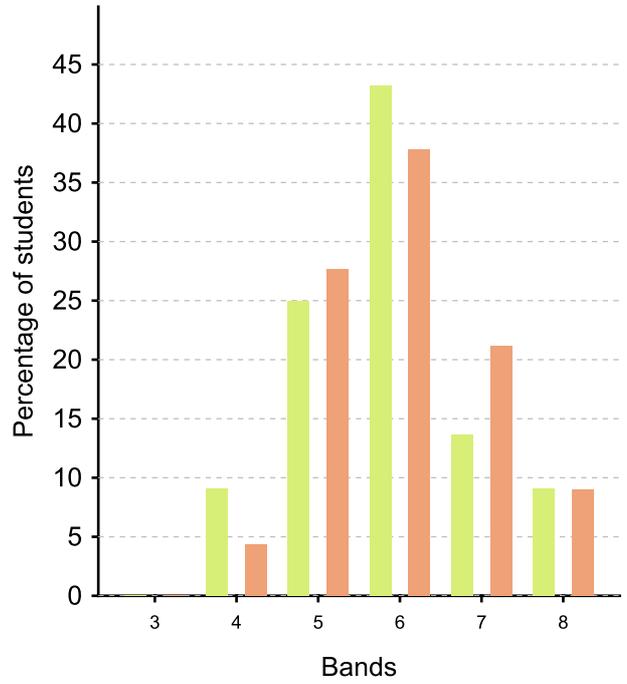
Percentage in bands:  
Year 3 Reading



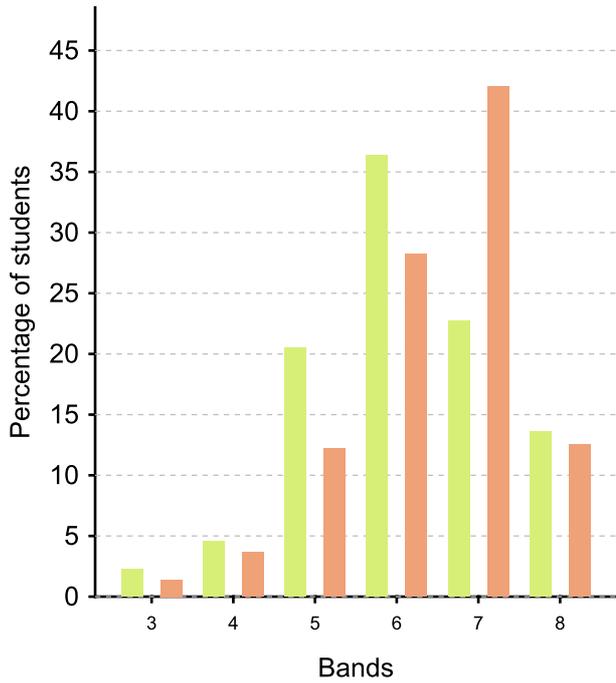
**Percentage in bands:**  
Year 3 Grammar & Punctuation



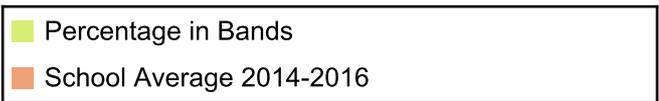
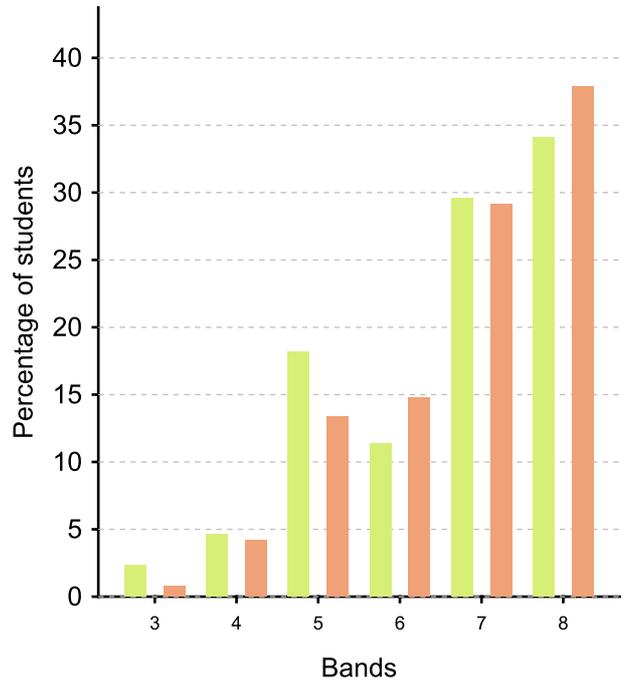
**Percentage in bands:**  
Year 5 Writing



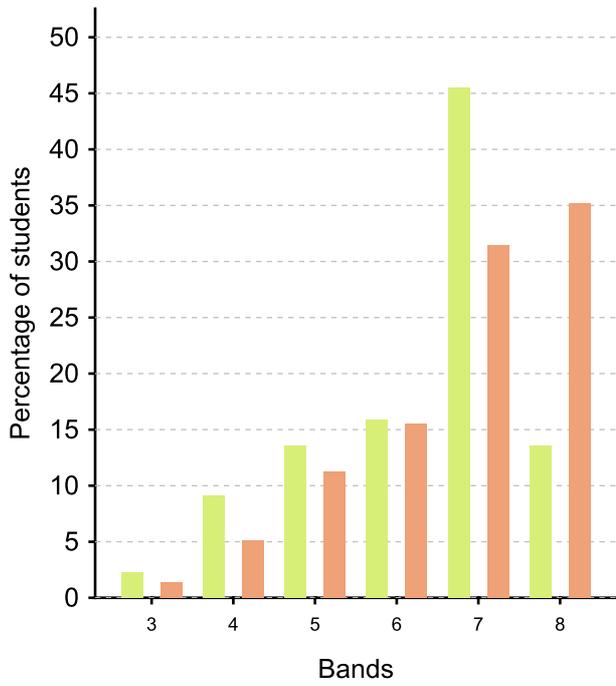
**Percentage in bands:**  
Year 5 Spelling



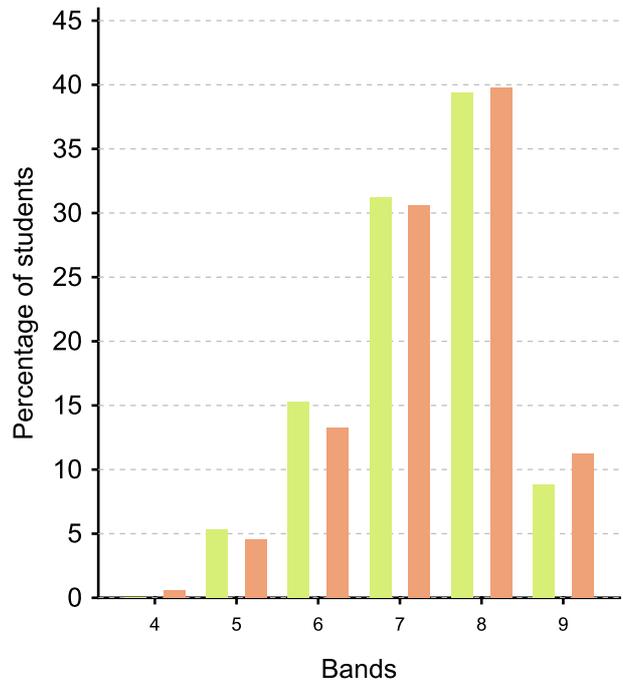
**Percentage in bands:**  
Year 5 Grammar & Punctuation



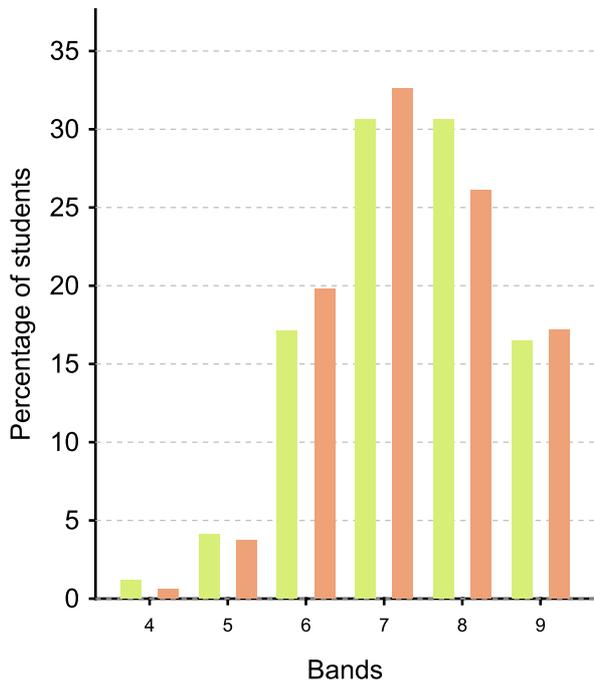
**Percentage in bands:**  
Year 5 Reading



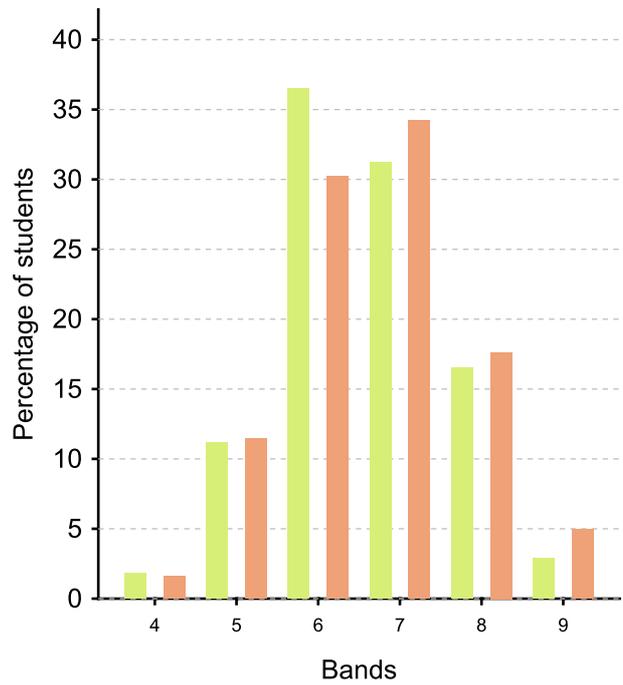
**Percentage in bands:**  
Year 7 Spelling



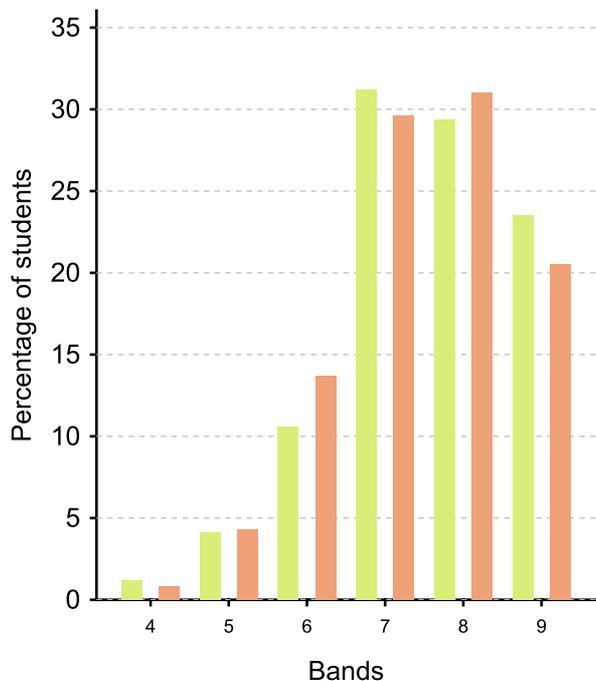
**Percentage in bands:**  
Year 7 Reading



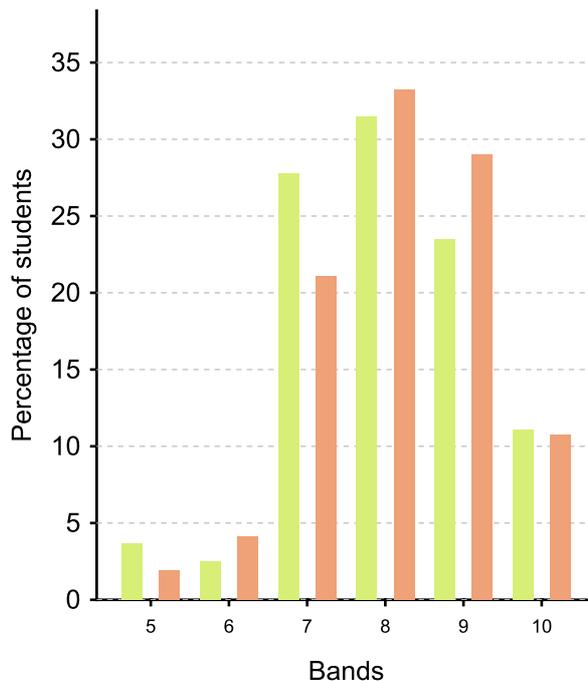
**Percentage in bands:**  
Year 7 Writing



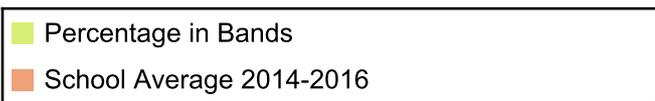
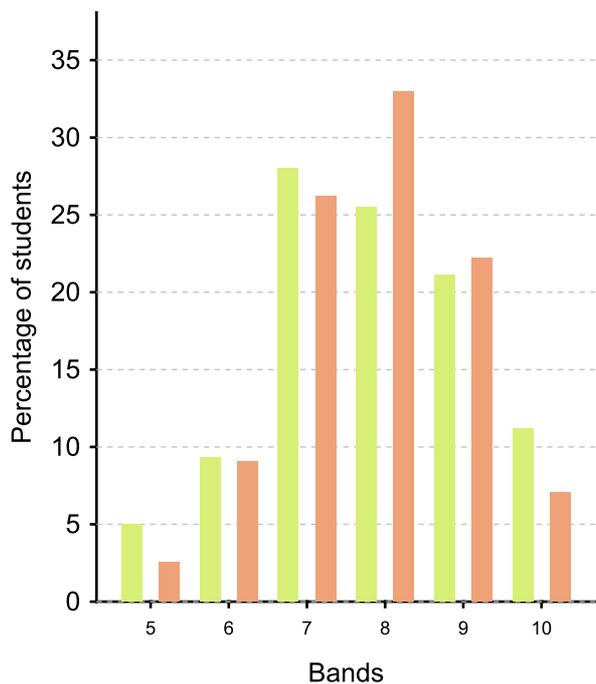
**Percentage in bands:**  
Year 7 Grammar & Punctuation



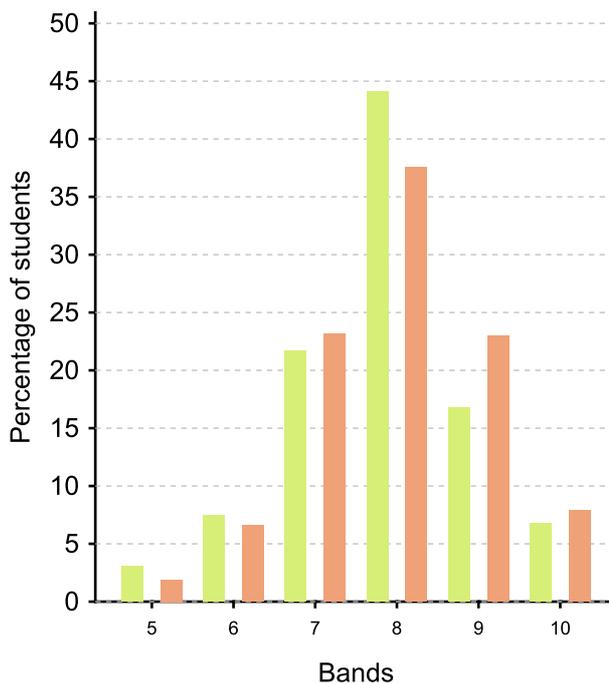
**Percentage in bands:**  
Year 9 Reading



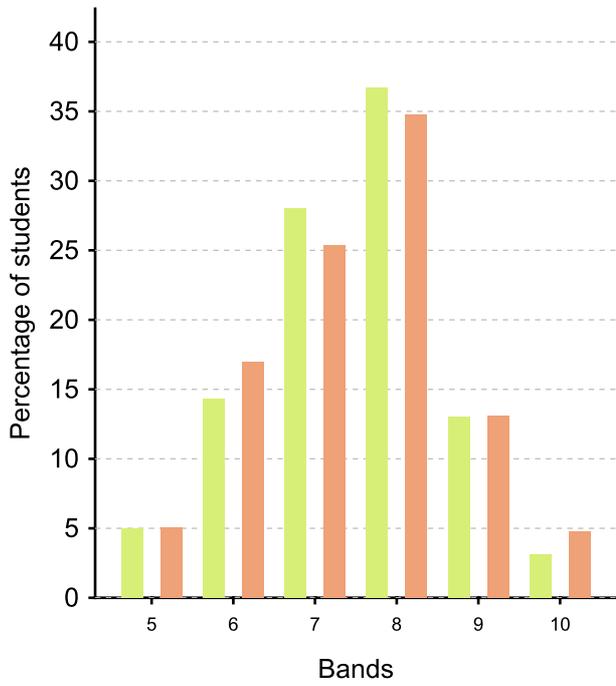
**Percentage in bands:**  
Year 9 Grammar & Punctuation



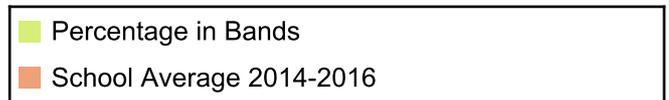
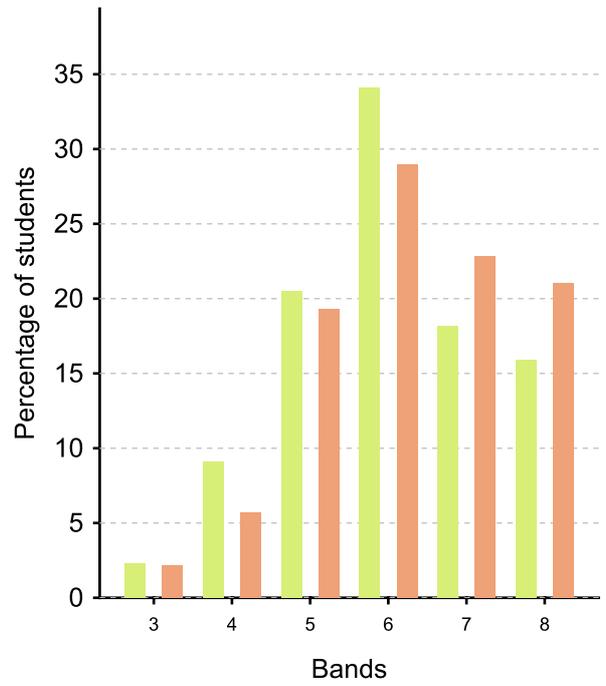
**Percentage in bands:**  
Year 9 Spelling



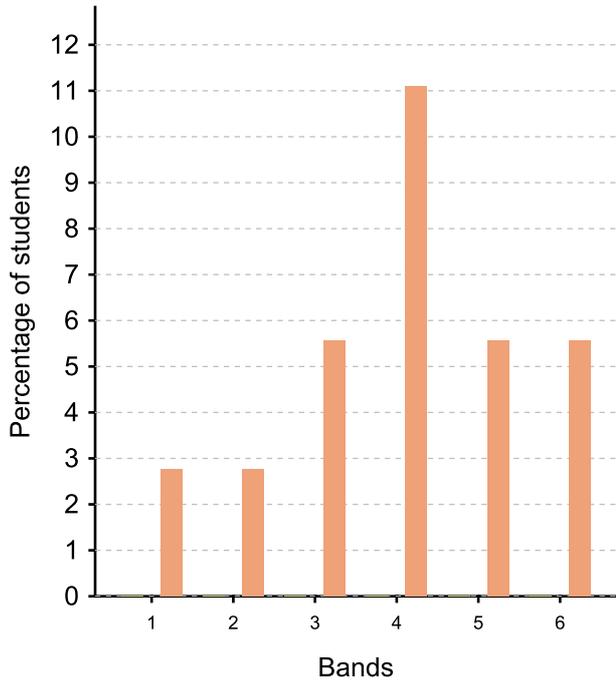
**Percentage in bands:**  
Year 9 Writing



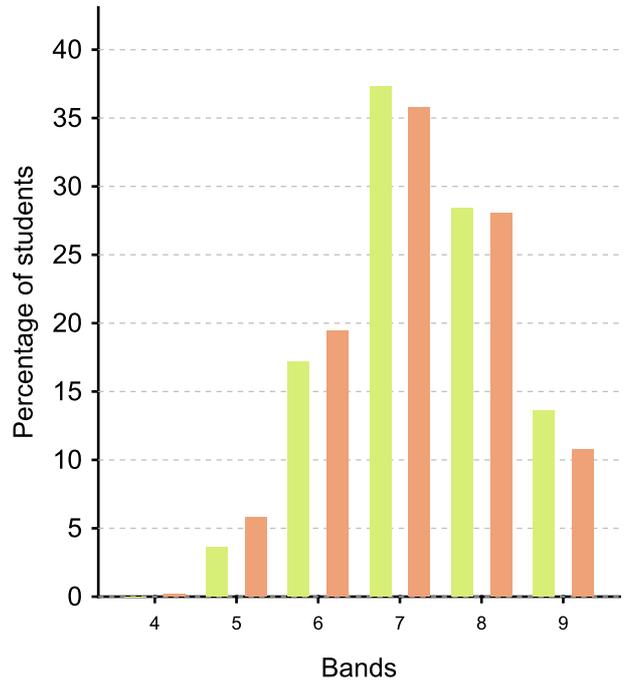
**Percentage in bands:**  
Year 5 Numeracy



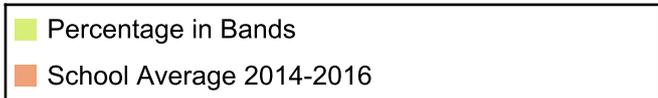
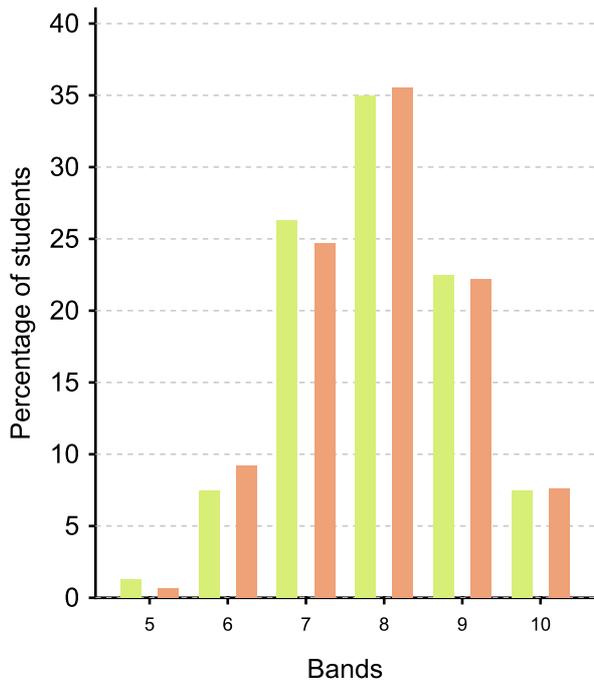
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 7 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



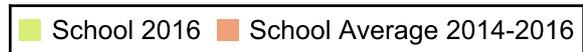
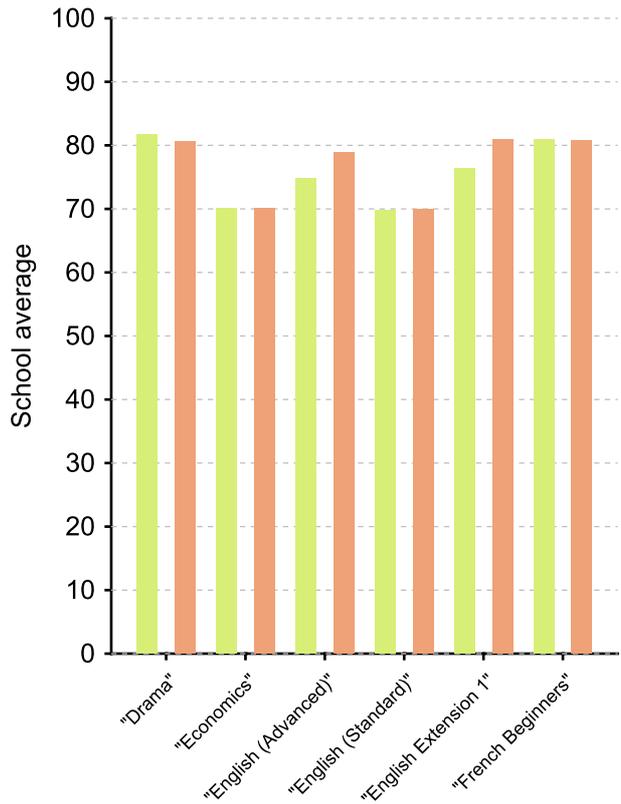
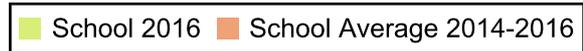
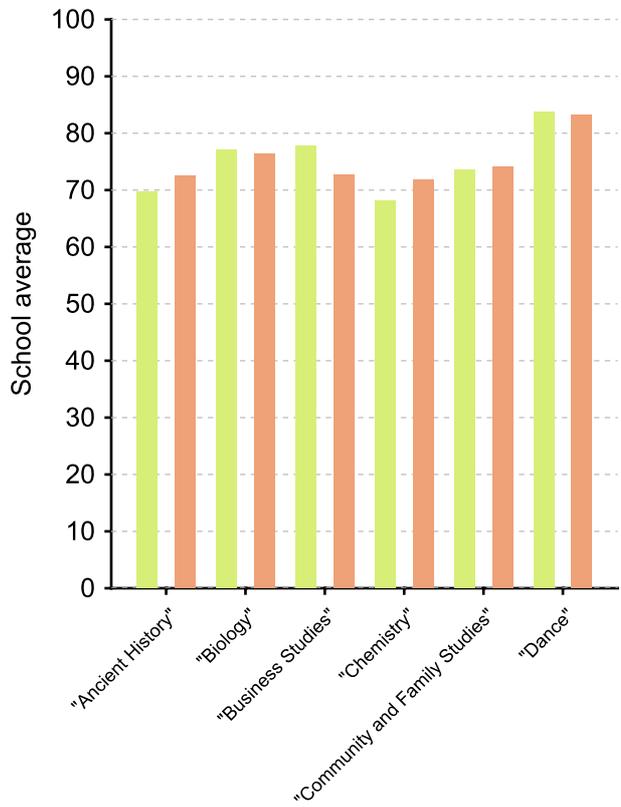
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name.

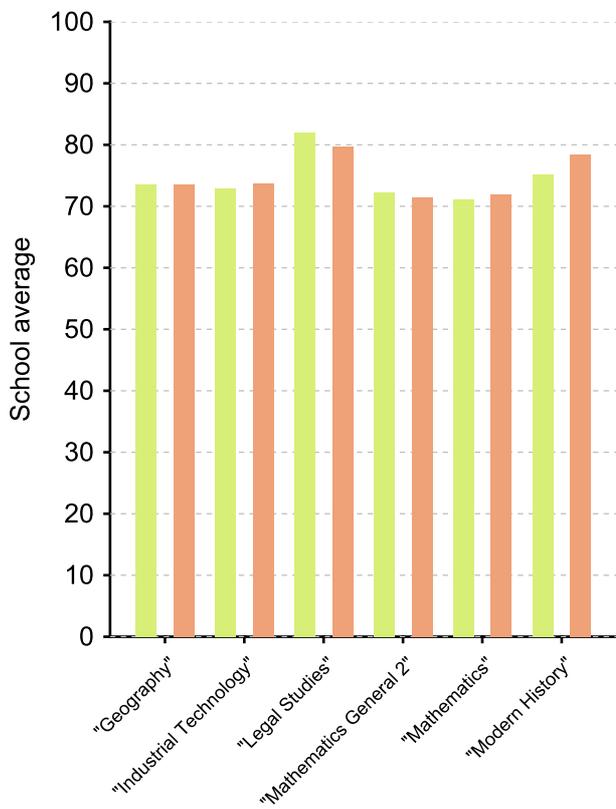
The NSW Premier's Priority is to increase the number of students in the top two bands of NAPLAN by 8%. Currently students at HSPA in year 3, 5 and 7 are achieving above state levels in the top two NAPLAN bands in all areas. Year 9 students are achieving beyond state levels in all areas except spelling. HSPA received no targeted funding for literacy programs and was not a targeted "Bump it Up" School in 2016.

In 2016 there were 7 Aboriginal students that completed NAPLAN in Year 7 and 5 students in year 9. In Year 7 our Aboriginal student exceeded achievement levels of All students in the state in Reading, Writing and Spelling and in Grammar and Punctuation and Overall Numeracy exceeded scores for Statistically Similar Groups. Our Year 9 students achieved scores significantly above state levels for all students in all literacy measures and above statistically similar groups in numeracy.

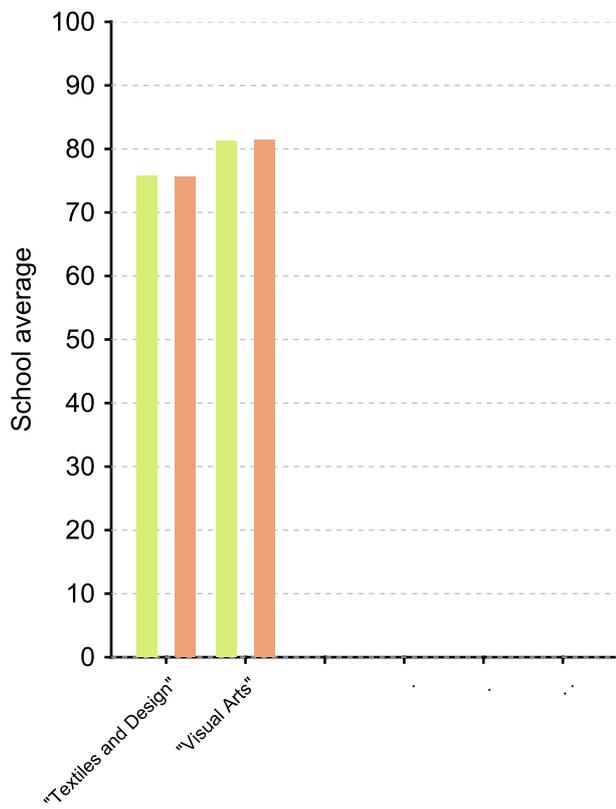
**Higher School Certificate (HSC)**

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

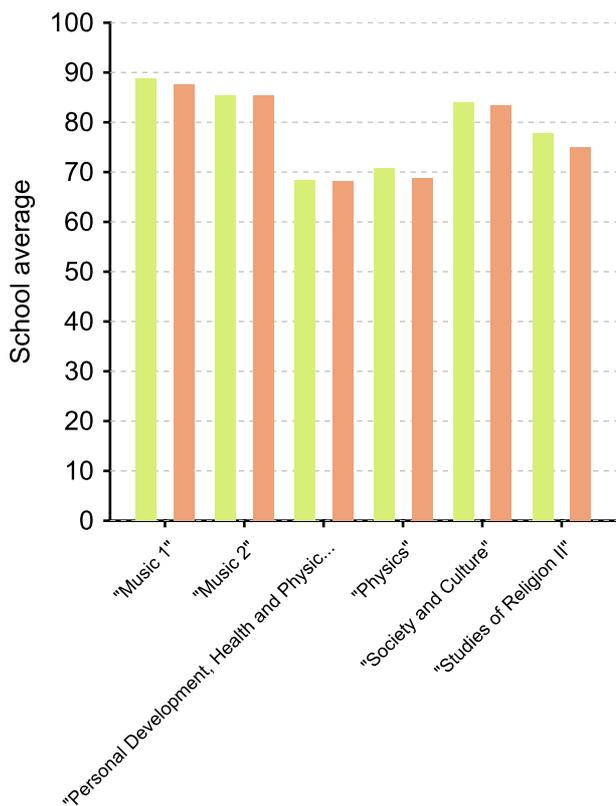




■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

## Parent/caregiver, student, teacher satisfaction

In 2016, parents and students were surveyed using Tell Them From Me (students) and MindMatters (parents and community).

Eighty-three parents and 641 students responded to the surveys, all of which were completed online.

The Primary and Secondary student *Tell Them From Me* surveys include nine measures of student engagement that measure the extent to which students are socially, institutionally and intellectually engaged at school.

Students who are socially engaged are actively involved in the life of the school and extra-curricular activities.

Students with high levels of institutional engagement feel that learning is directly related to their long term success.

The level of intellectual engagement is closely linked to the quality of instruction offered at school and the level of student motivation.

The *MindMatters* parent survey is based on a comprehensive questionnaire covering eight target areas based around building a Positive School Community, Student Skills for Resilience and Parents and Families.

In the three domains of engagement, 81% of Primary students identified a positive sense of belonging within

the school, with 93% stating they had positive relationships with friends they could trust, and who encouraged them to make positive choices. Homework Behaviour has been identified as a measure for further investigation.

Overall students from Years 7 to 12 at HSPA showed higher than average levels of engagement when compared with State norms, with 77% of students feeling accepted and valued by their peers, and 86% of students identifying positive relationships at school. The school has shown an increase in results based around the three identified areas for focus from the previous year of: Homework and Study Habits, Values Schooling Outcomes and Interest and Motivation.

The parent survey consisted of a comprehensive questionnaire covering several aspects of parent's perceptions of their children's experiences at school. Eight measures provide feedback to the school about the extents to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Eighty-six per cent of parents believe their child has a strong sense of belonging and connection to HSPA, with 94% stating their child feels safe at school. The school has identified three areas for further investigation: Opportunities for parents, staff and students to come together, Parent information regarding policies, practises and programs surrounding youth mental health, and Parent awareness of programs to develop students skills to manage stress and be resilient.

## Policy requirements

### Aboriginal education

In 2016 HSPA, established, built and strengthened relationships with Aboriginal people and communities through the ongoing employment of A Community Liaison Officer(Aboriginal) continued to be employed for one day per week, and working with the local and regional AECG to provide the Creative Arts Aboriginal Education Program when students from Primary schools across the region attended HSPA for a series of workshops with the school's specialist teachers. 2016 Also saw our Aboriginal students undertake training with local and state AECG representative in leadership which resulted in the development of the school's first Jnr. AECG. The annual school Yarn Up was once again successful with high attendance from families to complete student PLPs.

In partnership with our Aboriginal parent community and the local TAFE we developed the "Creation Circle" which allowed Senior students to develop skills in the creative industries and attain accreditation of competencies. We worked in collaboration with Murrook Cultural Centre to develop a Culture Class that included students learning The Hunter River/ Lake Macquarie Language.

Three qualified tutors were employed for the equivalent of 1.5 days per week to work with senior students in

developing literacy and numeracy skills, organisational skills and to work on specific subjects as requested by the senior students and their families through the PLP process.

Year 9 NAPLAN results indicate that Aboriginal students at the school are achieving in the top 3 bands at a higher level than All students (at State Level) in all literacy measures.

### Multicultural and anti-racism education

Programs and initiatives aimed to ensure a racism-free learning environment with an inclusive school community were maintained.

The Anti-Racism Contact Officer (ARCO) position was held by an elected and trained staff member, Mr Darren Pettet, and his role was advertised to the school community.

While the incidence of racism at the Hunter School of the Performing Arts is extremely low, the ARCO is easily accessible. Records are kept of all complaints of racism and resolution strategies are documented.

The ARCO attends regional anti-racism network meetings and reports back to staff.