

# Hunter School of Performing Arts Annual Report



2017



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

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### Message from the school community

2017 was another rewarding year at HSPA and I am thankful to have had the opportunity to contribute in the role of President. In 2017 we had an extended P&C Executive and it has been a privilege to work alongside Lynne Guy (Treasurer), Malini Stephen (Secretary), David Donnelly (Senior Vice President) and Hayley Rousell (Junior Vice President). I thank the Executive for their availability and generosity of time. An increased involvement from a variety of P&C members in 2017 provides a positive future outlook for the P&C and I thank all members for their contributions.

The monthly P&C meetings are held on the first Monday of each month, excluding school holidays, commencing at 7pm. These meetings include presentations by staff to provide an insight into our school operations, the New South Wales Education system and also allow enquiry and input from attendees at these meetings. 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)

At HSPA, parents and caregivers are welcome to be part of an active and engaged community, looking to support students and teachers. I thank the staff at HSPA for their involvement in the P&C meetings throughout the year with special mention to Jo Gray and Marcus Neale for their attendance and contribution each month. Communication with parents is strong and parents are regularly consulted in an open and transparent manner.

At HSPA we (and of course our children) are lucky to have dedicated canteen staff. Thanks to the professionalism and commitment of our canteen staff and volunteers, not only is it possible for healthy eating at HSPA but canteen profits provide the P&C with the majority of money raised and have enabled us to donate significant funds this year for school improvements and education resources that will assist students and the school into the future. This contribution from the canteen profits has increased significantly over the years and we thank all responsible for making this possible.

Our P&C subcommittees have again devoted a lot of time and energy and done a fantastic job supporting their specific areas of our school. The organisational and fundraising talents of these committees, along with canteen profits, have enabled us to donate in excess of \$80,000 to the school this year. I would like to thank the convenors of the various subcommittees for their leadership and the committee's work during 2017.

The partnership between the school and parents has continued to strengthen by the communication and consultation with the P&C throughout 2017 and I hope that this will continue into the future. I am proud of the HSPA community – students, teachers, parents and caregivers. With exciting changes planned for our school we look forward to continuing with existing P&C members and including new parents, together making a positive contribution to HSPA.

John Tessier, P and C 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 (3–12) which offers a comprehensive curriculum with a performing arts specialty. The school has an enrolment of approximately 1150 students across Years 3–12 including 43 Aboriginal or Torres Strait Islander students. Students are enrolled from the Hunter Region, Central Coast, Port Stephens and beyond. The school caters for a wide range of student abilities with a strong emphasis of students' interests and skills in dance, music and drama. The school is unique being the only public school in NSW where entry is gained through an audition process. 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. 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 future-focused learning.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

In the Learning Domain, focus areas included Learning Culture, Wellbeing, Curriculum and Assessment. The school engages in strong collaborations between parents, students and the community that inform and supports continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. The school analyses student progress and achievement data and a range of other contextual information.

In the Teaching Domain, teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

In the Leading Domain, the leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

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/sef-evidence-guide>

## 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

Targeted programs supporting literacy and numeracy growth such as "Maths and Milo", "English Muffins" and Kickstart" have seen positive gains for the students involved. In particular, the "Kickstart" program saw students involved achieve value added of 12.57. Teachers across the school have been trained in the Super Six Strategies of comprehension from the focus on Reading Program. A targeted group of teachers were trained more deeply and shared this learning with their faculty members. This focus on reading has seen students at HSPA achieve at higher levels in the top 2 bands of reading in NAPLAN than state levels in years 5, 7 and 9.

Collaborative, evidence based teaching practices have become embedded into the professional learning schedule of the school. A focus on the Quality Teaching and Learning Framework saw all HSPA staff complete training with university partners in 2017 on the Quality Teaching Framework in assessment and classroom practice. 2018 will see the roll out of Quality Teaching rounds across the school to supplement the P3 process.

The implementation of the CANVAS Learning Management System across the school has been supported by ongoing professional learning delivered by the CANVAS coordinator who has been provided with an allowance to manage and trouble shoot as well as provide learning support for teachers and students. The successful implementation of this system has seen a decrease in photocopying costs across the school as well as an increase in opportunity for students and teachers to collaborate on a digital platform and to improve creative thinking skills in students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School annual HSC average performance in each subject matches or exceeds the school average for the past three years.	Numerous, whole school meetings, faculty meetings and individual meetings were given to this target. Professional learning funds were used to support staff development at conferences and network days with colleagues. The school approved a large number of applications from teachers for HSC marking.	In 2017, the Average HSC score for HSPA for all subjects was 79 Exceeding the average of the previous three years.
The school's past 3 year HSC average performance in each subject matches or exceeds the State's average for the past three years.	As above.	The HSPA Average HSC score for all subjects for 2018 exceeded the state average score by 7 points. The school's data indicates that HSPA has exceeded the state's average HSC score for the past three years.
The percentage of students in the top two NAPLAN bands (Years 5, 7, and 9) is 50% greater than the state equivalent.	In addition to the above, professional learning funds were used to support staff training around NAPLAN and ESSA marking.	In Year 7, Reading and Grammar and Punctuation, this target was exceeded. 50.6% of students achieved in the top 2 bands for reading and 50% for grammar and punctuation. In Year 5, all NAPLAN elements except writing exceeded the percentages for the state equivalent. In Year 7 all areas except writing exceeded percentages of the state equivalent. In Year 9, Reading and Punctuation

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The percentage of students in the top two NAPLAN bands (Years 5, 7, and 9) is 50% greater than the state equivalent.		and Grammar exceeded the percentages for state equivalent.
Survey data shows strong levels of student engagement with opportunities to develop skills around the General Capabilities.	\$15000. Funds were used to run training and development workshops each term for all teachers of project based learning electives in Years 8–9.	43% of students in secondary years and 37% of Primary students indicated in the Tell Them From Me Survey that they "work with other students to find better ways to do things including solving real world problems", almost every day or more often. 58% of students in secondary indicated that they collaborated digitally almost every day or more often whilst in Primary the percentage was 43%. The introduction of a project based learning elective in years 8–10 has led to greater opportunity for students to engage with and develop skills around the general capabilities.

## Next Steps

Strategic Direction One in the 2018–2020 school plan will focus directly on High Expectations, Differentiation and Explicit Teaching as identified in the Department of Education's What Works Best research publication. In 2018, all teaching staff will participate in Quality Teaching Rounds as part of their PDPs. This will take a variety of forms ranging from four-day rounds for teams of four through to a model that combines the coding of lessons and discussion with the school developed P3 model of collaborative learning. The Canvas Learning Management System will be opened to parents to increase engagement with their child/ren learning in partnership with the school. This has required a greater consistency in how assessments are presented and a strong focus on formative as well as summative assessment. The training of staff in Super Six Comprehension strategies will continue and steps will be put in place to improve writing data in NAPLAN through a targeted program across the school and strongly supported by "Writing Fridays" in English.

## 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 was positive and achieved tangible results. Several key policies were reviewed with valuable parent/teacher/student input including the Discipline Policy and Anti-Bullying Plan. The school implemented a new formal system for faculty reviews with the panel comprising HSPA staff with leadership by a retired principal. 2017 was the first full year of Canvas across Years 7–12. Teachers across all faculties used Canvas' various resources and teaching tools. Sentral continued to be used widely and successfully across the school by teachers, students and parents. Sentral was used for Parent/Teacher night bookings with pleasing success. A dedicated Year 12 Parent/Teacher night was established with overwhelmingly positive feedback. 'Papercut' was used to analyse the school's photocopying usage. New accountability measures resulted in considerable savings to the budget. Communication channels continued to be strengthened through new-look newsletters, the school's app and Facebook. Planning started to develop a new website with a more modern look and increased functionality. Project based learning was strengthened across Years 8–10. Quality teaching and learning was evidenced by outstanding, real-world student projects displayed at the Term 4 PBL exhibitions. Planning continued with the various stakeholders for the school's new hall and performing arts precinct. At the time of writing, the project is due to be completed by mid 2019. Time was taken throughout the year to advise staff of the new accreditation requirements for teachers with workshops/meetings dedicated to professional learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers meet accreditation and maintenance requirements as per BOSTES' Australian Professional Standards for Teachers.	Considerable time was dedicated to professional learning at staff meetings, executive meetings, faculty meetings and individual mentoring. Funds were also used to support beginning teachers from tied funding.	All teachers engaged in professional learning around requirements for accreditation by Jan 2018. All teachers engaged in workshops around the Australian Professional Standards for Teachers. Post-2004 service teachers were additionally well supported by professional learning to either achieve their initial accreditation, or complete and work towards completing their five-year maintenance cycle.
100% of faculties have undergone a review of faculty policy and procedures to support best practice and drive improvement in teaching and learning.	\$6700	Whilst all faculties undergo continual self assessment, the English faculty was formally reviewed by a panel led by a retired principal. The review included a highly detailed document review, interviews with all English teachers, Year 7–11 student focus groups and phone interviews with parents. The review took five days resulting in various affirmations and recommendations and an action plan developed. The HT from the next faculty to be reviewed was included as part of the review panel, providing an excellent insight and preparation into the process.
100% of teachers regularly use the school's learning management system (LMS) to support quality teaching and learning.	\$13,500. In addition, one staff member received a two-period allocation as part of their teaching load to support professional	Teachers across various faculties used Canvas to upload student work, assignments, provide student feedback on assessments, host quizzes, announcements and discussions. Year pages were developed to centralise and disseminate key

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers regularly use the school's learning management system (LMS) to support quality teaching and learning.	learning for staff. Considerable time was dedicated to staff Canvas training: faculty time, whole staff workshops, small group workshops after school and individual support.	information to students such as assessment schedules and policies. Much technical work was done by Darren Ponman (HT TAS) to make Canvas work well. Minimum requirements and a consistent format were developed. The power of Canvas will continue to unfold across the school as teachers become more confident is utilising its various resource and teaching tools. The school will also consider providing access to Canvas for parents/carers.

## Next Steps

Strategic Direction Two in the 2018–2020 school plan will focus directly on Effective Feedback and Use of Data to Inform Practice as identified in the Department of Education's *What Works Best* research publication. The English faculty will continue to implement the action plan resulting from its 2017 review, which will be monitored by a member of the senior executive. HSPA will continue the faculty review program, with two faculties being nominated for review in 2018. The school aims to continue to include on the panel the Head Teacher of the next faculty to be reviewed. The School Excellence Framework will continue to serve as an excellent tool for faculties to use as part of their reflection and planning for improvement.

HSPA will continue to support all teachers and the accreditation requirements by appointing an Accreditation supervisor, who will be given time off class to work with all teachers, collectively and individually, at their stage on the accreditation maintenance cycle. A dedicated Canvas page will be developed to allow easy access for teachers to NESA resources, requirements and key information. Teachers' Professional Development Plans (PDP's) will be linked to accreditation requirements through alignment with the Australian Professional Standards for Teachers. Support will be given to teachers who wish to be accredited at higher levels. The school will work to enable key professional learning conducted at school to count towards the required hours (through MyPL). Teachers will be advised of professional learning opportunities outside the school and PDP's will be collated to examine consistent themes for targeted support.

Professional learning for teachers will continue around Canvas to ensure its successful and ubiquitous use across the school. Minimum requirements and a consistent format for Canvas faculty/subject pages will be adopted. The power of Canvas will continue to unfold across the school as teachers become more confident is utilising its various resources and teaching tools. The school will continue to plan providing access to Canvas for parents/carers. The school recognises the need for more information and training for parents/carers around Canvas and online learning at HSPA. This will be addressed early in 2018.

## 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 Quality Relationships strategic direction has again shown positive improvements throughout the school this year. With a focus on curriculum, we completed a review of the Gifted and Talented (GAT) HSPA Policy to ensure staff were equipped to identify GATs students and implement appropriate differentiation and adjustments to meet the needs of those students.

Aboriginal Education focuses continued with staff surveyed to determine staff knowledge and skills and additional training and refresher courses offered in The 8 Ways of Learning program which supports the improvement of program delivery to support student engagement. Having established a Junior Aboriginal Education Community Group (AECG) last year, a focus on the involvement of Primary students in this program was a positive addition. Primary also established a new Ministerial Leadership Position with an Aboriginal Affairs Minister to ensure the focus was across the whole school and allow all students to have a voice.

Student and staff wellbeing also remained at the forefront throughout the year with staff representatives completing the facilitator training in KidsMatter and successfully implementing a Social and Emotional Learning program across Primary. MindMatter training in Secondary was placed on hold temporarily due to other school commitments and will be reignited in 2018. Results from Tell Them From Me were analysed and students and staff participated and were trained in The Everybody Study respectively through Macquarie University. This resulted in all staff receiving professional learning in the Youth Aware Mental Health Program (YAM) and all Year 9 students involved in the YAM Program in their timetabled PDHPE classes with the collation of data provided by Hunter New England Health. A number of staff also completed the online modules of Disability Standards for Education.

Student Leadership continued strongly throughout the year with the Leadership Passport Program occurring. This was evident across the whole school with roles in the areas within the Senior student Executive of student wellbeing, communication, events, environment, sport, student representative council and AECG representative. Changes to the Year 7 transition program proved positive with Year 10 students participating in peer support training and new students participating in peer support sessions as part of their orientation to HSPA.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School community surveys indicate social and emotional outcomes and sense of belonging equal or exceed state norms*		Students sense of belonging in Primary did increase from 2016 to equal the state norm at the beginning of 2017 but dropped below state norms in Semester 2. In Secondary, this again did increase to be slightly higher than the state norm at the beginning of 2017 but dropped below state norms in Semester 2.
10% increase in the number of students recognised at the highest level through the school's commendation system.		Students recognised at the highest level through the schools commendation system increased by 200% from 2016 to 2017.
Aboriginal students agree or strongly agree that teachers have a good understanding of their culture.*		In Primary, 72% of students believed their teachers had a strong understanding of their culture with only 18% disagreeing. In Secondary, 36% of students agreed that teachers had a good understanding of

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal students agree or strongly agree that teachers have a good understanding of their culture.*		their culture with 38% disagreeing.

## Next Steps

Strategic Direction Three in the 2018–2020 school plan will focus directly on three areas including Classroom Management, Well-being and Collaboration as identified in the Department of Education's *What Works Best* research publication.

Within the area of well-being, a continued focus on building a strong sense of belonging within the school and community will remain a priority. This will target all aspects of the school including students, staff and community, to engage all parties in the education process of our students and the students and staff overall physical, mental and social well-being. Student and staff wellbeing will continue to remain a priority as the school continues to implement the various educational reforms designed to improve student outcomes and support staff in the ongoing educational changes within the Department of Education.

A focus on building a solid understanding of Aboriginal culture across HSPA and the integration of this focus within all areas of the school is also a priority. Ensuring staff and the community have support in building their knowledge and understanding of culture and the inclusion of this knowledge in school planning is paramount to working towards embedding Aboriginal culture within all aspects of the school.

Classroom Management and a management system that is understood across the school and implemented consistently is paramount to its success. Both students and staff need a clear understanding of the expectations and implementation of these processes in order to make a positive change within the school.

Collaboration has become an integral part of change at HSPA and will remain a focus throughout the next school plan. Both at a staff and student level, development and integration in this area are of a high priority in improving class practices, educational programs and school planning to improve student outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Quality Teaching, Successful Students (QTSS)</b>	\$12595	<p>In 2017, Quality Teaching, Successful Students (QTSS) funding was allocated at HSPA to ensure that all primary students benefited from high quality teaching and learning practises to best meet the full range of student needs. The funds were used to support executive and staff in a new focus on integration and differentiation to better cater for the diverse range of learners. This included mentoring teachers, team teaching and collaboration, program reviews and development, data collection and future planning and training and development of staff.</p>
<b>Aboriginal background loading</b>	\$27,657	<p>A Community Liason Officer (Aboriginal) continued to be employed one day per week to support Aboriginal students and their families. A Language Class focusing on the Hunter River/Lake Macquarie language was run over 40 hours across the year.</p> <p>Two tutors were employed for the equivalent of 2 days per week to assist students in developing literacy and numeracy skills and to work on specific subjects as well as study skills and time management.</p> <p>The Junior AECG continued to run following training from local AECG members in 2016. One of its successes was the planning and running 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 PLPs.</p> <p>Year 9 Aboriginal Students significantly exceeded the percentage of all students in the state in the top 2 bands of NAPLAN in Spelling, Grammar and Punctuation and significantly exceeded Aboriginal Students in statistically similar school groups in Reading and numeracy.</p>
<b>English language proficiency</b>	\$0	No funding received
<b>Low level adjustment for disability</b>	\$109,874	<p>This funding was used to support students through a number of initiatives. Increasing the Learning and Support Teacher allocation allowed more students to gain individual assistance and support.</p> <p>School Learning Management platforms (CANVAS) and Administrative support systems (CENTRAL) allow for learning support through published lessons, scaffolded learning and publishing of Individual Learning Plans.</p> <p>Student Award systems highlighted achievement from classroom commendations through to assembly and end of year recognition.</p>

<b>Low level adjustment for disability</b>	\$109,874	<p>A digital resource system, Clickview, embellished content delivery particularly in the humanities.</p> <p>Project Based Learning workshops saw staff trained in lesson delivery explicitly focusing on the general capabilities.</p> <p>Invigilators were employed for Year 12 half yearly and trial exams, providing extra time for teachers to prepare quality feedback to assist with the learning cycle prior to HSC examinations.</p>
<b>Socio-economic background</b>	\$46,446	<p>Student assistance was made available to selected students to participate in a range of school activities. participation by students in a range of gifted and talented initiatives including chess, public speaking, debating and boys dance. Student leadership was strengthened and new systems established for Senior Student Executive and SRC. Teachers were released for quality teaching training. STEM programs were established. A new Head Teacher of Drama position was established.</p>
<b>Support for beginning teachers</b>	\$17459	<p>Beginning teachers received additional funds to support their career induction program. All staff were given relief from face to face and release time for planning. Professional learning opportunities were sought and time with mentor was provided. Course fees for professional development were covered.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	325	302	305	300
Girls	845	847	832	844

### Student attendance profile

School				
Year	2014	2015	2016	2017
3	96.1	93.7	97.6	92.6
4	95.4	96.4	93.2	94.5
5	95.1	94.7	95.7	93.4
6	95.1	95.2	95.1	94.3
7	95	94.3	93.8	94.1
8	91.9	93.5	93.2	92.6
9	92	90.8	93.2	91.1
10	91.6	91.3	90.5	90.9
11	91.3	92.2	90.9	90.2
12	88.8	91.2	92.4	91.4
All Years	92.3	92.6	92.7	92.1
State DoE				
Year	2014	2015	2016	2017
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	92.2	91.6	91.6	91.6

### Management of non-attendance

The School uses a range of strategies to manage non-attendance: fortnightly Learning Support Team meetings where students with attendance patterns of concern are identified then interviewed by the Year Advisor, HT Welfare, Head Teacher, Deputy Principal

or other relevant personnel; parents/carers of students with <85 attendance are contacted (fortnightly emails or by phone); meetings with parents; referrals to the Department's Home School Liaison Officer and Wellbeing Officer; spot checks of teachers' rolls; emails are sent requesting parental explanation for unexplained absences; parents can see their child's attendance on a daily absence via the Sentral Parent Portal; various welfare strategies such as time out cards, counsellor support and attendance monitoring cards; consequences are given for truancy. In 2017, the School did not need to implement a specific program to improve attendance as attendance rates are generally very good. However, suitable strategies (such as those listed above) were used with pleasing success to help individual students improve their attendance.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	0	0
Employment	0	6	11
TAFE entry	3	20	5
University Entry	0	1	72
Other	0	0	12
Unknown	0	0	0

### Year 12 vocational or trade training

Forty students undertook VET course at HSPA across four subjects – Entertainment Industry, Hospitality, Music Industry and Assistant Dance Teaching. 28% of Year 12 students included a school based VET course in their HSC. Eight Year 12 students studied VET courses externally in six courses. Four students completed school based Apprenticeships and Traineeships. Nine percent (9%) of Year 12 students completed external VET courses.

### Year 12 attaining HSC or equivalent

144 students attained their Higher School Certificate in 2017.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	54.72
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.79
Other Positions	1

\*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	23

## Professional learning and teacher accreditation

A significant proportion of Professional Learning funds were targeted towards collaborative teaching and learning experiences focused on Project Based Learning and the Quality Teaching Framework. As well as this the school continued it's development of staff skills in differentiation for the classroom and effective assessment practices. 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 procedures, student leadership, 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.

There was a strong focus on the effective use of the Learning Management System CANVAS for all teaching staff.

The English faculty underwent an intensive review of curriculum, programming, assessment and faculty processes and as a result an action plan was developed to support ongoing improvement within the faculty. During this process parents and students were consulted for their views on how they would like to see improvement occur.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The school receives on average 60% of all voluntary school contributions.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>1,076,635</b>
Global funds	508,726
Tied funds	200,869
School & community sources	668,280
Interest	10,158
Trust receipts	42,783
Canteen	0
<b>Total Receipts</b>	<b>1,430,816</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	67,648
Excursions	131,513
Extracurricular dissections	259,190
Library	1,897
Training & Development	7,971
Tied Funds Payments	182,650
Short Term Relief	58,192
Administration & Office	193,489
Canteen Payments	0
Utilities	90,137
Maintenance	85,120
Trust Payments	85,875
Capital Programs	65,644
<b>Total Payments</b>	<b>1,229,327</b>
<b>Balance carried forward</b>	<b>1,278,123</b>

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 information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	0
<b>Revenue</b>	2,847,173
Appropriation	2,023,233
Sale of Goods and Services	101,233
Grants and Contributions	718,310
Gain and Loss	0
Other Revenue	0
Investment Income	4,397
<b>Expenses</b>	-1,878,478
Recurrent Expenses	-1,878,478
Employee Related	-718,288
Operating Expenses	-1,160,190
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	968,695
<b>Balance Carried Forward</b>	968,695

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term asset acquisitions include contributions toward resourcing and air conditioning new learning spaces and gymnasium. Funds are also managed for longer term theatre maintenance.

Ongoing identified water leaks contribute to increased costs in maintenance and water usage. Overspending in casual teaching salaries reflects an unusual rise in sick leave due to the flu in Term 3.

### **Financial summary equity funding**

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	9,768,246
Base Per Capita	173,794
Base Location	0
Other Base	9,594,452
<b>Equity Total</b>	183,977
Equity Aboriginal	27,657
Equity Socio economic	46,446
Equity Language	0
Equity Disability	109,874
<b>Targeted Total</b>	111,610
<b>Other Total</b>	221,898
<b>Grand Total</b>	10,285,730

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.

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.

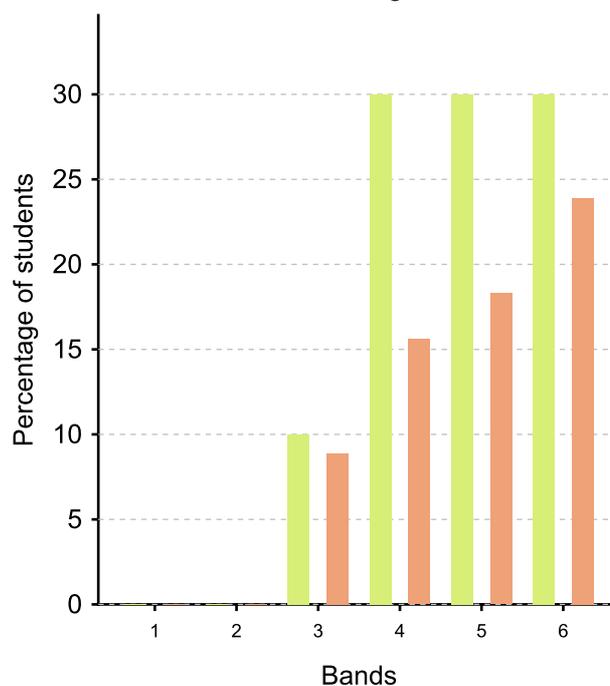
## School performance

### NAPLAN

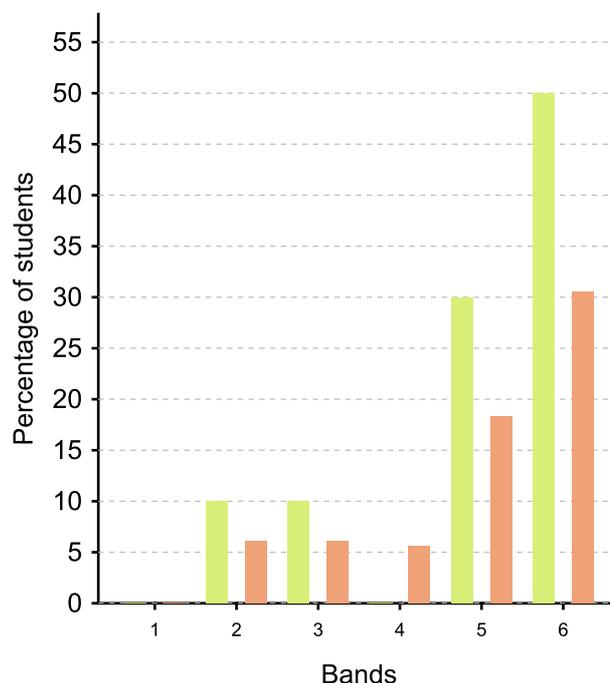
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

HSPA students achieved above state percentages in all areas of NAPLAN literacy for Year 3, 5, 7 and 9. In Reading and Grammar and Punctuation, HSPA students achieved in the top two bands exceeding 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 achieved in the top two bands above State levels. In Year 9 Spelling, 30% of HSPA students achieved in the top two bands compared with 31.1% of the State. In Year 9 Reading, 29% of HSPA students achieved in the top 2 bands compared with 25% of the State.

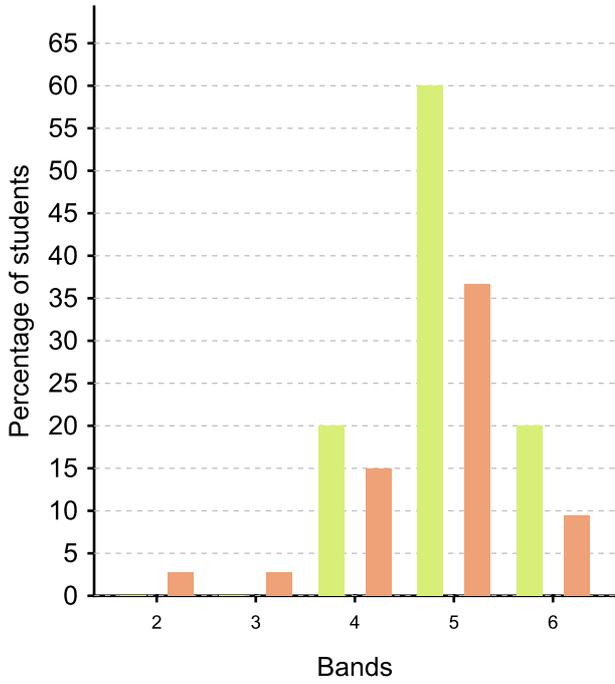
Percentage in bands:  
Year 3 Reading



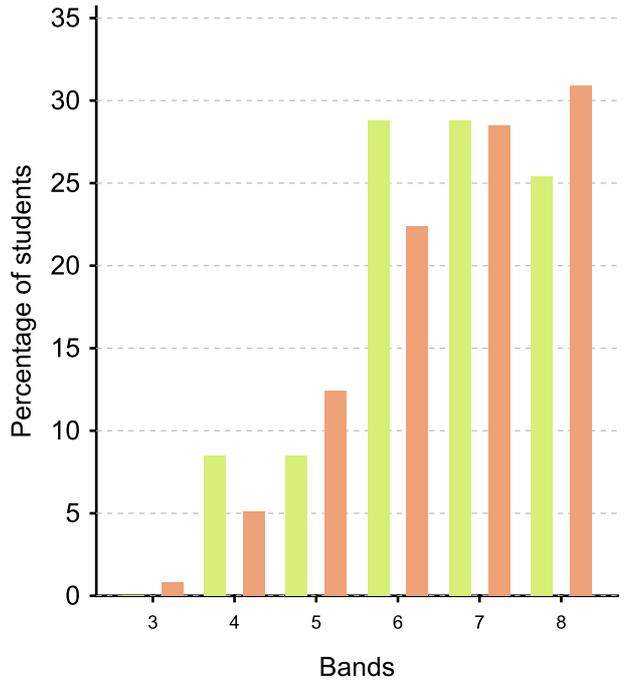
Percentage in bands:  
Year 3 Grammar & Punctuation



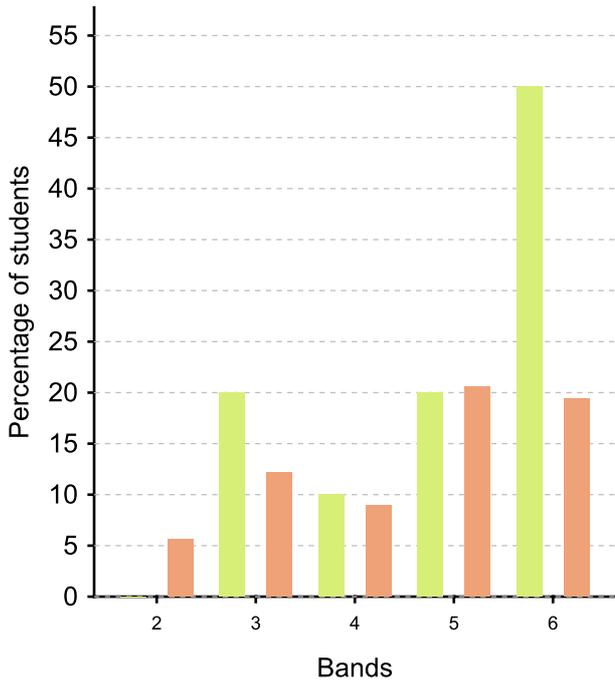
**Percentage in bands:**  
Year 3 Writing



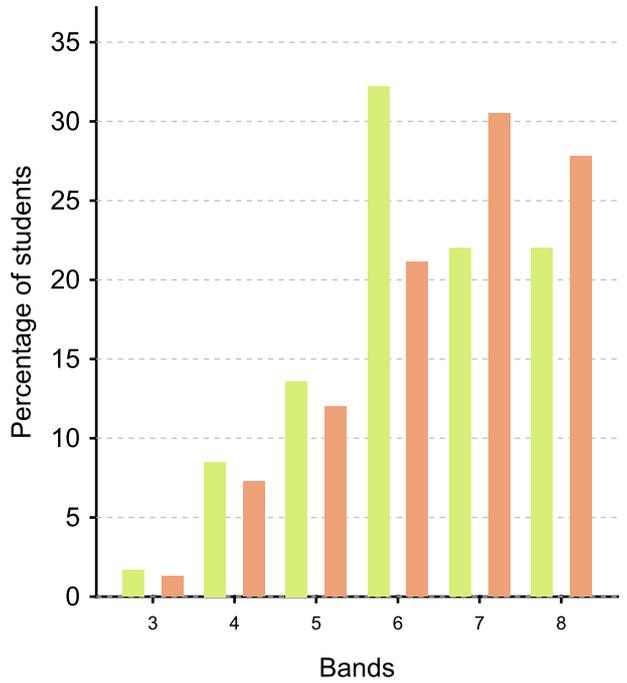
**Percentage in bands:**  
Year 5 Grammar & Punctuation



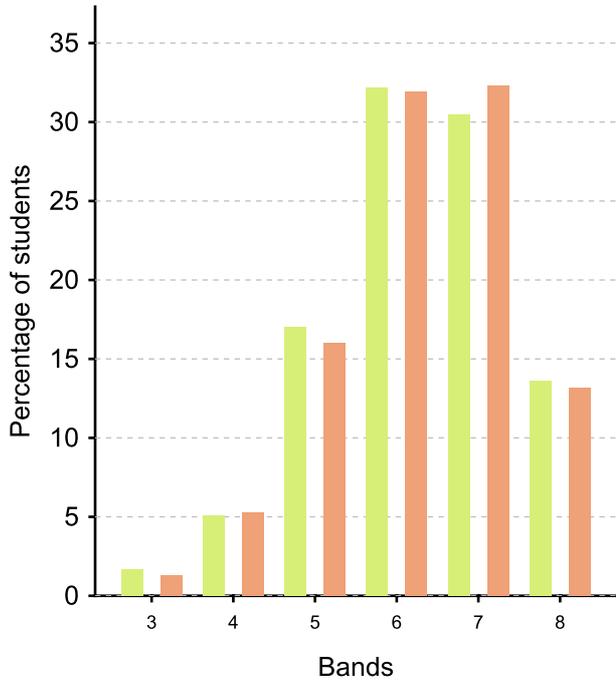
**Percentage in bands:**  
Year 3 Spelling



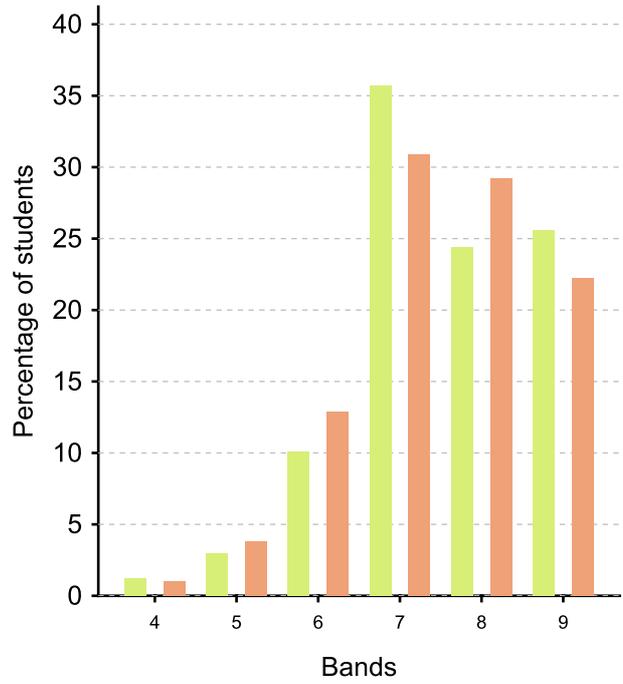
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Spelling



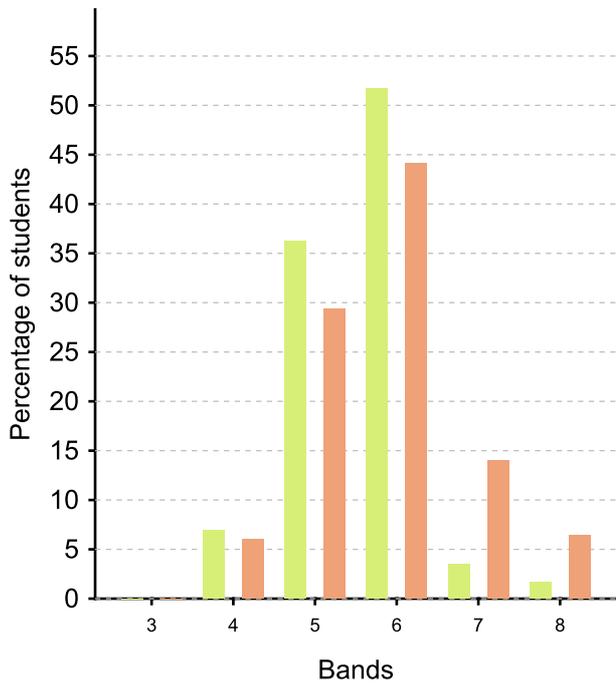
**Percentage in bands:**  
Year 7 Grammar & Punctuation



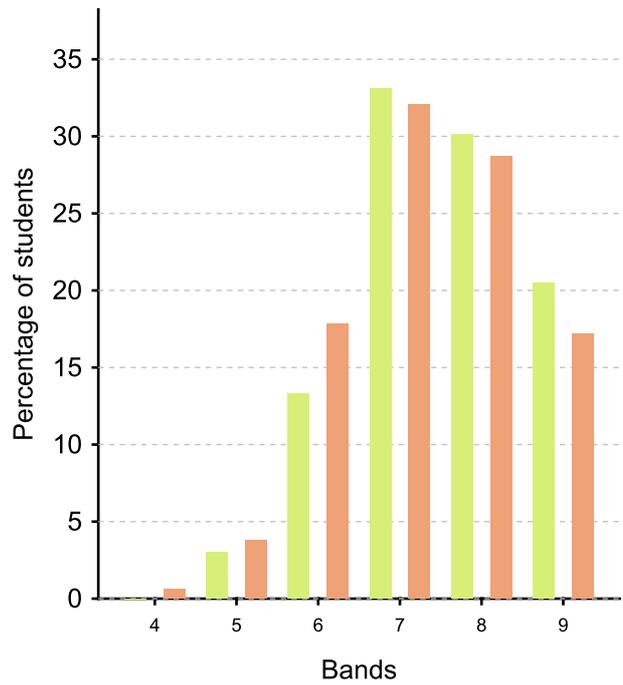
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



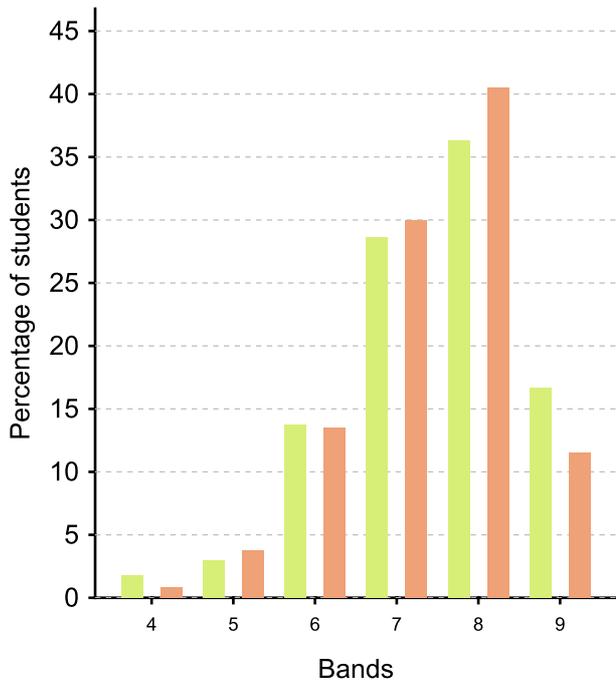
**Percentage in bands:**  
Year 7 Reading



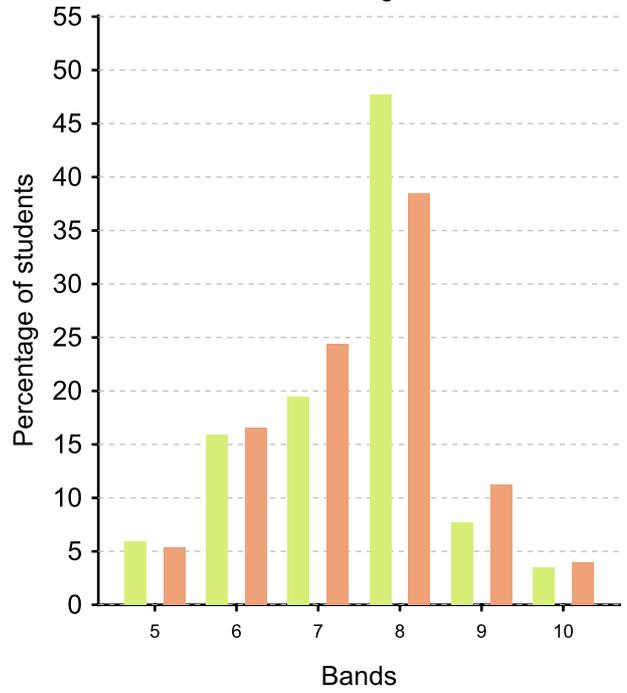
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

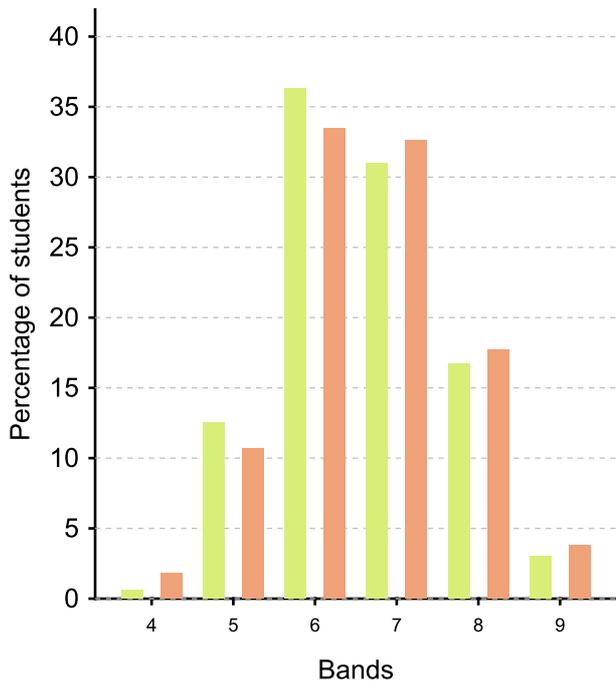
**Percentage in bands:**  
Year 7 Spelling



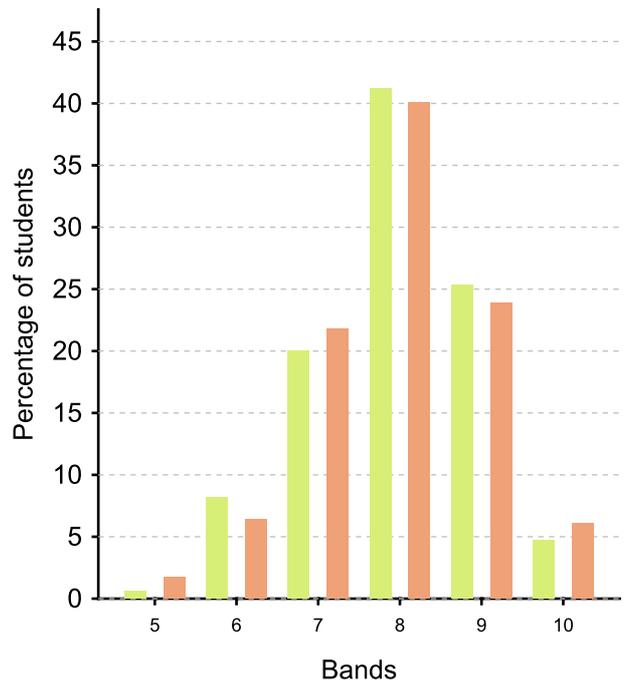
**Percentage in bands:**  
Year 9 Writing



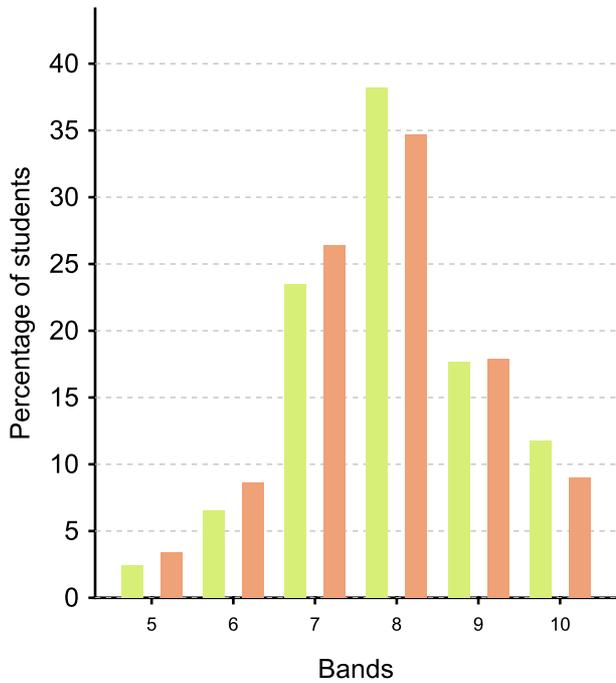
**Percentage in bands:**  
Year 7 Writing



**Percentage in bands:**  
Year 9 Spelling

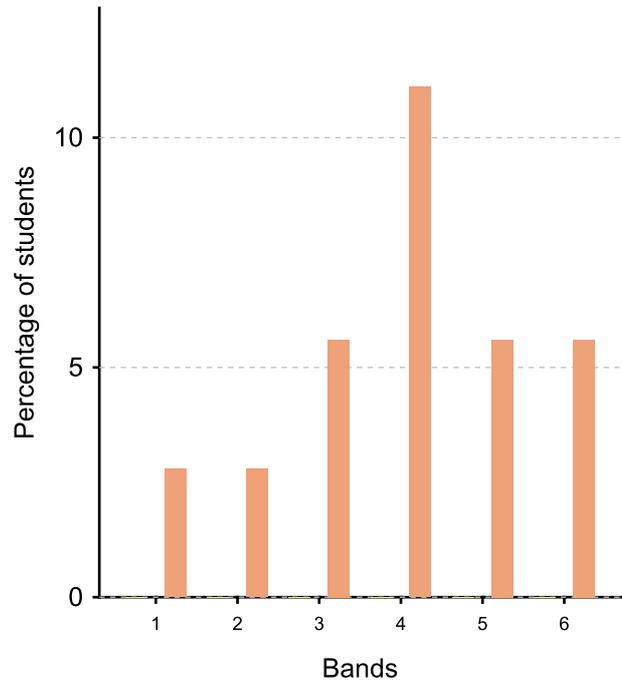


**Percentage in bands:**  
Year 9 Grammar & Punctuation

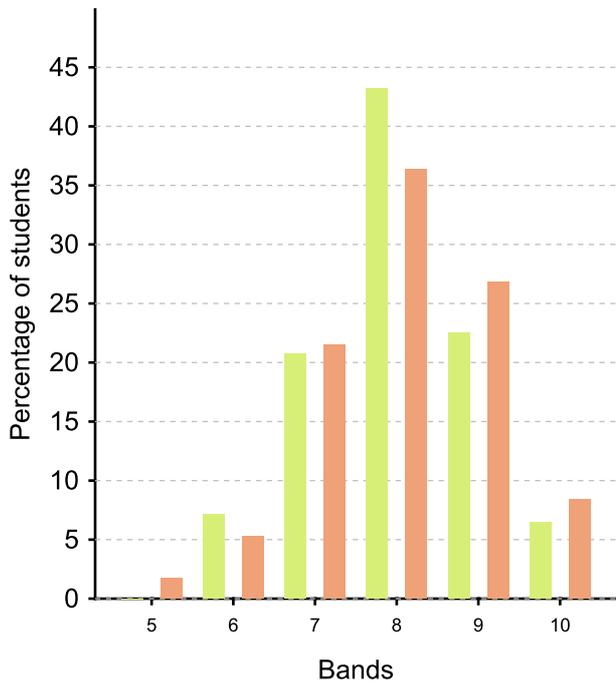


HSPA students achieved above state percentages in NAPLAN Numeracy for Year 3,5 and 7. HSPA students in Year 3, 5, and 7 also achieved in the top two bands above State levels. In Year 9 Numeracy, the average score for HSPA students was 602.6 compared to the average State score of 602.93. In Year 7, 48% of HSPA students achieved in the top 2 bands compared with 35% of the State. Year 9 Numeracy data showed 27.2% of HSPA students achieved in the top two bands compared with 27.7% of the State.

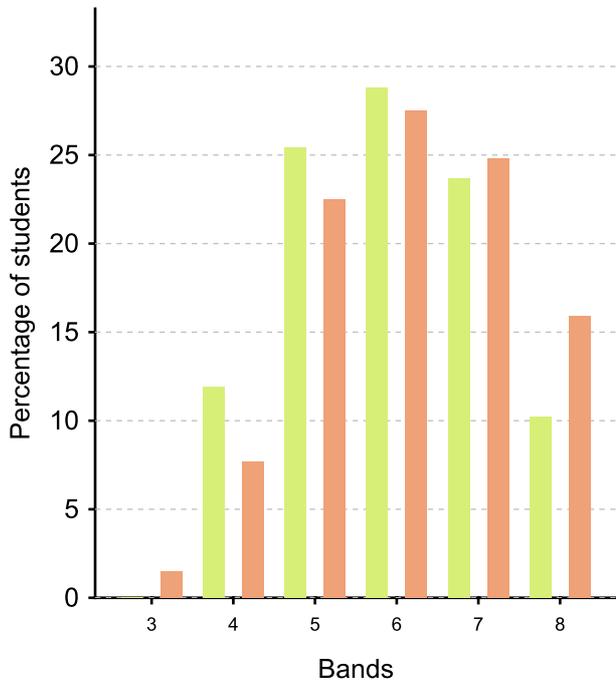
**Percentage in bands:**  
Year 3 Numeracy



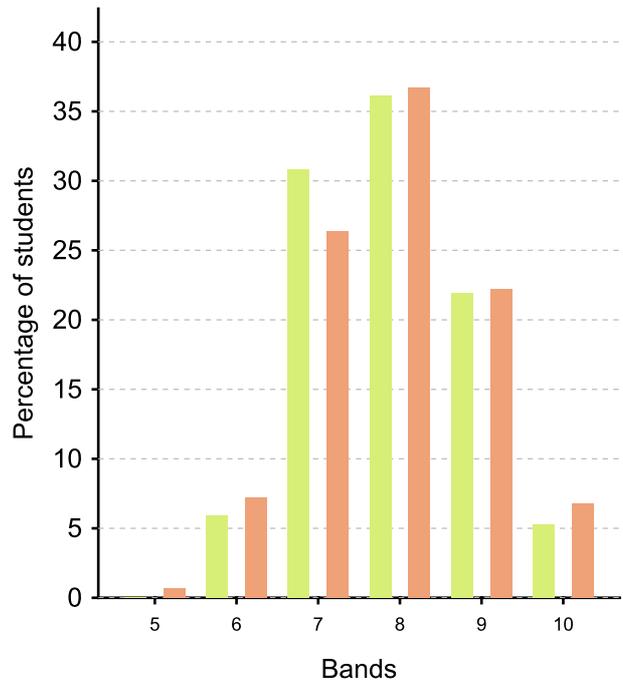
**Percentage in bands:**  
Year 9 Reading



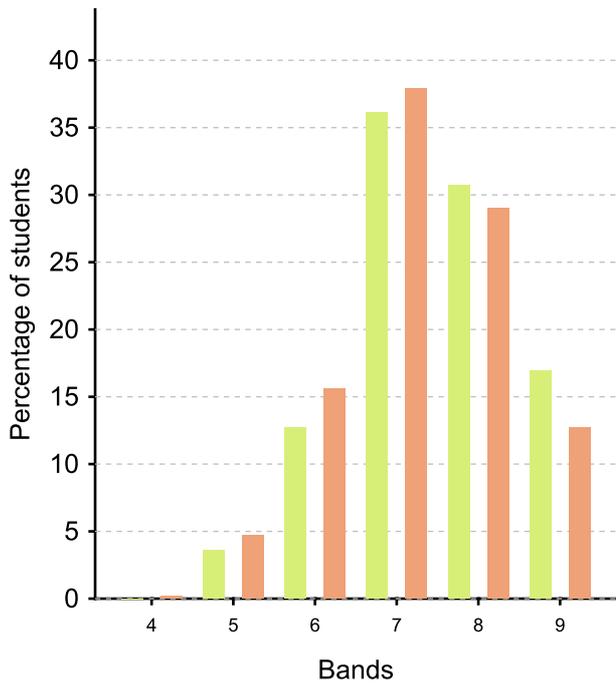
**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 9 Numeracy



**Percentage in bands:**  
Year 7 Numeracy

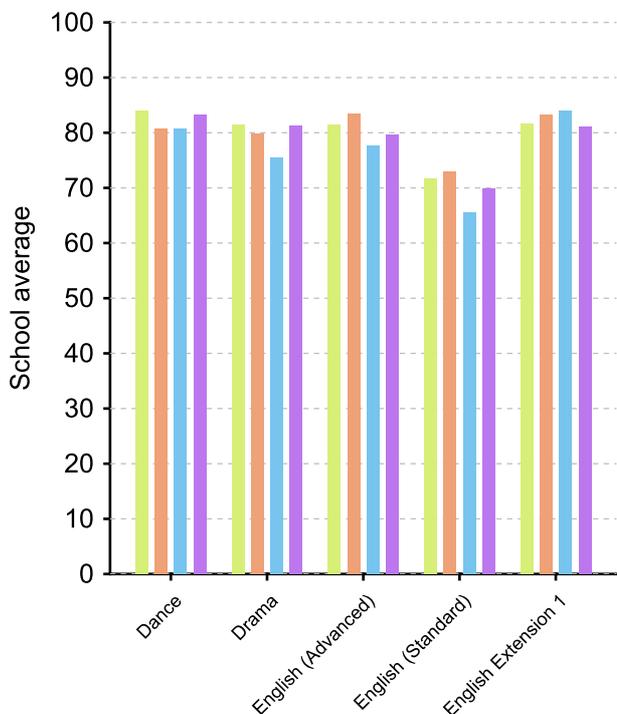
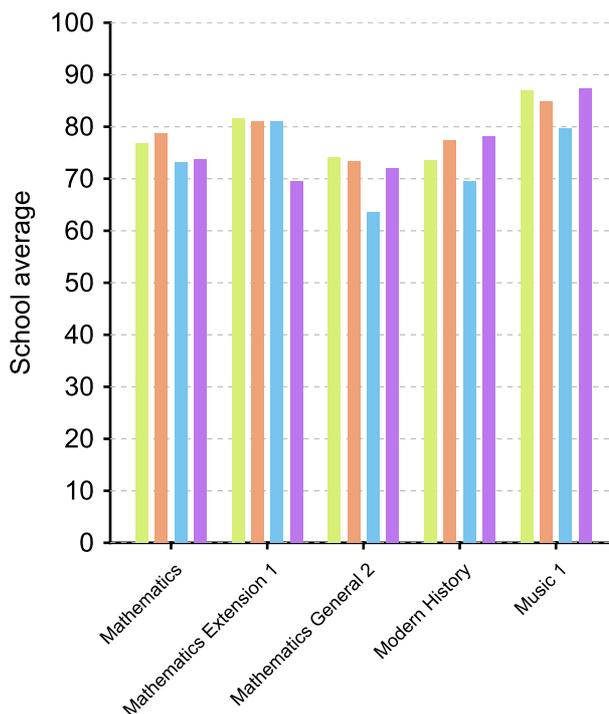
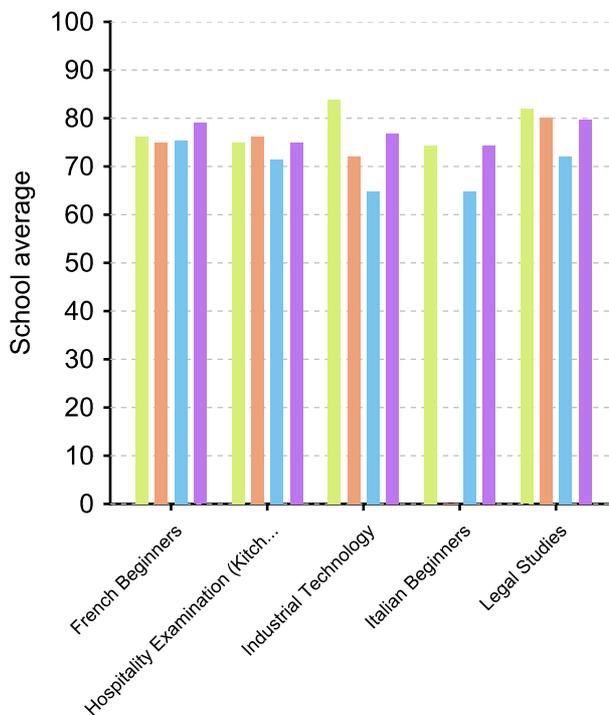
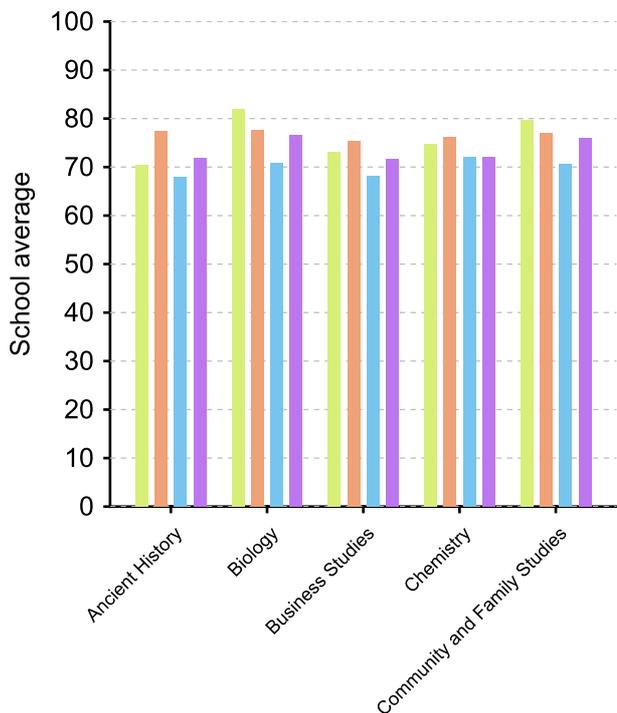


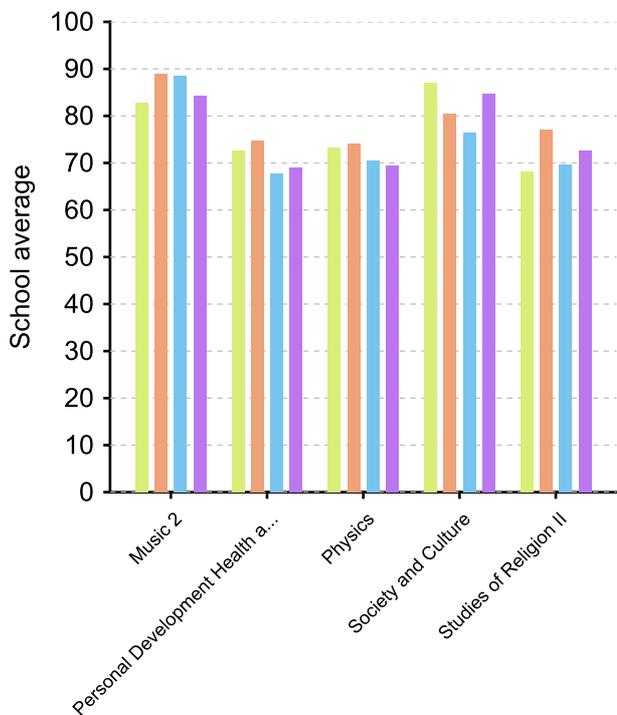
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In Year 7, HSPA Aboriginal students performed higher than State levels in Grammar and Punctuation, Numeracy, Reading and Writing. In Spelling, the average score for HSPA students was 498.4 compared to the average State score of 502.54. In Year 9, HSPA Aboriginal students performed higher than both State levels and Statistically Similar School Groups (SSSG) in all areas of NAPLAN. There were no HSPA Aboriginal students in Years 3 or 5 in 2017.

## Higher School Certificate (HSC)

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

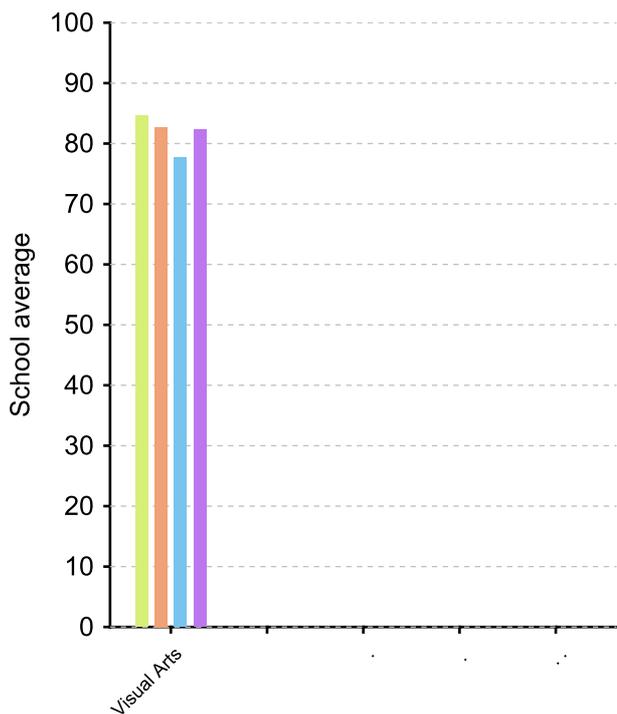




than state norms in both Primary and Secondary schools. There is also a perception that HSPA is a safe school. Parents believe that communication, especially in reports is clear and in language that is easy to understand. 19 parents/carers indicated that they had been consulted by the school for school planning. 83% of parents/carers either agree or strongly agree that they would recommend the school to others.

**Student Satisfaction:** 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. In both Primary and Secondary, these measures indicate that students at HSPA are above state norms. 80% of Secondary a Students report medium or high levels of happiness. In the Primary Survey, results indicated that 87% of students believed that they had positive relationships at school.

**Teacher Satisfaction.** Teachers at HSPA reported in the Public Sector 'People Matter' survey the following: Employee Engagement at 76% (+12 from public sector), Satisfaction with senior managers 71% (+23 from public sector), Communication 67% (+8 from public sector), Engagement with work 78% (+6 from public sector), High Performance 74% (+11 from public sector) and 70% Diversity and Inclusion (+3 from public sector). Highest overall scoring sections were : *My workgroup strives to achieve customer/client satisfaction – 95%; I understand what is expected of me to do well in my role – 94%; I am proud to tell others I work for my organisation – 93%. Lowest overall scoring sections were: I am satisfied with the opportunities available for career development in my organisation – 56%; I am paid fairly for the work I do – 53%*



## Parent/caregiver, student, teacher satisfaction

**Parent Satisfaction:** 89 parents/carers participated in the 2017 Partners in Learning Survey . The survey results indicate that parents believe that the school supports positive student behaviour to a level greater

## Policy requirements

### Aboriginal education

In 2017 HSPA established, built and strengthened relationships with Aboriginal peoples and communities through the ongoing employment of a Community Liaison Officer (Aboriginal) for one day per week. The school worked with the local AECG to maintain the Jnr AECG in the school, making links with full members of the AECG to support our students in their endeavours. The school's Yarn Up was once again successful with high attendance from families keen to update PLPS. The school worked in collaboration with Murook Cultural Centre to continue a culture class that saw students learn the Hunter River/ Lake Macquarie Language. Two tutors were employed for the equivalent of 2 days per week to work with students to improve literacy and numeracy outcomes, organisational skills and to work on specific subjects with senior students as requested through the PLP process. Year 7 and 9 NAPLAN results indicate that Aboriginal Students at HSPA are above SSSGs in all areas in Year 7 and 9.

### 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.